

CHAPTER I

INTRODUCTION

A. Background of Study

As a foreign language in Indonesia, English is learned seriously by many Indonesian people to have a good prospect and opportunity in the community of International world. Recently, English language becomes important thing for people. It is used to communicate as mentioned in the Holy Qur'an, Ar-Ruum: 22 as follows;

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافَ أَلْسِنَتِكُمْ وَاللُّغَاتِكُمْ إِنَّ فِي ذَلِكَ

(۲۲)

لِلْعَالَمِينَ

لَايَاتٍ

Human being is conveying all kinds of his wish, idea, thought, conscience, and feelings obvious found of speaking that they can used to communicate, which one is English. The Holy Qur'an, Al-Hujurat: 13 also mentioned about it as follows:

يَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (۱۳)

This surah indicates about the important of understanding other languages for communicating each other especially English language that the most used in

the world. Furthermore, English is international language that very important for us to learn it.

Since it's important, English is taught widely at formal or in class and informal or outside the class. In Indonesia English is taught at SMP (junior high school), SMA (senior high school), in University, many courses and it has also been taught at SD (elementary school). Knowing that English is quite significant for Indonesia in the future, the government always makes efforts to improve the quality of English teaching like teachers, students, learning materials, and setting and time context.

The teachers should meet several requirements, such as relevant qualifications and sufficient competence consisting of professional, pedagogical, social, and personal competence (Permendiknas No.16, 2007, p. 3). However, (Noni, 2016, p. 228) found that “the teachers’ competence still needs improvement. Data from his research indicated that more than 50% of the teachers had low and fair professional competence, and 90% had low and fair pedagogical competence. Furthermore, they also found that there were three types of English teachers in Indonesia, namely (i) classroom teachers who never attended English teaching college, (ii) English teachers who attended English teaching college but had no experience working with children, and (iii) teachers who had English background and experience of working with children”.

In the context of English language learning, there are some requirements that need to be considered. In this regard, (Musthafa, 2010, p. 120) elaborates five pillars that English teachers should know “(i) the children they teach, (ii) how children learn, (iii) how children

learn language, (iv) how Indonesian children learn English as a foreign language, and (v) how to facilitate children learn English as a foreign language in Indonesia”.

The factors mentioned above should also be considered by teachers to choose and decide, even to develop teaching materials they will use. Learning material is an important source for teachers in helping students to learn English. Learning materials for students can be in the forms of textbooks, student work sheets (LKS), storybooks, dialogue tapes, brochures, pictures, posters, or other real objects. As mentioned in the attachment of the Minister of Education Decree No. 24 Year 2007, the minimum standard for facilities includes learning resources consisting of textbooks, guidebook for educator, supplementary books, reference books, and other learning resources, such as magazines and newspaper (Permendiknas No. 24, 2007, p. 40).

In line with the explanation above, (Cunningsworth, 1995, p. 7) suggests, “teachers should thoroughly select learning materials or textbooks which reflect the students’ learning needs and objectives, method and values of teaching program”. The selection of learning materials can help teachers acquire useful, accurate, systematic, and contextual insights about the nature of learning materials and textbooks. Besides, teachers should be able to adapt or design learning materials containing culture values and local wisdom.

In fact, many English teachers still less experience in selecting and developing material in teaching. Furthermore, teachers only teach the material focus on textbook. There is not variation for English materials in the classroom. Therefore, this study focuses on teaching materials at senior high schools especially those related to teachers’ perceptions and practices in selecting and developing English learning materials in Banjarmasin.

B. Research Questions

Based on the background of study above, the problem that will be discuss in this paper is about the teachers' perception and practices in selecting and developing English learning materials. Furthermore, the researcher formulates the problem as follows:

1. How are the perceptions of English teachers about English learning materials in Banjarmasin?
2. How are the practices of English teachers in selecting and developing English learning materials in Banjarmasin?

C. Objectives of Study

The objective of study describes the target being reached in the study. It answers the research questions. The objectives of this research as follows:

1. To know how the perceptions of English teachers about English learning materials in Banjarmasin.
2. To find out how the teachers' practices in selecting and developing English learning materials in Banjarmasin.

D. Significance of Study

The significance of this research is expected to be useful for giving an information for the schools especially for the English teacher in practice, selection, and development of English learning materials. It is also hoped useful and become reference for other schools in practicing, selecting, and developing of English learning materials to improve the quality of English teaching.

The researcher also hopes that result of this research will give a good impact to the English education department especially for candidates of English teacher in practicing, selecting, and developing of English learning materials.

For other researchers, it is expected to give information about the teachers' perceptions and practices in selecting and developing English learning materials that can be used as a reference in the next research.

E. Definition of Key Terms

There are five key terms which are defined in this research by researcher. That is the definition of Teacher perception, Teaching practice, material selection, material development, and learning English.

1. Teacher Perception

Teacher perception is thoughts or mental images, which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences, and influence their professional behavior.

2. Teaching Practice

Teaching practice is an important component of becoming a teacher and as an integral component of teacher training (Kiggundu & Nayimuli, 2009, p. 345). During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of teaching profession.

3. Selecting Material

Selecting material is a step in the process of designing any Physical object. Teachers can select any material for the necessity of learners. It can be informative, instructional, experiential, eliciting, and exploratory which provide the learners to acquire language.

4. Developing Material

Developing material is concerned with all resources available for helping teaching and learning process. Material development is basically dealing with selection, adaption, and creation of teaching materials (Nunan, 1991, p. 208).

5. Learning English

Learning English is what people do when they want to learn how to speak and understand the English language. People learning often learn to read and write English at the same time.