

CHAPTER I

INTRODUCTION

This chapter presents, (1) background of the Study, (2) the problems of the study, (3) the objectives of the study, and (4) the significances of the study.

1.1. Background of the Study

English has become one of the essential languages to be learnt, in order to be able to communicate and to compete in international world and globalization era. Rao (2009) states that English is the language broadly used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. While, Hammer (2007) also adds that English a worldwide language spoken throughout all parts of life such as in the arts, sciences, human sciences, travel and social sciences (as cited in Astrid, 2011, p. 176). Therefore, since English is used in every aspect of the society life, it is important for all people in the world including EFL students to learn English as additional language.

In Indonesia, English becomes one of the most important subjects to be mastered. Matarrima and Hamdan (2011) state that teaching of English has become increasingly important as a first foreign language in Indonesia (as cited in Pratiwi, 2016, p. 148). Additionally, Sari and Saun (2013) also state that English has become an important subject from junior high school up to senior high school. In short, it can be concluded that English had become the obligatory subject that must be

mastered by the students and taught by the teachers in Indonesia from elementary to university level.

There are four skills that should be mastered in learning English. There are listening, speaking, reading, writing. Harmer (2007, p. 50) revealed that,

People use language in term of four skills, reading, writing, speaking and listening. These are often divided into two types, receptive and productive skills. Receptive skills are a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves.

In other word, there are two types of English skill that is learned by the students. Speaking and writing are productive skills, because students use language that they have acquired and produce a message through speech or written text to make others to understand. While listening and reading are receptive skill, because the students have the language and decode the meaning to understand the message.

Reading is an important skill that should be mastered by the students in order to improve their general language skills in English. Debat (2006) states that reading is crucial skill for students of English as foreign language (EFL) or second language (ESL). Dorkchandra (2010) also states that reading is one of the language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. Similarly Nga (2012) also states that reading is an essential skill for English as a second or foreign language (ESL/EFL).

Reading skill plays an important role in learning English as a foreign language. Reading is how people discover new things. Therefore, it is considered as an important skill needed for both academic purposes and lifetime learning

(Asgari, 2012; Ifanti, 2012). It is also supported by Pang (2003), learning to read is an important educational goal. Issa, Aliyu, Akangbe, and Adedeji (2012) assert that knowledge is transferred from generation to generation through books. It is crucial for learners not only to read but also to understand what is written (McNamara, 2009). Moreover, in this technological era, students are surrounded by much information either on-line or off-line. Reading comprehension enables them to acquire new knowledge and information so that they are able to achieve academic success.

To achieve those purposes, teaching and learning materials as the aids that are used by teachers and students in their lessons teaching and learning effectively. Chanda, Phiri, & Nksha (2000) define the use of teaching and learning materials aim to make teachers easily and successfully delivering lessons to students. Teachers as facilitators are responsible to provide and use teaching materials, in order the teaching and learning process to be successful and effective.

In the perspective of authenticity, there are two main types of teaching and learning materials that are authentic and non-authentic materials (Yeung, 2011). Normally, textbook as a non-authentic material is a teaching materials which are used by teachers in their teaching English at school. In using textbook, teachers usually find some difficulties to create various learning activities because the teaching materials are very limited and monotonous. Allwright (1990) as cited in Kitao (2007) states that the use of textbooks directly as teaching materials is very inflexible. According to Dina and Ciornei (2014) teachers who use traditional textbooks for teaching materials will provide outdated information. Therefore, in

order teachers can create active and various teaching activities which are interesting by finding other sources, teacher can use authentic materials for teaching materials beside textbooks.

In addition, using authentic materials will help students to understand more about English in a real context of language use, because the materials are directly designed for native speakers. Guariento and Morley (2001) mention that using authentic materials helps students be more effective in increasing their communication ability in the target language and be more motivated in learning English. Therefore, when teachers are concerned with helping their students to develop reading skills, they should think about the methods of teaching being used and materials being taught to students.

The use of authentic materials for teaching materials is not new in teaching English. Since 1970s teachers has used the authentic materials as a result to the spread of Communicative Language Teaching approach (Lee, 1995, Little, Devitt & Singleton, 1988, Peacock, 1997, Shei, 2001). In line with Larsen (2000) states that one of the characteristics of communicative language teaching is using authentic materials. Moreover, Martinez (2002) as cited in Hussein (2013) says that authentic materials are materials which are designed for native English speaker to be used in a classroom in the same function of what they have been designed for. In contrast to textbook, authentic materials have various types of learning activities that teachers can create in a classroom which make teaching and learning English fun. Hence, authentic material is any material written in English language

classroom. Using this content to teach the English language can make the learning process even more engaging.

Some studies related to the use of authentic materials have been conducted by some scholars. One of studies was conducted by Belaid (2015) who investigated on teachers' attitudes and perceptions on using authentic materials in the English foreign language classroom in Libya universities. This study found that most English foreign language teachers held positive attitudes to using authentic materials in language teaching, and some of them emphasized that teachers should use the materials regularly in their language classes, which would positively reflect on learners' language proficiency. Another study was conducted by Al-Musallam (2009) aiming to investigate on college instructors' on learners' attitudes to authentic EFL reading materials in Saudi Arabia. The study showed that EFL Saudi college learners and teachers had positive attitudes toward the use of authentic materials in their reading classes. Besides, they also indicated that an ideal reading class should use a combination of both authentic texts and textbooks.

Additionally, in preliminary study I have observed at my department' English Education Study Program of UIN Raden Fatah Palembang, reading classes that consist of Reading I-VI plus Extensive Reading, it was revealed that teachers' teaching methods and materials to be used in reading classes. I found each lecturer has individual teaching methods. However, I noticed in the differences that, there is a commonality in material use when lecturers often give materials, such as novels, short stories, news articles and so on. From that phenomena, I am interested in

discover more deeply into the lecturers' beliefs and attitudes in choosing the learning materials especially authentic material in reading class.

Referring to the description above, I would like to have deeper investigation about Teachers' Beliefs regarding the Use of EFL Authentic Materials within Reading Lessons at English Education Study Program of UIN Raden Fatah Palembang.

1.2. Problems of the Study

Based on the background, the research problems are formulated in the following question:

1. What were the EFL lecturers' beliefs regarding the use of EFL authentic materials within reading lessons at English Education Study Program of UIN Raden Fatah Palembang?
2. What were the factors that affect EFL lecturers' beliefs regarding the use of EFL authentic materials within reading lessons at English Education Study Program of UIN Raden Fatah Palembang?

1.3. Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To analyzing lecturers' beliefs regarding the use of EFL authentic materials within reading lessons at English Education Study Program of UIN Raden Fatah Palembang.
2. To investigating the factors that affect EFL lecturers' beliefs regarding the use of EFL authentic materials within reading lessons at English Education Study Program of UIN Raden Fatah Palembang.

1.4. Significances of the Study

This study is expected to be beneficial for lecturers and teachers to explore what their beliefs about teaching material especially authentic material within reading lesson. Besides, the result of this research can be used by teacher to learn how to use their belief to increase their performance in teaching students so that the students can achieve the objectives of the lesson. Next, for the students, this research provides set of information for the students about the important of authentic materials in reading skill so that they can use the materials to learn English inside or outside of the classroom. Besides, this research provides information about the sources of authentic materials. It is expected that students can seek any authentic materials. For the other researchers, hopefully, this research can be used as reference for curriculum developer in developing the materials for teaching English and choose any authentic materials which may become the source of teaching English. It can also be a reference for other researcher who will conduct research in the same field. And for me, this study hopefully can be beneficial to apply the knowledge obtained by me during the course in the English major and can increase the knowledge of the author and also it can be one of the requirements to complete the English Education Study Program.