

Chapter One

Introduction

The researcher of this study divides this chapter into several points. First, this chapter discusses the background of the study, identification of the problem, the delimitation of the problem, and the research question. The objectives, the significance of the study and the organization of the chapters are also presented in this chapter.

Background of the Study

Grammar is one of the main components in learning English. It is important because it is related to learning language skills namely listening skill, writing skill, speaking skill, and reading skill. This statement is in line with Anugraheni (2016) who stated that without knowing grammar of language students cannot learn the language skills, and mastering grammar is the basic skill to learn listening, reading, writing and speaking skills. Therefore, grammar as an important component in learning English must be mastered by the EFL students when learning English.

There are some factors that affect English grammar mastery. One of the factors is teaching materials. Teaching material is important as one of the language inputs. According to Pangasti (2016), the important role of teaching material is to achieve the learning objectives. This is in line with Djono (2013) who stated that teaching material is important to develop because it can improve the effectiveness and the efficiency for learning objective, and it contains the substance of competence for class that will be taught. According to Gilakjani and

Ahmadi (2011), teachers need to select a wide range of materials to achieve the goals of learning English besides using textbooks. Therefore, selecting and developing the right teaching materials suitable for the students becomes an important factor to help students master English skills, including its grammar.

English Language Education Department (ELED) of Islamic private university in Yogyakarta provides grammar courses to support the students in learning grammar. There are two grammar courses in this ELED of an Islamic private university of Yogyakarta. The first is the Course of Capita Selecta on Grammar. The second is the Course of Capita Selecta on Linguistics. These two courses have different teaching materials according to the objectives of the courses. Capita Selecta on Grammar course focuses on basic knowledge on the English grammatical rules and syntax in the first semester. Meanwhile, Capita Selecta on Linguistic course has been designed for the students to learn phonetics, phonology, morphology and semantics as a grammar learning in the second semester.

Based on the researcher's observation on those both classes, some students felt that the class was not always interesting and difficult to follow when using an English textbook. The researcher herself also experienced that studying from the book using English was not easy. Tabatabaei and Molavi (2012) mentioned that the factors that affected students feel demotivated are related to teachers' methods and materials

they used in the class. On the other hand, there were also occasions when the classes used more various teaching materials, and the students seemed to enjoy. This showed that different teaching materials were possibly perceived differently by the students. Since the students' perception on the teaching materials is important in the success of teaching and learning process, the researcher was interested in conducting this research. This research investigated the EFL students' perception of the teaching materials used in the grammar course at ELED of Islamic Private University in Yogyakarta.

Identification of the Problem

According to the explanation above and related to the researcher's observation in the grammar courses, there are many issues in learning grammar. Some teaching materials used by lecturers in grammar course are considered not interesting. Students are not interested in following grammar materials. Students who have low motivation might get lower scores. Meanwhile, although the lecturer has the creative teaching materials, they cannot deliver them in an interesting way, and it can also affect the students' motivation in learning grammar. In fact, teaching materials used in grammar course affect the motivation for students in learning grammar. To make an effective teaching and learning language process, selecting the teaching material should be suitable with the student's needs. Choosing and developing the teaching materials is not simple. The selection of the teaching material should be related to the observation on student's needs. Therefore, identifying the students' need and interest in preparing the suitable teaching materials is also important.

Delimitation of the Problem

The study focused on the EFL students' perceptions on teaching materials used at the ELED of an Islamic private University in Yogyakarta. The study investigated the students' perception on teaching materials used in Capita Selecta on Grammar classes and Capita Selecta on Linguistics classes at ELED of Islamic Private University in Yogyakarta. The students' perception included first the perception on the types of the interesting teaching materials, both authentic material and the created materials, used in grammar courses. The second is the EFL students' perception on the criteria of the interesting teaching material in grammar courses.

Research Question

The research questions in this study are formulated as follows:

1. What are the ELED of Islamic Private University students' perception on the types of teaching materials that interest them for learning grammar?
2. What are the ELED of Islamic Private University students' perception on the criteria of teaching materials that interest them for learning grammar?

Research Objectives

The objectives of the study are to investigate:

1. The ELED of Islamic private university students' perception on the types of teaching materials that interest them for learning grammar

2. The ELED of Islamic private university students' perception on the criteria of teaching materials that interest them for learning grammar

Significance of the Study

This study provides several benefits for teachers, institution, and other researchers.

For teachers. From this study, the teachers are able to know and consider the students' perception on the materials selected by the teachers for the teaching and learning grammar. This study can also provide additional criteria for the teachers in selecting teaching materials. In addition, the teachers can help their students to be more motivated in learning because they have known the student's needs and interests related to the teaching materials.

For the institution. This study provides the information about the students' perception on the teaching materials that they like. It can be used as a consideration for the institutions to make policy related to the materials used to suit students' interests. Hopefully the institution can take the suggestions recommended by this study, so it will support the planning for the teaching process to be more effective and appropriate.

For other researchers. This study provides some findings that can be used as the basis of the next similar research. It can be a resource for other researchers who want to conduct the study about teaching materials or to develop teaching material according to the students' interests.

Organization of the Chapters

This study is divided into five chapters. They are introduction, literature review, and research methodology. This study also presents findings and discussion and ends with the conclusion and recommendation.

The first chapter, the introduction, explains the background of the study. The content is about the reason of choosing the students' perception on the teaching material used in grammar course as the topic for this study, as well as the identification and delimitation of the problem. This chapter also presents the two research questions. The first research question is "what are the students' perceptions on the types of the interesting teaching materials in grammar course." The second research question is "what are the students' perceptions on the criteria of the interesting teaching materials in grammar course." This chapter also includes the research objectives, the significance of the study and the organization of the chapters.

The second chapter presents a review of related literature. This chapter consists of five sub-chapters; first, it presents some definitions of teaching materials, types of teaching materials, the criteria of teaching materials, and the definition of grammar. Next, it discusses teaching materials of grammar course. After that, the researcher discusses the review of related study.

The third chapter explains the methodology of this study. This study consists of research design which used descriptive qualitative

design. The setting was one of the ELED of Islamic private universities in Yogyakarta with four students as the participants. Data collection method, data collection procedure, data analysis were also explained in this chapter.

The fourth chapter reports the findings and discussion. The first finding was about the types of the interesting teaching materials in grammar course in ELED of Islamic private university of Yogyakarta. The second finding was about the students' perception on the criteria of the interesting teaching materials in grammar course in ELED of Islamic private university of Yogyakarta.

The last chapter presents conclusion and recommendation of this study. This chapter concludes the research findings and proposes some recommendations emerged from the findings. The researcher provides some recommendations for the teachers, the institution, and for future researchers.