

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is one of the foreign languages in the world. Many countries use English as the communication language. English positioned as first language, foreign language and second language. Indonesia to position as the foreign language. According to Pangabean (2016) The position of English in the world can be categorized into three namely English as First Language (EFL), English as a Second Language (ESL), and English as a Foreign Language (EFL). In countries where English occupies an ESL position, English is widely studied and used as a colloquial and official language such as in Singapore, Malaysia, and a number of African countries while in countries where English is EFL, English is studied in schools and universities but are not widely used or as official languages like in Thailand, Japan and Indonesia.

Meanwhile, in countries where English is used as the first language (English as a First Language), English is used as a communication tool and as an official language such as in the United States, Britain, Australia and parts of Canada. Even English as the foreign language in Indonesia, the Indonesian need to learn English because it is the global language. Indonesian people should mastery it as the communication language that used. English as the most important global language in the world. English has advantage to Indonesian student facing globalization era. According Crystal in Mohanraj (2013) a language becomes global when it is made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and

educational system. To get in these societies, it is essential to master the official language as early in life as possible. English as a foreign language has been taught in Indonesia for many years in secondary level until university level. This is as the compulsory subject. Government Regulation No. 19/2005 in Yulia (2013) states that At the upper level such as in secondary schools, English is one of the subjects to be examined in the national examinations at Year Nine (junior high) and Year Twelve (senior high) together with Bahasa Indonesia, mathematics and natural science, with social science added for senior high school. As well, at the university level, English is a requirement for all faculties and all undergraduate majors.

The government stipulates that religion, Bahasa Indonesia, English and civics education are required subjects for all university students. Suwartono (2018) also says that in Indonesia, English is a foreign language. As the first foreign language, it becomes a compulsory course to be taught in secondary schools and tertiary education in the country. It is undeniable that in the global context, English has played important role. According to Lauder (2008) in the 1989 Law, Chapter IX, Section 39, Verse 3, English is specified as a compulsory subject, part of the Basic Curriculum. This is supported by Government Regulation Number 28, 1990, which states that English is to be taught from the first year of Junior High School but may be taught as early as Primary Four at the school's discretion. The English is introducing in elementary school started in grade four.

The introduction English teaching learning process in elementary school is in 1992. According to Kasihani in Hawanti (2015) the introduction of English into primary school programs in Indonesia dates back to 1992 when the Ministry

of Education and Culture issued a decree (R.I./No. 0487/4/1992, Chapter VIII) which stated that an elementary school could add extra lessons to its curriculum as long as these were not in contradiction with the objectives of national education. It was formally introduced into primary schools in the 1994 curriculum starting from Year Four though many schools in the cities have in fact been teaching English from Year One up to Year Six.

Hapsari (2012) states teaching English in Indonesia for elementary students is based Decree of the Minister of Education and Culture No. 060 / U / 1993 February 25 about the possibility of language programs English as a local content in elementary school, and can be started in fourth grade Elementary School (Depdiknas). As the local content, English is a choosing subject. Every school can conduct the local content based on their capability. According to Hawanti (2015) English in Indonesian primary schools is currently an optional subject that is offered as one of the local content subjects provided in the primary school program. Zain (2012) also states that the status as a local content subject basically means: 1) the society in which the school is located requires it; 2) the school meets certain qualifications such as the availability of the teachers and the facilities to accommodate teaching-learning activities. He also implies that the interest in English teaching in elementary is growing fast. This policy is taken because of the need to participate in the globalization era. Further English which originally started in fourth grade elementary school, it starts at first grades.

English is one of the important subjects should be taught in elementary school. Because the elementary students are categories in the golden age. Brown in Rosmaladewi (2017) said that several factors affecting language development in children: (1) intellectual development, the children up to the age eleven years

old are still in the stage of intellectual development called “concrete operation”; (2) authentic span, which means that children at this stage tend to capture their immediate interest around them; (3) sensory input, where children tends to prefer physical activity, visual activities such as using picture, music, etc; (4) affective factors refers to egos of the children are still being formed, and therefore their emotion tends to be not stable; (5) authentic meaningful language deals with the children are focused on what language can be used around them.

According to Lie (2007) learning English in elementary school is very important because students need to be prepared to read the English text in their college year and the competence in English language still use as a determining factor in securing a favorable position and their reward in their job. So, English is important to be learnt in elementary school. In English teaching learning process, there are four skills that students should achieve. They are speaking, reading, listening and writing. In elementary school, that skills are include in one theme. Students are taught that skills directly. Wijaya (2015) stated that learning English is directed at four skills in English, including: listening, speaking, reading, and writing skills. Department in Zein (2012) explain the outcomes are formulized as following: 1) Listening To understand instructions, information, and simple stories through conversations within the context of classroom, schools, and the neighborhood. 2) Speaking To verbally express the meaning of simple interpersonal and transactional discourses in the form of instructions and information within the context of classroom, schools, and the neighborhood. 3) Reading To be able to read aloud and understand the meaning of the instructions and information as presented in short and simple functional, descriptive, and pictorial texts within the context of classroom, schools, and the neighborhood.

4) Writing to be able to write words, phrases, and short functional texts with correct spelling and proper punctuation.

At present, for elementary schools level , English is taught integratedly among all skills. English is taught once a week that consist of 2 x 35 minutes. The students are expected to know, to behave and to do through the teaching learning process. Sulistiyo (2016) stated since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is important because they are the main source and facilitator of knowledge and skills of this language.

Further, teachers should be very creative in selecting and using the teaching materials. The teaching material can be taken from many sources. Fajaryani (2015) said that learning material can be found in various sources such as textbooks, magazines, journals, newspapers, internet, media audio visual, etc. Jakovos in Rahmawati (2018) stated a course book or textbook also plays an important role in teaching; it facilitates students in learning activities because a course book offers advantages which constitute useful resources. Every school that has local content of English, they are going to use the best textbook to support the teaching learning process. They choose the materials, the layout to interact the students, and support with the curriculum used. Of course, textbook is one of the learning materials sources.

Al Irsyad Al Islamiyyah Elementary school of Purwokerto uses the textbook for the source of learning material especially for English learning process which is published by Al Irsyad Al Islamiyyah Foundation of Purwokerto. Teacher uses many sources of teaching material to teach the students. Al Irsyad Al Islamiyyah Elementary schools has implemented the curriculum 2013. Even though English

is omitted from the curriculum, the school still includes English as the local content subject. So far, teachers of English use the textbook published by the Al Irsyad Al Islamiyyah Foundation of Purwokerto. The textbook has been published on 2008 and never been revised up to this time. This textbook should be revised. As Ustadzah AF the English teacher of Al Irsyad Al Islamiyyah 02 Purwokerto said:

"The English books we have nowadays really need to be replaced, because this book was published on 2008 and there had been no revision in the material context. I think layout and material are not again appropriate with the need of teachers and students. The revision will make the book more relevant to the up dated curriculum and situation so that it will be more useful for, the learning of English at Al Irsyad Al Islamiyyah 02 Elementary School of Purwokerto specifically for English lessons, "(AF/2nd Grade)

The statement from Ustadzah AF has become one of the considerations to do this research and development. The needs of the new textbook for second grade studens highlighted the importance of developing a textbook. The textbook that they have need to be improved. The content, layout, and materials of the previous textbook need to be revised. The textbook has published from 2008 and never been revised. The materials they need should relate to the curriculum used. Textbooks are one of the main elements that facilitate the teaching learning process, especially in English lesson as a foreign language (Hasmiati, at all: 2015). The textbook should attract the students' attention because when it is interesting for the students, they would give more attention to the lesson. Wahab (2013) says that the use of a textbook can guarantee that students in different classes will receive a similar content and can be evaluated in the same way. Textbooks provide the standards of instructions. Moreover,

they include a variety of learning resources such as workbooks, CDs, cassettes, and videos, etc., which make the learning environment interesting and enjoyable for learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. The content of English language textbooks influences what teachers teach and learners learn.

Nowadays, the Curriculum of 2013 is implemented in Indonesia. Hasan (2013) believed that the 2013 Curriculum brings innovations for nearly all dimensions of a curriculum from the development of curriculum ideas, designs, process, and implementation. He also emphasized that innovation in the curriculum ideas of the 2013 Curriculum is related with philosophy of the curriculum, the aims of the curriculum, theoretical model of competency-based curriculum, content design, process, assessment of student's outcomes. Mulyasa (2016) implied that learning needs in the implementation of curriculum 2013 need to be emphasized on actual problems that are directly related to real life in the community contextually. By using the Curriculum 2013, students could learn the lesson contextually. According to Mulyasa (2016, 131) the teaching and learning process in this curriculum places more emphasis on contextual learning with student centers, and scientific approaches. So, the students can connect the lesson with their life. It makes the students have better understanding to the lesson. Contextual Teaching Learning (CTL) is an approach that stimulates the brain to construct patterns that embody meaning. CTL is a teaching approach that compatible the brain to produces meaning by connecting academic content with the context of daily life (Johnson,2011:57). Based on the explanation above,

the researcher assumed that the needs to revise and develop the existing textbook is urgent.

## **B. Problems of the Research**

Based on the background of the research above, the problems can be formulated as the followings:

1. How is the development of English textbook based on the contextual approach in Al Irsyad Al Islamiyyah 02 Elementary School of Purwokerto?
2. How is the validity of the developed textbook based on expert's judgement?
3. How are the teachers 'responses to the developed English textbook based on the contextual approach?

## **C. Objective of the Research**

The objectives of this research are:

1. To know the development of English textbook based on the contextual approach in Al Irsyad Al Islamiyyah 02 Elementary School of Purwokerto.
2. To measure the validity of the developed textbook based on expert's judgement.
3. To describe the teachers 'responses to the developed English textbook based on the contextual approach.



## **D. Significances of the Research**

### 1. Theoretically

- To add the treasury of knowledge and attract other parties to conduct relevant research regarding the development of textbooks.
- To enrich the teaching resources for ELT in elementary school

### 2. Practically

- To give more options for teachers of ELT in selecting the textbook for their sources of teaching.
- To improve the quality of English language teaching in elementary school through the development of a more appropriate textbook for the students.

## **E. Scope and Limit of the Study**

This research focuses on the development of English textbook for the second grade of elementary school students. The development of this English textbook is based on the teachers' needs as articulated in the interview that textbook they are using does not really support the students to learn English better. According to the teacher and students, the existing textbook needs to be improved in terms of content and layout. The images are not clear which cause students' confusion, and less motivating because is not attractive.

The research is focused on developing the content of the book including the images, and the materials for listening skill and songs to improve the student's vocabulary mastery. The textbook is also completed by the flash card for improving the speaking skill. This English textbook is developed

based on the contextual approach. The content of the book will be adjusted with the themes of presented for the second grade students and the learning outcomes as stated in the curriculum 2013.

