Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problem of the research. The chapter arranges into background of the research, statement of the problem, delimitation of the problem, research question, objective of the study, significance of the research, and outline of the research.

Background of the Research

People are able to use the technology to deliver the information or knowledge in language education. It is known as electronic learning (e-learning) technology. Yucel (2006) explained e-learning technology as a web-based educational system on platform with computer access and internet. In addition, other researcher defined the technology to deliver the information or knowledge is computer-assisted language learning (CALL). E-learning technology brings different stages and changes in educational system. Archer, Garrison, and Anderson (1999) stated that existing and emerging e-learning technologies are having intense, immediate, and disruptive transformation on education system (as cited in Anderson 2008, p. 91). As the time goes by, the e-learning technology also develops to be one of the most important things in education system to support the educational development. Kanuka (2008) said the impact of e-learning has felt on the educators who teach using the e-learning technology such as e-learning technologies can effectively respond to accelerating global competition, e-learning technologies increase the quality of learning experiences because by using the e-learning technology, teachers have their own ability and skills in

which they operate the e-learning technology itself, remove situational barriers, and be more cost effective.

The use of e-learning technologies offers several advantages for both teachers and students. Anderson (2008) argued that the advantages of e-learning technologies for teachers include an ability to provide just-in-time learning, increased access, removal of time, place and situational barriers, cost effectiveness, greater accountability, increased interaction, provision of future employment skills for students, and effective support for lifelong learning. By using e-learning technologies, teachers are able to raise student ability and knowledge. It also can increase the quality of their learning experiences and more effective. Yucel (2006) argued that the advantages of e-learning for students are during the e-learning process, students have a chance to decide how they want to be educated, it enables a student to determine and process his or her learning style, content, aim, current knowledge and individual skills.

The role of e-learning technology in education is important but there are considerations that teachers need to know when they want to use e-learning technology. One of the considerations is the teaching material in e-learning. Teachers must consider whether the material is designed properly to engage the learner and the delivery methods allow for flexibility of access. Djono (2013) stated that the development of teaching material is important to do because the teaching material can improve the effectiveness and sufficiency of learning. Djono (2013) also added the teaching material can serve as a guide for the teachers who

direct the learning activities and contains the substances of competence that will be taught.

Teaching materials are in forms of a created material and an authentic material. Richards (2001) explained that created material refers to textbooks and other specially developed instructional resources. Coursebook is one of the created materials that teachers used in teaching learning activities. Castro (2015) explained coursebook is a written or printed work that will be used by the students. Coursebook has many advantages and can be the greatest ally for the teachers when they need to prepare a lesson without much time. Hammer (2001) explained good coursebook(s) are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating text (as cited in Castro, 2015, p. 2). Besides, other than created material, there also authentic material. Richards (2001) explained that authentic material refers to the use in teaching of text, photographs, video selections, and other teaching resource that are not specifically prepared for pedagogical purpose.

Electronic materials are the part of teaching material used in e-learning. While using e-learning, teachers need to consider the electronic material that they used. Rossett (2002) explained online learning has many promises, but it takes commitment and resources, and also must done right, it means that online learning materials must be designed properly, with the learners and learning in focus, and that adequate support must be provided (as cited in Anderson, 2008, p.18). Some of the electronic materials are authentic. For examples news, advertisement, videos, audios. These authentic are able to be used for learning. Yucel (2006)

explained that authentic materials in form of electronic refer to an application that accessible for teachers and students. Yucel (2006) added that the examples of the application are e-examination that administered by many proof exams, e-drills with the internet drill softwares, e-books and e-television, and e-sound book application which enables especially the visually retarded students to listen to the course book contents. Authentic materials are able to use in e-learning because these are effective to improve students understanding.

E-learning technology is one of the approaches that commonly use in educational context. In English Language Education Department (ELED) in one private university in Yogyakarta, there are some courses which use technology and e-learning as their media in learning. There are online course, offline course, ICT in language teaching and learning, innovative technology, and digital technology in education. Teachers in these courses must develop their teaching materials. The teaching materials are in the form of electronic materials. Moreover, some of them are authentic materials which are embedded in online course. The selection of electronic material is important for their lesson and should be based on students' needs.

The reason of teachers' perception on the use of authentic materials in e-learning is worth to conduct because the researcher has an interest with the technology. Based on the researcher experience in e-learning using authentic material given by the teacher, the authentic materials used were picture, video and audio of flight attendant. The researcher thought that the authentic material like flight attendant audio in e-learning was interesting because the researcher familiar

with the audio in the real context of it. On the other hand, the authentic material used in the course was monotonous. The researcher only experienced the same kinds of authentic material in e-learning and or in contextual learning. So, the researcher wants to know the other kinds of authentic materials applied by ELED teachers in e-learning. Another reason is this research is rarely done by the other experts in English Language Education Department. It proves that only less than 5 studies discussed about authentic material and there is no studies discussed in e-learning context. Besides, the considerations before delivering the materials and strategies when delivering the materials are important because it will effect to the student achievements and promote learning. According to Govindasamy (2001) said that the consideration before using and when implementing material in e-learning will undermine the implementation process. According to Ally (2008) said that strategies should be selected to motivate learners, facilitate deep processing, build the whole person, promote meaningful learning, provide relevant feedback, and provide support during the learning process. Based on explanation above, the researcher wants to conduct the research about teachers' perception on the use of authentic material in e-learning of English Language Education Department in one private university in Yogyakarta.

Statement of the Problem

According to the explanation above and based on the researcher experiences, the researcher finds several problems related authentic material in teaching e-learning at English Language Education Department in one private university in Yogyakarta. When using authentic material in teaching e-learning,

there must be many considerations. The main consideration is not all of the teachers in English Language Education Department apply e-learning in their teaching learning. According to researcher small scale research, it shows that only 50 percents of the teachers in English Language Education Department applied e-learning in their teaching and learning activities in 2014 until 2017. Even if these teachers use and implement e-learning in their teaching and learning, not all of them use authentic materials in teaching e-learning. Some of them may use created materials or they use both authentic and created material.

Since the teachers have many different aspects of teaching e-learning, they have to consider the availability of the authentic materials. The teachers also need to consider the usability of the authentic material. Authentic material should be the material that can support their lesson in e-learning. The material must be up to date. The teachers need to consider whether the material that they used in teaching aspects include curriculum, syllabus, the creative ideas for teaching, technology that enhanced language learning, teaching methodology, teaching approach, students' motivations, and students' needs. Besides, the teachers must consider how they deliver the material to the students. It means that the delivery methods allow for flexibility of access and the teachers can improve the use of material in their teaching learning activities.

In addition regarding to the use of authentic material in e-learning, there are large areas that could be studied. Some of the areas are about the advantages and disadvantages the authentic material, the resources of authentic material, and the impact of using authentic e-material in e-learning. Based on the explanation

above, the use of authentic material in e-learning at English Language Education Department in one private university in Yogyakarta may impact to the teachers. Therefore, this research is important to conduct because it can help the teachers to solve the problem.

Delimitation of the Problem

This research focuses on investigating the teachers' perception on the use of authentic material in e-learning of ELED in one private university in Yogyakarta. The scope of e-learning covers distance learning and computer instruction learning. The perception focuses on the kinds of authentic materials that the teachers used and the teacher consideration when using authentic material.

Research Question

To meet the goals of this study, the researcher has two research questions which are formulated as follows:

1. What kinds of authentic materials that have been used by the teachers in e-learning course at English Language Education Department in one private university in Yogyakarta?

2. What are the teachers 'considerations on using authentic material in e-learning course at English Language Education Department in one private university in Yogyakarta?

Objective of the Study

The objectives of this study are:

1. To identify what kinds of authentic materials that have been used by the teachers in e-learning course at English Language Education Department in one private university in Yogyakarta.

2. To investigate the teachers' consideration on using authentic material in e-learning course at English Language Education Department in one private university in Yogyakarta.

Significance of the Research

This research has several benefits as follows:

For the researcher. As the researcher is a future teacher, this study helps the researcher to choose the suitable authentic material that used in e-learning. This study gives new knowledge for the researcher such as kinds of authentic material and consideration before using authentic material.

For the teachers. This research explores their experience and observes the teachers' performance when they use authentic material during the teaching e-learning. The researcher also hopes that the information from this research makes the teachers understand the consideration on using authentic materials in e-learning and prepare the materials better. The information from this research helps the teachers to select or even try the other kinds of the authentic material in e-learning.

For the pre-service teacher. The researcher hopes that pre-service teacher may use the information in this research to prepare and to learn more

about the authentic material used by the teachers in e-learning. The researcher hopes that this research can make the pre-service teacher understand the consideration when choosing authentic material when they want to teach e-learning in the future. The researcher hopes the pre-service teachers can apply the authentic material that used by the teachers in their teaching learning.

For future researchers. The researcher hopes that this research can help future researchers who want to study the same subject. This study can help them to look for the references related to implement authentic material in e-learning. They can use this study as their references in part of review of related study and also can take some points to conduct the same study in-depth in the future.

Outline of the Research

This research consists of five chapters, such as introduction, literature review, methodology, finding and discussion, and conclusion.

In the first chapter of the studies explains the background of the research, statement of the problem, delimitation of the problem, research question, objective of this research, and significance of the research. The research question of this research is what are the teachers' perceptions on the use of authentic material in e-learning course of English Language Education Department in one private university in Yogyakarta. The results of this research are expected to benefit for the researcher, teachers, pre-service teachers, and for the other researchers.

In the second chapter of this research describes the literature review. This part explains about the literature of e-learning such as definition and consideration

e-learning, then literature about teaching material in general including definition and kinds of teaching materials, then literature about authentic material that used in e-learning including definition of electronic material, kinds of authentic materials and consideration before using authentic material based on the expert. In addition, this chapter includes the several previous studies that support the study and discusses the theoretical framework.

In the third chapter of this research explains the methods and procedure employed in order to answer the research questions and analyze the data. The researcher applied qualitative research approach with descriptive qualitative design in gathering the data. The data was conducted in English Language Education Department in one private university in Yogyakarta. The participants of this study were four teachers' of English Language Education Department in one private university in Yogyakarta who have taught e-learning and applied authentic material in their teaching e-learning activities. The data were collected through interview and the researcher used recorder to record the process of interview and also the researcher used a note to write the important information from the participants. After collecting the data, the researcher analyzed the data to answer the research questions by using coding.

In the fourth chapter of this research explained the finding and discussion of the result. The researcher described the findings from the data to answer the research question. The first section discusses about the teacher experience in using electronic learning. The second section explains the learning management system used by the teachers. The third chapter of this section explains the teachers'

perception on the use authentic material in e-learning. Then kind of authentic material explains in the fourth section of this chapter and also teacher consideration explains in the last section of this chapter. The results are reported in detail. Besides, the information supported by quotations from the literature review then discussed according to the relevant theories.

In the fifth chapter of this research summarized the research result. The finding of this study showed that the variety perception on the use authentic materials in e-leaning. The perception was important, useful, and challenging. The other result showed teachers used several kinds of authentic materials that divide into some categories. The categories were audio-visual, audio, and visual. The result also showed the teachers' consideration when using authentic materials in e-learning. It showed there were four major finding from teachers' consideration. The first consideration was from teachers' preference consideration, the second consideration was from content consideration, the third was from students' side, and last was facilitation consideration. The researcher also provided some recommendation for teachers, pre-service teachers, other researcher, and for institution.