

CHAPTER I INTRODUCTION

This chapter of the research paper presents an introduction to the background of the research, research questions, aims of the research, scope of the study, significances of the research, clarification of related terms, and organization of the paper.

1.1 Background of the Study

In this era, English become very important. English is the major language of science and being the official language of many international organizations, no exception for educational field (Zhiping & Paramesivam, 2013). It shows that the necessary of English mastery is in the high need. Meanwhile, according to one of English language education institutions that annually surveys English language proficiency across countries in the world, EF (Education First), states that in 2018 Indonesia only has a total value of 52.15, or is ranked 39 of 80 countries for the language mastery category English. The rank, which only reached a half from the total number of participants, shows that Indonesia is in the high necessary of improving English mastery.

To accommodate the necessity of improving English mastery, there is one thing that is considered to give a lot of attention, namely teaching material. Teaching materials are important because they are a key element in most language teaching and learning processes (Richards, 2001 p.251). Lengkanawati et al. (2015) explains that most teachers agree that teaching material is an important element in the teaching and learning process. This is because teaching materials cover all things needed in the teaching and learning process such as learning media, learning methods, learning approaches, and learning techniques. It can be said that the development of the teaching materials is the core of teaching media

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development. Hence, the teacher should not rely on textbooks as the only source of learning but making textbooks as one of several learning resources.

Many teachers are in the heavy dependence of textbooks. They tend to only use textbooks as the only source for their teaching-learning materials (Lengkanawati et al., 2015). But in fact, course books should only be the one of some resources (Cunningsworth, 1995 pp.10-11), not as the main teaching materials. In the similar book, it explained that heavy dependence of textbooks is far from ideal as it reduces individual contributions that good teachers make at all levels in the learning process. In this condition, there should be creative development by the teachers. According to Lengkanawati et al., (2015) and Cunningsworth, (1995 p.10), the heavy dependence of textbooks without creative development would decrease teachers' passion and creativity in developing teaching materials and inhibit innovation and severely limit flexibility. There are certain conditions, indeed, where using textbooks as the main teaching material is the best solution and is therefore justifiably adopted. Yet, this condition certainly only appears in a number of circumstances, not at all times. Hence, Cunningsworth, (1995 p.10) adds that teachers must continue to develop their own teaching materials when they are not in this particular condition.

Additionally, teaching materials should be renewed in line with the current development. While, Emilia (2005), and Lynch (2000 in Farid, 2014) agree that Indonesian teacher still practice the same materials as it was in the past when the first English curriculum in Indonesia was created. Its materials focus on grammar and always involved lecturing, chalkboard writing, and working or reading at one student's desk. There is not any innovation.

Previously, some research related to material development had been conducted. Farid (2014) research output data shows that first; there is a discrepancy between

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the learning objectives and the material present in the two lesson plans observed. This finding shows that there is something that must be straightened out related to the discrepancy between the learning objectives of teaching materials. But the discrepancy between the learning objectives of teaching materials was not being a concern. Second, the interviews revealed that teachers have difficulty in finding materials that is suitable for students. But the difficulty was not investigated yet in this research. Lastly, Wijayanto's (2010, as cited in Farid, 2014) study concluded that the teachers were lack of the use of real media. But the research was not investigating this lack. To fill these gaps, the investigation of junior high school teachers' challenges in developing teaching materials is needed.

Based on the explanation above, there are some challenges faced by the teachers in Indonesia. Therefore, there is a need to conduct a study focusing on the teachers' challenges in developing teaching materials. Taking three English teachers in a junior high school as participants, this study focused on the teachers' procedure in designing teaching materials for the students, as well as the challenges that the teachers encountered during the process of developing teaching materials.

1.2 Statement of Problems

Based on the background of this research, the purpose of the study is intended to answer the following research questions.

1. How do junior high school teachers develop teaching materials?
2. What challenges do the teachers encounter in developing teaching materials?

1.3 Aims of the Study

As stated in the research questions above, the study is aimed to:

1. know how teachers develop teaching materials; and

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2. investigate the challenges encountered by the teachers in developing teaching materials.

1.4 Scope of the Study

Given the research questions and the aim of the study, this study focuses on getting information on how the teachers develop teaching materials and investigate teachers' challenges in developing teaching materials.

1.5 Significance of the Study

Regarding the significance of the study, the results are expected to give some input into theoretical, practical and professional benefits.

1.5.1 Theoretical benefit

The results of the study can annotate the literature of EFL teachers' challenges in developing teaching materials.

1.5.2 Practical benefit

Practically, this research can give contribution in giving clear explanation on how the teachers develop teaching materials and what are teachers' challenges in developing teaching materials. After knowing the results, this research hopefully can be a reflection or evaluation for teachers in developing teaching materials. Therefore, this may help teachers to develop suitable way in developing teaching materials and solve the challenges in order to improve the quality of teaching materials.

1.5.3 Professional benefit

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This research hopefully can contribute to educational field, especially in improving teachers' ways in developing teaching materials.

1.6 Clarification of Terms

In order to avoid ambiguity or misunderstanding, clarification of related terms used in this research is as follows.

1.6.1 Teaching Materials

Teaching materials in this study is in line with Brown (1995) that is a technical description and exercises systematically planned for classroom activity. Teaching materials being discussed in this study emphasize the theoretical of teaching materials. It is teaching materials planned to be used in teaching and learning activities by ignoring whether the teaching materials is actually applied in the classroom or not.

1.6.2 Developing Teaching Materials

Developing teaching materials in this study refers to the development of technical description and systematic exercises planned for classroom activity. Developing teaching materials discussed in this study leads to developing teaching materials in theory. It is teaching materials planned to be used in teaching and learning activities.

1.7 Organization of the Paper

The research paper consisted of five chapters, namely as follows.

Chapter I Introduction

This chapter presents a brief explanation of the whole content of the research including background of the research, research questions, aims of the research, scope of the study, significances of the research, clarification of related terms, and organization of the paper.

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Chapter II Literature Review

This chapter provides information about references related with the study of this research. The aim of this research is to match the facts and theories which are relevant to the study.

Chapter III Research Methodology

This chapter consisted of methods used by the researcher in conducting the research. Research methodology included research design, data resource, data collection, research design, data analysis, and organization of the paper.

Chapter IV Findings and Discussions

This chapter discusses the findings of the study from the analysis of the data.

Chapter V Conclusion and Suggestions

This chapter concludes the paper and provides suggestions for the future regarding the topic of teachers' challenges in developing teaching materials.

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