

English Instruction Challenges and Opportunities in Indonesian Primary Schools: A Systematic Review

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DOI: <http://dx.doi.org/10.26418/jeltim.v6i1.72178>

Abstract

This study aims to examine the challenges, opportunities, and future directions of teaching English at primary schools in Indonesia through a systematic literature review. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, a systematic search was conducted across multiple academic databases, including Google Scholar, ERIC, and ScienceDirect. Two independent reviewers screened titles and abstracts, and subsequent full-text reviews were performed to confirm eligibility. After the systematic selection process, 11 articles were finally included in this study, providing valuable insights into the challenges and opportunities associated with teaching English at primary schools in Indonesia. This study found that English teaching at primary schools in Indonesia is confronted with various challenges ranging from a shortage of qualified English teachers, changes in language policy, limited learning resources, and limited time allotment to limited exposure to English. Despite the challenges, this study reveals that there are some opportunities, such as the high demand for English learning from the community and the new Emancipated Curriculum policy reopening doors for English lessons at primary schools. These findings offer insights on how the English teaching at primary schools in Indonesia should be managed in the future.

Keywords: English teaching at primary schools; challenges; opportunities; future direction; systematic literature review

How to cite this paper: Daud, A. (2023). English Instruction Challenges and Opportunities in Indonesian Primary Schools: A Systematic Review. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 6(1), 1-18. <http://dx.doi.org/10.26418/jeltim.v6i1.72178>

To link to this article: <http://dx.doi.org/10.26418/jeltim.v6i1.72178>



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Indonesia is the world's fourth most populous country with over 270 million people, and it has a rapidly growing economy that is becoming more integrated into the global community. As a result, the country has a high demand for English language education. The Indonesian government has prioritized English language education at all levels, including primary schools, where English is often introduced as a foreign language (EFL). Teaching English at the primary school level presents unique challenges and opportunities due to the students' early age and limited exposure to English outside of the classroom.

Indonesia has made significant progress in promoting English language education at all levels, with the government investing in teacher training programs, curriculum development, and the introduction of English as a medium of instruction in some schools. However, the quality of English language education varies widely across the country, and many primary school teachers need more training and resources to effectively teach English (Renandya et al., 2018). This disparity in teacher proficiency hampers the delivery of English language instruction and poses challenges for students' language development (Diyanti et al., 2020). Additionally, the emphasis on exam-based learning and memorization in Indonesian schools often prioritizes test scores over language proficiency (Widodo, 2016), which can lead to a lack of focus on communicative skills in English language education (Wahyuningsih & Afandi, 2020).

An important approach to language teaching in Indonesia can be reflected in the statement by the head of Language Development and Development Agency, Ministry of Education and Culture of the Republic of Indonesia, which is "Prioritize Indonesian Language, Preserve Regional Languages, Master Foreign Languages" (Suhendar, 2017).

"Prioritize Indonesian" emphasizes the importance of the national language as the main means of communication in daily life and education in Indonesia. Indonesian is the glue of national identity and the official language of the country. Therefore, the development and understanding of good Indonesian must be a priority in education (Sidi, 2020). Then, "Preserve Regional Languages" underlines the significance of preserving and maintaining cultural and linguistic diversity throughout Indonesia. Regional languages are an integral part of cultural heritage that must be protected so that they do not become extinct (Wirza, 2019). Meanwhile, "Master a Foreign Language" shows the importance of understanding foreign languages, such as English, in the current global context (Fitriati & Rata, 2021). Foreign languages help students communicate with the outside world and prepare them for global challenges. In short, this statement reflects a balanced approach to language education in Indonesia, recognizing the importance of Indonesian, regional languages, and foreign languages in the

formation of cultural identity and students' preparation for a global future (Saputra & Saputra, 2020).

At the elementary school level in Indonesia, English language learning has undergone relevant changes over time due to changes in the curriculum, which have influenced how English is taught and integrated in the education system (Widodo, 2016). For instance, in the era of the Education Unit Level Curriculum (KTSP), English is mandatory local content taught to all elementary school students from class I to class VI (Zein, 2015). The advantage of this policy is that it provides greater space for schools to adapt the curriculum to student needs and local context (Sepyanda, 2017). However, the drawback is the unequal access to English lessons across schools, which can result in knowledge gaps between regions. Then in the 2013 Curriculum, English is not a mandatory subject, but it can be taught as part of an extracurricular (Prihatin, 2015). The advantage of this policy is that it provides students with greater flexibility to pursue their interests, but the disadvantage is the lack of recognition of the importance of mastering English in a global context (Ilma & Pratama, 2015). Meanwhile, in the newest curriculum, Emancipated Curriculum, English becomes an optional subject again. In line with the Government's commitment to developing every dimension in the Pancasila student profile which includes global diversity, strengthening English language education is highly recommended in this curriculum (Nisa'Khusnia, 2023). The Pancasila student profile of students refers to the development of students who embody the values and principles of Pancasila, the basic philosophy of the Indonesian state. This includes cultivating traits such as nationalism, religious tolerance, social justice, democracy and unity among students. Similar to the 2013 curriculum, a policy like this gives more flexibility to students to choose subjects according to their interests. However, the drawback is that it can result in a lack of uniformity in mastery of English among Indonesian students, which can affect their competitiveness at the global level (Vivekanantharasa et al., 2022).

Primary school teachers in Indonesia face numerous challenges in teaching English, including limited training, resources, and support. Many teachers lack the confidence and proficiency in English needed to effectively teach the language, and there is a shortage of qualified English language teachers in the country (Renandya et al., 2018). Additionally, the lack of exposure to English outside of the classroom can hinder students' language acquisition and fluency, as they do not have the opportunity to practice speaking and listening in real-world contexts (Hibatullah, 2019).

Despite the challenges, there are also opportunities for improving English language education at the primary school level in Indonesia. The Indonesian government has introduced new policies and initiatives to promote English language learning and teaching, such as the implementation of English as a medium of instruction in some schools. Furthermore, advances in technology have created new opportunities for language learning, such as online resources

and language learning apps (Warni et al., 2018; Ammade et al., 2018; Nugroho & Mutiaraningrum, 2020). In addition, there is a growing interest in incorporating local culture and contexts into English language education, which can make the language learning experience more relevant and engaging for students (Putra & Musigrungsi, 2022).

Considering the issues mentioned about, this study is aimed at examining the current state of teaching English at primary school level in the Indonesian context. By reviewing the current policy for ELT at Indonesian primary schools, there are two research questions that this study seeks to find answer of: 1) What are challenges of ELT at Indonesian primary schools?; 2) What are the opportunities and future directions of the ELT policy at Indonesian primary schools?

METHOD

This study used a systematic literature review approach to examine the challenges and opportunities for teaching English at primary schools in Indonesia. The systematic review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021).

Search Strategy

A systematic search was conducted in several academic databases, including Google Scholar, ERIC, and ScienceDirect. The search terms used include some combination of the following strings: “English Teaching Policy” AND Indonesia; “English Teaching Policy” AND “Primary Schools” AND Indonesia; “English Teaching Policy” AND “Primary Schools” OR “Elementary Schools” AND Indonesia.

Selection Criteria

The inclusion criteria for this study were as follows: (1) peer-reviewed articles published in English, (2) focusing on English language education at primary schools in Indonesia, (3) reporting challenges or opportunities for teaching English, and (4) published between 2015 and 2023 at either Scopus indexed journals or national (Indonesia) accredited journals (SINTA). The exclusion criteria were non-peer-reviewed articles, articles not written in English, and articles that did not meet the inclusion criteria.

Data Extraction and Analysis

Following the criteria above, two reviewers independently screened the titles and abstracts of the identified articles to determine their eligibility for inclusion in the study. Full-text articles were then reviewed to confirm eligibility. Any discrepancies were resolved through discussion and consensus.

Data were extracted from the included articles using a standardized data extraction form. The data extracted included the author, year of publication, research methodology, sample size, and findings related to challenges and opportunities for teaching English at primary schools in Indonesia. In addition, the data were also classified on the basis of their journal qualification (international reputable journals or national accredited journals).

Twenty-nine journal articles were found from three databases (Google Scholar: 25, Science Direct: 3, and ERIC: 4). Twenty-nine articles were first screened to find out duplicate or not meeting the criteria, resulting to 9 articles were sorted out. The abstracts of the twenty left were then further read carefully to see the relevance of the articles with research questions. Another five articles were excluded after this process leaving fifteen articles for final check. The last sort-out was conducted by carefully reading the contents of the articles, resulting in eleven articles were finally included as the data of this study.

The extraction and screening process can be further seen from the following flow chart:

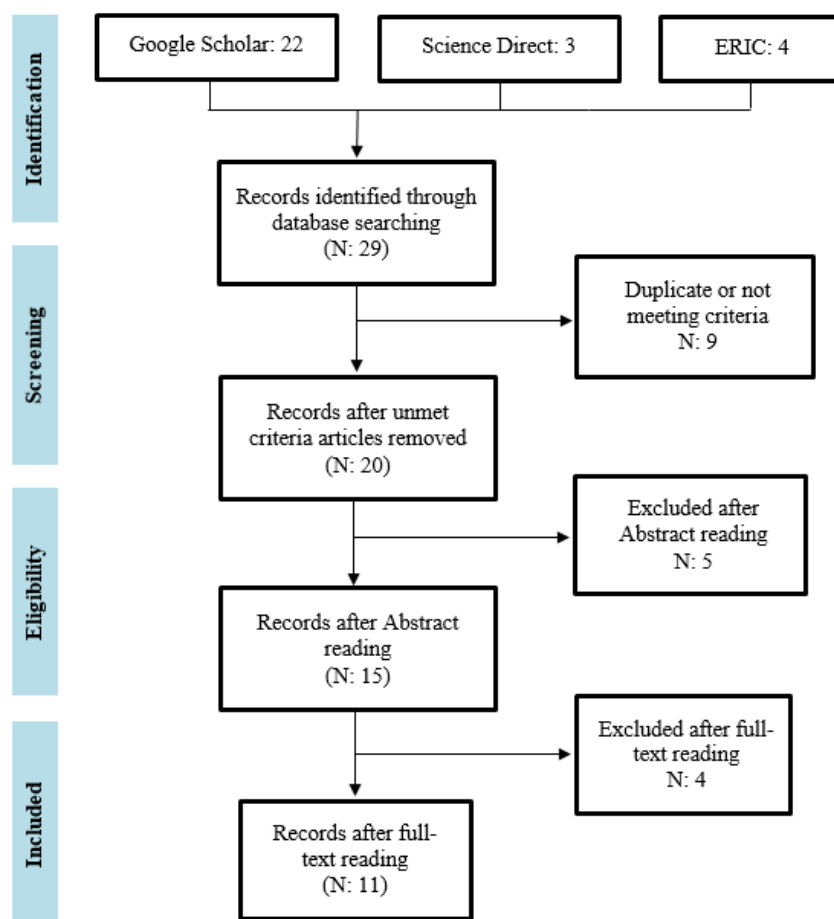


Figure 1. PRISMA Flowchart of Selection Study Process

The sixteen articles that have passed the selection criteria were still screened deeply to finally check if the context of the articles is relevant to the nature of this study. This final check leads to four more articles excluded, leaving only twelve articles to be the data of this research, as seen from the following table 1. Table 1 also shows that 11 articles were published in reputable international journals, and the other four were published in nationally accredited journals.

Table 1. Final Sorted Articles

No	Author(s) and Year	Journal Name	Classification		Method/ Research Design
			International Reputable	National Accredited	
1	Zein (2015)	Professional Development in Education,	Q1	-	Non empirical
2	Nashruddin (2015)	Dinamika Ilmu	-	Sinta 2	Non empirical
3	Zein (2016)	English Today	Q1	-	Non empirical
4	Kirkpatrick & Liddicoat (2017)	Language Teaching	Q1	-	Non empirical
5	Sulistiyo, Haryanto, Widodo, & Elyas (2020)	Education 3-13	Q3	-	Non empirical
6	Zein, Sukyadi, Hamied & Lengkanawati (2020)	Language Teaching	Q1	-	Non empirical
7	Salim & Hanif (2021)	International Journal of Education and Practice	Q3	-	Empirical (survey)
8	Farmasari (2021)	REiD (Research and Evaluation in Education)	-	Sinta 2	Non empirical
9	Angraeni & Yusuf (2022)	Elementary School Forum (Mimbar Sekolah Dasar)	-	Sinta 2	Non empirical
10	Laila, Prastiwi, and Fauziati (2023)	Jurnal Pendidikan Indonesia	-	Sinta 2	Non empirical
11	Purtanto, Wahyuningtyas, and Rohmana (2023)	Jurnal JOEPALLT	-	Sinta 5	Non empirical

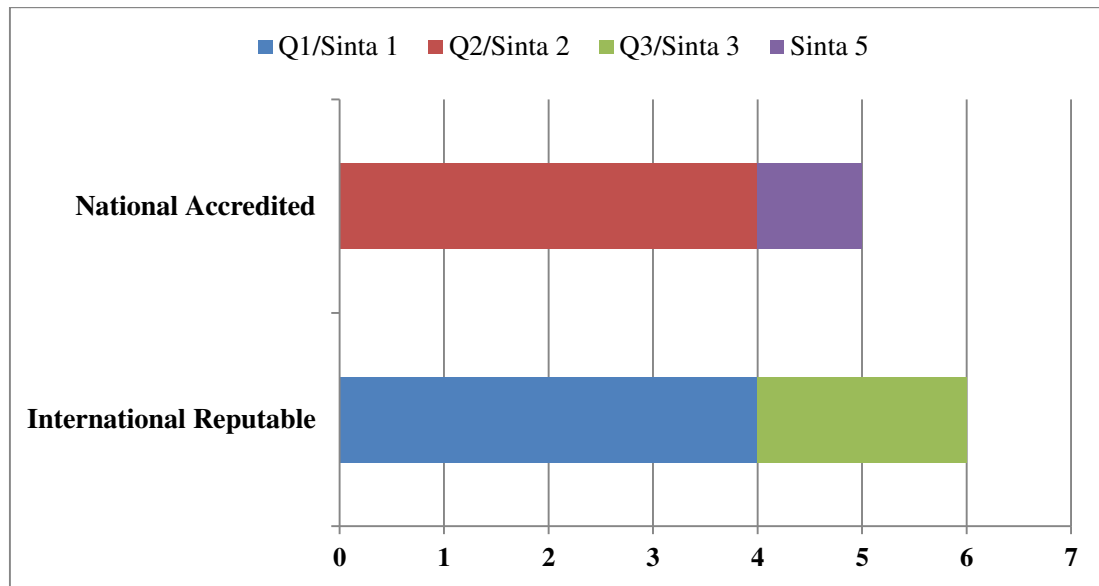


Figure 2. Graph of the Journal Accreditation of the Chosen Articles

As can be seen from Table 1 and Figure 2, after the sorting process, there are twelve articles included in this systematic review. Of all the articles, five of them are published in Scopus Q1 journals, three of them in Scopus Q3 journals, while the remaining four are published in nationally accredited Sinta 2 journals.

The extracted data were then analyzed thematically to identify common challenges and opportunities for teaching English at primary schools in Indonesia. Themes were derived from the data through an iterative process of reviewing the data, identifying commonalities, and grouping similar findings. The thematic analysis was done by the help of NVivo software to enable the researchers manage the themes easily.

Limitation

The limitations of this study include the exclusion of non-English language articles and the limited timeframe for the search. Additionally, the quality of the studies included in the review varied, which may have affected the validity of the findings

FINDINGS

The systematic review identified several challenges and opportunities for teaching English at primary schools in Indonesia. A summary of the challenges, opportunities, and future directions of English teaching at primary schools in Indonesia can be seen in the following table.

Table 2. Summary of Emerging Themes from the Data Sources

NO	FINDINGS		
	Emerging Themes	Frequency	Percentage
Challenges			
1	Shortage of qualified teachers	8	66.24
2	Shortage of resources	7	58.31
3	Language policy changes	6	50.00
4	Insufficient time allotment	4	33.32
5	Inadequate teacher education	3	25.00
6	Large class size	3	25.00
7	Ineffective teaching approaches	3	25.00
8	Limited exposure to English	3	25.00
9	Low motivation	3	25.00
10	Absence of curriculum guidelines	1	8.33
Opportunities			
1	More schools offer English subject	1	8.33
2	English as a local content	1	8.33
3	Emancipated Curriculum Policy	1	8.33
Future Direction			
1	Need to reform English curriculum	5	41.66
2	Overhaul the existing curriculum	5	41.66
3	Need effective in-service development program	5	41.66
4	New teachers standards	1	8.33

Challenges

Table 1 reveals several prominent challenges faced by English teaching in Indonesian primary schools. The most frequently mentioned challenges include the shortage of qualified teachers, which was highlighted in 8 out of the 10 selected articles (Zein, 2015; Nashruddin, 2015; Zein, 2016; Kirkpatrick & Liddicoat, 2017; Sulistiyo et al., 2020; Zein et al., 2020; Salim & Hanif, 2021; Angraeni & Yusuf, 2022). Laila et al. (2023) maintained that there is a lack of skilled English teachers in Indonesia, and many of those who are qualified lack the readiness to teach at the primary level. This shortage directly affects the quality of instruction and the ability to meet the demands of an increasing student population. Furthermore, the lack of adequate resources, as noted in 11 articles (Zein, 2015; Zein, 2016; Sulistiyo et al. 2020; Zein et al., 2020; Farmasari, 2021; Salim & Hanif, 2021; Laila et al., 2023), hampers the implementation of effective teaching methods and materials. As stated by Purtanto et al. (2023), many primary schools want to offer lessons in English, but they lack the tools and support needed to make the learning process effective. Thus, many teachers often solely use oral and written methods of instruction. These insufficient resources undoubtedly can impede the development of language skills and hinder students' engagement in the learning process.

Language policy changes emerge as another significant challenge, with 6 articles emphasizing the impact of frequent policy shifts on English teaching practices (Nashruddin, 2015; Kirkpatrick & Liddicoat, 2017; Zein et al., 2020; Farmasari, 2021; Salim & Hanif, 2021; Angraeni & Yusuf, 2022). These changes can disrupt established curricula; create confusion among teachers, and lead to inconsistent language education standards. The inadequate education and preparation of teachers, identified in 3 articles, contribute to the challenges faced in English language instruction (Zein, 2015; Sulistiyo et al., 2020; Zein et al., 2020). Insufficient training can hinder teachers' ability to deliver quality English lessons and employ effective teaching approaches.

Additional challenges identified include limited time allotment for English instruction (Nashruddin, 2015; Sulistiyo et al., 2020; Salim & Hanif, 2021; Purtanto et al., 2023), large class sizes (Zein, 2016; Sulistiyo et al., 2020; Salim & Hanif, 2021), ineffective teaching approaches (Zein et al., 2020; Salim & Hanif, 2021; Purtanto et al., 2023), limited exposure to English (Nashruddin, 2015; Zein, 2016; Purtanto et al., 2023), absence of curriculum guidelines (Sulistiyo et al., 2020), and low student motivation (Salim & Hanif, 2021; Laila et al., 2023; Purtanto et al., 2023). While these challenges were reported in varying degrees across the selected articles, they collectively hinder the progress of English language education in Indonesian primary schools.

Opportunities

Despite the challenges, the literature review also highlights several opportunities that can potentially improve English teaching in Indonesian primary schools. One emerging opportunity is the increasing number of schools offering English as a subject (Zein, 2015; Zein, 2016; Zein et al., 2020). This expansion creates the potential for greater access to English language education among primary school students.

Another opportunity lies in positioning English as a local content (Zein, 2015; Kirkpatrick & Liddicoat, 2017), which emphasizes its relevance and integration within the Indonesian context (Sulistiyo et al., 2020). By integrating local content into English instruction, students can develop a stronger connection to the language and enhance their linguistic and cultural competencies simultaneously.

The implementation of the Emancipated Curriculum Policy in Indonesian schools also presents an opportunity to enhance English language education (Angraeni & Yusuf, 2022). The policy emphasizes the development of critical thinking skills and promotes a learner-centered approach, which can positively impact English teaching methodologies.

Future Directions

Based on the systematic literature review, several potential future directions for English teaching at primary schools in Indonesia can be identified. The need

for curriculum reform emerges as a crucial aspect, highlighted in 5 articles (Nashruddin, 2015; Zein, 2016; Kirkpatrick & Liddicoat, 2017; Sulistiyo et al., 2020; Salim & Hanif, 2021). Updating the English curriculum to align with current language education standards and pedagogical approaches is essential for enhancing the quality of instruction and addressing the identified challenges.

Furthermore, an overhaul of the existing curriculum is recommended, as suggested in 5 articles (Nashruddin, 2015; Zein, 2016; Kirkpatrick & Liddicoat, 2017; Sulistiyo et al., 2020; Salim & Hanif, 2021). This would involve a comprehensive review and restructuring of the curriculum to address the shortcomings and incorporate innovative teaching methods and assessment strategies.

An effective in-service development program for teachers is another future direction that emerged from the review (Zein, 2015; Zein, 2016; Kirkpatrick & Liddicoat, 2017; Sulistiyo et al., 2020; Angraeni & Yusuf, 2022). Providing professional development opportunities to teachers can enhance their language proficiency, pedagogical skills, and familiarity with modern teaching techniques, ultimately improving the quality of English language instruction.

Finally, the establishment of new teacher standards, as mentioned by Zein (2015), can contribute to the professionalization of English teachers. Clearly defined standards would guide teacher education programs, recruitment processes, and ongoing professional development efforts, ensuring a competent and qualified teaching workforce.

DISCUSSION

This systematic literature review highlights the challenges and opportunities associated with English teaching at primary schools in Indonesia. The identified challenges, such as the shortage of qualified teachers, inadequate resources, and language policy changes, pose significant obstacles to the effective implementation of English language education. However, amidst these challenges, various opportunities can be leveraged to improve the quality of English teaching in Indonesian primary schools.

The systematic literature review reveals that English language teaching at primary schools in Indonesia faces several challenges. The shortage of qualified teachers, as emphasized by multiple studies (Renandya et al., 2018; Zein et al., 2020; Angraeni & Yusuf, 2022), hinders the delivery of effective instruction and compromises the quality of English language education. To address this challenge, it is imperative to attract and train more qualified teachers, improve teacher education programs, and establish incentives to encourage teachers to specialize in English language instruction (Kirkpatrick & Liddicoat, 2017; Widiati et al., 2018).

Another significant challenge identified is the shortage of resources, which impacts the implementation of effective teaching methods and materials (Riadi,

2019; Farmasari, 2021; Salim & Hanif, 2021). Inadequate resources limit students' access to quality learning materials and technology tools that can enhance their language proficiency. Allocating sufficient funding for English language education in primary schools and ensuring the availability of textbooks, teaching aids, and technology resources are crucial steps to overcome this challenge (Songbatumis, 2017; Sulistiyo et al. 2020).

Language policy changes, as noted in the literature (Nashruddin, 2015; Widodo, 2016; Kirkpatrick & Liddicoat, 2017; Zein et al., 2020; Farmasari, 2021; Angraeni & Yusuf, 2022), contribute to the complexity and inconsistency of English teaching practices in Indonesian primary schools. Frequent policy shifts disrupt established curricula; create confusion among teachers, and lead to varying language education standards. To mitigate the impact of these changes, it is essential to establish a stable and consistent language education framework that provides clear guidelines and expectations for English teaching (Panggabean et al., 2020),

The inadequate education and preparation of teachers emerge as a significant challenge (Zein, 2015; Hadi, 2019). Insufficient training and professional development hinder teachers' ability to deliver effective English lessons and employ appropriate teaching approaches. To address this challenge, ongoing professional development programs, such as workshops, mentoring, and peer observation, should be implemented to enhance teachers' pedagogical skills and language proficiency (Eddraoui et al., 2023),

Additional challenges identified include insufficient time allotment for English instruction, large class sizes, ineffective teaching approaches, limited exposure to English, absence of curriculum guidelines, and low student motivation (Zein et al., 2020; Salim & Hanif, 2021), large class sizes (Sulistiyo et al., 2020; Salim & Hanif, 2021). These challenges collectively hinder the progress of English language education in Indonesian primary schools and require targeted interventions.

Despite these challenges, the literature review also highlights several opportunities for improving English teaching in Indonesian primary schools. The increasing number of schools offering English as a subject presents an opportunity for greater access to English language education (Zein et al., 2020). Integrating English as a local content provides another avenue to enhance English teaching by connecting language learning to students' cultural context (Zein, 2015; Kirkpatrick & Liddicoat, 2017; Faizin et al. 2022).

The implementation of the Emancipated Curriculum Policy offers an opportunity to enhance English language education in line with its focus on critical thinking and learner-centered approaches (Wardani et al., 2023). This policy can encourage innovative teaching methods that promote active student participation and engagement (Kasman & Lubis, 2022).

Looking towards the future, reforming the English curriculum is vital to address the challenges identified in the literature (Nashruddin, 2015; Zein, 2016;

Kirkpatrick & Liddicoat, 2017). The curriculum should be revised to align with current language education standards, integrate 21st-century skills, and emphasize authentic language use (Sulistiyo et al., 2020; Salim & Hanif, 2021). This reform should involve collaboration among policymakers, curriculum developers, and teachers to ensure its effectiveness and relevance.

In addition, the establishment of an effective in-service development program for teachers is essential to enhance their pedagogical skills and language proficiency (Zein, 2016; Angraeni & Yusuf, 2022). This can be achieved through professional development opportunities, such as workshops and mentoring programs that focus on modern teaching techniques and best practices in English language education.

Furthermore, setting clear teacher standards is crucial to ensure the professionalism and competence of English teachers in primary schools (Zein, 2015). Well-defined standards can guide teacher education programs, recruitment processes, and ongoing professional development efforts.

Moving forward, it is imperative to address the identified challenges and capitalize on the emerging opportunities. To tackle the shortage of qualified teachers, strategies should be implemented to attract, train, and retain competent English teachers. This can involve improving teacher education programs, offering incentives for teachers to specialize in English language instruction (Zein, 2016), and providing ongoing professional development opportunities to enhance their pedagogical skills and language proficiency (Kirkpatrick & Liddicoat, 2017; Sulistiyo et al., 2020).

In addressing the shortage of resources, efforts should be made to allocate adequate funding for English language education in primary schools. This includes providing schools with sufficient textbooks, teaching materials, technology resources, and other learning aids necessary to create an engaging and effective English language learning environment.

Considering the frequent language policy changes, it is crucial to establish a more stable and consistent language education framework that provides clear guidelines and expectations for English teaching in primary schools. This stability will enable teachers to develop coherent and effective instructional plans, ensuring a standardized and high-quality English language education experience across schools.

To overcome the challenge of limited time allotment for English instruction, a comprehensive review of the school curriculum is essential. Integrating English language learning throughout various subjects and creating opportunities for English language practice in non-language classes can help maximize student exposure to English and reinforce their language skills in a meaningful context.

Addressing large class sizes requires innovative teaching approaches that promote student engagement and interaction. Incorporating collaborative learning strategies, utilizing technology tools, and employing differentiated instruction techniques can help manage and cater to the diverse needs of students

in larger classes (Warni et al., 2018; Ammade et al., 2018; Nugroho & Mutiaraningrum, 2020).

To enhance students' exposure to English, additional resources such as language immersion programs, language camps, and extracurricular activities can be implemented. These initiatives provide opportunities for students to practice English outside the classroom, fostering a supportive language learning environment.

Low student motivation can be addressed by implementing learner-centered approaches that emphasize student autonomy, relevance, and active participation. Engaging teaching methods, such as project-based learning, gamification, and authentic communication tasks, can stimulate students' interest and motivation to learn English.

Looking ahead, it is crucial to reform the English curriculum in accordance with current best practices and research in language education. The curriculum should align with proficiency-based frameworks, integrate 21st-century skills, and incorporate authentic and meaningful language use in real-life contexts.

Moreover, an overhaul of the existing curriculum should involve collaborative efforts among policymakers, curriculum developers, teachers, and other stakeholders. This collective approach ensures that the revised curriculum reflects the needs and aspirations of Indonesian primary school students, aligns with national and international language education standards, and supports the development of language competencies required in an interconnected world.

An effective in-service development program for English teachers is essential to equip them with the necessary knowledge, skills, and resources to deliver quality English instruction (Zein, 2015). This can include workshops, seminars, mentoring programs, and peer observation opportunities, fostering a culture of continuous professional growth and collaboration among English teachers.

Finally, establishing clear teacher standards is crucial for ensuring the quality and professionalism of English teachers in primary schools. These standards should encompass language proficiency requirements, pedagogical competencies, and ongoing professional development expectations. By setting clear standards, recruitment processes, teacher training programs, and performance evaluations can be better aligned to produce competent and effective English teachers.

CONCLUSION AND RECOMMENDATION

In conclusion, the systematic literature review sheds light on the challenges and opportunities surrounding English teaching at primary schools in Indonesia. The identified challenges, including the shortage of qualified teachers, limited resources, policy changes, and inadequate teacher education, pose significant hurdles to the effective delivery of English language education. However, the

review also highlights several opportunities, such as the increasing availability of English as a subject, integrating English as a local content, and the implementation of the Emancipated Curriculum Policy, which can positively impact English teaching in Indonesian primary schools.

To address these challenges and leverage the opportunities, it is crucial to undertake comprehensive measures. This includes attracting and training more qualified English teachers, allocating adequate resources for English language education, establishing a stable language policy framework, improving teacher education programs, and providing ongoing professional development opportunities. Additionally, curriculum reform, teacher standards, and innovative teaching approaches should be prioritized to enhance the quality and relevance of English language instruction.

Indonesian primary schools can pave the way for an improved English language education system by addressing these challenges and capitalizing on the opportunities. This, in turn, will empower students with the necessary language skills to navigate the globalized world and contribute to their personal and professional growth.

It is important for policymakers, educators, and stakeholders to work collaboratively to implement these recommendations and ensure their effective implementation. By investing in the improvement of English teaching at primary schools, Indonesia can foster a generation of proficient English language learners who can actively participate in the global community.

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