

Chapter I

Introduction

This chapter explains the contents of this research. It consists of background of study, problem statement, objective of research, significance of research, reason for choosing the topic, and scope of research.

Background

Curriculum can be defined as set of guidelines that used by the teachers in learning and teaching process. Curriculum consisted of learning objective, learning material, learning method, and learning source. As supported by the Enactment of Law No.20/2003 (UU. No 20/2003) curriculum is a set of planning and regulating which included of the purposes of learning, the contents of learning, and the materials of learning. In addition, curriculum is the ways of learning that used in teaching process.

Curriculum in Indonesia is really dynamic. As stated by Kunandar (2008, p. 107) the Government of Indonesia has already changed curriculum many times. It starts from curriculum 1968 as the first curriculum, curriculum 1975 as the second curriculum, curriculum 1984 as the third curriculum, curriculum 2004 (KBK 2004) as the fifth curriculum, and KTSP 2006 as the last curriculum.

Indonesian government has developed the newest curriculum namely curriculum 2013. It develops to repair the quality of education in Indonesia to be better. This curriculum not only focused to the knowledge, skill, and attitude aspects, but also it focused on the educational

character. Thus, learning and teaching process in Elementary school focused to the thematic integrative from first of sixth class. Thematic integrative is there are some lessons have integrated into a theme. For example, there some subjects integrating into another subject, such as natural science is integrated into mathematic subject, Bahasa Indonesia, etc. Then, social science is integrated into Civic Education and Citizenship Education, etc. On the other hand, local subject integrates into cultural art. The lessons in Elementary school not only integrates into other lessons, but also there are some lessons includes into extracurricular such as, PMR, Pramuka, and English lesson. (The Ministry of Education and Culture, 2013).

Nuh as the former of the Ministry of Education and Culture (cited in Mahaputra and Maris, 2013, p. 10) defined that the reason of Indonesian government put English subject as extracurricular in Elementary school, because English is not main subject as Bahasa Indonesia, Pancasila and Civic Education, and another subject. In addition, the lack of English teachers in elementary school. Therefore, English lesson can be an optional extracurricular subject as Bahasa Arab, Mandarin, or Japanese in the school. Besides, Musliar as the former of Deputy of the Ministry of Education Ministry and Culture (cited in Afifah, 2012, p.1) said that reason of Indonesian Government put English as extracurricular in Elementary school, because the students are not able to learn English. However, they are still lack in learning Bahasa Indonesia even less in learning English.

In curriculum 2013 English subject became extracurricular subject in Elementary school since Indonesian government implemented curriculum 2013 in Indonesia. It can be seen in the decree of the Ministry of Education and Culture (p.6) where English is included as extracurricular subject that is equivalent with Scout, School Health Unit, and Red Cross Teen. The implementation of English lesson as extracurricular in Elementary is depended on the Headmasters of Elementary

School, whether they wanted to implement English lesson as extracurricular in Elementary school or not

By knowing that the implementation of English subject in elementary school is depended to the headmasters, it gave some impacts to the students, such as: the students do not have enough time and less opportunity to develop their English knowledge as early as possible, by disappearing English subject into extracurricular could damage the students who have high of motivation in learning English especially the students who have low of economic financial. The students could learn English by joining in a course. Nonetheless, course place in Indonesia is expensive. Most of them do not have enough money to pay it.

Yet, nowadays Baswedan as a new Ministry of the Education and Culture (cited in Latif, 2014) expelled new decision to dissolve the implementation of curriculum 2013 in Indonesia. The reasons of dissolving curriculum 2013 in all of the schools are because most of the teachers in all of the schools are not ready in applying curriculum 2013 yet, the readiness of book, assessment system, teacher training, and Headmaster training. Nonetheless, Baswedan (cited in Latif, 2014) stated that the schools which is already implemented curriculum of 2013 to keep continuing and developing curriculum 2013. In addition, by implementing curriculum 2006, the position of English subject in Elementary school is being local subject not as extracurricular subject.

It was known that English was taught as a local content subject in Elementary school for fourth class in curriculum 2006. It is seen in the decree of the Ministry of Education and Culture (R.I/No.0487/4/1992, chapter VIII) explained that Elementary school could add some extra lessons in curriculum, as long as it was not contradicted with the objective of National Education. Furthermore, another decree of the Ministry of Education and Culture (No. 060/U/1993) said that English lesson could be taught in Elementary school as the local subject to fourth grade.

Based on my observation at MI Muhammadiyah Unggulan Kota Gorontalo, I found that overall of the English teachers agreed about the implementation of teaching English as local content in Elementary school. By making English subject as local content in elementary school, the English teachers do not less their opportunity to share their English knowledge to the students. Whereas for the students itself, they have enough time to learn English. Besides, the English teachers in this schools stated that the students in Elementary school can learn two languages at the same time. Thus, most of the students in elementary school had high of motivation to learn new thing included English. Thus, by teaching English in Elementary school helped student to be familiar English as early as possible. Therefore, it was better if the teaching English started from Elementary school.

Moreover, in teaching English as extracurricular in elementary school, teacher should pay attention of the components of learning and teaching English as extracurricular in elementary school. The components of learning and teaching English as extracurricular in elementary school included of model of syllabus, purpose of learning, material of learning, media of learning, method of learning, assessment, source of learning, and steps of learning.

By implementing all of these components in teaching, it helped the teachers to achieve the objective of learning easily. Based on the observation, I found that there was some components that could not be fulfilled by the English teacher. For example, almost all of the English teachers did not use another learning media except whiteboard in classroom. Whereas, the used of learning media could help the students to be interested and concentrated in the learning. In addition, the English teacher also should use interesting methods and techniques of learning, such as game, song, or another learning method. It is known that most of the students in elementary school loved in learning by doing. Therefore, by using interesting methods and techniques like games or song,

it helped the students to be interested, comfortable, and enjoyed in classroom. However, the students in Elementary school were categorized into young students who were easy to be bored and short of attention. Therefore, to avoid the students' problem in classroom, the teachers should use interesting methods and techniques to extract students' learning.

Based on this background, I would like to conduct a research untitled: *“the implementation of English subject as extracurricular in elementary school”*.

Research Question

The problem statement of this research is “how is the implementation of English subject as extracurricular in Elementary School?”

Objective of research

Related with the research question, the objective of study is to describe the implementation of English subject as extracurricular in Elementary School effectively.

Significance of research

Significance of research is divided into two significances, they are theoretical and practical significant.

Theoretical Significant.

Based on this research that the implementation of English subject as extracurricular in Elementary school is categorized effective. It will be as a reference for English teacher at elementary school to apply English subject with is good methods and strategies. Furthermore, this result of this research is also as the best reference to the government in applying a policy of English subject in Elementary school.

Practically Significant.

This research is expected to teacher, and to others researchers. For the teachers, related to the theoretical significant of the Indonesian government in applying a policy of English lesson in elementary school, the English teachers will not less their opportunity to develop their knowledge in English. For the other researchers, this research is expected can be a reference for them who want to do a research about the implementation of English subject in elementary school.

Reason for Choosing the Topic

It is known that in the previous curriculum, English was still included as extra lesson in curriculum. It can be seen in the decree of the Ministry of Education and Culture R.I/No.0487/4/1992, chapter VIII. Furthermore, another decree about the position of English lesson as extra lesson in curriculum 2006 can be seen in the decree of the Ministry of Education and Culture (No. 060/U/1993). This decree described that English lesson was taught as local content for fourth class. Unfortunately, in curriculum 2013 English was included as an optional extracurricular only. It arranged in the Ministry of Education and Culture (p.6). The implementation of English lesson as extracurricular was not arranged in curriculum. It was depended on the Headmaster of Elementary School whether they want to implement English lesson as extracurricular in Elementary school or not. Therefore, by making English lesson as extracurricular in Elementary school I interest to examine how the implementation of English lesson as extracurricular in Elementary school is. Whether it is effective or not.

Scope of Research

To give brief limitation of this research, I explored more of the implementation of English lesson as extracurricular in Elementary school by seeing learning and teaching process. Muflikah

(2008, p.47) clarified that the components of learning and teaching English in Elementary school are divided into some components which consist of model of syllabus, purpose of learning, material of learning, media of learning, method of learning, assessment, and source of learning, steps of learning (include of opening activity, main activity, and closing activity).