

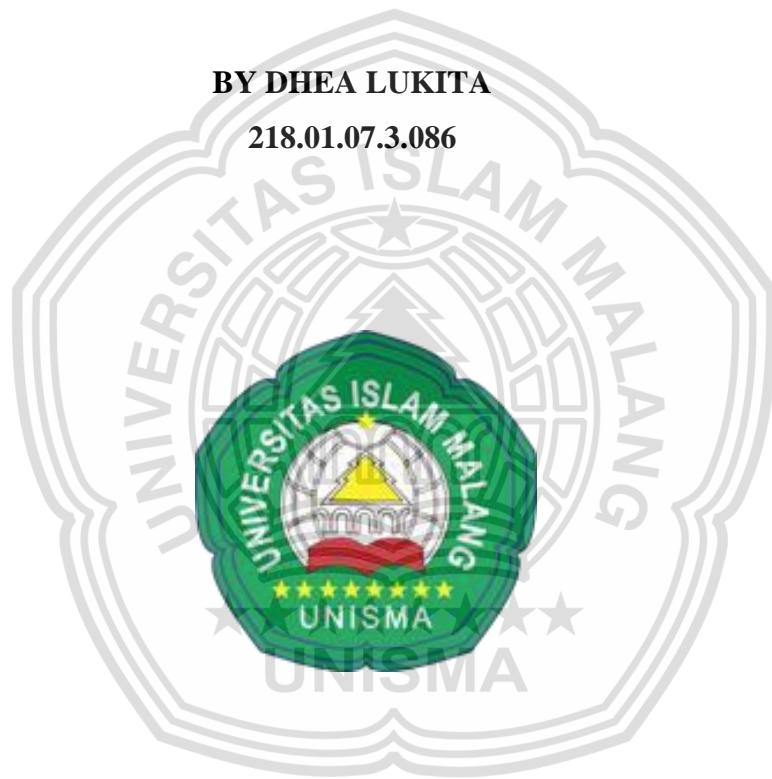


**ENGLISH TEACHING METHOD FOR YOUNG LEARNER IN  
ASEAN: A SYSTEMATIC LITERATURE REVIEW**

***SKRIPSI***

**BY DHEA LUKITA**

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**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

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## ABSTRACT

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**Key words:** English teaching method in Southeast Asia, young learner, elementary school

This research is a study that discusses the kinds of methods of teaching English that exist in several countries in ASEAN, especially at the elementary school level. As we know that the competence of mastering English languages in this globalization era is very important. It is undeniable that almost all aspects of life, both technology, economy, especially education require expertise in mastering English, therefore learning English from an early age has begun to be intensified in several countries.

This study uses a systematic literature review (SLR) method by reviewing several articles that discuss English learning methods in elementary schools. In this study, researcher focused on reviewing several methods applied to teaching English in countries in Southeast Asia such as Indonesia, Malaysia, Thailand, Singapore, Laos, and the Philippines. Researcher are interested in examining the methods used in several countries in Southeast Asia along with the advantages and disadvantages of applying these methods. From the analysis in several countries studied, the researcher found several methods, namely, Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and textbook. From the review of articles that have been carried out, the researcher conclude that each country indirectly uses the various methods mentioned above, but their application is adjusted to the grade level in elementary schools (upper class or lower class).

## CHAPTER I

### INTRODUCTION

In this chapter researcher explains the background of the study related to the introduction of the study. This chapter includes the background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

#### 1.1 Background of the Study

Teaching English to young learners has become a global phenomenon in recent decades. Johnstone (2010) cites EYL as the world's largest educational policy development, with a profound impact on educational practice. A study conducted by the British Council found that more than 60 countries around the world, including ASEAN countries, have now enacted regulations to introduce English into their primary and kindergarten curricula (Diyanti & Madya, 2021).

Teaching English is needed and intensified because in the era of globalization all systems use English. Automatically with basic knowledge of English taught in schools will be very helpful for students to access technology. For example, computers use English, manuals also use English, internet knowledge and information use English. Aedi (2016), explained that in the era of globalization and instantaneous as it is today, the competition for mastering English at the young learner level is very tight. In other words, when elementary school students are left behind in English subjects, the child suffers from

problems, such as lack of self-confidence, stuttering with technology, and limited knowledge. (Maili, 2018). In addition, in the context of children's cognitive development, it must be taught as early as possible regarding language education, because the golden period of children's language development is between 6 to 13 years (elementary school). Looking at Brain Imaging Technology Research at the University of California, LA, and divergent in (Dewantara, 2014) says that children are in optimal condition at the age of 6 to 13 years. Therefore, it is not surprising that many countries have begun to make regulations regarding this EYL.

We can look at Brunei Darussalam. The new national education system was introduced in Brunei Darussalam in January 2009 in the form of a blueprint for 21st century education. Or called SPN21, this system further emphasizes the role of English as an important language education to prepare 21st century children. Its implementation can be seen with mathematics and science subjects studied in elementary schools through English media. For this reason, Brunei Darussalam can now be defined as bilingual English-Malay which reflects the successful emphasis on building language solidarity and allows it to remain globally relevant and progressive in the 21st century (Low & Ao, 2018).

In Indonesia, English is the first foreign language taught in schools and English is either positioned as a foreign language in Indonesia or included only in the local content category. English is not a compulsory subject in elementary school (Low & Ao, 2018).

English in Thailand has gained an increasingly important position or status, the important role of English has also been publicly recognized by the Thai

government which has been implemented in initiatives such as the English speaking year 2012. The Thai-English bilingual culture is in line with the rapid development globalization and the use of English to connect economically, culturally and politically the world. These are some samples of several countries in ASEAN and the attitude and development of English in the world of education (Low & Ao, 2018).

The spread of English in Southeast Asia occurred due to several factors, such as colonization, international trade and religion and was strengthened by the issue of globalization over the last 50 years. English spread to several countries in Southeast Asia such as Malaysia, Singapore, Brunei and Myanmar through British colonization and into the Philippines through American colonization. Then in other Southeast Asian countries such as Cambodia, Indonesia, Laos, Thailand, and Vietnam, English enters through the driving forces of globalization such as tourism, international trade and international education mobility. English is not only used to communicate with people outside ASEAN, but uniquely English in ASEAN is used within the internal ethnic groups in the region (Low & Ao, 2018).

Furthermore, the next problem is the problem of English intelligibility in Asia, where teachers are endonormative or non-native English speakers (Low & Ao, 2018). In addition, in practice the teaching staff for the EYL program is still lacking, especially coupled with the educational background of teachers who are not in their fields. The backgrounds of teachers are diverse, ranging from language teachers (non English education) even in several educational institutions there are teachers who are not from educational background (Defianty & Nafisah 2008). One of the classifications of competent EYL teachers is must be able to

understand and explore how young students learn. For example elementary school-age children, they need physical movement to facilitate learning. They have short attention spans and sensitive. Therefore, teaching methods must accommodate these characteristics and have adequate pedagogy. For example, they should have short and varied activities, and be free from anxiety (Defianty & Nafisah, 2008).

Researcher still find problems that they interest to examine as mentioned above, the researcher in this study will focus on EYL learning model that is commonly used in ASEAN. Then the researcher interests in researching the topic of English learning methods for young learner in several countries in Southeast Asia

## 1.2 Research Problem

Based on the background above, the formulation of the problem can be formulated as follows:

1. What methods are used to teach English language in some countries in Southeast Asia?
2. What are the advantages and disadvantages of some English teaching method in Southeast Asia?

## 1.2 Purpose of the Study

Based on the background above, the purpose of the study are:



1. To analyze methods are used to teach English language in some countries in Southeast Asia.
2. To analyze the advantages and disadvantages of some English teaching method in Southeast Asia.

#### **1.4 Significance of the Study**

Theoretically, the purpose of the research entitled "English Teaching Method for Young Learners in ASEAN: A Systematic Literature Review" is to serve as a science and can be used as a guide for English teachers, especially at the elementary school level in developing teaching skills by knowing the most popular learning methods used and can find out the method that commonly used to teach young learners. This research is also used to map related literature and provide suggestions related to research that will be carried out in the future.

Practically, it is hoped that teachers can explore more fun and appropriate methods in teaching English to young learners regarding the literature review. Suggest for further researcher to be able to research method that are rarely studied in the topic of English for young learners.

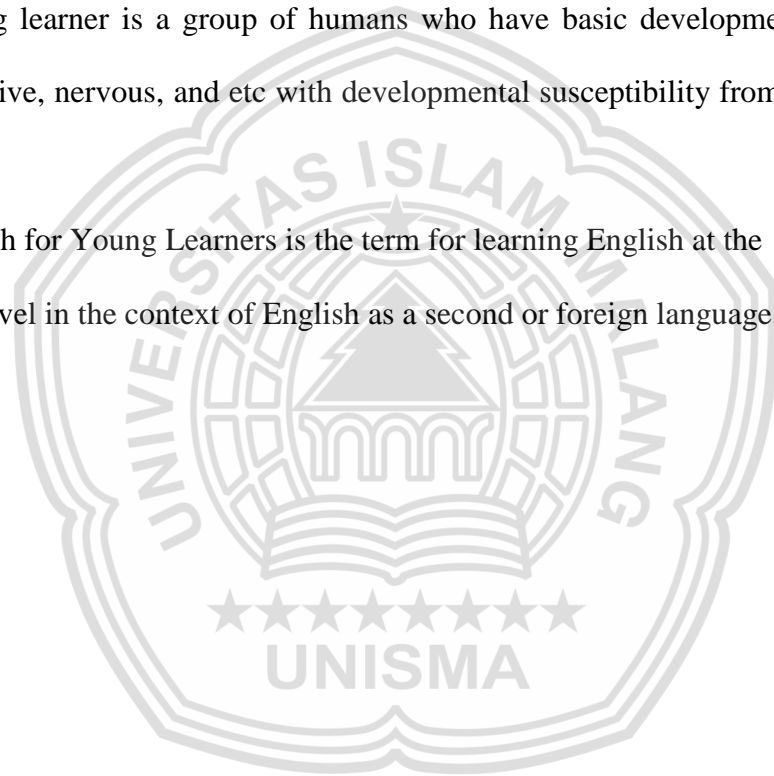
#### **1.5 Scope and Limitation of the Study**

In this study, researcher will only focus on research methods in teaching English which are common and used in recent times in ASEAN. The researcher will analyze several articles over the past few years about English teaching methods for young learners in ASEAN.

## 1.6 Definition of Key Terms

To avoid misunderstanding the researcher will explain some keywords, that are follows:

1. Teaching Teaching methods are working methods to facilitate the implementation of activities to achieve a given goal. Hence, an understanding of the learning methods used to achieve the learning objectives.
2. Young learner is a group of humans who have basic development, both motor, cognitive, nervous, and etc with developmental susceptibility from the age of 0-12 years.
3. English for Young Learners is the term for learning English at the elementary level in the context of English as a second or foreign language.







## CHAPTER V

### CONCLUSSION AND SUGGESTION

In this chapter researcher gives the conclusion and sugestion regarding to the study.

#### 5.1 Conclusion

Based on the literature review of 6 journals that have been selected by the author using inclusion and exclusion criteria, of the 6 countries sampled, there are four countries that use Communicative Language Teaching (CLT) as the dominant method of teaching English. Furthermore, there are two countries that use classical methods such as the Grammar Translation Method (GTM) and textbooks. The analysis of the researcher shows that the research shown by almost all articles has a positive impact on creating students' mastery of English and increase students creativity.

From the advantages and disadvantages of several methods that have been mentioned, the author argues that all methods are still relevant to use by comparing all these methods at the appropriate level and variables. The use of CLT and GTM can be combined for teaching English in all classes at the elementary school level. While the textbook can be used as a complementary reference to the methods above.

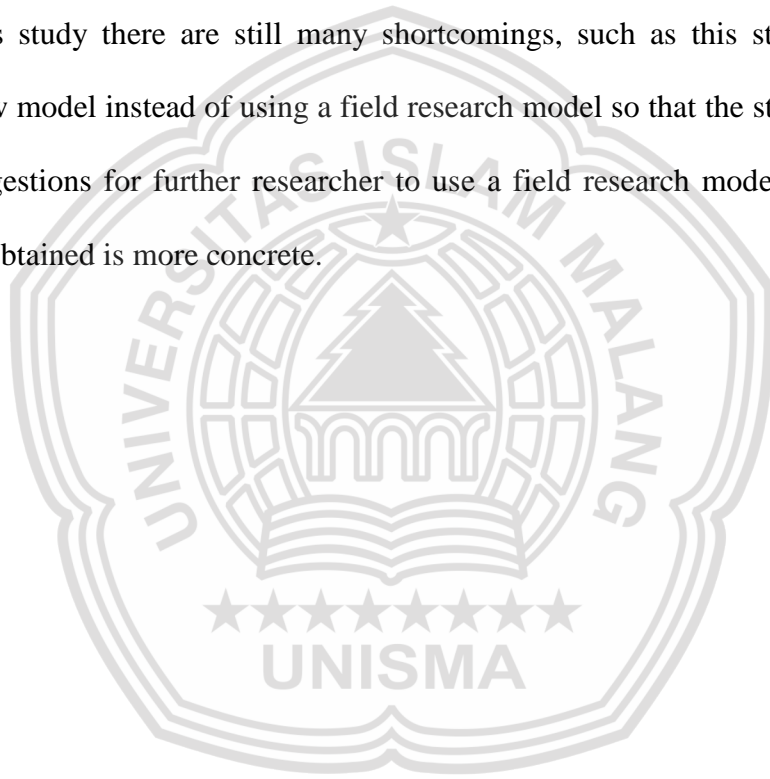
## 5.2 Suggestion

### 1. Suggestion for The Teacher

Teachers are expected to improve their pedagogical skills and creativity in developing the methods used in teaching English.

### 2. Suggestion for The Future Researcher

In this study there are still many shortcomings, such as this study using a review model instead of using a field research model so that the study provides suggestions for further researcher to use a field research model so that the data obtained is more concrete.



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