CHAPTER I

INTRODUCTION

Chapter one is very vital to know and it is divided into several sections. The sections in this part consists of background of the study, statements of the problems, purposes of the study, significance of the study, statement of the problem, scope and limitation, and definition of key terms. Each part from those sections is as follows;

1.1 Background of the Study

Language gives one exposure to know culture, religion, traditions and economic life. Learning another language apart from the mother tongue has always been important and challenging for the language learners. English is a widely spoken language and it is considered as a global language because largest number of people are speaking English in the world across the borders (Harmer 2007; Bauer 2002). As English is considered as a foreign language in Indonesia with the establishment of ASEAN Economic Community (AEC), Indonesia has to be prepared to face any global challenges and the intense competition appears in that era. Every new job opportunity in the free trades of course opens with the knowledge and exposure of English (Graddol, 2000).

As a result, the implementation of AEC will bring some consequences. One of the consequences to tackle is its impact on the current skilled labor. Most of the Indonesian workers are educated only up to the junior high school with very low foreign language competency. Meanwhile, in this globalization era, they have to master that language to communicate with the global community. In this
regard, in order to improve the professional quality of Indonesian society, Indonesian government should be more care about early foreign language education.

Zhetpisbayeva & Shelestova (2015) state that, “The importance of knowing a foreign language as a tool for access to sources of information is unquestionable.” Besides, it is very important for students to communicate with foreign language (FL), FL study, English particularly, might be a monster among Indonesians. This was a conventional mindset among those who have not yet realizes about its importance. However, as a foreign language, English has gained a lot of attention from Indonesian government. Various suggestions for the up gradation of English teaching have been made such as the stipulation that was made by the Ministry of Education and Science 1992 which allows elementary school level to consider English as an additional lesson in the school curriculum.

In contrast, as the policy of national curriculum changed, the new curriculum—2013 curriculum—set up by a new policy makers has altered the previous policy. Regrettably, English as foreign language which is widely taught at school has been deleted from the curriculum without significant reason behind the policy. On one viewpoint, this decision can be good in order to keep the students’ nationality. However, on the other views it might be so harmful for the learners. It may hinder their views about the worlds. Language reflects the culture of the society who speaks the language and by studying a foreign language student can open a broader knowledge about the world (Kozhevnikova 2013; Jiang 2000). Thus, integrating culture into the language learning will have
positive effect for the learners because they can be more aware with the cultural values of the targeted language.

In this regard, numbers of competence teachers are still required to teach English. Moreover, this requirement was also made because most of the language learners in FL situation did not take any initiative to learn a language more than what is required outside the classroom (Guo, 2012). Students do not have sufficient exposure to interact with people from other countries and the language input for FL learners are mostly received inside the classroom. Thus, in order to create successful language learners, English teacher has the biggest responsibility in raising the students’ motivation to study the target language.

Sabilah (2004), states that a teacher must be able to choose the best materials that suit the learners and the objective of the study. While teaching, teachers have to keep in mind with the aim and the objective of the subjects. Teachers cannot just focus about how to teach the language system, but they need to be creative to make the language make sense for the learners. Dealing with the teacher ability in providing the most suitable materials, there was still lack awareness among the Indonesian educators. They usually tend just to pick the available materials without considering the learners linguistic competence and characteristic. Such problem also has experienced by the researcher. While she was doing her internship, she found herself and college just picking up the materials without considering the students interest.

Nowadays, young learners are living in a period of rapid technological changes in mass communications (Sownharya, Gomathi, & Muhuntarajan 2014; Fairclough 2006). Students are accustomed to gain knowledge from the media
around them. When the students are watching an English movie in their PC or in the TV cable, they were not just entertaining theirself. Through such media, they were also trying to train their listening skills. Additionally, movie provides the learners with the real life language input and exposes them to the natural expressions and the natural flow of speech.

Internet is also considered to be the greatest innovation in Information Technology that is used widely by the digital native. The information in the internet is reliable, easily available, less expensive and effective sources of sharing information and knowledge (Tafani, 2009). With internet, while students are spending most of their time for browsing, gaming, reading, streaming, they also learn some new language, culture, vocabulary, etc.

Bringing authentic materials (AM) into the classroom to teach a language can be highly motivating because it helps the students to feel the real environment of the targeted language (Juan, 2014; Blagojević, 2013). While, some researchers thought that the use of AM might be demotivating for the lower language learners because it contains complex vocabulary and structure (Kilickaya 2004; Gilmore 2007). However, Baleghizadeh (2010) study showed that AM can be introduced not only to advance language learner as long as in was accompanied by the adequate assistance. While the teacher takes the role as facilitator, students were trying to accomplish the task. In addition, they were given an opportunity to ask the difficult words and texts to the teacher.

Yu (2006), in her study in the application of AM with forty junior college in Chung Cheng Institution of Technology, found improvement in the students’ vocabulary, verbal expressions, cultural understanding, and motivation as long as
the materials related with their real world and interest. Peacock (1997), investigated the use of AM in the classroom and found that the motivation and on task behavior increased significantly when the students taught use AM. Additionally, the result of quasi- experimental mixed method study which is conducted by Zohoorian (2014), showed that the students who were put in authentic context achieved higher motivation level rather than those in the traditional one. It is clear that AM offer many advantages to success the language teaching. If it is selected carefully, AM can be one of the most powerful sources of sharing information and upgradation of knowledge bank. It covers a wide range of information and students can get a lot of practical wisdom in pretty less time. AM are very flexible to be used. Besides, it helps to increase learners’ motivation, provide new information in an amusing way, it also bridges the gap between the classroom and the outside world.

Based on above statements, it makes sense if most of the foreign language teachers’ use AM as much as possible inside their classroom. Such decision to use AM in the classroom was also made by the researcher while teaching the young learners in English for Young Learners Course. Using AM to teach the young learners may present various challenges. The challenges are occurred because the beginner learners are not accustomed to the normal speed conversation present by the native speakers. It is also obvious, if every student teachers in English for Young Learners Course in University of Muhammadiyah Malang has challenges while using AM in their class. Different teacher might have different challenges; therefore, the researcher is interested in studying the Authentic Materials used in English for Young Learners Course at University of Muhammadiyah Malang.
1.2 Statements of the Problems

1. What kinds of authentic materials were used in English for Young Learners Course at University of Muhammadiyah Malang?

2. What were the challenges of the use of authentic materials in English for Young Learner Course at University of Muhammadiyah Malang?

1.3 Purposes of the Study

1. To find out the kinds of authentic materials used in English for Young Learners Course at University of Muhammadiyah Malang.

2. To know the challenges of the used of authentic materials in English for Young Learner Course at University of Muhammadiyah Malang.

1.4 Significance of the Study

The result of this study will redound to the benefits of English student teacher, students and the next researchers. Considering that English plays an important role in science, technology, and business today, hopefully the English student teacher who tries to use authentic materials in their class can adapt themselves with any challenges that come from the materials. This research will give them some useful information about some challenges in using authentic materials and the way to solve the challenges. Consequently, teacher can be more aware in providing the most suitable materials that helps to arouse their students’ motivation to learn the foreign language. Furthermore, the study also expected to give the students significant improvement in their English through the authentic materials and for the next researcher, this study is also expected can be used as their reference in follow up research in teaching English for Young Learner classes.
1.5 Scope and Limitation

This research focused on the authentic materials used in 6th grade in English for Young Learner Course in University of Muhammadiyah Malang. 6th grades student teachers were the target of the research because the researcher was one of the students teacher in that class. Considering the availability of those materials inside the class, the researcher limit her study only into three kinds of authentic materials, those are; authentic listening or viewing material, authentic visual materials, and authentic printed materials.

1.6 Definition of Key Terms

Before discussing further, it is necessary to clarify the meaning of the key terms to avoid any misunderstanding and misinterpreting. Those key terms are defined as follow:

1.6.1 Authentic Materials

Authentic materials are materials which originally produced by someone or certain group of people for any purposes that is other than just to teach a language such as the children’s song, song lyrics, candy and noodle wraps, travelling brochure, famous people picture, poster, comic, newspaper, etc.

1.6.2 English for Young Learner Course

English for Young Learner course is a course that is conducted by English Department in University of Muhammadiyah Malang.

1.6.3 Young Learner

Young learners are defined as children between the ages 5-12.