

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

The development of English Language Teaching (ELT) materials is one of the most important aspects of the learning process, especially in the context of teaching English as a Foreign Language. According to Tomlinson (2014) materials development refers to everything that writers, teachers or learners do to provide sources of language input and to exploit those sources in a way that maximizes learners' opportunities to absorb the language. Effective teaching materials not only help teachers deliver material more clearly, but also facilitate students' understanding of the target language.

In Indonesia, as in many other countries where English is a foreign language, the development of teaching materials that are relevant, engaging, and appropriate to students' needs is becoming increasingly important in ensuring the success of the teaching-learning process. However, creating effective teaching materials requires skills and a deep understanding of students' needs, the learning context, and appropriate teaching methods (Minto, 2024). This challenge becomes even more complex for pre-service teachers, who are learning to develop teaching materials while adjusting to real-world practice (Faizin et al., 2022).

One of the pre-service teachers in one of the schools shared her experience about the difficulty of developing materials that are quite draining due to the difficulty in adjusting the materials to students' English proficiency levels. Sometimes, the material in the book has a language level that does not match the students' ability, so it is very necessary to develop more deeply so that it becomes easier to understand while remaining meaningful. In addition, each student has a different English background and ability, and unadapted materials can cause confusion and hinder the learning process. Appropriate materials can increase student engagement, help them feel more confident, and make it easier to apply English in everyday life. It is also important to develop different approaches to delivering the material, such as using multimedia or interactive activities, in order

to reach students with different learning styles. With good development, teachers can provide constructive feedback and appropriate evaluation, so that students can continue to improve.

To better understand how such challenges are experienced more broadly among pre-service teachers, several studies have been conducted to explore their efforts in designing ELT materials. For instance, research by Putri et al. (2022) focuses on examining pre-service teachers' experiences creating and implementing instructional videos using the TPACK framework during the micro-teaching course. The results demonstrated that creating instructional videos presented some challenges for aspiring teachers, both technically and personally, and this study offers suggestions for improving the way aspiring teachers can incorporate technology into their instruction and further research by Simanjuntak et al. (2023) which examined how pre-service teachers experienced the development of digital competencies through the Digital Literacy course. Using the DigComp 2.0 framework, the study discovered that while they did not demonstrate significant progress in certain sub-competencies, pre-service teachers gained knowledge and skills in a variety of digital competency areas. This study emphasizes the significance of developing digital competencies in teacher candidate preparation.

This study aims to explore pre-service teachers' experiences in developing ELT teaching materials. In this context, the participants studied are students who are currently undergoing the Teacher Professional Education program at the University of Siliwangi. This research will identify the challenges faced, approaches used, and reflections during the material development process. By emphasizing the participants' experiences, it is hoped to provide valuable insights to improve future teacher training programs. This research is not only important to understand the challenges and opportunities faced by pre-service teachers, but also to identify effective strategies in preparing pre-service teachers for this important task. By using a narrative inquiry approach, this research is expected to provide rich and in-depth insights into the learning process and professional development of pre-service teachers in the context of ELT materials development.

This research utilizes a qualitative narrative inquiry method that focuses on the stories and life experiences of individuals. This approach is well suited to exploring pre-service teachers' experiences in developing materials, as it enables a deep understanding of the personal, social, and contextual factors that influence learners' learning processes. This narrative inquiry research is able to reveal how pre-service teachers conceptualize, design, and implement ELT materials, and provide insights into their beliefs and pedagogies.

## **1.2 Formulation of the Problem**

Based on the above background, this research formulates the problem with the following question: "How does a pre-service teacher experience the process of developing ELT materials during their teaching practicum?"

## **1.3 Operational Definition**

### **1. Pre-Service Teacher**

Individuals who are currently enrolled in a teacher education program and are undergoing practical training to become certified teachers. This group typically includes students in their final years of study engaged in teaching practice or field experience.

### **2. Experience**

The process by which aspiring educators develop or modify educational materials for teaching English as a second language. Lesson preparation, resource selection, and creating learning activities that support pedagogical objectives are all part of this process.

### **3. Developing ELT Materials**

The process by which aspiring educators develop or modify educational materials for teaching English as a second language. Lesson preparation, resource selection, and creating learning activities that support pedagogical objectives are all encompassed within this scope.

### **4. Narrative Inquiry**

A qualitative research approach that entails gathering and examining people's life stories in order to comprehend their experiences. Here, pre-

service teachers' reflections on their experiences creating ELT materials were examined and interpreted through the technique of narrative inquiry.

#### **1.4 Aims of the Study**

This study aims to explore the lived experience of a pre-service teacher in developing ELT materials during the teaching practice, focusing on the challenges, strategies, and pedagogical reflections that emerge during the process.

#### **1.5 Significances of the Study**

##### **1. Theoretical use**

This research can provide new insights into how pre-service teachers develop English learning materials, which can enrich the theory of language learning and teaching.

##### **2. Practical use**

The findings can inform curriculum development to prepare pre-service teachers better so that they are better prepared to develop effective learning materials. This study can provide input for teacher training program organizers regarding the importance of practical experience in developing learning materials.

##### **3. Empirical use**

This study provides empirical data on pre-service teachers' first-hand experiences in developing ELT materials, which can be used as a basis for further research. The results of this study can be used as a reference in similar research, strengthening the methodology used in other educational studies.