**CHAPTER 1**

**INTRODUCTION**

* 1. **Background of The Study**

Status of English lessons in the 2013 curriculum. English lesson in school, there are compulsory subject and not a compulsory subject at school. English subject is taught from elementary school to senior high school. In elementary schools according to Permendikbud no. 67 of 2013, English is not a compulsory subject. Moreover, it is not a compulsory lesson, it can be called local content. Local content is a set of plans and rules regarding the content, objectives, and materials prepared by the teacher according to the region, regional characteristics, regional advantages, regional needs, and their respective environments that can be used as guidelines for classroom learning activities (Arifin, 2013). In elementary school, there are applied English subject and there are also don't apply English subject. The application of English learning was previously regulated in the curriculum and is now regulated directly by the school by the policies and rules set by the elementary school (Puspitasari, 2018). Most elementary schools do not apply English subject. As a result, many rumors are circulating about the abolition of English in elementary schools. Language politics in Indonesia put English in a weaker position with the abolition of English lessons in elementary schools from the 2013 curriculum which was implemented starting in 2014 (Handayani, 2016). Therefore, this decision can be right or wrong about English in elementary school.

Some schools still do not apply English in elementary school. First, researchers found that after elementary school students studied English for six years, these students could not perform simple communication (Kuwat, 2018). Second, a global survey for the British Council in 2013, revealed that English lesson is taught at every young age or primary school student, putting pressure on educational resources worldwide (Cahyati, 2019). “Children can always do more than we think; they have great learning potential to learn, and foreign language classes or English lessons are detrimental to them if we don't take advantage of that potential” (Friday., 2019). Third, “Children can always do more than we think they can; they have huge learning potential, and the foreign language classroom does them a disservice if we do not exploit that potential”. Therefore, they agreed that English was removed from elementary schools in the 2013 curriculum because it was detrimental to elementary school students (Faidah, 2019).

Some schools still do apply English in elementary school. First, English lesson is important to learn, especially in times that increasingly require everyone to be able to use English (Santoso, 2019). Second, if English lesson has been given to elementary school students, then students will not experience difficulties at the next school level (Budiharto, 2018). Third, "Of course, I don't agree, because how children compete in the international arena are not accustomed to English from a young age"(Afifah, 2012). Therefore, English lessons for elementary school are important for their future.

There are several previous studies on the abolishing of English in elementary schools in the 2013 curriculum. First, (Nurlatifah, 2020) that teachers' perceptions of English should not be eliminated but become local content because it has an impact on elementary school students. Second, (Kosasih, 2020) According to the perception of parents and teachers English is needed by elementary school students for foreign language knowledge. Third, (Iskandar, 2018) according to parents of elementary school students are that learning English from an early age produces good results for language mastery. Fourth, (Lesia, 2022) the teacher's perception of learning English is that they must provide methods that attract elementary school students, such as learning videos. Fifth, (Islamy, 2020) elementary students are less motivated to learn English. Therefore, English in elementary schools must exist or become local content because it is important for the future according to teachers and parents.

This study will see how teachers' perceptions of English become local content. There are perceptions of teachers who agree and disagree with the existence of English in elementary schools. This study will look at the pros and cons of English in primary schools. So, this study involves the teacher's perception to complete the research.

In conclusions, from elementary school that apply English subject and do not apply English subject. First, Decision government English subject in elementary schools as local content is the right decision. Second, Elementary schools in rural and urban areas have different needs. Third, In terms of curriculum, submitting to schools according to their needs is very appropriate because different schools have different needs. Accordingly, English subject in elementary school as local content is the right decision.

* 1. **Research Question**

Based on the background of the research above, the problem discussed in this study can be stated as follows: “How do elementary teachers perceive the abolishment of the subject from elementary schools in the 2013 curriculum?”

**1.3.** **The Aims of The Study**

This study aims to find out why the 2013 English curriculum was abolished and to find out how the teacher's perception of the event was.

**1.4. The Significance of The Study**

The results of this study are expected to provide related theoretical and practical contributions

1. Theoretically

The government is expected to reconsider the abolition of English in primary schools.

1. Practically

It is hoped that the school will reconsider whether there are/no English lessons in elementary schools and also consider the future of elementary school students for the future.

* 1. **Definition of Terms**

Some main terms to avoid misunderstanding are defined as follows:

1. The curriculum is a set of plans and rules regarding the objectives, content, and learning processes as well as the methods to be used as guidelines for the application of learning activities to achieve certain goals (Syamsia & Tegamuni, 2018)
2. Perception is a process that is received by the senses experienced by someone to interpret something (Walgito, 2010)
3. Elementary School is an educational institution that organizes six years for children aged 6-12 years (Suharjo, 2006).