

CHAPTER I INTRODUCTION

Chapter one provides background of the study, research questions, research aims, scope of the study, significance of the study, and clarification of terms.

1.1 Background of the Study

In this modern and progressive era, language has become an extra needed skill to be learned. The Modern Language Association (MLA) of New York says that Language study introduces you to new realms of ideas, customs, habits, and values. In both professional and personal ways, the 21st century puts demands on people's global knowledge. The MLA further adds, knowing another language enriches your personal life, expands the range of professional opportunities open to you, and increases your power to act as a citizen of the world. Briefly, learning language, especially a new one to us, is a huge self-investment. Ingram & Sasaki (2003) mention at least five benefits to learn new language. First is that we are currently possible to internationally communicate with other people from various countries; second, it supports our academic future; third, language is helpful to conduct negotiation in trading; fourth, new language will enrich our brain with new tool to live, not only our national language; Fifth, one cannot learn closely all cultures with which one may have to deal but one can learn to understand the main international language and its associated culture (i.e., English).

English has become universal in the world today. The reasons for English to have become so dominant are various: colonialism, military power, commerce, industry, trade, technology, media, the cinema and other arts, popular music, while, more recently, English has become a predominant language on the internet with 80% contents in the net is served in English. English is believed to be understood by 20% of population of the world and used by more than 600 million people all over the Earth (Ingram & Sasaki, 2003; Mahu 2012).

English, as well as other languages, is divided into four main skills (listening, speaking, reading, and writing). There has been a long debate whether one is more preferable than others; however, measuring only one single skill (or fewer than four skills) provides not-enough estimation of what someone can do in any real-life setting, test users may be dissatisfied. It is important, of course, to be able to understand the written and spoken word, and to produce English both orally and in written form (Powers, 2010); however, of all, according to Brown (2001) in Alves (2008), writing needs more concern than the other skills due to its complexity.

To fulfill the requirements of mastering English especially writing, learners do need others to help them out. Learners need teachers, learners need school, learners need daily use of English, learners need partners to practice, or, as an alternative, learners may also take English courses institution as their way to learn English. This research will play its role to figure out the use of a textbook specified in teaching the writing entitled *Grammar and Writing 1* by Pearson Education (later mentioned as *Pearson Scott Foresman Grammar and Writing 1*) in teaching writing for young learners. Damar et.al (2013) adds that early start to English language teaching/learning has become a phenomenon since the second half of the last century. The enthusiasm for "the younger the better" has always been high. Braddock (2015) also supports early literacy that it is believed that writing can be an engaging, interesting and inspiring activity for young learners.

Teaching a foreign language requires educators to recognize the needs of their students. The requirements of adult learners differ greatly from those of young English language learners by identifying their needs, teachers can then adapt various factors in the classroom in order to have the greatest impact on the learning (Thomson, 2001).

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AN ANALYSIS OF A WRITING COMPREHENSION TEXTBOOK FOR YOUNG LEARNERS ENTITLED "PEARSON SCOTT FORESMAN: GRAMMAR AND WRITING HANDBOOK 1"

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The issue of writing in young learners' classroom raises many questions and provokes a great deal of discussion. And indeed, there is a general agreement that the importance of literacy skills is undeniable in both native and foreign languages. The question is how to teach them (Kovaříková, 2016). Christie (2003) emphasizes the importance of teaching writing to young learners that the cumulative and growing research on literacy development in young children is rapidly becoming a body of knowledge that can serve as the basis for the everyday practice of early literacy education.

The present study analyzes a way of teaching writing to young learners, which is using textbook. Ruslan and Rynanta (2015) state that an English textbook has an essential role, especially in English as a Foreign Language (EFL) classrooms. The use of English textbooks has a prominent merit for both teachers and students. Keban et.al. (2013) adds that In some situations they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in. Textbooks play a prominent role in the teaching /learning process as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way (AbdelWahab, 2013). The importance of textbook is also uttered by Richard (2001) that in some situations, textbooks may provide the basis for the content of the lessons, and the kind of language practice the students take part in. In other situations, textbooks may supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. Textbook may also serve as a kind of teacher training in that they provide ideas on how to teach lessons.

Looking at how urge textbook is, the evaluation of textbook is highly needed to evaluate of current materials, therefore, deserves serious consideration since an inappropriate choice may waste funds and time and has a demotivating effect on students and possibly teachers (Borhani and Hasemi, 2015). Another reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) believe that textbook evaluation helps teachers move beyond impressionistic assessments and helps them to get useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Borhani and Hashemi (2015) further adds that textbook evaluation can also be a valuable part of teacher training programs since it serves the purpose of making teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials. Another reason to evaluate textbooks comes from Balachandran (2014) that since textbooks are an *essential* component of teaching/learning, and no textbook can fully satisfy the teaching requirement in all contexts, it is important to subject the used textbook to evaluation, in order to assess their suitability and relevance for a particular group of learners.

1.2 Research Questions

This study is expected to answer the following questions:

1. Does the book fulfill the criteria to teach writing to young learners?

1.3 Research Aims

1. To analyze if *Pearson Scott Foresman Grammar and Writing Handbook 1* fulfill the criteria to teach writing for young learners.

1.4 Scope of the Study

The research has gained agreement from an English Course which is using the *Scott Foresman Grammar and Writing 1* in the teaching writing at the institution. The institution's name is Lezaleza

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English Course which is located in Bandung that provides various programs to offer, including Writing program. The textbook to be analyzed in this study is *Pearson Scott Foresman Grammar and Writing Handbook 1* which is used to teach the students taking the Writing Program at Lezaleza English Course. The concern of this study is to find out how the book fits in the criteria to teach writing for young learners.

1.5 Significance of the Study

The present study is expected to be beneficial in at least three points of view: theoretically, practically, and professionally. Theoretically, this paper is expected to present a list of criteria in analyzing a writing comprehension textbook for young learners since the paper also provides analysis as an actual use of the analysis. Furthermore, the present study can be an additional option to analyze writing comprehension textbook, especially for young learners. Practically, the result of the analysis is useable for learning activities, especially for the teachers. The analysis would help as it provides remarks to be concerned. Professionally, the analysis would be used as a reflection to the publishers if they are going to recreate the book to a new version.

1.6 Clarification of Terms

Writing

Writing is an activity that could provide more details, accuracy, and permanence from the author to the reader (Kleiman et.al, 2007). Learning writing is much alike learning swimming where we may learn it by ourselves yet at the end, we may never fully master it. Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as ‘probably the most difficult thing to do in language (Alves, 2008).

Harmer (1998) promotes the importance of learning writing with four reasons which are reinforcement, language development, learning style, and learning writing as a skill.

Young Learners

Cameron (2001) describes young learners as learners of English at the age of 3 to 12 years old. The term young learners is divided into three phase: **very young learners** who are in between of 3 to 6 years old, **younger learner** (7 to 9 years old), and **older learner** (10-12 years old). The present study takes the textbook for the category of *younger learner* to be analyzed.

Writing comprehension textbook

The textbook meant in this study is not the textbook which is commonly used at school in the teaching of English. Instead, the textbook meant here is the textbook in which the material inside the book is specially designed to teach writing.

Pearson Scott Foresman Grammar and Writing 1

Pearson Scott Foresman Grammar and Writing Handbook 1 is the textbook analyzed in the study, which is a writing comprehension textbook, and is not commonly used at school. Scott

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Foresman as the publisher, set the *Pearson Scott Foresman Grammar and Writing Handbook 1* at the first level out of six levels available.

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