

English Teachers' Perception on The Abolition of English Subject at Elementary Schools and Its Implication for Students at SMPN 1 Langsa

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Abstract

The title of the research is "English Teacher' Perception on the Abolition of English Subject at Elementary Schools and Its Implication for Students at SMPN 1 Langsa". The aimed of this research were to find out English teachers' perception on the abolishment of English subject and its implication for students' ability in learning English at SMPN 1 Langsa. This research used qualitative method. The data were collected by using observation and semi structured interview. The subject of this research were two English teachers and involving the seventh-grade students of SMPN 1 Langsa consisting of 30 students. Based on the result of research, the researcher found that the teachers who teach English subject at Junior High School at SMPN 1 Langsa disagree with the abolishment of English subject at Elementary Schools. There were many students who had less motivation and difficulties in learning English at Junior High School level and the lesson starts from the beginning level. It can be concluded that the abolishment of English subject at Elementary school has implication on students' ability in English subject at the seventh grade of SMPN 1 Langsa.

Keywords: Teachers' Perception, Abolishment of English Subject, Implication

1. INTRODUCTION

English subject is stipulated subjects as the compulsory for elementary school in Indonesia. Unfortunately, in curriculum 2013, starting from 2016, this subject is eliminated for elementary school. This is based on the about abolishment announcement of the Minister of Education English subject in Elementary school, because to make attention with Indonesia students more pay language. This of argument with the idea is contrast Suyanto (2008: P, 15) "Children aged 10 year old and that had been over were in the process of change self-centered to a so

that when the teaching of reciprocal relationship foreign languages started will trigger their early this cognitive skills”.

This idea was cited in Hurlock (1993: P, 67) that, “the children’s supported by Erikson as ability to speak more at operational thinking this age develop concrete concept. It means that, operational thinking concrete is began to be able to think that at the age of 10 more children are have rationally and they also able solve concrete problems so that to it is at this have age that children started playing logic with. The brain condition children is still pliable, so that of the language the absorption is easier, than when aged 6-13 children year old elementary school, in the area of controls of the brain that language skills are seen having development the most rapid. This is in accordance with Lightbown and Spada they (2006, P.89) stated that, “The children who are aged 7-11 (elementary school) can speak English well with a good pronunciation, like native speaker and they good at memorizing”. The period is a golden period critical to learn the language for children. According to Lenneberg (1964: 53) important period of language, an acquisition is between the ages of 3-5 years. Purwo (1997, P. 132)also notes that“the age of 6-12 years is a a language other than mother tongue golden period to learn. On the other words, students who learn other foreign languages at elementary school have more ability in tasks learn episodic memory the, fluency and categorical message sentences words, semantic memory”. The ability of children at elementary school who are, more age in creativities, cognitive processes and divergent in thinking are in an optimal condition.

Based on the results of brain imaging technology research at the University of California, Los Angeles, children of elementary school age is to learn a foreign a great time language. Children at the elementary school

level and faster to will find it easier understand their foreign languages because age is still easy to four remember like understanding skill in English listening, speaking, reading, and writing. Therefore, children of biologically elementary school are in the golden period as for learning English a Indonesian foreign language.

Furthermore, now is English subject very different from the learning in the years previous grade students' material academic because for the seventh have started by learning sentences from the text besides that conversations and recognizing, lessons middle-level English have started to learn others about nouns, adverbs, verbs,. Therefore, with the elimination of learning English at the elementary school level, based on the pre- observation the researcher found that to understand students find it difficult the learning material with of English their low understanding.

Therefore, teachers are also face a new problem, which they must be able to make students the learning material, understand with their condition that they still lack understanding in English. In addition to their limited ability to understand vocabulary, they also feel less interested in learning English because it is difficult for them to understand. Therefore, to make the students easier and motivated in learning, teachers must more have their own strategies to improve students' learning abilities and motivation.

2. LITERATURE REVIEW

2.1 Perception

2.1.1 Definition of Perception

Perception is a process and impressions to the surrounding that is used by everyone to give and the crowd messages g environment which will give meaning to them their own and their environment. Perception is in an organization an action important and also towards, where a perception greatly person's effects of their ownactions the reality. (2002: 31)

Therefore, each predict individual will or interpret but with the same object a different each person perspective on. Then, there are several factors that influence this, namely, First, exist in the factors that perceiver that are meant first factor are such by the as attitudes, interests wholeness or motives or interests of experiences and expectations individual. The second factors, or target that is exist in the object perceived to be things followed by new, such as motion, sound, background size and proximity. Third, the factor of a situation context in which the perception is carried out, which condition / place of work, includes time, and social conditions (2002, p.35).

Perception is process basically a cognitive that is person carried out by each in information about understanding their environment either sight, hearing, appreciation, and smell feeling through, the important understanding perception thing for lies in understanding explanation that it is a unique of the situation, and not in predicting a correct thing the situation.

Stewart, Tubbs, and Sylvia Moss (1990: 90), agrees, "Perception is an as one active process selectively what one experiences perceives, organizes and interprets. Interpretations are based on the, assumptions perceivers past experiences about human behavior circumstances, knowledge of the others, present moods desires and expectations / wants /." Lindsay and Norman. (1997, p.161) argue "Perception is organisms the process by which interpret and to produce a organize sensation meaningful of the world experience. In other words, with a person is confronted situation or a stimulus". The person interprets something the stimuli into meaningful to on the prior someone based experiences. The difference and sensation between perception according to Lutans (1993: 144) grouped in the is following example:

1. The teacher who is more his assertive in educating students is of high quality, but from the students' point of view will be view the teacher and not good judged cruel.
2. Students who will be judged like to ask questions as good teacher, but by the according to other students, will be considered they bad.
3. A person who makes statements he has based on what heard from not through others, his own sources.

These examples are of events that some of the thousands occur in that continue everyday life to regarding each other's evolve perceptions in their environment. As for sensing, that can be used the habitual ways to the following two aspects recognize it include

1. The aspect of something in common has sensing that between one person and called reality is another.
2. Sensing is structured into us ways unique. This aspect of the procession depends perceptual on biological mechanisms, past and predictions of the future experiences, all of this own coincidence, comes from our experiences, values, and feelings.

2.1.2 Processes of Perception

There are several sub-processes in perception, and which can be used as evidence that the nature of perception is complex.

1. The first is sub- important process that is considered is stimulus, or situation is present the. there will begins with be a perception that a is a stimulus condition or event that. The situation in the form faced can be of close and or in the form direct sensory stimulation of a social and as a whole physical environment.
2. The next process is registration. During the registration interpretation and feedback period an impact was mechanism seen is a physical in the form of nerves sensing and a person's affect perception. Interpretation is a of perception very important

cognitive aspect. This interpretation depends on the way of deepening process (learning), one's motivation and personality. The deepening, motivation personality of a person will be different and from others. Therefore, they will differ interpretation of the same information from one person to another. Therefore, the information interpretation of the same will differ from one another. This is of difference where the first source in perception lies, and that is an important process is why interpretation.

3. feedback is the last process. this affect process will greatly one's perception.

2.1.3 Factors That Influence the Development of Perception

1. Psychology

A persons happens in this world is perception of everything that very much psychological conditions influenced. Example: setting the sun those who can see, at dusk will look beautiful for but not for who cannot see (blind). People. Psychology can also be defined as the human psychological traits study of by personality looking at a person's behavior, with the human viewpoint that every behavior their psyche. affects everyone must also because psychology know psychology is necessary as a to be able to understand basis of knowledge the of others feelings.Sarwono, (2002,P. 94)

2. Family

Family is a children very important role towards, parents who have way of developed a special seeing understanding and realities this world. Besides that, parents' important role that are an children's attitudes influences. because, parents are their roller models for own children.

3. Culture

Everyone's environment is different culture and, two things and these are very one's perception important to.

4. Motivation

according to Maslow that is composed motivation is a decision of a need. The lowest that must be met is level of needs

2.2 English Subject

2.2.1 Definition of English Subject

English as a subject is 1 language world international. English is like a door to the English world because by students can the world learn more about and student information can get more. In addition, also having skill will help the study students to. English has when several advantages it has been an elementary school taught in. It is level student because the elementary is and a perfect a brilliant time to learn a second language time to have preparation for junior English high school, and the preparation to face era globalization.

English is the communication language of international c, which has been whole world agreed by the. The goal is communication to become a tool of between that are languages countries, cultures and geographically different. English for us to be gives us the greatest space part of the world community global. Even fields English is in certain very necessary also. Hornby, (2005, P.506) found "English is originally the language of England, now in spoken many and used as a other countries language of international communication the world trough out". As an international language, as the of English used communication nations tool between that have languages different. It is a has foreign language even in schools been taught.

Brumfit, (2001, P.10) argues that “English is a language that it is international widespread medium the most of communication international”. English is an that is often used international language by the communicate community to with other people. Therefore, the first foreign language English becomes Indonesia to communicate used in and associated with science technology that always to be able demands every person to communicate in accordance with internationality and development the interests of the era. Individuals should the basic begin learning communication skills at the early age throughout and continue learning their experience educational. There are many; students can use types of communication verbal communication and communication non-verbal. Additionally, plays an important communication role in the process as well; of conveying knowledge communication since is the instrument in education it helps the and the students’ instructor to with each other work together.

2.2.2 The Importance of English Subject

To learn is important for an individual especially English as a second language for, because elementary school students at that time did not the children have many in mastering pronunciation difficult obstacles, especially. Virdyna (2015: 152) Chomsky argues that, “based “critical period”, there was a neurologically which complete but it is no longer possible, mastery of language, because it end around the onset of puberty will”. In other words, individual has sensitive period to learn about English subject and to be able. Therefore, when someone, this critical in junior high school period began to fade, as the result, difficult and it make child more confused to language learn new. Han (2003: 51) stated “the children well with English who are aged 7-11 can speak language good pronunciation with a like native speaker”. problem is psychological Another factor; person who learn who second language age above 7-

11 will be problems. influenced by psychological It is because the of motivator differences.

The students though learn other language games, this relaxation which of aspect at teenager more do not fine. Besides, the age student over ability to analyze 7-11 have the embarrassed situation so they will feel if level they do not rest the tagged. It can student frustrated be make when they realize their ability of the English that decrease, language is this this kind of psychological factor fall can make an individual to learn language English.

2.2.3 Teaching English Elementary School in Indonesia.

Indonesia is in terms in second place after China of the number of studying English as a foreign language child in primary school. basic English education in Indonesia development, and undergone shows that it has a transformation in the last few year great. Begins overview with giving of policy to basic developments relating English country education at. It then in Elementary school English field, with a focus. Discusses current practices education in a relevant Particularly, regarding of the teacher roles and status classroom teaching, and pedagogical problem the size and length.

A group of teachers, about parents who are enthusiastic the basic education movement in English Indonesia to introduce in 352 primary schools English as an activity lessons extracurricular. In that 1989 Ministry Education and Culture of (Kemdikbud) conducted teaching a national survey of English involving parents, teachers, and general private students and secondary schools. (2003: 15)

Entering the new millennium, there of interest in are others awakening English in Public Indonesian. Parents in country many parts of the realize that increasingly globalized a world in matters strong preparation language education will be English years to come vital in the.

Furthermore, in the importance parents also believe of primary school language education for English language acquisition initial. Majority Chodijah (2008: 3) respondents, for example, of 'earlier believe in the idea is better', namely the benefits value starting early, and it offers to learn children when they to foreign language a learn.

3. METHODS

This research used qualitative research method because the characteristic is to explain or describe researched phenomenon. Descriptive method is part of qualitative approach by using interview techniques as data collection. McLaughlin, Robert & Eric J (2013: 96) defined "Qualitative research is as an approach to research that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon". Meanwhile, Syamssuddin and Damaianti (2006: 73) state that "Qualitative research as investigation approach because an usually researcher collects data by directly interacting with the respondents". In this research, the researcher explained a phenomenon about the abolishment English subject at Elementary school.

4.FINDING

4.1 Results of Interview

Researchers used interviews to find out the perceptions of English teachers about the abolishment of English lessons at elementary schools. Through this instrument, researcher can identify that the teachers regret that the English language subject should be abolished at the primary school level. This is a new problem for students in junior high schools.

- a. Teachers' opinion about the abolishment of English subject at Elementary school. One the teachers said that: "*I think the abolishment of learning English in Elementary schools has an implication*

on English learning at the junior high school level. Several schools have not abolished English language subjects such as private schools or other superior schools that make English subjects into mulok subjects (local content). Associated with the abolishing English subject, it is very difficult for junior high school students because they have been introduced to learning in the form of sentences. Meanwhile, at the primary school level, they have not studied basic English as word by word. This becomes one of the obstacles for students in learning English. There are some students who are able to learn English because some parents are able to provide learning facilities outside of school such as private and others. So that, the students understand better during the learning process other biggest problem in my opinion, with the abolishing of English subject at the elementary school level, the students have very little vocabulary mastery, many of them only know the word you, and me, while for the word, she, he, we, they, it, they don't understand its function. Then, it is very difficult for me as an English teacher who has to repeat the basics again.

- b. The implication of the abolishment of English subject on students' ability in English. Besides teachers having difficulty repeating lessons from the basics, the teacher also said that they could not do anything other than teaching from basic English. This was because the teachers have to implement the regulation at school. This was stated by a teacher that; *"Yes, the ministry of education has a decision, the teacher only implementers at schools. In my opinion, I just disagree about the abolishment of English subject because if students start learning English subject at the Elementary school it will help teachers a Junior high school. so, it is not difficult anymore to teach vocabulary and simple sentence. They can know about all of the things around them, just it. If in this grade we teach all about English like vocabulary, noun, I think a*

wasting time. The memory of children is better than children in junior high school and more powerful. Students can learn extra and then repeat the lessons that should be taught at the junior high school level"

Teachers also have the perception that students are less motivated in learning English because they do not understand English, which it affects on the students' achievement. This can be seen from the following statement: *"With the abolishment of English subject in Elementary school, it gave effect for a student in learning English. They becomes less motivated in learning English and students also make arguments if English is difficult subject. One of the reasons students do not like and lazy in learning English is because they do not understand English. In addition, lack of student motivation, it is also other impact that affects students learning achievement"*

4.2 Results of Observation

Through observations made by the researcher, it found several implications of the abolishments of English lessons at Elementary schools. Based on the results of observations, this has an impact on reducing students' understanding of basic English. Students do not understand basic English material such as the types of subjects in English. Students have difficulty in determining whether the subjects were *She* and *He*. Meanwhile, the material in Junior high school has focused on sentence formation and learning tenses. This results in students unable to make sentences optimally because they are constrained by not being able to identify the subject correctly. When the teacher asked the student to make the sentence, they cannot construct the sentence well. Some students often asked the teacher about the vocabulary. They confused the meaning of words even the common words. Other students chose to be silent which make the class turned passive.

Another finding obtained through observation was that students became less enthusiastic in learning English because they did not have a sufficient basic. They become passive in class because they think English is a difficult subject, so they have anxiety when the lesson is taking place. This is based on the absence of English lessons in Elementary schools so that students find it difficult to adapt to English material compared to other subjects that have been taught since Elementary school.

Furthermore, the researcher also observed the condition of the class. During the English teaching and learning process, the class was silent. The students show anxiety on their face. They anxious if the teacher asked them about English material.

5. DISCUSSION

Based on the results of interviews, the researcher found the English teacher's perceptions of English subject abolishment at Elementary school. The result of the research showed that all of the English teachers at junior high school at SMPN 1 Langsa stated that English Subject is very important for students at Elementary school, there is no significant different perception among them. All participants stated that teaching English subject at Elementary school is necessary for the first step to introduce the English subject. Some perceptions about the abolishing English subject in Elementary school from the teacher were.

1. The teacher has difficulty repeating lessons from the basics.

The teacher must teach from the basic, like vocabulary, verb, and noun. For examples such as types of colour, fruit and other basic vocabulary which should have been learned at Elementary school. So, it takes a lot of time just to teach about some chapters until the student understands. The teacher found it difficult to reached learning targets. Overall, teachers

are very disappointed with the abolishment of English at Elementary school.

2. The students were less motivated in learning English

The students were less motivated in learning English because they did not understand English, which then affects their achievement. The effect on students' achievement was like some students did not pass the score's standard criteria.

Based on the results of observation, the researcher finds out the implication on students' abilities during the teaching and learning process. The students in the class showed that this has an impact on reducing students' understanding of basic English. The implication on students' ability were:

1. The students did not understand basic English material

The students did not understand basic English material such as the types of subjects in English. Students have difficulty in determining whether the subjects were *She* and *He*. Meanwhile, the material in junior high school has focused on sentence formation and learning tenses. This results in students unable to make sentences optimally because they are constrained by not being able to identify the subject correctly.

2. The students became less enthusiastic about learning English

The students became less enthusiastic about learning English because they did not have sufficient basic. They become passive in class because they think English is a difficult subject, so they have anxiety when the lesson is taking place. This is based on the absence of English lessons at Elementary schools so that students find it difficult to adapt English material compared to other subjects that have been taught since Elementary school.

5. CONCLUSION

Based on the results of the research, the researcher draws some conclusions as follows:

1. The English teacher's perceptions of English subject abolishment in Elementary school include Teacher has difficulty repeating lessons from the basics. Then, students are less motivated in learning English because they did not understand English which then affects students' achievement. The effect on students' achievement was like some students did not pass the students' standard criteria. To overcome the problem, teachers sometimes teach in their own way and are not very focused on the curriculum.
2. The implication on students' ability in English subject at the seventh grade of SMPN 1 Langsa include Students did not understand basic English materials such as the types of subjects in English. Students have difficulty in determining whether the subjects are *She* and *He*. This results on students are unable to make sentences correctly because they are constrained by not being able to identify the subject correctly. Then, students became less enthusiastic about learning English because they did not have sufficient basic. They become passive in class because they think English is a difficult subject, so they have anxiety when the lesson is taking place.

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