

The English Teachers' Perception Toward English as a Local Content at Elementary School in Tana Toraja.

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ABSTRACT

The objective of the research is to know the English teachers' perception toward English as a local content at Elementary School in Tana Toraja.

The writer used qualitative descriptive method and used purposive sampling technique. The population in this research was English teachers at the Elementary School both public schools and private schools spread in Tana Toraja regency. The samples in this research were six English teachers from four schools namely: SDN 214 Inpres Kalumpang, SD Kristen Makale 1, SDN 114 Inpres Batupapan dan SDN 215 Inpres To'ra'da'. The writer conducted in-depth interview with recording the interview result to describe the English teachers' perception toward English as local content at Elementary School in Tana Toraja. Data from the interview result were analyzed using the technique: data reduction, data display and conclusion.

The result of this research revealed that teachers assume should be introduced at young age because it helping students to be up to date by adjusting material according to the student level and using many handbooks to fulfill the needs of students as well as taught by teacher with English education background.

Generally, English teachers' perception is English as a local content at Elementary School in Tana Toraja very important. In conclusion, all teachers have the same perception namely a positive perception toward English as local content in an Elementary School in Tana Toraja.

Key Terms Definition: English teacher, English teachers' perception, Local content

A. INTRODUCTION

In this world there are many languages that are different one another. The language differences can be caused by the different of cultural and geographical region. One of the language most commonly used by the world community is English. English is one of the international language studied all over the world. This can be proved for example if there is an international activity that involve various countries in the world, English is used as the primary language, and can be well understood. English is also used in international cooperation such as in the field of economy, education, health, defense and security, social, art, politic, culture and many other fields.

Another reason why people learn English is that it is because of the need of education, work and social relationship. English plays an important role in the global era as a tool for communication between nations. In the era of globalization, the world seems narrow and there is no limit between one country to another country. People are easy to communicate with the outside community and in this case the ability to use English is very helpful to create good communication. English consists of four skills that must be learned. They are listening, speaking, reading and writing. Listening and reading are categorized into the receptive skills and speaking and writing as productive skills.

The purpose of learning English at Elementary School is to develop students' competence to communicate in the English verbally and limited to accompany the action in the school, as well as preparing student to have an awareness of the nature and importance of the English to improve competitiveness in the modern society. In the Regulation of National Education Minister No. 22 year 2006 (*PERMENDIKNAS No. 22 tahun 2006*) the scope of English competence at Elementary School include oral communication is limited in the school context. The scope covers aspects of listening, speaking, reading and writing. Therefore, learning English at Elementary School should contain and develop the four language skills, namely speaking skill, listening skill, reading skill and writing skill.

Placement local content of English as well as determined as a region policy with a variety of considerations such as the involvement of local government; education

experts, teachers, authors of teaching materials and other stakeholders of community members. In the implementation of English as a local content should also think over the environmental conditions such as urban area, tourist area, social and cultural conditions of society. After paying close attention to all these aspects, the availability of English teacher who has a high competence is very necessary.

English as a local content at Elementary School meets pro and contra. Pro group considers that the policy has been precisely with the reason that learning English will burden the learner in terms of cognitive because it is considered too difficult to understand and even can make learners stress if stuffed with theories such as grammar. This has become one of the basic considerations in the curriculum 2013 that will be reintroduced in 2017. In the curriculum 2013 for Elementary School English no longer be a subject but became one of the extracurricular activity. Contra group considers that the policy is not appropriate because the English should be taught began from an early age. In Jean Piaget's theory that discuss about the psychology of child development, we can see that learners of the Elementary School in Indonesia (age 6-12 years) are in 3 phases, namely preoperational stage (age 2-8 years), concrete operational (age 8-11 years) and formal stage (age 11-15 years). These period are golden periods that are the most appropriate time for children to learn the language. Learning English at Elementary School does not need to use complicated grammar but enough with matters relating to the environment around the learner and their daily activities. One of the parts that are directly related to the placement of English as a local content is English teacher, especially at Elementary School.

Based on the description, the writer composed the question is what is perception of the English teacher toward English as a local content at elementary school in Tana Toraja? The objective of the research is to know perception of the English teachers toward English as a local content at elementary school in Tana Toraja.

B. REVIEW OF RELATED LITERATURE

1. Perception

In Oxford Dictionary (1995 : 859) “ Perception is the ability to see, hear or understand things or the way of seeing, understanding or interpreting something”. Point of view and sensing are inseparable with perception. Everyone has a different perception one another. When someone sees something (noun/event), it will bring type perception whether positive or negative perceptions. Through of way to perceive it will affect the action and decision taken. Stimulus that received by the five senses of the environment will form a response. The response of the information received from the environment will help us to adapt to our environment.

The response as a result of the perception can be taken by individuals with various forms. In response to a stimulus depends on the individual's attention. Feeling/emotion, thinking ability, the experience of each individual is not same, then in give a response to a stimulus results from the perception may be different of another individual. With perception individual realize, understand and judge about the environment around them, the situation of the environment and about the things that exist within the individual concerned. Perception has a subjective nature, because it depends on the ability and the circumstances of each individual, so it will be interpreted differently by individuals with each other. Wagner and Hollenbeck (1995: 136) expressed their opinion that:

"We human beings have five senses through the which we experience the world around us; sight, hearing, touch, smell and taste. Perception is the process by the which individuals select, organize, store and interpret the information gathered from these senses ".

Perception is the process where a person chooses, manage, store and interpret collected information from the senses. According to Robbins (2003: 160) in Weee (2012) defines : “Perception as a process which reached individuals to organize and interpret their sensory impressions to give meaning to their environment.”

According to Saks and Jhon in Kala'lembang (2014 : 9) there are three components of perception, they are as follow :

1. The Perceiver, the person who becomes aware about something and comes to a final understanding. There three factors that can influence his or her perceptions namely : experience, motivational states, the perceiver will react to or perceive something in different ways, also in different situations he or she might employ a “perceptual defends” where they tend to “see what they want to see”.
2. The Target. This is the person who is being perceived or judged. “Ambiguity or lack of information about a target leads to a greater need of interpretation and addition”.
3. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

From the explanation above it can be concluded that the perception is a process that is experienced by the individual who receive a stimulus from his environment through the five senses which then forms a feedback and response that occur within the individual. From response will form an awareness of the environment and form a behavior.

According to Toha (2003) in Dahlan (2015 : 12) there are two kinds of perception:

1. Positive perception
Positive perception is perception that describes all of knowledge (know/unknown) and respond object that perceived positively.
2. Negative perception
Negative perception is perception that describes all of knowledge (know/unknown) and respon object that percieved negatively.

According to Sunaryo (2004: 98) in Kala'lembang thesis stated that terms of the perception are as follow:

1. Existence of an object that perceived,
2. Existence of attention is the first step as a preparation for the holding of perception,

3. Existence of sensing devices/receptor that are tool to receive a stimulus.
4. Sensory nerve as a tool to continue the stimulus to brain, which then as a tool to create response.

From the conditions above it can be concluded that the availability of the object, function of sensory organs and nerve are in good condition very determines the formed of a perception. Another thing that is not less important is the attention as a form of interest toward an object or event.

2. Local Content

In Constitution of the Republic of Indonesia No.20 year 2003 about National Education System. Chapter Iverse 1 (1)(*UU.RI.No.20 Tahun 2003 tentang Sistem Pendidikan Nasional. Bab 1 Pasal 1 ayat (1)*) :

“Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengenalan diri, kepribadian, kecerdasan dan akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara”.(*"Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that learner is actively developing his potency to have the spiritual power of religion, self-knowledge, personality, intelligence and noble character, and skills required himself, society, nation and country "*).

Local content can be defined as content that is contents and objective are to develop the potential of the region as part of efforts to improve the quality of education. According Muslich (2007 : 13):

“Local content is curricular activity to develop competency that is conformed to the characteristic and potency of the region, including the regions’ excellence, that material can not be grouped into existing subject. The substance of local content subject determined by the education unit”.

It can be concluded that the local content is a set of plans and arrangement about the contents and objective as well as subject that is arranged by the education unit suitable with the variety of region potency, region characteristic, as well as region need that in

the learning process associated with the natural environment, social environment and cultur environment so that the implementation of learning activity can achieve specific educational goal.

a. Base Curriculum of Local Content

Curriculum of local content is primarily intended to compensate for the weakness of centralization curriculum development, and aims to make the learners more care and know their environment, as well as desire and able to preserve and develop natural resource, quality of social and cultural that support the development of national, regional development, and local. So in the application of local content must consider the scope of the condition and needs of the region.

Composing curriculum of the local content as the manifestation of the Constitution of National Education System No. 20 year 2003 chapter 38 verse (1) :

“Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevansinya oleh setiap kelompok atau satuan pendidikan dan komite sekolah/ madrasah di bawah koordinasi dan supervisi dinas pendidikan aatu kantor departemen agama kabupaten/kota untuk pendidikan dasar dan provinsi untuk pendidikan menengah”.(*Curriculum of primary and secondary education are developed suitable to their relevance to each group or education unit and school committee/ madrasah under the coordination and supervision of the education department or office religion department district/city to primary education and province for secondary education*”).

This means that each region could further increase the relevance to the needs and condition of the region concerned. The existence of local content curriculum aims to support the national curriculum in order to achieve improvement quality of national education.

Decree of the Minister of Education and Culture No. 0412/U/ 1987 dated 11thJuly 1987 (*Surat Keputusan Menteri Pendidikan dan Kebudayaan No. 0412/U/1987 tanggal 11 Juli 1987*), local content curriculum is the education program that contents and media delivery are related with the natural environment, social

environment and cultur environment as well as the needs of the region and must be learned by learner in that region. Government Regulation No. 28/1990 (*Peraturan Pemerintah No. 28/1990*) point outs necessary planning for a local curriculum which leads to thing related to national education goal and development of the nation. Implementation of the local content curriculum spelled out in the Decree of Director General of Primary and Secondary Education No. 173/-C/ Kep/M/87 dated 7th October 1987 (*Keputusan Direktur Jenderal Pendidikan Dasar dan Menengah Nomor 173/-C/Kep/M/87 tertanggal 7 Oktober 1987*).

In the curriculum local content can stand alone or be a study of a subject that has been there. Local content as a subject that can stand alone it has own time allocation. As a component of the curriculum local content form of delivery media. Local content at primary and secondary education is a subject that must be given to every learner at every grade level. The contents and development of local content are the authority of the education unit and each region. Local content as subject of the education unit should develop Competency Standard, Basic Competency and Syllabus on every type of local content organized. It shows that in one year of student lessons school may hold more than one local content subject at each grade level that is suitable to the need and availability of teacher.

d. Function of Local Content in Curriculum

1) Adjustment function

School is in a community environment because of that school programs should be adapted to the environment. Similarly, individuals who are in school live in the environment, so it is necessary attempted that personal can adjust and familiar with his environment.

2) Integration function

Learners are an integral part of society because of that local content should be an education program works to educate individuals who will give contribute to the society or works to form and integrate the individual to the society.

3) Differences function

Recognition of difference means also provide an opportunity for the individual to choose what he wants. From that statement local content must be an education program that is flexible that can provide service to the difference in interest and ability of learners. This does not mean educate an individual to be individualistic but local content should be able work to encourage individual towards his social progress in society.

e. English as a Local Content

English is the subject that included in adative group. The position of English existed in explanations in the Constitution of National Education System No. 20 year 2003 chapter 37 verse (1) (*UU SISDIKNAS Nomor 20 Tahun 2003 Pasal 37 ayat(1)*) :

“Kurikulum pendidikan dasar dan menengah wajib memuat: a. pendidikan agama; b. pendidikan kewarganegaraan; c. bahasa; d. matematika; e. ilmu pengetahuan alam; f. ilmu pengetahuan sosial; g. seni dan budaya; h. pendidikan jasmani dan olahraga; i. keterampilan/kejuruan; dan j. muatan lokal”. (*“Curriculum of primary and secondary education must include: a. religious education; b. civic education; c. language; d. mathematic; e. natural science; f. social science; g. art and culture; h. physical education and sport; i. skills/vocational; and j. local content”.*)

At the point c materials study of language include Indonesian, regional language and foreign language by consider:

1. Indonesian is the national language;
2. Regional language is the learners’ mother tongue, and
3. Foreign language mainly English is an international language that is very important utility in the global society.

The existence of English as a local content at Elementary School as a response from The Policy of Education and Culture Department of the Republic of Indonesia No. 0487/14/1992 Chapter VIII (*Kebijakan DEPDIKBUD Republik Indonesia No. 0487/14/1992 Bab VIII*) states that Elementary School can add subject in their curriculum, on condition that it does not contrary to the national education goal.

Additional subject (local content) usually depends on the needs of each region. The local content very influenced of the needs of the region and the community, the region's potential and the human resources (labor force) that exist in that region so that there are regions that hold local content of local mother tongue, English and art lessons. Local content of English at elementary school determined as optional local content but there are also elementary schools that establishes English as a compulsory local content.

Decree of the Minister of Education and Culture (*SK Menteri Pendidikan dan Kebudayaan*) No. 060/U/1993 dated 25th February 1993 about the possibility of a English program as a local content subject at Elementary School, and can be started in the fourth grade of Elementary School. From that decree then there are elementary schools take English as a local content. Determination of the English language as a subject taught in the local content of Elementary School aims to introduce to the learners that there are other languages besides mother tongue and Indonesian. English should be introduced through interesting activities with simple vocabulary and sentences about what is around the children and their daily activities.

In addition another reason is one of the efforts to prepare learners to learn English in junior high school. English is also included in the standard contents Educational Unit Level Curriculum of Elementary School (*Kurikulum Tingkat Satuan Pendidikan Sekolah Dasar*). The existence of the English language does not have the same time allocated to other subjects such as Indonesian. English at Elementary School is not a compulsory subject but can be taught when it is needed and available of teachers. In the English learning activity in Elementary Schools in need to emphasize the listening skill, speaking skill, reading and writing skill. In improving that skills mentioned learning activity should be packaged in a relaxed atmosphere and a discussion of the material adjusted to the condition of learners. Complex vocabulary and sentence pattern are still not appropriate to be taught.

According to Baradja (1989 : 66) in Muflikah stated that a professional English teacher complete a group of terms as follows :

1. Speaking English fluently,
2. Master English knowledge good enough,
3. Master principles of linguistics,
4. Have a good knowledge about culture of English native speaker,
5. Have wide knowledge,
6. Have a knowledge and skill to do job as a facilitator.

Thus, English at Elementary School should be taught in the interesting form and easy to understand by learners. Appropriate method, strategy and media will build positive motivation and activeness of learners in the classroom. Learning English is not only based on text book but it should be associated with the learners' daily life. Although the English is not a compulsory subject in Elementary School but it has an important role in helping learners to add their insight about foreign languages. By mastering English then at least they've prepared since childhood to face the era of globalization with increasingly strict competition.

C. RESEARCH METHOD

1. Data Sources

The primary sources were from English teachers at several Elementary Schools in Tana Toraja regency which the writer given interview.

Secondary sources. The writer reads written materials from theses, books and, articles, journal in the internet that related to this research.

2. Population and Sample

Population. In this research, the writer took the population of the English teachers in Elementary School at Tana Toraja Regency. From information of Educational Office of Tana Toraja can not make sure the amount of the English teacher in all Elementary Schools that spread in Tana Toraja.

Sample. The sampling technique used in this research was purposive sampling technique. According to Sugiyono (2012: 126) "Purposive sampling is sampling technique with a certain consideration." In this case the writer took samples based on the consideration that they are directly involved with the practice of the implementation of English as local content at Elementary School, especially in Tana Toraja. The writer chose six English teachers as the sample from four Elementary Schools they were, SDN 214 Inpres Kalumpang, SD Kristen Makale 1, SDN 114 Inpres Batupapan and SDN 215 Inpres To'ra'da'.

In this research the writer used instrument namely interview. That instrument aimed to find out the English teachers' perception toward English as a local content at Elementary School in Tana Toraja.

3. Technique of Collecting Data

In this research to collecting data, the writer used the following technique :

The writer went to several Elementary Schools in Tana Toraja Regency. Field research was carried out as an effort to obtain accurate data on the English teachers' perception toward English as local content at Elementary School in Tana Toraja. The writer collected data by interview. The writer used in-depth interview which consist of some questions that need to be answer by interviewee than identified and described by writer. This instrument was used to get full information from English teachers that have determined about their perception toward English as local content at Elementary School. The interview instrument consists of 15 questions and it was developed based on the research needed.

4. Technique of Analyzing Data

Data analysis was one of the very important step in this research. In this case, data analysis was carried out by descriptive method. In this step all the data were grouped and analyzed to produce result of the research which suitable to the problem statement of this research that have been formulated. The writer used several techniques of data analysis using analytical model proposed by Miles and Huberman (1994) are often

referred to as interactive data analysis methods. After collecting the data from the interview the writer analyzed them with qualitative data analysis. In analyzing the qualitative data, there were three activities or stages in analyzing the qualitative data. They are: data reduction, data display and conclusions. Steps in data analysis as follow :

a. Data reduction

The data reduction refers to the process of selecting, specifying, and transforming the data. There was a lot of data obtained in the process of data collection. Therefore, the writer made the data analysis through data reduction. In this stage, the writer considered on data that involve interview transcriptions. All the data were reduced and specified. The data gathered were in large amount therefore reducing, in term of specifying them to be more focused in the subject was needed.

b. Data display

After reducing the data, the next step was to present the data. By displaying the data, the writer could easily identify, analyze and decide the next activity to do. In qualitative research, the presentation of data uses the form of a short description and narrative form. By the data presentation, it is easier to understand what was happening, and plan for the next activity. For this reason, it is necessary for the writer to consider whether or not the data were applicable.

c. Conclusion

The last stage of the data analysis for qualitative research was conclusion. Conclusion involves stepping back to consider what the analyzed data mean and to assess their implications for the question.

D. DISCUSSION

Having presented the finding in the first section of this chapter, it is now the turn to discussion the finding. The discussion section is divided into twelve subsections. The twelve subsections are based on the twelve extract formulated in the finding.

1. Introducing English at Young Age

A little child likened as a piece of white paper is still clean of scratch. They will be formed according what they receive from the environment where he/she is and what he/she learned from their environment. Education is a coordinating institution to form the personality of the child. Education aims to form a character, a pattern of good behavior and cognitive development. The education they receive from childhood will determine what they are in the future.

Teaching English at young age is closely related to the EYL (English for Young learners). If we discuss about EYL related with children of Elementary School age. Elementary School Students have a age span between 6-12 years. Age span of ESS can be divided into two groups, namely: Younger Group (6-8 years) and Older Group (9-12 years). In aspect of grade levels are also divided into two groups: Lower classes (first grade, second grade and third grade) and the Upper classes (fourth grade, fifth grade and sixth grade). Scoot and Ytreberg (1990) divide ESS into two groups: Level One (5-7 years) or the beginner level and Level Two (8-10 years), but the group of Level Two still called beginners if they're just starting to learn English at the age (Suyanto.2007: 15).

The introduction of English at young age or the age of Elementary School is very important. By studying English as early as possible will make the students have a good basic of English. An English teacher of SD Kristen Makale 1 said: "...actually if we want to implanted a good concept of learning English should be taught since childhood, from the beginning." Learning English in Elementary School is the formatting of the basic concepts of English. With the basic concepts of English which is owned by Elementary School will make learning of English at the higher educational level run well.

Learning English in Elementary School associated with psychological development of children, including learning language such as English as a foreign language. According to Piaget (1996), children learn from their surrounding environment in way developing what is already owned, and will interact with what is found in their surrounding

(Suyanto 2007: 6). For Piaget children are active learners and thinkers. Piaget (1969) in Laily (2013) grouped the children's cognitive development into four stages:

1. The sensorimotor stage (ages 0-2) involves two important development processes which include the child's development of five senses and motor development. Children learn by interacting physically with the environment to recognize things or objects.
2. The preoperational stage is ranged from ages 2 to 7. At this stage, children are not able to think abstractly so that they need concrete situations to process the ideas.
3. In the concrete operation stage (ages 7-12), children have enough experiences to begin to think logically and do some abstract problem solving, such as manipulating figures or symbols and classifying, though they still learn best by doing.
4. Formal operation stage (12 years onward). At this stage, children are able to use abstract thinking like adults. For examples, they begin to think about "what if...questions", work with hypotheses, and think about possibilities then check them against the reality.

From the distribution of children's cognitive development above we can see that the Elementary School students includes three phases, namely the end of the preoperational stage, concrete operational stage and the beginning of the formal stage. According Bruner (1983) with *Discovery Learning and Scaffolding Theory* says that the most important for cognitive development is language. Bruner emphasizes important to involve students actively since the beginning of the learning process, and is very important when learning happened because the child's self-discovery. Bruner used the phrase "... true learning comes through personal discovery" (Suyanto, 2007: 11). In Bruner theory emphasized the importance of the involvement of children in learning and children effectively through scaffolding by adults. With the help of adults their learning of language will run well.

In theory CPH (Critical Period Hypothesis) by Lenneberg (1967) stated that the child language acquisition must occur during a critical period in the which ends at about the

age of puberty (*Snow and Hoefnagel-Hohle: 1978*). From this theory can be seen that the elementary school age is the right period to start teaching the language until end at puberty (12 years).

Based on the three theories had mentioned above it can be concluded that it is important to introduce the English language from the beginning by referring to the psychological development of children. English is taught from young age will create a good basis because on the ESS age is the golden age for them to learn the language.

Scott and Yterberg (1990) describes "Their own understanding come through the hands, eyes and ears. The physical world is dominant at all times."(*Shin: 2006*). From this statement we can know that children learn through their senses and more focus on real objects that exist around them. By the existence of English as local content in the Elementary School will very helpful for students in studying and understanding the world around them. Many information are available from literatures of Western and using English. Without mastering English they will be difficult to obtain important information. Development of the era also demands human including Elementary School students to be always up to date. As statement of the English teacher at SDN No. 215 Inpres To'ra'da ': "...the Elementary School students should be prepared from the beginning from an early age from Elementary School period to can follow developments especially in our region, to face job opportunities and global world."

By introducing English from the beginning means that we had prepared them to face the progress of era. We can not delay the development of time but we must strive go along with the development of the era. Through learning English from the age of Elementary School is a real effort to prepare them to face any kinds of development that covers all aspects of human life.

Teaching English to children is very different with teaching English to adults. An English teacher should prepare teaching materials that really suitable with the level of child's development and their grade level. As stayement by an English teacher from

SDN No. 215 Inpres To'ra'da : "...adjusted material based on their level or their development and their age."

According to Richard (2001) in Suyanto (2007: 80) stated that: "Writing teaching materials is similar to the process involved in planning and teaching a lesson." Teachers are required to be able to design exact materials for each grade level. Selection of learning material that taught to students can be done through the adoption, adaptation and self-development of teaching materials. Teachers must create a scope on any material in order not swerve from the needs of students and the level of their development. Scope of the English material can be as follow:

1. Names of colors
2. Name of days and months
3. Numbers up to ten
4. Family
5. Animals
6. Fruits and Vegetables
7. Parts of the body
8. Daily activities
9. Things
10. Hobby
11. Simple classroom commands: stand up, sit down open your books, etc.

From this material scope will make the process of English teaching will be more focused. It means teachers know what should to teach and not to burden students with material that is not the right time for them to be mastered .

2. English Taught by Teacher with English Education Background

Teaching English in Elementary School can not be separated with the role of an English teacher. The existence of an English teacher is one of the important factors that determine the success of English learning in the Elementary School. The task of an English teacher in the Elementary School is not easy because he/she is the one who set

the basis of the English for the Elementary School students. According to Mulyasa (2003:53) in Setyawan (2014): Teacher should has academic qualification and competency as a learning agent, sound of phsysique and sound of spiritual and has ability to actualize the national education goal.

The English teacher of Elementary School must has a good knowledge of English with English educational background. Such as the statement of an English teacher at a SD Kristen Makale 1: "English teacher should have English education background, if not the lesson given to the Elementary School students may be not very good".

With the English education background their mastery of things relating with English and teaching methods to student must be different with English teacher without English education background. And the most important thing to remember is the students who giving a lesson is the Elementary School students with status as EYL (*English Young Learner*). According to Suyanto (2007: 30), five things that must be owned by a EYL teacher, as follows:

1. Skill of English is sufficient enough and should continue to be developed.
2. All sorts of teaching skills and assessment and the ability to manage English class.
3. Effective personal qualities of, such as, patient, kind, humorist, creative, and high-spirited.
4. Professional characteristic is constantly being developed and involved in any activities that can enhance and improve his/her quality of work.
5. Openness characteristic to ask, learn, self-improve, and try new things that suitable for his/her student.

In the practice of English teaching in the Elementary School is still a lot of English teachers without English education background. They teach English because it is only task given by school. Will be very different in the teaching of English teacher who teach only because the task given by school with teacher who is become a specialist in English. So it will be good if teachers who teach English has English education background.

3. English as local content is Suitable with Local Needs

According to Dakir (2010) in Nurdyani (2014:9) stated that:

“Curriculum of local content are program and education that contents and it's delivering related with natural environment culture environment as well as needs of region and compulsory to be learned by learner in that region.”.

Selection of subject in the local content based on the needs and potency of the area. Beside to fulfill the needs of the area selection subject of local content will be pointed in national development. The potency of each area is different from one another. Therefore, local content subject in each area is different. There is an area choose arts or agriculture or handicrafts and even there is area choose their local content subject that is local language itself. Selection of local content subject is also not loose from the availability of teacher. The success in the field of education will be an impact on other fields. English is choose as a local content especially in Tana Toraja because Tana Toraja as a favorite tourism destination after Bali. English teacher of SDN No. 215 Inpres To'ra'da said: "... English included into the subject of local content cause our area is one of tourism area." The presence of English is very helpful in the continuity of tourism in Tana Toraja. Toraja as a tourism regional will certainly bring in foreign tourists. English is one of language to communicate and all at once promote the tourism places to them. The success in the field of tourism will be very helpful in the economy of society. Through English is one of effort to prepare tourism agents in the future and they are the students of Elementary School.

English in Elementary School giving a basic knowledge to be able to communicate lightly with tourist they meet. For example when they meet at somewhere and they greet it is already give a plus point for the tourist and positive impact on tourism presence. The development of tourism can not be separated with English. By mastering English come with to help in the development of tourism. The development of potency of the area one through English education will lead to the development of the area and even for national development.

4. English as a Local Content Does Not Burden Elementary School Students' Cognitive and Traumatic Learning Experiences

In learning a language is associated with cognitive. Learning a new language requires a long and complex process. Needed a good mental readiness and cognitive so that the language learning process does not become a burden for learners. Brown (1980: 1) stated that: "Language learning is not a easy steps that can be programmed in a quick do-it-yourself kit." Commitment and practice repeatedly will very helpful in master a new language. Learning English in Elementary School is a learning a new language at the same time learning about foreign language. If the material of English taught by a teacher to the Elementary School students heavy with difficult grammar will certainly burden their cognitive. In the process of learning English in the Elementary School need to pay attention to several things:

1. The activity should be simple enough for child to understand.
2. The task given is adjusted to their ability.
3. The activity should be based on spoken language and listening with a sizeable proportion.
4. The writing activity should not be too stressed to student early age.

By creating the right learning process, the cognitive Elementary School students will not be burdened. According to Shin (2006), ten simple ideas for teaching English to young learners, namely:

1. Supplement activities with visual, realia and movement.
2. Involve students in making visuals and realia.
3. Move from activity to activity.
4. Teach in themes.
5. Use stories and contexts familiar to students.
6. Establish classroom routines in English.
7. Use L1 as a resource when necessary.
8. Bring in helpers from the community
9. Collaborate with other teachers in your school.
10. Communicate with other TEYL professionals.

Learning English as local content at Elementary School of Tana Toraja not burden the students in aspect of cognitive. As statement by English teacher of SD Kristen Makale 1: "... from cognitive aspect there is no problem because Elementary School students usually more like English than the other lessons." Besides learning the language associated with the cognitive aspect also associated with traumatic experiences (afraid or shy). In learning a new language especially a foreign language we will be faced with a new culture, a new way of thinking, feeling and acting. Elementary School students of Tana Toraja in learning English didn't experience traumatic as a English teacher statement of SD Kristen Makale 1: "...there is no traumatic problem because basically Elementary School students love English." If teacher is not able to build a good motivation and good picturing of English will be pointed to the occurred of traumatic experiences. Good leaning motivation of student, conducive class atmosphere and fun learning process so the possible presence of traumatic experiences can be minimized.

5. English as a Local Content Does Not Influence Elementary School Students' Love to Indonesian

In Indonesia the position of English is still as a foreign language and not as a second language. In learning of English is sure related to Indonesian. The issue that arises about the presence of English subject in the Elementary School will influence students' love to Indonesian. But in practice learning of English in Elementary School especially in Tana Toraja the presence of English as a local content does not make students' love to Indonesian decrease. As statement of an English teacher from SDN No. 114 Inpres Batupapan: "... English as local content does not influence Indonesia because Indonesian is the form of the medium of instruction in all subjects."

The use of Indonesian in the learning process has a very important role. Elementary School students will more easily understand the material and the instruction of the teacher if it still alternated with Indonesian. Even to anticipate the decrease of students' love to Indonesian school takes a policy to add time allocated of Indonesian subject become two hours than hours of English subject. Besides the attitude of love towards

Indonesian also implanted in other subjects such as Civics. Therefore, learning of English in Elementary School does not influence the students' love to Indonesian if in practice still use Indonesian as a medium of instruction.

6. Introduction of Language and Giving of Language Skills

The objectives of learning of English in Elementary School is to introduce the language and to given the language skills. As statement by an English teacher at SDN No. 114 Inpres Batupapan: "... it is already suitable to introduce English because Elementary School students certain continue in the higher education and the have basic provision of English." In addition, to introduce the language in the Elementary School aims to giving an explanation to the students that in human daily life not only use the mother tongue and Indonesian but there are other languages in the world and one of them is English. Learning of English in Elementary School begins by introducing English and how its position in the life of the international community. By giving an good understanding of English to Elementary School students will make them interested and build curiousness to know English further. If the student already has a high interest in learning of English and then continued with to given the language skills.

Giving of language skills of English at Elementary School still being very simple stage. In Suyato (2007: 5) Standards Competency Graduate Education Unit for ES/MI as follows:

1. Listening

Understand the instruction, information, and a very simple story delivered orally in the context of the classroom, school, and surrounding environment.

2. Speaking

Pronounce the meaning orally in interpersonal discourse and transactional very simple in the form of instruction and information in the context of the classroom, school, and surrounding environment.

3. Reading

Read aloud and understand the meaning in the instruction, information, short text functional and illustrated descriptive text very simple delivered in written form in the context of classroom, school, and surrounding environment.

4. Writing

Write the words, phrases, and the short functional text is very simple with spelling and accurate punctuation.

So giving of language skills in the Elementary School include listening, speaking, reading and writing. Types of activities that include all fourth of language skills are done with the very simple activity. Fourth given of language skills are integrated with each other in the process of English learning. Therefore, the introduction of the English and giving of language skills in the Elementary School as a basis for learning English in higher education level.

7. Elementary School Students' Enthusiastic Response

Learning of English in Elementary School as it should be presented with fun and enjoyable. Shin (2006) describes that:

“Young learners tend to have short attention spans a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and tangible.”

In general characteristics of Elementary School students are active learners and prefer to learn by doing. They quickly get bored if the learning process especially English is not varied. They will be interested in learning if there are concrete objects (visual media) can be full color pictures, miniature, puppets, flash cards and etc . The use of media is very helpful in the delivery of English learning materials and attract students' attention to learn. Such as the statement of an English teacher at SDN No. 114 Inpres Batupapan: "The response of the Elementary School students with the existence of

English they are strongly agree .. even English taught by using medium or media so they are very interesting."

Media used besides visual media and we can also use other media such as audio media (e.g. cassette recorder) and audio visual media (e.g. short film). English teaching in Elementary School especially in Tana Toraja are many teachers who use the media accompanied with varied learning methods. So the main points are learning English in Elementary School should be fun and appropriate to the characteristics of young learners. The use of media will very helpful in the teaching-learning process.

8. Social Culture Background and School Environment in Learning English as a Local Content

According to Vygotsky (1962) with *sociocultural theory* believes that social interaction with others especially adults may bring to the surface new ideas and enhance the intellectual development of the learner (Suyanto, 2007: 8). Our social culture background as a tourism area is very helpful Elementary School students in developing their knowledge of English. Such as the statement of an English teacher at SD Kristen Makale 1: "Torajan culture exactly more support learning of English..." With the label as a tourism area will make many foreigners come to Toraja. From that Elementary School students can interact with adults especially foreigners as native speakers to develop their knowledge of English. Through interaction with the tourist so the students will get something new and important to development of their intelegency.

Environment also plays an important role in learning of English as local content. Their environment is the place where everyday they are learning and developing their knowledge of English especially school environment. Support from the school environment will positively impact the mastery of English by Elementary School students. Such as the statement of an English teacher from SDN 214 Inpres Kalumpang: "Environment supports because all visual aids already prepared by school." Availability of learning infrastructure facilities are very support in the

achievement of learning objectives of English as a local content in Elementary School. Thus, the social culture background and school environment of Elementary School in Tana Toraja has been very supported learning of English.

9. English as a Local Content as a Compulsory Local Content

When we talk about local content, there are two types of local content namely ordinary local content and compulsory local content. Ordinary local content is a local content which is only a complement or filler of emptiness class hour at an Elementary School. Compulsory local content is local content should be learned in the Elementary School. In Decree of the Minister of Education and Culture No. 060/U/1993 dated 25th February 1993 about the possibility of a English program as a local content subject at Elementary School. School has capability about English subject included as a local content (ordinary or compulsory local content) that taught at Elementary School according to the consideration and situation and condition needed of parents or society environment itself. English subject especially in Tana Toraja should be incorporated into the compulsory local content. Such as the statement of an English teacher from SDN 215 Inpres To'ra'da': "...English subject as good as possible chosen as a compulsory local content because consider our area is tourism area."

Tana Toraja as one of tourism destination should choose English as subject included in the compulsory local content. By the position of English as a compulsory local content then the implementation will be more serious. After the local content of English become compulsory local content for Elementary School so the attention of the school will be much greater. The availability of English teachers and handbooks and other instructional materials will get more attention than just as an ordinary local content and only to filler the empty class hour and taught by any way is alright.

10. Teaching English as a Local Content by many handbooks

In the process of teaching learning requires a variety of components that are interrelated to one another. One of them is a handbook or textbook. According to Hutahimsin and Torres (1998) in Suyanto (2007: 39) stated that handbooks are very

helpful for teacher in many aspects, such as, to save time, the direction of teaching, and facilitate teaching, and give confidence and safety for teacher." In the selection of handbook which will be used in learning of English should be based on the analysis of students' needs and suitability of material with psychological developmental level of Elementary School students.

According to Suyanto (2007: 38), several standard that can be used to as a orientation in the choose of teaching material in the form of questions as follows:

1. Does the objective and the content is clear and refers to a theme that had been determined?
2. Does the book have a harmony sequence of material and revolves from easy to more difficult?
3. Does this book presents interesting material and refers to the determined guidelines?
4. Does that book presents a variety of activities that suitable with the child's age and accompanied by interesting picture?
5. Does the level of difficulty of the book used is already suitable with the grade level of student?
6. Is the book easy to obtained?
7. Does it cover all components of language?
8. Does it cover fourth of language skills?

In teaching of English as a local content is very important to use a variety of handbooks. Handbooks use varied with the objective to complete between one book with another. Impossible to use only one book in teaching-learning process because one book will not be enough to fulfill the needs of student. As the statement of an English teacher from SDN 215 Inpres To'ra'da : "If the handbook that used may just one it is may not fulfill.. should blended proportionately with some handbooks and many references."

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