

CHAPTER 1

INTRODUCTION

1.1 Background

Learning materials are a crucial component in the language teaching process. Learning materials can help teachers and students during the teaching process in the classroom. Materials refer to anything which is used by teachers or learners to facilitate the learning of language (Tomlinson, 2011). Thus, in the language teaching process, materials can be facilitated by teachers and students to achieve learning goals in the language learning in the classroom. A language learning course is used to reach learning goals. These goals can include the learning of (1) language items, (2) the content or ideas of the subject being studied, (3) language skills, and (4) the organization of discourse (Nation & Newton, 2008).

Furthermore, to achieve the learning objectives in the teaching-learning process, learning materials should be relevant to student needs and language skills. Therefore, in the process of writing or designing materials for students, a teacher should be analyzed materials content based on the students' needs. So, the materials can understand by students in the process of language learning. The selection of materials involves matching the given materials against the context in which they're going to the needs, and interests of the teachers and learners (Tomlinson, 2012). In addition, a teacher must be competent, and have pedagogical knowledge of the principles of the learning materials in the language teaching process. Teachers' knowledge needs further training and possible effective methods for their training as well as professional design (Wulandari, 2019).

As the researcher experienced an EFL classroom in one of a university in Tasikmalaya, West Java. The researcher found a phenomenon in EFL student teachers in the LMED course. In the final of the LMED course, the student teachers have an assignment namely “final project.” In this project, student teachers make a student coursebook for ELT. In the final project of LMED courses, student teachers divided into several groups to make a student coursebook for ELT in senior high school and junior high school. In the group, everyone got one chapter to develop into materials based on the topic, and level of students in ELT.

Furthermore, materials were adapted from student coursebooks sources such as student coursebooks from the government and student coursebooks from EFL students in the final project of the LMED course last year. Furthermore, based on the preliminary interview in July, 03,2021, The researcher found challenges faced by student teachers in developing materials for speaking skills. The preliminary interview was based on the agreed two participants in LMED class. Due two student teachers agreed that they faced challenges when developing the materials process because of their first experience in developing the materials process, especially for speaking materials learning. The study revealed by Rahayuningsih (2016) found the challenges faced by student teachers in developing materials include (1) the lack of student teachers’ knowledge of student fields, (2) the lack of supervision time, and (3) the confusion in selecting media for students. The next study conducted by Kusumarasyati (2014) showed the challenges by students in English Department in the materials development stages. The challenges are (1) making the book cover, (2) outlining, and (3) writing the contents of the book. Furthermore, (Sari &

Atmanegara, 2018) showed that ESP reading materials for accounting students can be determined to have an average potential effect after being implemented by the students in a real class. The last study revealed by (Islam et al., 2020) found the challenges lack of infrastructure, lack of motivation, and learners' poor background knowledge, especially teachers and materials developer.

There have been growing studies focusing on developing materials for ELT, using qualitative or quantitative methods. Moreover, there is not yet a study focusing on challenges by EFL student teachers in developing materials for speaking skills. In this case, the LMED course is one of a subject of the English Education Department. The course explains learning materials, principles of materials, evaluation materials, and designing the materials for English language teaching. Materials development is useful to student teachers to improve their skills and pedagogical knowledge in designing teaching materials. To fill this gap, this study aims to investigate EFL student teachers' challenges in developing materials for speaking skills based on the experience of student teachers in the final project of the LMED course making a student coursebook for ELT by using qualitative research methods, using semi-structured interview, and descriptive case study as research design.

1.2 Formulation of the Problem

Concerning the background of the problem above, the formulation of the problem in this research is, "What are the challenges faced by student teachers in developing materials for speaking skill?"

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this research, here are there some definitions related to this research:

- 1.3.1 EFL student teachers' challenges: The condition in which difficulty was faced by EFL student teachers in the process developing materials for speaking.
- 1.3.2 Speaking materials development: Refers to all process that produce or use the materials for speaking learning based on the principles of speaking assesment involving vocabulary, grammar, fluency, pronunciation, and comprehension by practitioners in developing materials process.

1.4 The Aim of Research

This research aims to describe the challenges encountered by EFL student teachers in developing materials for speaking skills.

1.5 Significance of Research

1.5.1 Theoretical use: Theoretically, this research will expand the pedagogical approach of theories in materials development (Tomlinson, 2012), focusing on the EFL student teachers' challenges in speaking materials development for speaking skills.

1.5.2 Practical use: This research will provide information for English teachers in developing materials for speaking learning in the classroom.

1.5.3 Empirical use This research will offer empirical insight into how to provide information about student teachers' challenges in developing materials for speaking skills.