

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the problem, the objective of the study, significance of the study, scope and limitation and also definition of key terms.

1.1. Background of the study

Content based is a teaching method that emphasizes learning about something rather than learning about language (Davies, 2003). Brewster (2004) stated that Content-based language teaching is a version of bilingual education and subject-teaching which simultaneously teaches the language required for school learning and promotes thinking skill. English in university context is known as English for Academic Purposes (EAP). Academic English is not only required by international students, but also by all students. In the academic field, students always deal with English since it has become the language of science, technology, and scientific publications (McKay, 2012). The students of Elementary School Teacher Education Department are expected to accomplish certain competences after receiving the study experiences and the teaching and learning processes in the form of theory and practice presented in a set of curriculum which takes place in the class and/or outside the class. The expected competences are developed by the guidance of Elementary School Class Teacher Competence Standard.

In real life communication, people use a variety of language skills listening, speaking, reading, and writing. When people learn foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them and talking to them. Listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate (As Raimes, 1983). It is essential for students to understand the language they are exposed to and to respond appropriately

so that they can become competent users of that particular language. Listening is usually an interactive process (Saferoğlu and Uzakgöre, 2004). The listener does not always just listen to, but she or he also reacts to the speaker or ask questions for clarification. The most essential issue for the students should be to understand what they are listening to and able to give appropriate response orally. This aim brings us to the integration of listening and speaking while learning, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these two skills. As a result, it may be said that the more the skills are taught individually, the less communication will take place in the classroom. To avoid this, the skills should be taught in integration to guide learners to develop their oral communicative competencies.

University of Muhammadiyah Gresik has more than 10 different majors. It also provides additional courses namely diploma 1 programs that is intended at several majors. This is an opportunity to develop content based in accordance with different departments at University of Muhammadiyah Gresik especially for Elementary School Teacher Education Department which become new major at the university. The implementation of English Academic Purposes for Elementary School Teacher Study Program in the university is still ineffective. Based on the previous study, the materials which are taught in the general course are general English. General English only teaches English in general and does not meet the specific needs which the students need English to support their study.

According to Methela in Crawford (2013), many students fail to understand and master English because of a lack of students understanding that is not in accordance with the context and the major needs of students. Here the author wants to develop content based accordance with students of Elementary School Teacher Education Department needs. Based on those problems, an English learning program which meets students' needs is necessary. This study is focused developing in English program that produce

English learning materials for Elementary School Teacher Education study program students. This program is expected to give significant contribution theoretically and practically for the students of Elementary School Teacher Education study program. This program is expected to be one of resources to inspire them in developing appropriate materials for their students in order to improve their English teaching and learning process.

1.2. Statement of the study

Based on the previous explanation of the problem above, this research is aimed to answer the question that is:

“How to develop content based of Listening and Speaking in English Academic Purposes for Elementary School Teacher Education Department at University of Muhammadiyah Gresik?”

1.3. Purpose of the study

For the statement of the problem, the purpose of the research is to design appropriate listening and speaking content based materials for Elementary School Teacher Education Department in University of Muhammadiyah Gresik.

1.4. Significance of the study

a. Theoretical Significance

The researcher hopes that the material of the textbook might be useful in English education and provide theory in designing the appropriate learning materials for Elementary School Teacher Education Department which is in line with the curriculum.

b. Practical Significance

The results of the study are hoped to give benefits for teachers, researchers, and students

1. For Teachers

This study will give an alternative approach to make teaching English more effective to their students in Elementary School Teacher Education Department.

2. For Researcher

The product of this study can develop ideas to their study and also can be used as review of another research.

3. For Students

This study can improve student's English proficiency which relevant to their major. At the same time they will increase and use English in ways that can be expected at University level. The students will learn relevant content, gain academic skills and strategies, and fine-tune their English abilities.

1.5. Definition of key terms

a. Content Based

Content-based approach is an approach that promotes the use of task in assisting students' of Elementary School Teacher Education Department of University Muhammadiyah Gresik in acquiring English language.

b. English for Academic Purpose

English for academic purpose is an English program designed to train University of Muhammadiyah Gresik students in developing English proficiency for academic success. Brown(2001) defines EAP as a term broadly applied to any course, module, or workshop where learners are taught to deal with academically related language and subject matter.

