

CHAPTER I

INTRODUCTION

A. Background of the Study

English as one of a foreign languages in Indonesia is given and taught as local content subject in elementary school. Local content subject means that English is not a required subject, meanwhile it is a choice for the elementary schools to teach and give this lesson for their students. In other words, as local content subject the English lesson is flexible. The flexibility of the English lesson as local content subject depends on the preparation and readiness of the elementary school to conduct and teach this lesson. This gives flexibility to the school management to make decisions regarding the teaching of English based on the students' needs or community and environmental demands (Kasihani, 1997: in Musthafa 2002).

In relation to the English as local content subject, the main objective of English lessons at this early stage is to introduce young learners to the idea that in addition to their native and national languages, they can also have a foreign language. More specifically, the teaching of English in elementary schools is targeted toward the development of the ability to understand simple oral and written language (Huda (1999) in Musthafa (2002:27).

In the reality the Curriculum Center of the Department of Primary and Secondary Education does not develop any syllabus for English as local content subject. The General Course Outline (GBPP) is supposed to be developed by the

regional or provincial curriculum board. Some regional offices of the Department of Primary and Secondary Education have released the local English syllabus, which can be used by the elementary school as a guide to develop an English program for their students. In other words, the learning materials developed by each province, depending on its area, social, economic, culture and the need of regional development.

Some regions have developed the English syllabus for the elementary school to support the program. Some instructional materials in the form of student's book have also been written and they are available in the bookstores. The most obvious and common form of material support for language instruction comes through textbooks. The need of textbook is determinant to the significant result of learning (Patric (1988) and Albatch (1991) in Supriadi (2000:46); Brown (1994:145)).

Textbook, institutionally prepared material, is a type of teaching material is a key component in most language programs. The textbook generally serves as the basis for much of the language input learners receive and the language practice that occur in the classroom (Richards, 2001:125).

For the elementary school students, the English textbooks are very important in the teaching learning process. The textbooks can be used as the bridge to make the concept of teaching to be real. The textbook will give opportunities for the students to learn in real things.

The textbooks also have the important role for the experienced and novice teachers. Brown (1994:145) explains that the textbooks are of the very dominant

sources particularly for the novice teachers to manipulate the classroom interactions. Therefore the textbooks should be able to help the novice teachers to carry out a quality language teaching and learning process by following the method reflected by the textbook. In other hand, in situation where there is a shortage of trained teachers, language teaching is very closely tied to the textbook (William (1983).

On the other hand, for the experienced teachers, it doesn't mean that the method demonstrated in the textbook is always faithfully reflected in the method as practiced by the teachers. But the textbooks at least provide them with their major alternatives for the quality classroom language learning since they are written on the basis of "currently accepted method of EFL teaching" and professional criteria of textbook writing." Good textbooks are those that facilitate learning, stimulate natural interactions for communicative purpose and language use.

B. Rationale for the Study

In Indonesia, several private elementary schools have taught English as local content subject. The implementation of English-teaching programs varies from school to school and from place to place. Some situational cases and research findings show that the implementation of English program in the elementary school is still far from satisfactory (Kasihani in Sadtono, 1997:167).

The above issues arouse as a result of preparations in conducting English as local content subjects are not good enough. The preparations relate to the

readiness of teachers, materials and students. They are the important aspects and should be concerned before giving English as local content subject in elementary school (Alwasilah (2000:80); Huda (1999:134); Kasihani in Sadtono (1997:170). However, they also state that in reality there are some issues relate to teachers, materials, and students in conducting English as local content subject in the elementary school.

In line with the materials issuest, Huda (1999:136-7) also states that the most difficult issue to resolve concerns the materials of teaching. Two alternatives of materials may be selected for the teaching of English in the primary school, that is the materials are either the same as or different from the materials in the lower secondary school. In other words, English as local content subject in elementary school will give potential possibility for the junior high school students to have and not to have English lesson. It will make a kind of repetition of the lesson for the students, whose English lesson in elementary school and vice versa.

In accordance to the above issues, it is important to concern the certain materials for the elementary school students. The instructional materials play an important role in any educational program. Appropriate instructional materials should be carefully selected based on the instructional objectives and students' interest. Several kinds of English books are available in the bookstores. Teachers may choose which book is appropriate for his/her English program. As addition, his/her lesson plan can be supplemented with some materials taken from other relevant source of plan. The materials should be a kind of introduction of English

as foreign language and should also have the children learning principles for studying the foreign language (Kasihani in Sadtono (1997:168-9).

It is as similar as Rachmajati cited in Kasihani, in Sadtono (1997:168) statements that some elementary school in Kodya Malang use materials written by some instructors of the English Department of IKIP Malang. This English textbook has been written based on young learners' characteristics so that, hopefully, it will help the EFL teachers in elementary schools.

The elementary school foreign language teacher works with the whole child in the whole classroom learning environment. Every aspect of the classroom and all of the materials have potential for contributing to the language experiences from which language acquisition develops. Choosing a textbook is one of the most important tasks for the foreign language teacher at any level. In the elementary school the process is made much more difficult by the fact that there are few text series from which to choose (Curtain & Pesola, 1988:229).

They also argue that it is extremely difficult to maintain a well-articulated local curriculum over a long period of time without reference to a professionally developed text series. In the absence of a satisfactory commercial text series, some school systems have invested the funding and the effort necessary to create successful locally developed materials for an entire elementary school sequence.

With regard to the above explanations, I am interested in analyzing two elementary school English textbooks grade five from one publisher, which are found and published in Bandung. Especially their form, presentation of learning materials and the languages content in the form of learning materials.

C. Research Questions

This study has been conducted to address the following major questions:

1. What are the forms of learning materials in the textbooks?
2. How are the learning materials presented in the textbooks?
3. What the language content do the form of learning materials consist?

D. Purposes of the Study

The purposes of the study are formulated as follows:

1. To know the forms of learning materials in elementary English textbooks grade five published in Bandung.
2. To describe the presentation of the learning materials.
3. To explore the language contents in the forms of learning materials.

E. General Approach of the Study

In finding the answer, the writer uses qualitative method, as she wants to know the answers and the reality of English textbooks grade five in Bandung. In her effort to find the answers, she uses some data (the tasks and activities) in the English textbooks.

Data are nothing more than ordinary bits and pieces of information found in the environment and they can be concrete and measurable (Lincoln & Guba, 1985:332). Document (content) analysis is used and the instruments in collecting the data are documents, work sheets, checklist.

There are eight elementary school English textbooks found in Gramedia and Gunung Agung. Meanwhile, there are only two elementary English textbooks grade five, which are found and published in Bandung. They are:

Kasbullah, Kasihani. 2002. *Learning by Doing 5*, Bandung: Grafindo Media Pratama

Kusmana,et.all. 2002. *English Have a Go*. Bandung: Grafindo Media Pratama.

F. Significance of the study

Hopefully result of this research could be useful to contribute for the elementary school English teacher in selecting the appropriate English textbooks for their students. The study could be useful and offer some contributions to the English textbook writer in making and creating the elementary school English textbooks. This study may also inspire other researchers to conduct research on other issues in analyzing textbooks.

G. Organization of the Thesis

This thesis consists of six chapters. Chapter one clarifies the introduction. Chapter two presents review of related literature or theoretical foundation. Chapter three elaborates the procedures of the research or methodology. Chapter four reports the data analysis. Chapter five analyzes the findings and discussions of the research, and chapter six draws the conclusions and suggestions.

