

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

The development of education in Indonesia increases rapidly these days. The government has done some changes to improve education system in order to produce qualified students. Most of the elementary schools give English starting from the fourth grade now. In the previous years, those schools have the opinion that English is not too important. But now, time is changed. Since we are in the globalization era, we should keep up ourselves with the development of society. Our society now views English as an important subject, because English is an international language. Moreover, many important books use English as introductory language. The result is some elementary schools give English starting from the first grade.

One of the changes that the government has done is the curriculum for the elementary schools. In 1984 Curriculum, English is not a must. Even for the fourth grade up to the sixth grade. But, in 1994 Curriculum, English is included as one of the elective subjects in local content subject, starting from the fourth grade. However, it is not valid for all elementary schools in Indonesia. Since there are several elective subjects in local content subject, the elementary schools may choose any elective subject that is appropriate with their area. Most of the elementary schools in big cities choose English as their local content subject. While in isolated territories, the elementary schools might not choose English as

the local content subject. They might choose agriculture or handicraft as their local content subject. They choose subjects that are appropriate with their area. Here, we can see that curriculum plays an important role in education. To have a clear understanding about curriculum, we should know the definition of curriculum. Curriculum is a set of criteria that can be used as guidelines to achieve the goal of teaching and learning. It consists of goals, program, development, and syllabus. It means that curriculum is very important as guidelines for teachers in the teaching activities. Chamot (1983:459) has the opinion that a functional ESL curriculum in the elementary school should provide children with the language functions and notions needed to study school subjects in English. That's why the government has changed the curriculum for many times. The government is trying to make renewals to the curriculum in order to increase the quality of education for Indonesia young generation. The newest curriculum that is used is 1994 Curriculum. In 1994 Curriculum, English is included as a local content subject for elementary school students in some big cities. In the last curriculum, that was 1984 Curriculum, English was not a local content subject. But, still a few of elementary schools gave English to their students starting from the fourth year. However, 1994 Curriculum is not complete yet, as English is only taught from the fourth to the sixth grade of elementary school.

The teacher who plays an important role, instead of the students in the teaching-learning should also be a designer, implementor, and evaluator of instructional materials (Dick,1978:4). Though 1994 curriculum does not provide

the material for the first until the third grade of elementary school students, English is taught at some elementary schools in some big cities, like Surabaya for example. The government allows those schools to give English to the students. They can make or find the materials by themselves. Since there is not a curriculum for the third grade of elementary school, the teachers find difficulties to develop the material. Because of this, the teachers are expected to design their own materials that are suitable for their students' ability. Some English textbooks are available for those students in the bookstore, however, because there are not many of them, teachers do not have many choices in choosing a good one for the students. The teacher should be active and creative to develop the material in the available textbooks. With many variations in the exercises, the students will get many skills in English. Moreover, the students will be more interested to learn if the material has pictures in it.

After doing some observations to most of the English textbooks for the third grade of elementary school students available in the bookstores, the writer decided to choose "Taking Off" textbook as a reference. This textbook was written by James Alderson and Samekto which are published by Daya Widya Lembaga Pengembangan Program Pengajaran Bahasa Pusat Antar-Universitas Universitas Indonesia and PT Gramedia Widiasarana Indonesia, Jakarta. They also write English textbooks for the first, second, and fourth grade up to the sixth grade.

In this thesis, the writer tries to develop English teaching materials for elementary school especially for the third grade that still have no curriculum for

English. The writer tries to develop the materials based on some topics in “Taking Off” textbook. The writer referred the topics to this textbook because it has interesting topics which are related to children life. In developing the materials, the writer also considers what aspect of life that children usually talk, think, read, write about, or familiar with and tries to adapt the material to the students’ level. Since children cannot be forced to learn only, materials that make them learn and play at the same time should be included.

1.2 Objective of the Study

In this study the writer developed English materials for the third grade of elementary school. As stated in background of the study, the writer took topics for the material from “Taking Off” textbook for certain reasons

1.3 Significance of the Study

The writer hopes the materials presented in this thesis will give some contributions to the teaching of English for the third year of elementary school and for the English teacher.

1.4 Scope and Limitation of the Study

The writer limits the study to the third grade of elementary school since those students are old enough to understand the topics, because they have already got English in the first and the second grade and they also know how to express their feelings or activities better than the second year. The teaching material to be

developed in this study has the same topic with the material in “Taking Off” textbook.

1.5 The Definition of Key Terms

In order to get a clear understanding about the idea presented in the following chapters, the writer would like to give definitions of some terms used in this study. They are:

1. Communicative Competence

According to Dell Hymes in Munby (1978:14), **communicative competence** is knowledge which must include not only the linguistic forms of a language but also a knowledge of when, how, and to whom it is appropriate to use these forms.

2. Communicative Approach

Communicative approach is closely related to communicative competence since communicative competence is the knowledge in mind. So Nababan (1987:7) outlines **communicative approach** as the approach that is oriented toward the development of the learner’s ability to use the language for understanding of, expression of, and the content of communication.

3. Material

Webster’s Third New International Dictionary defines **material** as something (as data, observations, perceptions, ideas) that may through intellectual operation be synthesized or further elaborated or otherwise reworked into a more

finished form or a new form or that may serve as the basis for arriving at fresh interpretation or judgement or conclusions.

4. Development

According to Webster's Third New International Dictionary, **development** is the act, process, or result of developing.

5. Elementary School

Oxford Advanced Learner's Dictionary defines **elementary school** as a school at which elementary subjects, eg. reading and writing, are taught to children between the ages of about six and eleven.

1.6 Organization of the Study

The writer arranged this thesis in such a way to make the readers feel easier to understand this paper. This paper consists of five chapters. Chapter one is the introduction. It consists of background of the study, objective of the study, significance of the study, limitation of the study, definition of the key term, and organization of the study.

Chapter two consists of some theories related to communicative approach, some theories of teaching English to children and material development. Chapter three deals with stages in designing the material which includes identifying an instructional goal, conducting an instructional analysis, the entry behaviors and characteristics, writing performance objectives, developing criterion-referenced tests, developing an instructional strategy, developing instructional materials, and designing and conducting formative test. Chapter four deals with the stages in

developing the materials for each topic, try out and the result of the materials.

While chapter five is about summary and suggestions.