

CHAPTER II LITERATURE OF REVIEW

A. ELT For Young Learners

1. Definition of Young Learners

When we talk about English for Young Learners (EYL), we need to understand who Young Learners. Young Learners are the young age students who learn English. According to Ersoz (2007:14), there are three groups of young learners based on their age and grade. The first group is very young learners, they are 3-6 years old (pre-school education), the second group is young learners, they are 7-9 years old (1st - 3rd grade), and the third group is older/late young learners, they are 10-12 years old (4th - 6th grade).

Young learners refer to a student five to ten years old (Scott and Ytreberg 1993:1). Reilly and Sheila (2003:3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to seven.

In Indonesia, young English learners are the students of elementary school who learn English as an additional subject or local content. According to Suyanto (2008:15), young Indonesian learners are elementary school students between 6 to 12 years old. They are divided into two groups, the younger group (6 to 8 years old) and the older group (9 to 12 years old). Whereas, based on level, they are called Lower Classes, the students of grades 1, 2, 3, and Upper Classes, the students of grades 4, 5, and 6.

2. Characteristic of Young Learners

Each student has different characteristics that should be known by teachers as students have different need levels. If teachers do not know the characteristics of their students, they will have difficulty in the teaching and learning process. The characteristic of young learners is different:

Characteristic of five to seven years old children by Scoot & Lisabeth (2010:1-2) is:

- a. They can talk about what are they doing
- b. They can tell what they have done or hear
- c. They can play activities
- d. They can argue for something and tell why they think what they think
- e. They can use logical reasoning
- f. They can use their vivid imagination
- g. They can use a wide range of intonation patterns in their mother tongue
- h. They can understand direct human interaction

Children characteristic of eight to ten years old by Scoot and Lisabeth (2010:3-4) is:

- a. Their basic concepts are formed. They have very decided views of the word
- b. They can tell the difference between fact and fiction
- c. They ask the question all the time
- d. They rely on the spoken word as well as the physical word to convey and understand the meaning.
- e. They can make some decisions about their learning.
- f. They have definite views about what they like and do not like doing.
- g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- h. They can work with others and learn from others

Another characteristic of the young language learner by Scoot and Lisabeth (2010:2) is:

- a. They know rules govern the world. They may not understand the rules, but they know that they are there to be obeyed, and the rules help to nature a feeling of security
- b. They understand the situation more quickly than they understand the language used.
- c. They use language skills long before they are aware of them.
- d. Their understanding comes through hands and eyes, and ears. The physical word is dominant at all times
- e. They are very logical – what you say first happen first
- f. They have concise attention and concentration span
- g. Young children sometimes have difficulty knowing what fact is and what is fiction

Characteristic of young learners, according to Suyanto (2010:15-19) is:

- a. Generally, children ages 5-7 years old have egocentric attitudes, they Like to connect what they learn or do with themselves
- b. They difficult to makes deferent between Concrete and abstract.
- c. They tend to be imaginative and active.
- d. They are easy to get bored. They have a low concentration level
- e. They like to do tasks that have pictures and are colorful; it can make them happy
- f. They like stories and games.
- g. Young learner likes do the task by themself.
- h. In ages 8-10 years old enough to have awareness and readiness to speak
- i. They like to interact with their friends.

- j. At the last, elementary school students are the thinker person.

Meanwhile, Nunan (2011:4-5) says, the young learner has age three until fifteen years old with the characteristics are:

- a. Children are at pre –School or in the first couple of years of schooling.
- b. Generally, they have a holistic approach to language. This means that children understand meaningful messages but cannot analyze language yet.
- c. They have a lower level of awareness about the process of learning.
- d. They have limited reading and writing skills, even in their first language
- e. Generally, they are concerned about themselves than others

3. Positive and Negative View of ELT for Young Learners

a. Positive

According to reading (2003:4), there are some reasons for starting language learning early. These include the value of increased time, the possibility of better pronunciation and fluency, greater global awareness and intercultural competence, and the value of bilingualism. Meanwhile, when young learners learn English early, they will have the basics of English learning that will be useful when facing English subjects in junior high school and senior high school.

Sukarno (2008) says that giving English lessons to elementary school students is the right decision, seen from the fact that elementary school students have a period called the golden age and a critical period, which is a period where children can quickly learn something. At this time, their brains

are still flexible, so they can learn anything, including language. Besides, children's attitudes towards other languages and cultures are open and this attitude helps children learn languages. Children can learn at any stage during learning.

Another study that states the benefits of mastering foreign languages earlier, Mustafa (2007), says that children who master foreign languages have advantages in flexible intellectual, academic, language, and social skills. In addition, children will have the readiness to enter a social context with various languages and cultures. So that when they are adults, children will become quality human resources and can achieve. Mustafa (2007) adds that children's understanding and appreciation of their language and culture will also develop if children learn foreign languages from an early age. The reason is that they will have greater access to foreign languages and cultures.

Teaching and learning English in elementary school provides the students' English language competencies in the golden age –children can learn anything easily. The two of those competencies are called linguistic competence and linguistic performance. Following Chomsky in Clark and Clark (1977: 6), who states that linguistic competence is one's capacity to use a language, while linguistic performance is the actual application of this competence in speaking or listening. Furthermore, Suwartono (2006) says that there are some explanations for why learning a language is better started at a very early age. First, the speed for acquiring new things in this stage of life is impressive. Second, acquisition (unconsciously) of language is possible. Then, the elasticity of the young brain makes it possible to accommodate a great number of inputs.

Furthermore, last but not least, children by nature enjoy working with words of which a language consist.

In addition, Supriyanti (2012) conducted her research on why children need to learn English at elementary school, the result of the research showed that there were some reasons why children need to learn English in elementary school. the reasons were the widespread assumption that the children are better than adults in learning a new language, the fact that economic globalization has pushed the demand for English in the form of the force who speak English, and the parent's enthusiasm for their children to learn English early to have social and economic benefits.

b. *Negatives*

Early English Education does not only bring positive effects to children; therefore, some people claim that it is essential to look at the negative effects of early English education on children. Excessive early English education can cause a severely negative effect on a child's social, emotional, and cognitive development (Baek, 2005). A child who excessively receives early English education piles up discontentment while doing what they do not want to do, leading them to bear hostility and be aggressive (Woo, 2002). A child who receives longer early English education has much stress, lack of tenacity, aprosexia, which means the lack of ability to focus, selfishness, obsession with other's attention, and lack of autonomy (Kim, 2005). A child used to compulsory education tends to lose interest easily in things, lacks confidence, and experiences mental disease (Woo, 2004). Many researchers and pediatricians say that early language education will give stress to children, and this stress can make

children have emotional and behavior disorders (Brenckman & James, 1987).

Scholars who oppose early education of a foreign language see that learning English at an early age is undesirable for children because it will cause negative effects on the development of the thinking powers, the development of creativity, and the retention of their mother language. Furthermore, it will bring cultural toadyism, create confusion in values, and weaken a mother language (Seo, 1991). The negative effects of early English education are being reported continuously. Children exposed to an English video, which is a foreign language, at an early age often do not speak their mother language well even though they reach the age of three or four. Therefore, parents worry about their children and might take them to a hospital to test their language ability (Noh, 2007). Children in third grade also could not speak their first language well after studying in the United States at an early age (the Dong-A Daily News, 2002). Even with the many setbacks, private language institutions and public institutions' interest in and enforcement of Early English Education are continuously increasing.

1) Negative effects in academic aspects

When a child gets stressed in the language learning process, it will lead to emotional and behavioral disorders. Notably, there are problems in the suitability of children learning a foreign language, insufficient ability of institutions, and teachers lacking professionalism in teaching a foreign language to children. It is more suitable for an adult to learn a language than children because children have a difficult time learning grammar and new vocabulary than adults (Lee, 2002). Also, there is an argument that a child cannot learn a foreign

language (Sweet & Snow, 2003). People see institutional aspects of the early English educational system negatively because institutions are very insufficient. There are not enough funds, teachers, training programs, and teaching methods to teach a foreign language to children (Jeong, 2000). Teachers who are teaching a foreign language do not know a child's developmental system; even if they do, it is inadequate (Woo, 2003).

2) Negative effects in the linguistic aspect

Children who have a full-time English education have a lot more stress than children who only study English a couple of hours a day because full-time English studying children have to speak and learn English and their mother language. This puts much burden on children and causes stress. However, there is almost no scientific research on children receiving stress while learning foreign languages early. Since full-time English education is increasingly required for children, it is important to study how children receive stress and how stress leads to behavioral disorders.

Linguistics is an important academic field to look at when it comes to second language acquisition. Adults do not fall behind children in learning a second language because they understand the concept of the word more easily than children. Ausubel and Rivers are two significant scholars who oppose early English education in linguistic aspects. Ausubel (1964) said adults have learned an abstract concept of vocabulary through learning their mother language and also have better reasoning power than children; therefore, adults have better understanding skills in grammar than children. Rivers (1968) also argues that adults can think logically and analytically, so they can learn a foreign language a lot faster than children. The

power of understanding and reasoning also helps adults grasp complex phrases and the difficult concept of a word having different meanings easily, while children cannot understand these difficult phrases and abstract concepts because they lack understanding and reasoning. Therefore, studying a foreign language at an early age is not beneficial on the whole.

Chomsky (1994) claims that learners' ability to acquire a second language is innate language ability. Learners use universal grammar to learn a new grammatical rule, but adults, like children, also have LAD, a language acquisition device. It is not a special ability just for children. Children's plasticity may help them learn a new language, but it does not mean that adults are inadequate to learn a second language because LAD does not go away. Another scholar, Woo (1994), also declared that LAD does not disappear at a certain age because everyone uses language when they acquire new words and sentences every day. Therefore, a language acquisition device cannot be lost. Brown (2007) denies a language acquisition device theory and argues that adults have a disadvantage in learning a foreign language because of the interference phenomenon. Since adults have a lot more interference in their lives than children, they cannot focus on learning a new language. In other words, when these interferences are removed, and a great study environment is provided, adults can learn a foreign language. Also, Hwang (1993) says early English education for foreign children will confuse cognitive structure. Children's cognitive structure in their mother language is not firmly formed until they grow up to a certain age. Therefore, when they start to learn a second language even before their first language system is acquired ideally, it will confuse children's cognitive structure. When adults have a great environment to study a second language,

they can learn it better than children because they already have the experience of learning a language, their mother language. A linguistic view of early English education tells that a linguistic acquisition device does not work only during a sensitive time of life, which is a young age, but it also continuously operates because people keep learning new words and creating new phrases after early childhood. Children may better learn a pronunciation than adults, but that does not mean that adults are less appropriate to learn a second language. Furthermore, children have less understanding and reasoning than adults, so learning a complex and abstract concept is hard. Therefore, early English education can confuse children whose cognitive structure is not fully formed.

3) *Negative effects in neurophysiological aspect*

The neurophysiological aspect of early English education shows that children do not surpass adults in a language acquisition area. A scholar who is opposed to early English education in the neurophysiological view is Stephen Krashen. Krashen (1982) rejects Lenneberg's Hemispheric lateralization theory, which is a theory that says the right and left brain have different learning abilities and claims that people can learn a foreign language after a cerebrum's pliability is congealed. Therefore, people should not excuse that they cannot learn a new language because their brain is unable to take it. A brain's flexibility does not matter with learning a new language.

Furthermore, according to the neurophysiological view, children who continuously learn English before they reach six show a problem with brain waves. Also, those children tend to show emotional disturbance (Lee, 2005). This shows that early English education can harm children.

4) *Negative Effects in Cognitive Aspect*

The cognitive skill enables people to learn and acquire knowledge. Thus it is a very important skill for learning a new language. Since adults have experienced and learned more throughout their lifetime than children, they have better cognitive skills. Jim Cummins (1979) is a scholar who stands against early English education in the cognitive view. Cummins divides learning a second language into two different parts. The first one is that people learn a second language in ordinary life to do social interaction. The other one is that people learn a second language in school or institution. When people learn a language in their life naturally, they can get help from situational conditions, facial expressions, and hand gestures. These help them to understand a new language more easily. However, when they learn a new language in school, it is difficult to learn because they can only depend on the actual meaning of the words. Cummins believes that language learned from everyday life does not require cognitive skills because people do not need to learn it consciously.

On the other hand, Cummins (1979) sees that a new language learned in school requires cognitive ability with active effort. Therefore, language acquisition in school is related to cognitive ability, and a mother language and a second language are interdependent. This leads to the conclusion that the older a person is, the quicker he or she learns the second language. Therefore, schools should teach older people because their cognitive ability is more developed than children.

Children may be viewed as good language learners because they absorb new things better than adults, but adults have a cognitive skill that helps to learn a new language. Ausubel (1964) insists that adults and children have different

advantages in learning a new language in different environments. When people are enabled to assimilate with a foreign language naturally, children can learn a new language better than adults, while adults learn better in the classroom environment. Children have more advantages in pronunciation, flexibility, and memory. However, since adults already learn abstractive vocabulary through their mother language, they can apply it to the new language (Seo, 1991). Therefore, adults learn a new language better than children when they are using cognitive skills. Ervin-Tripp (1974) asserts that the experience people acquire when they learn their mother language helps and encourages them to learn a new language. Children have difficulty understanding phonology, which is the vocal cohesion rule to produce a word or phrase; semantics, which is meaning expressed in a word or phrase; and syntax, which is the grammatical rule that connects words because of their cognitive skill is lesser than adults. Adults understand these easily and better than children because their cognitive skill is developed enough to understand grammar rules. Also, children who can read their first language are eligible to study the phonology of a second language. The syntax of a second language should be taught to the teenage level. Adults have a remarkable ability to learn a new vocabulary to learn new words faster and easier than children (1974). The first acquired language greatly affects learning a second language according to the cognitive view of early English education. Skills people gain through learning their mother language provide huge advantages and benefits to learning a second language. Besides, even though children show better ability in some areas like pronunciation, adults learn a new language better because of their cognitive skills. When a cognitive level is

required in learning a second language, children can face more hardship than adults.

5) Negative Effects in Social and Psychological Aspect

Scholars who object to early English education point out learner's psychological behavior. Krashen (1982) thinks that people cannot speak a foreign language after studying for several years because of social and psychological causes, not in a language acquisition device or age. The country of South Korea does not have the social pressure of learning a second language, which is a very important factor in language acquisition. Some countries like India have the social pressure of learning a second language. India uses Hindi, so Hindi is the mother language for most Indian people. However, India was once colonized by the British that still English is a very important language in the high class and government office. Therefore, people born in the high class are required to study English as their second language.

Furthermore, people who want to work in a government need to learn English other than their first language Hindi. An environment that does not have the pressure to learn a second language makes it difficult for both adults and children because they do not feel like they should learn it. There is no motivation to learn it. The critical period of language acquisition is not as important as a learner's motivation to learn a second language (Kim, 2004). Once pressure has been placed on learners that a second language is necessary to be learned, the ability of the language acquisition device does not differ between adults and children (Kim, 2004).

Furthermore, learning a foreign language means learning not only a language but also a culture. Therefore, children who are not even used to their own culture may have difficulty

learning a second language. Adults' psychological behaviors are more flexible in accepting foreign or new cultures than children, so they have more advantages (Seo, 1991). Children have motives for learning a mother language. To resolve the discomfort of living without knowing how to communicate, children desire to learn their mother language. However, they do not feel uncomfortable without knowing a second language, and they do not feel the necessity of learning it. Most children learn a second language because of their parents' demand, but they do have low motivation to learn it. It is not positive to make children learn a second language when they are not even used to their own culture and do not have enough motivation to study it. Those are the negative views of early English education on children. Those negative views have to be dealt with seriously because they will cause stress and behavior disorders in children.

B. Curriculum 2013

In PERMENDIKBUD No. 67 of 2013 concerning the primary school curriculum pages 9-10, it is written that SD / MI subjects consist of two groups, group A and B:

Table 2.1

The 2013 curriculum structure for SD is as follows:

SUBJECTS		ALLOCATION OF TIME PER WEEK					
		I	II	III	IV	V	VI
Group A							
1.	Religion and character education	4	4	4	4	4	4
2.	Pancasila and citizenship education	5	5	5	5	5	5
3.	Indonesia language	8	9	10	7	7	7
4.	Mathematics	5	6	6	6	6	6
5.	Natural sciences	-	-	-	3	3	3
6.	Social sciences	-	-	-	3	3	3
Group B							

1.	Arts and crafts	4	4	4	5	5	5
2.	Sports physical Education and health	4	4	4	4	4	4
The Amount of Time Allocated Per Week		30	32	34	36	36	36

Information:

1. The subjects of arts and culture and crafts could contain regional languages.
2. In addition to Extracurricular activities as stated in the curriculum structure above, there are also SD / MI extracurricular activities, including Scouts (mandatory), school health efforts, and youth red cross.
3. Extracurricular activities such as scouts (especially), school health units, youth red cross, and others are in order to support the formation of competencies for social attitudes of students, especially caring attitudes, besides that they can also be used as a forum for strengthening observation-based learning and in business strengthen the competence of skills in the concrete realm. Thus, extracurricular activities can be designed to support curricular activities.
4. Group A subjects are groups of subjects whose content is developed by the center. Group B subjects, which consist of arts and culture subjects and physical education, sports, and health, are group subjects whose content is developed by the center and complemented by local content developed by local governments.
5. Regional languages as local content can be integrated with cultural arts and crafts subjects or taught separately if the region feels the need to separate them. The educational unit can increase lesson hours per week according to the needs of the education unit.

6. As integrated thematic learning, the number of lesson hours per week for each subject is relative; the teacher can adjust it according to the needs of students in achieving the expected competencies
7. The amount of time allocated for lessons per class is the minimum amount that can be added according to the needs of students.

C. Perspectives

The word perception leads us to such words as "observation" and "opinion" with the definition that includes a view, judgment, or appraisal formed in mind about a particular matter, a belief stronger than impression and less strong than positive knowledge, a generally held view, a formal expression of judgment one holds as true (Bernhardt, 2007:1)

Hoffman (2008:3) suggested that a primary goal of perception is to recover or estimate objectives properties of the physical world. It means that the environment, to receive information from the environment, the people are equipped with sense organs, eye, ear, and nose. each sense organ is part of a sensory system that receives sensory inputs and transmits sensory information to the brain.

In addition, Nelson and Quick (1997: 83-84)" perception is the process of interpreting information about another person" from the meaning of perception, it can be concluded that all perceptions depend on in information received, although information received is the same, but still, how the interpretation of the person varies is based on the capacity of the way of interpreting it.

According to Nelson and Quick (as cited in Zukhernanda, 2017), concise of the three major characteristics that influence our perception of the people:

1. Perceivers-specific characteristics

The types of this type of perception are familiarity with the object of perception. When informants and perceivers have

good proximity, it is better to make observations to reach good decisions about a particular situation. Nevertheless, you should see the informant very accurately and must produce very accurate data during observation.

2. Target-specific characteristic

This perception is strongly influenced by social perception. The physical appearance of an informant is very influential such as height, age estimate, and sex. The most important is the physical appearance and feeling received by perceivers.

3. Situation-specific Characteristic

This is very a significant factor that affects the impression that is formed about someone by an individual. In other words, the social context of the interaction is a major influence. The strength of situational cues often provides a clear indication of acceptable behavior within specific environmental contexts. Thus, particular situations that influence an individual's behavior do not necessarily affect the disposition of that individual as the discounting principle in social perception.

D. English as Foreign Language in Indonesia

English has become an international language that is almost used in all areas of global life; English has also become a world language that dominates the era of communication to connect and transfer knowledge throughout the world. It is assumed that mastery of English is an important requirement for modern society today because mastery of English makes it easier for someone to expand their relationships in the international world; as said by Fromkin (1990:259), "English has been called 'the lingua Franca of the world.'

The position of English in Indonesia is a foreign language, and this position is different from the second language. Mustafa (2007) states that

the second language is the language learned by children after the second language with the characteristics of the language used in the surrounding community. Meanwhile, a foreign language is the language in other countries that are not used in general social interactions. The position of English in Indonesia results in the rare use of English in social interactions within the community. English is a foreign language that is not used daily in Indonesian society.

Based on previous research conducted by Nilawati, she stated that Indonesia is an archipelago that is estimated to include 17.508 islands, of which only 6.000 are inhabited. Two hundred thirty-eight million inhabitants of Indonesia make it the fourth most populous country in the world. The official language is Indonesian or Bahasa Indonesia, which is used in school administration offices, science, and mass media (Alwi as quoted in Hadisantosa, Huong, Johnstone, Keyuravong, & Lee, 2009). Moreover, English is used as a foreign language on certain occasions by several people.

Indonesia is a large country with thousands of islands scattered throughout Indonesia, and society is divided into different ethnicities in each region. In Indonesia, English is used as a foreign Language While Bahasa Indonesia acts as a Second Language. The majority of Indonesians use their native language to communicate with their surroundings because their environment is more dominant and comfortable using their mother tongue. Furthermore, Indonesian as the national language may only be used on certain occasions, while the use of foreign languages (English) has been widely used in various sectors, be it: education, business, technology, and many others.

In Indonesia, the appropriate age for introducing English as a Second language to young Learners still invites many controversies from many education experts. It is still an unresolved issue as stated By Nufus (2018) say that teaching English for young learners in Indonesia still invites the controversial among the educators and psycholinguistics that

concern on Learners' development in thinking and communication, then in her Research Hawanti (2014) stated that the status of English as a local content subject contributes to problems for teacher and school in developing and delivering English program and also to the quality of English teaching in Indonesia.

So, that controversy still needs to be reexamined to get a clear point of light and certainty for including English learning in elementary schools, to get precise results and good education application.

E. The Future Global Challenges

Globalization is a complex phenomenon that has had far-reaching effects. Not surprisingly, therefore, the term "globalization" has acquired many emotive connotations. At one extreme, globalization is seen as an irresistible and benign force for delivering economic prosperity to people throughout the world. On the other, it is blamed as a source of all contemporary ills. According to Cheng (2000), it may refer to the transfer, adaptation, and development of values, knowledge, technology, and behavioral norms across countries and societies in different parts of the world.

The typical phenomena and characteristics associated with globalization include the growth of global networking (e.g., internet, worldwide e-communication, and transportation), global transfer and interflow in technological, economic, social, political, cultural, and learning areas, international alliances and competitions, international collaboration and exchange, global village, multi-cultural integration, and use of international standards and benchmarks. Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that dramatically affects our world in science, technology, economics, and culture.

Current education policies will certainly impact future developments, both directly and indirectly, so that everything needs to be considered properly to create the right balance. The Curriculum 2013 changes policy with the omission of English lessons from local content lessons in elementary schools, whether this has been the right choice or not, so it needs to be studied further, so the writer wants to know more about the elementary school principal's opinion on the policy.

F. Related Studies

Several studies had been conducted on the area of EYL:

1. Ya-Chen Su (2006)

In her research entitled "EFL teachers' perceptions of primary-level English policy in Taiwan," she found out that all teachers advocated English as a compulsory subject at the elementary level and perceived that this top-down policy has both positive and negative effects.

On the positive side is that students can learn English earlier. The earlier exposure and stimulation can help students enhance their language skills and develop Cross-cultural understanding and appreciation.

On the negative side, most teachers claim that an overemphasis on English promotes widespread English language learning while uncritically reinforcing the global status of English. This has perpetuated the trend of more students taking proficiency tests and reduces students' motivation to learn other foreign languages, such as Japanese, French, German, and Spanish. Some teachers also worried that the enthusiasm for learning English leads to the neglect of learning local Taiwanese dialects. In Taiwan, such an overemphasis on English learning contributes to students' increasing loss of interest in learning local Taiwanese languages. Some of the teachers expressed concern about this trend.

Teachers claimed that the significant impact of the policy on instruction is the need to help 5th-grade students prepare for the proficiency tests provided by the Tainan local education bureau.

Interview and observation data also revealed the difficulties teachers faced in implementing the government's language policy. They had to plan their English classes with the constraints of a large class of students, with mixed proficiency levels, limited teaching hours, and resources.

2. Ju Seong Lee, Kilryoung Lee & Nur Arifah Drajadi (2018)

Their research entitled "Preservice English teachers' Perception of English as an International Language in Indonesia and Korea". The study set out to examine, from a cross-cultural perspective, Indonesian and Korean preservice EFL teachers' perceptions of EIL. Three significant findings were identified.

- a. Indonesian Preservice EFL teachers reported a higher level of perceived capacity to employ effective cross-cultural communicative strategies than their Korean counterparts.
- b. Although Korean EFL preservice teachers recognized the existence of non-native varieties of English, they seemed reluctant to include non-native English accents in ELT listening materials. The same phenomenon was not observed with their Indonesian counterparts.
- c. Indonesian preservice EFL teachers were perceived to have a higher degree of ownership over their English accents than the Korean group.

So, factors that might have influenced shaping preservice English teachers' language perceptions. Based on these results and the findings of previous studies, this study offers three pedagogical suggestions (i.e., Exposure and Critical Reflection, EIL Pedagogy Implementation, and Reality Check) for EIL-informed teacher training programs.

3. Santhy Hawanti (2014)

Her research is "Implementing Indonesia's English language teaching policy in primary school: the role of teachers' knowledge and belief." The result of the research is that the government needs to consider the positioning of English in the primary school curriculum and the influence of teachers' knowledge and beliefs if English is to be taught effectively in the primary school curriculum because many primary schools do not have the teachers and resources needed to offer an English program.

4. Sepyanda (2017)

In his research title, "the importance of English subject in the elementary school curriculum," the result of his research is that English subject is important to be learned by the students since they are in elementary school because it will help them learn English easier the next school level. Besides that, English has widespread use in their daily life. Most of the aspects of their life use English that needs their understanding. It is important to include English as one of the subjects in the Elementary school curriculum with several considerations related to the material and students' need.

5. Mochamad Subhan zein (2017)

His research entitled "Language-in-education policy on primary EFL: the case of Indonesia" revealed that the government needs to realize that the centrality of pedagogy in language-in-education policymaking in Indonesia means the official use of English in primary schools is vital if the country aspires to cultivate languages about the nation's socio-economic development goals. The official status of English in the schooling context will help strengthen its roles as a language of global importance concerning its functions in the local context and how it relates to

the various community heritage, national and indigenous languages existing at the society level.

Nevertheless, an initial investment in access policy is only the beginning. If the language-in-education policy on primary EFL is to succeed, organized and considerable efforts to address the challenges in other language-in-education policy goals are indispensable. Community policy needs to ensure a consortium that would become an umbrella organization to connect stakeholders involved in primary EFL education with the government. Furthermore, resourcing policy needs to ensure that funding and resources are geared towards improving more pressing and immediate needs in curriculum policy, methodology and material policy, personnel policy, and evaluation policy.

This previous research focuses on the perceptions of teachers of young learners or teachers at Elementary schools. They used questionnaires in collecting the data and also surveys and interviews. Meanwhile, In this research, the researcher focuses on elementary school policy and the principal's perspective toward teaching English as a foreign language. To collect the data, the researcher used a semi-structured interview. The participant of this research is Four elementary school principals in Dukuhwaluh District.