

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English as an international language is important to be learned. By learning English, learners can have an international awareness through the understanding of cultures and get more information from the world. It becomes a bridge between countries in the world to interact. It is gradually being introduced even earlier into the curriculum in many schools in Indonesia. Based on SK Kemendikbud No. 060/U/1993 25th February 1993 (Depdikbud, 1993) English is a primary course in Elementary School and can be learn in fourth grade. The better time to learn English is in an Elementary School. Almost all of the Elementary School learners' in Indonesia has been taught English once a week since grades 4.

The implementation of English Foreign Language in Elementary School (EFLES) started from first grade in Elementary School based on UU No. 20 Year 2003 about National Education chapter 37 point 1 that becomes a primary course in Elementary School and Junior High School curriculum. The regulation is aimed at developing practical English ability, so that learners will familiar with English vocabulary, grammar, and pronunciation from the early age. By learning English since Elementary School, it benefits learners as an early preparation to globalization era. Based on the syllabus,

the first, second, and third grades learners in Elementary School received 46 hours of EFLES with 35 minutes per hour. The fourth and fifth grades learners received 64 hours of EFLES, and in the sixth grade they received 70 hours of EFLES. Compared to the minor subjects, such as physical education, nationality education, and religion lesson, English has a big portion of lessons. English, based on hours taught, could therefore be regarded as a major subject because it includes in nationality examination together with mathematics, Indonesian language, and science in Junior High School and Senior High School. EFLES are aims at develop willing attitudes toward studying English, comfortable mentalities when speaking English, and practical abilities for using English. Elementary School learners are extremely interested in new things and are at a stage where they can naturally absorb other cultures through language (Maria, 2003). The earlier learners start to learn a language, the better they can acquire it. English learning also has been introduced in some kindergarten, but it is learned in a fun and natural way, using activities such as songs and games.

Unlike junior and senior high schools, the English learning in Elementary School is not too complex. It focuses only on reading skills. English education raises the active attitude toward communication. When children learn languages, the learners have to pay attention to it and struggle in order to understand what speakers say with hints from gestures and facial expression and to say what they want, unlike when using their first language. Moreover, they try to express what they want to say by gesturing, show real

things, and drawing pictures. When they can communicate with others in English, they are happy to do so. Besides, they can build up the basis of Basic Interpersonal Communication Skills (BICS) through English activities, such as greetings, pleasant responses to others, and build good relationships with others.

Communicative and collaborative learning approaches are commonly used in classroom pedagogy. Collaborative learning is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific (Ted Panitz, 1996).

This research investigates the effects of English learning in Elementary School on learners' English Language Development in Junior High School. The investigation can be done by measuring learners' English Language Development focuses on vocabulary, grammar and reading skills in Junior High School. Learners' development is supposedly the goal of the English learning activities in Elementary School.

1.2 Problems of the Research

Many people argue about whether or not learning English in Elementary School have effects on learners' English language development of the seventh grade learners in Junior High School. The main research questions are:

1. Is there any significant effects of English learning in Elementary School on the learners' English Language Development in Junior High School?
2. What are the effects of English learning in Elementary School on learners' English Language Development in Junior High School in the terms of grammar, vocabulary and reading skills?

1.3 Objectives of the Research

To be able to answer the statement of research questions above, the objective of the research is to know how English as a Foreign Language in Elementary School can affect learners' English Language Development of the seventh grade learners in Junior High School in the terms of grammar, vocabulary and reading skills. This research conducted in order to know the effects of English learning in Elementary School in the dimensions of vocabulary, grammar, and reading skills in Junior High School.

1.4 Scope of the Research

Several factors limit the ability to infer and generalize from the research's findings. Since an ex post facto research design was used, it is not possible or acceptable to manipulate the characteristics of human participants (Simon and Goes, 2013). This research is only limited on the effects of

English learning in Elementary School on learners' English language development of seventh grade Junior High School learners based on the learners' grammar, vocabulary and reading skills.

1.5 Contributions of the Research

This research was expected to give contribution to:

1. EFL teacher in Elementary School

By reading this research, the EFL teachers in Elementary School should teach English from grade one to get more effects for learners in the next level, so that it can make them more familiar with English language.

2. EFL teacher in Junior High School

EFL teacher in Junior High School can evaluate English learning in Elementary School so that teacher in Junior High School know what they had not mastered, so that it can make learners have better understanding in learning English.

3. Learners

The findings of this research would make the learners' have high motivation to learn English since early age.

4. Reader

The reader will know that learning English in early age can develop children English ability faster, so the reader realized that is important to make their children learn English since Elementary School.

5. Further Researcher

For the further researchers who will take the related topic as this research, should mention the contributing factors in learning English at Junior High School.

