



CHAPTER I

INTRODUCTION

Book 1



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1.1 Background of the Study

The development of education in Indonesia increases rapidly nowadays. Many changes have been done in order to produce good results in the educational world. One of them is the new curriculum which is called "Kurikulum 1994". One of the special things in this new curriculum is about the existence of English as an optional subject local content that is taught to the students of elementary school from the fourth year under the circumstances that the teaching process is needed by the surrounding society. The objective of the English teaching is to provide and to give the students the skills in reading, listening, speaking, and writing in simple patterns on the basis of the students' development steps and interests by the mastery of vocabulary for about 500 words.

Curriculum is very important for teaching. Chamot (1983:459) says that a functional ESL curriculum in the elementary school should provide children with the lan-

guage functions and notions needed to study school subjects in English. However, 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. It will take a lot of time and effort for the teachers to find and modify any suitable materials to suit the new curriculum.

Education involves educators, in this case teachers and lecturers alike, in transmitting information. For this reason they need to become good transmitters of information (Knirk, 1986:182). However, there is another assumption that educators have at present a new role as a designer, implementor as well as evaluator of instructional materials (Dick, 1978:4). As a result, teachers are hoped to have certain skills that would enable them to prepare their own instructional materials and to present them skillfully to their students in the classroom. The problem will occur if the teachers have a low, if any, degree of English proficiency. In situations where the teachers' English proficiency is very low, standard teaching materials are required (Madya, 1987:25).

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Dipl. TESL have tried to help elementary school teachers by writing English textbooks for elementary school. Their books are published by IKIP Malang and they are called "English for The Elementary School Book berdasarkan Kurikulum 1994 ". The books are divided according to each year of the elementary school in which English will be taught.

It is really a good effort that some of IKIP Malang lecturers as mentioned above, have written books to help elementary school teachers, but no one textbook is perfect. They still need to be developed. Especially if there is a difference in the students' mastery of English. It is known that some schools have English as a subject that is taught from the first year of elementary school; meanwhile, some others have English as a subject that is taught from the fourth year of elementary school as stated in the GBPP (The Guidelines of Teaching Program). Therefore, the teacher is asked to be active and creative to develop the material in the available textbooks and to suit it with the students' level and the GBPP.

Here, the writer tries to make a research about how to develop materials for elementary school students because of the following reasons :

1. There are not enough English material for Elementary Schools in Indonesia.
2. Teachers do not have time to develop material by themselves.

Thus, she makes a study on developing English materials especially for the fourth year of elementary school.

1.2 The Statement of the Problem

In this study, the writer would like to answer the following question :

How are the materials for teaching English to the fourth year students of elementary school developed ?

1.3 The Objective of the Study

This study is intended to describe how to develop the materials for teaching English to the fourth year students of elementary school.

1.4 Significance of the Study

The writer intends to give some contributions to the teaching of English for elementary school. She hopes that the resulting material will be useful for both

English teachers and students of elementary school.

1.5 Scope and Limitation of the Study

Due to the limited time and energy available to do the research, the writer thinks it is necessary to limit the scope of the study.

The teaching material to be developed here has the same topic with the material of Unit 1 of the book : " English for The Elementary School 1a " by IKIP Malang as an English textbook for the fourth year of elementary school students. The topic of Unit 1 is : Personal Identification. This topic is taken from the GBPP of Kurikulum Muatan Lokal, Mata Pelajaran : Bahasa Inggris untuk Sekolah Dasar.

1.6 The Definition of Key Terms

To avoid misinterpretation or misunderstanding, it is necessary to define the following key terms :

- Curriculum means subjects included in a course of study or taught at a particular school, college, etc.
- Communicative means ready and willing to talk and give information.

- Module is any one of several independent units or options that make a course of study.

Dick and Carey (1978:5) define :

" A module is a self-contained or self-instructional unit of instruction that has an integrated theme, provides students with information needed to acquire specified knowledge and skills, and serves as one component of a total curriculum."

- Syllabus is a list of subjects, topics, texts, etc. included in a course of study.