

I. INTRODUCTION

This chapter presents an overview of the main discussion, covering these topics: introduction dealing with background of the problems, formulation of the problem, objectives of the research, uses of the research and definition of terms.

The following is the elaboration of each section.

1.1 Background

English has been the most common language in the world. People seemed totally believe that English should be taught at tertiary, secondary, primary and pre-school in the EFL teaching learning context. For the primary school where mostly young learners are, the need to learn English still stands on the high demand. Young learners are basically those who are at very beginning of the age starting to learn language. In this case that young learners or primary school students learn English as their foreign language, not their second language. Learning English for the primary school students that has four skills such as listening, speaking, reading and writing are always underlain by vocabulary. Vocabulary is definitely an important language aspect that should be mastered by the students in learning English regardless the students' levels. In line of this Wilkins (1980) states that having the appropriate vocabulary, some forms of

interchange of language are possible, but without the vocabulary it is impossible. Moreover, Dees (2003) states that if students possess an extensive and effective vocabulary they can improve their performance in school on achievement and aptitude tests and they can communicate more effectively with others. Through mastering vocabulary in large number, the students will not have limitation to communicate with others. Therefore, Cross (1991) says that in teaching a language, teachers cannot neglect teaching vocabulary because a major aim of most teaching programmers is helping the students to gain a large vocabulary of useful words.

To conduct a teaching and learning vocabulary, the vocabulary material here is very needed. In fact that the vocabulary learning material and the time are limited given by government and each schools for the students so that it might cause the students lack of the vocabulary to communicate. Through the limitation of vocabulary material and time, supplementary vocabulary materials is going to develop to improve students' vocabulary especially to the fourth graders of SD Al-Kautsar Bandar Lampung. Cunningsworth (1995:10) says that supplementary material especially graded book is expected to answer the disadvantage of coursebook that is improving varieties in teaching procedures, responding individual student needs and problems, and also improve the creativity in teaching technique and language use, the time limitation for vocabulary learning and other complicated aspect in the class is expected to be coped with it.

The supplementary material product is developed on the basis of the assumption that the supplementary material is suitable for the students' need and interest and the material can help the students learning vocabulary. It is based on

Cunningsworth (1995:138) statement that, “An advantage of using this kind of graded (supplementary) material is that it is easy to find exercises at a lower or higher level than the regular course book being used.”

1.2 Formulation of Problems

Based the background above, the researcher addresses the following research question:

How to develop supplementary vocabulary material for EFL young learners?

1.3 Objectives

This research was conducted for the purpose is to develop supplementary vocabulary materials for EFL young learners in SD Al-Kautsar at fourth grade.

1.4 The Uses

The result of the study, which is a workbook, is hoped to be useful for English teachers, students, and other researchers. To the English teachers, it can be an alternative instructional material that will help teaching and learning process.

To the students, the workbook can be beneficial as the learning sources in the classroom and as the supplementary vocabulary material. It is expected that students can learn more vocabulary from the exercises in the workbook.

For the other researchers, this study is expected to be helpful in inspiring them to do Research and Development for other skills or certain vocabulary target or other learners' level. It is also can be used as a reference or information to conduct further study to develop workbook.

To the syllabus designers, this research can be used as a guide to the syllabus designers to arrange some better language instructional materials in order to achieve the goal of teaching and learning English.

1.5 Scope

This research is limited to design teaching material for EFL young learners. The object of the research is English materials of the fourth grade students Alkautsar elementary school Bandar Lampung.

Due to the constraints of time, the product of this research is in form of a workbook for fourth grader students. The workbook consists of various exercises under the topics of 2nd semester English materials using by fourth grade students. The type of vocabulary developed in supplementary vocabulary material is noun which is under the certain topics. The product of this research is limited only for 2nd semester students of the fourth graders in SD Al-Kautsar Bandar Lampung.

1.6 Definition of Terms

In order to avoid misunderstanding of the concept used in this study, some definitions are provided as following:

1. Material

The word ‘material’ in Oxford Advanced Learners Dictionary means facts, information, etc that are used in writing a book, as evidence, to be learned.

Allwright (1990) states that materials control learning and teaching.

2. Instructional design

According to Gagne and Briggs (1974:19), instructional design means general planning of materials that is done by teachers, designers of materials, curriculum specialists, and those who have intention to promote learning.

3. Material development

Tomlinson (2012) states that ‘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.

4. Young learner

They are the fourth grade students of primary school who learn English around the age of 10 years old .

5. Vocabulary

Cameron (2001) states that the content words form an ‘open set’ in that new content words can be invented and they are refers to those that carry a

lexical meaning which are nouns (e.g. house). They can be taught in more planned and explicit ways.

6. Supplementary Material

The supplementary material especially graded book is expected to answer the disadvantage of coursebook that is improving varieties in teaching procedures, responding individual student needs and problems, and also improve the creativity in teaching technique and language use, and the time limitation for vocabulary learning (Cunningsworth,1995:10).

This chapter has discussed certain points of introduction dealing with background of the problems, formulation of the problem, objectives of the research, uses of the research, scope and definition of terms.