



## THE PERCEPTIONS OF ENGLISH TEACHER AND PARENTS ON THE REMOVAL OF ENGLISH SUBJECT IN ELEMENTARY SCHOOL

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Keywords	Abstract
<i>Keywords: Perception, English Subject Removal, 2013 Curriculum</i>	<p>This research was a study case which aimed to investigate the English teacher and parents about removal English in elementary school as a subject which is based on pilot study this information was not delivered well to participants. To collect the data the researcher was used semi structured interviewed to interview an English teacher (school side) and 5 parents of 6<sup>th</sup> grade elementary students who live in Berastagi (parent's side). The data were analyzed by thematic analysis and divided each data according the themes. The findings of this research were both sides disagree and disappoint with this regulation, because they concern about the children's education future, such as the lack of student's vocabularies to achieve English materials in junior high school and also, they are categorized as young learner that have good quality to remember vocabularies, also they are living in a tourism place. Besides, the parents also have limitation in economic and knowledge that becomes a barrier in this case which makes the school as the only one hope to learn English. Moreover, the school party just delivered this regulation to the students in the classroom and it is not appropriate with law no.47 article 13.</p>

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## INTRODUCTION

The existence of English subject in elementary school gradually faded where K-13 implemented since announced 2013 and completely implemented in 2017 where English no longer learnt by elementary students. Where ministry of education in Maili S.N (2018:23) stated that English become a burden for elementary students that is the main reason English removed in elementary subject. Then, this change becomes a case in educational where English has been an extracurricular subject since the 1994 curriculum.

There are several things that need to be considered before removing English as a subject in elementary school such as Light & Spada (2013:32) stated that elementary students are categorized as young learner or it called the golden age of the children where they are easier to remember and memorize new things and, in this case, English is a new thing for them and vocabularies as a basic and important thing in learning English

Then this regulation also got variety responds from both school and parents' side. From academic/school side, it said that the removal of English subject mean downgrade, not an upgrade in education because learning English start from 4<sup>th</sup> grade in previous curriculum of elementary school was good decision, and what a pity for elementary students who live in tourism place such as Bali which has high foreigner visitors. Moreover, a good curriculum should be helped the students to adapt in globalization and not throw away their local side.

From the parents' side argued that learning English from early age is a good decision where the children have high curiosity and memory rather than adult. They also felt disappointed with this regulation in which parents hope that children can go international and not left behind, "I do not want my children do the same mistake like me, that impossible things they can go abroad if English is not existed in the classroom".

From those all pro and contras, the researcher would like to investigate trough pre-research the English teacher and parents respond about this regulation, surprisingly all of parents did not know that English is not learnt anymore in elementary school, then the researcher was set up further research about this topic by choosing one of school that already implemented this regulation, the school was Tahfiz Qur'an Karimah Elementary school.

## LITERATURE REVIEW

The regulation play big role in this research where it becomes a fundamental background in this research, as we can see there are some changes from previous curriculum to K-13 curriculum in the subjects of elementary level especially there is no English subject in K-13, this is important to investigate because both parents and also teacher literally as the parents of their students at home or school. Moreover, there are still many parents who do not know about this regulation, it makes the negative quality both parents and students where parents do not concern about their children's education or the school do not pay attention more about their relationship to the parents.

Source:

(Regulation of the education minister and culture republic of Indonesia number 57 Year 2014 article 5 & Regulation of the education minister and culture republic of Indonesia number 23 year 2006)

K-13	KTSP
<p>Group A subjects</p> <ol style="list-style-type: none"> <li>1. Religion and manner education</li> <li>2. Civic and Pancasila education</li> <li>3. Indonesian Language</li> <li>4. Mathematics</li> <li>5. Natural Sciences</li> <li>6. Social Sciences</li> </ol> <p>Group B subjects (Extracurricular)</p> <ol style="list-style-type: none"> <li>1. Cultural Arts</li> <li>2. Sport physical Education</li> </ol>	<p>Group A subjects</p> <ol style="list-style-type: none"> <li>1. Religion education</li> <li>2. Civic education</li> <li>3. Language</li> <li>4. Mathematics</li> <li>5. Natural sciences</li> <li>6. Social sciences</li> </ol> <p>Group B subjects (Extracurricular)</p> <ol style="list-style-type: none"> <li>1. Cultural Arts</li> <li>2. Sports</li> <li>3. Foreign Language (English)<sup>4</sup></li> </ol>

Table 1: Subjects between curriculums

As a tourism place, Berastagi needs English as a tool of communication for their students, because of that introducing basic English in early age is needed, but there is one of elementary school in Berastagi, Tahfidz Qur'an Karimah Elementary School, already implemented this regulation, moreover according on pre-research interview all of parents do not know that their children do not learn English as a subject in elementary level, so that further investigation is needed in this case as K-13 review itself.

## **1. Perception**

As human being we have five senses in our body that play big role in perception phenomena, Walgito (2003:87) said that the stimulus that catch, felt, touch, seen and heard the phenomena or an object (stimulus) by human five senses and it processed by our brain which then generates a response that called perception. Or simply can said that perception is natural ability of human responses as the result of their ability to receive and process a phenomena, information or object (stimulus).

Then the perception indicators were helped the researcher to build up the interview items in this case. Usually there 3 indicators of perception are happened to human when they face a stimulus, although it's based on individual that makes variation on their perception but it will be unique if humans have same perception with the others or in vice versa. There are three indicators of perceptions as follows:

1. Acceptance

The way of stimulus will be rejected or accept by humans.

2. Comprehension

The stimulus will be processed by humans and build up a new comprehension, but sometimes in this indicator humans also combined with their own previous comprehension.

3. Evaluation

The last indicator is evaluation, evaluation means that human perception as an individual judgement. This indicator is needed to review K-13 itself.

## **2. Second language Acquisition**

Children need long time to learn another language. It is based their own capability and the language itself which has another language feature that needs motivation and also discipline to mastery that language. Sepyanda (2017:208-210) stated that the process of mastery another language after mastery their first language it's called second language acquisition. A long process that will happened to the L2 learner starts from pre- production stage which has less 500 words until advanced fluency when someone near to native and has 6000 words and approximately it spends 5-10 years.

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### **3. English Subject for young learner**

As elementary students who has age in ranges (6-12) years old the students has high curiosity of new things, this is a challenge for the teacher how to introduce English in creative way, as Sepyanda (2017) stated that a right way in teaching something new will become positive impact for children where students in the golden age and have better capability to remember something new rather than adult learner. Therefore, school has a big role in this case.

It is in line with a study by Octora (2015: 255-256) which found that school is the dominant place to learn and acquire the second language where in school they have formal class with well scheduled and also learn a language grammatically. According to this reseach findings learning language grammatically brings positive impact to the L2 learner. Moreover, the students in the classroom make their own L2 learner society that can make students practice the language use.

### **4. Teacher and Parents concern in student's education**

Teacher as a parent of the students in the school should make a collaboration with parents of the students at home trough communicative way. This collaboration will products a positive impact in both parties' relationship and also find the best way in educational things, moreover collaboration trough communicative way will avoid misunderstanding both parties and make every regulation from the school delivered well.

As in this case, at the pre-research interview all of parents said that they do not know that elementary students did not learn English anymore and it was very surprise for the researcher whereas parents also part of society has rights and obligation on the implementation of education as stated in Republic of Indonesia Government Regulation number 47 year 2008 about compulsory of education article 13.

1. The community has the rights:
  - a. Participate in planning, implementation, monitoring and evaluating of the implementation of compulsory education programs.
  - b. Obtain data and information from the implementation of the compulsory education programs.
2. The community is must support the implementation of compulsory education programs.

3. The rights and the obligations of the community as referred in paragraphs (1) and (2) are implemented in accordance with the statutory regulations.

## **METHOD**

### **Study Setting**

To investigate all of participants the researcher was used qualitative case study that according to Lune H & Berg B (2017:103) qualitative research conduct to gain any information and analyze about the particular person, social setting, group, phenomenon, event, idea in the specific time and location systematically. This regulation was a case in education that needed some description findings that researcher found through participant's perceptions, moreover this regulation is not delivered well to all parents as a part of society and also the English teacher perception who are implementing this regulation in Tahfiz Qur'an Karimah Elementary School.

This research was implemented out/in school ways because of pandemic situation, to gain information from the school parties the researcher was interviewed participants directly, meanwhile to gain information from parent's side the researcher was visited to the participant's house with applied covid-19 protocol, from the both of parties the researcher was used semi-structured interview.

### **Participants**

The English teacher of Tahfidz Qur'an Karimah Elementary school was the participant from the school side of this research, the English teacher was Ms Putri Eka Septiani, She was graduated from Muhammadiyah University of North Sumatra, she has English education background (S1 degree in English education), but after this regulation was implemented she have to continue her study in Terbuka University for 2 years, and now she becomes the homeroom teacher of 4<sup>th</sup> grade class in this school. The interview result of the English teacher becomes the first theme of this research.

In line with that, from the parent's side there were 5 parents of 6<sup>th</sup> grade of elementary students who live in Berastagi become participants of this research, where Creswell (2013:175) stated that in case study 4-5 people participate so the researcher can focus and gain clearer data. Since the parents live in tourism place the researcher would like to investigate their perception, moreover the student

will face English subject in Junior high school without learnt any basic of English. The result of interviewing the parentes became second theme in this research.

The 6<sup>th</sup> grade homeroom teacher became a secondary data of this research where the researcher gain additional information that the researcher did not find from English teacher, and unquely it was some different perception between English teacher and 6<sup>th</sup> grade homeroom teacher.

**DATA COLLECTION AND ANALYSIS**

According to Braun & Victoria (2015: 51) Semi-structured with open questions was needed in this research, the researcher was curious about how the way the participants thought about this case. The interviews was recorded by sound recorder then the researcher analyzed it with thematic analysis. Some highlight of codes became a big role in this type of analysis where codes become a subtheme of 2 big themes of this research. To collect valid and reliable data the researcher set up the interview questions according to the indicators of perception theory then discussed it with the validator (the person who mastery perception).

No	Theme	Indicators (subtheme)
1.	The perception of parents on the English subject in elementary school	<ol style="list-style-type: none"> <li>1. English subject from the parents’ point of view(Evaluation)</li> <li>2. Parents Acceptance on the English subject in elementary school (Acceptance)</li> <li>3. The parents’ comprehension of the learning English of early childhood (Comprehension).</li> <li>4. Parental concern regarding the English subject removal in K-13 (Evaluation).</li> <li>5. Parent’s expectations for English subject in the next curriculum. (Evaluation)</li> <li>6. How the school Inform the removal of English subject to the parents. (Evaluation)</li> </ol>
2.	The perception of English teacher on English subject in	<ol style="list-style-type: none"> <li>1. English subject from the teacher point of view (Evaluation)</li> </ol>

	<p>elementary school</p>	<ol style="list-style-type: none"> <li>2. Teacher disagrees or agree on the English subject removal in elementary school. (Acceptance)</li> <li>3. The teacher comprehension about learning English on early age (Comprehension)</li> <li>4. The teacher concern regarding the English subject removal in K-13. (Evaluation)</li> <li>5. Teacher’s expectations for English subject in the next curriculum (evaluation)</li> </ol>
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Table 2: Instrument adjustment with perception indicators theory

**FINDINGS**

The findings of this research were a result of analyzed investigation between school and parents through semi structured interviewed. The researcher divided 2 big themes that each of themes has classified information that called subthemes, the first theme is the perceptions toward the English subject removal from the school side and the second one is the English subject removal from the parents as society side.

**1. The perceptions of English teacher on the Removal of English Subject in Elementary School**

**a. English subject from the English teacher point of view**

English is not the first language for the students because of that English is quite hard subject, because of that learning from early age could be help the students for mastery English, then the homeroom teacher adds an opinion that English should be part of elementary students and have to taught by appropriate teacher. In fact there was lack of human resource in this school.

Interview on 22 Sept 2021 with English teacher:

“According to me, English is quite hard lesson. Moreover, they are (students) using that language in daily life and karo and people are more often using Indonesia and Karo language”.

Interview on 2 October 2021 with 6<sup>th</sup> grade homeroom teacher:

“Actually, its important lesson, because it is better if English lesson should be part of students in Elementary school, we can’t focus too deep so far because lacking of human resources.”



**b. The English teacher Acceptance on removal the English subject in elementary school.**

From the interview result, the English teacher and 6<sup>th</sup> grade homeroom teacher showed a negative respond of this regulation. They felt disappointed and worried about the students will get some difficulties when face English in junior high school because they do not have enough vocabularies.

Interview on 22 Sept 2021 with English teacher:

“I disagree with this regulation; the students and English teacher will face some difficulties whereas the English materials in high school need vocabularies. Moreover because of English was removed make the teacher not too focused in English.”

**c. The English teacher comprehension of the learning English in early age**

From interview, the participant has their own comprehension about the importance of learning English in early age. They realize that elementary students should learn English from elementary level so it will get easier in further education, at least start from 4<sup>th</sup> grade elementary school. According to theory that 4<sup>th</sup> grade students still known as young learner that has better capability to memorizing vocabularies than adult learner.

Interview on 22 Sept 2021 with English teacher:

“.....they should be learnt English from elementary school, moreover English is new thing for them, as we know things around us are using English to run their operations, and it will better if their learnt English from early age.”

Interview on 2 October 2021 with homeroom teacher:

“.....4<sup>th</sup> until 6<sup>th</sup> grade elementary students are higher class in elementary school, I think they deserve to learn English start from 4<sup>th</sup> grade.”

**d. The English teacher concern regarding removal English in elementary school**

The participants realize that english is very important and usually English course is quite expensive, moreover participants noticed that parents have limitation from economic side that prove school is the only one hope for their children to learn English. luckily, the english teacher has its own concern that she introduced English unspecified times.

Interview on 22 Sept 2021 with English teacher:

“.... Usually I inserted some vocabulary into the subject that I teach, but that is not intense and I teach that once a month the main point is unspecified times.”<sup>18</sup>.

But there is not relevant perception between the English teacher and 6<sup>th</sup> grade homeroom teacher, where the English teacher said that she said already delivered this

regulation, then the researcher looking for another information from 6<sup>th</sup> grade homeroom teacher surprisingly, she said another information where this regulation just delivered in the classroom to elementary students.

Interview on 22 Sept 2021 with English teacher:

"... Actually, this regulation was come from government, isn't? That English subject was removed in elementary level, and it seems we already delivered it to parents."

contrary the 6th grade home room teacher said that

" We were just informed the regulation in the class with the students"<sup>19</sup>

**e. The English teacher concern regarding removal English in elementary school**

As a new phenomenon in educational thing the English teacher as the person who runs that regulation must have their perception about this regulation. Based on the investigation the English teacher hopes that English should be learnt by elementary students. Moreover she felt that KTSP curriculum much better than K-13 where all of the subjects divided specifically so the students will be more focused.

Interview on 22 Sept 2021 with English teacher:

"I think KTSP curriculum more effective than K-13 where English learnt start from 4<sup>th</sup> grade elementary school and actually its already suitable for them, I hope that English should be part of subject in next curriculum.

**2. The perceptions of parents on the Removal of English Subject in Elementary School.**

The perceptions of parents about regulation become theme 2 in this research where the researcher was got the data from investigation with 5 parents of 6<sup>th</sup> grade Tahfidz Qur'an Elementary School, the perception of parents was delivered by them with different background, demographic participants was used to highlight the characteristics of participants.

Variables	N%
<b>Sex</b>	
Male	2(40%)
Female	3(60%)
<b>Education Background</b>	
Elementary School	1(20%)

Junior High School	
Senior High school	4(80%)
<b>Income</b>	
Under 1 million	
<2 million	3(60%)
>2 million	2(40%)

Table 2: Participant’s demographic

**a. English subject from the Parents point of view**

For this subtheme the parents have same perception with the English teacher where 4 of 5 participants said that English is needed to learn moreover in elementary level we lived in globalization era and 1 of 5 participant said that English is slightly hard lesson because it is not their mother tongue and need talent to mastery that language.

Interview on 28 September with Mam Astri:

“We lived in globalization era where everything around us where the operation and contents are using English, that’s why English is important nowadays.”

Parents 5 said:

“From my opinion, English needs a talent from the children itself, that is why English is slightly hard lesson.

**b. The parents’ acceptance on removal the English subject in elementary school**

In this subtheme the parents also have negative responses about this regulation not only denial but also they feel disappointed about this regulation, it showed 2 of 5 participants were disappointed and 3 of 5 participants were disagree with this regulation. It showed that parents supported learnt English from early age.

Interview on 28 September with Mam Astri

“... it’s really disappointed, why have to be deleted? If it can’t be maximized, don’t delete it.”

Interview on 17 October with Mam Kembar

“I felt disagree about this regulation, because English is very important for today.

**c. The parents' comprehension of the learning English in early childhood**

From the investigation showed that parents understood about the advantage learning English from early age, it comes from 4 of 5 parents that said that English is an appropriate lesson that should be learnt by elementary students, meanwhile 1 of parents said that English should be learnt for elementary students because they live in one of tourism place.

Interview on 25 September with Mam Santi

“As we know the elementary students still have strong memory in memorizing vocabularies, that make they really deserve to learn English, and what a pity if they missed it”

In line with that parent 3 said:

“They deserve because we live in tourism place”.

**d. Parents concern regarding the English subject removal in K-13**

From the investigation that participants actually concern about their children, but there are various condition that make them did not apply the children into an English course such as because of the Covid-19 that make the participant economic getting worse, the limitation of participants about how to teach their children the basic of English because the parents did not have any supported knowledge too but actually they have bigintention to applied their kids into an English course, as far 4 of 5 participants

Interview on 10 September with Mr Aidil Adha:

“I cannot afford if take them into a course, because the economic is not good right now, I always support them in lesson things.”

Parent 5 has special treatment for her children:

“I'm afraid he will shock in junior high school, because of that I teach him several vocabularies of basics English.”

**e. Parent's expectations for English subject in the next curriculum**

As we know that English teacher hope that English should be part in the next curriculum as the subtheme above they have 2 barriers to applied their children to an English course that are from economic and knowledge itself, 5 of 5 participants said that English need to learnt from elementary school because they were afraid about the students will shocked in junior high school, then 1 of 5 participants concern about the students career moreover the students lived in tourism place.

Interview on 28 September with Mam Astri

“From my opinion English should be exist in the exist curriculum, and should not be removed, what a pity for the students they will shocked in the next education”

From career side participant 3 said that:

“English should be inserted in the next curriculum. So, the students in karoregency can use English, because we live in tourism place.”

**f. How the school inform the removal of English subject**

As we know in accordance of law number 47 of 2008 in article 13 said that parents as a part of society have the right and obligation to take a part in implementing and planning the things about education, but in fact all of participants said that they did not receive any information about this regulation, this is related to 6<sup>th</sup> grade homeroom teacher’s statement where this regulation just delivered in the class that contain elementary students.

Interview on 25 September with Mam Santi

“There is no specific information actually, it was started with my own curious, I checked my son’s book and there are no materials that related to English, then I was asked about it to the teacher and just found out that English is not learnt anymore.”

## **DISCUSSION**

On the first subtheme both of school and parents side argued that English is quite hard lesson because it is not their first language, they are usually talk each other with Indonesian language and Karo language, its mean English become stranger things for them, on different side English is important lesson where it’s needed nowadays because English become an international language it is proven by electronic stuff around us that contain of English language.

From the investigation it is showed that both of sides have same perception that they rejected and felt disappointed with this regulation, the main reason is they afraid that elementary students will get problems in learning English when they are in junior high school, moreover the teacher will teach them from basic again that’s mean teacher and students will wasting their times.

In third subtheme the each side was understood that learnt English from elementary school is good for their memory moreover the students are categorized as young learner and unlucky for them if English was removed they will losing this golden age period.

Moreover, what a pity where the children across country were compete start English from early age and in Indonesia that English was removed.

As a concern of both parties about students' English education, the parents showed their intention to applied the students into an English course but unfortunately there was some barriers in this case, the first barrier was economic problem during pandemic that make parents cannot do that, the second barrier was the limitation of parents' knowledge where not all parents has that skill, this statement become a reason why school is the only one hope.

In line with that the English teacher showed her concern by introducing several basics of English in the classroom in random subject, although it is happened in unspecified times, but at least the participants showed the concern about the English as a subject, or it can be said better than too late.

Then the fifth subtheme both parents and parents side argued that their really expect that English lesson become a subject again by inserted in the next curriculum, besides the important of English it was also because of the limitation from parents itself where it comes from economic and also their knowledge.

On the last subtheme there is one interesting fact that researcher found in this case where this regulation just delivered with the students in the classroom which is elementary students and that is make the parents did not receive any information about it, whereas this is important news that parents need to know to find solution together according to law number 47of 2008 in article 13, logically how the parents do their rights and obligation in educational things where they did not receive any information about it?

## **CONCLUSION**

There are several reasons that make English teacher was rejected this regulation: the first one that was because the participant concern about student's and teacher in English education itself, where she inserted some vocabularies in random subjects unspecified times, because she thought that students will shocked when learnt English in junior high school, the second one is because elementary students are categorized as young learner whereas they have strong memory and easily interested to something new.

Parents also have their own perception about this regulation where they was rejected and disagree about this regulation, the first one is children need to learn English from early age because they are in golden age, the second one the participants concern about the children's education and career further where English is needed nowadays and they

afraid the children will be shocked if their learnt English start from junior high school plus the students lived in tourism place, the third reason is because the participants have the economic and knowledge limitation that become barrier in this case, because of that participants expect their children learnt that English from school, moreover the participants did not receive any information about this regulation where the school party should delivered it with an appropriate well such as official meetings with parents together according to law number 47 of 2008 in article 13.

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