

**THE CORRELATION BETWEEN STUDENTS' PERCEPTIONS AND  
THEIR ACHIEVEMENT IN LEARNING ENGLISH AFTER THE  
IMPLEMENTATION OF PERMENDIKBUD NO. 67 YEAR 2013**  
*(A Descriptive Quantitative of Seventh Grade of SMP Negeri 3 Pattallassang)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment for the Degree of  
Education in English Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2022**





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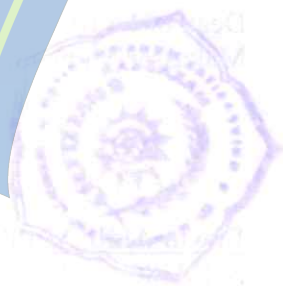
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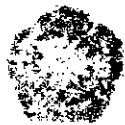
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**MOTTO**

***“KEEP MOVING FORWARD”***

*(Meet the Robinsons)*

***“THE GREATEST TRUTH IS HONESTY, AND THE GREATEST  
FALSEHOOD IS DISHONESTY”***

*(Abu Bakar As-Sidiq r.a)*

***“PATIENCE IS THE HEALTHIEST POITON IN OUR BODY”***

*(Umar Bin Khattab r.a)*



*This is dedicated to my entire family*

*Sirajuddin and St. Susni, Beloved Parents*

*My beloved grandparents*

*My two lovely sisters*

*My loved cousins, as well as my big families*

*All of my buddies. You're all amazing*

*Thank you so much for your prayers, encouragement,  
and role as my support system.*





## ABSTRACT

**Rifda Muftida Rahma. 2022. *The Correlation between Students' Perceptions and Students' Achievement in Learning English after the Implementation of Permendikbud No. 67 Year 2013 Under the thesis of English Education Department, Faculty of Teacher Training and Education, Muhamadiyah University of Makassar. Supervised by Syamsiarna Nappu and Andi Asri Jumiatty.***

The curriculum that is widely used in schools today is the 2013 curriculum, which was compiled by the Indonesian Minister of Education in Permendikbud. There are several aspects that have been revised in the Permendikbud, one of which is Permendikbud No. 67 of 2013 regarding the basic framework and structure of the Elementary School/Madrasah Ibtidaiyah curriculum. The Minister of Education stipulates Article 1 Paragraph (2) regarding the curriculum structure as the organization of core competencies, subjects, learning load, basic competencies, and learning content in each school/Madrasah Ibtidaiyah. In the revised results, it was found that English language learning in elementary schools had been eliminated. The elimination of learning English has several impacts for junior high school students who are just starting to learn English, such as not knowing the alphabet. Therefore, the researcher turned this topic into a study to find out other impacts obtained by junior high school students according to their perceptions, which were then correlated with student achievement in English for one semester. The researcher used the quantitative description method to get the results of the study. For data collection, the researcher used questionnaires to find out the opinions of students regarding English, understanding of the teacher's explanations, and their opinions about their respective abilities. In addition documentation where the documentation contains students' English scores in their report cards. The focus of this research was 7th-grade students at SMP Negeri 3 Pattallassang. The results obtained were in the form of a description of the impacts that students get during learning English.

**Keywords:** 2013 curriculum, elementary school, english subject, impact, perceptions

Rijka Wapen van de Provincie Utrecht  
Stadsarchief Utrecht  
Kamer van Koophandel  
Gemeente van Utrecht  
of Museum van Utrecht

The concluding chapter of the book  
was compiled by the author and  
several other authors and  
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organization of the  
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found that the  
The elimination of the  
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then continued  
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For data collection  
students of the  
opinion of the  
documentary  
this research  
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Keywords :  
the book



## ABSTRAK

**Rifda Mujiida Rahma. 2022. Korelasi antara Persepsi Siswa dan Pencapaian Siswa dalam Pembelajaran Bahasa Inggris setelah Penerapan Permendikbud No. 67 Tahun 2013. Di bawah skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhamadiyah Makassar. Dibimbing oleh Syamsiarna Nappu dan Andi Asri Jumiatty.**

Kurikulum yang banyak digunakan di sekolah-sekolah saat ini adalah kurikulum 2013 yang disusun oleh Menteri Pendidikan Indonesia dalam Permendikbud. Terdapat beberapa aspek yang direvisi dalam Permendikbud tersebut, salah satunya adalah pada Permendikbud No. 67 Tahun 2013 tentang kerangka dasar dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah, Menteri Pendidikan menetapkan pada Pasal 1 Ayat (2) mengenai struktur kurikulum merupakan pengorganisasian kompetensi inti, mata pelajaran, beban belajar, kompetensi dasar, dan muatan pembelajaran pada setiap sekolah/Madrasah Ibtidaiyah. Pada hasil revisi tersebut, ditemukan bahwa pembelajaran bahasa Inggris di sekolah dasar telah dihapuskan. Penghapusan pembelajaran bahasa Inggris memiliki beberapa dampak bagi siswa sekolah menengah pertama yang baru mulai belajar bahasa Inggris, seperti tidak mengenal alfabet. Oleh karena itu, peneliti mengubah topik ini menjadi sebuah penelitian untuk mengetahui dampak lain yang diperoleh siswa SMP sesuai dengan persepsi siswa yang kemudian dikorelasikan dengan pencapaian siswa dalam Bahasa Inggris selama satu semester. Peneliti menggunakan metode deskripsi kuantitatif untuk mendapatkan hasil. Untuk pengumpulan data, peneliti menggunakan angket untuk mengetahui pendapat siswa tentang bahasa Inggris, pemahaman tentang penjelasan guru, dan pendapat mereka tentang kemampuan masing-masing. Serta dokumentasi dimana dokumentasi tersebut memuat nilai bahasa Inggris siswa dalam rapornya. Fokus penelitian ini adalah siswa kelas 7 di SMP Negeri 3 Pattallassang. Hasil yang diperoleh berupa gambaran mengenai dampak yang didapat siswa selama belajar bahasa Inggris.

**Kata kunci:** Kurikulum 2013, sekolah dasar, mata pelajaran bahasa Inggris dampak, persepsi





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The researcher realizes that during the process and completion of this thesis, she received a lot of help from various parties. So on this occasion, the researcher would like to express her gratitude for all the help and support that has been given, namely to:

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The researcher argued that there are still many flaws in both the structure and content of this thesis. As a result, the researcher welcomes constructive criticism and recommendations from all parties interested in improving this thesis.

Finally, the researcher assumed that both the researcher and the reader will benefit from this thesis.

Makassar, August 2022

Researcher



Rifda Mufiida Rahma

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Figure 3.1 Conceptual Framework





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## CHAPTER I

### INTRODUCTION

#### A. Background

In the current era of globalization, English is very much needed by the community, both from the younger generation to the older generation because English itself is used in various fields. In Indonesia, English is widely used as a second language (ESL) in various circles. English is also used in various fields, such as education, forums, economics, business, politics, social, and so on (Putra, 2020). Based on this statement, it can be seen that at this time English is very important for everyone. No exception for young learners. Therefore, in Indonesia learning English in schools is implemented and in accordance with the curriculum applied in elementary and secondary schools.

The curriculum in elementary schools is regulated by the Indonesian Minister of Education and Culture in Permendikbud. In this regulation, it is explained the core competencies and basic competencies contained in learning in elementary schools. In addition, it is also explained about the subjects taught. Based on Curriculum Regulation Number 67 of 2013 pages 9 to 10, several subjects taught in elementary school are listed except English. English is eliminated from the list and is not discussed in the regulation. In other words, English is not mentioned not to be taught in elementary school. Whereas previously English was included in the local content that was taught. Over the years, the curriculum regulations have also changed. Such as the 2013 Curriculum Regulation Number 57 of 2014 which explains the subjects taught and explains that local content is being taught again. Then in the 2013





Curriculum Regulation Number 24 of 2016, it is explained again about subjects including local content, where this local content only contains local language lessons. And the last is Regulation Number 37 of 2018 which explains the content of core competencies and basic competencies for each subject taught where this regulation does not explain the core and basic competencies of English lessons in elementary schools.

In the last 4 years, elementary schools in South Sulawesi have implemented curriculum regulations where English lessons are omitted from classroom learning. Based on the results of a small observation in one of the elementary schools located in the Maccini, the elementary school in Makassar previously implemented a curriculum based on the stipulated Permendikbud, in other words, English was omitted. However, one years later, English is being taught again with local content until now. Although this is not in accordance with the current Permendikbud.

This is different from the elementary schools in Gowa Regency which are located on the outskirts of Makassar City. Elementary schools in the district of Gowa still apply regulations in which English lessons are not taught. Including elementary schools located in the Pattallassang sub-district, which is on the outskirts of the Gowa district. These elementary school in Pattallassang sub-district also does not teach English lessons to their students. This is supported by the results of the Teacher Professional Consolidation Program or commonly referred to as P2K in February to April, where 7th-grade students attending SMPN 3 Pattallassang had never studied English before. This resulted in students still not being familiar with the alphabet and numbers well.



In relation to changes in curriculum regulations, it cannot be separated from the impact, both positive and negative impacts. However, based on the results of the P2K program yesterday, it was found that there was a negative impact from the curriculum regulation. That is, 7th-grade students of SMPN 3 Pattallassang have not been able to recognize letters and numbers well. Students still cannot distinguish the pronunciation of vowels and some consonants. As for the numbers themselves, students have not been able to mention a dozen in English, which results in students not being able to mention their age.

As an English Education student who lives in Gowa Regency and is close to Pattallassang Subdistrict, the researcher views the role of English as being very important to teach young learners apart from learning their mother tongue. In addition, students will also find it easier to accept English material in secondary schools if there has been a prior introduction in elementary school. However, the education minister has changed the rules of the elementary school curriculum where there are no English lessons in the list of subjects to be taught in elementary schools. As a result of these changes, researcher want to know the correlation between students' perception in learning English abilies after the implementation Permendikbud No. 67 Year 2013 and the students' achievement in learning English and find out whether the student's perception affects his achievement or not.

## **B. Research Questions**

Based on the background listed above, it was found the research question to be discussed, namely: "How the correlation between students' perceptions and





their achievement in learning English after the implementation of Permendikbud No. 67 Year 2013?”

### **C. Research Objectives**

Based on the research question above, this research aims to determine: “To find out the correlation between students’ perceptions and their achievement in learning English after the implementation of Permendikbud No. 67 Year 2013.”

### **D. Significance of the Research**

The result from this research is to expect to be used both theoretically and practically. For theoretically, the findings of this study are expected to complement and support existing theories regarding the correlation between students’ perceptions and their achievement after the implementation of Permendikbud No. 67 Year 2013. And for practically, the findings of this study can be used as input for English teachers in getting to know their students better, researchers in discovering the importance of learning English in the future, and most importantly for the minister of education in rearranging school curriculum regulations.

### **E. Scope of the Research**

This study would focus on how the correlation between the students’ perception and their achievement in learning English after the implementation of Permendikbud No. 67 Year 2013.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Some Previous Related Studies

There are several previous related studies that the researcher uses as a guide in conducting this research. Four of them, namely; the first is a journal created by Nurlatifah & Mauriyat (2020) under the title *An English Teacher's Perception on the Eliminate of the English Subject at Elementary School*. The researcher aims to find out how the opinion of English teachers regarding the eliminate of English lessons at the elementary school level. The research design they use in their research is a qualitative case study that focuses on small groups and is based on documents from individual experiences. The results of this study indicate that the elimination of learning English results in a loss of interest in learning English for students. But the main thing is the students' lack of English vocabulary skills. Besides these negative impacts, there are also positive impacts that increase students' literacy skills and make them love their mother tongue or their national language more.

Next is a research thesis researched by Ukhti (2018) with the title *English Teacher's Perception on Removing English Subjects at Elementary School in the form of a comparative study between MTsN and SMP*. The researcher aims to find out how the teacher's opinion regarding the elimination of English subjects in elementary schools. In addition, to find out how important the role of English for students is. In this study, She used qualitative research methods with interview techniques in collecting data. The results of this thesis show the various opinions of English teachers in junior high schools who say that English



should be taught in elementary schools and do not agree with the curriculum regulations made by the Minister of Education regarding the elimination of English in elementary schools.

And then, the researcher used as a reference is a journal created by Maili (2018) with the title *Bahasa Inggris pada Sekolah Dasar: Mengapa Perlu dan Mengapa Dipersoalkan*. The researcher aims to find out what and how important English is to young learners in the current era of globalization, where English is used in all fields. The method she uses is a qualitative research method with data collection techniques are descriptions obtained from observations, interviews, and documentation. The results of this journal indicate that all elementary school academics, both principals and teachers in Jakarta, agree that learning English in elementary schools is very necessary to be taught.

And the last, the research thesis researched by Istiqomah (2016) with the title *Reintroducing the Importance of Teaching English at Elementary Schools in Indonesia*. The researcher aims to find out the advantages and disadvantages of teaching and learning English for children and also find out the impact of the banning English in elementary schools. The method she uses is a qualitative descriptive research with data collection from several previous research. The results of this journal indicate that there are several advantages and disadvantages to teaching English to elementary school students.

The conclusion from the four related studies above is that the four studies used the same method in their research, namely the qualitative method. What distinguishes the four studies is the data collection technique used in data collection. For the first study, the researcher used data collection based on





documents from individual experiences. For the second study, the researcher used interviews as a data collection technique. As for the third study, researcher used observation, interviews, and documentation for data collection. And finally, the fourth study in which researcher used the collection of pre-existing studies as a data collection technique.

## **B. Concept English on Permendikbud**

### **1. English on Permendikbud No. 67 Year 2013**

In a copy of Permendikbud No. 67 of 2013, it is stated that this Permendikbud contains the basic framework and curriculum structure of elementary schools and madrasah ibtidaiyah.

Based on the appendix 1, there are nine explanations below. Three of them, namely, 1) Cultural Arts and Crafts subjects can contain regional languages; 2) Group A subjects are a group of subjects whose content is developed by the center; and Group B subjects, which include Arts, Culture, and Crafts as well as Physical Education, Sports, and Health subjects, are groups of subjects whose content is developed by the center and supplemented by local content developed by local governments; and 3) Regional languages, as local content can be taught in conjunction with the subjects of Cultural Arts and Crafts or separately if the region believes it is necessary. The education unit can add hours of lessons per week according to the needs of the education unit.

Thus, based on this Curriculum Regulation Number 67 of 2013 pages 9 to 10, several subjects taught in elementary school are listed except English. English is eliminated from the list and is not discussed in the regulation. In other words, English is not mentioned not to be taught in elementary school.



In elementary school learning, English language learning has been abolished or eliminated. According to the Minister of Education and Culture of Indonesia, learning English only causes a burden or pressure on elementary school students, so this elimination is considered the right choice. The regulations implicitly contained in Permendikbud No. 67 of 2013 officially started in the 2013/2014 school year, and this plan was carried out in stages until 2016/2017 (Sjafty Nursiti Maili, 2018).

## **2. English in the Development of Permendikbud**

Over the years, the curriculum regulations have also changed. There have been three changes to the Permendikbud since Permendikbud No. 67 of 2013. Namely, in 2014, 2016, and 2018.

In 2014, there was a revision by the Minister of Education and Culture and it was stipulated that Permendikbud No. 57 of 2014, which contains the 2013 curriculum for elementary schools and madrasah ibtidaiyah, be implemented. In Provision 5 paragraph (6) of the Minister of Education and Culture, it is explained about the general subjects of group A which consist of: 1) Religious education and character; 2) Pancasila and citizenship education; 3) Indonesian; 4) Mathematics; 5) Natural sciences; and 6) Social science. And for paragraph (7), it is stated that the general subjects of group B consist of: 1) cultural arts and crafts; and 2) physical education, sports, and health (Kemendikbud, 2014).

Based on Minister of Education and Culture No. 57 of 2014 as described above, there is no change in all subjects taught in elementary schools from the previous Permendikbud. English is still eliminated from this year's Permendikbud.



Then in 2016, there was a revision to the Permendikbud and the 2016 Permendikbud was stipulated, which No. 21 contains the Content Standards for Primary and Secondary Education (Kemendikbud, 2016).

The Minister of Education and Culture above explains the standard content of each subject taught at the elementary and secondary school levels, in which all subjects are explained except English at the elementary school level. This explains why English is still being eliminated from elementary schools.

Then the last revision was in 2018 and became Permendikbud No. 36 of 2018, which contains changes to the regulation of the minister of education and culture number 24 of 2016 concerning core competencies and basic competencies in lessons in the 2013 curriculum in basic education and secondary education (Kemendikbud, 2018).

The Minister of Education and Culture above explains the core and basic competencies of each subject at the elementary and secondary school levels. Like the previous Minister of Education and Culture, the core and basic competencies of learning English at the elementary school level are not explained. It can be said that until this revision, English language learning was still being eliminated. And until 2022, English is not be taught in elementary schools in Indonesia.

### **C. Learning English before Implementing Permendikbud No. 67 Year 2013**

Prior to the implementation of the 2013 curriculum, there were several curricula that implemented English language learning in elementary schools. Based on government policy in the 1994 curriculum, it stipulates that English be applied or taught from an early age and is officially included in accordance

From the time it was a royal court in the 14th century, the  
Peranakan have been at a crucial part of the history of the  
Primary and Secondary Education  
The National Curriculum Framework (CNF) is a set of  
of each subject, which is designed to be used by all  
all subjects and levels of education, with the aim of  
explaining the history  
From the time it was a royal court in the 14th century, the  
2018-2019, the National Curriculum Framework (CNF) is a set of  
culture, which is designed to be used by all  
competency and performance standards (CPS) is a set of  
according to the National Curriculum Framework (CNF) 2018  
The National Curriculum Framework (CNF) is a set of  
competency and performance standards (CPS) is a set of  
Like the previous curriculum, the National Curriculum Framework (CNF)  
competency and performance standards (CPS) is a set of  
explained in the National Curriculum Framework (CNF) 2018  
still being developed, and the National Curriculum Framework (CNF)  
schools in Indonesia.

C. Learning English Implementation Framework  
2018  
Prior to the implementation of the National Curriculum Framework (CNF)  
curriculum the implementation of the National Curriculum Framework (CNF)  
based on government orders in the 1990s, which was not yet fully  
be applied or taught from an early age, and the National Curriculum Framework (CNF)



with the policy of the Ministry of Education and Culture No. 0487/1992, Chapter VIII. Then, this policy was followed by a decree by the Minister of Education and Culture No. 060/U/1993 on February 25 regarding the possibility of learning English as a local content subject in elementary schools, starting in grade 4 of elementary school (Sjafty Nursitti Maili & Hestiningsih, 2017).

After the implementation of the 1994 curriculum, there was a change in the curriculum to the KTSP curriculum, which was an extension of the Education Unit Level Curriculum. In this curriculum, learning English is still applied in elementary schools, which indicates that learning English can be accepted or understood by elementary school students, parents of students, and communities throughout Indonesia (Sjafty Nursitti Maili & Hestiningsih, 2017).

It can be explained that prior to the implementation of the 2013 curriculum and Permendikbud No. 67 of 2013, English was taught in elementary schools in the 1994 curriculum and the KTSP curriculum or the Education Unit Level Curriculum. This is explained more clearly in the government's decision in the decree. Since the 1994 curriculum to KTSP, English is still taught in elementary schools on the grounds that it can be understood by students and accepted by parents of students and all Indonesian people.

According to Cahyati & Madya (2019), students who study English since elementary school have resulted in students mastering several English vocabularies and are able to pronounce these vocabularies properly and correctly. In addition, students will also be more confident in pronouncing English vocabulary because they feel that they have abilities.



#### **D. Learning English after Implementing Permendikbud No. 67 Year 2013**

In the implementation of the 2013 curriculum that has been used so far, there have been several changes from the previous curriculum. One of them, namely learning English, is not taught in elementary schools. So the hours of teaching English, which were previously in the KTSP at two hours a week for elementary schools, were eliminated when implementing the 2013 curriculum. This is based on the opinion of the Ministry of National Education that students should better master their Indonesian language skills before they start learning English (Putra, 2014).

This change in regulation itself is contained in Permendikbud Number 67 of 2013. English is not included in the allocation of school learning time and is not included in extracurricular activities in elementary schools. With that, learning English as a foreign language learning in elementary schools has been eliminated or in other words, stopped (Sepyanda, 2017).

It can be explained that based on the theory contained above, English learning which was taught as a foreign language in the previous curriculum in elementary schools has been eliminated in accordance with the new curriculum regulations contained in Permendikbud Number 67 of 2013.

The elimination of English learning in elementary schools in accordance with the 2013 curriculum regulations has surprised many parties, both teachers, parents, and ordinary people. Because as we know English is an international language that is taught to all students not only in Indonesia but also in the world.

Agustine (2014) states that this policy of eliminate of English learning in elementary schools has caused two destructions to young students, namely: The



first, this policy can eliminate students' natural potential in capturing foreign language learning materials easily. And the second, the eliminate of English lessons in elementary schools will also produce a very immense gap between students and destitute students and also between fluent and non-fluent students. Additionally, this policy affects how students learn English in class, making it more difficult for them to understand the teacher's explanations.

#### **E. Concept of Perception**

Various sources and experts provide varying opinions regarding the definition of perception. According to Derryberry and Tucker (1994), perception itself comes from Latin, which means collecting, understanding with the mind or the senses.

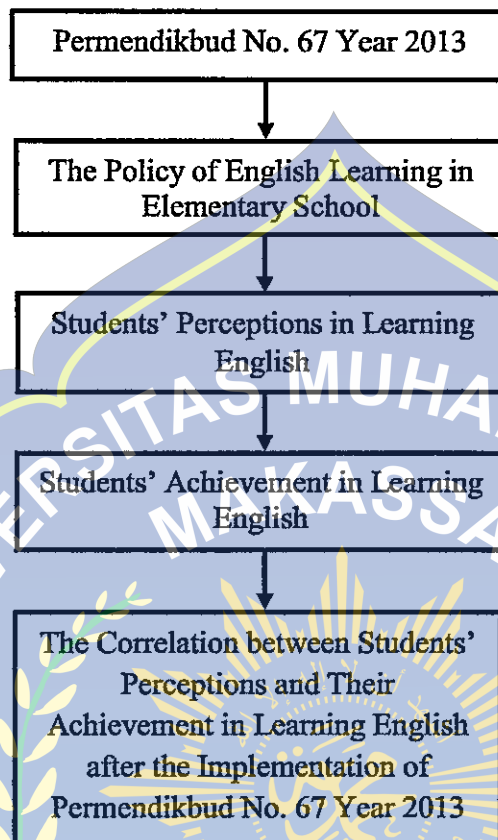
Lindsay and Norman (1997) argue that perception is a process carried out by an organism in interpreting and regulating sensations to produce a more meaningful experience of the world. It can be said a person faces a situation or stimulus. Meanwhile, according to Sainn and Ugwuegbu (1980), perception is defined as the process by which humans extract meaningful information from a physical stimulation. This is the human way of interpreting a sensation.

From some of the opinions above, Perception, in its simplest form, is the interpretation of a stimulus that results from integrating it with a prior set of perceptions via an exposure, experience, or other interaction.





## F. Conceptual Framework



*Figure 2.1 Conceptual Framework*

From the conceptual framework above, it can be seen what the researcher would do. In accordance with the chart that the researcher made earlier. The first, the researcher gave a questionnaire to 7-th grade students containing statements about English to know their perceptions in their abilities in learning English. Second, the researcher collected a number of data in the form of a documentation, which form a document is the grade 7 students' English scores on their report cards as their achievement. And finally, the researcher analyzed all the data that has been obtained to find out the final results of the research.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Design of Research**

This research is a quantitative research that used descriptive quantitative research design. This descriptive study is the same as inquiring "how," which is helpful for going further and giving a more in-depth description of a phenomenon (Gulo, 2002).

In this study, the researcher intends to find out the impact that students have on learning English, caused by the abolition of English language learning in elementary schools set by the Minister of Education and Culture of Indonesia. Then describe the students' English learning outcomes after the implementation of the curriculum regulations.

Furthermore, data collection uses a questionnaire instrument as the main data collection method, which then uses statistical analysis. It aims to determine the impact of changes in the elementary school curriculum on learning English by high school students.

#### **B. Place and Time of Research**

The research was carried out at the SMPN 3 Pattallassang School, which is located at Jalan Poros, Paccелеkang Village, Pattallassang District, Gowa Regency.

The research was carried out starting on Monday, March 28<sup>th</sup>, 2022 and finished on Saturday, April 2<sup>nd</sup>, 2022.

A questionnaire distributed to each 7<sup>th</sup> grader, consisting of 4 classes, from Tuesday to Friday, March 29<sup>th</sup> to April 1<sup>st</sup>, 2022. And on Saturday, April 2<sup>nd</sup>,



2022, researcher collected students' English scores for 1 semester contained in the report card.

### C. Population and Participant of the Research

#### 1. Population

The population in this study were 7th grade students of SMPN 3 Pattalassang, totaling 94 students. The following are the details of the population of the research subjects shown in table 3.1.

**Table 3.1 Amount of research subjects**

No.	Classes	Amount
1.	7.1	25 students
2.	7.2	22 students
3.	7.3	22 students
4.	7.4	25 students
Amount		94 students

#### 2. Participant

This researcher adopted an accidental sampling technique. This technique selects samples based on their occurrence by chance. All of the students who were chosen to participate in this research had never learned English in elementary school previously. So there are 94 kids in the sample, with 25 students from grade 7.1, 22 students from grade 7.2, 22 students from grade 7.3, and 25 students from grade 7.4.

### D. Variable of Research

According to Sugiyono (2012), a research variable is a trait or value of people or activities that have certain variables set by researchers to be studied and make conclusions. In this study, the variable studied was the the correlation between students' perceptions and their achievement in learning English after the implementation the Permendikbud No. 67 Year 2013.





## E. Instrument of Data Collection

Research instruments are devices used by researcher that help them in accumulating data more quickly and easily. The research instrument itself has a variety of instruments used in accordance with the research method used. In collecting data in this research, researcher used two kinds of research instruments.

### 1. Questionnaire

The researcher provided a questionnaire as the main instrument of data collection, and has given to 7th grade students and contain statements about English lesson, which is the resulted of the adopted of the thesis research instrument by Riyati with the research is *"Tingkat Kesulitan Belajar Bahasa Inggris Pada Siswa Kelas XI SMA Xaverus I Jambi"* by reason of having the same indicators in the questionnaire instrument used, which indicator is about students' understanding in learning English. The researcher adopted 20 items from Riyati's research instrument.

The questionnaire given to grade 7 students is a questionnaire whose indicators are students' understanding of English. This questionnaire used a closed Likert scale in which the answers to each statement are already available. In each of these statements, the researcher gives two alternative answers to the respondents, and then the respondents will choose one of the answers according to the circumstances of each respondent by giving a check (✓) mark.



**Table 3.2 Research Data Collection Questionnaire Grid**

Indicators	Number of Items		Amount
	Favourable	Unfavourable	
The gap between fluent and non-fluent students	(2) 2, 4	(2) 1, 22	4
Understand English lessons	-	(7) 3, 6, 7, 8, 9, 10, 11	7
Student understanding in the teaching and learning process	(2) 17, 19	(3) 15, 16, 18	5
Students' emotions when learning English	(1) 12	(5) 5, 13, 14, 20, 21	6
Amount	5	17	22

**2. Document**

The researcher then used documents as the second instrument. From the questionnaire, this document becomes secondary data or supporting data. This document is based on the English grades on students' report cards for one semester.

**F. Procedure of Data Collection**

Researchers follow the following procedures:

- 1) The researcher got permission from the principal first to research inside the school.
- 2) The researcher acquired permission to attend the classroom from the homeroom teacher for grade 7 or the teacher in charge of the class.
- 3) The researcher introduced herself and explained why she is visiting the class.
- 4) Researcher used a closed questionnaire technique to obtain data.



- 5) The researcher handed out a questionnaire to each of the students.
- 6) The researcher explained the meaning of each question item in the questionnaire, followed by instructions on how to fill it.
- 7) The researcher gathered evidence in the form of images of students while filling out the questionnaire.
- 8) During filling out the questionnaire, the researcher took evidence in the form of photos of students at the time of filling out the questionnaire.
- 9) Following the completion of the questionnaire by the four classes, the researcher asked for permission from each homeroom teacher to get the students' English report cards.

#### G. Technique of Data Analysis

The data analysis technique is the activity of grouping data based on the results of data collection and then describing the data. To describe the data, statistics are used. The use of descriptive statistics aims to find the highest number and percentage, the average value, or what is called the mean, the highest value, and the lowest value.

1. Test data description
  - a. Percentage of respondents

$$\text{Index \%} = \frac{\text{Total respondents who chose}}{\text{Total respondents overall}} \times 100$$

(Kamelta, 2013)

- b. Average value (Mean)

$$\bar{X} = \frac{\sum fX}{N}$$

Description:





- $\bar{X}$  = Average score
- $\Sigma fX$  = Total overall score
- $N$  = Total respondents

(Kulsum, 2017)

## 2. Classification of secondary data

Secondary data in the form of student achievement scores in learning English will be classified based on a scale that has been applied by SMPN 3 Pattallassang itself. For the information, the KKM in SMPN 3 Pattallassang is 75. The scales, namely:

**Table 3.3 Classification of the Scores**

Score scale	Classification
0 – 24	Very Low
25 – 49	Very Low
50 – 74	Low
75 – 100	Standar – High



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The findings include data gathered from grade 7 students via questionnaires about their understanding of learning English. The students' questionnaire comprised of 22 statement numbers, all of which were relevant to the researcher's case study.

The data was gathered, evaluated, and developed based on occurrences and experiences that researcher have observed, demonstrating that students have previously felt the impact of not learning English in elementary schools, such as difficulties reading English texts and difficulties mastering vocabulary.

From the results of the questionnaire conducted by grade 7 students, most of the students answered a statement questionnaire that was in accordance with how they felt during learning English. Almost all students are affected by not learning English before, some of the impacts include difficulties in learning English in the form of vocabulary mastery, reading English texts, and difficulties following English pronunciation.

#### 1. Finding the Impact of Eliminating English in Elementary Schools based on a Questionnaire

The researcher submitted the data in the form of numbers with the following restrictions based on the questionnaire that was distributed to respondents, totaling 94 grade 7 students from classes 7.1, 7.2, 7.3, and 7.4, during March 29<sup>th</sup> to April 1<sup>st</sup>, 2022.

The questionnaire given to students consisted of 22 items, which were divided into 4 indicators. The first indicator consists of four items, namely



items 1, 2, 4, and 22, which measure the gap between students who are fluent and those who are not fluent in English. The second indicator consists of seven items, namely items 3, 6, 7, 8, 9, 10, and 11, which contain students' understanding of learning English. Then the third indicator consists of five items, namely items 15, 16, 17, 18, and 19, which contain students' understanding of the teaching and learning process. And finally, the fourth indicator, which consists of six items, namely items 5, 12, 13, 14, 20, and 21, regarding students' emotions when learning English.

### **1.1 Data Analysis of First Indicator about the Gap between Fluent and Non-Fluent Students**

In this indicator, there are 4 statements that show the gap between students who are fluent in English and those who are not. Item 1 shows whether students have studied English before in primary school or not. Item 2 itself shows whether students are new to English in high school or have been before. Item 4 and 22 indicate whether students feel fluent in English or still lack knowledge in learning English.

Based on appendix 7, item 1 and item 2 have the same number of respondents, namely 93 out of 94 students, with a high percent index of 98.93%. Which means, 98.93% of 7th graders have not learned English in elementary school and are new to high school. One student previously studied English at Santo Aloysius Catholic Elementary School Makassar.

As for item 4, there are 32 students, or 34.04%, who are already fluent in English. From this figure, it is still relatively low because it only covers 34.04% of 100% of students. Then there are 62 students with a percent index of 65.95% who believe they still lack knowledge in learning English in item





22. In item 22, the index is above 50%, so it is quite high. Based on the mini observation during the English class, in this case, it creates a gap between students who are fluent and those who are not fluent in English. Some students who are already fluent in English prefer to study together with other fluent students. So that students who are less fluent do not get support from other students.

### **1.2 Data Analysis of Second Indicator about Understand English Lessons**

In this indicator, there are 8 statements regarding students' understanding of mastering English learning materials. The items in the form of items 3, 6, 7, 8, 9, 10, 11, contain statements, some of which include mastery of vocabulary, practicing English, speaking English, compiling sentences, expressing conversations, reading English texts, and translating words.

Of all the 8 items in appendix 8, the percent index is above 50%, which indicates a fairly high value. Of all the items, item 3 has the most total respondents, namely 65 out of 94 students, with a percentage index of 69.14%, which means the statement from item 3 is difficulty in mastering vocabulary. This means that grade 7 students struggle to master English vocabulary, making learning difficult for them. Then, item 11 with a statement of difficulty in translating words, with a total of 63 students, with a percentage index of 67.02% of 100%.

The item with the lowest total number of respondents is item 8. That is, there are 51 students, or 54.25%, who have difficulty in composing sentences. This is only half of the total respondents overall. The rest, there



are 60.63% who have difficulty in practicing learning English, 59.57% who have difficulty in following pronunciation in English, there are 64.89% who have difficulty expressing English in conversation, and 65.95% who have difficulty reading English texts.

### **1.3 Data Analysis of Third Indicator about Students' Understanding in the Teaching and Learning Process**

In the data analysis of student understanding in the teaching and learning process, there are five items that are used as benchmarks in the questionnaire given. These consist of items 15, 16, 17, 18, and 19. This item contains students' understanding of the material explained by the teacher; being able to understand the teacher's explanations well; having difficulty concentrating when learning English; and being able to listen to learning in the classroom well or not.

This indicator is divided into favourable and unfavourable statements. The favourable statement itself consists of items 17 and 19. Based on appendix 9, for item 17 where students can understand the teacher's explanation well, there are a total of 38 students with a percentage index of 40.42%. While item 19, which contains statements that students can listen to English learning in class well, gets a total of 70 students with a percentage index of 74.46%. According to these findings, over 74.46 % of 7th graders are able to follow and listen to English lessons in class. Sadly, just 40.42 % can comprehend the teacher's explanation clearly.

Then for the unfavorable statement, there are 3 items, namely items 15, 16, and 18. Items 15 and 18 have a percentage index above 50%, while item 16 is below 50%. Item 15, which states that students have difficulty in



understanding English lessons explained by the teacher, gets a total of 56 students with a percentage index of 59.57%. And for item 18, which states that students have difficulty concentrating when learning English, there are a total of 48 students, or 51.06% of respondents. These two items got half of the total respondents. Meanwhile, 32 students have a percentage index of 34.04% for item 16, which implies that students are confused about the teacher's instruction.

Overall, the statements in this indicator indicate that almost all of the total respondents can follow and listen to the learning in class well. Even so, only half of them could understand the teacher's explanation well, while the other half had difficulty understanding. The teacher's method of instruction was enough to confuse students, which is the first reason that makes students confusing. Additionally, as students are learning, students also struggle to concentrate.

#### **1.4 Data Analysis about Students' Emotions when Learning English**

For this data analysis, there are six items that are statements that show the emotions or feelings of students when learning English. These items include two statements, namely favorable statements and unfavorable statements. This favorable statement consists of one statement, namely item 12. Meanwhile, the unfavorable statement consists of 5 items, namely items 5, 13, 14, 20, and 21.

In accordance with the previous explanation, there is one favorable statement and five unfavorable statements. The favourable statement in the form of item 12, which states that students feel learning English is very





useful for them, gets a total of 75 students with a percentage index of 79.78%. Based on these results, it is said that almost all 7th grade students are aware that learning English is very beneficial for them.

Then the unfavorable statements consisting of items 5, 13, 14, 20, and 21 had quite diverse results. For item 5, the percentage index is above 50%, while the other five are below 50%. Item 5, which states that students feel or experience a very difficult time when doing the English exam, gets a total of 67 students, or a percentage index of 71.27%, which is quite high. According to the researcher, this high score is quite normal, as most school students find it difficult to take foreign language exams. Then, for item 13, which states that students feel English is not important for their future, 21 people get a response with a percentage index of 22.34%, which shows a fairly low number. And item 14, which states that English is not useful for students personally, shows a total of 19 students with a percentage index of 20.21%. This shows that only a few students feel English is not important and not useful for them. Then, item 20, which states that students feel pressured because they have to learn English, has a total of 27 students, and item 21, which states that students feel burdened by learning English, gets a total response of 32 students.

Based on this analysis, it can be said that almost all 7th grade students have an awareness that English is very important for their lives. In addition, although students find it difficult to understand English learning materials and have difficulty understanding the teacher's explanations, they do not



feel burdened or pressured when they have to learn English, because they have realized that the role of English is very important to them.

## 2. Finding Student Achievement in English based on Report Cards

This secondary data will serve as supporting data for the former, as evidence of student achievement in English, as well as confirm the impact of eliminating English learning in primary schools. This data consists of students' English report cards from grades 7.1, 7.2, 7.3, and 7.4. This value data can be seen in appendix 5. The KKM score, or the Minimum Mastery Criteria for English, is 75, according to what the 7th grade English teacher at SMPN 3 Pattalassang mentioned. As a result, this KKM score indicates the degree of student completion of their English report cards.

### 2.1 English Grade of Class 7.1

Grades that are passed and grades that are not passed are the two categories for English grades starting in grade 7.1.

12 of the 25 students in grade 7.1 have scores that are equal to or higher than the KKM standard score of 75, according to table 4.9, and 13 students are still below the standard. The highest score obtained by students was 87 while the lowest score was 13. Then, to find the average value of the overall grade of 7.1, the first thing to do is to distribute the values to simplify the calculation. This can also be seen in appendix 11.

So, the average grade of 7.1 students' English is 60.44 Which is rounded up to 60 by taking the concept of mathematical rounding. The average value of this class shows that it is still below the standard where the KKM standard value is 75.



## 2.2 English grade of Class 7.2

Similar to the previous data, grade 7.2 students' English scores are categorized into two, namely grades that have passed and grades that have not passed. It can be seen in the appendix 12.

There were 13 students out of 22 students in grade 7.2 who got a standard score or above the KKM standard. The highest score achieved was 88, totaling one student. Meanwhile, there were 9 students who still had scores below the average, with the lowest score being 36, which was achieved by four students. The most score obtained is the value of 87 with a total of 7 students. Then the overall average value for class 7.2 will be calculated the same as before using the same formula as well.

So, the average grade of 7.2 English is 73.27, which is rounded up to 73. This average is slightly below the standard 75.

## 2.3 English Grade of Class 7.3

10 of the 22 students in class 7.3 have grades that are acceptable, whether they are accurate based on the standard value or even the value is higher than the standard. While 12 other students' scores failed of the KKM criteria. Three students received the highest score, an individual 87. Then, one student receives a score of 0. It can be seen on the appendix 13.

So, the average grade of 7.3 in English is 71.36, which is rounded up to 71.

## 2.4 English Grade of Class 7.4

For class 7.4, which has a total of 25 students, there are 12 students whose English scores meet the standard scores, with the highest score



achieved being 87 by 5 students. While the other 13 have scores that are still below the standard, with the lowest score being 63 by one student. From the results of the calculation in appendix 14, it was found that the average grade of 7.4 English was 75.92, which was rounded up to 76.

A collection of English report cards was obtained from the four 7th graders students. For class 7.1, a collection of report cards of 25 students was obtained with an overall average of 60.44, which was rounded up to 60, which means the overall average score was below the standard of 75. The highest score obtained by students in grade 7.1 was 87, as many as 6 students, and the lowest score was 13 of one student.

For grade of class 7.2 English report cards, the highest score was 88 by one student, and the lowest score was 36 by four students. While the overall average score for class 7.2 is 73.27 and is rounded up to 73, which means it is slightly below the standard.

For grade of class 7.3 English report cards, the highest score was 87 by three students, and the lowest score was 0 by one student. While the overall average score for class 7.3 is 71.36 and is rounded up to 71, which means it is still slightly below the standard.

For grade of class 7.4 English report cards, the highest score was 87 by five students, and the lowest score was 63 by one student. While the overall average value for class 7.4 is 75.92, then rounded to 76, which means it is in accordance with the standard value or above the standard value.





Grade of class 7.4 at SMPN 3 Pattalassang receives the highest overall average score in English among the four 7th grade classes, with a score of 76. With an overall average score of 73, class 7.2 holds the second-highest place. Next, a grade of 7.3 with a 71 on average. The lowest grade, with an overall average score of 60, is 7.1. Only grade 7.4 out of these has an overall average score higher than the KKM standard score in this school, which is 75.

Overall, out of 94 students based on their English report cards, it can be seen that there are still many who have below standard scores, which are below 75. There are 48 students out of a total of 94 7th grade students who have below-standard scores, with the lowest score among all being 0 followed by the lowest score of 13, then. Meanwhile, students who get standard scores or above the standard consist of 46 students, with the highest score of 88. It can be said that half of the 7th grade students do not meet the standard scores and the other half reach the standard scores.

The grades during the first semester are the results of the 7th grade students' learning for one semester. Half of the 7th grade students succeeded in improving their English learning, while the other half had not succeeded in improving their English learning. The factors causing the student's failure are contained in the questionnaire given yesterday, one of which is that students have difficulty mastering English vocabulary, difficulty reading English texts and so on. This also cannot be separated from the students' knowledge of the previous introduction of English in elementary school. Unfortunately, elementary schools in Indonesia, including where most of the 7th grade students come from, do not teach English language learning as a result of



curriculum regulations made by the minister of education. This introduction to English was only introduced in 7th grade, which resulted in some students having difficulty keeping up with the introduction of English and the English learning materials being taught.

## **B. Discussion**

### **1. The Impact of Eliminating English in Elementary Schools based on A Questionnaire**

#### **1.1 First Indicator about The Gap between Fluent and Non-Fluent Students**

Based on the results of the questionnaire, it was found that almost all students (93) did not know English before in elementary school. They are new to English in the 7th grade of high school. Meanwhile, there is one person who knows English because he graduated from the Santo Aloysius Catholic elementary school in Makassar.

Between students who are already fluent in English and those who are not fluent in English, there is a gap between them. Students who are already fluent in English prefer to study English together with other fluent students. As for students who are less fluent, they are more likely to try on their own to understand the lesson. This is supported by Agustine's theory (2014), which states that the consequences of changing regulations that abolish English in primary schools will create a gap between rich and poor students, as well as between students who are fluent and students who will not be fluent in English in the future. And this statement from Agustine was proven in the mini-observation activity in the English class conducted by the researcher in examining the impact of changing curriculum regulations.



## 1.2 Second Indicator about Students' Understanding on English Lessons

From the results of the previous questionnaire, some data were obtained that referred to the impact of not learning English before in elementary school. The difficulties obtained were: firstly, students found it difficult to master English vocabulary; secondly, the remaining difficulties in practicing English; third, students had difficulty following pronunciation in English; the fourth students had difficulty expressing conversation in English; the fifth students had difficulty reading text in English; and the last one is that students have difficulty interpreting words in English.

The impacts produced by these 7th graders are the impacts of not knowing or learning English since elementary school. This is supported by Augustine's statement (2014), which says that the consequences of changing curriculum policies that abolish English in elementary schools make students lose their natural potential for understanding a new language easily and also eliminate students' ability to accept learning materials easily.

Based on the English Explorer statement, it can be said that learning English is highly recommended to be introduced at an early age, especially for students in elementary school. In addition, there are other reasons why English needs to be introduced as early as possible. Because at the age of children, elementary school is a golden age for them. Why is it called the "golden age"? Because at this age, it is easier for them to absorb the material taught, even for their own English. This is emphasized by Sepyanda (2017), who says that it is very important to introduce English at an early age for two important reasons. First, the elementary school age is the golden age of





students because they can easily absorb material very well. And the second is that when they know English from an early age, it will be easier for them to understand and learn English at the next level.

### **1.3 Third Indicator about Students' Understanding in the Teaching and Learning Process**

Based on the results of the previous questionnaire, it was found that most of the students (74%) listened well to English learning in their class. Even so, there are still many (60%) who still have difficulty understanding the teacher's explanation of the English learning material. There are several factors that cause students to not understand the process of learning English in class, such as: not learning English in elementary school before, language environmental factors that affect where students of SMPN 3 Pattalassang have a regional language as their mother tongue, Indonesian being their second language, and English becoming the third language they have just learned. This is in line with the statements of Dewi Kurniawati (2016), which there are 2 factors that cause students to lack understanding of learning in class, namely internal factor is the experience of students in learning. Then, external factors is the environmental of students that support their activities.

### **1.4 Fourth Indicator about Students' Emotions when Learning English**

According to the questionnaire given earlier, students admitted to having a difficult time doing English assignments. Despite having a difficult time, 66% (62 of 94) and 71% (67 of 94) of the students did not feel burdened and did not feel stressed by the tasks. In addition, 7th grade



students also think that English will be very useful for them in the future and very important for their daily lives later.

The results of the questionnaire carried out by students in the form of students' own perceptions of learning English are the impacts they feel after the implementation of Permendikbud No. 67 of 2013, where the policy is the abolition of English language learning in elementary schools. For example, they find it difficult to master English vocabulary, have difficulty following pronunciation in English, have difficulty reading English texts, and so on. However, are these student perceptions correlated with the students' achievement in English?

## **2. Students' Achievement in English based on Report Cards**

Based on the research of the 7<sup>th</sup> graders English Score, grade of class 7.4 at SMPN 3 Pattallassang receives the highest overall average score in English among the four 7<sup>th</sup> grade classes, with a score of 76. With an overall average score of 73, class 7.2 holds the second-highest place. Next, a grade of 7.3 with a 71 on average. The lowest grade, with an overall average score of 60, is 7.1. Only grade 7.4 out of these has an overall average score higher than the KKM standard score in this school, which is 75. And according to the overall grade 7 English report card score, it was found that half of the 7<sup>th</sup> grade students graduated in English lessons where the score was right in the range of KKM and above KKM. Then the other half did not pass the KKM score in English. KKM, or minimum completeness criteria, is the minimum score criteria that must be obtained by students. The KKM value itself has been determined at the beginning of the school learning year.



The KKM value of a subject in each school is different, depending on the complexity of basic competencies, carrying capacity, and student potential (Bani, 2022).

From the results of secondary data in the form of students' English values, it was found that some (48) of the 7<sup>th</sup> grade students (94) had scores below the standard or KKM related to their perception of having difficulties in learning English after the implementation of Permendikbud No. 67 of 2013. Meanwhile, the rest (46) who scored KKM and above KKM did not have a correlation with the perception of those who found it difficult to learn English.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The impact of the change was immediately felt by the 7th graders themselves. Where they still don't know the alphabet well and don't know numbers well. In addition, based on the results of research and questionnaires conducted by grade 7 students, it was found that other impacts were that students had difficulty mastering English vocabulary; students also had difficulty reading English texts; students had difficulty interpreting English words; students had difficulty following pronunciation in English and so on. It shows that related with the secondary data that shows students' achievement in their English report cards. It was found that half of the 7th graders scored above the standard, and the other half were still below the standard. Or it can be said that 47 students scored standard or above standard and 48 others scored below standard, with the highest score being 88 and the lowest score being 0.

#### B. Suggestion

After analyzing the data consisting of primary data in the form of a questionnaire and secondary data in the form of students' English report cards, the researcher would like to convey some suggestions, namely:

##### 1. Suggestion for students

It is recommended for 7th grade students to be more diligent and enthusiastic in learning English, even though they have just learned it in high school. Because, as is known today, this is the era of technology where English is the main language in technology. Therefore, diligently studying





English will make it easier for you to face an increasingly modern era from time to time.

## 2. Suggestion for English teacher

In this era, it is very important for English teachers to improve teaching methods and how to explain material to students who are new to English, making it easier for students to recognize and understand the English material being studied.

## 3. Suggestion for the future researcher

It is hoped that the results of this study will become a reference for researchers who have never investigated the problem of eliminating English learning in elementary schools.





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