

**THE PARENTS' PERCEPTION TOWARD ENGLISH SUBJECT IN ELEMENTARY SCHOOL
IN PALEMBANG**

Herlina, Hermansyah, Diana Luspa
herlinaasantoso@gmail.com, hermansyah@univpgri-palembang.ac.id,
diana_luspa@yahoo.com

PGRI University of Palembang

ABSTRACT

Despite the policy of English as a subject in Indonesia's elementary school, the process of teaching and learning English is still relevant. However, some aspects need to be considered in implementing the policy, for instance, teachers and parents' perception. This research is intended to find out about a survey on the parents' perception toward English subject in elementary school at Palembang. This research uses descriptive quantitative approach. The subject consists of 126 parents. The data are collected by using 5-point Likert scale questionnaires that will be distributed to teachers and student's parents. In analyzing the data, the researcher will use descriptive statistic by calculating mean, standard deviation, and categorized the total score. As suggestions, teachers and parents' positive perception should be complemented with their understanding of young learners' characteristics and English for young learner's principle. Moreover, the government should also consider teachers and parents' perception in making future policy related to English for young learner.

Keywords—survey, perception, English, subject

INTRODUCTION

In Indonesia, English was initially introduced to elementary school students in the 1994 curriculum. According to Suyanto, et al., (2009), "The policy about English language learning in elementary school was positively accepted." In several years, the curriculum in Indonesian has changed several times with the purpose of improving the education. Recently, in 2013

Curriculum, English cannot be learnt as curricular subject as in the previous curriculum. This policy caused different implementation of English subject from one elementary school to another. The policy about "removing" English subject as compulsory subject is based on the decision to simplify the curriculum in elementary school (Arif, 2015:2).

Recently, the newest curriculum is known as Kurikulum 2013 (K-13) where it is

recognized through the teaching and learning process that is thematic-integrative. Kurikulum 2013 is designed to reach the education goals on the students who will be ready to face the future with competence included attitudes, knowledge, and skills that integrated with manner. Ardiansyah & Jaya (2020) curriculum has change following the education development. The changes can affect a particular component, but may also be related to all components of the curriculum. Curriculum change involves various factors, both those involved in education and supporting factors in the implementation of education. As a consequence, the curriculum changes curriculum will also lead to changes in the implementation of the curriculum, both for people involved in the education and other supporting factors in curriculum implementation

Nevertheless, some aspects need to be considered with the purpose of implementing English as local content subject in specific school, for example,

perceptioncurriculum Now, since Kurikulum 2013 (K-13) has been implemented, English is not taught in Elementary School subject. It does not belong to primary time allocation where it depends on the school policy to take English as extracurricular subject or not. In other words, the development of teaching English as foreign language in Elementary School has stopped. In his study, the students' and other stakeholders' perceptions towards the status of English as local content subject is also important. It can be concluded that perception need to be counted in purpose of implementing English as a local content subject in elementary school. Having those problems, the writers are interested in conducting a research with the title "PARENTS' PERCEPTION TOWARD ENGLISH SUBJECT IN ELEMENTARY SCHOOL AT PALEMBANG"

PROBLEMS OF THE STUDY

This study focuses on a survey on the parents' perception toward english subject in elementary school at Palembang

in curriculum 2013 stated. The problem of this study is to find out about parents' perception toward English subject in curriculum 2013 stated. The problem of this study is limited to "on a survey on the parents' perception toward english subject in elementary school at Palembang".

Based on the limitation of the problem above, the problem of the study is formulated in the following question: "What are the parents' perception toward English subject is not taught in Elementary School subject?".

REVIEW OF LITERATURE

Concept of Survey

Survey is the collection of data attained by asking individuals questions either in person, on paper, by phone or online. The function of survey is used to gather the opinions, beliefs and feelings of selected groups of individuals, and it is often chosen for demographic sampling.

Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research (Singleton & Straits, 2009). (Pronto, 2015:1)

Survey research may use a variety of data collection methods with the most common being questionnaires and interviews. Questionnaires may be self-administered or administered by a professional, may be administered individually or in a group, and typically include a series of items reflecting the research aims. Questionnaires may include demographic questions in addition to valid and reliable research instruments (Costanzo, Stawski, Ryff, Coe, & Almeida, 2012; DuBenske et al., 2014; Ponto, Ellington, Mellon, & Beck, 2010). (Ponto,

2015:1) 2) (PDF) Understanding and Evaluating Survey Research. Available from:

https://www.researchgate.net/publication/286445115_Understanding_and_Evaluating_Survey_Research [accessed Nov 28 2020].

Concept of Perception

Perception is the act of perceiving, cognizance by the senses of intellect of what is presented to them. On the other hand, perception is different people perceive about the same situation. But more than that, we assign different meanings to what we perceive. Moreover, perception play very important role in determination of individual behavior. It is simply the process or way to understand about any object or vent. It differs with individuals. How people 'see' things, is perception. Perception depends on expectation, needs and background as well.

Perception is the foundation of human knowledge. Humans construct our knowledge of the world using information

captured by our senses and the cognitive abilities associated with different intellectual competences. For example, one human intellectual competence is the ability to analyze the information that enters into the brain to assess the type of information (sensory, cognitive, intellectual, etc.). That information is then interpreted to give it value (doubtful, imprecise, incomplete, vague, inexistent, etc.). The estimated value of the information allows meaning to be attributed to it (adequate, inadequate, acceptable, etc.). Finally, degrees of validity are assigned to the attributed meanings (possible, probable, improbable, etc.). All of this constitutes the process by which humans develop our perception of the world and construct our knowledge. (Barosso, 2013: 509)

Concept of English

The English language is the primary language of several countries. English has official or special status in at least 75 countries with a combined population of two

billion people. It is estimated that one out of four people worldwide speak English with some degree of competence.

Moreover, business, trade and commerce have become international and most of the business organizations have their offices in most of the countries. In order to maintain international relationship in science, technology, business, education, travel, tourism and so on, English serves the purpose as a common language and a global language. It is the language mostly used not only by the scientific research, business organizations and the internet but also in higher education, and tourism sectors. English plays a dominant role in almost all the fields in the present globalized world. (Rao, 2019: 1)

Concept of Subject

A subject is a being who has a unique consciousness and or unique personal experiences, or an entity that has a relationship with another entity that exists

outside itself. A research subject is an individual that participates in research. Information (or 'data') is collected from or about the individual to help answer the question under study. Sometimes research subjects are referred to as human subjects, research participants or study volunteers. Each study has its own set of criteria to determine who can participate. This depends on the research question being ask and may include restrictions based on age, behaviors, health status or other traits. (Goundar, 2012: 1)

METHOD AND PROCEDURE

This research will be done on the scheduled made with parents who have children that still study in Elementary schools in Palembang.

Method of Research

Descriptive quantitative approach will be used. This approach is chosen due to the aim of the research to describe on a survey on the parents' perception toward

English subject in elementary school in Palembang. Descriptive quantitative is an approach in which the researcher describes characteristic from a population or phenomenon with the number and statistical data to answer the research problem.

The data of this research will be taken from two sources: parents. 4-Likert scale questionnaires will be used on a survey on the parents' perception toward English subject in elementary school in Palembang. The researcher will adapt the questionnaires used by reference of Habeeb (2013) for teacher's questionnaire and from reference Faqih (2017:29) for parents' questionnaires. The steps in analyzing the data is mentioned as follows:

- The researcher will score the questionnaire according to the score of options' table from each item then the scores being summed up. As a result, the researcher will have the total score of each subject.
- The researcher will define the qualification score level of perception

by calculating the hypothetic mean and hypothetic standard deviation.

- The researcher will categorize the participants' score based on the level in qualification score of perception which are divided into three categories: high, moderate, and low.
- The researcher will conclude the findings according the data obtained.

Findings and Interpretations

In these findings, the writer elaborates and explains about the questionnaire which distributed via online through goggle form to parents who has their children in Elementary schools. There are 126 parents who filled out the questionnaire, which consist of sixteen question items. The questionnaire itself is modifying from many expert comment about why we need to teach and learn English since childhood.

Table 1

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Pengajaran bahasa inggris saat masa kanak-kanak membantu anak mengembangkan potensi mereka dan mendorong perkembangan sosial, emosional, fisik dan kognitif mereka.	96	27	3		
2.	Bahasa Inggris untuk anak usia dini merupakan periode waktu yang sangat penting untuk perkembangan fungsi mental anak	110	16			
3.	Keyakinan bahwa belajar bahasa inggris pada usi dini "lebih muda lebih baik" dan anak-anak belajar jauh lebih cepat dan efisien	124	2			
4.	Bahasa Inggris sedini mungkin sehingga mereka dapat memanfaatkan bahasa Inggris sebagai bagian penting dari akademik mereka di masa depan	120	6			
5.	Bahasa Inggris dapat mengembangkan kemampuan komunikasi dasar anak dalam bahasa tersebut	89	1	36		
6.	Karena masa Anak-anak dilahirkan dengan nafsu makan dan minat yang alami untuk belajar, dan keinginan mereka	108	6	4		

ESTEEM JOURNAL OF ENGLISH STUDY PROGRAMME**P-ISSN 2622-9323****E-ISSN 2622-2213**

	untuk belajar harus didorong ketika mereka mulai bersekolah, dapat membuat bahasa Inggris akan susah dipelajari.					
7.	Bahasa Inggris pada Tahun-tahun awal usia anak diakui sebagai tahun-tahun dasar perkembangan anak	92	16	18		
8.	Bahasa Inggris banyak digunakan sebagai bahasa global yang mencakup banyak aspek.	119	7			
9.	Bahasa Inggris bagi Pelajar SD sebagai pelajar muda adalah fase terbaik untuk belajar bahasa Inggris sebagai bahasa asing membantu siswa lebih mudah mempelajari bahasa Inggris sebagai mata pelajaran utama di tingkat sekolah berikutnya	81	23	22		
10.	pikiran anak-anak kecil adalah pengaku bahasa alami Ini berarti bahwa pikiran mereka terarah pada memilih bahasa apa pun	109	10	7		
11.	Bahasa Inggris dipelajari secara luas oleh kebanyakan orang di dunia	124	2			
12.	Di usia dini, anak-anak juga memiliki bakat untuk meniru pengucapan sehingga belajar berbicara dalam bahasa Inggris menjadi pekerjaan yang mudah bagi mereka	112	14			
13.	Belajar bahasa Inggris sejak didni bagi anak-anak dapat memberikan Lebih Banyak Waktu untuk Belajar	97	20	9		
14.	Kurang Stres: Tidak seperti orang dewasa, anak-anak, pada usia dini	113	10	3		

	memiliki lebih banyak waktu untuk menyesuaikan bahasa Inggris ke dalam aktivitas sehari-hari mereka, sehingga memberi mereka lebih banyak ruang dan lebih sedikit tekanan untuk belajar.					
15.	Keterampilan Pengucapan yang Lebih Baik: Anak-anak yang menguasai bahasa Inggris sendiri, daripada mempelajarinya secara sadar, lebih cenderung memiliki keterampilan pengucapan yang lebih baik.	102	18	6		
16.	Belajar dan mengajar Bahasa Inggris sebagai bahasa kedua bagi anak-anak saat mereka masih kecil dapat membantu mereka mempelajari lebih banyak bahasa dengan menggunakan strategi pembelajaran bahasa bawaan yang sama sepanjang hidup.	98	24	2		

2. *Bahasa Inggris untuk anak usia dini*

The writer elaborates the findings one by one by each statement stated:

1. *Pengajaran bahasa inggris saat masa kanak-kanak membantu anak mengembangkan potensi mereka dan mendorong perkembangan sosial, emosional, fisik dan kognitif mereka.* There were 96 respondents are strongly agree, 27 respondents are agree, and 3 respondents are neutral.

merupakan periode waktu yang sangat penting untuk perkembangan fungsi mental anak. There were 110 respondents are strongly agree, 27 respondents are agree.

3. *Keyakinan bahwa belajar bahasa inggris pada usi dini "lebih muda lebih baik" dan anak-anak belajar jauh lebih cepat dan efisien.* 124 out of 126 students are strongly agree, the rest 2 students are agree.

4. *Bahasa Inggris sedini mungkin sehingga mereka dapat memanfaatkan bahasa Inggris sebagai bagian penting dari akademik mereka di masa depan.* 120 parents are strongly agree, and the rest 6 parents' are agree.
5. *Bahasa Inggris dapat mengembangkan kemampuan komunikasi dasar anak dalam bahasa tersebut.* 89 respondents are strongly agree, 1 respondent is agree and 36 respondents are neutral.
6. *Karena masa Anak-anak dilahirkan dengan nafsu makan dan minat yang alami untuk belajar, dan keinginan mereka untuk belajar harus didorong ketika mereka mulai bersekolah, dapat membuat bahasa Inggris akan susah dipelajari.* From this statement, there were 108 respondents are strongly agree, 6 respondents are agree, and only 4 out of 126 respondents are neutral.
7. *Bahasa Inggris pada Tahun-tahun awal usia anak diakui sebagai tahun-tahun dasar perkembangan anak.* In point number seven, there were 92 students out of 126 students are strongly agree, 16 of them is agree, and 18 of them is neutral.
8. *Bahasa Inggris banyak digunakan sebagai bahasa global yang mencakup banyak aspek.* In the 8th statement there were 119 respondents are strongly agree, and only 7 of them are agree.
9. *Bahasa Inggris bagi Pelajar SD sebagai pelajar muda adalah fase terbaik untuk belajar bahasa Inggris sebagai bahasa asing membantu siswa lebih mudah mempelajari bahasa Inggris sebagai mata pelajaran utama di tingkat sekolah berikutnya.* In the 9th statement asked to the respondents. There were 81 respondents are strongly

agree, 23 of them is agree, twenty-two of them is neutral.

10. *Pikiran anak-anak kecil adalah pengaku bahasa alami Ini berarti bahwa pikiran mereka terarah pada memilih bahasa apa pun.* 109 respondents are strongly agree, 10 of them is agree, and seven out of one hundred and twenty six students are neutral.

11. *Bahasa Inggris dipelajari secara luas oleh kebanyakan orang di dunia.* From this statement most of the respondents are strongly agree, there were 124 of them stated strongly agree. Then, only 2 of them stated agree.

12. *Di usia dini, anak-anak juga memiliki bakat untuk meniru pengucapan sehingga belajar berbicara dalam bahasa Inggris menjadi pekerjaan yang mudah bagi mereka.* In number 12, there were 112 respondents are stated strongly agree, 14 of 126 students are agree.

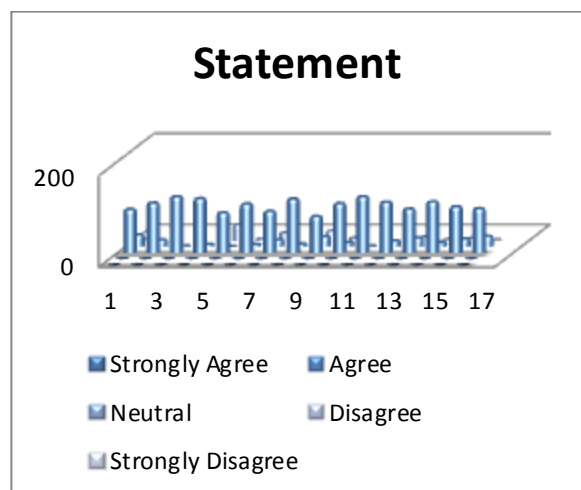
13. *Belajar bahasa Inggris sejak didni bagi anak-anak dapat memberikan Lebih Banyak Waktu untuk Belajar.* There were 97 respondet stated strongly agree, 20 of them is agree, the rest is around 9 respondents are neutral.

14. *Kurang Stres: Tidak seperti orang dewasa, anak-anak, pada usia dini memiliki lebih banyak waktu untuk menyesuaikan bahasa Inggris ke dalam aktivitas sehari-hari mereka, sehingga memberi mereka lebih banyak ruang dan lebih sedikit tekanan untuk belajar.* 113 respondents are stated strongly agree, 10 of the respondents are agree, 3 of them is neutral.

15. *Keterampilan Pengucapan yang Lebih Baik: Anak-anak yang menguasai bahasa Inggris sendiri, daripada mempelajarinya secara sadar, lebih cenderung memiliki keterampilan pengucapan yang lebih baik.* In the 15th statement from questionnaire, there were 102 of them is strongly agree, 18 of them is agree, the rest or six of them is neutral.

16. *Belajar dan mengajar Bahasa Inggris sebagai bahasa kedua bagi anak-anak saat mereka masih kecil dapat membantu mereka mempelajari lebih banyak bahasa dengan menggunakan strategi pembelajaran bahasa bawaaan yang sama sepanjang hidup.* 98 of them is strongly agree, 24 respondents are agree, and only 2 out of 126 respondents is neutral.

The data above can be drawn in the chart as follows:



Conclusion

The conclusion can be drawn from discussion and finding in the previous part, it can be conclude that the parents' wanted the English subject in curriculum 2013 should be taught again since the revision should be applied. Looking at the result of the questionnaire most of parents are strongly agree that English is really important taught since the childhood age or era. The questionnaire given based on the expert comment and suggestion why is English should be taught as subject in Elementary school or since the golden age of the school, when a crucial time period for the development of children's mental functions for language especially English.

Also, the early years are recognized as the foundation years for children's development

References

- Ardiansyah, F, Jaya, A, . (2020). Extendingf the Students' Narrative Text Comprehension through Reading SMART Protocol. *ESTEEM Journal of English Study Programme*. Vol 3 (1).
- Barosso, Clara. 2013. *Context, information's meaning, and perception*. Atlantis Press.
- Brown, H Douglas. 2006. *Principles of Language Learning and Teaching*. America: San Fransisco State University.
- Fraenkel, Jack C., Norman E. Wallen, and Hellen H.Hyun. 2012. *How to Design amd Evaluate Research in Education*. New York: McGraw-Hill, Inc.
- Goundar, Sam. 2012. *Research Methodology and Research Method*.
- Hatch, Evelyn and Anne Lazaraton. 1991. *The Research Manual Design and Statistic for Applied Linguistics*. Los Angeles: University of California.
- K. K. E. Suyanto, *English for Young Learners*. Jakarta: Bumi Aksara, 2009.
- K. M. Habeeb, *Teachers' Perceptions toward Implementing English as a Foreign Language at Kindergarten: What Can We Learn from the Case of Kuwaiti Kindergarten Teachers?.* *Dissertations*. University of Arkansas, 2013.
- N. Arif, "Removing english as compulsory subject from primary schools on the 2013 curriculum based on

- teachers' opinion," International Journal of Scientific and Research Publications*, vol. 5, no. 8, pp. 1-5, 2015.
- Pronto, Julio, Understanding and Evaluating Survey Research. Available from: https://www.researchgate.net/publication/286445115_Understanding_and_Evaluating_Survey_Research [accessed Nov 28 2020].
- Rao, P.S. 2019. *The role of English as a global language. Research Journal of English*, Vol-4, issue-1, pp, 1, 2019.
- R. H. Faqihatuddiniyah, "Persepsi orang tua dan guru mengenai bahasa inggris pada anak usia dini di TK Aba Karangmalang Yogyakarta," *Jurnal Tarbiyah*, vol. 6, no. 2, pp. 29-39, 2017.
- Schreiber, James B and Kimberly Arnr-Self. 2011. *The Interrelationship of Questioning, Sampling, Design, and Analysis*. India: Malloy Lithograppiers, Inc.