

The Urgency of Learning English as an Effort to Introduce a Foreign Language to Elementary

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Abstract

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This study is motivated by the urgency of English language learning in elementary schools amid the rapid development of globalization and technology, which increasingly demands early foreign language competence in young learners. The objective of this research is to analyze the importance of introducing English at an early age, identify supporting and inhibiting factors in its implementation, and formulate relevant pedagogical strategies to enhance student engagement and language skills. This research employed a qualitative approach using a literature study (library research) method by reviewing scientific journal articles, educational textbooks, and national education policy documents. Data were analyzed through content and descriptive analysis following the stages of data reduction, data display, and conclusion drawing. The findings indicate that the urgency of English learning in elementary schools is grounded in three main dimensions: biological-cognitive, referring to the golden period of language acquisition in which children absorb language more naturally and efficiently; socio-global, reflecting the demands of global competitiveness that require early exposure to international communication; and pedagogical, emphasizing the critical role of creative, contextual, and engaging learning strategies in fostering language development. Despite challenges such as limited teacher competence, inadequate learning media, and inconsistent curriculum implementation across regions, this study identifies several strategic solutions. These include strengthening national education policies, equalizing teacher quality through professional training, and implementing activity-based and play-based learning methods. It is concluded that an integrated and well-supported approach is essential to optimize English learning outcomes at the elementary school level and prepare students for the demands of the 21st century.

Keywords: English learning; elementary school; educational urgency; pedagogical strategies; globalization.

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INTRODUCTION

English, as an international language, has become a crucial skill in the era of globalization due to its role in education, technology, and the global job market. Learning English at the elementary school level is an educational strategy that is gaining increasing attention, as this age period represents a sensitive window during which children can acquire a foreign language most effectively. According to (Aulia Rahmah & Qamariah, 2023), introducing English early in elementary school helps students gradually grasp the fundamentals of a foreign language and prepares them to navigate the dynamics of an increasingly competitive global

world. Similarly, (Mauliska & D'angelo, 2024) affirm that English is no longer merely an academic subject, but rather a life skill that enables individuals to access global information and participate in cross-cultural communication.

Problems that arise in the context of English learning in elementary schools include low student interest in learning, limited teaching resources, and varying levels of teacher competency. (Nur Hasanah et al., 2025) demonstrate that student engagement in English learning is strongly influenced by teachers' instructional strategies as well as the students' own emotional states, making active student participation a considerable challenge that must be addressed. In line with this, (Prayatni, 2019) asserts that young learners require specially designed instructional approaches that differ from those used in adult language education, as children's cognitive and affective characteristics demand learning experiences that are more holistic, play-based, and emotionally engaging.

Several empirical studies emphasize that introducing English at the elementary school level is not only related to academic needs, but also constitutes a long-term investment in developing students' language literacy and critical thinking skills. (Rahayu Saputra, 2023) note that English learning from elementary school onward can cultivate a generation with stronger language abilities and greater readiness for higher education and the workforce. Wafi and Faruk (2024) underscore the importance of improving the quality of English instruction through the dissemination of effective learning strategies at the elementary level, which has a significant impact on students' communication skills. (Dzul kifli Isadaud et al., 2022) emphasized that optimal placement of English in the curriculum is a concrete step for national education in producing superior and globally competitive human resources. They also warned that the weak position of English in the curriculum will have a direct impact on students' difficulties in facing the demands of technology and globalization. Furthermore, (Maria Sarjani Br Siregar dkk., 2026), in their comprehensive literature review, emphasize that teaching methods and strategies at the primary school level play a decisive role in shaping learners' long-term language competence.

Despite its evident benefits, English language learning in elementary schools frequently remains suboptimal due to internal school factors, such as limited instructional media and difficulties in implementing age-appropriate teaching methods. (Rusmiati, 2017) reveals that students' learning interest is a key determinant of learning success; without sufficient motivation, the process of acquiring a foreign language tends to be ineffective regardless of how well the materials and methods have been prepared. Noting that a conducive learning environment and family support also contribute meaningfully to the effectiveness of English language introduction at the primary level.

Thus, this study was conducted to examine the urgency of English learning as an effort to introduce a foreign language to elementary school students. This study is expected to provide a comprehensive picture of: (1) the extent to which English learning in elementary school contributes to students' readiness to face global challenges; (2) the obstacles and supporting factors that influence the effectiveness of English learning; and (3) relevant pedagogical strategies to increase students' engagement and language skills from an early age (Apipudin & Saputra, E, 2023).

RESEARCH METHOD

This research employed a qualitative approach using a literature study method (library research). Qualitative research seeks to understand phenomena in their natural context, with the researcher serving as the primary instrument. It is not oriented toward statistical data processing, but rather toward deepening meaning and providing contextual explanation (Ultavia dkk., 2023). This approach was chosen because the research focused on an in-depth analysis of the urgency of English learning as a form of foreign language introduction for elementary school students, rather than on quantitative hypothesis testing.

Operationally, a literature study was employed to collect, review, and synthesize various relevant scientific findings. The selection of a research method must be aligned with the problem formulation that has been proposed (Febrianto & Siroj, 2024). Siroj and Hartatiana (2024) further affirm that a solid methodological foundation is central to the validity and coherence of educational research, particularly when the study addresses conceptual and theoretical dimensions. Therefore, a comprehensive literature review was considered appropriate for resolving conceptual and theoretical issues without resaputra quiring direct empirical observation in the field.

Research data sources were obtained from scientific journal articles, educational textbooks, and national education policy documents relevant to the study topic. The literature search was conducted systematically through online academic databases. Data were collected through documentation study techniques, which involved critical reading, recording, and classifying key information from each source. Data analysis employed content analysis combined with descriptive analysis, following the stages proposed by Miles and Huberman, namely data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

English as an International Language and an Urgent Need in the Era of Globalization

The results of a literature review indicate that English has occupied a highly strategic position in global life, including in the Indonesian education system. In this context, the urgency of English language learning at the elementary school level can no longer be underestimated. There are three fundamental reasons why English needs to be taught in elementary schools: first, children at an early age possess a greater capacity to absorb new languages; second, in the current digital era, nearly all aspects of life make use of English, meaning that understanding it from an early age will facilitate the adoption of technology; and third, introducing English from elementary school will make it easier for students to receive English instruction at subsequent levels of education (Maili, 2018) These findings suggest that delaying English language learning will ultimately place students at a disadvantage in an increasingly competitive global landscape.

Although English is formally recognized as a local content subject at the elementary level, its implementation remains unevenly distributed across regions in Indonesia, both in terms of quality and accessibility (Sya & Helmanto, 2020) . This constitutes a serious concern, given that English proficiency has now

become a prerequisite across many aspects of life. The quality gap in English language learning between regions directly affects the readiness of elementary school graduates to compete globally, making the equalization of educational quality an agenda that can no longer be deferred (Andini Cesare Ardaya et al., 2022). Furthermore, early mastery of English correlates positively with students' digital literacy skills in later years, given that the majority of global digital content is presented in English (Lestari, 2020). Therefore, the equalization and improvement of English language learning quality in elementary schools constitutes an urgent agenda requiring immediate implementation by the Indonesian government and education stakeholders.

The Golden Period for Foreign Language Acquisition in Elementary School Children

One of the strongest arguments supporting the urgency of learning English in elementary school is the scientific understanding of the golden age of language development in children. In early childhood, a child's brain is in an optimal condition to receive new language stimulation, as proposed by Penfield through his theory of brain mechanisms, which holds that early childhood is the most appropriate phase for stimulation with languages other than the mother tongue (Na'imah, 2022). Teaching English to young children also differs from teaching it to junior or senior high school students, as young children require learning that is engaging and enjoyable in order to cultivate their interest in new things (Na'imah, 2022).

Guiding elementary school-aged children in learning English is comparatively easier because they have not yet developed social attitudes toward language use, making it cognitively less challenging for them to acquire a new language, and although English learning from an early age is highly effective, it requires varied and engaging methods to prevent children from becoming easily disengaged during the learning process (Magfirah et al., 2023). The Total Physical Response (TPR) approach, which integrates physical movement with verbal instruction, has also proven to be particularly well-suited to the kinesthetic learning style of elementary school-aged children, resulting in significant improvement in English vocabulary retention (Putri & Febriani Sya, 2024). Children in this golden phase tend to acquire language more naturally through repetition, songs, and games, which mirrors the process by which they acquired their first language (Darihastining et al., 2023). This condition explains why a child-centered learning approach, often referred to as fun learning, is highly relevant for implementation at the elementary school level, while simultaneously presenting a challenge that educators and education policymakers must address.

The Role of Teachers and Learning Approaches in English Language Learning in Elementary Schools

The success of English learning in elementary schools is inseparable from the central role of teachers as planners, facilitators, and motivators of learning. Teachers who are capable of creating a positive learning environment will have a beneficial impact on students' learning process, thereby maximizing learning outcomes, and English learning in elementary schools should be directed toward

the development of contextual and communicatively appropriate language skills tailored to students' everyday contexts and situations (Meisani, 2021). An effective English learning method at the elementary level is one that integrates the four language skills listening, speaking, reading, and writing into a single, meaningful learning activity, as this is considered more appropriate to the developmental characteristics of elementary school children who are still at the stage of concrete thinking and therefore require learning that is directly connected to real-life experiences (Yamin, 2017). Teachers who apply communicative and contextual approaches in English language instruction achieve significantly higher levels of student participation and motivation compared to those who continue to rely on conventional lecture-based methods (Soro et al., 2023).

The ability of teachers to design project-based activities and group discussions in elementary English classes also significantly enhances students' speaking skills and self-confidence. The role of teacher professional development in this context is therefore critical and constitutes one of the key determining factors in the quality of English language learning at the primary school level.

Creative Learning Strategies and Media as the Key to Successful English Language Introduction

Various studies confirm that engaging, activity-based learning strategies represent the most appropriate approach for introducing English to elementary school students. Effective and enjoyable English learning for young children can be achieved through activities such as singing, group work, and the use of flashcards, where singing at the beginning of class increases students' enjoyment and motivation, group activities improve student achievement, and the use of flashcards engages children's right-brain processing through the association of images and words, making new vocabulary easier for students to retain and apply (Magfirah et al., 2023). Teaching English to young children through movement and song methods has proven effective in improving children's learning ability and interest, as this approach aligns with children's natural world of movement and exploration, leveraging their innate inclination to move and play as a medium for indirectly developing vocabulary and language structures (Purwanti, 2020). The use of audio-visual media based on illustrated stories in elementary English classrooms has also been shown to significantly improve students' vocabulary comprehension and listening skills compared to conventional instructional methods (Hidayati, 2020).

The English for Young Learners method, incorporating games and songs, is one of the approaches most consistently proven to increase elementary student engagement and create more meaningful English learning experiences (Octaberlina, 2023). The integration of digital technology such as gamification-based interactive learning applications has further been shown to enhance students' intrinsic motivation to learn English while providing instant feedback that supports the independent development of their language abilities (Valentinna et al., 2024). These approaches directly contribute to the creation of a positive learning environment, which is the primary prerequisite for successful foreign language acquisition in children.

Policy Basis for English Language Learning in Elementary Schools

From a policy perspective, English language learning in Indonesian elementary schools rests on a clear legal foundation. English instruction for elementary school students is grounded in the Decree of the Minister of Education and Culture No. 060/U/1993, which permits English to be taught as a local content subject beginning in the fourth grade, and over time it has become compulsory in a number of regions, with some schools even introducing it as early as grades one, two, and three, reflecting policymakers' recognition of English as a foundational competency that every elementary school graduate must possess (Meisani, 2021). The 2013 curriculum policy actually eliminated English language instruction in elementary schools, creating a gap between global demands and national education policies.

Furthermore, he emphasized that developing global citizens through English language learning requires both teachers and students to possess intercultural competencies, which are embodied in learning materials, to maintain an Indonesian identity while mastering foreign languages (Alfarisy, 2021). However, this policy needs to be accompanied by the strengthening of teacher capacity and the provision of adequate infrastructure. Teachers must be capable of guiding children and designing the most appropriate education for them throughout their development, including selecting suitable learning strategies to ensure optimal English learning outcomes (Na'imah, 2022). The adoption of affirmative policies in the form of an equitable distribution of competent English teachers across Indonesia, particularly in remote and underdeveloped areas, is also necessary so that the quality gap in English language learning between regions may be progressively minimized (Sya & Helmanto, 2020).

The success of English education policy is highly dependent on the consistency between curriculum documents, the availability of instructional materials, and teacher readiness in the classroom (Oktavia et al., 2023). Periodic evaluation of English language learning implementation in elementary schools involving school supervisors, principals, and parents is equally necessary to ensure program accountability and sustainability (Rini, 2021).

Challenges and Solutions in English Learning in Elementary Schools

Although the urgency of English language learning in elementary schools is evident, its implementation in practice still faces significant challenges. In many elementary schools, particularly in rural and remote areas, teachers continue to employ ineffective methods in which their role is limited to delivering content without actively stimulating students' interest and curiosity, and this situation is frequently compounded by monotonous teaching approaches and a lack of variety in the instructional media employed (Rusmiati, 2017). Sya and Helmanto (2020) found that although 84% of elementary schools in Indonesia still offer English instruction, 72% of them focus solely on grammar. This finding suggests that equity is not just a matter of program availability but also the quality of the pedagogical approach used in practice. Family and community environments that do not support the use of English outside the classroom also play a role in impeding the development of students' English competence beyond school hours (Hamidah, 2022). This situation is further aggravated by the limited availability of innovative

instructional media, inadequate teacher training, and the absence of a standardized English curriculum for elementary schools. Collaboration among the government, teacher education institutions, and schools in the form of sustained mentoring programs constitutes a strategic solution for addressing the English teacher competency gap in remote areas (Andini Cesare Ardaya et al., 2022).

The English for Young Learners method, through games and songs, remains one of the approaches most consistently proven to increase student engagement and create more meaningful English learning experiences at the elementary level (Oktaberlina, 2023). Practice-based teacher training focused on active learning strategies and the use of creative media produces tangible improvements in classroom instructional quality (Soro et al., 2023). Consequently, a combination of pedagogical innovation, policy reinforcement, and sustained teacher professional development constitutes the comprehensive solution package required to optimize English language learning in Indonesian elementary schools.

Overall, the findings of this literature review confirm that the urgency of English language learning as a means of introducing a foreign language to elementary school students is grounded in three interrelated dimensions. The first is the biological-cognitive dimension, which concerns the superiority of the elementary school-aged child's brain in absorbing new languages. The second is the socio-global dimension, which relates to the demands of the era of globalization and digitalization that have made English proficiency an essential competency for every individual seeking to compete on the international stage. The third is the pedagogical dimension, which encompasses the importance of selecting appropriate and engaging instructional approaches, methods, and media so that the process of introducing English to elementary school students can proceed effectively, meaningfully, and sustainably. Together, these three dimensions form a compelling argument that investment in English language learning at the elementary school level represents a long-term investment that will ultimately determine the quality of Indonesia's human resources in the future.

CONCLUSION

Based on the results of the literature review, this study concludes that English language learning in elementary schools carries a strong urgency as an effort to introduce a foreign language from an early age, grounded in three main dimensions: biological-cognitive, socio-global, and pedagogical.

From the biological-cognitive standpoint, elementary school-aged children are in the golden period of language acquisition, making them more receptive and optimal in absorbing a new language. From the socio-global standpoint, the demands of globalization and digitalization have positioned English proficiency as an essential competency for accessing information, pursuing further education, and competing in the workforce. From the pedagogical standpoint, the success of learning is largely determined by the role of the teacher, the use of engaging and contextual strategies, and the availability of equitable media and policy support.

Although challenges remain such as limited resources, varying levels of teacher competency, and unequal access across regions policy reinforcement, improvement of educator quality, and the implementation of creative activity-based

methods are strategic solutions that need to be realized without delay. Therefore, English language learning in elementary schools represents a vital long-term investment in shaping a generation that is literate, adaptive, and prepared to face global challenges.

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