

CHAPTER I

INTRODUCTION

1.1 Background of Study

The implementation of curriculum is the main key in education, where the curriculum can help realize the goals of education. In the Law on the National Education System No. 20 of 2003 Article 1 point 19 states that the curriculum is a set of arrangements and plans regarding the objectives, content, and subject matter as well as the methods used as guidelines for learning activities to achieve educational goals. However, there is a change in curriculum for the elementary school level, where the previous curriculum, namely KTSP changed to the 2013 curriculum. The 2013 curriculum was applied from high schools to elementary schools. In this curriculum, there is a renewal of the lesson applied at school. For the 2013 curriculum applied in elementary schools, English lessons are no longer included in the subjects learned in schools. However, in the 2013 curriculum, the Local content lessons are still included in the curriculum following the regional government policies.

Local content lessons are not the same as the compulsory lessons learned by students in school. According to Permendikbud Number 79 of 2014, local content lesson is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness. Although the 2013 curriculum has removed English lessons from elementary school students' lessons, the Minister of Education and Culture has made Policy No. 060/U/1993 dated February 25, 1993, concerning English Language Lessons possible to become a Local Content Subject (SD) or Madrasah Ibtidaiyah (MI), which starts from the high class, namely in grade 4 elementary school (SD) or Madrasah Ibtidaiyah (MI).

Because the policy of 2013 curriculum, English is no longer compulsory subject to learn by student. Therefore teaching English in elementary school is very important for children to learn at the elementary school level. The reasons English lessons are very studied by elementary school students from an early age. The first reason, students will not be surprised when studying English in the next school after elementary school. Second, in elementary school age, students more easily obtain language learning. The last reason, students get convenience in the era of globalization where English is the language used in the world in the current technology system. Although the 2013 curriculum no longer included English lessons in elementary schools, there are still some schools that make English a local content lesson.

One of the elementary schools that included English as a content lesson at school was SD Negeri 236/IX Aur Duri II, which is located in Muaro Jambi. This school is located in a residential area but far from the highway precisely in a hallway. Local content lesson applied at SD Negeri 236/IX Aur Duri II is English lessons. The school chooses this lesson because students will be learn English at Junior High School, so the school wants students to know English lessons from an early age so that the rest is not surprised by the English lessons they will learn later in Junior High School.

Teachers who teach English in elementary schools are included in Teaching English for Young Learners, where the class taught by teachers in high class is from grade 4 to grade 6. According to the implementation of local content lesson in teaching and learning, the allocation of the time of the Local Content Lessons in the elementary school is less than the mandatory learning allocation that students learn. For this reason, elementary schools can make English lessons as local content lesson. With regulations in the teaching and learning process of local content, the teacher faces various problems that occur in the teaching process, especially for students who are taught into the Young Learner category and English becomes a foreign language for them.

From the explanation above, researcher is interested in the problems faced by teachers in teaching English as local content lessons at SD Negeri 236/IX Aur Duri II. In teaching teachers must experience challenges encountered in the teaching and learning process, no exception for English lessons that are local content taught in elementary school. Researcher want to know the challenges obtained by teachers from students, classroom management, facilities, and other things that affect the learning process and become a challenge let alone the status of English learning which is local content. Researcher could facilitate English teachers who teach elementary school local content lessons by finding out more about the problems or challenges found in elementary schools in teaching English as a local content lesson and find out how do teachers overcome the challenges.

1.2 The Formulation of the Research

1. What are the challenges faced by teachers in teaching English as local content at SD Negeri 236/IX Aur Duri II?
2. What are the strategies to overcome the challenges while teaching English as local content at SD Negeri 236/IX Aur Duri II?

1.3 The Purpose of the Research

From the problem formulation that has been presented by the researcher, this research aims to find out what problems are faced by the teacher and know how the teacher faces challenges in teaching English since English lessons have been a local content lesson in elementary school.

1.4 The Significance of the Research

This research helps teachers to find out the challenges faced in teaching English as local content and how to overcome them, in which teachers can match the methods of overcoming the problems they face with the same challenges in this study. Therefore, this research can also help to identify the English learning process as a local content in school to find out the challenges of English learning at elementary school level. schools can find out what challenges are faced by

teachers in teaching English so that schools can examine more in teaching and learning English in schools can be implemented properly. By knowing the challenges faced by teachers, study programs can provide direction to students who will become teachers in teaching English to young learners. not only that, but this research can also help English students to recognize the challenges or problems faced in the teaching field so they can prepare themselves to teach in elementary schools so that teaching and learning activities can run well.

1.5 The Limitations of the Research

This research focuses on the challenges faced by teachers in teaching English as local content and how teachers overcome these problems at SD Negeri 236/IX Aur Duri II. The limitation of the problem in this research is the effectiveness of the teacher strategy used to overcome the challenges, the researcher limits this research in order to avoid deviations or widening of the main issues so that the research is more focused and facilitates research so that the research objectives are achieved.

1.6 Definition of key terms

In order to have a better understanding and avoid misinterpretation, it was considered necessary for the researcher to present the definition of key terms applied in this research. The details are as follows:

a. Elementary School Curriculum

a learning guide or arrangement and plans regarding learning content, learning objectives, learning materials and methods will use in learning activities to achieve educational goals.

b. Local Content Lessons

Educational programs regarding learning materials that aim to develop students' knowledge that is adapted to environmental conditions or needs.

c. Teaching English to young learners

Teaching English to non-native speaker or in region where English is not the main language to young children, namely from elementary to middle school.

d. Challenge

Challenge in teaching refers to the situations that arise in the learning process, whether from students or teachers, which can interfere with the learning process.