ABSTRACT

Teaching and learning process is one aspect of the education and as an activity which is done by the teacher and students to get knowledge. Objectives and materials are needed to support the success of teaching learning process, especially learning English for adults. This study is aimed at knowing the teaching objectives and materials used by the English teacher for English for adults at LIA English Course Malang.

The research design was descriptive. The subject of this research was the teachers who were teaching English for adults at LIA English Course. The English for adults program had three classes; elementary, intermediate and high intermediate (level). In order to know the kinds of objectives and materials used by the teachers English for adults the writer conducted interview to get the data as the particular information. Besides, the writer did the classroom observation by using observational notes as an instrument. In addition, the writer did the observation on the whole teaching and learning process.

The result of the study showed that the objectives of teaching English for adults at LIA were: general and specific objectives. The general objectives of teaching were more focused on a communicative skill, grammar point and relevant vocabulary provided support for the accurate use of these skills such as, reading, speaking, listening and writing. The specific objective was divided into elementary, intermediate, and higher intermediate levels. The materials used in teaching and learning English for adults at LIA English Course Malang were based on LBPP-LIA Curriculum. The English textbooks for the students of LIA general English programs are all published by LBPP-LIA.

At last, hopefully the result of this study could give benefit for the director, the teachers and the future researcher. It also suggested for the director to control all of the teachers whether the materials are suitable with LIA curriculum and check whether the determined goal or objectives have been done or not. The teacher should not use the particular textbooks from “Students Book and Workbook”, and they can get instructional materials from other sources that match with LIA curriculum, such as newspaper, magazines, radio and TV to attract the students to learn English. For other researchers are suggested that they can take longer population since LIA provide not only short-term courses but also long-term ones. This study maybe used as part of reference in doing similar research.