

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English is one of the foreign languages taught in Indonesia even from kindergarten to senior high school. Although in elementary schools English is a local content subject most schools teach English. Brewster, Ellis, and Gurrard (2002) state that it is important to teach English earlier to young learners because it increases the total number of years spent in learning the language. It has been widely accepted that teaching English to young learners gains more attention, whether from parents, teachers, or stakeholders. They believe that it gives more benefits. They also rely on the assumption that the sooner they teach English to children, the better the result would be.

Children like studying something new. One of them is the study of language. It is implied that young learners who learn English earlier are hoped to comprehend English earlier too so that in the future it can be useful not only in education but also in other fields. Some scholars, on the other hand, argue that it only gives more burdens to the learners. Shin (2012) states that early start alone will not necessarily improve children's ability to learn English. Thus, early English language teaching in children does not guarantee that they will prevail against it.

Teachers need to understand who young learners are. They are children who are learning English. As novice learners, surely they do not receive the same treatment as teen or adult learners. They have their special characteristics. The

implication for English teaching and learning, the learning process should be planned, implemented, assessed, and supervised by the conditions of the learners.

In learning English, four skills should be mastered by the students (Suyanto, 2014). They are listening, speaking, reading, and writing. They are important and interconnected with each other. Considering the age, listening and speaking are the skills that young language learners need to master first. Through these skills, the learners can recognize what the speaker says and how to express their ideas.

On the other hand, teaching English to young learners in Indonesia is quite problematic since English has limited practice in the 2013 curriculum (UU No. 20, 2003). English is not included in the curriculum. Although it is omitted from the curriculum, English is not banned. The schools may give English as an extracurricular subject. This class can be after school for about one hour. Even so, there is still a possibility for schools that want to add English as an additional subject in their curriculum. One of them is the Islamic Elementary School of Al-Hijrah 2 Deli Serdang. They realized that English is important to be taught earlier and useful in the future. They made their syllabus.

SDIT Al-Hijrah 2 Deli Serdang is one of the Islamic elementary schools which has Islamic teaching as its special characteristics. The vision is “Being an excellent school in spiritual, emotional, and intellectual also care of the environment”. Based on its vision, SDIT Al-Hijrah 2’s education goal is developing students who are *muttaqien* (pious) with intelligence, noble characters, and life skills that are useful for many people. Furthermore, JSIT-*Jaringan*

*Sekolah Islam Terpadu* (2014) states integrated Islamic elementary schools are Islamic schools that offer some knowledge with the Islamic values into the subjects. Therefore, this school tries to fuse the national education curriculum with religious values. The fuse of the curriculum is done by integrating Islamic values into all the subjects including English subjects.

Moreover, integrating Islamic values is not easy because English for children is different from English for adults. Cameron (2001) states that children have a short concentration in their learning when compared to adults. They are also more easily distracted by other typical learners. For these reasons, teachers in elementary schools need to understand the children's needs and apply the theories by their characteristics. The teachers also should provide the existing materials that are sure for their students' needs.

However, some problems appear in the teaching and learning process. Based on the observation by interviewing the English teacher at the Islamic elementary school Al-Hijrah 2 Deli Serdang, the teacher stated that they do not have any special books related to materials for teaching English to young learners in Islamic Elementary Schools. They still use general English as teaching and learning materials which is not by the learning needs of students in Islamic Elementary School. The themes or images contained in the teaching and learning materials also are not Islamic either. The teacher only inserts the Islamic foundation into each material being taught. Teachers often feel that the available textbooks are not sufficient to achieve the various objectives associated with language teaching.

Also, learning activities were lack. The teacher did not provide variations in the activities. The activities are not challenging enough for young learners' students. The teaching materials only consist of some activities in every unit. There is almost no variation in exercise activity in each unit. For example, in listening skills, in each unit, students are only asked to listen and repeat the sentences after the teacher says them. Students need a variety of activities according to their needs so that the teaching and learning process can run smoothly. In the learning process, the teacher had taught based on the syllabus. The topic is by the syllabus.

Material take an important part in the teaching and learning process. Materials are included in anything which can be used to facilitate the learning of a language. They can be textbook, module, LKS (students' worksheet), document, handout, or media, and can be presented in printing form, live performance, and display on cassette, CD-ROM, DVD, or the internet (Tomlinson, 2000). It is not difficult to find out or access the materials for the elementary level at the book store. But most teachers use the materials directly without editing or adjusting base on the students' needs, and some of the materials do not contain Islamic values. It should be adapted to the students' material development as well. So, material development is everything made by people (the writer, the teacher, or the learners) to give and utilize information and provide an experience of the user of language, which is design to fulfill the learners' needs and consider the objective of the learning. The teacher should develop the materials by adapting them to improve or to make them more suitable to learners' needs.

Grave (2000) states a study about material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials is necessary to provide more resources to the learners. With more resources, learners can receive better results in learning the language. In developing materials, developers must consider some important points such as selecting the topics of the materials and activities. Those points must be conducted in proper order.

Some studies have discussed material development. One of the studies was written by Khoiriyah and Widyantoro (2018). The study discussed integrated skills materials for the students of Islamic elementary school consisted of integrated skills activities and some Islamic values in every unit. The materials were developed for third-grade students. However, another grade of students will possibly different related to teaching materials. Another study discussed by Cahyo, Muslim, Rahman, and Pratolo (2019) focused on developing Islamic English teaching material that is necessary to achieve the national education goal and for the Islamic faith itself. It was based on *Akhlak* (moral, ethic) specified for the reading skill of the teaching materials. Thus, it can be said that this study specified Islamic materials in reading skills. Even though, the skills of English materials for elementary students are integrated. Then, a study carried out by Rahman, Masnayadi, Nerim, and Muslim (2018) showed an English textbook consists of four major skills of English like listening, speaking, reading, and writing. This study utilized a scientific approach in the 2013 Curriculum. But, not all schools, especially elementary schools, apply this curriculum.

Based on this fact, this study expected to solve the problems stated previously by developing English teaching materials for young learners for Islamic elementary schools. Also, the English teaching materials will be designed for fourth-grade students based on Islamic values of integrated language skills of KTSP (school based-curriculum). There are consists of four skills such as reading, speaking, writing, and listening skills.

Thus, those phenomena show that there are limited English teaching materials that incorporate Islamic values. Therefore, this study is interested in developing English teaching materials for young learners based on Islamic values of integrated language skills for Islamic elementary schools that meet the students' needs.

## **1.2 The Problems of Study**

Based on the background of the study, the researcher formulates the problem as follows:

1. What English teaching materials are needed by the fourth-grade students for young learners based on Islamic values of integrated language skills for Islamic elementary school of AL Hijrah 2 Deli Serdang?
2. How are the English teaching materials of the fourth-grade students for young learners based on Islamic values of integrated language skills for Islamic elementary school of AL Hijrah 2 Deli Serdang developed?
3. Why are the English teaching materials of the fourth-grade students for young learners based on Islamic values of integrated language skills for

Islamic elementary school of AL Hijrah 2 Deli Serdang developed in the ways they are?

### **1.3 The Objectives of Study**

To answer the research problems, the objectives of the study are:

1. To analyze English teaching materials are needed by the fourth-grade students for young learners based on Islamic values of integrated language skills for Islamic elementary school of AL Hijrah 2 Deli Serdang.
2. To develop the English teaching materials of the fourth-grade students for young learners based on Islamic values of integrated language skills for Islamic elementary school of AL Hijrah 2 Deli Serdang.
3. To give reasons for the English teaching materials of the fourth-grade students for young learners based on Islamic values of integrated language skills for Islamic elementary school of AL Hijrah 2 Deli Serdang developments.

### **1.4 The Scope of Study**

This study focused on developing English teaching materials for young learners for Islamic elementary schools. It was designed for the fourth-grade semester one student of Islamic elementary school of AL Hijrah 2 Deli Serdang.

The English teaching materials consist of seven units based on Islamic values of integrated language skills (listening, speaking, writing, and reading), involves Islamic English materials, use appropriate topics, and apply the basic

competencies in line with the school based-curriculum (KTSP curriculum). It also was consisted of Islamic values, examples, and exercises or tasks. They were printed in color and use some pictures. A glossary also was contained by some vocabularies related to Islamic words, phrases, and expressions in each unit.

### **1.5 The Significance of Study**

The findings of this study will be expected to be relevant and useful theoretically and practically as presented as follows.

#### **1. Theoretical**

The findings of this study are expected to provide a new sight of knowledge and will also be a new horizon of theory in the English teaching material development for young learners based on Islamic values of integrated language skills for Islamic elementary schools.

#### **2. Practical**

- a. To elementary students of Islamic elementary school, this study provides relevant English teaching material so that it is expected could increase the students' motivation in learning English.
- b. To English teachers, this study can be used as a reference or handbook in teaching English for Islamic elementary students.
- c. To other Researchers, this study can be used as a reference to further related studies.