



## **CHAPTER I**

### **INTRODUCTION**

# **CHAPTER I**

## **INTRODUCTION**

This chapter is divided into five sections that present the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, theoretical framework, definition of key terms, and organization of the thesis.

### **1.1 Background of the Study**

Language is a very important part in every human life. People use language to communicate in order to express themselves. Language can also become a barometer of someone's social level in a society. According to Liem (1975:3) as quoted by Joedyanto (1996:13) language is a means of communication between individuals, and language brings them into relationship with their environment.

The era has grown very fast and language functions become wider. People start to realize the importance of mastering more than one language, as their concept of thinking become universal. A great effort to conduct a wider relationship within people in this world leads to an agreement that considers English as a universal language. Many countries start to include English as the first compulsory foreign language subject in their educational programs.

Education is a process of learning and the process should start from the early period. Generally it is divided into three levels; the first one is elementary, junior high, and senior high education. Elementary level needs more attention

because it is the foundation that determines the next step of language teaching put on it. The appropriate example can be seen when someone wants to build a house. He has to make sure that the foundation is strong enough.

Teaching English as a foreign language in elementary level seems unique. It can be very easy when students are interested in it, and it can be very difficult if the students are not interested in it. The job of educators is making an English teaching program as interesting as possible to gain students' motivation. Children need frequent changes of activity: They need activities, which are exciting and stimulate their curiosity; they need to be involved in something active (Harmer, 1991:7).

Previously, not many schools in Indonesia teach English from the elementary level because of several factors. The first might be due to the less awareness of Indonesian people of the benefit in learning English from an early age. The second factor might be because of the limited support from the government in the form of curriculum providing. The syllabus (GBPP), which becomes the source of teaching, only includes English for the elementary school students starting from fourth grade.

Nowadays, government gives freedom to schools in making English syllabus for elementary school students. It is started when the new curriculum named KBK (Kurikulum Berbasis Kompetensi) has been proclaimed. In KBK, the teacher really acts as a facilitator. The learning process should be based on the students' interest and their talent. This new curriculum enables the school to teach English from the first grade of elementary school. The younger the children are, the more easily they master that language. Language ability is limited by age, and

the golden age in learning a language is on the first five years (Lie, 2002:34). It shows a good development of education in this country.

Generally, education is a system that is run by its instruments. The education instruments are learners, educators and materials. They are inseparable from each other (Dick and Carey, 1985:3). Materials are very important in teaching a language. It becomes a direction for teachers to promote a friendly environment in the classroom (Finocchiaro, 1974:1).

Some reputable schools, especially the ones that use curriculum from another country, have no big problem with the materials that are used for teaching because those are adopted from abroad. For some schools that use Indonesian curriculum, it seems there are not enough choices for good teaching materials. The new curriculum can cause a great deal of difficulty for elementary school teachers since there is no official English language material written based on it. A functional ESL curriculum in the Elementary School should provide children with the language functions and notions needed to study school subjects in English. (Chamot, 1983:459). Therefore, the teachers are asked to be active and creative to develop the materials in the available textbooks and to suit them with the students' level and the Curriculum.

Nowadays, there are so many imported books sold in bookstores. Usually those books are used as the teaching materials in many courses and reputable private schools in big cities. Those books are very interesting inside and outside. The content is also based on the communicative competence in developing the four basic skills. They are reading, listening, speaking, and writing. The most emerging question is: Do those books meet the needs of students in Indonesia?

The writer thought that it will be better if they make their own materials for teaching to save money and to meet the students' need, because imported materials should be suited with the Indonesian students' condition and ability.

As the change of curriculum, government entrust teachers to develop their own syllabus. Beside the available commercial textbook, teachers need to think about making supplementary material that is suitable for the elementary school students in order to help students improve their competency. Therefore, the writer, as a teacher candidate, wants to provide some supplementary material that is suitable with the fourth grade elementary school students' condition and ability nowadays.

## **1.2 The Purpose of the Project**

The change of curriculum should be followed by the support of the appropriate material. The material should be based on the interest of the students so they can enjoy their learning. One of the ways is by providing a lot of fun activities and interesting worksheets in the material.

The study is intended to design materials that are suitable with the new curriculum, so it can be used as a supplementary material to make the students of elementary school, especially grade four can learn English in an enjoyable way.

## **1.3 Significance of the Project**

The study is intended to give some contributions to the teaching of English for elementary schools especially grade four. Hopefully, the materials will be

useful as supplementary materials for both the teachers and the learners and become an example for English teachers to develop better material later.

#### **1.4 Scope and Limitation of the Project**

To do an effective and efficient research, the writer considers it necessary to limit the scope of her project. The limitation is divided into the following categories:

1. The target of project will be the fourth grade elementary school student. The writer chooses them because they formally start learning English according to the 1994 curriculum.
2. The respondents who give the feedback upon the materials of this project covers a practitioner for the fourth grade elementary school students, a scholar in material design, and the fourth grade elementary school students as the target of this project. They are chosen because of their expertise in their field. The fourth grade Elementary students respondents are taken from Contemporary Education Centre (CEC) at Jl.Raya Kutisari Indah 44 , Wima Kids at Jl. Kalijudan 37 Surabaya, and SDK Yohanes Gabriel students at Jl. Residen Sudirman 1. She conducted the evaluation in three different places in order to get varied respondents, as she made the materials for the general community. The writer limited the amount of her student's respondents into: three students from CEC, two students from WIMA kid, and fifteen students from SDK Yohanes Gabriel.

3. The project is focused on developing the suitable supplementary materials for Elementary school students grade four.
4. The study will be limited into two categories of topics:
  - a. Days and Months
  - b. Weather and Season

The topics are chosen randomly based on the Dick and Carey's instructional design theory.

### **1.5 Theoretical Framework**

There are four theories underlying this project. The first is theory of communicative approach. Communicative approach is used in this study as the foundation in making materials that really develop the competencies or skills of the students. The second is Teaching English to Young Learners (TEYL), which concerns with some aspects that influence young learners in learning effectively. Through this theory, the writer can indirectly answer her question about what material is expected by young learners. Third is theory of material design that contains some rules in making good and efficient materials. The last theory deals with the competency- based curriculum. It shows what is the benefit in using competency- based curriculum, especially in language learning.

### **1.6 Definition of Key Terms**

There are several terms that need defining. They are: Material, Development, Competency, Curriculum, and Instructional Process.

Material consists of the information, either written or mediated, that a student will use to achieve the objectives (Dick and Carey, 1985:70).

Development refers to arrange several subjects into a complete unity for teaching.

Competency refers to student's ability to apply basic and other skills in situations that are commonly encountered in everyday life (Schneck, 1978:vi in Richards, 1991:19).

Curriculum is an inter- related set of factors and teaching process (Richard, 2001:xi).

Instructional process can be viewed as a learning system. The components of the system are the learners, the instructor, the instructional materials, and the learning environment. These components interact in order to achieve the goal (Dick and Carey, 1985:3).

### **1.7 The organization of the Paper**

This thesis consists of five chapters. Chapter I is the introduction. Chapter II presents the previous study and the underlying theories. Chapter III deals with the stages in designing the instructional materials. Chapter IV is about the material development and the findings. Chapter V is the conclusions of this study