

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher focuses on several aspects including: (1) Background of the Study, (2) Statements of the Problem, (3) Objectives of the Study, (4) Theoretical Framework, (5) Scope and Limitation of the Study, (6) Significance of the Study, (7) Definition of Key Terms, and (8) Organization of the Proposal.

### **1.1 Background of the Study**

English is international language that is important to be mastered. Because of its importance, English is a compulsory content of the curriculum in Indonesia. English as a foreign language in Indonesia is starting to become a concern especially in the field of basic education since the early 90's based on awareness of the importance of learning English as early as possible to be able to participate compete in an increasingly modern and globalized world (Faridatuunnisa, 2020). According to Maili (2018), "In this era of globalization and instant, students starting from elementary school and even kindergarten are required to compete in English subjects". Numerous studies have shown that early linguistic and cognitive growth predicts later success. According to Lenneberg as cited in Maili (2018), first language learning capacity is lost if not activated or practiced during the critical period between the ages of 2 to 13. Measures taken at the preschool and kindergarten levels show a strong correlation between preschool learning patterns and reading proficiency in the primary grades (Scarborough Hollis, 1998). From those explanation, it is known that learning English as early as possible can lead the students to gain more insight and opportunities.

When it comes to learn English, there are four pillars that children will study on it. Those four pillars of learning English are reading, writing, speaking and listening. When children learning English as a second language, they are already acquainted with the vocabulary and ideas in their native language, they are more likely to become readers and writers in English (NAEYC, 1998). Reading and writing are integrated in content-area learning (McGee & Morrow, 2005, p. 23). To make students master those English literacy skills, they need good quality of reading and writing materials so that they have a good foundation of it. According to Snow,

Burns, & Griffin (1998), children must have knowledge in five foundation areas of literacy development which are alphabet knowledge, phonological and phonemic awareness, phonics and the alphabetical principle, concept about print and books and oral comprehension and vocabulary.

Learning English can be anytime and anywhere. One of the tools that students can use to learn English is coursebook. Coursebook is a common learning medium used in schools or educational institutions to convey information to students. The government also provides coursebooks to support teaching and learning activities in the classroom. There are a lot of choices when it comes to coursebook. Because of the different styles and backgrounds of coursebooks, it makes sense that not all English coursebooks are suitable for students. People can find many coursebook, but, the contents and tasks provided in the coursebook may not be relevant to students' needs and expectations (Setiawan, 2021). In fact, given the variety of English coursebooks available, teachers have a high opportunity of selecting the book that is best for both the school's curriculum and their pupils (Diptoadi & Mindari, 2015). The process of teaching and learning in the classroom closely related on the usage of coursebook. Certainly, teacher needs to elaborate the use of coursebook with the best method that appropriate for the students. Coursebooks for secondary school students and primary school students should be different in many ways such as physical format, components, methods, etc. There are also a number of principles that have been put forth by experts, particularly when it comes to teach literacy to young students. For sure, the content of the English coursebook for young learners should be aligned with the foundation of teaching literacy to young learners. This is intended to the optimalization development of literacy skills of the children.

In this research, the researcher did an analysis of English coursebook for young learners which is "*Skyrocket 1 Student's book*". The researcher researched how the book provides the literacy foundation needed for young learners.

## **1.2 Statements of the Problem**

Considering the background of the study, the research questions are formulated as follows:

1. Does Skyrocket 1 feature the necessary literacy foundation for young learners?
2. In what ways does Skyrocket 1 provide necessary literacy foundation for young learners?

## **1.3 Objectives of the Study**

Specifically, the research objectives are stated below:

1. To find out whether Skyrocket 1 Student's book features the literacy foundation for young learners,
2. To find out what ways does Skyrocket 1 provide necessary literacy foundation for young learners.

## **1.4 Theoretical Framework**

To fulfil the purposes of the study, this research is formed on the theories discovered by Snow, Burns, & Griffin in (1998) of five foundational areas of literacy development that kindergarteners must have so that they will be successful readers and writers in first grade. Kindergarteners must have; alphabet knowledge, phonological and phonemic awareness, understanding of letter-sound relationships and the alphabetical principle, concept about print and books and oral comprehension and vocabulary. This is also in line with The National Reading Panel (NRP) of the National Institute of Child Health and Development (NICHD) statement. The NICHD in 2020 lists components as fundamental skills of literacy skills and reading development which are phonemic awareness, phonics, fluency, vocabulary, and comprehension. The skills that children need to acquire before they can read fluently and understand what they are reading have also been outlined by The Common Core Reading Standards: Foundational Skills (K-5). The foundational skills emphasize phonological awareness, phonics and word recognition, fluency, and developing students' comprehension and practical knowledge of print concepts (NGA and CCSSO, 2010). To promote the development of reading, these abilities are taught in a developmental sequence.

One way to teach literacy is by learning by coursebook. A coursebook is a book intended for learners of a language that consists of information, advice, texts and activities designed to help them learn the target language (Tomlinson, 2005).

### **1.5 Significance of the Study**

This study is hoped to be able to contribute to the schools, educational institutions, teachers and educators that are using this book as a tool to convey more information to students. Also, this study is expected to provide a reference for researchers who are interested in doing research on a similar topic.

### **1.6 Scope and Limitation of the Study**

The researcher analyzed English coursebook for young learners *Skyrocket 1 Student's book*. The scope and limitation of this research is of the ways the book provides the literacy foundation needed for young learners.

### **1.7 Definition of Key Terms**

The researcher provides some important definitions to avoid misunderstanding and give a clear concept of some terms used in this study, as follows:

#### **Coursebook**

According to National Education Department (Depdiknas), coursebooks are learning resources that have been organized in a methodical manner and are used by both teachers and students during the teaching and learning process.

#### **Skyrocket 1 Student's Book**

Skyrocket 1 Student's Book is an English coursebook for Primary 1 that consists of 9 units. It was published by Richmond in January 2014 and the author was Sarah Fash.

#### **Literacy**

The ability to recognize, comprehend, interpret, produce, share, and compute using printed and written materials connected to a variety of

contexts is known as literacy (UNESCO, n.d.).

### **Young Learners**

Young learners are defined as children under the age of 13 (Ellis, 2014)

## **1.8 Organization of the Thesis**

This thesis consists of five chapters, as follows:

The first chapter is the introduction of the study. It contains eight parts, namely the background of the study, statements of the problem, objectives of the study, theoretical framework of the study, scope and limitation of the study, significance of the study, definition of key terms, and organization of the proposal. The second chapter is the review of related literature. It consists of underlying theories and previous related studies. The third chapter is the research methodology. It contains the research design, the participants, the instruments, data sources, data collection procedure, and data analysis technique. The fourth chapter is findings and discussion. The last chapter is conclusion and suggestions.