

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is a component of teaching-learning process. It is very significant as the real that textbook has been used by the instructor since long time ago. It include many some tasks with much countenance. The level as usual based on the appeal of the curriculum or the pupils wants. It is a mean of school which has a content standard. The basic may modification all the time. This is one of the wherefore why the level of the textbook needed to be expanded.

The purpose of the book may be dissimilar based on the look of the pupils and instructor but it universal the textbook is a simply of learning. For the instructors, the usefulness of the textbook are as a media of instruction, the textbook contains of task or instructions which lead the teacher to follow them. He may ask the pupils to do the tasks in the textbook. By doing the tasks, the instructor is able to identify whether the pupils investigation the normative or not. The instructor could make use of the textbook as a hand-grip although some of the books required. While for the pupils, it is a “transcription instrument” of the studies. Means, when pupils not remember to about the subjects present by the instructors, he could immediately open the book and explore it.

In studying English, textbook is an important section. It could head the learning process preferable when the materials in it in crowded in the best quality. There is no heavy standard about book but the importance of it can be visible from the see of instructor and pupil. Some instructors depend too much on the textbook. In some points they cannot instruct without textbook. For short, the textbooks are very necessary for them. Some instructors may not want the textbooks too much because of their lecturing-style. As usual, this type of instructor looks the textbooks as the complementary of teaching. While *Haycroftbin Liz* (1998: p223) suggests that one of the major advantages of apply textbook is that they are psychologically important for the pupils since their improvement and success can be regular solid when they practice the textbooks.

The textbook must be expanded time by time. The expanded may be in the draft of the education of reading texts to become knowledgeable, the task should be more interesting, and the instructions must be pupils concerated.

The content of the textbook should be simply to understand. *Littlejohn and Winddeat in Nunan* (1989: p209) suggests that materials can be expanded from six different outlook (1) the common or subject include in materials. (2) looks on the character and acquisition of knowledge. (3) look of the character of language learning. (4) part of materials. (5) chance for the progress of cognitive competence, and (6) The standards and behaviour impescriptible in the materials. How to develop materials? The can be used

as a standard. The consideration could bring the book to more interesting, moreover the book could offer what the pupils wants.

Dealing with learning principles, the researcher should connect it with the four major learning theories, there are behaviorism, cognitivism, humanism and constructivism. The well-known scholars who dedicate themselves with language teaching and acquisition bring up all four major learning principles. In behaviorism, as Yoppi (2013) stated In behaviorism, such as Yoppi (2013) states that behaviorist methods guide students to hear and then recite what they have heard to create an understanding of the target language through behavior. In other words, the behaviorist teacher focuses on repetition. They ask learners to have the same things that teachers do.

Learning theory is a foundation of the formation conditions of learning. Learning theory can be defined as the integration of educational goals. Many learning theories found basically focuses on behavioral changes after the achievement of the learning process (Suyono & Hariyanto, 2012: 28). .

Based on reason above, it is very appropriate if some of learning theories are reintroduced at the present, so that teachers can apply them in teaching learning process. As known, there are four major theories of language acquisition and language learning which have a close relation with psycholinguistics and applied linguistics, namely: Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2009:15). *Behaviorism* as a “how” of education, not a “what” (Ireland, 2007). *Cognitivism* Cognitivism refers to

the study of the mind and how it obtains, processes, and stores information (Stavredes, 2011). This theory was a response to behaviorism. It was argued that not all learning occurs through shaping and changing of behaviors. In this theory, learners are active participants in their learning, and the mind functions like a computer processor. Information comes in as input, the mind processes the information for the time being, and the information is stored away to be retrieved later (Learning Theories, 2011b). *Humanism emphasizes that humans have emotion and feeling, and it greatly affects the learning process* (Brown, 2000:63). *Constructivism* suggests that learning is an experience not learning to understanding (Brown, 2000:63). To get the correct English learning process, teachers are required to know the principles of language learning.

Materials can be informative, instructional, experiential, eliciting, exploratory. Richard's (2001: 251) comment that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. Materials development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials.

Materials for language learning is taken to be anything that can be used to facilitate the learning of a language, including coursebooks, videos,

graded readers, flash cards, games, websites and mobile phone interaction, though, inevitable, much of the literature focuses on printed materials.

Why "*Grow with English 5*"? This book is authored by a four members team (Mukarto, Sujatmiko, Josephine Sri Murwan, Widya Kiswara) named *Grow with English 5*. These textbooks are arranged in systematic ways that makes the students practice English step by step or we can choose one of the books that proper to our students abilities. The book was first published in 2007 for EF learners only. It gives four of the language skills (listening, speaking, reading, and writing)

The researcher underlines that materials is very important for the learning process. She has chosen "*Grow with English 5*" for the advance level students for the following reason: The take the first section of each unit as an example. This section is primarily used to introduce new words related to the theme. However, different activities can also be used to enhance the development of the four language skills by way of such activities as 'listen and repeat', dictation or 'listen and write', and 'read aloud'. For short, by using this book the students could learn English, each unit contains one or two language games and, where possible, a song related to the topic.

Grow with English is a series of six books designed for elementary school students. The main purposes of the books are to introduce the students with English since the first year of their elementary education, and to help them grow with English and become proficient in English.

Grow with English Book 5 contains six lesson units. The lesson units are theme-based and to some degree sequential and structured. Each lesson unit presents approximately ten new words related to the theme, one or two language functions commonly used in the theme, sentence structures or patterns that support the language functions and review. The sentence patterns are arranged in such a way that the patterns presented in a lesson unit serves as a building block for the patterns presented in the next units. The sentence patterns are not presented in the form of rules; they are presented inductively though the repeated use of the patterns in the relevant sections in each unit, particularly in the dialogues c.3-4, Lesson 1, Unit 1 (Let's practice. Now, use the following cues to practice the dialogs in section b), reading b.6-7, Lesson 2, Unit 1 (Let's look and read), and writing f.11, Lesson 2, Unit 1 (Let's look and write).

From the above reasons researcher interested in understanding the principles of learning reflected "*Grow with English 5*", what are the dominant language learning principles in them, and what are the implications of the principles for language learning in books. In addition, the principle of learning has the possibility to answer why this book is effective for learning English and how this book can help teachers to teach English easily. Finally, she can utilize the development of the material because she is also the author of the English student's assignment.

B. Focus of the Study

According to Willis (1996:p.23), 'task are always activities where target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome'. That means a task can be anything from doing a puzzle to making an airline reservation.

Task based language learning is a relatively new approach to second language acquisition. It requires learners to complete meaningful, real-world tasks such as writing an email, letter, essay or article, making a phone call, conducting an interview, and designing and creating media. The focus of a task is primarily on pragmatic meaning and any focus on form, i.e. grammar, vocabulary, lexis, etc., tends to be addressed according to issues that emerge during participation in the task itself. This makes TBLL particularly suitable for individualised learning and promoting learner independence.

A Task-Based Learning (TBL) refers to activities designed for learners doing authentic tasks (Simons, online). Learners are asked to perform a task without any input or guidance from the teacher. For task completion, learners have to use the language in a similar way as language is used in the real world outside the classroom. TBL approach does not contain pre-determined language syllabus.

The principle of language learning should not be known by the English teachers, anyone can learn the language. Moreover, they can understand how to apply the principles of language learning and how

principles applied in English textbooks. These principles appeared by a linguist famous for dedication to language learning. So, to know how these principles are applied in The English textbook will be an interesting study.

English textbooks such as "*Grow with English 5*" are compiled not by following a country's curriculum but are structured as an option for students. They have to go through different levels of classroom-level learning to learn with this book. Researchers think that the process of learning English better in this way, rather than by giving students the target of learning each year that seems to force them to learn English.

The book is designed in such a way that even an inexperienced teacher can use it effectively. Suggestion on how to use the book or what teaching and learning activities to choose provided in a separate section in the book. Although each section in a lesson unit primarily serves a particular purpose, a creative or skillful teacher can use almost all the sections in each unit to help the students develop the four language skills: listening, speaking, reading, and writing. Take the first section of each unit as an example. This section is primarily used to introduce new words related to the theme. However, different activities can also be used to enhance the development of the four language skills by way of such activities as 'listen and repeat', dictation or 'listen and write', and 'read aloud'. To make the students enjoy learning English, each unit contains one or two language games and, where possible, a song related to the topic. In case there is no language game in a

lesson unit, the teachers may use the language games in other units to help students internalize what they have learned.

C. Research Problem

Considering the principles and the books, the researcher formulates the research problems as follows :

1. What are types of tasks which reflect behaviorism principles ?
2. What are types of tasks which reflect cognitivism principles ?
3. What are types of tasks which reflect humanism principles ?
4. What are types of tasks which reflect constructivism principles ?
5. What is the frequency types of tasks with reflecting of each kind language learning principles in Grow with English 5 ?
6. What is the dominant types of tasks with reflecting of each kind language learning principles in Grow with English 5 ?

D. Objective of the Study

In line with the formulation of the problem above this study have objectives to obtain. They are :

1. to describe what kinds of task which reflecting behaviorism principles
2. to describe what kinds of task which reflecting cognitivism principles
3. to describe what kinds of task which reflecting humanism principles
4. to describe what kinds of task which reflecting constructivism principles

5. to find the frequency types of task with reflecting of each kind language learning principles in “ *Grow with English 5* “
6. to find what is the dominant types of task with reflecting of each kind language learning principles in “ *Grow with English 5* “

E. Benefit of the Study

By conducting this research, the researcher hopes she could give the offering in the substance of development theoretically and practically.

The writer hopes that this study is beneficial for:

1.Theoretical Benefit

a. The result of this study is used as reasoning in developing material. It is also an alternative choice than syllabus or to be elaborated with the syllabus to created an integrated material.

b.The result of this study is the subject of development shouldn't stop but it has to be developed. The four principles are good references to develop the materials. These principles will not be outdated in the English learning process at least because English is still a foreign language. Means the development of the materials can be based on the local feature.

2. Practical Benefit

a. **For the author** : The result of the study might be used by author of the English student book (especially herself) to develop the teaching materials based on the language learning principles. The development may be in the task, variety of the tasks, or the arrangement of the chapter.

b. For the English teacher :

1. The result of this study they could apply the language learning principles in the learning process so they are able to make their teaching to become more interesting.

2. The result of this study they could choose one lesson in the “Grow with English 5” as a reference. Then combine it with the language learning principles and their learning styles. This also gives a chance for the teacher to modify the materials instead of being controlled by the materials.

F. Thesis Organization

Chapter I is introduction. It explains the background of the study, problem statement, research problem, objectives of the study, benefit of the study are also formulated.

Chapter II is previous study and theoretical review.

Chapter III is presents type of the research, data and data source, data collection document, data analysis, and theoretical framework

Chapter IV is presents the research finding, and discussion of the finding.

Chapter V is present conclusion and suggestion.