

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the foreign languages learned in Indonesia. In Indonesia, English has become a compulsory subject to be taught at Junior High School and Senior High School, even in the university. In Permendikbud No.67 of 2013, English is not a compulsory subject in Primary Schools. Curriculum 2013 states not to teach English as one subject that should be taught. The students may learn English as an extracurricular where there is no specific time allocation, and the students do not have to take the subject.

However, some studies revealed that young learners are in their golden ages to learn languages, the age that children can learn anything quickly. According to Read (2003:4), there are some reasons for starting language learning early. These include the value of increased time, the possibility of better pronunciation and fluency, greater global awareness and intercultural competence, and the value of bilingualism. One of the benefits is that the students will have the basics of English learning that will be useful when they face English subjects as a compulsory subject in Junior and Senior High School. According to Suwartono (2006), the teaching or introduction of English to young learners (elementary school at students) have positive effects on the learners' achievements at the later learning stage (junior high school). Contrary to recent curriculum changes, in the curriculum 2013, In Permendikbud No.67 of 2013 concerning the primary school curriculum pages 9-10, there is no mention of English subjects in elementary schools.

Meanwhile, students live in a modern era, where technology has become the most important part of the teaching and learning process, both offline and online, and much of the information on the internet is available in English. So that they need English as a tool to achieve it, with some

considerations and guidance from the teachers and parents, mastery of English earlier will make it easier for them to continue to the next level. In another opinion, the Indonesian government has realized that English is important for the country's development, especially in human resource development. Therefore, as a policy, the government has published Law Regulation No. 20 in 2003 about the National Education System and Government Regulation No. 19 in 2005 about the Standard of National Education. These policies are used as the guideline for all education components in conducting the Indonesian Education System.

Teaching English from an early age is intended to introduce English as an international language to students to prepare them to learn it in further levels. According to Suyanto (2008: 15), young Indonesian learners are elementary school students between 6 to 12 years old. They are divided into younger groups (6 to 8 years old) and older groups (9 to 12 years old). Whereas, based on level, they are called Lower Classes, the students of grades 1, 2, 3, and Upper Classes, the students of grades 4, 5, and 6.

Morrow (2011:7) states that learning English in Elementary Schools may offer children several possible advantages if the instructional goals and methods are appropriate for the learners' ages. According to Brown (2007:24), five categories may help give some practical approaches for teaching children. Intellectual development, attention span, sensory input, affective factors, and authentic, meaningful language. Therefore, to attain the teaching and learning process goals, young learners should be taught by a good teacher with the appropriate methods.

So, in looking at the current policy of the Primary school education system, especially in learning English. On Tuesday, September 29, 2020, the author made observations at 4 Elementary Schools in Dukuwaluh District. Related to this, the authors get information that there are 2 Elementary Schools that still place English learning during the teaching and learning process, whereas there are two schools as extracurricular

activities outside of the learning process. Seeing the variations in these policies, the authors need to know how the principal views the importance of TEFL in future global challenges.

B. Research Question

Based on the background of the study, the researcher studies the particular problems as stated below:

1. What is the principal's perspective on the current curriculum policy?
2. What is the Principal's Perspective about the importance of TEFL for Young Learners in the future global challenges?
3. What kinds of policies have been applied to learning English today?
4. What is the policy plan that will be applied in the future?

C. Significant of The Study

There will be at least three kinds of benefits for the school concern, Government, English teachers, Students, and Writer.

1. English Teacher

Teachers are persons who play an essential role in the advancement of the education system going forward because they are the first mover in the nation's intellectual life, so teachers must have a strong foothold in applying a system. Through this research, the teacher will be able to get a reference to English learning for young learners through the perception of other teachers so that the position of learning English is more clearly seen from the negative and positive points of view.

2. Students

The results of this discussion hope to provide strong clarity for learners so that there is no longer an imbalance of the learning process so that all learners get the same position in all sectors. There is no longer a difference between rich and poor because when a system is structured, the rights of all learners are the same.

3. Writer

Through this study, the authors get a lot of new knowledge available from various sources related to the topic, so that the end of this discussion will bring the writer to a strong conclusion from various other Principals' views on learning English for young learners. So that in the future, the writer will have a solid foundation of thought on this topic and a more comprehensive when becoming an educator going forward.

D. Definition of Key Term

Regarding the problems and the purpose of the study, the definition of key terms can be specified as follows:

1. The principal's perspective relates to the point of view of something, to see how the principal's perspective on English lessons for students because the principal is the regulator of a system in the school so that their opinion is very important to know.
2. TEFL For young Learners refers to how important learning English is taught to elementary school students
3. The future global challenges refer to the development of education in the future, the importance of learning English, and the effect of learning English on all these things.

E. Outline of the Report

The researcher will divide this study into five chapters:

1. Chapter I is the introduction, which contains the background of the study, research questions, the benefit of the study, the definition of a key term, and the outline of the report.
2. Chapter II is the review of related literature, which contains the review of the theoretical study which is the researcher used.
3. Chapter III is Research design, participant of the study, the technique of data collection, and data analysis.

4. Chapter IV is the findings and discussion, which consist of presenting and analyzing the research data.
5. Chapter V is the conclusion and suggestion.

