

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

The introduction of English to primary schools' curricula has been recognized and applied by many countries. It included developed countries such as Japan, South Korea, China, France, Netherlands as well as developing countries such as Vietnam and Serbia start teaching English from primary schools (Zein, 2015).

Previously, the implementation of the policy of introducing English as a local content for primary school students began since 1993. policy about English as a local content subject started from the elementary school, as it is noted in The Decree of Ministry of Education and Culture, No: 060/U/1993 issued on February 25, 1993 that English is a local content subject and would be taught from the fourth grade up to the sixth grade pupils.

According to The Decree of Ministry of National Education No. 22/2006 about The Structure of National Curriculum, English as a local content subject in primary schools is delivered once a week, consisting of 2x35 minutes per lesson. The length of English instruction, however is subject to the status of the school.

More prestigious schools such as the model schools and SBIs have usually stronger focus on English instruction than public primary schools. English here is used to teach Math and Science, while the latter prescribes

English as a subject with the total amount of instruction of up to 4x35 minutes/week.

However, in 2013 the government released a new curriculum called *Kurikulum 2013* in which the government places English only as an elective subject in primary schools (Karli, 2014). According to Sahiruddin (2013) while English lessons have been compulsory in secondary schools, the recent Curriculum has revised the status of learning English in Primary schools from local content subject to an extra-curricular one. The implication of this policy is that English is an optional subject and should be given outside school hours.

As the nature of English teaching shifted from being compulsory to optional, there is a possibility that it might affect teachers in teaching. One possible affect is in the teaching method. This research will unveil the method used by English teacher in teaching English in the implementation of current curriculum.

There are many traditional methods which namely the Grammar-translation Methods, Task-based Language Teaching and the Audio-lingual Method and so on, but the traditional teaching method to a great extent to be influenced by exam-oriented system which dominated in Indonesian context. Although teacher has been aware of faultiness during the traditional methods in TEYL, they are not willing to have a change, some of them have a big change according to Young Learners characteristics and cognitive features, from easy to difficult. But there are long ways to go.

No matter which methods the teacher used, children especially have fun with movement and physical participation, and the more fun the students have the better they will remember the language learned (Shin, 2006). Children are born with a natural appetite and interest for learning, and their desire to learn should be fueled when they begin school (Cameron, 2001). If children's first experience of learning English is unpleasant, they may grow up with powerfully negative feelings towards the language.

## **1.2 Reason for choosing topics**

The topic of this research is chosen due to the following reasons :

- 1.2.1 English lesson in primary school is interesting topic to be discussed because it is related to the implementation of curriculum. Many people assumes that learning English in primary school is not important. They think that student of young learners do not need the English skill yet in the learning process at the primary school.
- 1.2.2 There are many school decided to choose English as a primary choice of local content subject. Event, it is not cumpolsory.
- 1.2.3 There is a special period of learning languages during childhood to achieve maximum result if the teacher use appropriate methods.

### **1.3 Research Question**

Based on the previous explanation at the background, the problem of this research is, “What are the methods used by English teachers to teach English in Primary School?”

### **1.4 Purpose of Research**

From the previous discussion in the background of study, Thus, in this study, it was aimed to figure out the methods used by English teacher to teach English in Primary School.

### **1.5 Research Significantly**

The contribution of this research are :

1.5.1 Theoretically this research provides the description of methods used by English teacher in TEYL, it can support the findings of the previous research dealing with TEYL. It can also be a reference for other research in the same field.

1.5.2 Practically, it can be references for English teacher to develop their teaching methods. So, teachers can create effective teaching methods for students.