

**English Teachers' Perception on Removing English Subject at Elementary  
School**

**(Comparative Study between SMPN and MTsN)**

**THESIS**



**Submitted by:**

**Cut Maisarah Ukhti**

**The Student of English Education Department**

**Faculty of Tarbiyah and Teacher Training**

**Reg. No. 231324333**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**AR-RANIRY STATE ISLAMIC UNIVERSITY**

**DARUSSALAM – BANDA ACEH**

**2018**

**THESIS**

Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University, Darussalam Banda Aceh  
In partial fulfillment of the requirements for Sarjana Degree (S-1)  
On Teacher Education

Tuesday, February 6<sup>th</sup>, 2018

Jumadil Awwal 28<sup>th</sup>, 1439 H

By:

**Cut Maisarah Ukhti**

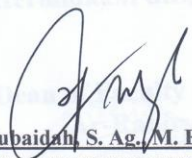
**English Teachers' Perception on Removing English Subject at Elementary  
School (Comparative Study between MTsN and SMP)**


**Reg. No: 231324333**

Approved by:

**Main Supervisor,**

**Co-Supervisor,**

  
**Zubaidah, S. Ag., M. Ed**  
NIP. 197004242001122001

  
**Rita Hermida, S.Pd.I., M.Pd**  
NIP. 198509082011012009

It has been defended in *Sidang Munaqasyah* in front of the  
Council of Examiners for Working Paper and has been  
Accepted in Partial Fulfillment of the Requirements for  
*Sarjana Degree S-1*  
on Teacher Education

On:

Tuesday, Febuary 6<sup>th</sup>, 2018  
Jumadil Awal 20<sup>th</sup>, 1439 H

Darussalam-Banda Aceh

Chairperson,

  
Zubaidah, S. Ag., M. Ed

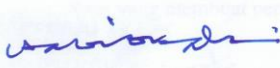
Secretary,

  
Fithriyah, S. Ag., M.Pd

Member,

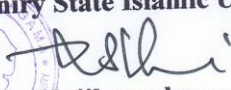
  
Rita Hermida, S.Pd.I., M.Pd

Member,

  
Habiburrahim, M.Com., M.S., Ph.D

Certified by:

✓ The Dean of Faculty of Education and Teacher Training/  
Ar-Raniry State Islamic University

  
Dr. H. Mujiburrahman, M.Ag  
NIP. 197109082001121001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email: pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini :

Nama : Cut Maisarah Ukhti  
Nim : 231324333  
Tempat/Tanggal Lahir : Manggeng, 25 Januari 1996

Menyatakan bahwa sesungguhnya skripsi yang berjudul "English Teachers' Perception on Removing English Subject at Elementary School (Comparative Study between SMPN and MTsN)" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Banda Aceh, 26 Januari 2018

Saya yang membuat pernyataan



Cut Maisarah Ukhti

## ABSTRACT

Name : Cut Maisarah Ukhti  
Student's Number : 231324333  
Faculty/Course : Education and Teacher Training/English Language Education  
Title : English Teachers' Perception on Removing English Subject at Elementary school. (Comparative study between SMPN and MTsN)  
Date : January, 6<sup>th</sup> 2018  
Thesis's pages : 55 pages  
Main Supervisor : Zubaidah, S. Ag., M. Ed  
Co Supervisor : Rita Hermida, S.Pd.I., M.Pd  
Key Words : *perception, English subject, teachers, 2013 curriculum.*

The Indonesian government had been recently started implementing the new 2013 Curriculum. There were some aspects revised in the curriculum. One of them was removing English subject as compulsory subject in the Elementary school level. As a result, it caused pro and con opinions in civets academic, especially in a teacher and parental sides. The aim of this study was to discover the English teachers' perception on removing English subject at Elementary School between SMPN and MTsN. Therefore, a qualitative research method was applied. To collect the data of the research, the data were collected through interview, by semi-structure interview. The focus on this research were six teachers who taught English subject at first grade of Junior high school at Banda Aceh in collecting data. From the data analysis, it could be concluded that all teachers regretted about the removal English subject at Elementary school. Removing of English subject in elementary schools did not only adversely affect teachers as well as students.

## ACKNOWLEDGEMENT



Alhamdulillah, praise be to Allah, God the Almighty; the Most Exalted; the Compassionate and the Merciful; the King who owns the power over all the creatures; He, who always blesses and gives the researcher health, strength and passion to accomplish my thesis. Peace and salutation might He always granted to the noble prophet Muhammad (peace be upon him) whom together with his family and companions has struggled wholeheartedly to guide his *ummah* to the right path.

The writer dedicates appreciation to my supervisors, to Zubaidah, S. Ag., M.Ed. and to Rita Hermida M.Pd who guided the writer during process of research since the beginning till the end. This thesis would not have been finished without their sincere help and guidance extremely grateful to be supervised by both of them, if there is a word more honored than *thank you very much*, I will choose it to express my respects. Thanks to academic Supervisor Drs. Ayyub AR, M.Ag as my academic advisor and also like to express appreciation to all lectures and all staff of English department for the valuable knowledge, lesson and encouragement they gave during my academic years.

My special thank obviously goes to my beloved parents the most important people in my life, Teuku Cut Mursal, S.Pd and Sarasmawati, SP, for being the first educator in the early stage of this life, for sincerely giving du'a, care and advice and

who always support, accommodate the writer's needs until cannot to be repay till the end of the time. Thanks were also directed to my beloved brothers Teuku Redha Saputra and Teuku Rayhan who always sport, sharing laughter and love.

Furthermore, the writer gives the biggest appreciation to all of my friends both among institutional and other best friends. Appreciates my friends who always support and inspire me in any conditions and situations; they are, Wahyu Apriandi, S.T, Rahmatul Ulfa, S.T, Lilis Suryani, S. Farm, Linda Rahma Bayuni, S.Sos, Reza Wahyudi, S.T, Marjan Taufiq Kurrahman, S.P, who helping to complete this writing and always support me to graduate soon. Then, I would like to thank to all my friends of the 2013 students of English Language Education Department, especially PBI unit six 2013, all of Turun Tangan Aceh members and everyone who has supported to deal with the loneliness of life and the dark side of love that cannot mention one by one. Dear friend, May Allah, the Almighty, bless you all forever.

Consequently, I would like to deeply thank all teachers who cooperate to make this study successful. Especially, for teachers of SMPN 1, 2, 3 and MTsN 1, 2, 4 in Banda Aceh. And then the writer was fully aware that this thesis was still far from perfect. Therefore, the constructive criticism and suggestion for the improvement of this thesis which make the thesis better in the future.

Banda Aceh, January 26th, 2017

Cut Maisarah Ukhti

## TABLE OF CONTENTS

### COVER

### APPROVAL LATTER FROM SUPERVISOR

### SIDANG MUNAQASYAH-EXAMINER SIGNATURE

### AUTHENTITICY DECLARATION LETTER

ABSTRACT .....	v
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENTS .....	viii
LIST OF TABLE .....	x
LIST OF APPENDICES .....	xi

### CHAPTER I : INTRODUCTION

A. Background of Study.....	1
B. Research Question .....	4
C. The Aims of Study.....	4
D. The Significance of Study .....	4
E. Terminology .....	5
1. English Teacher's Perception .....	5
2. Removing English Subject .....	5

### CHAPTER II : LITERATURE REVIEW

A. Perception Based on Teacher Point Of View .....	7
1. Definition of Perception .....	7
2. Teacher's Perception on Removal English Subject .....	9
B. The Role and Competence of Teacher .....	11
1. The Role of Teacher .....	11
2. The Competence of Teacher.....	16
C. English as School Subject .....	19
1. A Brief Definition of English .....	20
2. The Importance of English Subject .....	21
3. School Foreign Language Learning .....	22



### **CHAPTER III : RESEARCH METHODOLOGY**

A. Research Design.....	26
B. Methods of Data collection .....	27
C. Subject and Object.....	28
D. Data Analysis .....	29

### **CHAPTER IV : THE RESULT AND DISCUSSION**

A. The Result .....	30
B. The Data Analysis Procedure .....	31
C. The Analysis of Interview .....	32

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A.CONCLUSION .....	43
B. Suggestion .....	44

<b>REFERENCES.....</b>	<b>45</b>
------------------------	-----------

<b>APPENDIXES.....</b>	
------------------------	--

<b>AUTHOBIOGRAPHY .....</b>	
-----------------------------	--

## **LIST OF TABLE**

Table 4.1 The Information of Participant.....	31
---	----

## **LIST OF APPENDICES**

- I. Recommendation letter of conducting research from faculty of education and training.
- II. Recommendation letter of conducting research from Dinas Pendidikan dan Kebudayaan Banda Aceh and Kementerian Agama Banda Aceh.
- III. List of interview questions.
- IV. Interview transcribed.

## **CHAPTER I**

### **INTRODUCTION**

This chapter present the background of the study, the research question of the study, the aim of study, the significance of study, and the terminology to provide a better understanding of the study.

#### **A. Background of Study**

Previously, English subject was stipulated as the compulsory subjects for elementary school in Indonesia. Unfortunately in curriculum 2013, starting from 2016, this subject is eliminated for elementary school. This is based on the announcement of the Minister of Education (October 18, 2012) “The removal English subject in Elementary school, because it makes a student to love more the Indonesian language”. This argument is contrast with the idea of Suyanto (2008) noted “Children aged 10 years and over were in the process of change that had been self-centered to a reciprocal relationship so that when the teaching of foreign languages started early this will trigger their cognitive skills” (p. 15).

This idea was supported by Erikson as cited in Hurlock (1993) found that, “the children’s ability to speak more at this age develop concrete operational thinking concept. The condition of children brain is still pliable, so that absorption of the language is easier, then when children aged 6-13 years in elementary school, in the area of the brain that controls of language skills are seen having the most rapid development. This result is in accordance with Lightbown and Spada (2006) they argue, “The children who are aged 7-11 (elementary school) can speak with English

well with a good pronunciation, like native speaker and they have a good memorizing”. The Critical Period Hypothesis was first proposed by Wilder Penfield and Lamar Robert (1959). In 1967, Eric Lenneberg popularized this hypothesis which by Noam Chomsky. The critical period is a golden period for children to learn the language. According to Lenneberg (1964), an important period of language acquisition is between the ages of 3-5 years. Purwo (1997), also noted “the age of 6-12 years is a golden period to learn a language other than mother tongue. On the other words, students at elementary school who learn other foreign languages have more ability in episodic memory tasks; and learn the sentences words, semantic memory, fluency and categorical message”. The ability of children at elementary school who are age in cognitive processes, more creativities, 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, biological children of elementary school age is a great time to learn a foreign language. Children in elementary school are able to understand a foreign language very well as well as an understanding of the native language in the four language skills: listening, speaking, reading, and writing. Therefore, children of elementary school are biologically in the golden period for learning English as a second language after Indonesian (Hurlock, 1993).

After the circulation of the issue and a letter from the Indonesian Minister of Education on the removal of English subject in elementary schools, some schools in Indonesia, especially in Aceh have been deleting English subject. However, there are some schools that do not removed English lesson. As a result, it causes pro and

con opinions in civets academic, especially to a teacher and parental sides. At the junior high school level, for instance English subject is one of the compulsory subject, the removal of English subject will make difficult for both teacher and student to start learning it from the beginning.

Indeed, many parents who provided English courses to their children, hoping their children could speak English and be able to compete in the national and international level. For the beginner level, most parents expect their children enable to memorize and pronounce English vocabulary.

Other parents also argue, “Kindergarten age is good for the introduction of Bahasa Indonesia. Without having any foreign language lesson, the children in elementary school are ready to accept foreign language. Thus, English should be taught in elementary school it is no matter, removing”. Rejection was also submitted by Manigor. The father of two children who disagree to the ministry's policy plan that was considered unwarranted. “Surely, I do not agree, because how children compete in the international is not familiarized from small with English” (Afifah, 2012, October 16).

Argument for the removal of English subject at the elementary school level also stated by an English teacher. Rikhotul in Tempo.com (2012), states, “In my opinion, I so deplore toward the plan of the removal of English subject in elementary school, because English is an international language for children's they must learn”. Musliar in Tempo.com (2012) stated “the sociality in Bali include the children, are more familiar with English but the English was removed”.

Released on (Rhismawati, 2012). Parent disagree about this policy. Hence, they enroll their children to learn English to the informal institution, like English course, (San, 2012, October 11) .

Although there are pros and cons opinions about the removal of English subject for elementary school arise on both online media and traditional media, but none of English teachers at junior high school in Aceh comments about that. To get their ideas the writer interested in doing a research with topic **“English Teachers’ Perception on Removing English Subject at Elementary School (Comparative study between SMP and MTsN)”**

### **B. Research Question**

Based on the background of this study, the writer formulates the research question as follows: What are English teacher’s perceptions on removing English subject?

### **C. The Aims of Study**

The aim of this study is to certain the teacher’s perception on removing English subject at Elementary School.

### **D. The Significance of Study**

The reason that this study is significant is this study investigates the teacher’s perceptions about the removing English subject at elementary school between MTsN and SMP. One of the benefits from this research is be a reference for English teachers in determining the approach when taught English.

## **E. Terminology**

To avoid misinterpretation, some substantial terms are used throughout this writing particularly clarified beneath:

### **1. English Teacher's Perception**

According to Ward., Grinstein& Keim (2015), Perception as the process of recognizing (being aware of), organizing (gathering and storing), interpreting (binding to knowledge) and censoring information. Perception is “the way you think about or understand someone or something” (p 81). As defined by Merriam-Webster's Learner's Dictionary (2016) (Clement, 2009). Further, it fully defined perception as, “(a) result of perceiving; observation and (b) a mental image; concept”. Similarly with Lindsay, petter & Norman (1997) define perception as “process by which organisms interpret and organize sensation to produce a meaningful experience of the world”. This means that perception varies between ones and others' depending on the ability of interpreting to gather the information, though the amount of information is equal. The writer would say teachers' perception in this research is the perception of English teachers who teach at MTsN and SMPN level especially those English teachers in Banda Aceh.

### **2. Removing English Subject**

There are many changes in the curriculum 2013. One of them is removing English as intra compulsory subject in elementary School. English cannot be learned as curricular subject like in the previous curriculum. In the 2013



curriculum, English for elementary is only included as an extra-curricular subjects. This means, they cannot learn English as in the previous curriculum anymore.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the review of related literature about teachers' perception on removing English subject at Elementary school.

#### **A. Perception Based on Teacher Point Of View**

##### **1. Definition of Perception**

Some scholars give different definition of the word perception. The word perception comes from the Latin words perception meaning "receiving, collecting, and action of taking possession, apprehension with the mind or senses and perception is the first step in social cognition, commonly considered the first step in perception" (Derryberry & Tucker, 1994, p. 168). One of the most common, most powerful, metaphors for understanding attention is it functions as something a kin to a spotlight.

According to Forgus and Melamed (1976), perception as, "the process of information extraction on cognitive structures and the processes that determine how humans interpret their surroundings" (p. 7). Stewart, Tubbs, and Sylvia Moss (1990), agrees, "Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations."

Lindsay and Norman. (1997) argue “Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. In other words, a person is confronted with a situation or stimuli” (p. 161). The person interprets the stimuli into something meaningful to someone based on the prior experiences. However, what an individual interprets or perceives may be substantially different from reality.

According to Sainn and Ugwuegbu (1980), they define perception as “the process by which we extract meaningful information from physical stimulation. It is the way we interpret our sensations” (p. 9). The perception has three importance points. Firstly, perception does not only dependent on the stimulus, but it is also determined by an individual’s experience, intention, and social needs. Secondly, the perceiver is not passive and indifferent when perceiving something, but it is actively selecting information and forming hypotheses in order to decide what is actually taking place. Thirdly, perception is a higher mental process which helps an individual to build up a model of his or her world in order to help them anticipate future happenings and deal with them appropriately.

In short, perception is the interpretation of stimuli as established by relating it to earlier perceptual sets though experience, exposure or any other interaction. Immediate response from absorption or the person knows some things through the senses.

## 2. Teacher's Perception on Removal English Subject

Polemics about the removal of English subjects at the elementary school level are mostly discussed by the education community. The reason for the removal of English subject at elementary school curriculum is based on the fear of burdening the students and prioritizing over the mastery of Indonesian language or even threatening the mastery of Indonesian language as a national language, including it can eliminate the sense of nationalism of future generations. There are many pros and cons about teaching English in school, especially at elementary school; and each teacher has his own arguments to support his attitude and opinions.

Asrori (2009) indicated that teachers' perception means of their ability to influence student is derived from their feelings of competency, knowledge of and strategies for teaching students, and relatedness with students.

Perception arises from the existence of the stimulus. Stimulus received a person (teacher) is very complex, stimulus into the brain, then interpreted, interpreted and given meaning through a complicated process and then generated perception (Atkinson, Atkinson, & Hilgard, 1991, p. 209). In this case, perceptions include stimulus receipts, organizing stimuli and translation or interpretation of stimuli that have been in the organization in ways that can affect behavior and make attitudes: this, people (teachers) can tend to interpret behavior in accordance with its own circumstances (Droege, 2003).

Hadréand and Sullivan (2008), argues that the teachers' on individual perceptions and it is differences that they bring to their classroom environments are

becoming increasingly recognized as fundamental contributors influencing the way they teach, and how they motivate and engage their students.

Teachers' perceptions have an enormous effect on the successful implementation of education quality in schools, such as of teaching and quality of learning. Consequently, in conducting the study on the perception of teachers' toward quality of education, the investigation of the impact of the individual characteristic and successes.

Gerald, Kathleen & Hill (2008) argue, "removal is the change of legal case from one court to another, as from a state, federal court or vice versa based on a motion by one of the parties starting sit ion of a public official for cause, such as dishonesty, in competence, conviction of crime or successful impeachment".

Removal also occurs in education, especially in the new curriculum 2013. Based on Law no. 20 of 2003 on National Education System stated in Chapter X Article 37 and clarified in Government Regulation number 32 of 2013 on Amendment to Government Regulation No. 19 of 2005 on National Education Standards in Article 77N, there are many changes in the curriculum 2013. One of them is removing English as intra curricular subject in elementary School. English cannot be learnt as curricular subject as in the previous curriculum. In the 2013 curriculum, English for elementary is only included as an extra-curricular subjects. This means they cannot learn English as in the previous curriculum anymore. (Indonesia, 2003)

The letter from the government that creates a difference of perception from teachers, especially English language teachers in junior high school.

## **B. The Role and Competence of Teacher**

### **1. The Role of Teacher**

Teachers have the most important role in the implementation of education in order to achieve the goal of education to be achieved. In the teaching-learning process, teachers do not only appear again as teachers, but switch as coaches, mentors and learning managers and teachers also do not only provide cognitive knowledge, but, they must change the thinking, attitude of the students. Being the teacher requires special skill.

As mention in Law of the Republic of Indonesia Number 14 (year 2015, Chapter I, Article I, Paragraph I) Indonesia (2003), teachers as professional educators are charge in educating, teaching, guiding, directing, training, assessing, and evaluating students in early formal education. In performing these duties, the teachers are responsible for the students, parents, nation and religion. They also have the right to have salary, promotion, opportunities to improve their competence, as well as have an obligation to plan good instruction, and developing qualification and competence sustainably. The teachers who perform their duties are called professional which they have some competences, including pedagogy, personality, and social, professional, interwoven with one and another.

Mulyasa (2007) stated, “the teacher has nineteen roles of teaching: teachers as educators, instructors, mentors, coaches, advisers, innovators, models and

researchers” (p. 37). According to Sardiman (2011), the role of the teacher becomes nine roles of teachers in teaching and learning activities.

a. The Information Provider

Brown and Atkins (1986) concluded that, the teacher is an expert who is knowledgeable in his or her field, and who usually transmits the knowledge to students, by word of mouth. In transmitting the knowledge, the teacher may also assist the student to interpret it by using one of variety of educational strategies that the teacher explains the subject matter to the students.

The responsibility of the teacher to pass on to an information, knowledge and understanding in a topic appropriate at the stage of studies. This leads to the traditional role of the teacher as one of provider of information in the teacher context.

Despite the availability of other sources of information, both print and electronic, including exciting interactive, multimedia learning resource materials, the teacher remains one of the most used instructional methods. It can be a cost-effective method of providing new information they does not found in standard texts, of relating the information to the local curriculum and context of education practice and of providing the teacher’s personal overview or structure of the knowledge for the student.

c. Organization.

Teacher as organizer is a crucial role, it takes on greater value during innovation and change. Organizational components of learning activities should

be regulated by teachers in order to achieve effectiveness and efficiency in learning in self-teachers and students. The importance of teacher as organizer and using those principles give a teacher more quality time in the classroom.

Blase and Blase (2006) stipulated “teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action and organization classroom (improvement through collaboration) on the part of teachers.”

#### d. Motivator and Facilitator

Motivator is important in order to increase the excitement and the development of students' learning activities. Teachers should be able to provide stimulation, encouragement and reinforcement to develop students' potential, activity and creativity, so that will it dynamics in the learning process.

Kyriacou and Coulthard (2000) argues “Teachers are influenced by both intrinsic and extrinsic factors. Further studies on motivation for teaching distinguished between intrinsic, extrinsic and altruistic reasons for choosing the profession” (p. 117). Intrinsically, motivated teachers are focused on teaching and the activity related to the job itself. Motivation has always played a very significant role in the success of an individual. The role of motivation acquires more meaning and importance for a growing student learning.



Teachers are required to provide facilities in the learning process for instance it can be createdly an atmosphere of conduced learning activities, in line with student development, so that the interaction of teaching and learning takes place effectively and optimally.

e. Director

Teachers should be able to guide and direct student learning activities in learning with the goals aspired. The director is able to present lessons to students and allow the students to practice with material that will allow students to learn independently. Materials are self-correcting, allowing the students to learn through process rather than through focusing on outcomes. Directors are able to observe students and assist them as needed.

The directress or director defines expectations for quality work, grace and courtesy in the classroom. Directresses or directors model behavior and respectfully help students in learning to become self-aware, self-monitoring, self-regulating and eventually self-determining. In this process, the students develop an intrinsic love of learning and an internal sense of purposes. Student's progress as they practice them also eventually master new skills, and move ahead to the next level when they are ready.

f. Mediator

As Feuerstein (1999) argues that experienced mediated by learning is the basic condition for healthy cognitive develop. Mediated learning is contrasted with direct learning and it is described as a specific interaction between the

students. Feuerstein claim that the negative approach of the student is fundamental for influencing the structure of the child's intellect, but he also highlights the importance of emotion and interpersonal relations personal relations for the development of cognitive function.

In other side, these mediators can be interpreted as a mediator in the learning activities of students. For instance providing a solution, when the discussion is not going well, mediators can also be interpreted as a provider of instructional media; teachers determine which instructional media is appropriately used in learning.

g. Evaluator

Teachers have a responsibility to assess and observe the learning achievement of learners. Teachers have full authority in assessing learners; and evaluation must be carried out objectively. Evaluation by the teacher should be done with specific methods and procedures that have been planned before the learning activity begins. Evaluate can also be interpreted as an integral part of the professional role of teachers, recognizing teachers' own responsibility for monitoring their own performance.

In short, teachers have an important role in learning process and the learners need the role of a teacher to assist them in the process of self-development and optimization of talent and capabilities of the students. The students are impossible to realize the goal of an optimal life without teachers. It is based on

human thinking as a social being that always needs the help of others to meet all his needs.

## 2. The Competence of Teacher

Teachers in the learning process have an important role especially in helping learners to build a positive attitude in learning, arousing curiosity, encouraging independence and précising of intellectual logic, and creating conditions for success in learning. Therefore, in addition to skilled teaching, a teacher also has extensive knowledge, wisdom, and can socialize well. In addition, a teacher also has the competence that will show the quality of a teacher's professionalism.

Based on the national education regulation No. 16 of 2007, the competence of a teacher means a synthesis of professionalism, methodical, psychological and pedagogical training, work relations, the learning process itself, and the optimal use of resources, techniques, and training methods and arts (acting and oratory). Basically the teachers have two competencies namely individual competence and professional competence.

Individual competence is the teachers must know the lesson that will be taught to learners properly and responsibly. It must have supporting knowledge about the physiological, psychological, and pedagogic conditions of the learners. According to Article 28 paragraph 3 point b of the National Standards of Education, personality competence is a steady, stable, adult, wise, and authoritative personality capability, a model of learners and noble character. There are two competitions of professional competence. The first is an indicator of ability that shows to observable

actions. The second as a concept that includes both cognitive and affective aspects. (Indonesia, 2003).

The term professional competence had been actively used since 90s of the last century and the concept became the subject of a special, comprehensive study of many researchers dealing with educational activities (Yuldashev, 2016, p. 73).

Basis of modern requirements, it became possible to identify the main ways of development of professional competence of the teacher:

- a. Working in the teaching unions, creative groups;
- b. Researching, experimental activities;
- c. Innovative activities, development of new educational technologies;
- d. Various forms of educational support;
- e. Active participation in educational competitions, workshops, master classes, forums and festivals;
- f. Summarizing own teaching experience;
- g. Using Informational Computer Technology (ICT).

The success of student's activities in the English classes depends on how the teacher has laid the basis of student's motivation for learning and self-education. Informational technological competence of teachers of foreign language called to play a big role in it. Indicators of that competence include mastering proper computer skills as well as knowledge of modern teaching technologies to find the necessary information and analyze it.

Though the establishment of the teachers' competence standard in student assessment, the associations subscribe to the view that student assessment is an essential part of teaching, in fact a good teaching cannot exist without good student assessment. Training to develop the competencies covered in the standards should be an integral part of pre service preparation further; such assessment training should be widely available to practice teachers through staff development program at the district and building level.

The standards are intended for use as:

- a. a guide for teacher educators as they design and approve programs for teacher preparation
- b. a self-assessment guide for teachers in identifying their needs for professional development in student assessment
- c. a guide for workshop instructors as they design professional development experiences for in-service teachers
- d. An impetus for educational measurement specialists and teacher trainers to conceptualize student assessment and teacher training in student assessment more broadly compare to the past.

One of the most important thing is the teacher experience, the teaching experience is also one of the factors that support the implementation of teaching and learning activities. It becomes a determinant of students learning. Wexler (2009) stated, "Education will be effective in proportion as introduction had

successful in experience education in the application of skill and knowledge to do operation and understand the process to teach” (p. 4).

In other words their experiences will make them easier in dealing with the students’ problems in teaching and learning process. Besides teachers are able to motivate and encourage students’ learning spirit, they also able to empower teachers’ ability optimally. In some cases, teachers with longer experience will be more professional and competences in learning process than the relatively new teachers.

Based on explanation, teachers who meet this standard will have the conceptual and application skills that follow. Teachers will understand and be able to give appropriate explanations about how the interpretation of students’ assessments must be moderated by the student's socio-economic, cultural, language, and other background factors. All actions performed by an educator with full calculation, mastery, intelligence and responsibility, considered as the capability by the community in carrying out its duties as an educator.

### **C. English as School Subject**

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

learn a second language and a perfect time to have English preparation for p junior high school, and preparation to face the globalization era.

Individuals should begin learning the basic communication skills at the earli age and continue learning throughout their educational experience. There are many types of communication; students can use verbal communication and non-verbal communication. Additionally, communication plays an important role in the process of conveying knowledge as well; communication is the instrument in education since it helps the instructor and the students to work together with each other.

Communication is the most important component of any society. In order, to communicate properly, students need the correct pronunciation. It is because pronunciation affects how we understand the meaning of the words. If the sound of a word is different it could lead the listener to believe that the word has a different meaning and if this happens. obviously, it becomes an improper communication. As Bukhari argues in Baharuddin (2007) that to avoid these students problems teacher need to teach accurate pronunciation. English, in schools, this is a very important subject for teaching proper communication skills.

### 1. A Brief Definition of English

English is the language of international communication, which has been agreed by the whole world. The goal is to become a tool of communication between countries that are languages, cultures and geographically different.

English gives us the greatest space for us to be part of the world global community. Even in certain fields English is also very necessary.

Hornby (2005), found “English is the language originally of England, now spoken in many other countries and used as a language of international communication through out the world” (p. 506). As an international language, English used as the of communication tool between nations that have different languages. It is a foreign language has even been taught in schools.

Brumfit, (2001) argues that “English is an international language that it is the most widespread medium of international communication” (p. 35). English is an international language that is often used by the community to communicate with other people. Therefore English becomes the first foreign language used in Indonesia to communicate and associated with science and technology that always demands every person to be able to communicate internationally in accordance with the interests and development of the era.

## 2. The Importance of English Subject

To learn English as a second language is important for an individual especially for elementary school students, because at that time the children did not have many difficult obstacles, especially in mastering pronunciation. Virdyna (2015) Chomsky argues that, “there was a neurologically based “critical period”, which complete mastery of language, but it is no longer possible, because it will end around the onset of puberty” (p. 115). In other words, an individual has sensitive period to be able to learn about English



subject. Therefore, when someone in junior high school, this critical period began to fade, as the result, it make child more difficult and confused to learn new language.

Han (2003) stated “the children who are aged 7-11 can speak well with English language with a good pronunciation like native speaker” (p. 1). Another problem is psychological factor; person who learn second language who age above 7-11 will be influenced by psychological problems. It is because the differencis of motivator.

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

### 3. School Foreign Language Learning

English as the international language is widely used all over the world, it takes a significant role more than it was used hundred years ago. It now uses in all aspects of human beings' from all ages. English emerges as a foreign language that is extensively used as a language of communication in the global era.

Kachru (2003) stated “Inner circle population which speaks English as a first language is about 408 million people. On the other hand, the students speak

English as a second language has estimated population about 416 million people while expanding circle where people in this circle use English as a foreign language reach its population about 306.9 million people” (p. 1). It can be concluded that the number of English native speakers outnumbered by the speakers of English as a second/foreign language which is about (outer + expanding circle) 722.9 million people. Even Crystal (1994) estimates about 900 million people in the world used English as a second and a foreign language.

In the area of teaching English as a foreign language at elementary school level, the students is difficulties in producing English language, in this context of English language. Therefore, the teaching and learning processes which focuses in speaking English in Indonesia, the teaching of English has appeared since the era of colonialism. Nashruddin (2015) noted that traced the history of English teaching in Indonesia that it begun in the Dutch colonialism, but was omitted in the era of Japan colonialism. After the Indonesia independence was proclaimed, the teaching of English was reconstructed with the purpose of supporting students with “working knowledge of English” (Komaria, 1998).

Learning English as a foreign language can be successful depend on some conditions. According to Moon (2000), at least five conditions should exist to ensure the learning English learning to be successful. The five conditions are:

- a. The children have many plenting of time for learning English and it can be spread over several years.

- b. They are exposed to English all around them, both in and outside of school.
- c. They are needed to use English in order to survive on a daily basis, e.g. to make friends, to study in school, to shop, to travel.
- d. They are exposed to a wide variety of uses of English, e.g. spoken and written, English for thinking, for interacting, for getting things done, for imagining.
- e. They will receive plenty of meaningful language input through experience of English not only as a subject to be learned, but also as a means of communication, where the focus is on the meaning rather than the form of the language.

Teaching English as foreign language for young learners, can be signified by the existence of errors in the language production. It also occurs normally when children learn a language. As Moon (2000) explained that errors provide evidence which the children learn language and they find out how English language worked. When students produce errors, the learning is taking place. To make it easy in understanding the conditions of elementary school students, it is better to identify how their characters are.

Therefore, the advantages of Learning English as foreign language for elementary school student. As Brilliant (2014) Stated 10 reasons for teaching foreign languages in elementary school. They are:

1. Learning a new language is fun.
2. It is best to start early.
3. Develops self-confidence.
4. Enriches and enhances children's mental development.
5. Improves children understanding of English.
6. Encourage positive attitudes to foreign language.
7. Broaden children's horizons.
8. The ideal place to start.
9. Help children in later careers.
10. It's great when you go holiday.

Based on the explanation above, it can be concluded that there are so many advantages of Learning English as foreign language for the children. The students at elementary school have the unique characteristics, it is different with student in junior high school. However, the points above can provide insights for teachers or tutors of English language. By knowing the points of students' characteristics, teachers can design suitable activities for the students' learning. If the teachers can accommodate the students' characteristics in their teaching, the goal of language learning surely will possibility achieved.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the methodology used in this research design which consists of several components; research design, methods of data collection, subject and object, and data analysis.

#### **A. Research Design**

This research is 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 (2012) 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” (p. 96), meanwhile Syamssuddin and Damaianti (2006) argues that “Qualitative research as an investigation approach because usually researcher collects data by directly interacting with the respondents” (p. 73). In this research, the writer describes and explained an interesting phenomenon or case about the removal English subject in elementary school.

In this research, the information to be collected are the opinions of English teachers especially those who teach in the first grade of SMPN and MTSN about the removal of English subject at elementary school in Banda Aceh. Therefore, the opinion from the teacher will be analysis to obtain the data about the teacher perception on removal English subject and the difficulties teaching English at the first grade of junior high school.

## **B. Methods of Data collection**

Data collecting meant identifying and selecting individuals for a study obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Creswell, 2009, p. 166). “There are five types of interview; they are structured interview, semi-structured interview, unstructured interview, informal interview, and focus group” (Warren & Karne, 2005, p. 307-312). In this study, the writer would use face to face interview and used semi structured interview to collect the data on English teachers between SMPN and MTsN, especially those who teach English in the first grade and to get a lot of information about certain topics from the subjects in more depth.

The reason of using semi structured interview to collect the data, is as stated by Bernard (1988), “semi-structured interview is best used when you want not get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data.” In other word, the semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. In conducting this interview, the writer needed to listen carefully and record what the informant says.

The writer prepare several questions related to the research problem that were made. During interview process to facilitate the collection of information from the interviewees, the writer recorded it in hand phone recorder. The common problem while recording was sometimes voice participants would be unclear. So, the writer

would take notes for important points during interview to minimize problem during transcription process.

### **C. Subject and Object**

In this study, the writer took 6 teachers to be subjects. The teachers were chosen by purposive sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Whitehead, 2012, p. 124-125).

The subject of this study were English teachers, especially teaching English subject at junior high school between SMP (SMPN 1,2,3 Banda Aceh) and MTsN (MTsN 1,2,4 Banda Aceh). The writer chose 6 teachers in this study, because of several reasons. The first, the teachers must be teaching English subject at the first grade of junior high school. The second, the teacher must be PNS. Next, the junior high schools were favorite schools in Banda Aceh. In this study, the writer chose the subjects who already had teaching English more than  $\pm 9$  years. The experience would be able to answer the writer's problem.

The subject in this research determined by the headmaster of each junior high school between SMPN and MTsN. The object of this research is to know the teachers perception about the removal of English subject at elementary school. There was nothing special in selection of teachers who teach English subject.

#### **D. Data Analysis**

Qualitative Data Analysis (QDA) was the range of processes and procedures whereby we moved from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we were investigating (Sunday, 2015, p. 19).

In this research, to report the result of the data, the writer used a descriptive analysis. The data in this study was analyzed qualitatively by thematic analysis, it was a type of qualitative analysis. It was used to analyze classifications and present themes that related to the data. In this case, the writer used thematic analysis model from Miles and Huberman (1994) which were consisted three link stages. The first, the writer were gather the stories from the interview and transcribed each data of interview. Next, analyzed each story and looked for insights and meanings. Hereafter, compared and contrasted different stories were clustered into common themes, so that similar units were grouped together into first order themes, and separated away from units with different meaning. As for to test of the validity of data, the writer tested the credibility of the data by raising perseverance and discussion with supervisors and colleagues.



## **CHAPTER IV**

### **THE RESULT AND DISCUSSION**

The purpose of this study is to figure out the teacher perception on removal English subject at Elementary school. This chapter discusses the results finding based on the data gained from the interview.

#### **A. The Result**

Primary data for this study were obtained from teachers' interviews, where researchers interviewed English teachers subject at six different junior high schools in Banda Aceh, especially those teaching English in first grade. The interviews were conducted from 13<sup>th</sup> to 16<sup>th</sup> June 2017. Six teacher from several junior high school between SMPN and MTsN in Banda Aceh involved in the interview.

This involved interviewing the participants, transliterating the result of interviews, writer were gather the stories from the interview and transcribed each data of interview. The writer analyze each story and look for insights and meanings and then compare and contrast different stories. The interview section had been done by asking six participants. The participants were chosen randomly based on English teacher who teaching English in first grade favorite junior high school between SMPN and MTsN in Banda Aceh.

**Table 4.1 The Information of Participant**

No	The Initial of Participant	Education and Status	The longest Teaching	Name of School
1	Teacher 1	S1/PNS	± 14 years	SMPN 1 Banda Aceh
2	Teacher 2	S1/PNS	± 17 Years	SMPN 2 Banda Aceh
3	Teacher 3	S1/PNS	± 13 Years	SMPN 3 Banda Aceh
4	Teacher 4	S1/PNS	± 13 Years	MTsN 1 Banda Aceh
5	Teacher 5	S1/PNS	± 20 years	MTsN 2 Banda Aceh
6	Teacher 6	S1/PNS	± 17 Years	MTsN 4 Banda Aceh

The writer recorded interviewees' answer and opinion with an audio recorder before transcribing them. Each interviewee spent more than 10 minutes to response to the questions and instructions from the interviewer. Each participant received the same questions that should be answered. The final step in data analyze involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past literature and theories, and ending with suggestions for future research.

### **B. The Data Analysis Procedure**

There were several interrelated steps used in the process of analyzing data. The first step was to organize and prepare the data for analysis. This involved interviewing the participants, transliterating the result of interviews, typing up field notes, and sorting and arranging the important data depending on the purposes of this study.

The writer recorded interviewees' answers and opinion with an audio recorder. Then, the writer transcribed and compare the perception from English teacher at SMP and MTsN. Each interviewee spent more than 6 until 10 minutes to respond the questions and orders from the interviewer. Each participant got the same questions that should be answered. Each participants got the same question that should be answered. These questions were on purpose designed as easy possible to respond. Further, to find the deep information, several additional questions were asked based on the interviewee's answer in accordance with the topic.

The research applied unstructured interview in conducting this study. The interview was held on the different time. The three junior high school teachers (SMP) was interviewed on January 16, 2018 and the next day on January 17, 2018 was three Madrasah Tsanawiyah teachers (MTsN).

The second step began with the data analysis. The researcher read or looked at all the data. This step provided a general sense of the information and gave an opportunity to reflect on its overall meaning. What general ideas were participants saying? What is the tone and the impression of the overall information?

The last step in data analysis involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.

### **C. The Analysis of Interview**

The result of the interview was divided and addressed in three sections. Each section was arranged into sub-section according to the research question to report

the teachers' perception about removing English subject at elementary school. The three sections are: 1). English subject to be taught at elementary school. 2). Teachers perception on removing English subject. 3). The difficulties teaching English subject for new students. The result of the interview described as follows:

### **1. English Subject to Be Taught at Elementary School.**

Based on the data gained from interview all of teachers between SMPN and MTsN mention about English subject should be taught since at elementary school. It mean English subject at elementary school has many advantages for student.

The writer found that all the teachers in SMPN indicated that teaching English subject since at elementary school it can be a good for introduction about English subject as well as for remembering new vocabulary, especially when they come to junior high school level. In this case, the teacher of SMPN 1 said:

*"In elementary school, students have strong memory for remembering new vocabulary. Just only for introduction a simple words when they use in daily activity. That is good we start from elementary school, because when students come to junior high school, the student have a lot of vocabulary and they easy to learn about grammar."*

The same opinion was also said by the teacher of SMPN 3:

*"...I think English subject should be start from elementary school, just introduction about vocabulary first or a simple sentence, have done from elementary school."*

The teacher of SMPN 2 add some perception as follow:

*... "I think it's important to be an introduction but to give more material in elementary school does not suit for me, just only make students familiar a little about English subject."*

From the teachers' explanation above, it can be concluded that all SMPN teachers have a positive perception about the English language subject that must be taught from the elementary school level. This is also said by teachers at MTsN.

The teacher of MTsN 4 stated:

*"I think it is important, because if students learn English from the basic, we are as a teacher easy teach at junior high school, but also when we teaching English subject at junior high school the subject more difficult if the student did not learn from elementary school. Students to learn extra and them to repeat the lessons that should be taught at the junior high school level. The English subject more difficult in junior high school because in this level students have started to make sentences, so students have to learn from the basic at least know about a simple vocabulary. Hard to teach if they don't know the basics."*

The teacher of MTsN 4 argued that:

*.. "The English subject more difficult in junior high school because in this level students have started to make sentences, so students have to learn from the basic at least know about a simple vocabulary. Hard to teach if they don't know the basics."*

According to the above explanation, it can be concluded that there are several of the difficulties students if English subject is not taught from elementary school for students in the first grade of junior high school when they learn English subject.

The teacher of MTsN 2 add that:

*“It is necessary and very important. So when they are in junior high school or MTsN they are not surprised with a new thing that they have ever received it, because the children who does learn English subject in elementary school the will get confuse because English an unfamiliar to them.”*

In conclusion, we can see that all teachers between SMP and MTsN have the same opinions. Introduction of learning English subject is very important part to start since elementary school. Learn English as a second language for student at elementary school, for students in this time did not have many difficulties especially in remembering new word and mastering pronunciation. This is in line with what was said by Moon (2000) teaching English for young learner like students at elementary school make it easy in understanding language production and they find how English work.

## **2. Teachers' Perception on Removing English Subject.**

All teachers between SMPN and MTsN showed that the seriousness of the teachers in give the perception about the removal English subject. All teachers show that the removing English subject as a compulsory subject at elementary school have any effect not only for students but also for teachers.

In this section, all of teachers in SMPN have the same perception. The teachers disagree with policy from minister of education about the removing English subject.

The teacher of SMP 3 stated that:

*“Yaa, the ministry of education has decision, teacher only an implementers in school. In my opinion I am just disagree about the removed English subject because if student start learn English subject at the elementary school it will help teachers in junior high school So, it is not difficult anymore to teach vocabulary and simple sentence it is clear and know about all of thing around them, just it. If in this grade we teach all about English like a vocabulary, noun, I think make a wasting time. The memory of children is better than children in junior high school and more powerful. Students to learn extra and them to repeat the lessons that should be taught at the junior high school level.”...*

Similarly, the teacher of SMPN 1 argued:

*“It is unfortunate because in elementary school the children are easily to remember words. As we know English not our language and we have to remember a lot of vocabulary. When at elementary school the children know about a lot of vocabulary that are often used in daylily activity, the children more easy to follow English subject instruction at junior high school.”...*

In brief, the teachers disagree about the policy of ministry of education because the teacher get difficult if students do not have basic level about English subject.

The teacher of SMPN 2 also adds:

*...” Just it. If we teach all start from here such as vocabulary, subject, and noun, this is make wasting time.”...*

From the answer of the teachers SMPN, it can be concluded that at all of teacher disagree about the removal English subject at elementary school because it will help bot of teacher and student in junior high school. And then the memory of children in elementary school more powerful.

This argued is also said by the MTsN teachers, all of teachers have a same perception about the removal English subject. The teacher of MTsN 1 stated that:

*“In 2016 policy from the ministry education at elementary school in curriculum 2013 English in this level do not need English subject only on local subject. The removing English subject will make an effect for the ability of children. Even the teacher and student at MTsN level should be more extra in providing an understanding of the basic about English subject. Even starting from numbers, alphabets that are easy but wasting a lot of time.”*

The teacher of MTsN 4 said that:

*“I think, English subject better if not removed, because we don’t know why the government removing the subject, they said this is the globalization era but now English has been deleted, in my opinion better not remove, this is unfortunate deleted.”*

The teacher of MTsN add some perception as follow:

*...“We as a teachers and students have a negative effect on curriculum change, we must teaching from the basic as a teacher.”*

According to all SMPN teacher explained, English is unfortunate abolished.

The removing English subject make an effect for the ability of children and teacher must be teaching from the basic, like vocabulary, verb, and noun. So it takes a lot of time just to teach about some chapter until the student understand.

Overall, teachers are very disappointed with the removal of English in elementary school. The student in junior high school must learn from the basic and more extra because the English language subject in junior high school is more difficult to learn than elementary school and also they have to other subject. The memory of the students at elementary school faster to remember new language that



students at junior high school. As above explanation it is similar what an expert said that, where elementary school children are easier and quicker to remembers on and catch new subject. In the elementary school students the statement same as Virdyna (2015) she said that in elementary school, the children have a strong ability and also a critical period so as to facilitate students to remember new words.

This case also explained by Han (2003) that the children who are aged 7-11 can speak well with English language with a good pronunciation like native speaker. Learn English subject since at elementary school make easy bot of student and teachers in teaching learning process, not waste much time.

### **3. The Difficulties Teaching English Subject for New Students.**

From the interview 5 teachers argue that teachers have many difficulties when teaching English subject for new students who are sitting in first grade at junior high school between SMP and MTsN but one participant have a different opinion in teaching learning process.

All of SMPN teachers explained that they have difficulties in teaching learning process for this years, because almost all of the students like as new to learn English subject. The teacher of SMPN 2 said that:

*... "student in first grade of junior high school a lot of them just knew to learn English subject, until the words around them just found out in my class, just only a few percent who know the words in English language but the student the last years when they in the first grade who get English subject at elementary school, when we ask some think they respond quickly and there are at least half of them but now just only one or two student not up to five*

*people answered the question, there is a difference depending only on us as teachers while teaching.”*

Similarly, the teacher of SMPN 1 argued:

*...” For this year, we should be introduced from the basic level and again we must work hard because some children already in elementary school and some children who cannot get it, we must adjust to the children who understand before. This is my job that teachers should be teaching, guiding, directing and mentoring, coaching, advising, innovating motivating and facilitator until the students can do.”*

All of SMPN teacher argued that when student in junior high school they must now about the basic of English if the students does learn from the basic they will be difficult and the teachers will be difficult to teach them. And then, the teachers also mention about the professional teachers and also MTsN teachers argue a similar perception.

The teacher of MTsN 4 argued:

*...”Class is difference but not far away at all, but the student who has understood somewhat material in English subject they will understand quickly but for those students who do not understand, we must teach from basic, ant then teach them about the vocab, we repeat about noun, verb and then we create sentences. We as teachers must be prepared to teach in any case because the conditions that should be done by the teacher, we must motivate them to love the lessons so they are interested in learning English.”*

Similarly, the teacher of MTsN 1 stated:

*...”This is difficult even the alphabet, numbers should be thought again. Imagine that we have a progress suddenly English subject is remove, for me this is an unprofessional step to advance the world where we use English*

*everywhere, such as in hand phone, computers all the access use in English language, that is my opinion so because the language is accustomed or practiced.”*

But in the other side, one of teacher has a different opinion.

The teacher of MTsN 2 continued:

*“While in teaching learning process I do not have difficulty, the rules is the rules, when we teach in the class just go on and continue, should not run from the corridor that is determined from the curriculum has been made, the rules will be changed until ten kinds, the teachers just teach in class, just enjoy teaching like water in the river.”*

From the teachers’ explanation above, it can be concluded all those reason of SMPN teacher are similar, the teacher easier to teach student at last year than this year because a lot of the new students do not know about the simple vocabulary when we use in daily activity, so it makes students difficult to understand the subject and the teacher cannot continue the next material. Sometime the teacher must repeat the same chapter until the student fully understand about a subject.

This is in line with what was said by Suyanto (2008) that children aged 10 years and over were in the process of change that had been self-centered to a reciprocal relationship, in other word student at elementary school that when the teaching of foreign languages started early this will trigger their cognitive skills, this is make teacher easy to teach English subject at junior high school.

In short, all of teachers between SMPN and MTsN have difficulties in teaching learning but the teacher must have the great ability to avoid problems that occur in the teaching process. Teachers not only teach English subject as compulsory

subjects in junior high school but also motivation the student more love the brand new lessons. Similar with (Persiden Republik Indonesia , 2003) said that teachers as professional educators are in charge in educating, teaching, guiding, directing, training, assessing, and evaluating students in formal early education. In other words, the teachers who not only just teaching but also guiding, motivating and other, there are called professional as a professional teacher. This case also explained by Wexler (2009) argue that Education will be effective in proposition has introduction had successful based on how the teacher teaching, skill, and knowledge's from teacher.

#### **D. Discussion**

The writer gathered the data successfully by using the interview. After conducting the research, it could be seen that there are many perceptions of those six participants. Based on the analysis of data collection above, the writer concluded some important points as parts of the research findings in order to answer the research questions.

The research question asking about how English teacher perception about the removing English subject at Elementary school. The result of the research shows that all of the English teacher at junior high school stated that English Subject really important for student at Elementary school, there is no significant different perception among them. All participant stated that teaching English subject at elementary school is absolutely necessary for the first step to introduce the English subject. This is proved the opinion of Purwo (1997) noted, "Student at elementary

school who has age 7 until 12 commonly referred to as critical periods, on other words children who learn other foreign languages has more ability in episodic memory tasks, learn the sentences and words, and semantic memory, fluency and categorical message”.

Furthermore, the result of the data collected showed that all participants have the negative effect of removal English subject at elementary school between student and teacher at junior high school. The barriers arise in the learning process, where teachers must to repeat again about the basic subject for students until the students understand, but it all depends on how the teacher teaching and on the teacher's ability. Because of the effect of removing English subject at elementary school teachers have an important part in the learning process and student need the role of a teacher to more understand and learning about the subject.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer presented the conclusion and suggestion following the finding of the study. The aim of this study was to find out the teacher perception about the removal English subject at elementary school and also to know the importance of English subject for student at elementary school. The participants of this study were six teacher as an English teacher subject at different school in Banda Aceh.

#### **A. CONCLUSION**

The writer would like to take some conclusions, they were:

1. From the data analysis, it could be concluded that all participants showed majority of teachers who became focus in this study had positive perception about the importance of English subject had better to teach since at Elementary school.
2. The ability to introduce English subject from elementary school, it was very helpful toward more effective to remember new words. Besides making easier in teaching and learning process, the student more understand to learn English in the next level which was more difficult, but also more quickly understand the subject.
3. The writer found that all participants argued regretted the removing of English subject at the elementary school level. In other words, they disagreed, if the English was removed from elementary school level. The

English subject in junior high school was one of compulsory subjects and nationalized examinations and now English language was the removing.

4. Most of teachers also did not know why the government removed the English subject at elementary school, this makes the teachers got difficulties while teaching English subject at the first grade of students.

### **B. Suggestion**

According to the conclusions above, there are some suggestions for the next researcher, such as:

1. It can be suggested to the government as the policy maker to consider to the teachers' voice before making a policy especially that policy dealing with the education program because the teachers are also as one of important parties in education field.
2. For the next researches, the writer believed that this research is still incomplete and imperfect and still needed further discussing by next researcher those who want to raise the similar case about teachers' perception on the removal English subject at elementary school. I hope for the future researcher to interview more participants to gain deeper data.
3. This research still has weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this research better.

## REFERENCES

- Adediwura, A. A. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Reviews*, 2, 165.
- Afifah, R. (2012, October 16). *Orang tua: Tak ada alasan hapus bahasa Inggris*. Jakarta: Kompas.com. Retrieved from <http://edukasi.kompas.com/read/2012/10/16/16280196/Orangtua.Tak.Ada.Alasan.Hapus.Bahasa.Ingggris>
- Aisyi, R. (2012). *Guru SD tolak rencana penghapusan pelajaran Bahasa Inggris*. Jakarta Barat: Tempo.com. Retrieved from <https://metro.tempo.co/read/436720/guru-sd-tolak-rencana-penghapusan-pelajaran-bahasa-inggris>
- Asrori, M. (2009). *Psikologi pembelajaran*. Bandung: CV. Wacana.
- Atkinson, R. L., Atkinson, R.C., & Hilgard, E.R. (1991). *Pengantar psikologi* (8th ed.). Jakarta: Erlanga.
- Baharuddin. (2007). *Psikologi pendidikan*. Jogyakarta: Ar-Ruzz Media Group.
- Bernard, H. (1988). *Research Methods in Cultural Anthropology*. Newbury Park, CA: Sage Publications.
- Black, K. (2010). *Research methods for students*. U.S: Person Education limited.
- Blase, J., & Blase, J. (2006). *Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers*. Thousand Oaks, CA: Corwin Press.
- Brophy, J., & Good, T. (1974). *Teacher- student relationships: Causes and consequences*. New York: Holt.
- Brown G., A, and Atkins M., J. (1986). *Explaining in professional contexts*. Chicago: Research Papers in Education. doi:10.1080/0267152860001010
- Brumfit. (2001). *Individual freedom in language teaching*. Oxford: Oxford University.
- Brumfit, C. (2014). *10 Reasons for teaching foreign languages in primary schools*. france: Brilliant Publication.
- Clement, S. (2009). *merriam-webster's dvanced learner's English Dictionary*. Springfield: MASS.
- Creswell, J. W. (2009). *Research design*. California: SAGE Publications.



- Derryberry, D., & Tucker, D. M. (1994). Motivating the focus of attention. *The hearts eye: Emotional influence in perception and attention*. San Diego: CA: Academic Press.
- Droege, P. (2003). *Caging the beast: A theory of sensory consciousness*. Amsterdam: Jhon Benjamins Publishing Company.
- Feuerstein, R. E. (1999). *Mediated learning experience (Mle): Theoretical; psychological and learning implications*. London: Freund Publishing House.
- Forgus, R. H., & Melamed, L. E. (1976). *Perception: A cognitive-stage approach* (2nd ed.). New York: McGraw: Hill Book Company.
- Gerald, N., & Kathleen, T. H. (2008). Definition of removal. *West's encyclopedia of american Law*. Retrieved from <https://legal-dictionary.thefreedictionary.com/removal>
- Hadré, P., & Sullivan, D.W. (2008). Teacher perceptions and individual differences: How they influence rural teachers' motivating strategies. *Teaching and Teacher education*, 24(2), 2059-2075.
- Han, Z. (2003). *Fossilization in adult second language acquisition* (5th ed.). Buffalo, N.Y: Library of Congress Cataloging in Public Data.
- Hornby, A. S. (2005). *Oxford advanced learner's dictionary*. Oxford: Oxford.
- Hurlock, E. (1993). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang* (5th ed.). Jakarta: Erlanga.
- Johnston, D. (1996). What can we learn about teaching from our best university teachers? *Teaching in higher education*, 1(2), 213-225.
- Kachru, B. B. (2003). Liberation linguistics and the quirk concern. *Controversies in applied linguistics*, 3(1), 19-33.
- Komaria, O. (1998). *The history of English teaching in Indonesia*. Jakarta: UNIKA ATMA.
- Kyriacou, C., & Coulthard, M. (2000). Undergraduates' views of teaching as a career choice. *Journal of Education for Teaching: International Research and Pedagogy*, 2(26), 117-126. Retrieved from doi.10.1080/02607470050127036
- Lennerberg, E. (1964). *The structure of language, readings in the philosophy of language*. Englewood Cliffs, N.J: Prentice-Hall,.
- Lightbown, P., & Spada. N. (2006). *How Languages are Learned*. Oxford: Oxford.

- Lindsay, P., & Norman, A. (1997). *Human Information processing; An introduction to psychology* (2nd ed.). New York: Academic Press.
- McLaughlin, Robert, Hurt, L., & Eric J. (2012). Applied introduction to qualitative research methods in academic advising. *A. NACADA Journal*, 32(1), 63-71.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks: Sage Publications.
- Moon, J. (2000). *Children learning English*. Oxford: Macmillan-Heinemann.
- Mulyasa, E. (2007). *Menjadi guru profesional menciptakan pembelajaran kreatif dan menyenangkan*. Bandung: Rosdakarya.
- Nashruddin, W. (2015). Teaching English as a foreign language at madrasah Ibtidaiyyah: facts and challenges. *ERIC*, 15 (1), 70-71.
- Pendidikan Indonesia Peraturan Undang Undang. (2003). Sistem pendidikan nasional. Jakarta: Bidang DIKBUD.
- Persiden Republik Indonesia . (2003). *Sistem pendidikan nasional*. Jakarta: Undang-undang republik Indonesia.
- Purwo, B. K. (1997). *Pendidikan bahasa*. Jakarta: Lembaga Bahasa.
- Rhismawati, N. L. (2012). *Penghapusan bahasa Inggris versus karakter bangsa*. Bali: Antaranews.com.
- Sainn, G., & Ugwuegbu, D. (1980). *Education psychology in a changing world*. London: Unwin Hyman.
- San. (2012, October 11). *Mata pelajaran bahasa Inggris SD dihapus*. Jakarta: Sindonews.com. Retrieved from <https://nasional.sindonews.com/read/678762/15/mata-pelajaran-bahasa-inggris-sd-dihapus-1349911791>
- Sardiman. (2011). *Interaksi dan motivasi belajar mengajar*. Jakarta: Rajawali Press.
- Skinner, E.A., & Belmont, M.J. (1993). Motivation in the classroom: Reciprocal effect of teacher behaviour and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571-581.
- Stewart, L., Tubbs., & Sylvia M. (1990). *Human communication ibook* (5th ed.). New York United States: Mc Graw-Hill Inc.
- Sunday, C. E. (2015). *Qualitative data analysis (QDA)*. Afrika Selatan: University of Western Cape.
- Suyanto, K. (2008). *English for young learners*. Jakarta: Bumi Aksara.

- Syamssuddin & Damaianti. (2006). *Metode penelitian pendidikan bahasa*. Bandung: Rosda Karya.
- Virdyna, N. K. (2015). *Penerapan metode fonik dalam pembelajaran bahasa Inggris bagi anak usia dini*. Pakistan: Okara.
- Ward, M., Grinstein, G., & Keim, D. (2015). *Interactive data visualization: Foundations, techniques, and application*. U.S: Taylor & Francis Group.
- Wardah, F. (2012, October 12). *Orangtua pertanyakan rencana penghapusan Bahasa Inggris dari SD*. Jakarta: VOA. Retrieved from Retrieved <https://www.voaindonesia.com/a/orangtua-pertanyakan-penghapusan-bahasa-inggris-dari-sd/1525230.html>
- Wexler, P. (2009). Personal philosophy. *CTE*. Retrieved from [https://www.google.co.id/ppersonal2philosophy\\_paper.pdf](https://www.google.co.id/ppersonal2philosophy_paper.pdf)
- Whitehead, V. L. (2012). *Sampling data and data collection in qualitative research*. Bandung: Schneider.
- Yuldashev, M. (2016). Introduction of a new mechanism on strengthening professional competency of foreign language teachers in Uzbekistan. *International Journal of Academic Research and Reflection*, 4 (2), 34-45.
- Zhang, Y., & Barbara M. (2016). interviews. *Ischool Edu*, 3-10.