

## The Importance Of Learning English At School

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### ABSTRACT

Through a review of the literature, this article seeks to assess the significance of learning English in school. The study investigates the importance of English language instruction in educational settings by reviewing pertinent research articles and scholarly publications. The results show the importance of English language instruction in schools and the widespread use of the Communicative Language Teaching (CLT) approach because of its efficiency in the teaching and learning process. The CLT method helps students improve their communication abilities by inspiring them to see English as a useful instrument for efficient conversation. The communicative approach, or communicative language teaching (CLT), involves teaching language through communication. This type of language instruction positions communication as both a purpose and a means of learning English. The improvement of students' communication and interpersonal skills is a priority in communicative language instruction. Through contact between students and between students and teachers, it is made sure that students are capable of speaking clearly and confidently in real-life circumstances. CLT fundamentally seeks to have pupils learn a new language by having them to interact with others in that language.

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### 1. Introduction

Because it is the primary language in the majority of the world's nations, English is a universal language. Additionally, one of the most crucial languages to study or master is English. Many nations, particularly the former British colonies, consider English to be the second language that must be learned after the national tongue. Despite being a foreign language in Indonesia, English plays a significant role in society's day-to-day operations. This is quite evident in Indonesia's educational system.

From primary through tertiary level, pupils are taught a variety of disciplines, including English. Through the 1994 Basic Education Curriculum, the Indonesian

government started teaching English to kids in primary schools (SD) or Madrasah Ibtidaiyah (MI) as early as feasible. SD/MI. English classes are not included in the 2013 curriculum, which has been introduced in SD/MI in Indonesia, however this does not preclude their teaching in schools. English instruction in schools is still permitted through extracurricular activities. Numerous English learning strategies can undoubtedly pique students' interest in the subject. For English teachers in SD/MI, this presents a challenge. In order for pupils to actively participate in the learning process, teachers must continually innovate.

In Indonesia, there is still a very low percentage of people using English accurately and properly. Even though English improves the image of Indonesia in the eyes of the entire globe since it allows for effective communication of the potential that this nation has. Because Indonesia is still developing, it must keep up with the rest of the globe, making English a global language. the use of non-native tongues in daily communication Use of languages from other countries that are regulated and not thought of as one's own language in daily communication reveals a person's lack of nationalism, which is another way of saying it demonstrates a lack of love for the nation and one's own country. And some Indonesians still disdain their ability to speak Indonesian. They favor using English exclusively for their interests. English is an international language since Indonesia is a developing nation and must interact with the outside world.

## **2. Method**

The implementation of making this paper is based on phenomena and events that are around us. This incident is not only around us but also occurs in school environments such as SD / MI where learning English for the nation's successors is still very less attractive to students. Maybe they consider English as one of the lessons that is very difficult to understand. Because of this complexity, the researcher took the title "The Importance of English in Schools". In order to facilitate research, researchers used the Library Research method by utilizing books related to students' difficulties in learning English.

## **3. Results and Discussion**

### **3.1 The Importance Things For Studying English**

An international social language is English. The official language of the United Nations (UN) is English. Internationally, English is also the preferred language for aviation. Everywhere we go and everything we do, English is all around us. So, if we don't want to state it's a requirement, learning and understanding English is a must. The majority of Indonesians still find learning English to be very challenging and, at times, even frightening because, as we all know, English is incredibly complex. English is a major industry, making English proficiency crucial for competitiveness. Good English proficiency fosters competitiveness, which is advantageous for our nation as well.

However, that does not imply that we must forget our native tongue. We can raise the quality of our performance in the workplace and even in international competition by studying English. In this article, I want to encourage everyone to think broadly about the context of education in Indonesia. Language instruction is one of the components of education that makes for effective learning materials in both formal and non-formal educational settings. When we talk about English language instruction in Indonesia, we don't just mean schools in urban areas but also schools in rural areas. You need to learn about learning English. EF (English First), a global educational organization, just released its first report on the index proficiency 44 nations require proficiency in English or the EF English Proficiency Index (EF EPI).

Indonesia ranks relatively poorly in terms of English competence, coming in at number 34, while Malaysia made it in at number 9. The EF EPI is the first index to compare adults' levels of English proficiency across nations. In order to begin describing English language education in Indonesia, it is important to consider educational equity from this perspective. Large-city schools or institutions with top-notch amenities and even luxury support the quality of English learning.

Cities' students are in a much better position than those attending remote institutions. For instance, students in urban areas have easy access to quality English courses taught by native speakers or local instructors, as well as a variety of additional program benefits. However, nearby students are students. English is only taught in schools and not used in daily life in Indonesia. Because English is generally taught as a relatively foreign language in Indonesia. In the field of language instruction, the phrase "foreign language" is distinct from "second language," and refers to a language that is only occasionally or never used as a form of communication in some nations where it is taught.

A second language is a language that is not the primary language but that is used widely throughout a nation. The reason for learning a language will also depend on its status as a mother tongue, a second language, or a foreign language

### **3.2 English As A Foreign Language**

English as a foreign language means that it is only used and positioned as a learning tool in institutions of higher learning, both formal and informal, and that it is not used as a language in social interactions and day-to-day life. It also means that English is not a nation's primary language (Tomlinson 2005).

This suggests that the study of English is limited to theory and science. Some of the traits or features of learning a foreign language that are frequently used in schools include the following:

1. The study of foreign languages in schools typically adheres to a set curriculum. This curriculum covers a variety of topics meant to improve

- students' ability to communicate in the target language through speaking, listening, reading, and writing.
2. The study of foreign languages in schools places a strong emphasis on learning appropriate grammar and vocabulary. Students gain knowledge of fundamental grammar, word creation, conjugation rules, and context-specific word usage.
  3. Speaking and listening drills are frequent parts of classroom activities for students learning foreign languages. With the assistance of their professors and peers, students get the chance to practice speaking orally while listening to discussions in the target language.
  4. Reading and writing exercises are a part of studying a foreign language in school. Students gain writing abilities by creating sentences, paragraphs, and essays as they learn to read texts in the target language, such as stories, articles, or academic writings.
  5. To help students learn, foreign language teachers in schools employ a wide range of tools and resources. Textbooks, workbooks, audio, video, games, computer software, and internet resources can all fall under this category.
  6. To improve students' learning, some schools make use of technology like computers, tablets, and software for studying foreign languages. Instant feedback, engagement, and the ability to practice independently are all possible with this technology.
  7. School-based foreign language instruction promotes student participation in the learning process. Students are given the chance to speak with professors and their peers, take part in role-playing exercises, or have group discussions in order to practice the target language.
  8. Students' progress in studying a foreign language at school is evaluated and reported on. Assignments, quizzes, or other structured exercises are given by teachers to gauge their pupils' comprehension and offer helpful criticism for them to develop their language proficiency.
  9. At addition to language instruction, learning a foreign language at school also involves developing cultural sensitivity. Students study traditions and customs.

### **3.3 The Emphasis On Learning English**

The approach used to acquire foreign languages has a very close relationship to pedagogic, psychological, and linguistic understanding. Emphasis is placed on the establishment and growth of students' talents in pedagogic knowledge. Meanwhile, from a psychological perspective, a desire to learn a foreign language is required. The teacher needs to be aware if the students are unable to

communicate in English in their environment and if they view English instruction as more than merely a required course. making the student's desire to love conscious

Therefore, the issues that are frequently encountered include feelings of anxiety, nervousness, and fear of being wrong, English will be the primary factor in gaining desire and talent in studying languages. The following issues should be taken into account as a starting point for revitalizing English education:

1. Making an organized lesson plan is a crucial first step. This plan should include specific learning objectives, pertinent learning resources, efficient teaching strategies, evaluation of student progress, and feedback to students.
2. A supportive climate must be established in schools for English instruction. this can be accomplished by encouraging students to use English in class, posting English-related posters and whiteboards, and involving them in English-related activities like language clubs or English show extracurricular.
3. Students' interest in learning English can be piqued with the aid of interactive teaching techniques. Teachers can actively engage students and encourage them to interact in English by utilizing strategies like project-based learning, language games, role playing, or group discussions.
4. Applying Technology to Learning: Students' interest in learning English can be piqued with the aid of interactive teaching techniques. Teachers can actively engage students and encourage them to interact in English by utilizing strategies like project-based learning, language games, role playing, or group discussions.
5. Engaging Students in Active Practicelt's crucial to give pupils chances to actively practice their English. Teachers should allot enough time for their students to practice speaking, reading, writing, and listening in English. Role playing, recreating actual events, or extracurricular English activities can all be a part of this practice.
6. To assist students in strengthening their English language abilities, teachers should give them constructive and beneficial criticism. Error correction, assignment evaluation, and group discussions regarding students' progress are all examples of ways to give feedback. Students gain insight into their areas of strength and weakness as well as encouragement to keep learning from this.
7. Encourage the Use of English in Everyday LifeIn addition to what they learn in school, it's critical to promote the use of English among pupils. this can be accomplished by engaging in activities like reading English-language publications, viewing English-language films or television programs, or conversing with native English speakers in person.

Because this method is the most successful for learning other languages, Communicative Language Teaching (CLT) is one of the English classes that is frequently employed. The goal of CLT, which is the most effective approach for

learning English, is for pupils to succeed and develop talents in terms of Students engage in communication when they communicate, particularly when they interact with one another or when they contact with professors.

#### 4. Conclusion

When utilized as a method for teaching and learning English, CLT is incredibly effective. Since it is built on the idea that communication skills are more important than just knowledge, students will be inspired and moved when they see how what they have learned can be applied to real-world situations.

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