

CHAPTER I

INTRODUCTION

This chapter consist of background, research question, research objective, the scope of the study, the significance of this study, research methodology and key term and definition.

1.1 Background

Teaching English is an activity designed to improve students' speaking skills in English contextually. In addition to improving students' speaking skills, teaching English will also improve students' listening, writing, and reading. Teaching English to students can help them to maintain and improve their understanding of English, because English is one of the international languages used as a means of communication.

Teaching English to primary school-aged children is an important thing to learn because it involves more than just Teaching English To Young Learners. For young learners, age is an important component for their intelligence, physical emotional, and social development. Therefore, in teaching to young learners, a teachers must have a strategy for teaching, what to teach young learners and how to create an effective classroom atmosphere that can improve students' abilities. By mastering the methods of teaching in the classroom a teachers will be able to know how to treat and teach English well to his/her students that it will help teachers in choosing materials that are suitable for the students way of receiving lessons.

However, teachers will find many problems in Teaching English To Young Learners because English is a foreign language, but when teachers able to use a variety of approaches in ensuring students complete lessons it can increase students' confidence. However before making a decision about the learning method, several things should be considered including the material to be taught, how the material can be shaped to suit different learning methods. The students to be taught, and additional information such as age, education level, and the environment in which the teaching will take place.

Based on the Law on the National Education System Number 20 of 2023, the curriculum is a series of plans and arrangements that include objectives, content, learning materials, and learning methods that are used as guidelines in organizing learning activities to achieve certain educational and goals. Sudjana in Bentri, et al (2018: 4) state that the curriculum is an aspiration and goal that is realized in the form of educational plans and programs implemented by educators in educational institutions.

With the change of the K13 curriculum to the independent curriculum, learning English is one of the subject that must be applied in the independent curriculum at the elementary school. English learning is reapplied in the independent curriculum at he elementary school level because it is needed to introduce students to the next level of education. Psychologically, the age of elementary school children is considered easy to capture and understand learning. Meanwhile, in terms of the needs of an all-digital nature, of course, an understanding of English is needed to make it easier to accept technology. And

also, the existence of English learning at the elementary school level also aims to increase existing knowledge. According to (Nasution, 2022) the independent learning curriculum seeks to give meaning to a pleasant learning environment. The goal of self-directed learning is to create a pleasant environment for teachers, students, and parents.

The independent curriculum is the idea of a curriculum that aims to give school the freedom to adapt their curriculum to the characteristics of students and the potential in each region. Based on the learning center (2023) there are three features of the independent curriculum: (1) Project-based learning that raises the profile of Pancasila students will help and improve students' interpersonal skills and character; (2) Placing a focus on relevant and in-depth material provides opportunities for students to show creativity and innovation in achieving basic competencies such as literacy and numeracy; (3) Flexible learning approaches allow teachers to adapt the learning process to the level of achievement and individual development of their students and take into account the context and distinctiveness of local content.

Based on observations made by researcher at UPT SDN 4 Rantetayo while participating in the teaching campus program, researcher saw that teacher at this elementary school still have many obstacles, especially in teaching English because in this school the implementation of the independent curriculum is still in its early stages as well as teacher who teach English in grade 5 at UPT SDN 4 Rantetayo are not teacher in the field of English but teacher with an elementary school teacher education background. The initial stage in implementing an

independent curriculum is the first stage in the four stages of implementing an independent curriculum in education units.

The initial stage in implementing an independent curriculum in education units is a stage designed so that every educator can confidently try to implement an independent curriculum. The existence of this phasing shows that teachers and educational units can start implementing at a lower stage than others, but the implementation still adheres to the principles of curriculum design based on the philosophy of Merdeka Belajar and leads to strengthening the competencies and characters that have been applied.

This happened because in the previous curriculum, namely 13, English was not included in one of the subjects in elementary schools and was only a local content, therefore in teaching English teacher at UPT SDN 4 Rantetayo experienced obstacles such as a lack of knowledge in implementing the independent curriculum in the English language learning process in the classroom so that teacher at UPT SDN 4 Rantetayo were still confused about implementing an independent curriculum, determining the right learning and assessment model to be taught in class, especially in English language learning.

In implementing the independent curriculum, teachers are given the freedom to create educational and entertaining learning. Teachers are given the task of being the driving force in planning, implementing, evaluating, and following upon evaluations (Sutrisno et al., 2022). Teachers must also play a role in building students' characters who are innovative, critical, collaborative, and skilled in communication and teachers must prepare the right learning model especially for

the independent learning curriculum because they cannot only on students' ability to learn on their own such as reading books. Referring to the description above, the researcher is interested in raising the title **"THE TEACH OF ENGLISH AT UPT SDN 4 RANTETAYO: THE IMPLEMENTATION OF INDEPENDENT CURRICULUM"**

1.2 Research Question

Based on the background that has been previously stated, the problem of this research is formulated as follow :

“How is the implementation of independent curriculum at UPT SDN 4 Rantetayo?”

1.3 Research Objective

The purpose of this study was to determine how the implementataion of an independent curriculum at UPT SDN 4 Rantetatyo in implementing English language learning with ad independent curriculum.

1.4 The Scope of This Study

In this study, the researcher focused more on teachers who have implemented English language teaching in the independent curriculum, namely grade five teachers at UPT SDN 4 Rantetayo.

1.5 The Significance of This Study

The results obtained from this study are beneficial to :

1. Teachers

This research can be useful to help educators to identify elements or obstacles encountered while teaching especially at the planning, implementation, and assessment stages, so as to reduce the ineffectiveness of learning in the classroom to achieve learning objectives in the best way and to improve and develop the quality of ELF teachers in implementing an independent curriculum.

2. School

This research can help educational institutions in improving the quality of teachers, especially English teacher, head of school, teacher educator, and education department in creating curriculum.

3. The readers

This research can be useful for readers their insight into English language learning in implementing the independent curriculum.

4. The other researchers

This research can be useful for fuhrer research to add reference material for research on similar topics.

1.6 Research Methodology

In this study the researcher used a qualitative approach research method. According to Sugiyono (2009: 15), the definition of qualitative approach

research is based on the post-positive philosophy used by researchers to study the state of the main natural objects (not experiments). Means include targeted data sampling from data sources. The survey method uses triangulation (combination), data analysis is inductive or qualitative, and qualitative findings mean not generalization.

1.7 Key Term and Definition

1. Teaching English

The teach is an activity or process of providing instruction and training to students to achieve learning outcomes and goals.

2. Implementation

Implementation is an action that can be taken by individuals or groups to achieve the goals that have been set. Implementation can be a theory, method or something else.

3. Independent Curriculum

Independents curriculum is a curriculum with varied extracurricular learning. The content provided to students is purposefully designed so that students have sufficient time to learn concepts and strengthen their skills.

4. Elementary Students

The 1945 Constitution defines primary school education as an endeavor to educate and ignite the life of a nation that is committed, loves, and is proud of the nation and state, as well as one that is knowledgeable, imaginative, moral, courteous, and capable on resolving issues in its

immediate surroundings. Children aged 7 to 13 receive an education in primary school, which is a fundamental education based on the educational unit, the potential of the region, and sociocultural norms.