

CHAPTER 1

INTRODUCTION

This chapter, the researcher discusses about research context, research focus, research objective, significant of study, scope and limitation of the study, and the last is definition of key term.

A. Research Context

Syllabus is a document that consists of planning for classroom activities. It is usually used by teachers to make the classroom activities effective and efficient, for one or two semester. It is very useful for the teachers in every teaching learning activity because the teacher will be easier to know what will be done and what will be learned in the classroom. Hutchinson and Water stated that syllabus is a document which says what will or what should be learned and what will be taught.¹ So that, the teacher has to make a syllabus that consists at least what material will be learned on taught.

Syllabus focuses on one subject or group of material. One subject means the syllabus only focus on one particular skill to be taught such as reading with list of material or listening with list of material and usually this syllabus is used in collage or campus. Meanwhile group here means there are many skills that will be taught example in senior or junior high school, the student will be given English subject that the English subject will consist of four

¹ Tom and Alam Waters Huntchinson, *English for Specific Purposes: A Learning Centered Approach* (New York: Cambridge University Press, 1987), 84.

skills, those are speaking, writing, listening, and reading. So, the teacher can make a syllabus that focus on one or group of subject.

Syllabus of reading is syllabus that only consists of list reading material. Reading here is one of the English skills which are essential to be mastered by the students. The students do not only master in three skills of English, those are speaking, writing, and listening but also reading. Reading is an activity to get, to understand, to catch the content of the text. Rabbianty said that reading is an activity in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. In this subject the teacher will explore how the students understand about every material that will be taught.² The materials of reading can come in only in one syllabus.

David Nunan stated that syllabus is seen as instrument by which the teacher, with the help of syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom.³ Not only the teacher as instrument but also syllabus to achieve the successful of teaching learning activity. The teachers must have reading of syllabus to achieve the students' needs and aims in the classroom, as well as by using appropriate teaching methods. The activity of the classroom will be determine by the teacher, how is the teacher handle the activity of the classroom and how is the teacher make the classroom active. Of course in making the classroom active and the teacher can handle it by using appropriate teaching method.

² Eva Nikmatul Rabbianty, *Teaching English to Young Learners* (Surabaya: Pena Salsabila, 2013), 65.

³ David Nunan, *Syllabus Design* (Oxford: Oxford University Press, 1998), 5.

Teaching method is a way for the teacher to achieve teaching goals. Between teaching method and goals must be related one and another because it will support the students' skills. Djamarah and Zain stated that teaching method is teaching strategy as a tool to achieve the expected goals.⁴ As a teacher should be careful in selecting teaching method because every student has different backgrounds and different skills, so if the teacher knows about that the teaching and learning goals can be achieved.

In selecting teaching method have to appropriate or suitable with the content or subject matter in syllabus. The quote of Richards and Rodgers in defining the syllabus, said that:⁵

“All methods of language teaching involve the use of the target language. All methods involve decisions concerning the selection of content that is to be used in the teaching program. Content concerns involve both subject matter and linguistic matter. In straightforward terms one makes decisions as to what to talk about (subject matter and how to talk about it (linguistic matter)...”.

So, teaching method is selected based on the content or subject of syllabus that will be taught not based on the teacher own because it is very important in selecting teaching method in the successful of teaching learning activities. The teachers should have teaching method more than one to make the material easy delivered to the students, so the students can understand the subject with variant of teaching method. for example the syllabus only focus on reading skill, the teacher have to found the teaching method that suitable with that skill.

⁴ Syaiful Bahri dan Aswan Zain Djamarah, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), 74.

⁵ Karl Krahnke, *Approaches to Syllabus Design for Foreign Language Teaching* (Englewood Cliffs (NJ): Prentice Hall Regents, 1987), 10.

When the researcher was in the fifth semester, joining Curriculum Development and Syllabus Design subject in b class. We got assignment of making syllabus based on the types of syllabus students' like. This assignment was done by groups and the lecturer gives 3 weeks to finish it. Syllabus assignment consists of who is the student, in what language level, the target situation, the goals, the materials, and the last one is the learning method. When do this assignment actually the students of this class are still confused and difficult in selecting the teaching method of the materials, especially in selecting teaching method for reading syllabus. Sometimes they asked each other who understood about it, but they still confused in selecting teaching method. So, in the end of this assignment, the lecturer corrected the assignment in the class and the students are almost wrong in selecting the teaching methods for reading they were made. The lecturer gave the explanation one by one that in selecting the teaching method have appropriate between method with the content or subject of reading.

On 2013 St. Mawaddatur R. did a research that showed that there is correlation between lesson plan and reading learning achievement at the eighth grade student of SMPN 8 Pamekasan.⁶ Others previous study is done by Nur Aizah, on 2014. She found that in the use of lesson plans there are three problems that arise, namely: various intelligences possessed by students, lack of references and limited time for English subjects.⁷ On 2015 Ibratul Ummah did a research. The research used qualitative descriptive and the

⁶ St. Mawaddatur R, *The Correlation between Lesson Plan and Reading Learning Achievement at The Eighth Grade Student of SMPN 8 Pamekasan* (Thesis STAIN: Pamekasan, 2013), v.

⁷ Nur Aizah, *The Use of Lesson Plan in The Teaching of Vocabulary at SDN AENGDAKE 1 BLUTO Sumenep* (Thesis STAIN: Pamekasan, 2014), v.

result of the research showed that the English teacher at MAN 1 Pamekasan do not implement their lesson in teaching speaking. It happens because there are some factors that obstruct them to implementation it.⁸ The last is Fani Desy L, on 2017 did a research that showed students' lesson plan has not fulfill all components of the lesson plan completely.⁹

From four previous studies above the researcher took lesson plan to be their researches. The researches show that the used of lesson plan is still have any problems such as lack of reference, the components of lesson plan are not complete, even the lesson plan does not used for several factors.

Based on the phenomenon above the researcher is interested in conducting a research on syllabus that the students at IAIN Madura still having difficulty in selecting teaching method for reading syllabus.

B. Research Focus

Research problem has limitation in giving clear information to discuss. The limitations here like a question. Donald Ary stated that a qualitative problem statement or question indicates the general purpose of study, but it will become more focus as the study proceeds. After exploring the site, the people, and the situation the research problem more specifically,¹⁰

From the phenomenon that happened above, the researcher would like to formulate 2 problems:

⁸ Ibratul Ummah, *The Implementation of Lesson Plan at Teaching Speaking at MAN 1 Pamekasan* (Thesis STAIN: Pamekasan, 2015), v.

⁹ Fany Desy L, *The Students' Ability in Making Lesson Plan in Curriculum Development and Syllabus Design's Final Project of TBI F Class STAIN Pamekasan Academic 2015/2016* (Thesis STAIN: Pamekasan, 2017), vi.

¹⁰ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 53.

1. What are the students' difficulties in selecting teaching methods for designing reading syllabus dummy at the fifth semester of TBI B class in IAIN Madura?
2. What are the factors of students' difficulties in selecting teaching methods for designing reading syllabus dummy at the fifth semester of TBI B class in IAIN Madura?

C. Research Objective

Objective of the study is answering or going to solve of research problem. A purpose is the major intent or objective of the study used to addresses the problem.¹¹

Based on the problem research above, the researcher formulates 2 research objectives:

1. To investigate the students' difficulties in selecting teaching methods for designing reading syllabus dummy at the fifth semester of TBI B class in IAIN Madura.
2. To describe the factors of students' difficulties in selecting teaching methods for designing reading syllabus dummy at the fifth semester of TBI B class in IAIN Madura.

D. Significance of the Study

There are two types of significance of study in this research, those are theoretically and practically.

¹¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 60.

1. Theoretically

This research is expected also to give the information about the difficulties of students in selecting teaching methods for reading syllabus assignment in English Teaching Learning Program (TBI) at IAIN Madura.

2. Practically

a. For teacher or lecturer

The researcher hope that can useful for the teacher or lecturer to become as a view in selecting teaching method that appropriate with the subject that will be taught, the condition of classroom and the students. The result of this research also can be used to improve English teaching learning process in English Teaching Learning Program (TBI) of Curriculum Development and Syllabus Design lecturer.

b. For students

The result of this research can be the example of education department commonly and for English Teaching Learning Program (TBI) at IAIN Madura especially. This result also can used to improve and develop their skill in selecting teaching method of syllabus when they made.

c. For future researcher

This research is expected to add insight and knowledge in selecting teaching method for reading that can be developed in

making syllabus, so it can appropriate with students' need and condition.

E. Scope and Limitation of the Study

Every researcher has an intended research, namely is scope. Scope is the range of thing that a subject, an organization, an activity, etc. deals with investigation.¹² The scope of this research focused on students' difficulties in selecting teaching method.

Limitations are potential weaknesses or problems with the study identified by the researcher.¹³ These weaknesses are enumerated one by one, and they often relate to inadequate measures of variables, loss or lack of participants, small sample sizes, errors in measurement, and other factors typically related to data collection and analysis. So the limitation of this problem is reading syllabus and limitation can defined also as a specific place or the researcher wants to be the research takes a place. The limitation of this research is limited on the students' English (TBI) B class of IAIN Madura especially in the fifth semester. In this class, the researcher knows well about the condition of the class. It is mean that the researcher knows how the students have difficulties in selecting teaching methods of reading syllabus

F. Definition of Key Term

Definition of key term is very important because to avoid misunderstanding in terms that used in this research. The definition of key term should be related with the topic in research context. Creswell stated that definition of key term begin search of the literature by narrowing a topic to a

¹² *Oxford Advance Learning Dictionary* (New York: Oxford University Press, 2015), 1342.

¹³ Creswell, *Educational Research*, 199.

few key terms using one two words or short phrases.¹⁴ So the readers can understand what discussion will discuss in this research. The definition of key term constructed as follow:

1. Syllabus is a document that consists of list material and plan of class room activity and this topic will discuss about many things as basic competence, materials, teaching method, evaluation, times, and others. Usually syllabus is made before teaching learning activity began.
2. Reading class syllabus is syllabus that only consists of list reading material.
3. Teaching method is a method that used by teacher in teaching learning activity. The activity in the classroom will be organized and can achieve the goals of the teaching learning activity. Then the students will be easier to understand and comprehend about the material.
4. Difficulties are student's problems in teaching learning activity. In this research, it is related with The Students' Difficulties in Selecting Teaching Methods for Designing Reading Syllabus at Fifth Semester of TBI B Class in IAIN Madura that wants to be observed by the researcher to have the problem solving.

¹⁴ Creswell, *Educational Research*, page. 82.