

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Bilingual education in elementary schools is important as a learning approach in which students are taught in two or more languages during the learning process. The main goal of bilingual education is to allow students to become fluent and competent in two or more languages. Bilingual learning is very good if it is taught from an early age. The elementary school level is the right time to develop bilingual learning. Students at the elementary school level have excellent language learning abilities at elementary school age. They are more sensitive to grammatical rules, such as voice and intonation, so introducing a second language at an early age allows them to master the language more quickly and naturally (Paul et al., 2018).

In formal education, students learn at least three languages: Indonesian as the national language, local languages as local content and English as a foreign language. In elementary schools, learning Indonesian is a compulsory subject. Meanwhile, local language learning in schools is conducted very minimally, only 2 hours a week (Semadi, 2019). Meanwhile, in the *Merdeka* curriculum, English is no longer a compulsory subject but an optional one. It was stated in Permendikbudristek No. 37

of 2022, “English is an optional subject that can be taught in elementary schools” (Kemendikbudristek, 2022). It means that educational units can choose whether to teach English or not. However, there are several schools that have implemented English learning from first grade. In contrast, there are still elementary schools that do not teach English at all in their schools.

The three-language teaching policy causes an imbalance in the proportion of languages students learn. This inequality causes difficulties in effectively realizing bilingual learning at the elementary school level. Even though it is in Indonesia, it is hoped that the use of Indonesian, English and local languages can be balanced. This is synergistic with the slogan “*Trigatra Bangun Bahasa*” by the Ministry of Education and Culture’s Language Development, which states, “Prioritize Indonesian, preserve regional languages, and master foreign languages” (Anto et al., 2019). This slogan emphasizes that Indonesian as the national language and regional languages as local cultural identity is very important to be mastered. In addition, the English language is no less important. The English language is used to adapt to the international world and participate in the international world.

In addition, there is a phenomenon in society that the Balinese language is increasingly marginalized among Balinese people, especially in urban areas. Students have the perception that Balinese or other regional languages have lower value or are less useful than Indonesian or English (Bonafix & Manara, 2016). If this phenomenon is not handled properly, the death of the Balinese language cannot be avoided. This phenomenon cannot be separated from the socio-cultural changes

faced by Balinese people after Bali entered the era of modernization and then continued in the era of globalization (Giri, 2017). It is important for schools and educational institutions to recognize the importance of the Balinese language as part of students' cultural identity and heritage. Regional language teaching must be empowered with an appropriate curriculum and adequate learning resources.

Apart from local languages, English learning methods used in elementary schools are not really effective in improving students' English skills in speaking, reading, writing and listening. Unlike learning Indonesian, which is integrated as a thematic subject, English learning in elementary schools is only optional. If the educational unit chooses to teach English, then English is only taught for two hours per week. Two hours of learning still needs to be improved in allowing students to learn English. The lack of opportunities for students to interact with the English language can limit their progress in language acquisition. Students lose interest in learning English if they do not see its relevance or benefit to everyday life.

Another factor that greatly influences the ineffectiveness of language learning in schools is limited resources, including textbooks, teaching materials, and other supporting tools needed for effective English learning. The main support for language learning in elementary schools is less varied because they only use textbooks. Limitations of teaching materials often result in the use of monotonous and less interesting material, thereby reducing student interest and motivation (Ibad & Sarifah, 2021). The textbook learning resources at the elementary school level should introduce students to vocabulary, especially in Balinese and English. Apart

from that, the learning materials available at school have yet to optimally help students develop receptive skills (listening, reading, and viewing) and productive skills (speaking, writing, and presenting).

Based on the preliminary observation conducted through interviews involving two English teachers in elementary schools, it is known that teachers have several obstacles and challenges in teaching English in elementary schools. Currently, in the *Merdeka* curriculum, teachers are required to teach according to the learning phases and outcomes that have been determined. Students in the first grade of elementary school belong to phase A in the *Merdeka* Curriculum. However, the teacher explained that the textbooks used were still insufficient to facilitate learning needs, especially in English. There is no special teaching material that can facilitate students' productive and receptive skills. In conclusion, teachers need teaching materials that can be a link between the English language and the language that students already understand.

Supplementary learning materials are needed to overcome students' problems as a complement to teaching materials commonly used in schools. Supplementary learning materials are additional resources and tools used to complement the main teaching materials in the learning process. Supplementary learning materials enhance and reinforce key content, giving students extra opportunities for practice, exploration, and understanding (Xu, 2017).

Trilingual supplementary learning materials are needed to overcome students' problems in language skills in terms of receptive and productive abilities. Applying

trilingual supplementary learning material allows students to recognize vocabulary in Indonesian, English and Balinese simultaneously by integrating activities that can improve students' receptive and productive skills. This allows students to learn English in Indonesian and Balinese, which they already mastered. Supplementary learning materials in digital form can also attract more enthusiasm from students in the learning process.

Base on those problems, this research is needed in developing trilingual supplementary learning materials. This research explores developing trilingual supplementary learning materials (English-Indonesian-Balinese) to facilitate students' receptive and productive skills in the English language in first-grade elementary school. The product of this research is expected to be one of the means to complement students' needs for more interactive English learning resources. Apart from that, this supplementary learning material is also a means of introducing and preserving regional languages, namely Balinese, for the younger generation.

## **1.2 Problem Identification**

There are several problems identified in this research. Students still have difficulty understanding English vocabulary. This is caused by the ineffectiveness of language learning in class and limited time in learning English. This problem is also exacerbated by the lack of learning resources that support the Merdeka curriculum regulations. In schools, there are no teaching materials that emphasize receptive and

productive abilities in accordance with the independent curriculum. Schools still need to provide more interactive learning resources that are in line with the demands of the 21st century and provide learning tools in digital form that help teachers carry out language learning effectively.

### **1.3 Scope of Research**

The complexity of the problems that have been identified causes researchers to limit the problems examined in this study. The problems in this study are limited to the availability of learning media that can be used to support learning specifically designed for trilingual language learning at the elementary school level. Supplementary learning materials focus on three languages: English, Indonesian and Balinese. Media contains integrated activities that help train students' language skills in receptive and productive elements. This media also has images or visual aids to make it easier and more interactive.

### **1.4 Research Question**

Based on the background of the problems described in the background section, the problems in this study can be formulated as follows.

1. What are the needs in developing trilingual supplementary learning material to facilitate students' productive and receptive skills?
2. How is the prototype of supplementary learning materials for elementary school students in trilingual learning?

3. How is the validity of supplementary learning materials based on experts in trilingual learning for elementary school students?
4. How is the elementary school teachers and students response to the implementation of the developed trilingual supplementary learning?

### **1.5 Research Objective**

Based on the formulation of the problem described above, this study's objectives are as follows.

1. To describe the needs of teachers and students in developing trilingual supplementary learning materials to facilitate students' productive and receptive skills.
2. To describe the prototype of supplementary learning materials for elementary school students in trilingual learning.
3. To describe the validity of supplementary learning materials based on experts in trilingual learning for elementary school students.
4. To describe teachers' and students' responses to implementing supplementary learning materials based on trilingual learning for elementary school students.

### **1.6 Research Significance**

This research is expected to give advantages for assisting theoretical and practical students through trilingual supplementary learning material for students at the elementary school level.

### 1.1.1 Theoretical Significance

The theoretical benefits that are expected from this research are that it can contribute to the development of products related to learning, especially those related to trilingual-oriented supplementary learning materials.

### 1.1.2 Theoretical Significance

The practical benefits expected from this research are as follows:

#### a. For Students

Students can use supplementary learning material as a supporting learning media to support the learning process and make it easier for them to understand learning material. This can especially facilitate students' language skills in receptive and productive elements and enrich their vocabulary in three languages.

#### b. For Teacher

Supplementary learning material can be used as an alternative learning media to make it easier for teachers to provide interactive learning, develop students' language skills, and introduce vocabulary in learning Balinese and English.

#### c. For other researchers

This Supplementary learning material can be used as a reference in conducting similar research, further research, and comparative studies, as well as developing Supplementary learning materials with different topics and levels.

## 1.7 Definitions of Key Terms

The several definitions of the terms used in this study are as follows.



- 1) Supplementary Learning Material is additional learning material or supporting resources used to complement the main learning material in an educational course or program. This material aims to provide students with a deeper understanding, additional explanations, or further training.
- 2) Trilingual Learning is a learning approach in which students learn and use three languages simultaneously or in a learning context. In the context of Indonesian education, this can refer to the use of three languages: Indonesian, English and regional.
- 3) The ADDIE model is a learning product development model consisting of analysis, design, development, implementation, and evaluation stages.

### **1.8 Research Assumptions**

This research assumes to development of trilingual-based supplementary learning materials that can provide opportunities for students to comprehend learning content in three languages simultaneously. Facilitating interactive activities to train students' language skills can increase students' interest and motivation to learn languages. In addition, the product of this research is expected to support the empowerment of technological advances to meet the education needs in Indonesia.

### **1.9 Publication Plan**

The output product, a scientific article containing the results of this research, is published in a National Scientific Journal accredited by SINTA by the Ministry of Education, Culture, Research and Technology.