

CHAPTER II

LITERATURE REVIEW

2.1 English in elementary School

Since 1995, primary schools in Indonesia have been officially permitted to introduce English as a local content subject for students in the fourth, fifth, and sixth grades. The growing recognition of the importance of English proficiency in a globalized world has encouraged an increasing number of primary schools to incorporate the subject into their curriculum.

Following the enactment of Law No. 22 of 1999 on Regional Government, district-level regions were-granted full autonomy to manage education within their jurisdictions. Consequently, some regions have chosen to introduce English as an optional or even compulsory subject from as early as the first grade, and in certain cases, even in kindergarten. This decision aligns with the broader implementation of regional autonomy (Madya et al., 2004).

The inclusion of English as a Mulok subject in primary schools became officially recognized under the 2006 School-Level Curriculum (KTSP). Ministerial Regulations No. 22/2006 on Content Standards and No. 23/2006 on Graduation Competency Standards mandated English as a compulsory local content subject for all primary school students from Grade I to Grade VI. Under these regulations, students receive English instruction for 2x35 minutes per week (Kulsum, 2016). Initially, English was introduced only in Grades IV-VI, but with the implementation of KTSP, it was expanded to all grades, beginning from Grade I.

The discussion of English in elementary education is divided into three key aspects: competencies, objectives, and scope, as outlined below (upi.edu, 2024).

- a. Competencies English serves as a medium for both spoken and written communication. Effective communication includes the ability to comprehend and convey ideas, emotions, and knowledge, as well as to engage with technological and cultural developments. Graduates of SD/MI should ideally acquire competencies that prepare them for English learning at the junior high school level (SMP/MTs). These competencies enable them to interact in English within school and classroom settings.
- b. Objectives the goal of English instruction in elementary schools (SD/MI) is to develop basic language skills that support actions, a concept known as "language accompanying action." English is primarily used for interaction within an immediate situational context, following the "here and now" principle. To build this competency, students must be introduced to and practice various forms of adjacency pairs, which lay the foundation for more advanced interaction skills.

The objectives of teaching English in elementary schools are as follows:

1. To cultivate fundamental oral communication skills that support actions within the school environment.
2. To foster an awareness of the significance of English in enhancing national competitiveness on the global stage.

3. Scope The English subject in elementary schools (SD/MI) focuses on developing oral communication skills in school-related contexts, encompassing the following components: Listening, Speaking, Reading, and Writing Reading and writing activities are structured to reinforce oral communication learning.

2.2 The Concept of Teaching and Teaching English

Teachers play a crucial role in shaping the psychosocial environment of students' learning experiences. They also influence the physical learning space, which affects students' academic performance. Not only has the school environment but also by their home and community surroundings determined a child's academic success. Consequently, enhancing teacher education and in-service training programs is essential for improving the quality of instruction (Bhujbal, 2024).

Brown, as cited in Bunga (2019), defines teaching as the process of guiding, instructing, and helping someone learn a new skill or knowledge. Teaching cannot be separated from learning, as it aims to foster students' intellectual growth. According to Arends (in Bunga, 2019), teaching is an effort to facilitate students' development. Essentially, it involves imparting knowledge, providing guidance, and creating opportunities for acquiring new skills and attitudes. Language teaching, in particular, involves designing situations that encourage second or foreign language acquisition. It also entails fostering an engaging interaction between teachers and students to facilitate knowledge transfer.

Brown (in Bunga, 2019) notes that while children naturally acquire their first language with ease, learning a foreign language can be significantly more challenging. The influence of the native language often interferes with the acquisition of a second language, potentially hindering success. Somad and Tati (in Bunga, 2019) emphasize that teaching English to students with hearing impairments requires adapting materials to suit their unique learning needs. Daniela (2004) further explains that teaching English to hearing-impaired students presents challenges, as the syntactic structure of spoken languages differs significantly from that of sign language.

2.3 Teaching English Methods

Suryosubroto (in Alviah, 2019) describes a method as a strategic tool used to achieve educational goals effectively. The choice of method significantly affects the success of teaching and learning. Similarly, Djamrah & Zain (in Alviah, 2019) view the teaching method as a key component in ensuring successful instruction. Sanjaya (in Alviah, 2019) explains that a teaching method is a systematic approach implemented by teachers to achieve predefined objectives efficiently. Meanwhile, Sudjana (in Alviah, 2019) states that a teaching method involves the strategies a teacher employs to establish an interactive learning environment.

Teaching methods play a crucial role in English language instruction. According to Richards & Rodgers (in Hilmiah, 2016), a method consists of a structured approach to presenting language material systematically, ensuring consistency with a chosen teaching strategy. Similarly, Norland (in Hilmiah,

2016) defines a method as a sequence of procedures or activities designed to facilitate language learning in an organized manner.

Several well-known teaching methods include:

1. Grammar-Translation Method. The Grammar-Translation Method has been widely used for many years. Also referred to as the Classical Method, it was originally employed to teach Latin and Greek literature (Chastain in Hilmiah, 2016). This approach was believed to help students understand and appreciate foreign literature.

This method involves a thorough study of grammar rules, which students apply when translating texts between their native language and the target language (Howatt in Manab, 2020). Key characteristics include:

1. Grammar is taught prescriptively through the explicit presentation and analysis of rules.
2. A primary focus is placed on sentence translation.
3. High standards of accuracy are emphasized, as precise translation is considered essential.
4. Vocabulary is introduced through bilingual word lists, dictionary references, and rote memorization.
5. The method prioritizes reading and writing over listening and speaking skills.
6. The native language is used to explain new concepts and draw comparisons with the target language.

Howatt (1984) highlights the importance of accuracy in translation, noting that achieving high standards was historically necessary for passing formal written examinations during the 19th century.

By incorporating these methodologies effectively, English language instruction in Indonesian primary schools can be improved to ensure better student outcomes.

From the explanation above, there are several components and activities that the teacher can do in the process of teaching and learning in the classroom.

No	Components		Activities
1	Introduce Rules Explicitly	Grammar	<ul style="list-style-type: none"> a. Begin lessons with a detailed explanation of grammar rules in the target language. b. Use examples and counterexamples to clarify the rules. c. Provide students with a handout summarizing key grammar points.
2	Practice Activities	Translation	<ul style="list-style-type: none"> a. From Mother Tongue to Target Language: Provide sentences in the learners' native language and ask them to translate into the target language, applying the grammar rules they've learned. b. From Target Language to Mother Tongue: Give texts or sentences in the target language and have students translate into their mother tongue. c. Use both simple and complex sentences to challenge learners' comprehension and accuracy.
3	Focus on Vocabulary Development	Vocabulary	<ul style="list-style-type: none"> a) Create bilingual word lists with common and relevant vocabulary for the topic being taught. b) Encourage the use of dictionaries to find meanings and synonyms. c) Design activities such as matching words with their meanings or memorization drills. d) Assign vocabulary tests or spelling quizzes to

reinforce learning

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| 4 | Emphasize Accuracy | | <ul style="list-style-type: none"> a) Conduct error analysis by carefully reviewing students' translations. b) Provide feedback on grammatical mistakes, word choice, and sentence structure. c) Encourage students to revise their translations to ensure precision. |
| 5 | Encourage Exercises | Written | <ul style="list-style-type: none"> a) Assign paragraph writing or essay tasks based on given prompts. b) Ask students to incorporate newly learned vocabulary and grammar structures. c) Conduct peer reviews to allow students to learn from each other's translations. |
| 6 | Use the Mother Tongue for Explanation | | <ul style="list-style-type: none"> a) Compare grammar rules in the mother tongue and the target language to highlight similarities or differences. b) Explain complex concepts in the mother tongue to ensure comprehension. c) Use direct comparisons (e.g., verb conjugation patterns, sentence structures) to build understanding. |
| 7 | Create Exercises | Reading | <ul style="list-style-type: none"> a) Provide texts in the target language for reading practice. b) Ask students to translate sections of the text into their mother tongue. c) Include comprehension questions to ensure understanding. |
| 8 | Set High Standards for Evaluation | | <ul style="list-style-type: none"> a) Design tests that include grammar exercises, translation tasks, and vocabulary questions. b) Grade based on accuracy and adherence to grammatical rules. c) Provide detailed feedback for improvement. |
| 9 | Balance Learning with Repetition | | <ul style="list-style-type: none"> a) Use drills and repetition to reinforce grammar rules and vocabulary. b) Encourage students to practice translating sentences or passages repeatedly to improve fluency and confidence. |
| 10 | Incorporate | Cultural | <ul style="list-style-type: none"> a) Introduce authentic materials (e.g., literary texts, historical passages) for translation. |

- Content
- b) Discuss cultural context to deepen students' understanding of the target language

1. Direct Method

- a) The Direct Method prioritizes associating meaning with the target language without relying on translation. This approach focuses on spoken communication in the target language. It is also referred to as the reform method because it enhances language learning by making a radical departure from the grammar-translation method. Other names for this method include the reform method, natural method, phonetic method, and anti-grammatical method.
- b) According to Stern (as cited in Manab, 2020), the Direct Method follows several key principles. First, learning occurs through direct associations between speech and actions, as well as between words and their corresponding concepts or objects. These connections must be clear and concrete while avoiding conflicting associations.
- c) Second, repetition plays a crucial role in reinforcing these associations. Teachers should introduce only a small number of language elements at a time to ensure effective learning.
- d) Third, memory is influenced not just by repetition but also by the learner's level of attention and interest. If students are motivated and eager to learn, they are more likely to acquire the language successfully.

- e) Fourth, teaching materials such as texts, dictionaries, and grammar books should be integrated and structured in a way that enhances the learning process. Proper coordination among these resources helps make language acquisition more effective.
- f) Lastly, explicit grammar instruction should only take place after students have naturally absorbed grammatical structures through exposure to texts. Memorizing vocabulary lists, verb conjugations, or declensions is discouraged. Instead, grammar should be introduced at the sentence level, as understanding syntax is considered the most essential aspect of grammar learning.

There are several activities the teacher can do in the classroom, they are as follow.

No	Components	Activities
1	Facilitate Direct and Concrete Associations	<ul style="list-style-type: none"> a. Use visuals and actions: Teachers can use flashcards, videos, real objects, and actions to connect words with their meanings and encourage association. b. Contextualized learning: Introduce new vocabulary and concepts in specific, relatable contexts. For example, teach "apple" while showing a real apple or a picture and discussing its uses. c. Avoid conflicting examples: Ensure that examples used to teach a concept do not confuse learners. For instance, when teaching verb conjugation, use consistent and clear patterns initially.
2	Encourage Repetition	<ul style="list-style-type: none"> a. Practice activities: Use drills, role-playing, and repeating phrases to help students internalize language structures and vocabulary. b. Spaced repetition: Reintroduce learned material over time to strengthen memory.

- c. Limited initial content: Introduce a manageable number of vocabulary items or structures and build on them gradually.
- 3 Foster Attention and Interest
 - a. Engage students with interactive tasks: Use games, storytelling, or problem-solving activities that align with students' interests to maintain their focus.
 - b. Provide motivation: Use real-life scenarios where the language can be applied, such as ordering food or asking for directions.
 - c. Student choice: Allow learners to choose topics or activities that interest them to keep them motivated.
- 4 Coordinate Materials Teaching
 - a. Integrate resources: Align texts, dictionaries, and grammar guides so that they complement each other. For example, a text passage could be followed by vocabulary lists and grammar exercises based on it.
 - b. Design thematic lessons: Use thematic approaches where vocabulary, grammar, and comprehension exercises revolve around a central topic, like "Travel" or "Daily Routines."
- 5 Teach Intuitively Grammar
 - a. Grammar from context: Allow students to absorb grammar by working with complete sentences in meaningful contexts, such as dialogues or stories, before formally teaching the rules.
 - b. Sentence-level focus: Begin teaching grammar by showing how sentences are structured (e.g., subject-verb-object) rather than focusing on individual word forms.
 - c. Implicit learning activities: Use activities like fill-in-the-blank exercises, sentence unscrambling, or guided writing to reinforce grammar concepts without overwhelming students with rules.
- 6 Promote Active Learning
 - a. Pair and group work: Encourage students to work together in pairs or groups to practice speaking and problem-solving, which reinforces language use through

collaboration.

- b. Feedback loops: Offer constructive feedback on errors in a positive and supportive manner, focusing on improvement rather than correction.

2. Audio Lingual Method

- a) A fundamental principle of the Audio-Lingual Method is that language teachers should present students with a model that closely resembles that of a native speaker. Through listening, learners are expected to imitate this model. Using contrastive analysis, pronunciation drills focus on words that have the greatest differences between the target language and the learners' first language. Rather than learning grammar through direct rule memorization, students acquire it through examples.
- b) The Audio-Lingual Method treats language skills—listening, speaking, reading, and writing—as distinct components. However, its primary emphasis is on listening and speaking, aligning with Moulton's statement that language is primarily spoken, not written (Stern in Manab, 2020). While reading and writing are still included, the core focus remains on oral and auditory skills.
- c) Dialogues play a central role in this method, serving as the primary tool for presenting language structures. They allow students to practice pronunciation, repetition, and memorization of language chunks.

Additionally, pattern drills are widely used as a key instructional technique for language acquisition.

- d) An important innovation introduced by the Audio-Lingual Method is the language laboratory, which enables learners to listen to native-like models and practice mimicking and memorizing language patterns. Similar to the Direct Method, it aims to minimize the use of the mother tongue, though not as strictly.

From the feature of the teaching method above, there are several activities that the teacher can do in the teaching and learning process. They are as follows.

No	Components	Activities
1	Focus on Listening and Speaking	<p>a. Use dialogues as the foundation: Introduce dialogues that are relevant to the learners' context. Practice these dialogues in class, emphasizing proper pronunciation, intonation, and rhythm.</p> <p>b. Model listening exercises: Play recordings of native speakers or use your voice to demonstrate accurate pronunciation and intonation. Encourage students to listen attentively and imitate.</p>
2	Incorporate Pattern Drills	<p>a. Repetition drills: Have students repeat phrases or sentences to build fluency and accuracy.</p> <p>b. Substitution drills: Ask students to replace a word in a sentence with another word while maintaining correct grammar and sentence structure.</p> <p>c. Transformation drills: Provide sentences that students must convert, such as changing active to passive voice or affirmative to negative.</p> <p>d. Chain drills: Create a chain of responses where one student's answer becomes the next student's prompt.</p>
3	Minimize Use of the	<p>a. Use visual aids (e.g., pictures, flashcards,</p>

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| | Mother Tongue | <p>realia) to explain meanings instead of translating into the students' native language.</p> <ul style="list-style-type: none"> b. Employ gestures, facial expressions, and actions to convey meaning. c. Encourage students to think directly in the target language by immersing them in English-only activities. |
| 4 | Leverage Dialogues for Practice | <ul style="list-style-type: none"> a. Memorization: Encourage students to memorize short, practical dialogues for everyday situations. b. Role-playing: Organize role-play activities based on the dialogues to make practice interactive and contextualized. c. Expansion: Encourage students to expand on the dialogue by creating variations or adding new parts to the conversation. |
| 5 | Utilize the Language Laboratory | <ul style="list-style-type: none"> a. Provide access to recordings of model pronunciation, intonation, and conversational examples. b. Set up listening and speaking exercises where students mimic the recordings and practice repeatedly. c. Use individual headsets and microphones for students to monitor and improve their pronunciation independently. |
| 6 | Integrate Reading and Writing Gradually | <ul style="list-style-type: none"> a. Use simple reading passages based on the vocabulary and structures introduced in dialogues. b. Introduce writing activities like filling in blanks, writing short responses, or summarizing dialogues. |
| 7 | Continuous Assessment and Feedback | <ul style="list-style-type: none"> a. Monitor students' pronunciation and intonation closely, offering corrective feedback. b. Evaluate their ability to participate in drills and reproduce patterns accurately. |

3. Communicative Language Teaching

Communicative Language Teaching (CLT) revolves around engaging students in real-life scenarios that require interaction. In this

approach, teachers create situations that mirror everyday experiences, encouraging learners to communicate naturally.

Certain CLT strategies align with theories of learning. As noted by Richards and Rodgers (cited in Alviah, 2019), three key principles support language acquisition: the communication principle, which asserts that real communication fosters learning; the task principle, emphasizing that language use in meaningful tasks enhances learning; and the meaningfulness principle, which suggests that understanding and conveying meaning contribute significantly to the learning process (Johnson in Alviah, 2019).

Richards (2006) outlines essential procedures for implementing CLT in the classroom. The primary emphasis should be on meaning rather than mere language forms. Achieving communicative competence is the ultimate goal, and lessons should be structured around learner-centered activities. Fluency takes precedence over accuracy, and students are encouraged to engage with others through speaking, group discussions, and writing. When dialogues are incorporated, they should focus on practical communication rather than rigid memorization. Furthermore, student motivation arises naturally when they find relevance in what they are communicating. A task-based approach is also fundamental to CLT.

Like any teaching method, CLT has both advantages and limitations.

There are some activities the teacher can do in teaching process. They are as follows.

No	Components	Activities
1	Focus on Meaning	<ul style="list-style-type: none"> a. Design activities that require students to understand and interpret meaning rather than just focus on grammatical accuracy. b. Use real-life scenarios or contexts, such as planning a trip, ordering food, or discussing a hobby.
2	Aim for Communicative Competence	<ul style="list-style-type: none"> a. Create lessons that emphasize the ability to communicate effectively in real-world situations. b. Integrate listening, speaking, reading, and writing activities that build practical communication skills.
3	Learner-Centered Approach	<ul style="list-style-type: none"> a. Allow students to take an active role in their learning by encouraging discussions, role-plays, and peer interactions. b. Personalize activities to match students' interests and needs, making learning more relevant to their lives.
4	Prioritize Fluency over Accuracy	<ul style="list-style-type: none"> a. Encourage students to speak or write without fear of making mistakes. b. Use error correction sparingly during fluency-focused activities to maintain the flow of communication.
5	Encourage Interaction	<ul style="list-style-type: none"> a. Use pair work, group discussions, and collaborative projects to foster interaction among students. b. Incorporate games, debates, and problem-solving tasks that require communication between students.
6	Use Dialogues with Communicative Functions	<ul style="list-style-type: none"> a. Develop dialogues that reflect real-life communication purposes, such as asking for directions, making appointments, or giving advice. b. Encourage students to modify or create their own dialogues based on these models.
7	Foster Intrinsic Motivation	<ul style="list-style-type: none"> a. Choose topics and materials that are engaging and relevant to students' lives. b. Highlight the practical benefits of language use, such as building friendships, exploring cultures, or achieving career goals.
8	Implement Task-Based	<ul style="list-style-type: none"> a. Create tasks that simulate real-world

Learning

activities, such as planning an event, conducting an interview, or solving a problem.

- b. Ensure tasks have clear goals, requiring students to use the target language meaningfully.

2.4 Previous studies

The researcher takes several studies as the related studies to the present study.

They are as follows.

No	Researchers	Title	Results
1	Effendi, Herlina et al. (2018)	ANALYSIS OF TEACHING METHODS USED BY ENGLISH TEACHER AT THE EIGHT GRADE OF MTsN 3 MATARAM IN ACADEMIC YEAR 2017/2018	The English teacher employed several teaching methods, including the Grammar Translation Method, Direct Method, Audio-Lingual Method, and Scientific Approach. These approaches were chosen because they were considered appropriate and easier to grasp for students with a low level of English proficiency, particularly eighth-grade students at MTsN 3 Mataram. To apply these methods, the teacher incorporated different techniques. In the Grammar Translation Method, activities such as translating passages, answering reading comprehension questions, filling in blanks, memorization, and writing were utilized. For the Direct Method, the teacher engaged students in reading aloud, conducting question-and-answer sessions, practicing conversations, and writing paragraphs. Meanwhile, in the Audio-Lingual Method, students practiced through word and sentence repetition exercises.

2	Alviah (2019)	A STUDY ON TEACHING METHOD USED BY THE ENGLISH TEACHERS IN TEACHING SPEAKING AT SMPN 3 PEKANBARU	<p>This study's findings reveal that two English teachers instruct seventh-grade students at SMPN 3 Pekanbaru, each employing distinct teaching methods for speaking lessons.</p> <p>From the collected observation data, interview responses, and analysis, it was determined that Teacher I implemented the Communicative Language Teaching (CLT) Method along with the Discussion Method. In contrast, Teacher II adopted the Direct Method in combination with the Discussion Method.</p> <p>Furthermore, based on the interview results, students expressed positive perceptions of the teaching methods used by both teachers. They found these approaches effective, which enhanced their enthusiasm and enjoyment in learning English, particularly in speaking activities.</p>
3	Bunga, Sri Wahyuni (2019)	THE TEACHERS' METHOD IN TEACHING ENGLISH AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 PALOPO	<p>The findings of this study reveal that the English teacher at SMA Negeri 2 Palopo employs two primary teaching methods: speaking and reading. In this approach, students are required to comprehend a given text, rewrite it based on their understanding, and then present their interpretation in English. This strategy aims to</p>

			enhance their speaking skills effectively.
4	Manab, Surya Putra (2020)	ANALYSIS OF TEACHING METHOD OF ENGLISH TEACHER FOR THE TENTH GRADE OF SMAN 4 PAREPARE	<p>The teacher primarily employed the communicative approach in their teaching. Many of the techniques and methods they used involved establishing an immediate connection between English words or phrases and their meanings through demonstrations, aligning with the principles of the direct method.</p> <p>However, there was noticeable inconsistency in the application of this approach among English teachers. Their methods were not always uniform, leading to variations in teaching effectiveness.</p> <p>Therefore, it can be concluded that English teachers require further training and professional development to enhance their understanding and application of different teaching approaches, methods, and techniques for teaching English as a foreign language.</p>
5	Da Silva et al., (2024)	The Direct Method in English Language Instruction for Primary School Students in Santarém-PA: An Experience of TESOL Undergraduates	<p>Participants encountered difficulties stemming from their limited pedagogical knowledge. However, they demonstrated resilience by employing adaptive strategies, engaging in collaborative work, and reflecting on their teaching practices. Additionally, they recognized the significance of incorporating aspects of students' physical and social environments into their lessons.</p> <p>Although challenges were present, the study highlights the Direct Method's effectiveness and</p>

			feasibility in contexts where English is not the dominant language. It advocates for a thoughtful examination and adaptation of this approach within TESOL programs to maximize its benefits.
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