

CHAPTER II

THEORETICAL REVIEW

2.1 English Learning in Elementary School and Junior High School

This part comprises the difference between English learning in Elementary School and English learning in Junior High School.

1) English Learning in Elementary School

In Indonesia the status of English as a foreign language was declared formally in 1955 in a teacher trainer conference (Lauder, 2008 in Alwasilah, 2011). The status remains the same until now that English is the first foreign language taught at school. Law 1989 chapter IX section 39 mentions English as a compulsory subject to be taught from grade 7 at lower secondary level. Government Regulation No. 060/U/1993 dated 25 February 1993 mentions that on primary level English might be taught as a local content subject starting from grade 4. It is supported in the national guidelines. Positive responses from the society are very high. Those reflect on the policies applied in some schools.

The policies are the implementation of English teaching and learning from grade 1, without necessarily having qualified teachers and they have to develop their own curriculum, which is a challenging task. At primary level, since the implementation of the 1994 curriculum,

almost all primary schools in 10 provinces across Indonesia chose English as a compulsory local content subject (Kasihani, 2000; Coleman and Pudjiastuti, 1995). Kasihani also noted that 61.6 percent of Junior High School learners had already learnt English in primary school. The current practice of education is regulated by the 2003 National Education Law and more elaborated by the Ministerial Regulation No. 22 Year 2006 on the content standards of elementary and secondary education. An hour session of English course is 35 minutes in primary school and 40 minutes in Junior High School. In a year consists of two semesters, it begins in July and ends in June, there are 34-38 effective weeks. However, each school may add four extra hours per week. In the present system, a certified teacher has to teach 24 hours per week.

In the response to the needs of developing human resources, the teaching of English as a foreign language has been extended to reach the Elementary School level. The hope is that the foreign language learning in Elementary School could give a good effect for the education development for the young learners. When the learners graduated from an Elementary School, then they enroll to a Junior High School, English becomes familiar for them because they got an English lesson in Elementary School.

The scope of teaching English in Elementary levels focuses on the ability of oral communication in school level which cover listening, speaking, reading and writing. Reading and writing skill is intended to

support the oral communication. In grade 1 of an Elementary School, teacher can tell them vocabulary that is near with their activity or environment with the pictures. For example, the teacher gives them a pictorial dictionary. In grade 2, children learn a simple song in English then teacher ask them to sing together. For example, the teacher asks children to sing a song *twinkle-twinkle little star*. In grade 3, teacher give them a simple game to guess something in English. For example, the teacher points a table then the teacher asks the learners to guess what the name of that thing is. In grade 4, learners learn how to write and read words in English correctly in simple way. For example, the teacher shows the right spelling of word and tells how to pronounce it. In grade 5, they try to make a simple sentence about what they are doing. For example, the teacher asks the learners to make a simple sentence such as 'I bring a book'. In grade 6, they learn to speak English a little bit such as telling their family, hobby, and experience. For example, the teacher asks the learners to tell about their hobby such as 'My hobby is singing'.

Learners' beliefs and affective factors are likely to have a direct effect on second language learning, but they may be influenced by a number of general factors related to the learners' ability and desire to learn and the way they choose to go about learning. An individual difference that is believed to play a key role in second language learning is age. Nejadansari (2011) have found a relationship between *age of acquisition and ultimate attainment* in at least some aspects of the second

language, with age showing itself to be the strongest predictor of success. This is supported by the *Critical Period Hypothesis*, originally discussed in the late 1960s by Eric Lenneberg states that language acquisition must occur before puberty in order for the speaker to reach native-like fluency.

Elementary School is the first stage in basic education level that brings about the fundamental effects to learners. Those ages are very crucial as stated by Tamsik Udin (1987) that human being who has individual and social characteristic, at age 7 years old to 12 years old involving in teaching learning process. Here, learners learn some skills in order to develop the ability and prepare for the next education stage in the primary education level. Learners need a long time to understand the foreign language deeply so if they learn English in Junior High School for the first time, it will be difficult for them. Learners need to practice English every day so they can master it well.

2) English Learning in Junior High School

As mandated in the national Indonesian educational system, English is the first foreign language in Indonesia to be taught since independence at secondary level up to university level as a compulsory subject and now can be taught from grade 4 onwards, and even from grade 1 in some primary schools as optional local content. The aims are to produce graduates at a national and international level as declared in Law No. 20/2003 and elaborated in the Government Regulation No. 23/2006 about the standard of graduates' competency at elementary,

junior and senior high school level as well as improving intelligence, personality, morality and skills for independent life and be able to continue to further education.

In Junior High Schools, English has the same number of teaching hours, 4 hours at least per week as the other core subjects – Bahasa Indonesia, mathematics and science. It brings about English has achieved prominence in Indonesian education. In Senior High Schools, English is also taught four hours per week. Some Junior and Senior High Schools have offered additional English classes after school hours especially in grade 9 and 12 to prepare learners for the national examination. The 2004 Curriculum states the objectives of English instruction in Junior High School are developing communicative competence in spoken and written English which comprises listening, speaking, reading, and writing; raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning; developing understanding of the interrelation of language and culture as well as cross-cultural understanding (Depdiknas, 2004).

Junior High School learners are special ones. There are differences between primary school English teaching and Junior High School English teaching. In primary school English teaching more emphasis is placed on the interest of English learning. Teachers should organize various kinds of activities to attract learners' attention and improve their learning desire. While in Junior High School, learners must learn English systematically.

It focuses on teaching grammar rules, sentence structures, vocabulary, pronunciation and also how to use the application knowledge in the activity of communication.

Depdiknas explains the areas of learning English in senior high school are language competence that involves language skills, such as listening, speaking, reading, and writing, and sub competence that involves action competence, linguistic competence, socio-cultural competence, strategic competence and textual competence. People use the productive and respective skills in learning language. Receptive skills include listening and reading, while productive skills include speaking and writing. Both productive and respective skills have to be developed in English classes. In order to master the above-mentioned skills better, learners need to be taught language elements, such as vocabulary, structure, and pronunciation. Hoping that Junior High School graduates are able to use English as a means of communication, it is not surprising that the English teaching in Junior High School emphasizes oral communication.

2.2 English Language Development

English Language Development (ELD) is a systematic instructional model designed to develop the English language proficiency of English language learners, for example learners who speak English as a second language. ELD emphasizes the development of four basic language skills that also called the "macro-skills", they are listening, speaking, reading, writing.

This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling (Aydogan and Akbarov, 2014). Listening comprehension is the receptive skill in the oral mode, we should listen and understand what we hear. Listening leads to speaking. The child listens and then picks up the words to speak. Speaking is the verbal communication, an expression to someone's thought. Children learn to speak by imitating. Listening and speaking are two skills which go together. Writing is the productive skill in the written mode. It is often seem to be the hardest of the skills since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Reading is comprehension of the written language. It can help build vocabulary that helps listening comprehension at the later stages, particularly. Research shown that there is a correlation between word knowledge and reading comprehension, that when L2 readers' vocabulary is improved, their listening comprehension is also improved (Aydogan and Akbarov, 2014).

English proficiency levels are divided into five within the second language development continuum, they are beginning, early intermediate, intermediate, early advanced, and advanced. The instruction of ELD is differentiated in order to meet the needs of learners who are at various levels of English language development. Instructional techniques and language development expectations will vary depending upon each learners' particular needs as well as their respective English proficiency levels. English language development is used to help learners attain proficiency in English differ

according to the age which learners begins learning English. Therefore, it includes outcomes for learners who begin learning English in kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve. The standards in those grade ranges were developed to help teachers move English learners to full fluency in English and to proficiency in the English language arts standards. English learners at the advanced level of the ELD standards are to demonstrate proficiency in all standards detailed in this document and all language arts standards for the grades in which they are enrolled. English learners at the intermediate level of these ELD standards should be able to demonstrate proficiency in the language arts standards for all prior grade levels.

2.3 The Effects of English Learning

Learning a second language is one of the very best ways to keep your brain active and challenged. When you learn English as a second language, you are learning new ways to think and express yourself through written and spoken words. Learning multiple languages can help you communicate more clear in any language as you learn more about how language works and how to use it to promote ideas and reach out to others in a variety of social and work situations.

Some studies were conducted to find the effects of English learning on learners' language development. Shigeo Uematsu do a research that discuss the effects of EFLES in 2011. The technique that used are interview and JACE (Junior High School Assessment of Communicative English) test that

measure the participants' English proficiency consists of vocabulary and grammar, reading, and listening. The participants were a total of 2,000 public Junior High School learners in grades 7, 8, and 9 in the 2009, 2008, and 2007 academic years (about 220-260 learners in each grade for a three-year research period). Shigeo stated, based on his JACE test result that the 2009 cohort which started the EFLES program earliest, from grade 4, was the most successful in developing their overall English proficiency when compared with 2008 and 2007 learners, but they did not reach a statistically significant level. EFLES can exert a powerful effect on fostering the foundation of communication skills in English when an English class focusing on communication is continued in Junior High School. These results suitable with the findings of Shizuka Tetsuhito (2007) that stated EXs (experienced) high school learners are found to be more capable than NonEXs (non-experienced) high school learners, then whether or not EXs Junior High School learners are different from their NonEXs counterparts will not be a real issue any longer.

According to Nishida, the effects of learn English are:

- 1) Learners can understand other countries cultures.
- 2) Learners have an attitude and ability to try to communicate with others.
- 3) Learners who study poorly can be active, cheerfulness, confidence.
- 4) Learners feel friendly toward foreigners.
- 5) Learners quickly respond without hesitation to greetings and simple questions.

6) Learners' listening and speaking abilities are better.

The researcher tried to find the effects of EFLES on learners' English language development in Junior High School by using questionnaire, test, and documentation. In questionnaire technique, the participants answered five questions from the researcher related with their English learning in Elementary School and Junior High School. The test is used to measure the participant English Language Development in grammar, vocabulary and reading skills. The documentation that is used here is the participants' sixth grade report score. It compared with the participants' test result score. If the test score increased, means the EFLES have a good effect for learners' English language development.

2.4 Hypothesis

The hypothesis of this research are:

1. Alternative Hypothesis (H1)

There is a significant difference between English score in Elementary School and English score in Junior High School.

2. Null Hypothesis (H0)

There is not a significant difference between English score in Elementary School and English score in Junior High School.

3. Alternative Hypothesis (H2)

Increased English learning score in Elementary School that affects grammar, vocabulary and reading skills in Junior High School.

4. Null Hypothesis (H₀)

There is no increased English learning score in Elementary School that affects grammar, vocabulary and reading skills in Junior High School.

