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1 THE TEACHING OF ENGLISH IN INDONESIAN PRIMARY SCHOOLS: A RESPONSE TO THE NEW POLICY AHMAD JAZULY, M.Pd Email: ahmadjay2006@gmail.com IKIP PGRI Jember Abstract Teaching English in Indonesian primary school has been changed since 2012 when the government changed the English language policy from the mandatory subject to be as a local subeject in national education curriculum in Indonesia.

In 2013 curriculum (K-13), these changes are a form of the response and development towards various changes faced both in the political, cultural, social, economic, science and technology systems. In this study, I investigated the teachers' current practice without curriculum of English lesson at primary schools and teacher's response to the new policy on English lessons in primary school. The participants of this study were 46 respondents which consist of 17 males and 29 females.

The data was obtained by distributing an open-ended question to teachers who teach in a primary school in Jember district of East Java. The questionnaire was administered to the teacher to be filled in directly. The first finding showed that for the current practices of teaching English in primary school, most of the teachers agreed that teachers should be qualified, teachers need appropriate teaching media for students, and most of the students are very enthusiastic in learning English.

The second finding about the teacher's response to the new policy on English lessons in primary school showed that most teachers expected the government to return the English language policy to be taught in primary school as a compulsory subject. Teachers requested additional learning media suitable for English subjects in primary school and they asked for training on methods and strategies in learning English in primary school.

Keyword; Indonesian primary school, teaching English lesson, the new policy INTRODUCTION Teaching English in Indonesian primary school is always a challenge for some teachers since 1994 up to now. Moreover, since 2012 the government has changed the English language policy from the mandatory subject to be as a local subject in the national education curriculum in Indonesia.

Nevertheless, even English is not compulsory for the students in primary school, English is still taught from the first grade to sixth grades in their education at the primary levels. 2 However, the role and position of English as a foreign language was still an important subject in the Education ordinance since 1994 curriculum until the new 2013 curriculum (K-13). Education policies have issued a mandate of the law.

Up to now, policies related to the curriculum of education during the reform period can be mapped into three parts: the 2004 curriculum policy of curriculum-based competence (KBK), in 2006 curriculum known as education unit level curriculum (KTSP), and 2013 Curriculum (K-13). These changes are a form of the response and development towards various changes faced both in the political, cultural, social, economic, science and technology systems. The 2013 curriculum brings many changes to national education systems, especially English in primary schools.

In accordance with government regulation in the 2016 concerning about 2013 curriculum (K-13 Revision) of the general directorate of primary and secondary education, Ministry of education and culture has regulated the decision letter number: 253/KEP.D/KR/2017 on the Establishment of Curriculum Implementation Education Unit (CIEU) 2013 in 2017 the government regulation will be used as the basic reference in the administration of teachers (Syllabus, RPS, RPP, and instructional analysis) and in the assessment of student results etc.

Teaching English in Indonesian primary school need qualified teachers to help students learn English better. The rule English lessons is taught in Indonesia have consequences for the quality of the program. According to teacher quality, some studies on teaching English lesson in Indonesian primary schools has declared that most teachers in Indonesian primary schools were not qualified yet and most the teachers do not have sufficient order of English teacher to be able to teach competently and effectively.

The teacher education departments in some universities have given many pre-service teachers to prepare in teaching-learning at SMP and SMA for many years since the national curriculum for English language education in Indonesian school focuses on SMP and SMA students. However, they have not acted the same for primary school

teachers (Yuwono & Harbon, 2010).

In many place of Indonesia, English curriculum have been developed by district or provincial administrations, even though, it is happen in East Java. The local responsibility for such English lessons was defined in act letter number: 253/KEP.D/KR/2017 released by the minister of national education, which specified that local subject is used as curriculum activities to develop competencies that is adapted to the characteristics of the district.

For that rational, the local subject curriculum in one part of Indonesian primary school could be diverse from the local subject curriculum in another district, either in terms of content or purpose (Kasihani, 2010). In many Indonesian primary schools, the English language curriculum does not have sufficient and proper facilities to support teaching and learning (Faridi, 2011).

Many primary 3 schools lack of instructional resources. The schools do not have visual or audio-visual aids and for teaching media, most the teachers still used blackboard, chalk and board-marker method when they are teaching English to primary students.

To solve the problem of lack of teaching resources, most the teachers use Lembar Kerja Siswa (LKS) or workbook as the one of resources for their teaching-learning English (Lestari, 2003). Many of the workbook or textbooks available in the market are cheap and of course with low quality, as is witness by the many grammar errors, spelling and the pictures that are questionable for the primary students (Sukamerta, 2011).

The problem with the lack of resources for teaching-learning English is often connected to the school budget. Therefore, many primary schools in village cannot able to buy pictures, cards, or video because their budget is not sufficient. It means most the teachers have not be good prepared for implication with the new policy.

In this study, I investigate teachers who involve in teaching English in Indonesian primary schools responds to the new policy in some primary schools in Jember district of East Java. This studpresteache knowing about curriculum and the teachers ' current practice without curriculum of English lesson at primary schools. After analyzing data, it shows indicates that the teachers are knowledgeable to answer an important role in implementing teachers establish the policy of teaching-learning English in Indonesian primary schools. Giving aforementioned the research gap, there are 2 research questions: 1.

What is the current practice of teaching English in primary school? 2. What is the

teacher's response to the new policy on English lessons in primary school? METHODS This data was obtained by distributing an open-ended question to teachers who teach in a primary school of Jember district of East Java. There were forty-six respondents which consist of 17 males and 29 females.

The questionnaire was administered to the teacher to be filled in directly. The open-ended Questionnaire consists of two parts. The first part consists of eight questions that asking about the current practice of teaching English in Indonesian primary school. The second part consists of one question about the teachers' opinion regarding the new policy of teaching-learning English in Indonesian primary school.

The steps of data analysis used qualitative analysis principles. First of all, after the data collected from the respondents, the data was categorized based on the need to answer the research question. After the data was categorized, the data exposure was done verbally on the part of the finding.

Then the data that has been described was interpreted to provide a logical explanation. In the discussion section, findings obtained from data collection were discussed 4 comprehensively from the point of view of government policy, curriculum and previous research findings. FINDINGS AND DISCUSSION 2013 Curriculum Policy The curriculum has functions and roles that are very important and strategic.

Although it is not the only major factor in the success of the educational process, the curriculum becomes a guide and direction towards educational success. The curriculum guides teachers or educators and education personnel to develop their creativity and abilities in developing and describing various learning materials and tools. Therefore, good teacher or educators and education personnel are able to understand the curriculum and implement it in the learning process.

2013 Curriculum was changed in a form of development and refinement of the previous curriculum of KTSP curriculum in 2006. The emphasis of 2013 curriculum development is improving thinking, strengthening curriculum governance, strengthening the learning process, deepening and expanding the material, and adjusting the burden of learning in order to ensure the suitability between what is wanted with what is created.

Hence, the implication of 2013 curriculum is depended to be a strategic step in preparing and deal with the challenges of digital era in the future. Elements of 2013 Curriculum Change The curriculum change in 2006 to the curriculum of 2013 concerns the four elements of curriculum change, namely; the first, Standards Graduate Competency (SGC), namely the improvement and balance of soft skills and hard skills by

honing 3 aspects: attitude, knowledge, and skills.

The second, Standards Content (SC), namely the change of standards content where the 2006 KTSP competence derived from the subjects, the 2013 curriculum subjects derived from competence. Therefore, the approach is equally done through a subject approach. The third, Standards Process (SP), which were originally focused on exploration, elaboration, and confirmation, in the 2013 curriculum are complemented by a scientific approach of observing, questioning, exploring, associating, and communicating.

The teaching-learning process doesn't only take place in the classroom, but also occur out of the school, society and nature. The position of the teacher is not the only source of learning, and the learning of the attitude dimension was not taught verbally, but through examples and teacher's example. The Fourth, Standards of Assessment (SA).

The assessment is competency-based; the displace from assessment through test measuring competence and knowledge on the basis of outcome to the authentic assessment of attitudes, skills, and knowledge based on the process and outcome. 5 Strengthening the assessment model (Reference of Benchmark Assessment) is the achievement of learning outcomes based on the position of the scores obtained against ideal score (maximum), and promote the use of portfolios or tasks made by students as the one instrument of assessment.

Authentic assessment processes reveal student performance that reflects how learners learn, outcomes, motivations, and attitudes associated with learning activities. This assessment takes longer time in collecting information, but it will reveal the true competence of learners, in contrast to traditional assessments made in a short period of time. Authentic assessment has a broader range of questions and higher degree of validity and reliability.

Authentic assessment tends to focus on complex or contextual tasks, enabling learners to demonstrate their competence in settings that more authentic. The Current Practice of Teaching English in Primary School The findings of this study are organized into two main points based on the research questions. There were eight questions which the answers are explaining the current practices of teaching English in primary school.

First, what are t he eachqualiati in teaching English for primary school? From 46 respondents, the teacher who has qualifications of English education background (EB) there are 16 teachers, and the teacher who has qualifications of English non-education background (NEB) are 30 teachers. So, most of the teachers are not qualified yet in teaching English in primary school.

Second, how long have the teachers taught in primary school? There are 25 teachers have been teaching English in primary school more than 5 years, and 21 teachers are less than 5 years in teaching English in primary school. It also revealed that teachers who have experienced more than five years were not graduated from English education department.

Third, how is the teacher's opinion about the position of English in primary school? From 46 respondents, there are 20 teachers said that the positions of English subject as local content in primary school and 26 teachers said that the positions of English as compulsory subjects in primary school. It means that most the teachers ' opinion and perceives about the position of English as compulsory subjects more than the teachers said that English is a local content.

Fourth, in what grade does English start to be taught in primary school? From 46 respondents, 37 schools started to be taught English at first grade, and 9 schools started to be taught English at fourth grade in primary school. It means most the schools begin to teach English lesson from the first grade in primary school. 6 Fifth, are the English learning resources adequate in primary schools? From 46 respondents, there is 10 teachers answered that the English learning resources were adequate in their primary schools, but 36 teachers answered that English learning resources were not adequate.

It means that most of the teachers said that the English learning resources were not adequate in their primary schools. Sixth, what are teaching methods often used by teachers in primary schools? From 46 respondents, 32 teachers were teaching English by using textbook or LKS (Lembar Kerja Siswa) method in primary school, and 14 teachers were teaching English by multimedia, ICT and computer-based learning (MALL) methods in Indonesian primary school. It means that most teachers still teach English in a conventional way of using the textbook and LKS (Lembar Kerja Siswa).

Seventh, how is students' enthusiasm towards English lessons in primary school? From 46 respondents, 40 teachers said that students were very enthusiastic in learning English, and only 6 teachers said that students were not enthusiastic in learning English. It means that most the students in primary school responsed positively toward English language teaching.

Eighth, how much time is provided in a week to learn English in primary school? From 46 respondents, there were 14 teachers answered that the duration for teaching English in primary school was about 40 minutes x 2 in a week, and 32 teachers answered that the duration for teaching English in primary school about 40 minutes x 1 in a week, so it

was not enough.

It means that most of the schools provided an inadequate time allocation for teaching English in primary school because the school knows that English is only local content, so that schools do not prioritize English compared to other lessons. The teachrespse e n pcy on English lesson in primary school The data shows that 46 of the teacher's response to the new policy on English lessons in primary school can be described into three opinions about position of English policy in primary school.

First, most the teachers expected the government to return the English language policy to be taught in primary school as a compulsory subject. Otherwise, the teacher cannot freely develop students' potential in their school. Second, teachers requested additional learning media suitable for English lesson in primary school.

The students' competencies can improve when the students learn English with adequate English learning resources such as multimedia, VCD, LCD, computer-based learning (MALL) and so forth. Third, teachers asked for training education on methods and strategies in learning English in primary school. Otherwise, the teachers need development, improvement of competency and professionalism in English teaching-learning material.

If all the completeness of learning 7 resources and training education on methods and strategies are completed, the school can apply the four elements of 2013 curriculum, include; the first Standards Graduate Competency (SGC), the second, Standards Content (SC) the third, Standards Process (SP), and the four Standards of Assessment (SA), and those all elements are complemented by a scientific approach of observing, questioning, exploring, associating, and communicating.

CONCLUSION The current practices of teaching English in primary school are divided into three parts. The first, most the teachers who involve become sample in this study agreed that the teachers should be qualified in teaching English in primary school. The second, most the teachers needed teaching media appropriate for the students in primary school.

The third, most the students were very enthusiastic about learning English. From finding, 46 teacher's response to the new policy on English lessons in primary school had three opinions. First, teachers expected the government to return the English language policy to be taught in primary school as a compulsory subject.

Second, teachers requested additional learning media suitable for English subjects in

primary school. Third, teachers asked for training on methods and strategies in learning English in primary schools. If all the learning resources and training education on methods and strategies are completed, the school can apply the four elements of 2013 curriculum, and those all elements are complemented by a scientific approach of observing, questioning, exploring, associating, and communicating.

Finally, The teachers and students are able to well explore English lesson in their primary schools.

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