

CHAPTER IV

FINDING AND DISCUSION

This chapter presents the findings and discussion. The findings are designed to answer the research problem about English department students in developing authentic English materials using integrated, this research has done for fourth semester students of English Department of UIN Antasari Banjarmasin.

A. Findings

The result of this research and the discussion were data analysis result gathered during the research process. It was collected based on the result of questionnaire, interview and documentary which has done outside classroom to students of English Department academic year 2017.

The researcher gathered the sample for questionnaire i.e. 38 students by selecting 9 students randomly in each class. Based on the result questionnaire, the researcher found several problems that students have in developing authentic materials using integrated syllabus.

Table 4.1
Table of Indicator Questionnaire

No.	Indicator Questionnaire	Question	Option			
			1	2	3	4
1	Omission	I have problem in deleting inappropriate	2,5%	53%	42%	2,5%

		materials when I develop authentic materials using integrated syllabus				
		I have problem in deleting unproductive materials when I develop authentic materials using integrated syllabus	13%	39,5%	45%	2,5%
2	Addition	I have problem in adding the new text when I develop authentic materials using integrated syllabus	16%	42%	31,5%	10,5%
		I have problem in adding the new task or exercise when I develop authentic materials using integrated syllabus	2,5%	50%	39,5%	8%

3	Reduction	I have problem in reducing the material when I develop authentic materials using integrated syllabus	16%	42%	36,8%	5,2%
		I have problem in reducing the activities when I develop authentic materials using integrated syllabus	8%	42,2%	36,8%	13%
4	Extention	I have problem in extending the material when I develop authentic materials using integrated syllabus	8%	42,2%	44,6%	5,2%
		I have problem in extending the activities when I develop authentic materials using	10,5%	44,8%	36,8%	7,9%

		integrated syllabus				
5	Re-writing/Modifyin g	I have problem in modifying or rewriting the material when I develop authentic materials using integrated syllabus	2,5%	39,4%	36,8%	21%
		I have problem in rewriting or modifying the activities when I develop authentic materials using integrated syllabus	13,2%	34,2%	36,8%	15,8%
6	Replacement	I have problem in replacing the material when I develop authentic materials using integrated syllabus	8%	39,4%	47,3%	5,3%
		I have problem in	5,3%	44,7%	42,1%	7,9%

		replacing the activities when I develop authentic materials using integrated syllabus				
7	Reordering	I have problem in re- ordering the material when I develop authentic materials using integrated syllabus	10,5%	44,7%	34,2%	10,5%
		I have problem in re- ordering the activities when I develop authentic materials using integrated syllabus	7,9%	50%	34,2%	7,9%
8	Choosing Authentic Materials	I have problem in choosing authentic listening-viewing materials	5,3%	29%	47,3%	18,4%
		I have problem in choosing authentic	5,3%	50%	39,4%	5,3%

		visual materials				
		I have problem in choosing authentic printed materials	13,2%	42%	39,5%	5,3%
9	Understanding Integrated Syllabus	I have problem in integrating & combining each English syllabus when I develop authentic English materials using integrated syllabus	5,4%	36,8%	42%	15,8%
		I have problem in integrating & combining each skill when I develop authentic English materials using integrated syllabus	26,3%	52,6%	18,5%	2,6%

The following is the table elaboration

Table 4. 2
Problem in deleting inappropriate materials when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	1	2,5%
2	Occasionally	20	53%
3	Often	16	42%
4	Always	1	2,5%
Total		38	100%

The table 4.2 shows variety answers among the respondents. There is a student who answer never (2,5%) there are 20 students answer occasionally (53%) there are 16 students who answer often (42%) there is 1 student answer always (2,5%) %) it means majority of the respondents have problem in deleting inappropriate materials when they developed authentic materials using integrated syllabus.

Table 4. 3
Problem in deleting unproductive materials when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	5	13%
2	Occasionally	15	39,5%
3	Often	17	45%
4	Always	1	2,5%
Total		38	100%

The table 4.3 shows variety answers among the respondents. There is a student who answer always (2,5%) and there are 5 students who answer never (13 %) there are 15 students who answer occasionally (39,5%) and majority of them answer often (45%) it means more than a half of the respondents have problem in deleting unproductive materials when they developed authentic materials using integrated syllabus.

Table 4. 4
Problem in adding the new text when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	6	16%
2	Occasionally	16	42%
3	Often	12	31,5%
4	Always	4	10,5%
Total		38	100%

The table 4.4 shows variety answers among the respondents. There are 6 students who answer never (16%), 16 students answer occasionally (42%), 12 students who answer often (31,5%) and the rest answer always (10,5%) it means majority of the respondents have a little problem in adding the new text when they develop authentic materials using integrated syllabus since it happened even not often.

Table 4. 5
Problem in adding the new task or exercise when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	1	2,5%
2	Occasionally	19	50%
3	Often	15	39,5%
4	Always	3	8%
Total		38	100%

The table 4.5 shows variety answers among the respondents. There are a student who answer never (2,5%), 19 students answer occasionally (50%), 15 students who answer often (39,5%) and the rest answer always (10,5%) it means majority of the respondents have problem in adding the new task or exercises when they develop authentic materials using integrated syllabus since it happened even not often.

Table 4. 6
Problem in reducing the material when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	6	16%
2	Occasionally	16	42%
3	Often	14	36,8%
4	Always	2	5,2%
Total		38	100%

The table 4.6 shows variety answers among the respondents. There are some students who answer never (16%), 16 students answer occasionally (42%), 14 students who answer often (36,8%) and the rest answer always (5,2%) it means majority of the respondents have problem in reducing the materials when they develop authentic materials using integrated syllabus since it happened even not often.

Table 4. 7
Problem in reducing the activities when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	3	8%
2	Occasionally	16	42,2%
3	Often	14	36,8%
4	Always	5	13%
Total		38	100%

The table 4.7 shows variety answers among the respondents. There are 3 students who answer never (8%), 16 students answer occasionally (42%), 14 students who answer often (36,8%) and the rest answer always (13%) it means majority of the respondents have problem in reducing the activities when they develop authentic materials using integrated syllabus since it happened even not often.

Table 4. 8.
Problem in extending the materials when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	3	8%
2	Occasionally	16	42,2%
3	Often	17	44,6%
4	Always	2	5,2%
Total		38	100%

The table 4.8 shows variety answers among the respondents. There are 3 students who answer never (8%), 16 students answer occasionally (42,2%), 17 students who answer often (44,6%) and the rest answer always (5,2%) it means majority of the respondents have problem in extending the materials when they develop authentic materials using integrated syllabus.

Table 4. 9
Problem in extending the activities when developing authentic materials using integrated syllabus.

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	4	10,5%
2	Occasionally	17	44,8%
3	Often	14	36,8%
4	Always	3	7,9%
Total		38	100%

The table 4.9 shows variety answers among the respondents. There are 4 students who answer never (10,5%), 17 students answer occasionally (44,8%), 14 students who answer often (36,8%) and the rest answer always (7,9%) it means majority of the respondents have problem in extending the activities when they develop authentic materials using integrated syllabus since it happened even not often.

Table 4.10
Problem in modifying or rewriting the materials when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	1	2,5%
2	Occasionally	15	39,5%
3	Often	14	36,8%
4	Always	8	21%
Total		38	100%

The table 4.10 shows variety answers among the respondents. There is a student who answer never (2,5%), 15 students answer occasionally (39,5%), 14 students who answer often (36,8%) and the rest answer always (21%) it means majority of the respondents have problem in modifying or rewriting the materials when they develop authentic materials using integrated syllabus.

Table 4.11
Problem modifying or rewriting the activities when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	5	13,2%
2	Occasionally	13	34,2%
3	Often	14	36,8%
4	Always	6	15,8%
Total		38	100%

The table 4.11 shows variety answers among the respondents. There are 5 students who answer never (13,2%), 13 students answer occasionally (34,2%), 14 students who answer often (36,8%) and the rest answer always (15,8%) it means majority of the respondents have problem in modifying or rewriting the activities when they develop authentic materials using integrated syllabus.

Table 4.12
Problem in replacing the materials when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	3	8%
2	Occasionally	15	39,4%
3	Often	18	47,3%
4	Always	2	5,3%
Total		38	100%

The table 4.12 shows variety answers among the respondents. There are 3 students who answer never (8%), 15 students answer occasionally (39,4%), 18 students who answer often (47,3%) and the rest answer always (5,3%) it means majority of the respondents have problem in replacing the materials when they develop authentic materials using integrated syllabus.

Table 4.13
Problem in replacing the activities when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	2	5,3%
2	Occasionally	17	44,7%
3	Often	16	42,1%
4	Always	3	7,9%
Total		38	100%

The table 4.13 shows variety answers among the respondents. There are 2 students who answer never (5,3%), 17students answer occasionally (44,7%), 16 students who answer often (42,1%) and the rest answer always (7,9%) it means majority of the respondents have problem in replacing the activities when they develop authentic materials using integrated syllabus.

Table 4.14
Problem in reordering the materials when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	4	10,5%
2	Occasionally	17	44,7%
3	Often	13	34,2%
4	Always	4	10,5%
Total		38	100%

The table 4.14 shows variety answers among the respondents. There are 4 students who answer never (10,5%), 17 students answer occasionally (44,7%), 13 students who answer often (34,2%) and the rest answer always (10,5%) it means majority of the respondents have problem in reordering the materials when they develop authentic materials using integrated syllabus.

Table 4.15
Problem in reordering the activities when developing authentic materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	3	7,9%
2	Occasionally	19	50%
3	Often	13	34,2%
4	Always	3	7,9%
Total		38	100%

The table 4.15 shows variety answers among the respondents. There are 3 students who answer never (7,9%), 19 students answer occasionally (50%), 13 students who answer often (34,2%) and the rest answer always (7,9%) it means majority of the respondents have problem in reordering the activities when they develop authentic materials using integrated syllabus.

Table 4.16
Problem in choosing authentic listening-viewing materials

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	2	5,3%
2	Occasionally	11	29%
3	Often	18	47,3%
4	Always	7	18,4%
Total		38	100%

The table 4.16 shows variety answers among the respondents. There are 2 students who answer never (5,3%), 11 students answer occasionally (29%), 18 students who answer often (47,3%) and the rest answer always (18,4%) it means majority of the respondents have problem in choosing authentic listening-viewing materials when they develop authentic materials using integrated syllabus.

Table 4.17
Problem in choosing authentic visual materials

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	2	5,3%
2	Occasionally	19	50%

3	Often	15	39,4%
4	Always	2	5,3%
Total		38	100%

The table 4.17 shows variety answers among the respondents. There are 2 students who answer never (5,3%), 19 students answer occasionally (50%), 15 students who answer often (39,4%) and the rest answer always (5,3%) it means majority of the respondents have problem in choosing authentic visual materials when they develop authentic materials using integrated syllabus.

Table 4.18
Problem in choosing authentic printed materials

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	5	13,2%
2	Occasionally	16	42%
3	Often	15	39,5%
4	Always	2	5,3%
Total		38	100%

The table 4.18 shows variety answers among the respondents. There are 5 students who answer never (13,2%), 19 students answer occasionally (50%), 15 students who answer often (39,4%) and the rest answer always (5,3%) it means majority of the respondents have problem in choosing authentic visual materials when they develop authentic materials using integrated syllabus.

Table 4.19
Problem in integrating & combining each English syllabus when develop authentic English materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never	2	5,4%
2	Occasionally	14	36,8%
3	Often	16	42%
4	Always	6	15,8%
Total		38	100%

The table 4.19 shows variety answers among the respondents. There are 2 students who answer never (5,4%), 14 students answer occasionally (36,8%), 16 students who answer often (42%) and the rest answer always (15,8%) it means majority of the respondents have problem in integrating & combining each English syllabus when they develop authentic materials using integrated syllabus.

Table 4.20
Problem in integrating & combining each skill when developing authentic English materials using integrated syllabus

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Never		26,3%
2	Occasionally	20	52,6%
3	Often	7	18,5%
4	Always	1	2,6%
Total		38	100%

The table 2.20 shows variety answers among the respondents. There are 10 students who answer never (26,3%), 20 students answer occasionally (52,6%), 7 students who answer often (18,5%) and the rest answer always (2,6%) it means majority of the respondents have no big problem in integrating & combining each skill when they develop authentic materials using integrated syllabus.

After obtaining the result of questionnaire, the researcher wanted to explore the problems in depth investigation, so the researcher made questions for interview based on the result of questionnaire. The interview consisted of several questions. From result of questionnaire, the questions for interview were what the problems in developing authentic English materials using integrated syllabus especially about the step to develop the authentic material, choosing authentic material, and integrating the syllabus itself.

The researcher decided to choose subject in this interview i.e. 10 students that answered the questionnaire. Based on the result of interview, the researcher found several problems that students had in making research proposal. They are:

- a. The problem in adapting material
 - 1) The difficulty in deleting available materials.
 - 2) The difficulty in reducing available materials.
 - 3) The difficulty in extending available materials.
 - 4) The difficulty in rewriting or modifying available materials.
 - 5) The difficulty in replacing available materials.
 - 6) The difficulty in reordering available materials.

- b. The problems in choosing authentic materials:
 - 1). The difficulty in finding the sources.
 - 2). The difficulty in matching the materials with the theme.
- c. The problems in understanding the integrated syllabus :
 - 1). The difficulty in understanding the theory about integrated syllabus and make relation to the methodologies in teaching English.
 - 2). The difficulty in determining the appropriate skill for each meeting.

After obtaining the result of interview from the participants, the researcher wanted to explore the problems from the informant. He was the lecturer of CMD subject in English Education Department. This interview was aimed to know the lecturer point of view as the teacher in this subject.

Based on the result of interview, the researcher found several information from the informant, they were :

- a. The problem in adapting material

Lecturer responded about students problem in adapting material was that he had already taught them about the differences between adapting and adopting. If there were some problems that they faced it means they have to renew their knowledge about materials by opening and searching in the book that he gave or even consult or meet him directly. He did not avoid that still found some problem about students effort related to the literature for CMD subject

- b. The problems in choosing authentic materials

Since authentic material was kind of unfamiliar material among freshman students of English Education Department it such need more time to understand that material for teaching was not only textbook that we could find in the market or bookstore. Lecturer responded that he taught about authentic materials through many ways like showing movies and giving example. If there were still found some students who had problem in understanding this authentic materials and how to choose it maybe it was because their experience in using authentic material was less.

c. The problems in understanding the integrated syllabus

In this case he realized that integrated syllabus was unfamiliar kind of syllabus among the others English syllabus that the students knew before. He already explained the meaning of the integrated syllabus with the example but he did not give the real integrated syllabus for the students. That happened because he wanted the students more explore their understanding about how to combine the methodologies and skills for teaching English by themselves.

After obtaining the result of interview and finding the problems, the researcher analysed the result of data through four steps based on case study analysis steps by Creswell(1998). In the first step, the researcher found three categories from the identified problems. The first category was *technique ability*; in this category, the researcher compared the problems with students' technique ability. The second was *knowledge*; there are some problems that related students' knowledge. The third was *literature*; from the identified problems, there are several problems which include in finding literature. Here is the table.

Table 4.21
Problems Categories

No	Problems	Categories		
		Students' technique Ability	Knowledge	Literature
1	The difficulty in deleting available materials.	√		
2	The difficulty in reducing available materials.	√		
3	The difficulty in extending available materials.	√		
4	The difficulty in rewriting or modifying available materials.	√		
5	The difficulty in replacing available materials.	√		
6	The difficulty in reordering available materials.	√		
7	The difficulty in finding the sources.			√
8	The difficulty in matching the materials with the theme.		√	
9	The difficulty in understanding the theory about integrated syllabus and make relation to the methodologies in teaching English.			√
10	The difficulty in determining the appropriate skill for each meeting.			√

The table 4.21 describes students' problems in developing authentic English materials using integrated syllabus. The last step in analysing the data based on Craswell (1998) Researchers formed a pattern and found correspondence

between two or more categories. In this part, the researcher would be try to find a pattern and then categorized data. The researcher found several problems that divided into three categories.

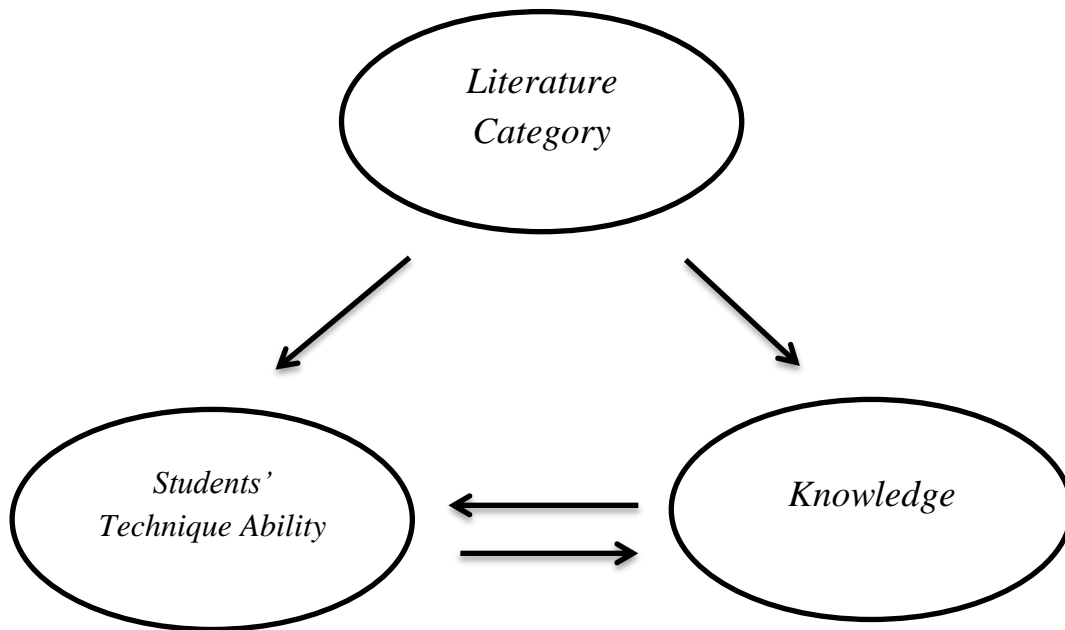
The first category was *students' technique ability*. The six problems which include in this category show that indeed, there were a lot of students who had low writing ability in developing authentic English materials using integrated syllabus. It was because the students not usual writing new material, especially in scientific paper and education theme.

The second category was *knowledge*. There was one problem which included in this category. In this problems, the students for matching the materials with the theme for making the authentic materials using integrated syllabus. It was because either their learning style that slow in accepting the lesson or the lecturer's delivering style toward students which was not really effective or even because the students experiences in making syllabus material was less.

The third category was *literature*. From the two categories that were mentioned above, actually, the main category was finding literature. This category truly determines students' writing ability and knowledge. There were there problems which include in this category. In those problems, the students was difficult to find the literature that related to their topic in making authentic materials using integrated syllabus. It was because the books, journals, and any other sources was very thick to read or difficult to find.

From the table 4.21, the researcher could describe a pattern about six problems in *students' technique ability* category, one problems in *knowledge*

category, and three problems in *literature* category. From those categories, it was known that students were weak in *students' technique ability* and *knowledge*, moreover, in *literature* category, they are truly weak. This pattern could be described as follows:



Based on the description of pattern above, it could be explained that *Literature* category influence students' *writing ability* and *knowledge*. Therefore, the problems in *writing ability* and *knowledge* category were caused by the main category which was *literature* category. *Literature* category was the most problems that students have in making research proposal.

In this kind of framework, the complete literature was needed in order to be source references and learning guide for students. The complete literature would be easier for students to make research proposal, because they could find the books, journals, and any other sources that related to their topic of research proposal.

From those categories, the researcher would explain in detail about the identified problems in discussion.

B. Discussion

Based on the identified problems, the researcher would discuss the whole identified problems in this research entitled *The Problems of English Department Students in Developing Authentic English Materials Using Integrated Syllabus*. Here is the discussion:

a. The difficulty in deleting available materials

According to Tomlinson (1998) material adaption means making changes to materials in order to improve them more suitable for a particular type of learner. One of the step is Omission or deleting means things deemed inappropriate, offensive, unproductive are leaves out by the teacher for the particular group.

Based on the result of data that researcher gathered, the students did not know and confused which part that they must be deleted because they did not have any experiences in making material development. Even after they got the authentic material but still they lack of material itself then they don't need to delete.

b. The difficulty in reducing available materials

According to Tomlinson (1998) material adaption means making changes to materials in order to improve them more suitable for a particular type of learner. One of the step is reducing

means the material or activity will be shortened or give it less weight or emphasis by developer.

Based on the result of data that researcher gathered, the students felt confused in reducing the material with the scientific words. When they got the material from the internet or any other sources sometimes they need time to develop material while translate the meaning of the words.

c. The difficulty in extending available materials

According to Tomlinson (1998) material adaption means making changes to materials in order to improve them more suitable for a particular type of learner. One of the step is extending where the developer lengthened the activity in order to give it an additional dimension.

Based on the result of data that researcher gathered, the students confused in extending the material since they have to determine the appropriate time for every activities. Because they lacked of practice in teaching they hard to measure how many time for opening , while teaching and closing the teaching activities.

d. The difficulty in rewriting or modifying available materials

According to Tomlinson (1998) material adaption means making changes to materials in order to improve them more suitable for a particular type of learner. One of the step is rewriting or modifying means the teacher remake materials, especially

exercise material, in order to be more appropriate, communicative, demanding and more accessible to their students.

Based on the result of data that researcher gathered, the students feel confused in deciding about following the available book as the source. Since adapting is based on the need of the students they have to compare between one book and another book.

e. The difficulty in replacing available materials

According to Tomlinson (1998) material adaption means making changes to materials in order to improve them more suitable for a particular type of learner. One of the step is replacing means the text or exercise material which is inadequate, may be replaced by more suitable material by developer.

Based on the result of data that researcher gathered, the students confused to find out the other material sources. That was the reason why they felt that replacing material a little hard. If they got the appropriate one they will choose it indeed.

f. The difficulty in reordering available materials

According to Tomlinson (1998) material adaption means making changes to materials in order to improve them more suitable for a particular type of learner. One of the step is reordering. If there is found text or exercise order in appropriate for each meeting.

Based on the result of data that researcher gathered, the students have problem in reordering the materials. Since material for teaching English have to order well based on the need of the students, order from easier material till the harder one.

g. The difficulty in finding the sources.

Hwang (2005) stated that Authentic materials (either written or spoken) are ones that are designed for English native speakers and were not designed for language students.

Based on the result of data that researcher gathered, the students have problem in finding the sources for authentic material because authentic material must be gain from many sources such as magazine, newspaper, articles etc. Those kind of things must found in different place and need more effort than just buying a textbook.

h. The difficulty in matching the materials with the theme

Materials should encourage learners to apply their developing skills to the world beyond the classroom Hall (cited in Hidalgo et al.1995). We can see that a material must be appropriate for the learner need and help them to understand their environment that is why the theme of the material itself have variety theme. In addition Dian Rahayuningsih (2016) found in her journal that one of the student teachers' challenges in developing teaching materials during teaching practicum in vocational school is the lack of student teachers knowledge on students' field.

Based on the result of data that researcher gathered, the students have problem in matching the authentic material that they got from the sources to the theme of education because they lack of theories about kind of authentic materials. Even the lecturer already give them the variety of books but sometimes just a little from them want read all the chapter and pages.

- i. The difficulty in understanding the theory about integrated syllabus and make relation to the methodologies in teaching English.

According to Murcia (2011) 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.

Based on the result of data that researcher gathered, the students have problem in understanding the theories about integrated syllabus because very seldom people talk about it. Rarely expert give their statement whether from the internet or book.

- j. The difficulty in determining the appropriate skill for each meeting.

According to Murcia (2011) 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.

Based on the result of data that researcher gathered, the students had problem in determining the appropriate skill for each meeting. For integrated syllabus because they also lack of experiences in teaching and just choose the skill based on the little knowledge about mixing skill in English learning.