

CHAPTER I

INTRODUCTION

1.1 Background

Having the skills to communicate with someone from a different cultural and linguistic background is necessary to succeed in today's global era. In this context, mastering English, one of the most widely spoken languages in the world, is deemed essential. Consequently, it is crucial to introduce the language to our younger generation from an early age. One effective approach is to teach English to young learners in primary school (Jannah, 2019). This method is beneficial, as children possess a natural curiosity and enthusiasm for exploring the world around them.

The education sector has universally recognized the paramount importance of English proficiency, leading to its widespread integration into school and college curricula worldwide. In response to this global demand, many institutions have adopted international curricula, such as the renowned Cambridge International, which offers learners a rigorous and globally recognized qualification. Through embracing these international standards, educational institutions aim to equip learners with the linguistic and cognitive skills necessary to thrive in an increasingly competitive and diverse world. This strategic move not only enhances learners' employability prospects but also fosters intercultural understanding and global citizenship.

In Jambi Province, several schools have adopted the Cambridge curriculum. Among these schools, only two are officially recognized as

Cambridge International Schools: Guang Ming School and Karunia Global School. Notably, Guang Ming School is distinguished on the official Cambridge website by its status as a school that accepts private candidates. This designation reflects Guang Ming Schools' strong commitment to maintaining high international education standards, which has been verified.

Picture 1.1

Find a Cambridge school

There are more than 10,000 Cambridge schools in over 160 countries worldwide. Find your nearest Cambridge school, or Cambridge online school, by using the search tool below.

If you cannot find a school near you, you can contact your local associate or Ministry of Education. They may be able to provide you with a complete list of schools in your country.

Select a location

Indonesia

Select a city/town

Jambi

Search

There are 2 centres matching your search criteria

☐ Show only schools that accept private candidates

Centre	Location	Private candidates accepted
Karunia Global School	Indonesia	No
Sinar Bijaksana Guang Ming School Jambi	Indonesia	Yes

Through implementing international standard concepts, such as bilingual education, schools can better prepare learners to compete on a global scale. Bilingual education refers to the ability to use two languages; for instance, Indonesian as the first language and English as the second language. In a bilingual classroom, English is utilized not only for language lesson but also for various subjects (Risma Julistiana, 2023). In this setting, learners not only acquire subject matter, but also become adept at expressing their ideas. Additionally, learners are encouraged to convey ideas. In daily interactions, learners are also accustomed to communicating in English. This is because the primary goal of the bilingual class

is to immerse the learners in the English language, making it a natural part of their learning environment.

Guang Ming School is a national institution that serves playgroups, kindergartens, primary schools, and junior high schools. According to the school's operational decree, Guang Ming School Jambi was established on June 13, 2016. Four years later, in 2020, Guang Ming School Jambi launched a bilingual class program. This school integrates the national curriculum with an international curriculum, specifically the Merdeka Curriculum and the Cambridge Curriculum. The primary school at Guang Ming Jambi has received grade A accreditation, achieving a score of 94 from the National Accreditation Board for Schools/Madrasah (BAN-S/M) in 2024.

As a fairly new school, Primary School Guang Ming Jambi can be said to be a school that quickly civilizes bilingual program. When the researcher observed there, the researcher found a good criterion that the young learners are able to speak in English. The learners are well spoken in English, they are very interactive in the learning process and to interact in their daily activities, for example when interacting with friends during recess, playing, lunch, sports, and greetings.

Usually, schools that have an international class vision by using bilingual program constrained in their learners' language skills, most of their learners have not been able to interact using English in learning activities or daily activities outside the classroom. This is different from Guang Ming learners, who have been confident in using English since grade one and have mastered English vocabulary. This fact motivated the researcher to investigate the strategies employed by Guang

Ming teachers to teach English to young learners, which could then be adopted by other schools.

Primary School Ming Jambi has 18 classes, 11 classes for regular class, these are P1 A, P2 A, P2 B, P3 A, P3 B, P4 A, P4 B, P5 A, P5 B, P6 A, P6 B, and 7 classes for bilingual class, these are P 1 English A, P 1 English B, P 2 English A, P 2 English B, P3 English, P4 English, and P5 English. Thus, the number of learners in this school are 361 learners, 132 of learners are bilingual class learners, with 40 number of teachers. This school has complete facilities, starting from a school building with 4 floors of building, a spacious and comfortable classroom with 2 air conditioners and 3 fans for 1 class, smart TV in each class, lockers, science laboratory room, computer room, lifeskill room, halls, library, UKS guarded by health workers, basketball court, badminton courts, canteen, dining room (snacks and lunch are available from school), school buses, and spacious parking.

Primary School Guang Ming Jambi is not a school that intended for a particular race or religion. Learners from every religion background can study in this school. Most of the learners in this school are Buddhist and Chinese descent. But, there are also many learners who are Muslims, Christians, Catholics and learners from indigenous Indonesian tribes. Every learner receives religious learning according to their beliefs. The teachers also come from varied backgrounds, they are Muslims, Christians, Catholics, and Buddhist. This school is very tolerant of differences between one another.

This research intends to investigate the English teaching strategies employed by English teachers in bilingual classes at Guang Ming Primary School

in Jambi. By examining these approaches, the study seeks to identify effective practices that can enhance learners' English language proficiency and prepare them for success in a globalized context.

1.2 The Research Questions

The effectiveness of English language teaching in bilingual classrooms can vary depending on the strategies implemented. Therefore, this research intends to investigate the specific English teaching strategies used at Primary School Guang Ming in Jambi and the responses of young learners to these strategies. The key questions guiding this study include:

1. What strategies are used by English teacher to teach English for young learners in bilingual class program at Primary School Guang Ming Jambi?
2. How is the young learners' response on the teaching strategies used by English teacher to teach English in bilingual class program at Primary School Guang Ming Jambi?

1.3 The Purpose of the Research

The purposes of this research are:

1. To investigate the strategies are used by English teacher to teach English for young learners in bilingual class program at Primary School Guang Ming Jambi.
2. To investigate the young learners' response on the teaching strategies used by English teacher to teach English in bilingual class program at Primary School Guang Ming Jambi.

1.4 Limitation of the Research

Referring to the issues mentioned above concerning the English language teaching strategies in the bilingual program for young learners at Primary School Guang Ming Jambi, it is essential to establish clear research boundaries to avoid misunderstandings and clarify the problem. This study focuses on the teaching strategies employed by English teachers in instructing young learners, as well as the responses of these learners to the teaching strategies utilized in the English program at Primary School Guang Ming Jambi. The researcher selected the English teacher from second grade (Primary 2) at Primary School Guang Ming Jambi as the participant for this research.

1.5 Significance of the Research

The findings of this research will contribute to the existing body of knowledge on bilingual education and English language teaching strategies. Specifically, it will provide valuable insights into the practical application of English teaching strategies within a bilingual context. This information can be utilized to inform educational policies to improve teacher training programs and enhance the overall quality of bilingual education. The results of this research are expected to be beneficial for teachers, school, and future researchers as follows:

1. For teachers, the results of this research are expected to enrich their strategies for teaching English to young learners, specifically for bilingual class.
2. For primary school Guang Ming Jambi, this research aims to provide useful insights that will enhance their competencies further.

3. For future researchers, this study is expected to provide new insights about English teachings strategies. It aims to offer valuable information for anyone interested in conducting subsequent studies related to this topic.

1.6 Definition of Key Terms

The researcher presents the definitions of key terms to enhance understanding and prevent misinterpretation of the terminology used in this study. The following section provides detailed definitions of the key terms employed:

1. Teaching Strategies

Teaching strategy refers to a systematic approach employed by teachers to deliver instructional content and facilitate the learners' learning process, used by teachers to learners understand the material effectively (Brown, 2021).

2. Young Learners

Young learners typically refer to children in age ranging from five or six years old who are attending elementary school to twelve years old (Aggassy, 2020).

3. Bilingual Class

Bilingual is having or using two languages, specifically Bahasa Indonesia and English in this context. A bilingual class is designed to foster a natural English-speaking community within the classroom and the broader school environment (Dharma, 2020).