Language Teaching in Indonesian Elementary Schools

A View of Cultural Gap in Global Village During Covid-19 Pandemics

Ferril Irham Muzaki

Department of Preschool and Elementary Education, Faculty of Education, Universitas Negeri Malang, Indonesia

Abstract: Language teaching in elementary schools throughout Indonesia has become a matter of obligation. The Covid-19 pandemics has been transforming characteristics in language learning, since it needs online learning to prevent Covid-19 clusters. The purposes of this study are mapping (1) digital native characteristics in indonesian elementary schools during covid-19 pandemics, and (2) second language teaching for young learners in indonesian elementary schools during covid-19 pandemics. Method that uses in this study is educational ethnographic research. The results show that (1) there is a socio-cultural gap in language teaching during Covid-19 pandemics, and (2) language teaching is should be based on learning community. In conclusion, the learning community have to be developed based on online activities in virtual classroom on language teaching.

Keywords: Language Learning, Character Education, Socio Cultural, Learning Community, young learners, Covid-19 Pandemics

1 Introduction

Krashen (2014: 3) states that not all successful language learners are those who possess only cognitive capabilities in doing language test. Everyone has an opportunity to become success in language learning in their respective fields, on the other words, students will acquire target language through continuous learning. The Covid-19 pandemics has changed point of view in language teaching for young learners in elementary schools. Ferdig, et all (2020) states that a teacher is eligible to abandon the previous ideas on classroom management to adapt with recent pandemics circumstances.

Krashen (2014: 2) argues that a disciple can also be said to be intelligent if he is able to recognize the sphere. MacIntyre (2020) argues that humanistic point of view should be adapted in online classroom on virtual circumstances student can also be said to be intelligent if he or is able to share with others during covid-19 pandemics.

The environment around elementary school requires an educative atmosphere, the game must be able to educate learners to learn to absorb learning in response to the challenges of the 21st century. Learners need to be challenged to be able to develop themselves in accordance with the challenges of the times in the future because they are the future of the Indonesian nation. In order that, English literature, as one of the cross-cultural liaison literatures in the world, is important to be taught in elementary with the purpose of character education.

2 Method

This study uses an ethnographic research model. Creswell (2020) explains that educational ethnographic research model focuses on the events that occurred and researchers conducted the narration and recording of events occur. In this ethnographic study, researchers used Creswell modeling performed by observing the movement of information and issues in the community through everyday conversations as well as online. Data triangulation based on observation, interview and documentation study. Data retrieved by means of triangulation and then do the synthesis, then the mapping of the learning difficulties that occur in the field. The results of this study were then discussed and ended with drawing conclusions. In this study, the meaning of the data is performed by a consistent and measurable exploration.

3 Results and Discussion

3.1. Results

3.1.1. Digital Native Characteristics in Indonesian Elementary Schools During Covid-19 Pandemics

Huang (2016: 73) gives an explanation that explains until now there has been no standard definition in determining the meaning of character education. In the context of Indonesian-ness, character education is an effort to restore the noble value that has a lost due to eroded era of modernization that cannot be controlled. Character education is an umbrella of various disciplines in cross-field studies. Each learner is expected to be able to apply their knowledge in discipline and structured according to their life skill.

Table 1: Elements of Community Development during School Pandemics

No	Activities	Explanation
1	Indonesian literature in the 2013 curriculum at elementary level becomes a warm discussion. The first pole is the teaching of literary rules. The second camp is a creative industry approach that serves humanize human.	Krashen (2014: 273) when synthesized identical to that cultural background and believes in second language teaching.
2	The controversy of Indonesian literature learning in the 2013 curriculum gave rise to a question of whether Indonesian literature was brought closer to a scientific approach not eroding the values of traditional locality. So far, local literature is more functional for learning human values, especially in Elementary Schools.	Berwick & Chomsky (2015:2) describes the natural of educate character using English literature, learners also need to be given to the matter of culture supplements from the outside at the same time be able to adapt in a global community.
3	The 2013 curriculum regulates character education as a means to educate the life of the nation in various sectors of life. It is time for Indonesians to begin educating students in elementary school cross-cultural values with foreign language skills taught for children. The skill of mastering English literature comes not only from the skill of vocabulary and grammar.	Huang (2016: 81) states that it comes from the mastery of the social elements of the language user. The 2013 curriculum is designed to educate children to love the culture of the nation while also respecting cross-cultures.

The 2013 curriculum prepares learners to become members of global citizens. In the 21st century, humans are faced with the challenge of being able to make self-actualization. Every human being needs to make self-actualization in order that the person can be tolerant to others. The challenge in the 21st century is to create human beings who can become creators so that they can actualize in their field. English literature is one of the most universal and humanist literature.

Table 2: Elements of Learning Community for Young Learners during Covid-19 Pandemics

No	Activities	Explanation
1	Learners need to be challenged to be able to develop themselves in accordance with the challenges of the times in the future because they are the future of the Indonesian nation. English literature, as one of the cross-cultural liaison literatures in the world, is important taught in Primary School with the goal of character education.	Cummins, et al (2014: 3) English literature needs to be taught in primary schools as a starting capital to educate the character of tolerance with cultures that come from outside the community.
2	Indonesian literature is one of the world's mainstream literature, so it is necessary to have a place in elementary school in Indonesia.	Bacca, et al (2014: 133) states that the orientation of learners as a learning center brings consequences on the main objectives that exist in English language learning in elementary school that learners become learners who are humanist, that is able to respect others
3	The existence of life in the world requires not only one possessing scholastic intelligence but the ability to interact and appreciate one another, requiring English literature as an initial capital to get to know other cultures.	Bacca, et al (2014: 133) states that learning English literature can be the spearhead of the process of teaching elementary school students to be able to be humanist, respect other people across ethnic, cultural and territorial boundaries to humanize humans.

The harmony of the Indonesian nation is achieved by teaching English Literature as a medium of learning universal values that are universal, exist in every nation. Character values in children can be implanted through literature, whether originating from Indonesia or from abroad. Habits that exist in Indonesia is not necessarily the same as the traditions that exist elsewhere, for that English literature acts as a tool to teach the habit of speaking and acting in the environment. Krashen (2013: 272) states words and grammar used by English speakers from Indonesia may be suitable for certain situations but sometimes less suitable for some situations.

Table 3: Elements of Contextual Teaching and Learning During Covid-19 Pandemics

No	Activities	Explanation
1	English literature needs to be taught in elementary schools as an initial capital to educate the character of tolerance with culture that comes from outside the community. The teaching of English literature for children is one of the modalities of introducing the world's cultural richness. English literature is one of the world's mainstream literature, so it is necessary to have a place in elementary school in Indonesia.	Cummins, et al (2014: 4) revealed along with an explanation of Braine (2013: 5) there is an understanding of literature teaching necessary to educate children to become more humane and being able to see people as people.
2	Learning Indonesian literature can be the spearhead of the process of teaching elementary school students to be able to be humanist, respect other people across ethnic, cultural and territorial boundaries to humanize humans.	The views of Chomsky (2013: 40) explains that the learner's orientation as learning centers consequences on the existing main goal in learning English in elementary school that the students become learners who are humanist, that is capable of respecting others.
3	A person has any scholastic intelligence but the ability to interact and appreciate each other so that the need of English literature as initial capital to get to know other cultures.	According to Krashen (2013: 272) English for children also faces controversy that is no less complicated, who are the teachers who are entitled to teach them? Are from native speakers from the United States, United Kingdom and Australia or non-native speakers from a second language country.

The *Indonesian for Young Learners* (IYL) learning is one of the topics discussed lately. Controversy whether or not the children are taught English is one of the topics discussed by many people. Cummins, et al (2014: 6) to give an explanation topic talk of a second language is one of a long discussion among linguists. Some linguists claim that the language has a sequence (orders*)* some of them assume the language has no sequence of acquisition.

3.1.2. Second Language Teaching for Young Learners in Indonesian Elementary Schools During Covid-19 Pandemics

The opinion of Krashen (2014: 274) gives the opinion that the Group which states the language does not have a sequence argues that language is the demands of the thought process. The debate on learning English for children is getting warmer when it is associated with psychologists. Chomsky (2013: 33) states a constructivist liran assumes the language is built on the meanings that exist around. Another flow that is cognitivism assume that the language is the readiness of the nerves that exist in the brain.

Table 4: Elements of Language Teaching Policy during Covid-19 Pandemics

| No	Activities	Explanation
1	There have been policies on 2013 curriculum that placed English for young learners on a controversial issue. In relation to language learning focus, English for young learners have placed on supplementary subjects on a school.	Bae, et al (2014: 1219) states that English for young learners have been designed to enhance students' competence to support their performance when they are passive skills and active skills.
2	There have been more perspectives on using language to communicate with others. Competences to communicate have been displayed on the language proficiencies. It gives a sense that there is a lot of public opinion on linguistics framework of language teaching.	Szpunar, et all (2014) argues that most of young learners are able to design and create their own imagination.
3	Young learners have been living on an environment where English as second language is compounded on Bahasa Indonesia as a second language. Young learners have been trying to intend their scheme on citizen in global world. English language teaching in Indonesia has been placed on the primary of the language that is being taught Indonesian on the other side of this coin, Indonesian language has elaborated local languages.	Xu, et all (2013) states that i have been assumed that English as a second language for young learners have been relying on policy from ministry of education and culture. The linguistics policy on Indonesia has been changed for decades since the global challenge towards language teaching for schools in Indonesia. There is an idea that national linguistics policy in Indonesia is focused on rising up local wisdom and culture.

According to Krashen (2014: 274) states that in childhood the second language has two sides of the learning process. If based on the wishes of the children then the second language will become dissipated. If taught based on the ambition of the parent, the second language will leave a great trauma that interferes with the second language learning process at the next level.

3.2. Discussion
3.2.1. Socio Cultural Gaps in Language Learning at Elementary School During Covid-19 Pandemics

Hoi, et al (2014: 495) states that for English learners have been widely spread-up since controversial issues on language teaching perspectives. English language teaching has focused on teaching linguistics competences on students' scheme of knowledge. While those competencies have supported students' performances when they are using English on classroom and outside activities.

English in relation to peace and reconciliation have been placing on completion to spread up tolerance and knowledge. Kamdar, et al (2016: 2) argues that Young learners are the agents of change in the future, it makes the idea of young learners to stand up in language language teaching to set up peace and reconciliation. Hussein (2016: 2) argues the young learners have assumed as pure, it gives a view point they are an agent of peace and reconciliation.
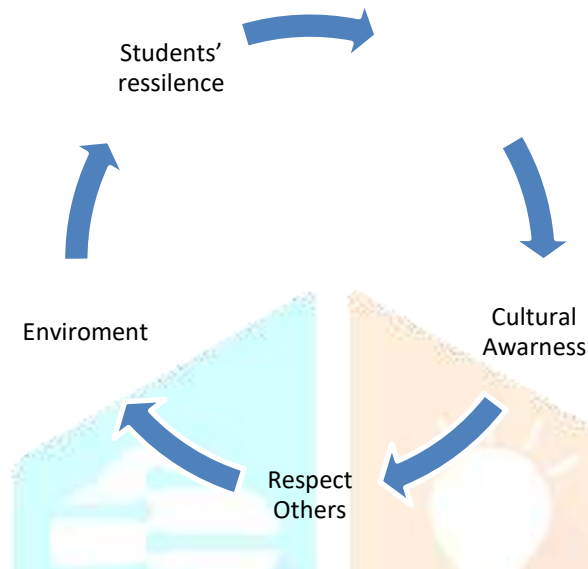
Graph 1: Explanation on language teaching strategies on Covid-19 Pandemics

Tyagi, et al (2016: 3) argues that English and Bahasa Indonesia have been placed as a lingua-franca, a language to elaborate local languages across cultural bonds and geographical borders. Young learners have been main target of English language teaching for setting- up English linguistics' schemata. Hill, et al (2016: 3) argues t he intention of young learners' language teaching has been used since globalization that has been placed English as an international language.

Thomsen, et al (2016: 4) says young learners have been assumed as an agent of a nation, it means they have to be taught to be global on local insight.

The recent developments of English language teaching and Indonesian have also been placed on cross cultural language. Basilaia & Kvavadze (2020) states that There have been descriptions on English language teaching, with elaborate more local needs to create variances of English. Louis, et al (2016: 2) argues that t be in the elementary schools have risen as a controversial issue in 2013 curriculum. Besides, they have to consider that language teaching, Bahasa Indonesia and English are focusing on competences.

Chin, et al (2016) argue the national linguistics policy has a specific issue on language teaching paradigm. The linguistics policies have been placed more or less to elaborate global challenge. In this era nowadays, English and Bahasa Indonesia have on equal position as a universal language to communicate across culture of language. Young learners have been targeted of both English and Bahasa Indonesia in relation to be members of global village. The members of global village have created their own mind on be global on local wisdom and culture.

3.2.2. Language Teaching in Elementary School Based Learning Community During Covid-19 Pandemics

Community-based learning is learning that combines online-based learning with community-based learning. Moorhouse (2020:610) states that in the learning community, the process of developing ideas and ideas becomes dominant because the process of developing material is dominated by the development of ideas and ideas. This study aims to conduct a study of the learning community and the learning process in the midst of the Covid-19 pandemic, which currently requires an adequate learning scenario based on technology derived from VOIP. This study also examined public perceptions of online book stores and the Moodle website and social networks used for online learning and evaluation.

The harmony of the Indonesian nation is achieved by teaching English Literature as a medium of learning universal values that are universal, exist in every nation. Shahzad, et all (2020) explains that during Covid-19, character values in children can be implanted through literature, whether originating from local values. Bacca, et al (2014: 134) Habits that exist in Indonesia is not necessarily the same as the traditions that exist elsewhere, for that English literature acts as a tool to teach the habit of telling and acting in the environment. The vocabulary and grammar used by English speakers originating from Indonesia may be appropriate for certain situations but are sometimes unsuitable for some situations.

Krashen (2013: 272) is consistent with the phenomenon in Indonesia, controversies of English in elementary school become topics of conversation in 2013. Curriculum 2013 curriculum does not necessarily remove the English language, but became eye extracurricular teaching. Hwang and Chen (2013:101) Teaching is left to the school policy as an institution. Krashen (2014: 274) states that the challenge in the 21st century is to create human beings who can be creators so that they can actualize in their fields. English literature is one of the most universal and humanist literature.

The 2013 curriculum regulates character education as a means to educate the life of the nation in various sectors of life. Krashen & Bald (2014: 274) states that Life Skills to master English literature did not only come from mastery of skills vocabulary and grammar, but also comes from mastery of the social elements of the language use.
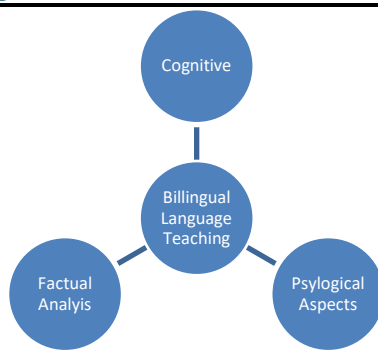
Graph 2: Billingualism on Language Teaching during pandemics

Bacca, et all (2014: 133) states that literacy is needed to educate children to become more human and capable of seeing human beings as human beings. English literature as one of the universal literatures is time to be taught with local values in order to be a study of character education for children. In addition to the 21st century, humans are confronted with the information age. In the information age, character values are needed in processing information.

4.   **Conclusion**

Learning communities are communities that provide opportunities to transform group-based learning. Learning community-based learning provides opportunities for learning participants to develop a learning process that provides opportunities for exploration of material and various kinds of accompanying cultures, along with steps and tips in the learning process. In learning community-based learning, a student is taught to understand the learning process that provides opportunities for material exploration, which in the Covid-19 pandemic is based on derivative applications from Voices Over Internet Protocol (VOIP) such as Whats'App, Signal, Telegram and various applications other chat application.

5.   **Acknowledgment**

References

Bacca, J., Baldiris, S., Fabregat, R., & Graf, S. (2014). Augmented reality trends in education: a systematic review of research and applications. *Journal of Educational Technology & Society*, *17*(4), 133.

Bae, S. H., & Yoon, K. J. (2014). Robust online multi-object tracking based on tracklet confidence and online discriminative appearance learning. In Proceedings of the IEEE Conference on Computer Vision and Pattern Recognition (pp. 1218-1225).

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, *5*(4).

Berwick, R. C., & Chomsky, N. (2015). *Why only us: Language and evolution*. MIT press.

Braine, G. (Ed.). (2013). *Non-native educators in English language teaching*. Routledge.

Chomsky, N. (2013). Problems of projection. *Lingua*, *130*, 33-49.

Creswell, J. W. (2020). *Educational Research*. Harlow, United Kingdom: Pearson Education, Limited.

Cummins, J., & Swain, M. (2014). *Bilingualism in education: Aspects of theory, research and practice*. Routledge.

Ferdig, R. E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (Eds.). (2020). *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. Association for the Advancement of Computing in Education.

Hill, A., Laker, B., Cuthbertson, R., & Hill, T. (2016). Performance Metrics, Practice, and Implications: Lessons from Academy Schools in the UK.

Hoi, S. C., Wang, J., & Zhao, P. (2014). Libol: A library for online learning algorithms. The Journal of Machine Learning Research, 15(1), 495-499.

Huang, T. C., Chen, C. C., & Chou, Y. W. (2016). Animating eco-education: To see, feel, and discover in an augmented reality-based experiential learning environment. *Computers & Education*, *96*, 72-82.

Hussein, E. (2016). Education Management Information System and Decision-Making Practices In Preparatory Schools of West Arsi Zone, Oromia Regional State (Doctoral dissertation, Harmaya University).

Hwang, W. Y., & Chen, H. S. (2013). Users' familiar situational contexts facilitate the practice of EFL in elementary schools with mobile devices. *Computer Assisted Language Learning*, *26*(2), 101-125.

Kamdar, M., Jha, S., & Kishore, K. (2016). Leveraging Information Technology for Management of Business Schools in India.

Krashen, S. (2013). The effect of direct instruction on pronunciation: Only evident when conditions for monitor use are met?. *GiST: Education and Learning Research Journal*, (7), 271-275.

Krashen, S. (2014). Common core: Ignoring education's real problems. *Talking Points*, *28*(1), 26-28.

Krashen, S., & Bland, J. (2014). Compelling comprehensible input, academic language and school Libraries. *Children's Literature in English Language Education*, *2*(2), 1-12.

Louis, K. S., Murphy, J., & Smylie, M. (2016). Caring Leadership in Schools Findings From Exploratory Analyses. Educational Administration Quarterly, 0013161X15627678.

MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, *94*, 102352.

Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course 'forced'online due to the COVID-19 pandemic. *Journal of Education for Teaching*, *46*(4), 609-611.

Shahzad, S. K., Hussain, J., Sadaf, N., Sarwat, S., Ghani, U., & Saleem, R. (2020). Impact of Virtual Teaching on ESL Learners' Attitudes under COVID-19 Circumstances at Post Graduate Level in Pakistan. *English Language Teaching*, *13*(9), 1-9.

Szpunar, K. K., Jing, H. G., & Schacter, D. L. (2014). Overcoming overconfidence in learning from video-recorded lectures: Implications of interpolated testing for online education. Journal of Applied Research in Memory and Cognition, 3(3), 161-164.

Thomsen, M., Karsten, S., & Oort, F. J. (2016). Distance in schools: the influence of psychological and structural distance from management on teachers' trust in management, organisational commitment, and organisational citizenship behaviour. School Effectiveness and School Improvement, 27(4), 594-612.

Tyagi, R. S. (2016). Decentralized Management of Elementary Education and Role of Local Self-Governance Institutions.

Xu, D., & Jaggars, S. S. (2013). Adaptability to Online Learning: Differences across Types of Students and Academic Subject Areas. CCRC Working Paper No. 54. Community College Research Center, Columbia University.