

CHAPTER I INTRODUCTION

This chapter describes background of the study, limitation of the study, problem statement, objectives of the study, and significance of the study.

A. Background of the Study

Recently, in this twenty first century, English is widely used in exchanges among people throughout the world and has already become a *lingua franca*. It is possible that in the end of the twenty first century English fully used as *lingua franca* in which a language used widely for communication between people who have different first or second language. In Indonesia, English was formally taught as foreign language at any schools and universities. There are four major skills that students have to learn, they are listening, reading, writing and speaking. Reading and listening are called as passive or receptive skills, while writing and speaking are called as active or productive skills.

Although only as receptive skill, listening is an important skill in learning English. Listening plays a significant role in daily communication and educational process. Foreign language students learn to listen the native speaks first before they learn how to speak up in the English foreign language. In college classroom, where comprehensive listening serves as a primary aspect for learning, require students function effectively as listeners. Through listening, the students listen the real model of native language, they listen how to pronounce the correct words and how to utter the sentences. In addition, regarding to the importance of listening, in Senior High final examination and some universities entrance test have begun with listening test. It means that listening skill is an important skill that should be mastered by students. In spite of its importance, listening skill is considered as difficult skill to be learned by the students, including the university students. Most of the students feel bored for joining listening class because the lecturers teach monotonously on the class. One of the ways to relieve the boredom students in listening class is by implementing authentic material, such as video or songs.

English Education Department at Muhammadiyah University of Surakarta is one of departments which implement authentic material in teaching English, especially in listening. Muhammadiyah University of Surakarta is ranked number 9 in the ranks of the best universities in Indonesia based on QS World. It is proven by the quality of human resources both lecturers and students. Since it was established in 1975, English Education Department has been graduated more than 30.000 students from all over Indonesia. This Department also has its own motto that usually called as CREST. It is abbreviation of Competent, Respectable, Experienced, Skillful and Trained. It means that this department aims to create innovative, creative, independent, competitive, and analytic professional teacher and educational practitioners. The success of teaching and learning process cannot be separated by the role of teachers/lecturers in guiding and helping the students to learn English. Basically all English lecturers have certain preconceived ideas or beliefs about how the best approach in teaching English. They often come into an English classroom conditioned by their previous educational experiences, cultural backgrounds, and social interaction, which may further shape their beliefs about English teaching.

Khader (2012: 74) defines teachers' beliefs as a set of ideas rooted in these psychological and mental content of the teacher and play a central role in guiding his/her teaching behavior. In this context, beliefs are defined as conceptions, world views, and mental models that shape learning and teaching practices. Borg (2001: 370) defines a teacher belief is a proposition which may be consciously or unconsciously held, and something is accepted as true by the individual, and therefore the beliefs inspire and guide the people's thought and behavior. Therefore, teachers need to teach students in their ways by using understandable teaching materials since what they do in the class affected the students learning process. Thus, this study is an attempt to examine issues concerning teaching English in university with a particular emphasis on the role of teachers' beliefs on the use of authentic material in teaching listening. This research focuses on what are the EFL teachers' beliefs on the use of authentic material in teaching listening, how are the teachers' beliefs reflected on the use of authentic materials in teaching

listening, factors shape the teachers' beliefs on the use authentic materials in teaching listening, and factors contribute to the discrepancies between teachers' belief and their practices. Therefore, understanding teachers' beliefs and their practices in teaching listening may help university and policy makers to upgrade teachers' knowledge by providing a lot of opportunities in joining material development's workshop and training in order to improve educational outcomes. Based on the background above, researcher formulates a research entitled "Exploring EFL Teachers' Beliefs on the Use of Authentic Materials in Teaching Listening and its Practices: A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018".

B. Identification of the Problem

Teachers' beliefs are very important for understanding and improving educational process. They play a very important role in classroom practices and in the professional growth of teachers. They guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges. Therefore, teachers need to teach students in their ways by using understandable teaching materials since what they do in the class affected the students learning process.

Teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practices. Teachers' beliefs are central role to determine their actual behavior towards students. If teachers can identify the level of students' capabilities, they will try to select and adjust their behavior, materials and instructional choice accordingly. The success of teachers' method of teaching depends on their teachers' beliefs.

At the preliminary observation that has been done on Thursday, 15th November 2017 at English Laboratory, the researcher found some problems that arisen in the first and third semester of English Department. Those problems are teachers' inconsistency in using authentic material, students' indiscipline, teachers' less assertive to the students, the lack of teachers' knowledge about authentic material

Regarding to the preliminary observation that has been done by the researcher in the middle until the end of July 2017, there are some conditions found in listening class of Muhammadiyah University of Surakarta experienced by both lecturers and students. There are some the teachers' problem that found in listening class (1) lecturers are not consistent to use authentic material in teaching listening, for example in the first meeting they use authentic material but in the third or fourth meeting they use created material. It makes the students feel confuse to differentiate between the authentic materials and created materials. (2) Lecturers rarely follow the training and workshop about material development to upgrade their competency. As the result, they often use their personal experience in using authentic material in teaching listening. (3) Lecturers also use monotonously type of authentic material. Most of them use videos as the material and seldom use other type of authentic material. Consequently, most of students feel bored in joining listening class. (4) In the beginning of class, lecturers do not give motivation and the purpose of authentic material in listening class that given, so most of them also have no interest and motivation for joining listening class by using authentic material. (5) The lack of lecturers' knowledge about authentic materials. When the researchers conducted interview with one of the lecturers and asked about definition, kinds and sources of authentic materials, she still confused to answer it. She was still confused to distinguish between authentic materials and the materials that usually she used. It shows that the lecturers' knowledge is very important in having the success of teaching and learning process.

Meanwhile, in student's side, there are also some problems that found in listening class. Those problems are (1) most of the students have difficulty in comprehend the content of authentic material (listening script). It is caused by the lack of vocabularies. As we know that in authentic materials uses difficult vocabularies that doesn't common used in Indonesia. (2) The students have their own paradigm that English is difficult skill so they are not motivated in learning English anymore. (2) They are also not accustomed to listen sounds in English produced by native speaker. So they experience difficulty in having listening class using authentic materials. (3) Students' indiscipline. Based on the

observation that has been done by the researcher, it was found that some students came late to the listening class. In addition, when the listening class was running, the students who sit in the backside instead have jokes with other students. There were also some students who play their hand phone, chat with others and watch the movie. It was very ironic. They did not appreciate to the lecturers who were teaching. However, the lecturers did not admonish students who made noise in the class. They let the students crowded and continue to the teaching process.

C. Problem Statement

Based on the identification of the problem above, teachers' beliefs on the use of authentic material have not been fully implemented in listening class at Muhammadiyah University of Surakarta.

Based on the problem statement above, the researcher formulates the research questions as follows:

1. What are the teachers' beliefs on the use of authentic materials in teaching listening at Muhammadiyah University of Surakarta? (it is involving the beliefs on about the advantages of authentic material, kinds of authentic material, criteria for selecting authentic material, students' response toward the implementation of authentic material, material used in teaching listening and assessment in listening using authentic material.)
2. What factors shape the teachers' beliefs on the use authentic materials in teaching listening at Muhammadiyah University of Surakarta?
3. How are the teachers' beliefs reflected on the use of authentic materials in teaching listening at Muhammadiyah University of Surakarta?
4. Are there any discrepancies between teachers' beliefs and the classroom practices?
5. If there any, what factors affected to the discrepancies between teachers' beliefs and the classroom practices?

D. Objectives of the Study

In the line with the formulation of the problem above, the objectives of this study are:

1. To identify teachers' beliefs on the use of authentic materials in teaching listening involving beliefs about the advantages of authentic material, kinds of authentic material, criteria for selecting authentic material, students' response toward the implementation of authentic material, material used in teaching listening and assessment in listening using authentic material.
2. To investigate factors contribute to shape teachers' beliefs on the use authentic materials in teaching listening.
3. To investigate how teachers' beliefs are reflected on the use authentic material in teaching listening.
4. To investigate whether there are some discrepancies between teachers' beliefs and the classroom practices in teaching.
5. To identify the factors affected to the discrepancies.

6. Limitation of the Study

In the line with identification of the problem above, this research only focus on the teachers' beliefs on the use of authentic material in teaching listening. These involving the beliefs about the advantages of authentic material, kinds of authentic material, criteria for selecting authentic material, students' response toward the implementation of authentic material, material used in teaching listening and assessment in listening using authentic material. The subject of this study is two English lecturers who teach listening in the first and third semester at Muhammadiyah University of Surakarta.

7. Significance of the Study

This study is expected to give some significance both theoretical and practical as follows:

1. Theoretical Benefit

Theoretically, the result of this study is expected contribute to the development of educational world particularly to the process of teaching listening in university level. Then, providing additional information and enriching literature review and the treasure of knowledge to the existing studies about EFL teachers' beliefs on the use of authentic materials in teaching listening for university students in Indonesia in order to make listening activity is more active and effective for the development of students listening skill and teachers' teaching development.

2. Practical Benefit

Regarding to the practical benefits of this study, there are four benefits that can be offered. Those are presented as follows:

a. Teachers or Lecturers

This study can provide a solution to solve the problems in teaching listening and give contribution to the lecturer or teacher to use an alternative material in teaching and learning process. Then, this study can give reflection to teachers' practice and identify the affected factors of EFL teachers' beliefs on the use of authentic materials in teaching listening. Moreover, the result of this study can be used by teachers or lecturers to learn how to use their belief to increase and develop their performance in classroom so the students can achieve the learning objectives

b. Students

The use of authentic materials can lead the students to be more motivated and active in listening class. The result of this study also provides the information and knowledge for the students about the source of authentic materials in listening skill, so it is expected that students can seek any authentic materials by themselves. Through this

authentic material, it is expected that students can improve their listening skill.

c. Graduate School of Language Studies of Muhammadiyah University of Surakarta

The result of 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. Indirectly, it helps teachers and educators to overcome the educational problems. The institution will be greatly improved if its educators have the ability to do better improvement and innovations towards their teaching performance.

d. Further Researcher

The result of this study can be used as reference and valuable contribution for other researcher who will conduct research in the same field.

8. Thesis Organization

This study is organized into five chapters in order to make the reader understand the content of the research paper as follows:

Chapter I is introduction. It consists of background of the study, identification of the problem, problem statement, objective of the study, limitation of the study, significance of the study, and thesis organization.

Chapter II it is reviewed of previous study, theoretical review, and theoretical framework. Theoretical review consists of four sub chapters: (1) teachers' beliefs (the nature of teachers' beliefs, the importance of teachers' beliefs, types of teachers' beliefs and factors influencing the teachers' beliefs), (2) instructional material (the nature of instructional material, the importance of instructional material in teaching and learning, types of instructional material, and the role of instructional material), (3) authentic material (the nature of authentic material, advantages and disadvantages of authentic material, criteria for selecting authentic material, the differences between authentic material and non- authentic

material, and kinds of authentic material), and (4) listening skill (definition of listening, component of listening,, the process of listening, the importance of listening, and the difficulty of listening).

Chapter III is research method. It deals with type of research, object of the research, subject of the research, data and data sources, technique of collecting data, data validity, and technique of analyzing data.

Chapter IV is findings and discussion. Chapter V is conclusion, suggestion, and recommendation.