

**ENGLISH EDUCATION IN INDONESIAN ELEMENTARY SCHOOLS:
THE PROFILE, THE STUDENTS' ENGLISH PROFICIENCY,
AND THE PEDAGOGICAL PRACTICES**

A DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor
in English Language Education



By

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APPROVAL PAGE

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ABSTRACT

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The resurgence of interest in teaching English for young learners (TEYL) has prosperously grown within Indonesian society as the impact of the spread of the English language for global communication. Despite the challenges, the response to the ever-increasing demand for English has led a vast majority of elementary schools in the country to offer the subject from the first grade of schooling. However, the drastic shift that occurred in the national curriculum influenced its implementation, which the present study investigated. The research began by exploring the current practices of TEYL in a selected Indonesian municipality. It continued with an analysis of factors that should contribute to students' English proficiency levels to find out effective TEYL practices. Through the analysis of multiple regression and ANOVA, four factors were found to contribute to students' English proficiency levels. They were school accreditation, teacher educational background, student's gender and grade level. Employing the participant selection model, a variant of explanatory design in the mixed method, the data were gathered through questionnaires, tests, interviews, focus group discussions (FGD), classroom observations, and documentary checking. The findings revealed that most of the elementary schools in the research site offered English subjects. It was taught in a modest amount of time as an extracurricular by either certified English teachers or the homeroom teachers who did not have an English Education background. The English test results discovered four contributing factors to students' English proficiency levels, including school accreditation, teacher education (TED), students' gender, and grade. Three aspects were found to be the enabling factors to effective pedagogical practices, namely teacher's self-initiated professional development (PD), school English curriculum, and school-university partnerships. Finally, the study proposes four major recommendations concerning the policy of TEYL, the minimum level of English proficiency that English primary teachers should fulfill, better mechanisms and procedures of TED, and the Professional Development School (PDS).

Keywords: Teaching English for young learners (TEYL), English proficiency levels, pedagogical practices, teacher education

ABSTRAK

Diah Royani Meisani. (2020). *Pengajaran Bahasa Inggris di Sekolah Dasar di Indonesia: Profil, Kemahiran Bahasa Inggris Siswa, dan Praktik Pedagogis*. Disertasi. Dibimbing oleh Prof. Fuad Abdul Hamied, M.A., Ph.D. (Promotor), Prof. Bachrudin Musthafa, M.A., Ph.D. (Ko-Promotor), dan Pupung Purnawarman, M.Sc.Ed., Ph.D. (Anggota). Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Sastra, Universitas Pendidikan Indonesia.

Pengajaran Bahasa Inggris untuk anak telah berkembang pesat di Indonesia sebagai dampak dari penyebaran Bahasa Inggris sebagai alat komunikasi global. Terlepas dari tantangannya, tingginya permintaan masyarakat membuat sebagian besar sekolah dasar (SD) di Indonesia mengajarkan mata pelajaran tersebut sejak kelas satu. Namun, perubahan pada kurikulum nasional telah mempengaruhi implementasi pembelajaran Bahasa Inggris di tingkat sekolah dasar yang akan diteliti pada disertasi ini. Penelitian ini dimulai dengan menyelidiki pembelajaran Bahasa Inggris di SD di salah satu kota di Indonesia. Kemudian, tingkat kemahiran Bahasa Inggris siswa dianalisa untuk mengetahui faktor-faktor yang mempengaruhinya, yang selanjutnya menjadi acuan untuk menyelidiki bagaimana melaksanakan pengajaran Bahasa Inggris untuk anak-anak secara efektif. Dengan analisa multiple regresi dan ANOVA, diketahui bahwa ada empat faktor yang mempengaruhi tingkat kemahiran Bahasa Inggris siswa, yaitu: akreditasi sekolah, latar belakang Pendidikan guru, jenis kelamin dan kelas siswa. Dengan menggunakan model seleksi peserta, salah satu tipe dari metode explanatori dalam metode campuran, data dikumpulkan melalui kuesioner, tes, wawancara, diskusi fokus kelompok, observasi kelas, dan pemeriksaan dokumenter. Hasil penelitian mengungkapkan bahwa sebagian besar SD di lokasi penelitian mengajarkan Bahasa Inggris. Pelajaran tersebut diberikan sebagai ekstrakurikuler dalam waktu yang terbatas oleh guru Bahasa Inggris yang telah bersertifikat atau guru wali kelas yang tidak memiliki latar belakang Pendidikan Bahasa Inggris. Dari hasil tes, ditemukan empat faktor yang berkontribusi terhadap tingkat kemahiran Bahasa Inggris siswa, yaitu akreditasi sekolah, pendidikan guru, jenis kelamin, dan kelas siswa. Untuk dapat melaksanakan pembelajaran yang efektif, setidaknya ada tiga aspek yang diperlukan, yaitu pengembangan profesional yang diprakarsai oleh guru itu sendiri, kurikulum Bahasa Inggris, dan kemitraan sekolah-universitas. Berdasarkan hasil-hasil tersebut, penelitian ini mengusulkan empat hal berkaitan dengan kebijakan pengajaran Bahasa Inggris di SD, tingkat minimum kemahiran Bahasa Inggris yang harus dipenuhi guru, mekanisme dan prosedur pendidikan guru Bahasa Inggris SD, dan program kemitraan sekolah.

Kata Kunci: Pengajaran Bahasa Inggris untuk anak-anak, tingkat kemahiran Bahasa Inggris, praktik pedagogis, pendidikan guru

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ABBREVIATIONS

ANOVA	Analysis of Variance
ASEAN	Association of Southeast Asian Nations
BOS	Bantuan Operasional Sekolah
CBI	Content Based Instruction
CEFR	Common European Framework of Reference
CFLAS	Children's Foreign Language Anxiety Scale
CICTT	Cambridge International Certificate for Teachers & Trainers
CIE	Cambridge International Examination
CLIL	Content and Language Integrated Learning
DAPODIKDASMEN	Data Pokok Pendidikan Dasar dan Menengah
EAL	English as an additional language
EF	Education First
ELEP	English Language Education Program
ELF	English as a Lingua Franca
ELL	Early Language Learners
ELTED	English Language Teacher Education
EPI	English Proficiency Index
ESOL	English as a Second Language
ESP	English Study Program
EYL	English to Young Learners
FGD	Focus Group Discussion
FLA	Foreign Language Anxiety
ICP	International Cambridge Program
ICT	Information and Communication Technologies
ITT	Intent-To-Treat
KTSP	Kurikulum Tingkat Satuan Pendidikan
MoEC	Minister of Education and Culture
MoNE	Minister of National Education
NEU	Nueva Escuela Unitaria
PD	Professional Development
PDS	Professional Development School
PGSD	Pendidikan Guru Sekolah Dasar
PTE	Pearson Test of English
RECSAM	Regional Centre for Education in Science and Mathematics
RQ	Research Question
SBI	Sekolah Berstandar Internasional
SD	Sekolah Dasar
SD	Standard Deviation
SEAMEO	Southeast Asian Ministers of Education Organization
SES	Selected Excellent School
SISDIKNAS	Sistem Pendidikan Nasional
SLE	Student Learning Engagement
SPG	Sekolah Pendidikan Guru
SPK	Sekolah Pendidikan Kerjasama
SPSS	Statistical Package for the Social Sciences
TED	Teacher Education

TEYL	Teaching English to Young Learners
TOEFL	Test of English as a Foreign Language
UCLES	University of Cambridge ESOL Examinations
UK	United Kingdom
UNESCO	United Nations Educational, Scientific & Cultural Organization
WMLS	Woodcock Munoz Language Survey
YL	Young Learners
YLE	Young Learners English
ZPD	Zone of Proximal Development

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- Decree Number 060/U/1993 on Primary Education Curriculum
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