CHAPTER I

INTRODUCTION

This chapter presented subtopics altogether, namely: research background, identification of problem, limitation of problem, research questions, research objectives, the specification of product, research significance, assumption and the limitation of the development, and definition of key terms.

1.1 Research Background

English is a language that should be mastered in order to face the globalization era. English is not only taught to adult learners, but also to young learners to make the future generation ready in maintaining the development of education and globalization era. In learning English as a second language for young learners, teaching material as well as curriculum have important point in supporting the teaching and learning process. Nowadays, English has been given at the 4th grade in elementary schools including international schools. In kindergarten level, students have been taught some vocabulary or verbs and adjectives in English. If English is taught since early age at school, it will help the students to have better future and also develop their life skill. Thoman, E. &Jolls, T (2005) believes that the concept literacy means having the skill that can be used to interpret letters conveying meaning. Literacy which is identical with reading and writing activities, does not only include how people communicate, but also includes the practice and social interaction which is related to knowledge, language, and culture through their definition literacy can help people in

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communicate and also practice in social interaction. Padmadewi (2016) conducted a research about literacy activity in bilingual schools. Through that research, she found several ways that we can use in introducing literacy, namely: 1) the teacher starts to make students' reading habits with the use of Reading Log, 2) the teacher routinely evaluates and reviews the Reading Log and giving innovative "reward" to motivate students to repeat the reading activities, 3) after reading becomes a habit for the students, they are directed to begin reading novels. However, teaching literacy from earlier age is not an easy task to do, especially when teaching literacy of English as foreign language to Indonesian learners. Awareness about the importance of implementing literacy culture at early ages should be built within not only the teachers, but also the students. Therefore, it becomes the teacher's responsibility to support the learning process by creating interesting literacy-based activities that can attract the students' interest in improving their literacy skill, especially in English lesson. However, in the real situation, this does not happen as expected.

From the observation conducted by the researcher in SDN 3 Banjar Jawa, it was found that the school provided books in library that can be borrowed and read by the students. Unfortunately, the school has limited English Books which means students cannot borrow enough books. The elementary students usually prefer books with lots of pictures and simple lines in English and Indonesian. But, since they are not really interested with English story book, it is difficult for them to understand the simple sentences. Furthermore, there were some problems found by the researcher at the school regarding the implementation of literacy in school. First of all, the school does not provide official textbook that can help students in improving their literacy. The books provided only focus on the grammar. This makes the teacher teaches students merely based on the syllabus without textbook as guidance. The second problem is limited English teachers in school. The school only has 1 teacher who specifically has English educational background and teaches English in

elementary school. The third problem is the students tend to lose their interest when the teacher implements English literacy especially in reading. The last problem found is the teachers never connect what they have taught from the books to real life. In this research the researcher will use real world literacy in the product, according to Purcel-Gates, et al (2012) real world literacy is defined as the activity of reading and writing by students in the classroom about the real world for the real world purpose (for example reading menus to order food, writing letters to friends). By learning and developing literacy skills, they have been introduced to the value of being literate among the community members. Based on the definition, real world literacy can help teaching and learning activity in the classroom. So then, based on the preliminary observation result above, this research aimed to develop English-literacy based activities worksheet for the second semester of 5th grade elementary school students by using D&D model as well as to find the quality and the effectiveness of the developed product.

1.2 Identification of Problems

There are several problems that are identified in this study, namely:

a. The teaching of English literacy at schools is not optimal since English is only local content. Based on the preliminary observation, teaching English and literacy with fun activities are not applied in most schools because teacher only teaches studentsbased on textbook only. This causes the students uninterested in English and their literacy skill will not trully improve.

b. The lack of books or story books in English which can be read by the students. From the preliminary observation, it was found that English books were hard to find in schools library. On the other words, the school does not accommodate the students in

the school. This causes the teacher to possess limited text book and the students' English literacy skill can not improve.

1.3   Limitation of the Problem

This study focused on developing English literacy-based activities for teaching the second semester of 5th grade elementary students, as well as on testing the effectives of the literacy-based activities.

1.4   Research Questions

Based on the research background that has been explained, the problems of this research can be formulated in three questions, as follows:

a. How to develop English literacy-based activities for the second semester of 5th grade elementary school students?

b. What kind of English literacy-based activities are developed for the second semester of 5th grade elementary school students?

c. How effective are the English literacy-based activities for the second semester of 5th grade elementary school students?

1.5 Research Objectives

There are two objectives of this study, namely:

1.5.1 General Objectives

It is expected that this research can show how the English literacy-based activities are developed for young learners, especially for the second semester of 5th grade elementary students. The quality of the English literacy-based activities was also examined through this research.

1.5.2 Specific Objectives

a. To desribe the process of developing English literacy-based activities for the second semester of 5th grade elementary students.

b. To develop English literacy-based activities for the second semester of 5th grade elementary students.

c. To test the quality of English literacy-based activities developed for the second semester of 5th grade elementary students.

1.6 The Specification of the Product

The specification of the product of this research is formulated as follows:

a. The English literacy-based activities worksheet for the second semester of 5th grade was designed in order to be used by the students in the 5th grade elementary school only.

b. English literacy-based activities worksheet for the second semester of 5th grade contained interesting and authentic pictures as well as activities for students. Thus, the students can relate the learning with their real life activities.

1.7 Research Significance

The result of this study is expected to give contribution for the following:

1.7.1 Theoretical Significance

This study is expected to provide relevant empirical account that can support relevant theories especially related to the development of English literacy-based activities for teaching

the second semester of 5th grade elementary students. Furthermore, it provides an insight and input as a variety of academic information especially in the study of English literacy.

1.7.2 Practical Significance

The result of this study is intended to contribute and bring inspiration to the students, the teachers, and other researchers as well.

a. For the students of elementary school

This study is expected to be able to improve the students' understanding towards the importance of English literacy, as well as to increase the students' motivation in learning English.

b. For English teachers of elementary school

This research provides numerous additional information which are very useful to support the English literacy teaching. This study provides the development of English literacy-based activities in teaching English literacy for the 5th grade elementary students

c. For other researchers

This study is expected to be used as a useful reference by other researchers in conducting study related to the development of English literacy-based activities for teaching the 5th grade elementary students.

1.8 Assumption and the Limitation of the Development

The syllabus and present situation are used to identify and define the topics contained in the English literacy-based activities worksheet for the second semester of the 5th grade elementary students. The assumption and the limitation of the development of English literacy-based activities worksheet is formulated as follows:

a. The product is developed based on the syllabus and characteristics of the 5th grade elementary students.

b. The product is developed for the second grade of the 5th grade only. Further research is needed in order to make the product better.

1.9 Definition of Key Terms

In order to avoid misinterpretation and misunderstanding, here are some key terms explained based on the conceptual definition and the operational definition in defining the terms used in this research.

1.9.1 Conceptual Definition

1.9.1.1 Literacy

Thoman, E. &Jolls, T (2005) believes that the concept literacy means having the skill that can be used to interpret letters conveying meaning. Literacy which is identical with reading and writing activities, does not only include how people communicate, but also includes the practice and social interaction which is related to knowledge, language, and culture.

1.9.1.1 Young Learners

Halliwell (2009) in Uysal&Yavuz(2015) states that young learners are usually considered to be pupils between six to twelve years age. This age group is commonly represented in the elementary school students. Uysal&Yavuz(2015) state that young learners are able to grasp and respond to meaning even if they do not understand the meaning of individual words. Furthermore, young learners are known to be keen and enthusiastic in

learning which is mainly because of the fact that they do not have the inhibition about learning which older children and teenagers have.

1.9.2 Operational Definition

1.9.2.1 Literacy

Literacy in this study refers to the use of language in reading and writing which was developed by the researcher for the second semester of the 5th grade elementary students.

1.9.2.2 Literacy Based Activities

The English literacy based activities can be define as the activities of using literacy in the form of reading and writing using English.This research developed English literacy based activities in accordance with the topic and the learning material obtained from the syllabus.

1.9.2.3 Young Learners

Young learners in this study refer to the second semester of the 5th grade elementary students whose ages are around ten years old, especially in North Bali that have been chosen as the subject of this study.