

**TEACHERS' READINESS ON TEACHING ENGLISH IN
ELEMENTARY SCHOOLS THROUGH *MERDEKA* CURRICULUM AT
ELEMENTARY SCHOOLS IN LUNANG SOUTH PESISIR**

UNDERGRADUATE THESIS

**Submitted as Partial Fulfillment of The Requirements to Obtain a Bachelor
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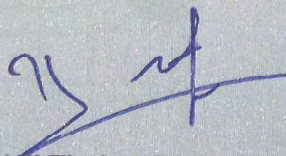
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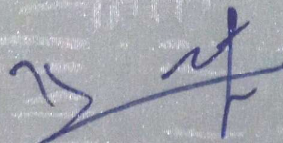
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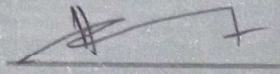
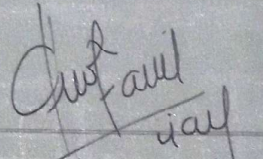
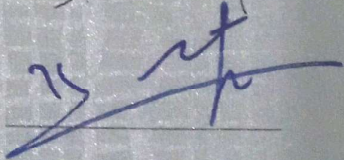
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ABSTRACT

Purbowati, A.T., & Tiarina, Y. (2024). Teachers' Readiness on Teaching English in Elementary Schools through Merdeka Curriculum at Elementary Schools around Lunang South Pesisir, Universitas Negeri Padang

This study aimed to figure out Teachers' Behavioral and Situational Readiness on teaching English in elementary school. This research used a qualitative descriptive design. The participants in the study were twelve classroom elementary schools teacher whose were instructed to teach English, especially in grade one, two, four and five. The data were collected using semi- structured interviews. The findings showed that the teachers' behavioral readiness were not ready. The teachers' situational readiness were ready to teach English in elementary schools. However, there is only one school which had sufficient library, others schools still did not have sufficient library especially in rural schools and lack to provide complete books.

Keywords : *Teacher's readiness, Behavioral Readiness, Situational Readiness*

ABSTRAK

Purbowati, A.T., & Tiarina, Y. (2024). Teachers' Readiness on Teaching English in Elementary Schools through Merdeka Curriculum at Elementary Schools around Lunang South Pesisir, Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui Kesiapan Behavioral dan Situasional Guru dalam mengajar bahasa Inggris di sekolah dasar. Penelitian ini menggunakan desain deskriptif kualitatif. Partisipan dalam penelitian ini adalah dua belas guru kelas sekolah dasar yang diinstruksikan untuk mengajar bahasa Inggris, terutama di kelas satu, dua, empat dan lima. Data dikumpulkan dengan menggunakan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa kesiapan perilaku para guru tidak siap. Kesiapan situasional para guru sudah siap untuk mengajar bahasa Inggris di sekolah dasar. Namun, hanya ada satu sekolah yang memiliki perpustakaan yang memadai, sekolah lainnya masih belum memiliki perpustakaan yang memadai terutama di sekolah-sekolah di daerah pedesaan dan kurang menyediakan buku-buku yang lengkap.

Kata kunci : *Kesiapan guru, Kesiapan Behavioral, Kesiapan Situational*

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In the name of Allah SWT, the most Gracious and the most Merciful Alhamdulillah rabbi`Alamin, all praise is upon Allah Subhanahu Wata`ala, the lord of every living creature, with his uncountable blessing, mercy, kindness and great guidance, that has given the writer good health, welfare, and strength to finish this thesis entitled: Teachers' Readiness on Teaching English in Elementary School through Merdeka Curriculum at Elementary schools in Lunang South Pesisir. Also, Shalawat and Salam are delivered to the greatest leader for human beings, the Prophet Muhammad Sallallahu `Alaihi Wasallam. However, this paper will not be finished without support, advices, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

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The writer fully realizes that this thesis is still very far from being perfect, Therefore, the writer is very pleased welcome any critics and advice from any party for the improvement of this work.

Padang, 1 August 2024

Annisa Tri Purbowati

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CHAPTER I

Introduction

A. Background of The Problems

According to kepmendikbudristekdikti (2022), English is a compulsory elective subject that can be organized based on the readiness of the education unit. It has been implemented in elementary school since the academic year 2022/2023 when *kurikulum merdeka* was gradually implemented in Indonesia. In this curriculum, the learning process focuses on students' characteristics and more flexible than the previous curriculum. As the latest curriculum, this curriculum is implemented in all sections of education such as elementary schools, junior high schools, senior high schools, vocational schools, and colleges.

In *kurikulum 2013* English subjects were not listed as compulsory subjects despite an extracurricular subject in elementary school. Moreover, some subjects in *kurikulum 2013* combined into 1 theme. In this curriculum, schools could add English to their content curriculum if the students need analysis shows the necessity (anraeni & yusuf, 2022). English was not listed as compulsory subject in this curriculum, because of the lack of use of *bahasa* as a national language than English. Elementary school children should improve their *bahasa* first. Because the nation's language is its essence the young generation must preserve its national language. Prihatin (2015) stated that students had to wait until junior high school to begin studying English.

English language in Indonesia is one of the foreign languages. English as a foreign language is the study and application of English as a second language by people whose native tongues are not English in non-English speaking nation not only in Indonesia, English is a foreign language on several country in Asia such as China and Korea. In China according to Du et al., (2014) ELT for children became extremely popular in China once English was formally designated obligatory in primary school in 2001. The same as in Malaysia, according to Azman (2016) English is taught to Malaysian children as early as preschool, when they are 5-6 years old. It is still taught as a required subject in the national elementary curriculum (6-12 years old). Indonesia is the one which is not implemented English as compulsory subject in elementary school in Asia.

Although English has a similar position with other foreign languages such as Japanese, Arabic, etc., English is an international language that are used to communicate around the world. Moreover, some countries use English as their national language and some others use English as a second language. In conclusion, learning English at an early age is necessary to support their English language skills in the future able to comprehend and interact with other people of various nations and cultures, creating chances to broaden social and professional networks. On the other hand, the teacher's role is the most important thing in balancing the quality of *bahasa* and English skills.

One of the teacher's role is having the teacher readiness to teach. In teaching, teacher readiness is very important to note to achieve appropriate

learning objectives. According to Anggraeni & Yusuf (2022) there are three dimensions of teacher readiness; behavioral readiness, situational readiness, and psychological readiness in teaching English. Behavioral readiness depends on the background of the study and teachers' ability to achieve learning purpose. Meanwhile, other supporting aspects and environment of study are situational readiness. Teachers' self-efficacy and intrinsic motivation are psychological readiness.

There has been some research on teacher readiness of teaching English in Indonesia. A study by Angraeni & Yusuf (2022) investigated teacher psychological readiness of teaching English in elementary school. This psychological readiness depends on self-efficacy and intrinsic motivation. The instrument of this research was narrative inquiry by giving guided questions consisted of their experience dealing with English, their responded to the changes, and their educational backgrounds. The participant of this study is three elementary teachers which teaching in fourth grade. They had different educational background, none of the participant had English educational major. After all the findings of this study showed that the participant are psychologically ready to teach English in elementary school. However this study were not investigate more about situational and behavioral readiness.

In additions of teacher readiness, the study by Mutiah et al. (2020) investigated teachers, students and schools' readiness for English young learner in Indonesia. This study collected data through the questionnaire. The

participant of this study are 10 elementary school teachers, pre-school teachers, elementary and preschool students, elementary and pre-schools in several areas of Indonesia. The result of this study showed that the teachers and students were high readiness in conducting English for young learner. Meanwhile the facilities support and conditions were limited and was not fully complete.

Moreover wahyuningsih (2022) investigated about teaching English for foreign language in Indonesian elementary schools. This study explained why English should be included in curriculum, who teaches English, what topic mostly taught in English class and how the teaching and learning process is conducted. In about 94 instructors who are in charge to teaching English in 66 schools are the samples of this study. An online survey using google form questionnaire are distributed to collect the data. The findings of this research showed that homeroom teachers held the highest position of the 57 teachers (61%) in charge of teaching English, followed by 30 specialist English teachers (32%) with relevant educational backgrounds and 7 English teachers (7%) with no educational backgrounds in English. The study's findings lead to the following recommendations: Teaching English to young learners has ramifications that are not only related to the established curriculum but also to the work required to prepare teachers. English should be taught by trained English teachers with relevant educational credentials and strong English skills.

However, according to the studies cited above, teachers who are not prepared for the job can have a number of negative effects on both themselves

and their students. Here are some probable outcomes: Teachers who feel unprepared or lack the necessary abilities may suffer increased stress and frustration, which can lead to burnout and low job satisfaction. Ineffective teaching practices: Without the necessary knowledge, skills, or confidence, teachers may struggle to provide effective instruction, resulting in reduced student engagement and learning outcomes. Difficulty regulating classroom conduct: Teachers who lack behavioral preparedness may struggle to successfully manage classroom behavior, resulting in disruption and a chaotic learning environment. limited professional development: Teachers who are unprepared to meet the responsibilities of their work may find it challenging.

According to those some provident how teachers' readiness are important to encourage learning process. The main issues are teacher's English skill, they were not confident to use English in class. That because their educational background which not related, have no training of teaching English especially for young learner and lack of experience in using English. In addition, facilities and other supporting materials is the other thing that influence how successful the teaching process is.

The researcher realize how elementary schools that implement *kurikulum merdeka* face additional difficulties as a result of the new policy at the elementary school education level, which makes the English language an elective subject. Learning English is still managed by the class teachers in some schools as there are still no special educators dedicated to the subject. Therefore, to organize English language learning in elementary schools,

researchers are interested in finding out how prepared teachers perceive to teach English. In elementary schools, English subjects have been implemented gradually in first, second, fourth, and fifth grade rather than all at once. Classroom teachers do not have psychological readiness issues during the learning process. Because of this, researchers are interested in examining the situational and behavioral readiness of English language teachers in this study.

Lunang is one of regencies in the south *Pesisir* region west *Sumatera* province. This is one of the side country areas which is located far from the city. This area is chosen because the researcher knows that in this area hard to find elementary schools' English teachers. Most English teachers do not have English skill background there, so the goals of English learning are not reached. The supporting aspects and environment in these schools are not as complete as in schools of other areas like *Painan* and other areas in the same region.

In this research, the researcher hope it will help future teachers prepare themselves and help the schools find appropriate teachers to teach English in their schools. The researcher also hopes this research will increase public awareness of the importance of learning English.

B. Identification of The Problem

Based on the background of the problem above, some issues can be investigated regarding teacher situational and behavioral readiness in teaching English in elementary school. According to the new curriculum which English

is a compulsory subject in elementary school, there are various problems appeared such lack of teacher sufficiency, behavioral readiness, and schools' appropriate facilities. The lack of teacher sufficiency made some schools commissioned classroom teachers to teach English. Thus, the teacher which has no English educational background to teach English so the learning goals will not be completely success.

C. Limitation of The Study

This research will focus on English teachers in public elementary schools around *Lunang* south *Pesisir*, especially in first, second, fourth, and fifth grades to find out their behavioral and situational readiness to teach English.

D. Formulation of The Problem

Related to the limitation of the problem above, the formulation of this research is formulated into “ How are English teachers behavioral and situational readiness in teaching English in elementary school ? “

E. Research Questions

1. How is teachers' behavioral readiness on teaching English in elementary schools ?
2. How is teachers' situational readiness on teaching English in elementary schools ?

F. Purpose of the Research

In terms of the above-mentioned research issues, the goal of the study is to:

1. To find out the teachers' behavioral readiness depends on their educational background, ability in English in teaching English for elementary school.
2. To find out the teachers' situational readiness, depends on schools' facility and supporting materials in teaching English for elementary school.

G. Significance of Research

The findings of this investigation are likely to have both theoretical and practical implications. The researcher also hopes that the findings of this study can provide overview for the next future English teacher to prepare themselves in teaching English. Moreover, this study can help to review the lack of existing facilities especially in the area where this research was conducted so that the authorities can help deal with the problem. Last, author hope it will give overview of how English teacher should have proficient English language skills and a suitable educational background and help the schools find appropriate teachers to teach English in their schools.

H. Definition of Key Terms

1. Teacher's readiness

Teacher's readiness is the capacity or mental and physical maturity that is backed by the resources required to impart knowledge to students.

2. Teachers' situational readiness

Situational readiness is teacher readiness deals with how best the teachers are aware that they can promote an implementation

3. Teachers' behavioral readiness

Behavioral readiness is teacher readiness depending on the background of the study and teachers' ability to achieve learning purpose.