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## Analysing Learning Material For Young Learners Through The Framework

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### **Abstract**

*Nowadays, Indonesian kids are increasingly interested in bilingual education. They are exposed to the second language in their households in addition to acquiring it in school. Although there are still some myths about bilingualism in society, some parents still practice it because they think it helps their children develop, both linguistically and cognitively. Those, this essay focuses on the materials used by parents and teachers to teach bilinguals to the children including in the formal language learning. The literature review specifically served as the foundation for this paper. Here, seven frameworks about the learning materials are analysed to see whether the current materials are suitable for the students need. The results show that the learning materials still need some improvement and teachers need to do some innovation to make it happen the school level.*

*Keywords: Bilingual, Language Learning, Learning Material*

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### **I INTRODUCTION**

This study which entitled “An analysis of racial discrimination as seen in Kathryn Stockett’s novel *The Help*” focus on the framework that should be owned by a learning module material used by parents and teachers in teaching their children. This assignment will tell why the current textbook and workbook are considered as an irrelevant choice of classroom material in regard to their capacity to encourage young learners to acquire the English language

by referring to the characteristics of young learners in learning languages. The assumption is frequently made that the current textbook and workbook can discourage students from learning English because the lessons and activities are not engaging for them. As is typically accepted, motivation is a necessary component of success and “is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001, p. 51). A framework

based on the essential components will be created to see what learning materials need to be included in the learning material.

The stake holders have created an elementary school English curriculum in order to aid the program. Some educational materials are also offered in bookstores in the form of student books that have been published. Because of this, the workbook or textbook is frequently the only resource from which students receive feedback and the only source of information on which teachers and students can rely. The English as a Foreign Language (EFL) textbook and workbook used in Indonesia, in particular, must meet the needs of the EFL students (Susanti, 2019). The most obvious and well-liked source of material assistance for language teaching is found in textbooks. A well-written textbook, according to Richard (1998) is more than merely a compilation of some lessons. In other words, textbooks survive and prosper since they are an easy way to provide a learning program structure. In addition to having content that is lively and engaging, good textbooks also include

a logical succession of language objects. They also concisely summarize what has been studied in certain situations and clearly describe what needs to be learnt so that students can go back and review the grammatical and functional concepts they have previously studied. Then, according to Richards, textbooks are viewed as a resource that can facilitate better instruction and comprehension by both teachers and students. Selecting the best textbooks can be difficult because to the amount of published material accessible on the market for English Language Teaching (ELT).

In the meantime, textbooks also included and allowed students to explore at least the texts frequently used in English communication, giving students the ability to understand and produce the expressions in the functions of interpersonal communication, written, and oral, to communicate with other people in the context of communication. This article will explain more about what frame work that a good workbook and textbook should include

## II RESEARCH METHOD

The researchers identified academic literature (journals and articles) on learning materials in early life and read, understood, assessed, and summarized it for this study using the literature review process. All of the key hypotheses were gathered and recorded in a note in order to examine the data. By educating

themselves on the background and characteristics of their subject, the researchers are better able to pinpoint any knowledge gaps and practical issues. The researchers then sum up their research's findings.

## III RESULTS AND DISCUSSION

### 1. Do the materials closely relate to the learners' world?

Children will be eager and curious to learn about their surroundings, according to Harmer (2001). This might be in reference to daily activities, occurrences, and observations. The lesson's focus on family, as we can see, means that the material satisfies the first criterion.

In order for students to relate to the lesson, this topic is thought to be directly tied to their daily lives. The date, the day, the daily instructions, the daily activity, the daily attire,

the daily exercise, and other subjects that students might connect to their everyday lives are covered in other topics in this section.

The learners' world is totally different from adult. It causes the content, design, and lay out provided should be different as well.

### 2. Do the material trigger learners' imagination?

Children enjoy imaginative learning and activities. Harmer (2001) states that other characteristics of young learners in learning are

by exploring things that can trigger their imagination. In this unit, there are activities that require learners to explore their imagination. For example:

- a. In the first part, there is a listening session that makes learners carefully think and link what the audio said and what they see in the family tree.
- b. In the next activity, they need to listen an audio recording describing a family tree again but put extra weight on it by analysing if what the audio says is true or false.
- c. In the reading part, learners are required to read the text and then match what they read in the text with the family tree.
- d. In other reading part, learners are asked to read a family description then draw a family tree based on the text. They are not a simple thing to do so that imagination is highly needed to finish all of those activities. (2007). This ability aids children in comprehending the meaning.

### **3. Do the materials enable learners to actively in the lesson?**

In this material, learners very actively involve in the activities. I interpret the word “actively” as the chance for learners to do the activity individually, in a pair or in a group. The proof can be seen in:

- a. Listening  
Part 1: listening activity – listen to an audio and have a look at the text and the family tree (Individual)  
Part 2: listening activity – true and false (Individual)
- b. Reading  
Reading and match (Individual)
- c. Speaking  
Part 1: listening and practicing the dialogue (pair work)  
Part 2: going around the class and ask friends about their family (whole class work)
- d. Reading  
Read and draw the family tree (individual)
- e. Writing  
Draw and write student’s own family

The details above show that the task provided by this material is varied. Learners do not only work individually. Instead, they also get a chance to actively interact with their friend

through the pair work or whole class work. The variations of these activities will help learners to actively involve during the learning.

### **4. Do the materials teach integrated skills?**

Children have limited attention spans during learning, as was already mentioned. They are unable to sustain long-term attention on a single task or activity. According to Scott and Ytreberg (2006), integrated skill can be used to teach young students and sustain their interest in the subject. The abilities that are discussed in this textbook are interconnected. Listening, speaking, reading, and writing are the main starting points of the unit. The sequence, nevertheless, can occasionally change. Because integrated learning does not just concentrate on one ability, it can prevent learners from becoming bored throughout the class.

### **5. Do the materials enable learners’ to socially interact with their peers?**

One of the key concepts proposed by constructivists in relation to constructivism theory in language learning is this. According to Smith (2001), social interactions between students are a significant factor in the production of knowledge. In agreement with that, Cameron (2001) asserts that kids actively built it through play and practice. This idea is shown in the text in part C, where students participate in the speaking activity in pairs and as a class as a whole. Learners practice discussions in pairs. They can converse with their pals and use the language they have previously learnt here.


### **6. Do the materials promote scaffolding through the learning?**

Vygotsky (1976) asserted that learning requires assistance. This assistance is also regarded as scaffolding to move learners from a basic to a more complex concept during the learning process. The scaffolding can be gradually removed after it is determined that the students can complete tasks on their own. Then, students can do it independently. In the end, it aids in the development of independent learners who are capable of handling their own tasks. The scaffolding is present in many of the activities in this text. They are:

#### **a. Scaffolding provided in part A.2 before coming to part B**

Both the tasks are quite similar. However, the tasks are designed from the simpler one to a more difficult one. task A.2 requires

learners to listen an audio recording then have a look at the family tree to check whether the audio telling the right or wrong thing about the tree.

2.  Look at the family tree below. Listen to the recording and say 'True' or 'False'.

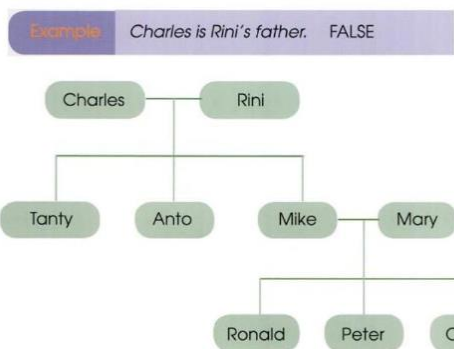
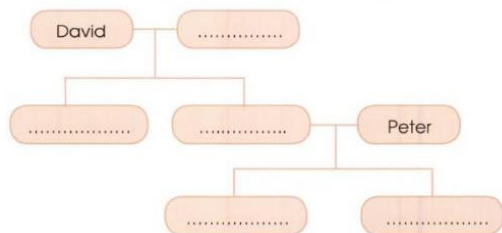


Figure 1. matching the family tree with the audio listening

Task B is a bit more sophisticated since it asks learners to read a text and fill their own family tree with the information they get from the reading text. The second task would probably be easier for the learners because they have done the previous task which is harder.

**B. Reading**

Read the sentences and put the names in the family tree.



David's wife is Diana. David and Diana have two children, one son and one daughter. Their daughter's name is Bella. Peter is Bella's husband and Robert is Bella's brother. Peter and Bella have two children. Desi is Bella's daughter and John is her son. David is Desi's grandfather and Diana is her grandmother. Desi and John are David and Diana's grandchildren.

**IV CONCLUSION**

The entire topic of this essay was a problem with the instructional materials used in Indonesian primary schools. The problem is that the workbook and textbook do not adhere to the learning characteristics for young learners that some industry professionals have suggested. Young students prefer to learn things that are interactive and meaningful, as was previously mentioned. The workbook and textbook on the

Figure 2. completing the family tree with the text provided

Additionally, as Pinter (2006) notes above, young language learners pick up on language usage patterns from more experienced speakers. They take pleasure in mimicking new pronunciations, intonations, and sounds that they hear from others. They will have the appropriate role model to copy the new language by listening to the audio tape that the teacher has playing.

**7. Do the materials improve learners' motivation to learn English?**

Task and material design are among the elements that can affect a person's motivation to learn a new language, according to Dörnyei (2011). By piqueing the students' interest in the content, one might affect their motivation. Due to the topic's proximity to the learners' daily lives, all of the assignments in this material speak to their interests.

Young students are motivated by the content below since it includes a variety of activities that get them involved in learning it. In addition, Giannikas (2014:23) contends that "comfortable and pleasant environment and valuable knowledge" that young students may obtain from the instructional materials can boost the students' levels of motivation in learning the new language.

other hand, mostly comprises of grammar translation-based material, which gives students less opportunity to interact with the language as they learn it. However, it is thought that the content I suggested in part two successfully exhibited the qualities I mentioned earlier. The book is specifically created to address the needs and peculiarities of young language learners.

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