

**TEACHER'S RESPONSE TO THE ELIMINATION OF  
ENGLISH SUBJECT IN ELEMENTARY SCHOOL  
CURRICULUM IN PEKALONGAN**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education



**By**

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STATE ISLAMIC UNIVERSITY  
K.H ABDURRAHMAN WAHID PEKALONGAN  
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Dengan ini saya mohon agar skripsi Mahasiswa tersebut dapat segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

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## MOTTO

*“Apapun yang tidak bisa membuatmu hancur, akan membuatmu semakin kuat dan kuat. Kekuatan adalah milik kalian. Ada di setiap nafas. Ada di setiap jengkal tubuh.” (Tere Liye)*

## ABSTRAK

Bahasa Inggris adalah bahasa International yang penting bagi generasi muda. Namun sejak tahun ajaran 2013/2014, Kemendikbud tidak lagi memasukkan bahasa Inggris sebagai mata pelajaran wajib bagi siswa sekolah dasar dalam sistem pendidikan kurikulum 2013 sehingga menimbulkan berbagai respon dari para guru, khususnya guru bahasa Inggris. Penelitian ini bertujuan untuk mengidentifikasi mengapa pemerintah menghilangkan bahasa Inggris di sekolah dasar dan apa tanggapa serta harapan para guru terutama guru bahasa Inggris. Penelitian ini melibatkan beberapa kepala sekolah dasar dan guru bahasa Inggris di Pekalongan, menggunakan metode penelitian kualitatif dengan dua instrumen yaitu dokumentasi dan wawancara serta teknik analisis deskriptif dalam pengolahan data penelitian. Hasil dari penelitian ini yaitu; 1. Pemerintah tidak menghilangkan bahasa Inggris di sekolah dasar tapi hanya menjadikan bahasa Inggris sebagai mata pelajaran pilihan karena bahasa Inggris memang tidak masuk dalam muatan lokal kurikulum sekolah dasar. 2. Para guru terutama guru bahasa Inggris sangat menyayangkan jika bahasa Inggris tidak wajib di sekolah dasar karena banyak guru bahasa Inggris sekolah dasar yang akhirnya kehilangan pekerjaannya sebagai guru bahasa Inggris sekolah dasar. Selain itu bahasa Inggris juga penting untuk bekal generasi muda. 3. Para guru mengharapkan adanya tindakan lanjut dari pemerintah agar pembelajaran bahasa Inggris tidak terkesan asal-asalan. Kesimpulannya pemerintah tidak menghilang bahasa Inggris di sekolah dasar tapi merubahnya sebagai mata pelajaran pilihan yang dimana hal ini sangat disayangkan oleh para guru terutama guru bahasa Inggris dengan alasan bahasa Inggris itu penting bagi generasi muda dan para guru juga berharap agar pemerintah bisa menindaklanjut kembali terkait hal tersebut agar pendidikan bahasa Inggris semakin maju.

**Kata Kunci : Mata Pelajaran Bahasa Inggris, Kurikulum Sekolah Dasar, Guru Bahasa Inggris**



## **ABSTRACT**

*English is an important international language for the younger generation. However, since the 2013/2014 academic year, the Ministry of Education and Culture has no longer included English as a compulsory subject for elementary school students in the 2013 curriculum education system, giving rise to various responses from teachers, especially English teachers. This study aims to identify why the government has eliminated English in elementary schools and what are the responses and expectations of teachers, especially English teachers. This research involved several elementary school principals and English teachers in Pekalongan, using a qualitative research method with two instruments, namely documentation and interviews as well as descriptive analysis techniques in processing research data. The results of this study are; 1. The government does not eliminate English in elementary schools but only makes English an elective subject because English is not included in the local content of the elementary school curriculum. 2. Teachers, especially English teachers, really regret it if English is not mandatory in elementary schools because many elementary school English teachers eventually lose their jobs as elementary school English teachers. In addition, English is also important for the provision of the younger generation. 3. The teachers expect further action from the government so that learning English does not seem random. In conclusion, the government has not eliminated English in elementary schools but has changed it as an optional subject, which is very unfortunate for teachers, especially English teachers, on the grounds that English is important for the younger generation and teachers also hope that the government can follow up on this matter. for English education to progress.*

**Keywords** : *English Subject, Elementary School Curriculum, English Teacher*

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The Writer

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

English has become a very important medium of communication in the world because of its position as an international language as well as a technology language. With the increasingly globalized world and increasingly rapid technological advances, it is undeniable that mastery of the English language is one of the keys to getting better job opportunities or success. Based on this, Indonesia, as part of the world community, is aware of the importance of mastering English. Therefore, teaching English has long been implemented in the world of Indonesian education.

English has long been an integral part of the education system in Indonesia which was initially only given to higher education levels, but over time the need for and popularity of English has increased which has resulted in the curriculum of teaching English changing. To improve the ability and mastery of English for students, the government finally began to introduce English lessons at a lower educational level, namely at the basic education level.

However, since the promulgation of the 2013 curriculum, the education system in Indonesia has undergone major changes, one of which is in the subject of English. This has an impact on not including English in local content so that the existence of English in elementary schools becomes

dimmer and even disappears. Elementary schools in Pekalongan are no exception.

There are lots of elementary schools in Pekalongan from public and private schools, some of which adhere to the 2013 curriculum by not including any English subjects at all, there are also elementary schools in Pekalongan that still include English as a subject with a note not from grade one elementary school. So that these differences reap a lot of responses from almost all educators and the public.

Learning English in elementary schools is very important, because: firstly, in early childhood learning the language is easier to grasp, secondly, in today's all-digital era where all life systems use English, thirdly, by giving English to elementary schools automatically when children it will certainly be easier for children to continue to a higher level (Maili,2018)

The purpose and objective of this research is to find information about how teachers, especially English teachers, respond to the phenomenon of loss of English in elementary schools so that research is also expected to be useful as a forum for the aspirations of teachers, especially English teachers, to realize a better education.

## **1.2 Research Question**

1. Why is English eliminated from compulsory subjects in elementary schools?
2. What is the response of the English teachers about the eliminated of English from compulsory subjects in elementary schools?



3. What are the expectations of English teachers for education policies in Indonesia regarding English, especially in elementary schools?

### **1.3 Oprational Definition**

1. English Learning : Developing English language skills contextually and accepting it according to the context of students' daily conditions and situations (Wijaya, 2017).
2. Local content (mulok) : Local content is curricular activities to develop competencies that are tailored to regional characteristics and potential, including regional advantages, whose material cannot be grouped into existing subjects. The substance of local content subjects is determined by educational units that are adapted to the characteristics of each region (Center for Curriculum, 2007; 4).
3. Curriculum : Curriculum is a collection of plans & arrangements related to objectives, content, learning materials & methods used as guidelines in organizing national learning activities to achieve educational goals (UU No. 20 Tahun 2003).

### **1.4 Aim of the Study**

This study aims to find out more about why english subject is eliminated in elementary school and how teachers responses dan expectations to English education policies in elementary schools. It is hoped that this research will also become an aspiration for English teachers to create more advanced English education in Indonesia

## **1.5 Significance of the Study**

Theoretically this research will investigate why English subjects were eliminated from compulsory subjects in elementary schools and how English teachers respond to this phenomenon. In addition, the researcher hopes that this research can be an example of other studies. Empirically this research will provide factual information about why English was omitted from compulsory subjects in elementary schools and how English teachers respond to this phenomenon.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

##### **5.1.1 The Elimination of English Subject in Elementary School Curriculum**

Since the 2013 curriculum was used in the world of Indonesian education, the government no longer includes English as a compulsory subject in elementary schools. The reasons why the government does not require English in elementary schools are; First, since the beginning, English has not been included in local content in the education curriculum. Second, so that elementary school children can focus more on learning the Indonesian language and local regional languages so that the native languages of the Indonesian people do not fade away.

The non-compulsory English in elementary schools also eventually continued in the newest curriculum, namely the independent curriculum. The Directorate of Elementary Schools also explains that in the independent curriculum, English is only an elective subject in elementary schools.

##### **5.1.2 Teacher's Responses to The Elimination of English Subject in Elementary School Curriculum**

The non-compulsory subject of English in elementary schools raises an unfavorable response from teachers, especially English

teachers. The results of research conducted on several elementary school principals and English teachers at various levels resulted in an explanation that actually English is necessary and even mandatory to be taught in elementary schools. In addition to providing children with a better future, the non-compulsory English subject in elementary schools also has a negative impact on the majority of English teachers in elementary schools and some of them even end up not teaching English in elementary schools anymore.

### **5.1.3 Teacher's Expectations to The English Subject In Elementary School Curriculum**

Seeing that English is very important for the future of the younger generation, but the government does not even require English lessons in elementary schools, teachers hope that there will be improvements in the next curriculum so that English subjects are made compulsory again in elementary schools. Teachers hope that the government will take part in providing teaching suggestions and recommendations and help choose or even recommend the right English teacher so that English education is more advanced and does not seem perfunctory.

## **5.2 Recommendation**

Researchers used a qualitative method in this study but combined data collection with quantitative methods when collecting data regarding the reasons the government did not require English in the elementary

school curriculum. It is hoped that further research will continue to use qualitative methods in finding data related to the formulation of the problem being studied so that researchers will get more complete and clear data.

The researcher also only interviewed several elementary school principals and only a few English teachers. It is hoped that further research can combine data collection in a quantitative way in order to get more responses from sources so that the data taken has a wider range.

This research can only be a means of aspiration for English teachers in voicing their concerns without providing solutions to the government so that English education in elementary schools can be better.

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