

**ENGLISH TEACHERS' PROBLEMS IN TEACHING ENGLISH AS A
LOCAL CONTENT: A CASE STUDY AT PUBLIC PRIMARY SCHOOLS
IN THE DISTRICT OF PRABUMULIH TIMUR**

A THESIS

by

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Magister Program in Language Education



**FACULTY OF TEACHING TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2024

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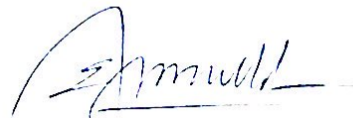
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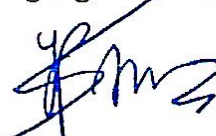


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MOTTO:

“

**“We can grow, change, according to who we want to be
and what we want to achieve”**

-Maudy Ayunda-

”

DEDICATION

I dedicate this thesis to:

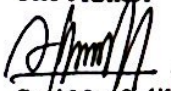
- My precious daddy in Heaven (Alm M. Yusuf), my precious strong woman (Ibu Sumay Bayati), and my 24H (Indah Ludiana Putri). Thank you for being a part of my life and for always supporting and praying for me endlessly.
- The last but not least, for myself who has struggled and survived until now.
“You are like a flower that will bloom at the right time.”- Ilu

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English Teachers' Problems in Teaching English as Local Content: A Case Study at Public Primary Schools in the District of Prabumulih Timur

ABSTRACT

This study aimed to find out what problems English teachers had in teaching English as local content at primary schools and how English teachers solved the problems. The research employed a case study design grounded in qualitative methods. The participants were four English teachers at two different public primary schools in the district of Prabumulih Timur. Research data were collected through questionnaire, interviews, and observations. In analysing the collected data, percentage analysis was used for questionnaires and thematic analysis for interviews and observations. The questionnaire's results revealed a number of noteworthy findings, including the fact that some teachers lack knowledge of technology and that students regard elementary school textbooks to be excessively difficult and boring. Interviews and observation also uncovered other difficulties, including job load, limited time, classroom management, technology use, teaching administration, and the complexity of the topic. These results suggest that for EFL teachers to successfully teach English in public elementary schools, they must have techniques to deal with every issue that arises. To help teachers teach as effectively as possible, the government must strike a balance between the amount of time allotted for studying English at SDN/MIN and the subject matter that needs to be covered.

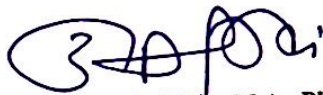
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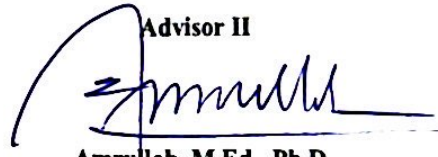
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CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 The Background of the Study

English is a universal language and has become a medium of communication in the world. When we meet people from any country, whose first language is not similar to ours, we can use English to communicate. When we need information about something personal or professional, we often look for it in English. Therefore, English is used for international communication. Ilyosovna (2020) noted that 67 countries have used English as their official language, and 27 countries use English as their second official language, with more than 350 million worldwide speaking English as their first language.

In Indonesia, English is considered a foreign language. English in Indonesia is predominantly taught and learned as a foreign language and it is mostly learned and taught in schools rather than through everyday interactions (Sulistyo, 2015). Crystal (2012) stated that Indonesia is included in a group of countries that recognize the importance of English as an international language and provide official status that English is a foreign language. The status of English in Indonesia is also the "first" foreign language as the language of complementary distribution or the language of national unity (Lauder, 2008). Because the status of English is now global, it is also used in various fields such as politics, diplomacy, international trade, education, information technology, and culture (Crystal et al., 2003).

At the level of junior high school to college, English becomes an absolute or mandatory lesson. English was chosen as the official foreign language taught in Indonesia when Indonesia became independent from the Netherlands in the late 1940s (Dardjowidjojo, 2003) and has been adapted as a compulsory subject in schools, formal and informal schools, ranging from junior high to tertiary institutions (Kusmaryati & Ametaningrum, 2017). The reason English is taught starting from junior to senior high school is that it is seen as a pathway to enter higher education, this is supported by Government Regulation Number 28 of 1990, which states that English is taught starting from the first year of junior high school.

Unlike English in junior high school, senior high school, and tertiary institutions, English language teaching in Indonesian elementary schools has undergone significant changes from the 1993 Curriculum to the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) where English has been included in the local content (Renandya, 2018). According to the Decree of the Minister of Education and Culture No. 060/U/1993, English in elementary schools is a local content where in this textbook the content must pay attention to local elements of Indonesian society, including socio-cultural elements. This is further explained in the 1994 Elementary School Curriculum which contains nine subjects, one of which is English as a local content subject (Department of Education and Culture, 1993). According to Sutarsyah, (2017), local content is intended to equip students with abilities that are considered important in the area concerned, this is following local environmental conditions without reducing the content in the curriculum that applies nationally.

However, in 2013 the government released the 2013 curriculum where English in primary schools was excluded. In Regulation of the Minister of Education and Culture No. 67 of 2013, concerning the primary school curriculum, pages 9-10, there is no mention of the existence of English subjects in the primary school. English as a local content in primary school depends on the readiness of each school. The schools need to develop their curriculum and provide teaching and learning resources. There is no official English curriculum for primary schools released during this period. Therefore the instruction delivered varies from one school to another school, even from one region to another region. Some schools adopt the junior high curriculum, and some rely on commercial textbooks (Hawanti, 2011). Meanwhile, according to Indonesian Primary School Directorate (2022), the Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim, released a new education curriculum in Indonesia namely Independent Curriculum (*Kurikulum Merdeka*) in 2022 as a more simple, brief, and flexible curriculum. Additionally, as reported by Lie (2023) that English is a part of Independent Curriculum only as an optional subject with two hours of lesson (70 minutes) length per week. Interestingly, in both schools taken as object of this study implement both 2013 curriculum and Independent Curriculum at the same time in

the different stage. Yet, the implementation of Independent Curriculum in both schools is still on probation period and only applied in the first, second, and fourth grade while the 2013 curriculum is consistently implemented in the third, fifth, and sixth grade. It was because the regional Educational Office instructed to do probation of Independent Curriculum as stated by the headmaster before the researcher collected the data from the schools. Related to the fourth grade that was already included to Independent Curriculum, the researcher included the grade as the sample since the grade is taught by similar teacher as the sixth grade's teacher. In addition, the teacher also use similar lesson plan and syllabus add the classes in the previous years because the implementation of Independent Curriculum in that grade was only started in the odd semestert of 2023, a year ago.

Therefore, a question arises whether English is included in a subject as local content or as an extracurricular. Although English is not included in the 2013 curriculum, several primary schools in East Prabumulih, namely SDN 50 Prabumulih and MIN (*Madrasah Ibtidaiyah Negeri*) 1 Prabumulih which implement the 2013 curriculum, still include English as local content. According to brief information from the principal of SDN 50 Prabumulih, English was taught again starting in 2020 which was held by the previous principal who taught from grade 1 to 6 with two English teachers. Meanwhile, brief information from the curriculum representative of MIN 1 Prabumulih, English is already taught even though the 2013 curriculum change does not include English as a local content anymore.

Teaching English in primary schools without being facilitated by the primary school curriculum leads to several challenges. Schools that are equipped with adequate resources, such as textbooks, media resources, and skilled teachers, can effectively support students in learning English (Cahyati & Madya, 2019). The government, in this case, the Ministry of Education and Culture, does not provide a syllabus for English subjects. The task is left entirely to each province to make its syllabus according to the situation and conditions in that area as found by Kaltsum and Habibiy (2020) that examine the learning tools used by elementary English teachers and their efforts to implement government policies on English as a local content curriculum. The study reveals that teachers have not integrated local content

into their syllabi, lesson plans, media, or learning resources and show little concern for policy implementation.

Several preliminary studies related to this research include. First, research conducted by Kamal (2018) suggests that teachers face several problems, namely limited materials and teaching methods. This is because the time given is very limited and the number of students is very large, but according to the researchers themselves, by emphasizing students' abilities in certain aspects, the results they want to obtain are less than optimal. Additionally, it also influences teachers in providing learning tools such as lesson plans. Another research conducted by Kaltsum (2016) revealed that the curriculum structure used in each class follows the demands of the curriculum implemented in elementary schools.

This means that there are still many problems that occur among English teachers in elementary schools who apply English as local content in the 2013 curriculum and there are still several schools that still apply the 2013 curriculum. Therefore, this research aims to find out the problems they face as English teachers in elementary schools that are still implementing the 2013 curriculum. Overall with previous studies, this research focuses on the problems that occur when schools continue to provide English as local content and how teachers solve the problems they experience at school through research entitled "*English Teachers Problems in Teaching English as a Local Content: A Case Study at Public Primary Schools in the Subdistrict of East Prabumulih*"

1.2 The Problems of the Study

The problems of the study are formulated into the following questions:

1. What problems do English Teacher have in teaching English as a Local content?
2. How do English teachers solve problems in teaching English as a Local Content?

1.3 The Objectives of the Study

Based on the problem above, the objectives of the study are:

1. To find out what problems English Teacher have in teaching English as a Local content.

2. To find out how English teachers solve problems in teaching English as a Local content.

1.4 The Significance of the Study

The results of this research are expected to be able to make English teachers in primary schools aware of the problems that occur and be able to find ways to overcome them. Thus, an English teacher in primary schools can teach well. Furthermore, this research is expected to make the government consider learning devices specifically for English subjects. Finally, this research is expected to provide valuable information and can be a useful reference for future researchers.

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