

## **Chapter One**

### **Introduction**

There are several essential points discussed in this chapter. The first is the research background which explains why the researcher is interested in researching this topic. Then there is the identification of the problem that discusses the issue of this topic. Also, research questions, objective research, the significance of the study, and the organization of the chapter are explained in this chapter.

### **Background of Research**

The availability of teaching material in teaching is essential. Based on the Regulation of the Minister of Technology and Higher Education Studies (Permenristekdikti) Number 44 of 2015, teaching materials are learning tools and the existence of RPS (Semester Learning Plans or Syllabus), teaching media, and evaluation instruments. Teaching materials and syllabus (RPS) are related and can support learning achievement. In this regard, determining and making appropriate teaching materials is particularly important in learning. Each teacher must be able to decide on and make appropriate teaching materials from physical aspects, such as material and syllabus (Pemenristekdikti, 2015).

Teaching material aims to make the teaching and learning process effective and exciting in English teaching. Using appropriate teaching materials can achieve learning goals for students and teachers. Teaching materials are resources used for the teaching and learning process. According to Velaquez and

Redmond (2007), textbooks and authentic texts are two types of teaching material that could be used for English teaching a foreign language.

Authentic materials can be used in language learning if the teacher can provide suitable material for language teaching. According to Morrow (1997), authentic material is a variety of natural languages produced by confirmed speakers or writers for real audiences and designed to carry a legitimate message, such as newspapers, magazines, poems, and novels. Furthermore, Polio (2014) stated that “authentic materials were not created for language learning purposes. Instead, they were made with some real-life goals for native speakers”, (p. 3). English novel as authentic material could be used in English teaching (Martinez, 2002). Moreover, Kilickaya (2004) said that authentic material can enhance language learners' ability if teachers can provide materials appropriate to language learners and the purpose of the learning activity (as cited in Fithriyah, 2015).

The teacher must determine what kind of teaching material would be used in English teaching, which would be adequate to gain learning objectives. According to Pinzón (2020), using authentic materials in language teaching would be helpful for teachers and students to develop grammatical skills and improve their understanding of the language contexts in the classroom and the language people use in other social contexts. Furthermore, English language teachers can develop their creativity in designing and adapting materials to offer learning of the target language and its use.

English could be a teaching material because using English novel could give an advantage. Previous studies have been conducted on using English for teaching both teachers and students (Akbari & Razavi, 2016); Ardani, 2019; Ghiabi, 2014; Joraboyev, 2021). There are some advantages for teachers that using English novel as teaching material. According to Akbari & Razavi (2015), using English novel can help the teachers select appropriate texts for English teaching. Furthermore, teachers' advantages in using authentic materials for teachers such as teacher can prepare alternative materials for language teaching, the teacher can get access to teaching material quickly, and teacher can use the same material for different classes (Joraboyev, 2021).

Moreover, Ghiabi (2014) found that students can get some new vocabulary and increase linguistic knowledge by reading original language; on the other hand, they can also get cultural awareness from reading English novels. Furthermore, Ardani (2019) stated the advantages of using English novels as teaching materials for students. A student could improve English language skills, gain new vocabulary proficiency, and reading English novels can build students' imagination. Then, there are some advantages for students using English novels as teaching material.

Several studies have been conducted on English novels for English teaching. This research study presents several conclusions which are the same as each other, as in the research of Akbari & Razavi (2015); Ardani (2019); Joraboyev (2021) found that using English novel gives advantages to both students and teachers. Using English novel can improve students' language skills

in English learning. Besides that, the teachers are helped by using English novel in English teaching to get appropriate teaching material. On the other hand, Ghiabi (2014); Hişmanoğlu (2005); Öz & Efecioglu (2015); Siaj & Farrah (2018) showed that using English for English teaching as material is effective to enhance students' advantages such as authenticity, motivation, language improvement, cultural enrichment, personal involvement, creativity, and critical thinking development. Those studies suggest that English s for English teaching can significantly impact L2 in both students' culture and linguistics.

Limited studies have discussed the advantages of students using English novel (Ghiabi, 2014; Hişmanoğlu, 2005; Öz & Efecioglu, 2015; Siaj & Farrah, 2018). In those four studies, the researchers have not researched teachers' purposes for and kind of activities in using English novel for English teaching. Those studies do not focus on English teacher trainers purposes and activities using English novels at the university level. Using English novels by English teacher trainers needs to be discussed because some English teacher trainers already use English novels as teaching materials in some universities. In addition, those studies are still general to be a reference for English teacher trainers when using English novels as materials.

The study aims to determine the purposes of using English novels by English teacher trainers in teaching English and how English teacher trainers implements English novels in learning by knowing what activities they use during English teaching. By conducting this research, it is hoped that English teacher trainers at the university level can get ideas on using English novels for English

teaching effectively and efficiently. Then the researcher would give the research title is "Teachers' Purposes on the Use of English novels for English Teaching at the University Level."

### **Identification of the Problem**

English novel are expected to be the media for teaching and learning process in the university level. English teacher trainers usually used English novel for English teaching. The first case is some of the researcher' friend said that reading English novel is difficult. The researcher is interested to know teacher's purpose in this current study because the researcher wanted to know detailed of the teacher' purposes such as; exposing students to an authentic real-life text, being active readers of the authentic text, exposing students' language skills, improving their ability in reading English texts, cultivating students' reading activity, expressing students' understanding from different cultural awareness and cultivating students' critical thinking.

Moreover, the second case is that researcher had the experience of joined two different courses which English teacher trainers also used English novel for English teaching and they are implementation different activities. Hence, a large number of experiences in terms of using English novel in learning process led the researcher to find out what are the activities that teacher's usually implemented in using English novel for English teaching at the university level.

### **Delimitation of the Problem**

The focus of this research is to investigate the teacher's purposes in using English novel for English teaching. The other focus is to know the activities teachers usually implement in using English novels for English teaching at the university level. This research has taken in English Language Education Department at two universities in Yogyakarta. The participants of this research are five English teacher trainers who use English novels for English teaching at the university level.

### **Research Question**

The aims of this study are:

1. What are teachers' purposes in using English novel for teaching at the university level?
2. What the activities teachers usually implement when using English novel for English teaching at the university level?

### **Objectives of Research**

The purposes of the research are:

1. To find out teachers' purposes of using English novel for English teaching at the university level.
2. To find out the activities teachers usually implement when using English novel for English teaching at the university level.

## **Significance of Research**

The findings of this study are to give some positive results and contributions to students, teachers, and other researchers.

### ***Teachers.***

From this research, the teacher can understand the teachers' purposes and the activities teachers teach using English novel. The teachers can know what activities can be used when English teaching using English novel. In addition, the teacher can use this research to improve and enrich their knowledge to consider English teaching using English novel.

### ***Institution.***

This research can be used for institutions in teaching English, especially English novels, which later, the institution can get the resources needed for teaching materials for learning English. In addition, this research can be a consideration for institutions to give suggestions to teachers so that they use English novels for English teaching.

### ***Other researchers.***

This study can be a beneficial source to other researchers who want to research the same topic in English teaching, especially in English novels. Then, this research can give information about teachers' purposes and the activities that teachers use in English teaching using English novel.