

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction of the research. This chapter is divided into seven sections, namely research background, research questions, research objectives, scope of the research, product specification, research benefits, and definition of terms.

1.1 Research Background

In globalization era, English becomes an important language that has to be learnt by all people to communicate a purpose with others who come from other countries. It has an important role in the world as an international language that could unite the entire world. By having ability in English, all people, especially students can learn about the world and can get more information from the world because what they learn is not limited to the one in their country. There are so many books, journals, articles, and other learning sources that are written in English. Thus, if the students do not understand about English, they would not be able to learn anything widely.

After the importance of English has been known for life, especially for the students, then the importance of the better time to learn English also should be known. According to Lenneberg (as cited in Rezaie 2015: 460), an individual has an important period (sensitive period) to be easily and quickly in mastering a foreign language, which is called the critical period. The critical period means the time of individual has not yet entered puberty. When puberty comes, a person will have a difficulty to master a foreign language. Thus, it can be concluded that the better time or golden time to learn English is when the people are still young or has not yet entered the puberty time, such as the students of Elementary School, especially grade one.

In Indonesia, English is originally introduced to Junior High School students as the main subject. Yet, now English is introduced to Elementary School students although only as the extracurricular subject. 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). The strength of introducing English to the Elementary School students or children is stated in the previous statement that Elementary School age is the golden time to learn a foreign language. That age is the right age to learn a foreign language besides the mother and the national language because at that age, children have a good brain condition (critical period) to receive something new. It is proved by the experts of English,

Lightbown & Spada (1999:60) who made an observation about children of some immigration families that come from other countries and stay in the USA. The study found that children could speak in English with great pronunciation like a native speaker, while parents could not reach capabilities such as children. Indeed, the parents could speak fluently but they have difficulty in pronunciation, diction, and grammar that should be used, while children could master it well. Therefore, a foreign language is important to be introduced to people since they are still children or in Elementary School level. In Yogyakarta, there are many Elementary Schools that have introduced English to the students by teaching English as the extracurricular subject, such as SD Panggang.

SD Panggang which is located in Sedayu district, Bantul, Yogyakarta has introduced English as an extracurricular subject for all graders. Although English is not as the compulsory subject in Elementary School level, but the policy of SD Panggang considers that English is really important for all students, especially for the Elementary School students because it could be as the preparation before entering Junior High School. When the students have graduated from Elementary School and then they continue their study to a Junior High School, English is not strange anymore for them because they have learnt English lesson in their previous school. In Junior High School level, English is categorized as a compulsory subject and one of some subjects that is examined to the students in National Examination, so it is important to teach English from Elementary School to avoid the difficulties of learning English in Junior High School.

SD Panggang had started giving English lesson for about eight years ago and it still runs until now. Although it had been eight years, unfortunately, SD Panggang has not had a teaching media yet to be used in every meeting to teach English to the students of grade one. In fact, Brinton (2001: 461) says that media can help the teachers to motivate the students in learning something. To teach the first graders, the English teacher of SD Panggang which is the researcher of this research only wrote the topic discussion on the whiteboard. It caused the teaching learning process ran not really well because mostly the students disturbed each other and played in the classroom after copying the materials that was written on the whiteboard. Besides writing the material on the whiteboard, the teacher also sometimes used a handout to teach English to the first graders. The activity of the teaching learning using a handout was much better because the students have a lot of activities that had been put in the handout. Although the activity of the teaching learning was better, but the reality showed that the students got some difficulties to learn English using handout since they did not understand the written instruction of the

handout. Thus, the teacher decided to use a bilingual handout to teach the students. Unfortunately, the teacher did not have sufficient time to always produce the handout to be used in teaching English to the first graders. The effect was the teaching learning process became not maximal and unstable.

According to the problem above, the researcher intended to solve the problem by designing a bilingual coursebook for the first graders of Elementary School in order to make the teaching learning process becomes stable and better. Besides that, the first graders were in the critical period which was the better time for learning a language. Thus, in their golden time, it would be better to maximize their English capability by designing a media such as a bilingual coursebook that was appropriate with their needs to be used in learning English.

The researcher chose to design a set of coursebook because according to Wyles (2016), a coursebook was an effective tool in ongoing efforts encouraging the students to engage their brains during class. It helped the students to engage more thoroughly with specific elements of a foreign language. This coursebook was designed in the form of a bilingual coursebook in order to make the students really understand the materials and activities instruction. Sampath in Margana (2015:2) strongly urged that there is a positive contribution of bilingualism to additive context in which second language or target language was socially related and is acquired by supplementing the first language not replacing it. He also stated that 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, the researcher intended to design a bilingual coursebook for the first graders of Elementary School.

1.2 Research Questions

Based on the discussion above, the main problems could be formulated in the following questions:

1. What are the needs of the first graders of Elementary School toward a bilingual coursebook?
2. How is the design of the bilingual coursebook for the first graders of Elementary School?
3. How is the appropriateness of the bilingual coursebook designed for teaching English to the first graders of Elementary School?

1.3 Research Objectives

Related to the research problems and the scope of the research above, the research objectives of this research were as follows:

1. To find out the needs of the first graders of Elementary School toward a bilingual coursebook.
2. To present a bilingual coursebook for the first graders of Elementary School.
3. To find out the appropriateness of the bilingual coursebook designed for teaching English to the first graders of Elementary School.

1.4 Scope of the Research

It is required that the researcher must put attention on the certain aspects in this research so that the researcher could focus on the problem and reach the research objectives accurately. From the problem identification above, the researcher limited the scope of the research that was related to the students' needs, designing a bilingual coursebook for the first graders of Elementary School in SD Panggang, Sedayu, Bantul for the even semester, and the appropriateness of the product. The main reason of designing the coursebook is because there is no book or coursebook in English teaching learning process of the first graders of SD Panggang and also because a coursebook is an effective tools in teaching learning process (Wyles, 2016).

1.5 Product Specification

Based on the discussions above, it is known that this research is expected to find out the needs of the first graders of Elementary School, to create or design a bilingual coursebook that would be used to teach the first graders of Elementary School in the even semester, and to find out the appropriateness of the product. Thus, the product would be in the form of a bilingual coursebook, English-Indonesian, which is designed according to the result of the students' need. Since there was no 2013 curriculum for English lesson in Elementary School, the researcher combined the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) curriculum with the characteristic of 2013 curriculum to create the course grid and develop the product, such as the product covered the integrated skills which was the characteristic of 2013 curriculum (listening, speaking, reading, and writing are combined); while the learning objectives are according to KTSP curriculum. The designed product was intended to be used as the media for teaching English to the first graders of Elementary School in the even semester.

1.6 Research Benefits

The researcher hoped that the research might give some benefits both theoretically and practically. The benefits of this research were classified as follows:

1. Theoretically, the research finding could be a reference or additional information as the basic of the next and relevant research.
2. Practically, the research finding might be useful for some people, such as:

- a. The Students

By this research, the benefit for the student is they would have a bilingual coursebook that can be used to learn English that was appropriate with their needs. Thus, they enjoy learning English.

- b. School Principal

The result of the research could encourage the principal of SD Panggang to support the English teacher in making an interesting media for children in English teaching learning process based on the students' needs.

- c. The English Teacher or the Researcher

This research could increase her knowledge especially in designing a coursebook and gave her some experiences in conducting an educational research. This research also could motivate her to provide the appropriate material and media based on the students' need in teaching learning process.

1.7 Definition of Terms

There were some terms that need to be clarified in order to avoid misunderstanding of this research. Those terms were:

- a. A Bilingual Coursebook

According to Wyles (2016) Coursebook is an effective tool in ongoing efforts encouraging the students to engage their brains during class. Coursebooks helped the students to engage more thoroughly with specific elements of a foreign language. A bilingual coursebook meant a coursebook that contains of two languages. In this case, those languages are English and Indonesian.

- b. Designing

Designing is the process of collecting ideas and aesthetically arranging and implementing them that will be guided by certain principles for a specific purpose. It is to make or draw plans for something. In this case, the thing

that will be made or drawn is some English materials that are arranged to be a bilingual Coursebook.

c. The First Graders

The first graders are the students that are usually in age 5-7 years old. They are in the first school year after kindergarten. They are the students that are in the lowest grade or level of an Elementary School.

d. Elementary School

Elementary School is defined as a period of formal education after pre-school but before high school. It is a school for students that have graduated from kindergarten and before they enter secondary education.