

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Due to its status as an international and technology language, English has become a very important means of communication in the world. With the globalization of the world and rapid technological progress, it is undeniable that mastering English is becoming one of the keys to a better job, happiness or success. Based on things, as a member of the international community, we recognize the importance of mastering the English language. As such, teaching English has long been applied in the Indonesian educational world. In Indonesian schools, English is learned as a foreign language, just like in elementary school. Faridatuunnisa (2020) notes that English has long been an integral part of the Indonesian education system, initially given only at the university level, but over time both the need and popularity of English have increased and It states that the curriculum for education has changed. Finally, with the aim of improving learners' English proficiency and fluency, the government started to introduce English teaching at the lower levels of primary education.

English as a foreign language in Indonesia, especially in primary school, has been around since the early 1990s, with recognition of how important it is to learn English as quickly as possible in order to be competitive in the modern and globalized world. Based on that, it's a problem. Based on this recognition to Finally, through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII, guidelines were issued

by the government stating that the subject could be included in the primary school curriculum (Kulsum, 2016). . Therefore, according to this policy, English classes can be part of community content or part of elementary school extracurricular activities.

Consistent with the above statement, Herlina and Utami (2019) found that since English is a community subject, primary schools should train teachers who understand how to adequately conduct English learning for young learners. said there is a need. Faridatuunnisa (2020) argues that the position of muroku as part of the subjects taught in primary schools is in fact intended to provide learners with the skills deemed necessary in specific areas for muroku to adapt. It states that it is an embodiment of the locally applicable part. The skills and needs of learners in everyday life are also called young learners or novices. Herlina (2019) points out that primary English learners in Indonesia can be categorized into young learners and beginners. Primary school learners are called young learners from the age of 6 she refers to around the age of 12, learners are called English learners because English as a foreign language is already learned in most primary schools in Indonesia. called.

In fact, the 2013 curriculum does not include English classes. Fortunately, the government has taken note of the success of English education in primary schools. Since the Minister of Education and Culture issued Resolution No. 060/U/1993 that English can be taught from grade 4, the government has been given the opportunity to decide whether to introduce English in primary schools. . Learning English in school without interfering with other subjects in primary school (Maili, 2018). Also, his Minister of Education and Culture (Mendikbud) Nadiem

Makarim has signaled to bring back English subjects in primary schools. There is evidence that in the old days this subject was only taught from grade 4 until he was grade 6. However, today's English class turns out to be a regular class in all schools from 1st to 6th grade. Maili (2018) explains that there are three reasons why English is necessary for primary school English learning. First, young learners pick up the language easily. Secondly, in this digital age, technology can be accepted more easily as all life systems use English. easy to accept. Therefore, English is mastered and mastered by learners including her four skills of listening, speaking, writing and speaking.

Corresponding to the situation of English subjects in primary school, together with Permendikbud No. 67 of 2013 on the basic framework and structure of the primary school/Madra Saibtidia curriculum, clear conclusions can be drawn. The proportion of English subjects in primary school is not mentioned as local content or extracurricular education (Faridatuunnisa, 2020). From this we can conclude that the positioning of English subjects is entirely dependent on the circumstances of each school.

From the above, it can be said that each elementary school can freely decide the positioning of each subject included in Mulok. Based on this, some primary schools still incorporate English as part of Mulok, such as MI Swasta Mardliatul Islamiyah. Specifically, an English syllabus based on the syllabus structure of the 2013 version will be downloaded from the Internet by English teachers at schools, and the syllabus of the 2013 version will be introduced. As you know, the 2013 curriculum prioritizes an equitable, learner-centered model of education for greater involvement in the learning process. The curriculum prioritizes the right to

free learning while respecting national diversity in religious, cultural and social values. Zein (2017) states that the curriculum is structured in the spirit of implementing a more democratic educational programme.

The abolishment of Mulok's English courses has led to a shortage of quality teacher's manuals and learner textbooks from the government to support English learning in primary schools. Teachers must therefore be able to develop English books that are much needed by both teachers and learners to improve learners' English proficiency in the English learning process.

Books are a very useful learning resource and learning medium. Textbooks, especially textbooks, play an important role for teachers in translating knowledge from books into scientific messages to learners with the aim of understanding the knowledge of the subject being taught. Textbooks play a central role between teachers and learners at all levels of education, as books are important tools for providing material applied to the curriculum. Especially since the development of the book is very fast until it exists. If the user is not busy taking the book everywhere, they can simply open the e-book on their mobile phone, laptop/computer, or other electronic device.

The development of e-books has made the content of books more engaging and interesting. Harris (2011:

13) declare that the e-book or e-book is a digital version of a book; If books are usually collections of paper containing text and images, e-books containing digital information can take the form of text and images, animations and even videos. It attracts the attention of readers, especially elementary school students who like to

read books with interesting pictures. In this way, children are motivated to learn. And new innovations like e-books can spur new creations and influence technology users. Because innovation is not just a concept, it is an innovation that needs to be applied and used. Today's technological innovations are mature and provide quick and easy access to information. Of course, it is also a hope for application development in the world of education.

Based on preliminary data, teachers are making very good use of IT technology in learning, buoyed by the presence of LCD projectors that help teachers provide learning materials with more creative and interactive content. However, there are some restrictions on the quantity of LCDs that cannot be used by teachers on a daily basis. Additionally, some passive learners become less attentive and bored when teachers explain coursebook content. This can quickly tire learners using the same media and make the learning process less enjoyable. Additionally, Haidar (2016) states that in the 2013 syllabus, teachers require that learners use mobile devices such as computers, laptops and gadgets for their learning. This means that the use of technology is necessary to implement the 2013 syllabus as learners are accustomed to using technology in mind having to face computer-based assessment tests. increase.

Moreover, from learners' knowledge about English skill, most of learners have some problems in speaking English. Learners were asked to read one of reading part of their existing material, some learners still felt not confidence, ashamed and afraid of reading the book because they looked weird words and the words were not same to Indonesian words generally that is read based on the writing. It could be proved from short video duration 54 seconds. In the video,

two learners of grade 5 were asked to read a conversation. The book is English for Elementary School Grade V entitled *Stairway 5 A Fun and Easy English Book for Grade V of Elementary School* by Ida Kusuma Dewi, Djatmika, and Agus Dwi Priyanto, from Platinum publisher. They looked difficult to pronounce some words like “Hi...!” becomes “hi”, “she” become “se” and “mother” become “moder”.

In addition, this study compared the existing speaking material to the other book in order to look the general evaluation as basis to develop the current book to be more appropriate than before. The other material is book used in most of schools in Medan grade V entitled *English for Elementary School Grade V* by team of Masmedia (2020) that is used in most of school in Medan. From those books, it was found that there was irrelevance of some of materials to the existing syllabus in that school, some of materials were not arranged systematically based on syllabus and there was no pronunciation section in both of the books in order to ease learners in pronouncing English words. So, it needs to develop.

Besides, Shaleh (2006) states that every educational institution including Madrasah or school which is identified as Islamic identity want to deliver learners become *sholeh/sholehahor* have islamic personality. To reach the purpose, many things must pay attention to do especially in developing materials. The two existing materials are actually good but not all characteristic of schools are same. So, it is needed the developing materials that is relevance to the school and learners characteristics which the materials is developed by nuancing Islam to lead learners to achieve Islamic personality.

Based on the above phenomena, it is very important to design interesting teaching materials such as e-books that are expected to arouse learners' interests, motivations, and Islamic personalities. A combination of interactive and innovative learning mediums that transforms the learning process into a more engaging activity focused on developing speaking skills. In this regard, e-book evaluation is an important part of knowing how to develop e-books in practice. Brown and Rodgers (2002, p. 289) define valuation as the process of trying to determine the value of something for a particular purpose. After that, Brown (1998, p. 223) Evaluation is the systematic acquisition of all relevant information necessary to facilitate the improvement of a curriculum and to assess its effectiveness and efficiency, as well as the attitudes of participants in the context of the particular institution concerned. described as a comprehensive collection and analysis. As such, it is a cyclical approach to identifying needs prior to e-book creation, but e-book content must be evaluated and analyzed to validate whether the e-book meets its goals. . Therefore, to support the use of English e-books in classroom learning processes that can be carried out in the classroom, the e-books are designed around task-based learning.

Task-based learning as one of CLT's approaches becomes a specific teaching approach proposed in the designed materials. Task-based learning is an approach to learning English by completing tasks as classroom activities. Task-based learning provides ample opportunity for learners to interact with each other as they work to complete the task. Nunan (2004) says: Based on the above statements, researchers provided the task with materials designed as classroom activities for learners. The designed materials are expected to provide an effective

teaching-learning process for Class V students of MI Swasta Mardliatul Islamiyah.

Moreover, this approach is an approach to language learning that gives learners interactive tasks to complete. Nunan (2004) defines task-based learning as a language course in which the curriculum or teaching and learning activities are organized based on tasks. Breen in Zho (2011) adds that task-based learning is structured language learning with specific goals, appropriate content, work processes, and a set of outcomes for the person performing the task. increase. From this perspective, the tasks cover all types of work plans with the general purpose of facilitating language learning, from simple, short exercises to more complex, longer activities such as group problem-solving and simulations, and decision-making. This approach is applied to actively improve English proficiency in the learning process to improve the learner's English proficiency and make the learner feel enthusiastic and motivated to perform activities using e-books. considered possible and useful.

Willis (1996b) explains well that task-based learning models are fairly practical, straightforward, and most commonly cited and used by classroom teachers and teacher researchers. Willis' framework, which is reproduced here, can be divided into his three main parts:

Focus on pre-tasks, task cycles, and language. The pre-task phase provides the necessary background, knowledge, and approach. Introduce the learner to familiarize themselves with the topic and the tasks to be performed. During the assignment phase, learners perform meaning-based activities. It's okay to solve



tasks using languages that are far from the target in terms of accuracy and complexity. They tend to focus more on speaking fluently and creating conversational formats that are easily understood. On the other hand, the reporting phase requires learners to present the results of their task phase work to the entire class. Willis and Willis (1987) argue that this performance motivates learners not only to speak fluently but also to speak accurately. As such, the reporting phase ensures a smooth transition from private to more public interactions (Willis, 1996b;56). To facilitate this transition, learners are given a planning phase between tasks and reports. During the planning phase, learners participate in forms to prepare for the debriefing phase. This is based on the assumption that learners will focus on forms and try to create more complex language if they have time to plan. As such, this framework provides an opportunity to improve fluency, accuracy and complexity.

Using TBL methodologies in textbooks to support EFL classrooms is a proven success, especially for young learners. This is consistent with Ariani (2017), who developed an English coursebook through a task-based approach to hotel studies programmes. As a result, books built on task-based learning are highly effective and appropriate for use in this course, as they develop learners' knowledge of difficult grammatical rules and improve their critical thinking skills. It has been shown to be useful. In addition, Aryo (2019) also examines task-based language learning in the extensive speaking exercises of his research. This study shows that implementing a task-based learning method within an ER class can increase learners' interest in improving their speaking habits. Also, by implementing task-based learning methods within the ER class, learners are more

likely to improve their English proficiency as they are more aware of speaking in and out of the classroom. Task-based learning is recognized as an effective way to develop learners' skills in English, grammar and vocabulary implemented in e-books.

It can be concluded that learning media such as English Electronic Book (E-Book) for elementary school learners grade V based on task-based learning at MI SwastaMardliatulIslamiyah can transmit messages, stimulate thoughts and attention and build Islamic personality of learners so that they can be more enjoyable in learning process and they will be more excited and highly motivated to learn with simple and easy activities and tasks by utilizing technology.

## **1.2 The Problems of the Study**

Based on the research background, the research problem was formulated in the form of a question as follows.

1. how is the existing speaking material used by learners grade V at Madrasah Ibtidaiyah Swasta Mardliatul Islamiyah?
2. how is the speaking electronic book (E-Book) developed for elementary school learners grade V based on task-based learning at Madrasah Ibtidaiyah Swasta Mardliatul Islamiyah?

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

With reference to the above research subjects, the purpose of the research was

1. to investigate the existing speaking material that is used by learners grade v at Madrasah Ibtidaiyah Swasta Mardliatul Islamiyah.

2. to develop speaking electronic book (E-Book) for elementary school learners grade v based on task-based learning at Madrasah Ibtidaiyah Swasta Mardliatul Islamiyah?

#### **1.4 The Scopes of the Study**

This research focused on developing an electronic English book (e-book) for elementary learners based on task-based learning. Emphasis was on speaking skill. The syllabus is for one-year (1st semester and his 2nd semester) with curriculum 2013. The e-book was designed using ADDIE model. An E-Pub application was used to create the e-book. The e-book was developed by showing the nuances of Islam.

#### **1.5 The Significances of the Studies**

The results of this study were expected to be important and relevant in theory and practice.

Theoretically, this study provided information and theory for the development of English e-books based on task-based learning. On the other hand, it really helped practically:

1. learners who learned English in primary school and wanted to master it were expected to need it. In addition, they will be more motivated to learn English because they will be able to blend in with the environment.
2. For teachers who want to provide relevant English teaching materials especially for elementary school students, this research may serve as a reference when trying to develop English teaching materials.

3. Other researchers, this study can be used as a reference for further related studies.

