CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is presented into three sub chapters namely the theoretical description, previous studies, and conceptual framework. This chapter was provided to answer the literature needs for this research.

2.1 Theoretical Description

This section discussed about the related theories that support the research. Thus, the researcher tried to find out some theories that were related to designing a bilingual coursebook for the first graders of Elementary School. The theories are about teaching English for children, the characteristics of children in English language learning, assessment for children, coursebook for children, the concept of good materials, bilingualism, and the 2013 curriculum combined with KTSP curriculum.

2.1.1 Teaching English for Children

Although the Indonesian government stated that English is not as a compulsory subject in Elementary School level, but there are many Elementary Schools that put English as the extracurricular subject to be taught to the students. Elementary school students are the students between the ages of five up to twelve years old and they are indicated as children, Linse (2005: 2). Piaget (as cited in Brown 2001: 88) states since children are still in an intellectual stage called “concrete operation”, so the teacher should remember their limitations. Based on that statement, that means that teaching English as a foreign language for Elementary School students or children is not easy thing to apply because the teacher should be creative and able to make the students understand the material while they have many limitations. Moreover, the teacher needs to spend time to understand the way of students think and operate. She/he has to be able to pick up on the students’ current interests so that the students could be motivated, Harmer (2007).

Regarding to the teaching English for children, there are some ways to teach English to the children for each language skills according to Brewster, Ellis, and Girard (2003), such as: 1) To teach listening skill: listen and repeat, listen and discriminate, listen and perform, listen and draw/ color, listen and sequence, listen and classify, listen and transfer information; 2) To teach speaking skill: look-listen-repeat, listen and practice, reading aloud, memory games, dramatization, singing a song, tongue twisters, retelling story, using flashcard, guessing games; 3) To teach reading skill: sequencing
letters, matching or mapping pictures, speaking using written graphics, classifying words, checking written statements, understanding genre or text types; 4) To teach writing skill: putting words in the correct order, matching sentence halves and copying, gap-filling using visual or words, writing caption for pictures, writing speech bubbles or dialogues, creating sentences, sequencing sentences.

Moreover, to prepare an effective language teaching for children, it is necessary for the teacher to put attention to the who the students are, where they are learning English, why they are learning English, and what their needs in learning English, Brown (2001: 86). By knowing what should be considered in teaching English for children, the teacher could understand the characteristics of the students.

2.1.2 The Characteristics of Children in Language Learning

Children have some unique characteristics in doing some activities such as in learning language. The characteristics of the children in learning language are as follows:

2.1.2.1 Short Attention Span

According to Brown (2001: 88), an attention span is the extent to how long a person is able to hold full attention in a teaching learning process. Usually, children could not stay and sit on their chair for a long time. They need to move around the class or wherever they want. They also could not concentrate in receiving a material for long periods. They may easily feel bored in learning. Brown also says that it will exist when they have to deal with materials or activities that are boring, useless, or too difficult. In the other hand, children could spend much time to get something that is interesting for them. Children with short attention span are likely to be impatient while listening and waiting for their turn to speak. In a class setting, the teacher should know and identify the students’ attention span well. By knowing it, the teacher will be able to manage the steps in the process of language teaching and learning appropriately. At this point, the teacher should give the materials in communicative ways. It could be done by designing a variety of activities and increasing the children’s curiosity toward the lesson.

2.1.2.2 Curiosity

Brown (2001) says that children have a lot of natural curiosity. It is an emotion related to natural desires such as play, exploration, investigation, and learning. Children are full of questions and search for answers in their minds. Children’s curiosity about the world engages them to make sense of whatever they could see, hear, smell, taste, and
touch. They need to understand the environment around them extends their curiosity with regard to people, places, objects and events. It is because their minds are always active. When the children are curious about something, they will expect and anticipate new ideas related to it. It means that they will ask questions and search for answers in their minds. Because of the children’s curiosity, they try to find lacks of the information. It makes them ask about the information actively.

2.1.2.3 Delight in Talking

Based on Scoot and Yteberg (2004), children could talk about what they are doing, and tell to others about what they have done or heard. They could also plan activities, argue for something and tell everyone what and why they think. Children usually talk about everything by using their understanding that they get from those who are close to them. At this point, the facility to talk is needed by the children. It is appropriate that the children are provided with the activities that encourage them to talk in the process of language learning.

2.1.2.4 Having Sense of Fun

Cameron (2001) writes that happy and fun situations will help the children to get some competences including the foreign language competences. Playing games, listening stories, presenting poems, singing songs, will be a good way in teaching foreign language to them in which they could learning with fun and happily laughing at the same time. In line with Cameron, Harmer (2007: 82) also says that children like games, puzzles, and songs. At this point, it explains that children are interested in the fun activities. They take great pleasures in finding and creating fun in what they do. They enjoy the activity when they could create something new by their efforts although it is a very simple thing. By engaging the children in the fun activities, the teacher will keep the children’s motivations and enthusiasms, as well as provides the real world contexts into the classroom. By doing fun activities, it will generate the children’s desire to give contribution to be involved in class activity.

2.1.2.5 Fantasy, Imagination, and Movement

Pinter (2006: 2) states that children enjoy fantasy, imagination, and movement. Fantasy is a pleasant situation that you enjoy thinking about, but which is unlikely to happen, or the activity of thinking itself. It could be described also as a situation imagined by an individual or group that has no basis in reality but expresses certain desires or aims
on the part of its creator. It sometimes involves situations which are impossible such as the existence of magic powers. An imagination is the activity of forming mental images, sensations, and concepts, in a moment when they are not perceived through sight, hearing, or other senses. It helps provide meaning to experience and understanding the knowledge. A movement is moving the body or parts of the body. For example, the activities that could be used are singing a song and doing Total Physical Response (TPR). In this activity, the children are directed to use their sense, such as seeing, hearing, and touching. The children need to have all of five senses stimulated. At this point, the activities should strive to go well the visual and auditory modes that are good in the classroom context. Without an understanding of the children’s perceptions and characters, the effective learning environments will not occur.

2.1.2.6 Explorations, Playing, and Opportunities to Talk Things with Others

Children learn through their explorations and plays and through opportunities to talk things with others. It means that learning occurs in conversations, as a result of understanding and interpreting of what others are saying. In this case, children work on a mutual interaction among their friends. Based on Brewster, Ellis, and Girard (2003), children often explore something they want to know with their friends together. In this exploration, they sometimes find this occasion for playing. Therefore, they need more activities which are short and varied that could burn off their energy. They learn by way of physical experience. This means that their understanding comes not just from explanation, but also from what they see and hear. They should have an opportunity to touch and interact with anything in the learning; they learn by doing, Harmer (2001). Thus, to develop certain language skills, a teacher should promote learning experiences and support children to use the target language to build their language skills. The children learn how to give appropriate responses in a particular range of practical social interaction. During pair and small-group work accomplishment, the classroom becomes the place where they have to work together to interact with each other. By recognizing children’s characteristics above, it could be seen that children are unique learners who have different characteristics from adults. In order to make the children interested in learning, the teacher should have good preparation and provide interesting activities. It is the teacher’s challenge to provide them with suitable strategies and activities during the teaching and learning process, so that the students could learn the target language effectively.
2.1.3 Assessment for Children

Assessment has a purpose to assess something measurable including assessing children’s ability. Assessment is also the ongoing process of collecting, documenting, reflecting on, and using information to develop rich portraits of children as learners in order to support and enhance their future learning. Southern Early Childhood Association (1999) states that the purpose of assessment of the children is to collect information necessary to make important decisions about their developmental and educational needs. Assessment must always serve in ways that enhance opportunities for optimal growth, development, and learning. The process of determining individual developmental and educational needs informs early childhood education practices and provides a template for setting individual and program goals. It also states the Criteria for Appropriate Assessment. The effective assessments for children are as follows:

1) Emphasizes emerging development in all developmental domains: physical/motor, psychosocial, cognitive, language, and literacy development; 2) Focuses on individual strengths and uniqueness; 3) Is based on sound principles of child growth and development; 4) Emanates from authentic (logical, meaningful, relevant, and applicable) curricula; 5) Is intertwined with instruction; 6) Is performance, process, and product based; 7) Is ongoing and occurs in many contexts; 8) Recognizes and supports different intelligences and learning styles; 9) Minimizes or alleviates child stress to ensure best (or most successful) outcomes; 10) Is reflective and analytic, honest and accurate, instructive and useful; and 11) Is collaborative with learners, parents, teachers, and professional specialists as needed.

2.1.4 Coursebook for Children

According to Wyles (2016) coursebook is an effective tool in ongoing efforts encouraging the students to engage their brains during class. Coursebooks help the students to engage more thoroughly with specific elements of a foreign language. Halliwell (1992) states that the coursebook could help the teacher by providing: a) a clearly thought out program which is appropriately sequenced and structured to include progressive revision; b) a wider range of material than an individual teacher may be able to collect; c) security; d) Economy of preparation time; e) a source of practical teaching ideas; f) work that the students could do on their own so that the teacher does not have to be center stage all the time; g) a basis for homework if that is required; h) and a basis for discussion and comparison with other teachers. Graham B (1998) states the way of designing an effective coursebook as follows:
2.1.4.1 Planning

Planning is related with the question “What is the purpose of the coursebook?” It is important to have a clear view of the reasons why the teacher designs the coursebook. For example, there may be a particular message her wish to convey, or she may wish the students to record information which could be interpreted later on. It is useful to list what the teacher thinks the students will have achieved when they have completed the coursebook. It also helps students to have the purpose clearly explained to them before they start.

Besides considering the purpose of the coursebook, it is important also to consider the audience. It will relate with the question “Who is the audience?” The design of the coursebook will be greatly influence by age, ability, and motivation of the students. For example, a young child may not be able to read or write more than a few words. The type of audience that is aimed at will also influence the level of formality or informality used in the layout or language. Length of time which the students will spend carrying out the tasks must also be considered.

Another thing that must be considered is the available resources. It will have relation with the question “What resources are available?” If a coursebook is going to involve the students, they will need to record information which they could find on site. The emphasis should be on what the site had that is special and could not be seen or found elsewhere.

The last consideration is about the methods that will be used in the coursebook, such as: a) writing a piece of text; b) completing sentences or filling in gaps; c) recording in tables or charts; d) ticking, underlining, circling words or pictures; e) matching activities e.g. words and pictures; f) labeling drawings; g) and drawing.

2.1.4.2 Preparing the Coursebook

The layout of the coursebook is very important. A good starting point is to look at examples of coursebooks produced by others and think about he design element which make them work or fail. The important factors are: 1) The general layout breaks the text into ‘bite sized’ chunks which are easier to read while walking about. Use illustration to separate text blocks. Indenting and framing help draw students’ attention so they are more likely to read the information; 2) The choice of print is essential but style and size could be varied to create interest and guide the reader through the text. Bold type is useful to highlight key words; 3) The use of heading is to tell stories fast. They could summarise the main points of a piece of text and help students’ understanding as they go on to read.
more; 4) Limit the amount of work on one coursebook. The pupils should be able to finish – if it is too daunting they will give up; 5) Use a variety of tasks and begin with easier ones, as success motivates. Make the tasks as enjoyable as possible; 6) Good clear line drawings are essential. Photographs are useful, but what will they look like when photocopied; 7) If the coursebook is good, but the reproduction is poor, then the final overall effect is poor. Store the master copy in a plastic wallet in a safe place and use the original only to make any future reproductions.

2.1.4.3 Making the Content Accessible

In making the content accessible, it consisted of 2 requirements, such as: 1) Using short sentences and simple words makes text easier to understand. Limit the number of technical words and explain their meaning in simple language or provide a task which will do this. Avoid where possible abstract examples; 2) Try not to be too formal or official and therefore dull. Use a style which creates a sense of fantasy and discovery about your subject and which invites students to notice things and explore.

2.1.4.4 Evaluation

It is unlikely the coursebook will be perfect after the first attempt. Remember to find out what the audience using it thinks and then modify the sheet if required.

2.1.5 The Concept of Good Materials

The concept of good materials would be used as the guideline in choosing the materials that will be put in the coursebook. According to Tomlinson (1998: 2), material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning. He (1998: 7) also states that a good materials should achieve impact, namely, materials have a noticeable effect on learners that is when the learners’ curiosity, interest and attention are attracted. Materials should help learners to develop confidence and should require and facilitate learner selfinvestment.

In addition, Hutchinson and Waters (1987: 107) state that the material is a vital part of learning source consisting of tasks and activities, which enable the students to have to participate. Besides, it generates students’ motivation to actively get involved in the teaching and learning process. There are some characteristics of good materials. They are: 1) interesting texts; 2) enjoyable activities which engage the learner’s thinking
capabilities; 3) opportunities for the learner to use their existing knowledge and skills; and 4) content which both the learner and the teacher could cope with. The materials should also follow the concept of readability in order to ease the students in understanding them. According to Richards and Schmidt (2002: 453), what is meant by readability is how written materials could easily be read and understood. In this way, the materials for five year-old students will never be the same as the one for ten year-old students. Finally, if the materials have followed this concept, the goal of the study will be reached.

Furthermore, Brewster, Ellis, and Girard (2003) state that the teachers could produce their own materials. The coursebooks could be exercises and activities which are drawn, written, or word processed and photocopied. They also explain the coursebooks features. They state that the coursebooks should be clear, simple, and attractive. The instructions in the coursebook should be clear or in the children’s own language.

Scott and Ytreberg (2004) explain some reasons why the English teachers could organize the materials in a topic-based work. Two of the reasons are that it is easier to relate the lessons to the children’s experiences and interests when the teachers focus on a topic; and working on topics could help the learning process such as the children could associate words, functions, structures, and situations with a particular topic.

From the explanation above, appropriate materials should be based on the curriculum. Their content should be based on students’ needs and characteristics. Children are different from adults related to the materials used. In learning English, the children also need appropriate materials to help them to learn English actively. To get the appropriate materials for children, the teachers could develop their own materials. The materials should be interesting and could be developed based on some topics. The appropriate materials will make the students easy to understand the material. The appropriate material should be also interesting. It is because interesting materials are able to encourage students to participate actively in the teaching learning process. If the materials are not interesting, it could make the students bored in following the lesson. This concept could help the researcher to design the materials that will be put in the coursebook. In designing the material, a designer has to know first what curriculum that is used now. It helps the designer in making and developing the material.

Hutchinson and Waters (1987) identify six principles in writing the good materials, namely: 1) The first principle is that materials should encourage students to learn. Therefore, the materials should contain interesting texts, enjoyable activities which engage the students’ thinking capacities, opportunities for students to use their existing
knowledge and skills, and content which both students and teacher could cope with; 2) The second principle is that good materials should provide a clear and a coherent unit structure which will guide a teacher and learners through various activities in such a way as to maximize the chances of learning; 3) The third principle is that materials should reflect what the teacher think and feel about the learning process; 4) The fourth principle is that materials should try to create a balanced outlook which both reflects the complexity of the task, but makes it appear manageable; 5) The fifth principle is that materials could have a very useful function in broadening the basis of teachers’ training, by introducing teachers to new techniques; 6) The sixth principle is that materials provide the models of correct and appropriate language use.

2.1.6 Bilingualism

The term bilingualism is a special case of language acquisition or learning formerly. Bloomfield (as cited in Chaer and Agustina, 1995:11) explains bilingualism as the ability to use two languages equally well a speaker as native speaker mastering language. It is resulted from language acquirement, which often happens in community; consist of assorted language and cultural background. By using bilingual system in teaching English to children, it could help the students in understanding the material deeply. According to Margana (2015: 1), being English-Indonesian bilinguals is believed to strongly help the students in understanding the concepts, and referents across languages which enable them to successfully deal with the meaning in order to highly attain the nature of English language. Therefore, bilingual system will be applied in designing an English coursebook for the children.

2.1.7 The 2013 Curriculum Combined with KTSP Curriculum

This coursebook would be based on the syllabus used by the teacher. The syllabus adapts the combination of two curriculums, which are 2013 curriculum and KTSP curriculum. It is stated by Ahmad (2014: 3) that there is a difference among teachers to interpret competences as many of them are derived from psychomotor domains, specific competences derived from: language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence); macro-skills (productive: speaking and writing; and receptive skills: listening and reading); and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling). All competences above should not be addressed in isolation and covered in integrative manners in all Kompetensi Inti (Core Competence) and Kompetensi Dasar
It is proved that the implementation of four language skills in teaching and learning English must be integratively and not be separated. Yet, the aims of the lesson for each skill were written by the curriculum. Here were the basic objective of each skill based on the basic competence and indicator that taken from the curriculum: 1) Listening: Students are able to listen simple sentences correctly and appropriately; 2) Speaking: Students are able to pronounce and communicate using simple sentences correctly and appropriately; 3) Reading: Students are able to read and identify the meaning of the simple sentences correctly and appropriately; 4) Writing: Students are able to write simple sentences correctly and appropriately.

The definition of curriculum itself is described by the Laws of Education System. According to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. The current curriculum applied in school is 2013 curriculum. It points out that the aim of education is to develop three aspects of student’s competences which are attitude, knowledge, and skill. Those competences are formulated in the core competences (KI) which has one or more basic competences (KD). The first and second core competences (KI-1 and KI-2) are applied to develop the religious and social competences and the third and fourth core competences (KI-3 and KI-4) are applied to develop the knowledge and skill competences of the students. Further, 2013 curriculum proposes scientific approach as the guidance in the language teaching and learning process. 2013 Curriculum also has some characteristics, such as: 1) Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community; 2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource; 3) Giving freely enough time to develop a variety of attitudes, knowledge, and skills; and 4) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.

The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human. This curriculum has been implemented by almost all schools in Indonesia and in all level including Elementary School level but not yet for English subject. Since English only as an optional or extracurricular subject, the 2013 for English in Elementary School has not
implemented yet. Most of Elementary School still uses the previous curriculum, which is Kurikulum Tingkat Satuan Pendidikan (KTSP) curriculum because there is SK and KD as the guideline in developing the syllabus. According to Sulfasyah (2015), KTSP or school-based curriculum is designed to allow the all schools in developing their school-based curriculum with reference to the competencies and content standards outlined in the Curriculum Policies and Curriculum Guidelines established by the government (Peraturan Menteri Pendidikan Nasional No 24, 2006). Thus, the KTSP could be used as the guideline to make the syllabus by looking at the SK and KD that has been arranged by the government, but for developing the material, it could use the characteristic of the newest curriculum, which is 2013 curriculum. Thus, in this research, the researcher will use KTSP as the guideline by looking at SK and KD in KTSP, while for developing the contents of the material, the researcher will use 2013 curriculum, especially by looking at the characteristics of it.

2.2 Previous Studies

In finishing this research, the researcher would like to review some studies that were related to this research. Previously, there were some studies about designing and developing a medium to teach English for children.

The first study was conducted by Trismiyati in 2013, entitled “Developing English Supplementary Materials for Children at Panti Asuhan Aisyiyah Yogyakarta”. This study focused on developing a supplementary material to be used as the media in teaching English for children, especially grade five up to six which stayed in an orphanage. Although the research objective was only to develop an English supplementary material, but in the research procedure, she put the implementation step. The result showed some things that should be covered by an English supplementary material and also the effect of implementing the product. She stated that by teaching children using the English supplementary material, the children could enjoy learning English.

The second research was from Dita Arintia in 2015, entitled “Developing a Pop up Book for Teaching Reading to the Third Grade Students at SD N 2 Mranti in the Academic Year of 2014/2015”. In her study, she focused more on developing a medium for teaching reading for the third graders. The third graders are including as the children. The findings of the research showed that the use of the pop-up book successfully attracted the students attention. She reported that students were more active and enthusiastic joining the class when they studied using the designed medium.
In conclusion, the relevant studies above showed that teaching English using media could be an effective way for teaching English to the children. The studies support the idea to develop media for the teaching English for children. Although the goal of those studies and this study was similar which was to develop a medium, but there were some differences among this study and the relevant studies. In the first relevant study, the objective of the study was to design a product for the fifth and the sixth graders, while this study was intended to design a product for the first graders. The evaluation of the product used by the first study was only the expert judgment, while this study used the pretest and posttest computation, the expert judgment, and FGD. In the second study done by Dita, the product was only for reading skill, while in this study the product covered all of the language skills (listening, speaking, reading, and writing interactively). Moreover, in the second relevant study, the product was for the third graders, while this study was for the first graders.

2.3 Conceptual Framework

This research consisted of three research questions which were related to the students’ needs toward a bilingual coursebook; the design of the bilingual English coursebook for the first graders of Elementary School in SD Panggang, Sedayu, Bantul, for the even semester; and the appropriateness of the coursebook designed. The materials for children should meet the children’s characteristics that commonly differ from other learners. As Hutchinson and Waters (1987: 107-108), Tomlison (1998: 7), and Cameron (2001: 30) say, they should contain enjoyable activities and make the learners feel enthusiastic.

Concerning to the first question, it was related to the students’ needs. To know the students’ needs, the researcher conducted need analysis, such as to find out the information about the students’ attitude toward a bilingual coursebook, the information about students’ learning style, and the information regarding the particular language skills for the students, (Dudely-Evans and John, as cited in Haque, 2014). Needs analysis can be done by distributing questionnaire to the students (to know the students’ attitude toward a bilingual coursebook; observing the class (to know the students’ learning style) interviewing the students (To know the students’ attitude, learning style, and particular skills for them according to their perspective); and analyzing the document (to know the particular language skills for the students). Then, the result of the needs analysis would be used to design the course grid of the product. In designing the course grid, the researcher put attention to the result of the need analysis and the syllabus used. After that the
researcher had to develop the product. In developing the product, the researcher considered the theory of Brewster, Ellis, and Girard (2003) which is about the way to teach children based on the skills. The researcher also would consider the theory of Graham B (1998) about the way of designing an effective coursebook. It could be as the stages of developing the product. After the product is developed, it would be evaluated by doing some evaluations, such as the computation of the students pretest and posttest score, expert judgment, and Focus Group Discussion (FGD). The computation of the students’ pretest and posttest score would be compared in order to find out the appropriateness of the implemented product. The evaluation from expert judgment and FGD would be in the form of questionnaire which adopted from Alan Cunningsworth (1995). The category of the result of the evaluation would be based on Likert scale since according to Sugiyono (2010, 134) a likert scale can be used to measure the attitude, opinions, someone’s perception or a certain people about social phenomenon.