

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at MIS Al-Hamid, MIS Al-Furqon, and MIN 5 Banjarmasin. The locations of some of these schools are located in the city of Banjarmasin, South Kalimantan. The research was conducted in 3 meetings, namely on 19 September, 13 and 15 October 2022. The findings of this study consisted of two parts. The first is to find out the school's perception of government policies regarding the implementation of English language education in elementary schools. The second is to find out the strengths and weaknesses of government policies regarding the implementation of English language education in schools.

1. School Perceptions of Government Policy Regarding Learning English

From the results of interviews conducted by researcher with the principal and English teacher, it was found that there were differences in perception, some agreed and rejected toward the implementation of English subjects in elementary schools.

MIS Al-Hamid is one of the schools that disagree with this policy. According to the Principal, this policy made students slow to recognize English, as he said "*Diantara alasan kami mengapa menerapkan adanya*

pembelajaran Bahasa Inggris, karena kita sama-sama mengetahui kalo Bahasa Inggris adalah bahasa internasional. Jadi seharusnya kita mempelajari bahasa tersebut, karena Bahasa Inggris adalah bahasa dunia. Maka dari itu mempelajari Bahasa Inggris sangat penting. Siapa tau siswa nanti ada yang keluar negeri. Bahkan, sekarang orang dari luar negeri yang kemari. Jika siswa tidak mempelajari Bahasa Inggris, maka mereka akan lambat mengenal bahasa tersebut. Hal ini jika sekolah yang tidak menerapkan pembelajaran Bahasa Inggris”. While this international language is very important in times like now. The need to provide students with knowledge of foreign languages so that students can participate in the era of globalization.

Moreover, the application of learning English at MIS Al-Hamid is appropriate for learning for its students, as he said *“InsyaAllah untuk kebijakan tersebut, dengan menggunakan pembelajaran Bahasa Inggris menurut kami sudah tepat. Karena memang melihat pembelajaran Bahasa Inggris itu penting”*. Precisely in the absence of learning English in elementary schools, there will be an imbalance with other learning. The importance of implementing English learning starting from grade 1, so that they will easily adapt to the material that is studied next. Apart from that, schools also really hope that the government will provide guidebooks or materials that are structured according to elementary school level students.

This was supported by several English teachers at the school. According to the English teacher, the English language learning set by the school is appropriate. Because besides English, there are also other foreign language lessons. This supports the improvement of school accreditation, does not allow English not to be implemented in the school. Even ICT subjects require basic things from English, so that English subjects are also related to other subjects, as she said *“Kami dari awal sudah menerapkan pembelajaran Bahasa Inggris, sebenarnya bagus. Kenapa? karena selain Bahasa Inggris pun, kami sudah ada pembelajaran Bahasa Arab. Di Sekolah kami termasuk penting, karena kami sekolah swasta, mengejar akreditasi dan segala macam, tidak mungkin pembelajaran Bahasa Inggris kami tiadakan. Bahkan sekarang kami ada pembelajaran komputer. TIK saja ada, masa pembelajaran Bahasa Inggris tidak ada. Tetapi kami tidak ada pembelajaran bahasa Banjar, karena siswa-siswa disini rata-rata asli orang Banjar”*. Furthermore, for the policy on learning English implemented by the government, so that it can be assigned to all schools. In order to avoid gaps between schools when moving up to the next school stage.

Likewise according to other English teachers where learning English for students is not burdensome, but only the basics, especially vocabulary. The material given is more emphasis on vocabulary and not much grammar. This will help students to get to know vocabulary first,

before getting an increase in material, as he said *“Penerapan Bahasa Inggris untuk sekolah dasar sudah tepat materinya, tidak banyak grammar, cukup lebih banyak penekanan kosa kata. Because if you like the like vocabulary you can speak english and writing”*. The existence of English in elementary schools is very important, therefore it is hoped that the government will implement English learning as a compulsory subject, both in public and private schools. Because 3 years in junior high school does not guarantee students can master English itself. At the elementary school level, it is necessary to master vocabulary so that at the junior high school level it can make it easier to learn grammar.

Likewise the case that occurred at MIS Al-Furqon. This school implements English learning from grade 1 to grade 6. According to the school principal, the government policy applied to elementary schools regarding learning English is not appropriate, as she said *“InsyaAllah sekolah kami sudah tepat dalam menerapkan Bahasa Inggris, karena niat kami ingin memperkenalkan, keterampilan, bahasa, memperkenalkan bahasa asing untuk anak-anak. Jadi, menambah pengetahuan anak-anak dalam berbahasa. Bahkan disini tidak hanya Bahasa Inggris, kami menerapkan pembelajaran Bahasa Arab juga. Jadi untuk kebijakan dari pemerintah kurang tepat menurut saya”*. In this way, the school still determines English learning, so that foreign language knowledge and skills can be introduced to students, even though English is only local content.

This is in order to face competition in the future. It's just that, the provision of learning English at this school has obstacles in grades 1 and 2, where students in grades 1 and 2 are still not fluent in reading and writing. Students who are not yet fluent in reading will find it difficult when they read the spelling of English vocabulary.

This is also supported by the English teacher at this school. English teachers feel that government policies regarding learning English are inappropriate. English teachers are very supportive of schools already implementing English learning. According to him, what is implemented by the school is correct. It's just that, there are some things that are less relevant, where the material level is sometimes too high. In addition, as a teacher must be able to sort the material so that students understand more easily, as he said *“Sebenarnya, level materi yang terkadang terlalu tinggi. Jadi, sebagai guru harus bisa memilah, karena pedoman dari pemerintah tidak disediakan, hal ini menurut saya kebijakan dari pemerintah kurang tepat. Akan tetapi, sekolah sudah tepat dalam menerapkan pembelajaran Bahasa Inggris”*. If English learning was set in all elementary schools, it would probably be even better. Because students will understand more easily when they enter English learning at the junior high school level, as he said *“Pembelajaran di SD ini hanya sebagai Muatan Lokal, karena Bahasa Inggris sudah dihapuskan. Bahkan difokuskan pada pembelajaran Matematika dan Bahasa Indonesia. Tapi kalo di sekolah swasta, biasanya*

diberi pembelajaran Bahasa Inggris. Sebenarnya, SD sangat perlu pembelajaran Bahasa Inggris, karena kalo sudah ditingkat SMP itu langsung pembelajara seperti Tenses. Jika kosa kata tidak bisa, itu yang akan membuat siswa bingung jika mengerjakan soal. Di SD lah tempat yang tepat untuk penekanan dan pemahaman vocabulary". The government's policy on learning English in elementary schools, which only serves as local content, makes it difficult for teachers. Because there are no learning guidelines issued by the government. If learning guidelines are made specifically, it will be easier for teachers to learn from the guidelines provided by the government. This is what makes some schools disagree with the current government policy regarding learning English as local content.

Unlike the case with MIN 5 Banjarmasin. According to the school principal, the government policy applied to elementary schools regarding learning English was not quite right. Because students at this time really need English skills to be able to use a laptop or computer where the system on a computer or laptop is now based on English, as he said *"Untuk kebijakan dari pemerintah ini kurang tepat. Sebenarnya, anak-anak ini perlu pembelajaran Bahasa Inggris. Karena biasanya anak-anak ketika memakai laptop, atau perintah-perintah dilaptop itu biasanya berBahasa Inggris. Karena untuk mengacu anak-anak MI kedepannya bisa mempergunakan laptop atau komputer"*. The existence of English learning

can help students in the future be able to understand using a computer or laptop. Previously, schools did implement English learning, but after receiving a policy from the government, English teacher certification could only be used at the junior and senior high school levels, as he said *“Sebenarnya Bahasa Inggris itu perlu, tapi karena untuk MI, guru Bahasa Inggris tidak bisa ikut sertifikasi atau tidak linier. Lalu, guru Bahasa Inggris dengan ramai pindah ke MTS”*. Therefore, schools do not implement English learning because English teacher certification is not valued at the elementary school level. This caused the English teacher to move to the junior high school level. In addition, this school does not apply English learning anymore.

2. Weaknesses and Strengths of Government Policies Against Learning English

From the results of interviews conducted by researchers with school principals and English teachers, it was found that there were some advantages and disadvantages of learning English in elementary schools.

MIS Al-Hamid is one of the schools that implements English learning. According to the school principal, this policy makes schools that implement English learning have several advantages, such as students being able to know a little about English, so they have the basic to be able to the next level of English, as he said *“Untuk kekurangan kelebihan ini*

tergantung pada sekolah. Kita menerapkan pembelajaran Bahasa Inggris ini agar siswa mengenal sedikit banyaknya hal-hal yang mendasar tentang Bahasa Inggris". This is supported by an English teacher.

According to the English teacher, schools that do not apply English learning will make it difficult for students to study at the junior high school level, and they do not know basic things about English, as he said "*Kelebihannya, siswa dapat pengenalan Bahasa Inggris dikalangan sekolah dasar. Mendapatkan pembelajaran basic di SD. Jadi, siswa tidak akan terkejut dan akan lebih mudah memahami ketika mereka memasuki jenjang SMP Karena di SMP pembelajarannya lebih berat, seperti Tensis dll*". The weakness of government policies is not providing book media facilities, as he said "*Kekurangannya, kita tidak diberikan fasilitas media buku, lebih seperti membeli sendiri. Jika pemerintah aware dan bisa menyediakan buku dan sarana yang tepat untuk pembelajaran Bahasa Inggris di Elementary School, itu lebih bagus. Jadi kita harus membeli dari luar, dan buku dari luar pun mungkin juga ada yang tidak sesuai beberapa materi menurut pemerintah. Hal ini bisa saja dihapuskan materinya diganti dengan yang sesuai*". If the government provides proper books or facilities for learning in elementary schools by adjusting the material, maybe it will be better.

Likewise the case that occurred at MIS Al-Furqon. In this school apply English learning. According to the school principal, this government

policy has many obstacles. As one of the most favorite schools, the school implements English learning. However, this learning support facility is very lacking from the government. So, the teacher's constraints when teaching, especially in grades 1 and 2, are quite difficult in providing material, as she said *“Lebih ke kelebihan mungkin, kalo kelebihan itu include di alasan kenapa kita menerapkan Bahasa Inggris. Jadi, anak-anak bisa mengenal bahasa asing dari dasar sesuai dengan tingkatan mereka masing-masing. Untuk kelas 1 dengan pembelajaran kelas 1, kelas 2 sesuai dengan materi kelas 2. Kendalanya, di kelas bawah yang anak-anaknya itu masih belum lancar membaca. Otomatis dia masih hanya mendengarkan saja, untuk membaca mungkin belum. Karena kalo Bahasa Inggris itu, seperti yang kita ketahui tulisan dengan pengucapannya berbeda”*. Each choice taken by the school will have its own drawbacks. For schools that apply English learning, it will have a plus from the child himself knowing English from an early age, and vice versa.

This is supported by an English teacher at MIS Al-Furqon. According to the English teacher, this policy is less relevant. Often what is experienced is difficulty in providing material where the level of material is sometimes too high, as he said *“Sebenarnya, level materi yang terkadang terlalu tinggi. Jadi, sebagai guru harus bisa memilah, karena pedoman dari pemerintah tidak disediakan, hal ini menurut saya kebijakan dari pemerintah kurang tepat”*. Moreover, as a teacher you must be able to sort

out material and be as creative as possible so that students understand it more easily. Because there are no learning guidelines issued by the government, as he said *“Kekurangannya, karena tidak menyediakan pedoman di SD sebagai panduan. Harusnya dibuatkan suatu buku runtut dari pembelajaran kelas 1 sampai kelas 6”*. If learning guidelines are made specifically, it will be easier for teachers to learn from the guidelines provided by the government.

Unlike the case with MIN 5 Banjarmasin. According to the school principal, the government policy applied to elementary schools regarding learning English has many drawbacks. Many English teachers graduate according to their majors, which can be used to teach in elementary schools. However, the obstacle so far has been the limited funds to pay these teachers. Schools do not provide special funds for the implementation of English learning. Learning English in elementary schools remains the same as other local content subjects, namely by utilizing existing teachers, as he said *“Kekurangan kami saat ini mungkin lebih pada kurangnya guru dalam pembelajaran Bahasa Inggris, karena kebijakan pemerintah bahwasanya guru Bahasa Inggris yang bersertifikasi harus pindah ke MTS. Sebenarnya bisa saja mendatangkan guru khusus dari luar, tetapi untuk pendanaannya hanya sedikit. Kami tidak menyediakan pendanaan khusus untuk pembelajaran Bahasa Inggris, karena Bahasa Inggris hanya sebagai mata pelajaran Muatan Lokal. Maka dari itu, muatan lokal kami*

hanya berfokus pada BTA (Baca Tulis Al-Qur'an). Seandainya disediakan kurikulumnya mungkin akan lebih baik". In addition, there is a lack of curriculum development. Because the curriculum is the main thing in achieving goals, limiting the teaching and learning process, and also the key in selecting learning materials, then in a lesson there must be a curriculum. Because until now, this curriculum does not yet exist, the government needs to provide for the development of an English learning curriculum for elementary schools as local content. In the framework of its development, there needs to be cooperation with curriculum development experts, especially experts in learning English for elementary schools.

B. Discussion

The discussion of this research consists of two parts. The first is about the school's perception of government policies regarding the implementation of English language education in elementary schools. The second is about the advantages and disadvantages of government policies regarding the implementation of English language education in elementary schools. The purpose of this study is to find out how the perceptions of each school regarding government policies regarding learning English, and the advantages and disadvantages.

1. School Perceptions of Government Policy Regarding Learning English

In this discussion session, the researcher will explain how the perceptions of the MIS Al-Hamid school are towards government policies regarding learning English in elementary schools and the researcher's point of view of this phenomenon. According to , that the policies implemented by the government because of the need to participate in the globalization era are very important. Not only English as a local content subject, but as a compulsory subject in several regions, and English lessons starting from grade 1. This is in line with what they apply to the school. In learning English they apply it is also in line with what was said by Ramadhani (2015) which states that vocabulary is one of the most important parts that must be taught to children when children learn language. Even before entering into material at the next level students will prepare themselves by learning vocabulary first at the basic level, which is in line with Thornburry (2002) who defines that vocabulary is a word that is known and has meaning and form. Vocabulary is the main component that must be mastered by children in learning English so that it can make it easier to use the language.

Next, the case that occurred at MIS Al-Furqon. This school implements English learning, according to them, this provision is very strategic in helping students find educational justice, especially in

equipping students with knowledge and skills to face competition in the future. Hutaaruk (2015) clearly says that the introduction of English which starts early should be done so that students have stability in preparing themselves to face the educational process at a further level and to prepare themselves to participate in an all-competitive world in the future. Language education should be taught since childhood. At that time, they were in the golden age. Whatever is taught, will be firmly embedded in his memory, including language. This is also supported by Hammond (1992), that students at the elementary school level are at the performance level. With schools implementing English learning from an early age, at this level, students can master reading, writing, and speaking simply in English (Helena, 2008).

Furthermore, from MIN 5 Banjarmasin, although they did not apply English learning, according to them it was inappropriate. According to them, the use of learning English in ICT certainly depends on the ability and creativity of educators in operating the learning media. This is in line with what Indrajit (2004) said, the function of information and communication technology in education is divided into seven functions, namely: (1) as a repository of knowledge, (2) as a learning aid, (3) as an educational facility, (4) as competency standards, (5) as administrative support, (6) as a school management tool, and (7) as educational infrastructure. From the seven functions it can be understood that ICT

(Information and Communication Technology) can make a significant contribution to improving the quality of life, especially in the world of education.

From the results of interviews with school principals and English teachers. That from each of their perceptions there are some similarities. The importance of learning English in this era of globalization, in order to be able to participate in an era like this. Because apart from English being a world language, English also influences other subjects such as ICT. However, teachers find it difficult to provide material that is suitable for elementary school children, because the government does not provide supporting infrastructure. Therefore, from the three schools that the researchers studied, they expected that English would not only serve as local content, but could become a compulsory subject in elementary schools.

2. Weaknesses and Strengths of Government Policies Against Learning English

In this discussion session, the researcher will explain the advantages and disadvantages of the MIS Al-Hamid school to government policies regarding learning English in elementary schools and the researcher's perspective on this phenomenon. This school implements English learning. According to school policies from the government have a positive

influence. That means schools that apply English learning will introduce English to students in this globalization era. This is in line with what was said by Wijaya (2015), Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February concerning the possibility of an English language program as a local content subject for elementary schools and starting in grade 4 of elementary school is the basis for teaching English in Indonesia for elementary school students (MONE). The desire to be involved in the era of globalization led to the adoption of this policy.

In the course of its evolution, English, which was originally a local content topic of choice, became a local content subject that is required in a number of locations. As for the drawbacks, they don't have books or facilities, making it difficult for schools to provide appropriate material. Cameron (2001) suggests, young children only acquire basic concepts such as rhymes, colors, music, and numbers, and how to talk about themselves. Children have a greater educational capacity than everyone realizes, and if this potential is not realized, failure to acquire a foreign language will be detrimental to the child.

Of the shortcomings of the MIS Al-Hamid School, this deficiency has similarities with MIS Al-Furqon. Schools do not state that there are advantages, only that there are drawbacks in this policy such as obstacles in providing material to students, where sometimes the level of material is too high. So the teacher must innovate and be more creative in choosing

the material to be given to students. This should indeed be implemented by teachers, as said by Nunan (1988) who stated that in policy changes, especially in the field of education, a teacher has responsibility for the policy, in which the teacher is a curriculum developer. The absence of learning guidelines is a level of difficulty for schools, and this becomes a challenge for them so that learning in class continues to run well. Even Darsono (2000) said that if components such as curriculum, teachers, methodology, students, environment, and infrastructure support each other in achieving a goal, then it will affect the learning process, and learning can be said to be effective.

The case that occurred at MIN 5 Banjarmasin is no different from other school cases where there are problems with the lack of support in learning English, such as the English teacher and the current curriculum. Whereas according to Darsono (2000) a learning will be effective if students, teachers, environment, methodology, curriculum, and infrastructure complement and support each other. What's more, the school really hopes that learning English so that students can interact and socialize in facing the Industrial Revolution 4.0. Exactly what was said by Tomlinson (2005) that language is used to interact in social life.

From the results of interviews with school principals and English teachers. That each of their advantages and disadvantages to these policies has several similarities. Schools that do not apply English learning, their

students cannot know English fundamentally. This affects when students are at the secondary school level. However, if the school implements English learning, this will be a plus for the school. In addition, infrastructure facilities that do not support the policy. Such as learning guidelines issued by the government. If learning guidelines are made specifically, it will be easier for teachers to learn from the guidelines provided by the government. Also, there are no special English teachers in elementary schools.