

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides a brief summary of teaching English and English learning materials for primary school in Indonesia, Basic Competence for primary school Grade 1, and characteristics of children learning, previous studies, conceptual framework, and definition of terms.

#### **2.1. Teaching English for Primary School in Indonesia**

The policy of English teaching in primary school had been issued by the government in 1992 but teaching English for primary school was started in 1994. It was firstly introduced on the four grade of primary school and become the local content subject in primary school. A local content subject is the inclusion of a subject in a school's curriculum that is based on a community's need. It is discussed by the school committee and the principal before it becomes a part of the formal curriculum on behalf of the community.

English in Indonesian primary schools curriculum was applied in the 1994 Curriculum. In this curriculum, English was an alternative subject as a part of local content (Muatan Lokal) subjects that need to be taught in the primary schools. Because it was optional, schools may decide either to include or exclude English in their subjects list. In 2004, the curriculum was reviewed again become the 2004 Curriculum. In this new curriculum, English is emphasized, but its position is still as a local content. In 2006 is mandated by the legislation, the

curriculum of local content subjects must be developed by the schools (school-based curriculum development) namely Curriculum at the Educational Institution Level (Kurikulum Tingkat Satuan Pendidikan or KTSP).

Many primary schools, such as private schools had taught English before it was introduced in 1994 in the primary schools. The need of English subject in the schools was more like an 'icon' or symbol which to be considered to have a high-status. After English was formally recognized as a subject in the local contents in the 1994 Curriculum and was emphasized in the 2004 Curriculum, many schools followed it (Cahyono, 2008 in Jamilah, 2008).

Teaching English in primary school is different from teaching English in junior or senior high school. There were some problems related to English in primary school, such as the teacher, syllabus, and the materials. The English teachers at primary schools mostly are not English teachers in terms of their major. Fortunately, the English teacher in SDN RSBI Rawamangun 12 Pagi has English educational background. The syllabus used by the school was developed regionally so that the teaching activities among primary schools were different from one another. The students may have difficulties to do the test made by the government because the test could be different from the materials taught.

Furthermore, many English learning materials were lack of communicative tasks or activities as in real life situation (Mustafha, 2003 in Sukrianto: p. 17). They are contradictory to the characteristics of children learning and the objective of teaching English at primary school students. The teacher has to bear in mind

that the objective of teaching English to primary school students are to introduce English to the students and to make them interested in learning English by making the students to have positive attitudes toward English and have self-confidence in using simple English.

## **2.2. English Learning Materials for Primary School in Indonesia**

English lesson in primary school is aimed to make learners having the following:

1. Develop communicative competences orally with limited language accompanying action in the school context
2. Have awareness of the essence and importance of English to increase competitiveness in global community (The National Standard, 2006).

The scope of English subject at primary school includes the ability of oral communication in limited language proficiency in the school context that involve some aspects, like: listening, speaking, reading and writing. Reading and writing skills are aimed to support learning in oral communication. The topics related to anything in school and classroom context, and the instructional materials should be carefully selected based on the instructional objectives and students' needs (National Standard, 2006).

According to Brewster (2003: p. 98), listening to a foreign language is very difficult for young learners. The students usually listen to the teacher's saying as the source of foreign language. The activities in listening are listen and repeat, listen and differentiate, listen and perform action, listen and draw, listen

and guess, listen and label or match, etc. Teacher should balance the use of first language and foreign language depends on the students' listening ability.

Brewster (2003, p. 102) continued that in teaching speaking, teacher can ask students to sing a song, saying rhymes together or individual. Besides, the teaching material should be simple greeting, social English, routines, classroom language, asking permission, etc. In teaching materials, the teacher can do some activities in speaking, such as look and listen, listen and repeat, listen and participate, reading aloud, memory games, dramatization, rhymes, songs, chain tongue twister, and retelling stories

Brewster (2003: p. 110) also says that children are expected to begin reading and writing in English as soon as possible to consolidate children's phonemic, phonological, and morphological awareness. Reading in the initial stage will combine meaningful reading in sentences supplemented by independent reading at the letter and word level. Reading in the later stage tells that students will be expected to master with the independent reading required of course book.

Brewster (2003, p. 117) argues that there are two ways to teach writing to children, they are learning to write and writing to learn. The demands of activities and tasks for productive skills are choosing the right language and thinking and having ideas. The focuses are about the form and surface features. The stages in writing both skills and attitudes are preparatory stage and integration stage. Children in the age of nine should be introduced to the opinion of audience to make their writing having a purpose. In the initial stage children will have

opportunity to practice the basic skills of writing but in the later stage they will write with specific context and think about the audience.

Beside the skills, teaching English program also focuses on the language features such as pronunciation, vocabulary, and grammar. Brewster (2003, p. 75) said that in pronunciation, the focuses are the individual sounds and consonant clusters; syllables and stress; weakly stressed and strongly stress syllables in words e.g. compound nouns, verbs, adjectives, etc. the purpose is to emphasize the children's pronunciation will only be as good as the models they hear and their main model is only their teacher. It can also able to ensure that speech is good enough to be understood by a native speaker, even though there may be a signs of a foreign accent. The activities done are about an integral part of the presentation of new words and sentence patterns to provide interest and avoid meaningless repetition.

Furthermore, Brewster (2003, p. 80) said that vocabulary is divided into three vocabulary learning tasks; they are labeling, packaging task, and network-building. In labeling, the students discover that sequences of sounds. In packaging task, the students must find out which things can be packaged together. In network-building, the students must work out how words relate to one another. The purpose in teaching vocabulary to children is to make strong memory connection by learning words. It is done through which require them to do things with the words.

Brewster (2003, p. 93) argues that teaching grammar for primary school students should be presented with specific topic, meaningful context, appropriate

activities or tasks. The activity which is usually done is problem solving activity where the students can understand the correct structure of sentences after analyzing them. The purpose is to make them aware of the form of making a sentence in English, so that they will be able to use the language English in correct form.

In Indonesian contexts, the primary school emphasizes vocabulary in teaching and learning in order to the student can develop communicate competence. In addition, vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing.

According to Bazo (2002), listening is the language skill which pupils usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. Bazo (2002) said that in primary schools there are two main types of speaking activities are used. The first type is songs, chants, and poems, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction.

Bazo (2002) continued that the games and pair work activities on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, although within a fairly controlled situation. The activities must provide a reason

for speaking, whether this is to play a game or to find out real information about friends in the class without interfering to correct the mistakes that they will make.

Bazo (2002) continued that in reading, when choosing texts consider not only their difficulty level, but also their interest or their humor so that children will want to read for the same reasons they read in their own language: to be entertained or to find out something they do not already know. It is important to spend time preparing for the task by using the illustrations (a usual feature in reading activities for children), pupils' own knowledge about the subject matter, and key vocabulary to help the pupils to predict the general content of the text.

In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, etc). Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time is spent building up the language they will need and providing a model on which they can then base their own efforts.

One of the essential factors in the English teaching-learning process is learning materials. Since, materials influence the content and the procedures of learning (Kitao and Kitao, 1997). The role of materials for the first grade of primary school are to provide the means for creating meaningful communication between teacher and pupils in teaching and learning process and as an important source for teachers in assisting pupils to learn English (Moon, 2000). So, they are used as a source of activities for learner practice and communicative interaction.

In Indonesia, some teachers do not select learning materials based on the objectives and curriculum. While, as stated in Brown (1995: p. 160), the degree of relationship between a set of materials and a particular program can be determined by considering the materials fit to the curriculum. So, it is important to know the aims of teaching program and any ministry documents that provide guidelines before selecting materials.

In Indonesia school context, the materials should be relevant to the Basic Competences stated in National Standard 2006 and the objective of curriculum. In addition, the materials must be matched to the needs and interest of the teachers and the learners as stated in Tomlinson (2003: p. 37), the selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners.

Furthermore, materials must be suitable for the age, interests, level proficiency and preferred learning styles of the students (McDonough, 2003: p. 6). Age particularly affects topics chosen and types of learning activities, such as suitability of games or role play. Interest may help in the specification to topics and learning activities. In level of proficiency in English, teacher will wish to know it even where their classes are based on a mixed proficiency principle rather than streamed according to level. Preferred learning styles will help in the evaluation of the suitability of different methods.

Tomlinson (2001: 66) states that materials can be instructional in that they inform learners about the language, they can provide experience of language in use, stimulate language use, or help learners to make discoveries about the



language for themselves. It can be summarized that for teachers, materials serve primarily the teacher's instruction. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Rowntree (1997: p. 92 in Richards 2001: p. 263) said that the materials should arouse the learners' interest, tell them what they will be learning next, relate these ideas to learners' previous learning, and encourage them to practice.

### **2.3. The Basic Competence for Primary School Grade 1**

The National Standard (Standar Isi) is a curriculum document used as the guideline in determining the learning target of English. It contains Standard Competences (Standar Kompetensi) and Basic Competences (Kompetensi Standar) that must be achieved by the students. Standard Competence is a set of competences standardized as a result of study of certain main materials in unit of education. It is developed aspect of competences and main materials per unit of education that must be achieved by students for one semester. While, the Basic Competence is a detailed competence in every aspect of main materials that must be learned by students to make the competences can be measured and seen.

The Standard Competences and Basic Competences for the first grade of primary school students as following: in semester one, the Standard Competences for listening is ability to respond very simple instruction accompanied by action in the classroom context. The Standard Competence for speaking is ability to imitate very simple instruction and information in classroom context. The Standard Competence for reading is ability to understand the meaning in classroom context.

While, the Basic Competence for listening is to respond greetings stated by the teacher and friends orally in the classroom context; to respond very simple instruction accompanied by action. The Basic Competences for speaking is to talk in greetings and introducing yourself; giving information, and expressing gratitude. The basic competence for reading is to read aloud and to understand words followed by pictures in the classroom context.

In semester two, the Standard Competences for listening is ability to respond very simple instruction accompanied action in classroom context. The Standard Competences for speaking is ability to express very simple instruction and information in classroom context. The Standard Competences for reading is ability to understand the meaning in classroom context. While, the Basic Competence for listening is: to do action based on verbal instruction in classroom context and to respond very simple instruction by accompanied by action. The Basic Competence for speaking is to talk giving information and asking a help; expressing gratitude and apology. The Basic Competence for reading is to read aloud and understanding words followed by pictures in the classroom context.

#### **2.4. The Characteristics of Children Learning**

There are some characteristics of children learning according to some experts. Mcglothlin (1997, Vol. III) says the child is not interested in language for its own purpose and not disturbed by the language he does not understand. In addition, Mcglothlin (1997, Vol. III) continued that the child possesses a natural desire to call an object by its name and to help him learn new language; the child enjoys the repetitive events of his life, and uses this enjoyment to help him learn.

In addition, Moon (2000, p.3) states that children learn a foreign language in a natural way, the same way they learn their own language, and through being motivated. It depends on the teacher's style if the teacher motivated them, they not only would learn fast or quicker, but also learn by listening or repeating, by imitating the teacher. They want to please the teacher. They feel embarrassed when they make mistakes. Furthermore, they learn language by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose, through translating sentences into their own language. If they enjoy the learning activities, they will be more involved and this may increase their desire to continue.

While, according to Mustafha (2003, in Sukrianto; p.18) states that the characteristics of children learning are: children learn naturally, and learn best when learning is kept whole, meaningful, interesting, and functional. In addition they learn best by talking and doing in a social context, learn new languages easily because they are a fast learner, can understand and follow what they have heard quickly.

The first, children are always active exploring their and accumulating knowledge and experiences. In this case, a teacher should facilitate them in exploring their environment. The second, Children know a lot of literacy before schooling. They participate in literate activities in a wider social context. Children's knowledge about literacy artifacts in their environment such as traffic signs, traffic lights, and brand names of their favorite toys and foods represents and emergent literacy. The fourth, children learn best when they make their own

choices. When the decision-making is related to their needs the learning becomes meaningful for the children. Therefore, the teachers may let them do their own choices. The fifth, children learn best as a community of learners in a noncompetitive environment. Children tend to do things and relate to others in a cooperative way unlike adults who can benefit from spirits of competition to boost up their motivation for achievement. The last, children learn best by talking and doing in a social context. Therefore, allow children to be active participants in the learning process.

From the explanation, it can be summarized that the primary school students like repetition of their interests, not disturbed by the language they do not understand, and have a natural desire to call an object by its name; they learn best when learning is meaningful, interesting, and functional. Children also learn new languages easily because they are a fast learner, can understand and follow what they have heard quickly and exactly same. They also learn by way of physical activities in the context of doing things related in their daily lives.

## **2.5. The Previous Studies on English Learning Materials in Primary School**

Some English Department students have already conducted some researches on the English learning materials in primary school. Jenny Flora Tambunan (2011) investigated *Developing students' communicative competence through English learning materials for the third grade of primary student (A case study at SDN Pisangan Timur 03 Pagi, East Jakarta)*. The purpose of the study was to find out kinds of English learning materials used in learning English to develop

students' communicative competence for the third grade of primary students. The result of this study was the teacher talk and teacher language whether spoken or written through songs and stories can support the development of students' communicative competence.

In addition, Lestari Nur Adhini (2009) investigated *Teachers' readiness to provide an appropriate English Learning Material on the demands of School Based Curriculum*. It was done in the fourth grade of primary school at SDN Pisangan Timur 03 Pagi, SDN Pisangan Timur 05 Pagi, SDN Cipinang Muara 14 Pagi and SDN Pesanggrahan 06 Petang. The purpose of this study was to know English learning materials used by the teacher during the teaching-learning processes and whether or not they are appropriate with the demands of School based Curriculum. Result of the study showed that English learning materials employed by the teachers could accommodate the demands of School Based Curriculum. They were Teacher's talk either in the form of spoken or written language, and other sources that supported the learning materials such as teacher's gestures, textbooks, games, songs, pictures, simulation, role-play and realia.

It can be concluded that in teaching English to young children that materials for young children should make use of young children's love of stories to expose them to language in use, make use of young children's love of songs, poems and rhymes to expose them to language in use. In addition, it should provide a lot of language linked kinaesthetic activity through drama, games and TPR that encourage young learners to be creative, focus more on meaning than form and focus more on informal implicit learning than formal explicit teaching.

## **2.6. Conceptual Framework**

This study is proposed to review the relevance of English learning materials taught in the classroom to the needs of achievement stated in the Basic Competence for primary school students Grade I. The document collection, observation, and interview were done in order to get the answer the research question. In order to know the organization of English learning materials in the students' worksheet, it can easily be seen from the organization table of contents. Each unit of learning materials were organized based on some activities related to students' life.

Since this study is proposed to review the relevance of English learning materials taught to the need of achievement of the curriculum objectives stated in the basic competence, it is important to understand the need achievement of English learning in primary school. The instrument analysis will developed based on the number of competences stated in Basic Competence. The relevance of English learning materials taught in the classroom to the need of achievement of the curriculum objectives stated in basic competence can be seen by reviewing the availability the learning materials in each unit of the students' worksheet.

## **2.7. The Definition of Terms**

According to Brown (1995: 139), materials are any systematic description of techniques and exercises to be used in classroom teaching. They include anything which can be used to facilitate the learning of a language. They can be

linguistic, visual, auditory, or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet (Tomlinson, 2001: 66). While, referring to *Guidance in Developing Teaching Materials* written by Indonesian National Education Department (2008: 3), “Instructional materials are knowledge, skills, or value which should be mastered by the students in achieving the Standard Competence required in the curriculum. They generally serve the basis of the language input learners receive and the language practice that occurs in the classroom (Richards, 2001, p. 251).

From those definitions, the writer sums up learning materials are anything (such as techniques and exercises including knowledge, skills, or value) that can be used in teaching and learning a language which should be mastered by the students. There are some kinds of materials. Richards (2001, p. 251) states that materials may take the form of printed materials such as books, workbooks, worksheets, or readers; non-print materials such as cassette or audio materials, videos, or computer-based materials; materials that comprise print and non-print sources such as self-access materials and materials on the internet.

In addition, learning materials can be also taken from authentic materials and created materials (Upshur, 1996: p. 26). *Authentic materials* are materials that can be found outside the classroom and not be specially prepared for pedagogical purposes (such as texts, photographs, video selections, application forms, commercial advertisements, and announcements). While, *created material* are materials that are created and used only for learning in the classroom (e.g. textbooks, flash cards). From those kinds of sources, it can be concluded that

learning materials can be taken not only from the teacher, but also from the students themselves. For example, the students may be asked to bring in their favorite foods, a usual toy, or clothing worn in their culture as a method of stimulating classroom discussion.

Moon (2000, p. 86) says that materials used specifically with the intention of increasing students' knowledge and experience of the language. They can be textbooks, storybooks, videos, cassettes, pictures, oral instructions, words written on the whiteboard, poster at the front of the room, teacher's initial questions and instructions or other real-life artefacts. Moreover, the kinds of learning materials and equipment that can be used by the teacher in the teaching learning process, such as: worksheets, flash cards, pictures, animals and puppets, toys, games and accessories, computers, audio and video.

Curtain and Pesola (1988) divided the categorization of learning resources and materials become: realia, e.g. balls, magnetic letters, flowers; picture visual, e.g. brochures, flash cards, picture files; classroom equipment, e.g. white board, chalk board; Audio-visual equipment (e.g. overhead projectors, video cassette recorder, slide projector; textbooks or printed materials). In addition, the leaning materials is part of learning resources, this would be include: pupils' themselves, objects, manufactured materials (e.g. paper, erasers, and glue), text-based materials (e.g. textbook, readers) visual (e.g. chart, pictures), realia, storybooks, puppets, worksheet, etc

It can be concluded that learning materials can be taken from teacher talk, realia, other written text outside the classroom will provide communicative data in



the target language; games, drama, textbook, songs, film, poems, stories, and flash card will provide resources for whole class, group and individual learning.

Relevance is the appropriate connection between two or more things (Oxford Dictionary, 1995). It is a measure of how closely things match with other. In this study, the relevance of English learning materials to the Basic Competence of Content Standard 2006 was seen from the availability of materials accordance the points of the Basic Competences whether they achieve or fulfill the needs.