

A DISCOURSE ANALYSIS OF PRIMARY SCHOOL ENGLISH TEACHING ARGUMENTS

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Abstract

This study delves into the complex and contentious debate over language policy in primary education, focusing on the inclusion of English language instruction. Using a discourse analysis approach, the study delves into multifaceted arguments and counterarguments related to adopting English as a primary language of instruction in early childhood education. A qualitative descriptive research design with content analysis and discourse analysis techniques is used in the methodology. A Content Analysis Worksheet and a Transcription Template are among the research tools used to analyze YouTube videos about the removal of English as a mandatory subject in Indonesian primary schools. Findings reveal a range of viewpoints among stakeholders, including educators, government officials, and citizens, with regional perspectives from Bali emphasizing the practical importance of English in a tourism-centric environment. The discussion highlights the importance of clear communication, consideration of regional contexts, balancing academic requirements, and long-term planning in shaping effective language policies in primary education.

Keywords: *Discourse analysis, language policy, primary education*

INTRODUCTION

Language policy in primary education is a complex and frequently contentious topic with ramifications that span educational, societal, and political contexts (Bonacina-Pugh 2020). One aspect of this debate that has sparked heated debate is the inclusion of English language instruction in primary school curricula. Using a discourse analysis approach, this article seeks to delve into the multifaceted arguments and counterarguments surrounding the adoption of English as a primary language of instruction in early childhood education (Savski 2020). Using discourse analysis, which explores how language functions in various social and institutional settings, this study investigates the complex interplay of perspectives on incorporating English into primary education. Language policy, defined as the set of guidelines and decisions that shape the role of language in educational settings and broader society, underpins these discussions (Spolsky, 2004). This analysis aims to illuminate the diverse viewpoints and underlying tensions surrounding the integration of English in early childhood education, examining both its perceived benefits and challenges.

Because of English's global prominence as a lingua franca in international business, diplomacy, academia, and digital communication, many countries have considered the role of English in their primary education systems (Sutrisno & Salehcah, 2021). This prominence has raised concerns about the impact of early English instruction on the cognitive development, socialization, and prospects of young learners in a globalized

world. The discourse on language policy in primary education takes place within this complex and changing landscape (De Costa, et al., 2022).

Language policy in education is a fluid field that includes the sociolinguistic and pedagogical aspects of language learning. Decisions in this area have far-reaching implications for students, teachers, and society as a whole. The inclusion of English in primary education curricula reflects a global trend toward bilingual and multilingual education (Sutrisno & Salehcah, 2021). While supporters argue that early exposure to English improves students' future employability and global competency, detractors worry about the potential erosion of indigenous languages, cultural identities, and social inequalities (Srirahayu, Rochmiyati, & Khosiyono, 2023). The purpose of this study is to provide a thorough discourse analysis of the arguments for and against teaching English in primary schools. We hope to shed light on the various points of view shaping this critical debate by examining relevant academic literature, policy documents, and stakeholder perspectives. The analysis will look at the pedagogical implications, sociocultural factors, economic implications, and political implications of this language policy (Cushing, 2021).

Existing research predominantly examines either the benefits or drawbacks of teaching English in primary education, often from specific disciplinary perspectives. However, there remains a need for a holistic analysis that integrates pedagogical implications and language policy. Thus, this study fills the gap in providing a nuanced understanding of the multifaceted nature of the debate. Ultimately, it aims to contribute to informed policymaking and educational practices in language policy within primary education contexts.

This study aspires to contribute to the ongoing discourse surrounding language policy in primary education by drawing on the work of scholars such as Baker (2011), Cummins (2000), Phillipson (1992), Tollefson (2002), and UNESCO's (2003) seminal report on education in a multilingual world. As countries debate whether to introduce English at the primary level, educators, policymakers, and stakeholders can benefit from a thorough understanding of the arguments and counterarguments, allowing them to make informed decisions in the best interests of their students and societies.

This analysis seeks to provide a balanced and nuanced view of the discourse, recognizing that language policy decisions in primary education are far from one-size-fits-all and are inextricably linked to the sociocultural and historical contexts in which they are made. By examining the various points of view, we hope to foster a more informed and constructive dialogue on this critical issue.

METHODOLOGY

Method and Design of the Research

This study employed a qualitative descriptive research design. Qualitative research examines the quality of people, activities, situations, or objects (Fraenkel, Wallen, & Hyun, 2012). Descriptive research designs aim to observe and systematically describe the characteristics or behaviors of a subject without influencing them. They provide a detailed account of the subject's features, often using surveys, observations, or case studies to gather data. The research data was coded, analyzed, organized, or categorized based on emerging themes and patterns. Discourse analysis was chosen because it is well-suited to investigating language policy debates as well as arguments for and against teaching English in primary school. By analyzing discourse, this research seeks to uncover underlying ideologies, power dynamics, and socio-cultural implications embedded within language policy decisions, thereby contributing a nuanced understanding to educational policy discourse. The study examines the various perspectives on this issue through academic literature, policy documents, and public discourse. The research aims to provide a comprehensive understanding of the arguments and counterarguments by scrutinizing language use and the context in which language policy decisions are made (Tari & Hutapea, 2020).

Research Instruments

To conduct a comprehensive analysis of the YouTube videos "NET12 - Penghapusan Mata Pelajaran Bahasa Inggris Untuk Sekolah Dasar" and "Pro Kontra Pelajaran Bahasa Inggris di SD - Kompas Siang," a Content Analysis Worksheet will be employed. The focus is on identifying and categorizing key arguments both supporting and opposing the teaching of English in primary schools. Utilizing this worksheet, relevant quotes, themes, and perspectives presented in the videos will be documented systematically. Additionally, a Transcription Template will be created to transcribe pertinent portions of the videos, ensuring accurate representation of spoken content for further analysis. These instruments aim to provide an in-depth understanding of the discourse surrounding language policy and primary education, capturing diverse perspectives from the content presented in the specified videos.

Technique of Data Collection

Data collection for this research primarily involves a systematic review and analysis of existing documents and texts. The collection process encompasses the following steps: (1) The content analysis process includes watching the specified videos multiple times to understand the content comprehensively. Using the Content Analysis Worksheet as the primary instrument, key arguments both in favour of and against teaching English in primary schools are systematically identified and categorized. Relevant quotes, themes, and perspectives from the videos are documented, ensuring each key argument is appropriately categorized. (2) The transcription process involves carefully transcribing pertinent portions of the videos verbatim. The Transcription

Template serves as the organizational instrument, incorporating timestamps for each statement to reference the original video during subsequent analysis. Data collection during transcription captures spoken words, nuances, and any non-verbal elements contributing to the discourse on language policy and primary education.

Technique of Data Analysis

First is thematic Coding, by utilize the content analysis worksheet to identify and categorize critical arguments from the YouTube videos and systematically document relevant quotes, themes, and perspectives. Second is argumentative structure identification by examining the structure of arguments presented in the videos by stakeholders and identify critical premises, supporting evidence, and rhetorical strategies used in expressing opinions. Last is, comparative analysis by conducting a comparative analysis between the two YouTube videos and note similarities and differences in arguments and perspectives, considering regional variations.

FINDINGS AND DISCUSSION

The evolving landscape of primary education is a dynamic reflection of societal needs, constantly adapting to meet the challenges and opportunities of our ever-changing world. One pivotal aspect of this educational evolution is the language policy, particularly the discourse surrounding the teaching of English in primary schools. In recent times, these discussions have gained prominence, with debates centring on whether English should retain its status as a fundamental subject or undergo a shift in its role within the curriculum. The insights extracted from the analysis of two pertinent YouTube videos, namely "NET12 - Penghapusan Mata Pelajaran Bahasa Inggris Untuk Sekolah Dasar" and "Pro Kontra Pelajaran Bahasa Inggris di SD - Kompas Siang," shed light on the arguments both supporting and opposing the teaching of English in primary education.

Table 1. Transcript and Meaning from the 1st Video

"NET12 - Penghapusan Mata Pelajaran Bahasa Inggris Untuk Sekolah Dasar"		
NO	TRANSCRIPT	MEANING
1	<p>Beberapa waktu belakangan sempat beredar kabar bahwa Bahasa Inggris akan dikeluarkan dari daftar Pelajaran wajib bagi siswa Sekolah Dasar setelah uji coba di tahun ajaran 2013. Mulai tahun akademis 2014 pelajaran Bahasa Inggris akan dialihkan dari mata Pelajaran wajib.</p> <p><i>Recently, there has been news circulating that English will be removed from the list of mandatory subjects for elementary school students after a trial in the 2013 academic year. Starting from the 2014 academic year,</i></p>	<p>The provided text appears to be a transcript or excerpt from a discussion or news report related to the issue of teaching English in primary education in Indonesia.</p> <ul style="list-style-type: none"> ● Background Information

<p><i>English lessons will be transferred from the compulsory subjects.</i></p>	
<p>2 Setelah uji coba selama 2013. Kurikulum 2013 akan diterapkan sepenuhnya pada tahun ajaran baru Juli mendatang. Salah satu kebijakan di kurikulum baru yang masih mengundang pertanyaan besar adalah penghapusan mata Pelajaran Bahasa Inggris untuk Sekolah Dasar.</p>	<p>There was a rumour that English would be removed from the list of mandatory subjects for primary school students after a trial period in the 2013 academic year. Starting from the 2014 academic year, English will be shifted from a mandatory subject.</p>
<p><i>After trials in 2013, the 2013 curriculum will be fully implemented next July in the new school year. One of the policies in the new curriculum that still raises big questions is the elimination of English subjects for elementary schools.</i></p>	<ul style="list-style-type: none">● Implementation of Curriculum 2013
<p>3 Narasumber 1 Kalau saya sih kurang setuju ya, sekarang kalau untuk SD Negeri dihapuskan, kemana lagi anak-anak belajar Bahasa Inggris.</p> <p><i>Interviewee 1 I'm afraid I have to disagree; now that public elementary schools are abolished, where else will children learn English?</i></p>	<p>After a trial period in 2013, Curriculum 2013 would be fully implemented in the upcoming academic year starting in July. One of the controversial policies in the new curriculum is the elimination of English as a subject for primary schools.</p> <ul style="list-style-type: none">● Quotes from Various Speakers
<p>4 Narasumber 2 Saya rasa sih jangan ya kalau Cuma Bahasa Inggris itu penting itu soalnya.</p> <p><i>Interviewee 2 I don't think it's vital if only English is essential.</i></p>	<p>Narasumber 1: Expresses disagreement with removing English from elementary schools, citing concerns about where children would learn English.</p>
<p>5 Narasumber 3 Kalau buat SD sih setuju sih soalnya hmmm pertama mereka Pelajaran sudah terlalu banyak dan terus makin tahun makin susah.</p> <p><i>Interviewee 3 If it's for elementary school, I agree because, at first, they have too many lessons, and it gets more and more difficult as the years go by.</i></p>	<p>Narasumber 2: Argues that English is important and should not be removed.</p> <p>Narasumber 3: Agrees with the removal of primary schools, citing the already heavy workload for students.</p>
<p>6 Narasumber 4 Kalau Bahasa Inggris dihapuskan sih saya setuju terus PMR dan Pramuka diaktifkan Kembali bagus, soalnya di dalam Pramuk aitu terkandung kebersamaan, kekeluargaan, sosialisasi yang bagus untuk Pendidikan</p>	<p>Narasumber 4: Suggests agreement with the removal of English, proposing the reactivation of other activities like PMR (Pelatihan Dasar Kepemimpinan) and Pramuka (Pramuka Indonesia), emphasizing the values of togetherness and socialization.</p>

	<p>anak-anak kita itu. Kalau Bahasa Inggris itu kan cuma orientasinya Cuma kerja, kerja, kerja.</p> <p><i>Interviewee 4</i> <i>If English is abolished, I agree that continuing to reinstate PMR and Scouting is good because, in Scout, there is togetherness, kinship, and socialization, which is suitable for our children's education. In English, the orientation is just work, work, work.</i></p>	<p>Narasumber 5 (guru): Points out that the government may not be ready to make English a mandatory subject and that there's a lack of understanding about the position of English in the curriculum.</p>
7	<p>Pengajar ternyata punya pendapat sendiri untuk menyongong persaingan tingkat global dalam dunia akademis generasi muda harus disiapkan sejak dini.</p> <p><i>It turns out that teachers have their own opinions. To meet global competition in the academic world, the younger generation must be prepared early.</i></p>	<ul style="list-style-type: none">● Pertinent Points <p>There's a mention that educators have their own opinions on preparing the younger generation for global academic competition from an early age.</p>
8	<p>Narasumber 5 (guru)</p> <p>Kan kita lihat realitanya di Pemerintah kia tampaknya memang Pemerintah kita belum siap untuk menjadikan Bahasa Inggris itu sebagai mata Pelajaran yang wajib.</p> <p><i>Interviewee 5 (teacher)</i> <i>Let's see the reality in our government: it seems that our government is not ready to make English a mandatory subject.</i></p>	<p>The government's readiness to make English a mandatory subject is questioned. There seems to be confusion or miscommunication about the role of English in the primary school curriculum. The statement from the Head of Education in Jakarta suggests that English is not prohibited; it's just restricted as the language of instruction in specific schools with proficiency in English.</p>
9	<p>Ternyata pemahaman tentang posisi Pelajaran Bahasa Inggris dalam kurikulum SD tidak pernah tersampaikan dengan tepat.</p> <p><i>It turns out that understanding of the position of English lessons in the elementary school curriculum has never been appropriately conveyed.</i></p>	<p>The government's decision to make English an elective subject is attributed to some schools imposing English as the language of instruction.</p>
10	<p>Narasumber 6 (Kadis Pendidikan DKI Jakarta)</p> <p>Jadi yang dilarang adalah Bahasa Inggris sebagai pengantar dalam mata Pelajaran bukan Bahasa Inggris. Itupun pada sekolah-sekolah tertentu yang sudah menguasai Bahasa Inggris sebagai pengantar dalam mata Pelajaran Bahasa Inggris. Disini ditentukan oleh kemampuan guru dan juga kemampuan para peserta didik.</p>	<ul style="list-style-type: none">● Concerns about Implementation <p>The government's evaluation suggests that the request for early English education comes more from parents than from the older generation. Potential issues with implementing mandatory English education in remote areas or where there is a</p>

Interviewee 6 (Head of Education Department of DKI Jakarta)

So, what is prohibited is English as an introduction to non-English subjects. That is also true in specific schools that have already mastered English as an introduction to English subjects. Here, it is determined by the teacher's and students' abilities.

11 Pemerintah memasukkan Bahasa Inggris sebagai Pelajaran pilihan karena banyak pengelola sekolah yang nakal dengan mewajibkan Bahasa Inggris sebagai bahasa pengantar.

The government includes English as an optional subject because many school administrators are naughty by requiring English as the language of instruction.

Selama ini Pemerintah menilai orang tua yang justru meminta Pelajaran Bahasa Inggris diajarkan sejak dini di Sekolah Dasar padahal penetapan kurikulum berlaku tidak hanya di Kota-Kota Besar. Penetapan Bahasa Inggris sebagai Pelajaran wajib akan bermasalah di daerah terpencil atau karena ketersediaan guru Bahasa Inggris yang belum memadai.

12 Tim Liputan melaporkan dari Net

So far, the Government believes that parents ask for English lessons to be taught early in elementary schools, even though the curriculum determination applies not only in big cities. Determining English as a compulsory subject will be problematic in remote areas or because the availability of English teachers is inadequate.

The Coverage Team reports from the Net.

The provided text discusses the controversy surrounding the removal of English as a mandatory subject for primary school students in Indonesia, particularly in the context of the implementation of Curriculum 2013. The background information reveals that there were rumours about this change, and after a trial period in 2013, the new curriculum would be fully implemented in the 2014 academic year. Various stakeholders, including educators and government officials, express differing opinions

shortage of qualified English teachers are highlighted.

- Closing Statement

The report concludes with a mention of the coverage being reported from "Net," possibly a news network or platform.

In summary, a variety of perspectives on the decision to remove English from the mandatory subjects in Indonesian primary education reflect opinions from different stakeholders such as educators, government officials, and citizens.

on the matter. While some argue that English is important and should not be removed, others support the decision, citing concerns about the already heavy workload for students and proposing the reactivation of other activities like leadership training and scouting.

The concerns about the government's readiness to make English a mandatory subject and potential issues with implementation, especially in remote areas or where there is a shortage of qualified English teachers, are highlighted. The closing statement mentions that the coverage is reported from "Net," possibly a news network or platform. In summary, the text presents a diverse range of perspectives on the decision to remove English from mandatory subjects in primary education, reflecting the opinions of different stakeholders and shedding light on the complexities of implementing such a change in the education system.

Table 2. Transcript and Meaning from 2nd Video

Pro Kontra Pelajaran Bahasa Inggris di SD - Kompas Siang		
NO	TRANSCRIPT	MEANING
1	Sekolah Dasar, Pendidikan dari awal yang banyak perubahan <i>Primary School, Education from the beginning has had many changes.</i>	Changes in Primary School (Sekolah Dasar) <ul style="list-style-type: none"> The first two points highlight significant changes in primary education, possibly referring to the introduction of thematic learning.
2	Masih ingat dengan berlakunya pembelajaran tematik, kini ada lagi perubahan lain <i>Still remember the implementation of thematic learning, but now there are other changes.</i>	
3	Bahasa Inggris boleh saja tidak dijadikan Pelajaran harian dan hanya dimasukkan dalam ekstrakurikuler. <i>English may not be used as a daily lesson and may only be included in extracurricular activities.</i>	English as a Subject <ul style="list-style-type: none"> Point three suggests that English might not be a daily subject but could be part of extracurricular activities.
4	Reaksipun muncul, paling cepat dari Bali yang dalam keseharian biasa berkomunikasi dalam Bahasa Inggris. <i>The reaction emerged most quickly from Bali, where, in daily life, they usually communicate in English.</i>	Reactions from Bali <ul style="list-style-type: none"> Points four to six mention reactions from Bali, a region with a tourism focus, where people are accustomed to communicating in English.
5	I Gusti Alif Adi Adnyana (Kepsek SDN Tabanan) "Karena kita terletak di daerah Pariwisata, itu rasanya tidak setuju, kami kalau dihapus sama sekali."	The headmaster and a teacher expressed concerns about removing English from the curriculum.

	<i>I Gusti Alif Adi Adnyana (Principal of SDN Tabanan)</i> <i>"Because we are located in a tourism area, we don't think it would be acceptable if we removed it altogether."</i>	
6	Tedi Setiawan (Guru) Kalau ada hambatan sedikit jika di sekolah dasar ini dihilangkan Bahasa Inggrisnya, tunggu imbas para siswa yang nanti lulusannya ke jenjang sekolah menengah akan terhambat sedikit karena ada kendala pembelajarannya terutama." <i>Tedi Setiawan (Teacher)</i> <i>"If there is a slight obstacle if English is removed from elementary school, wait for the impact of the students who later graduate to secondary school level, it will be a little hampered because there are learning obstacles, especially."</i>	
7	Bukan hanya pengajar, para muridpun ikut berkomentar. <i>Not only teaching, the students also commented.</i>	
8	Siswa 1 "Saya sangat suka Bahasa Inggris, kenapa? Alasannya eh karena untuk berkomunikasi di balik karena Bali itu daerah Pariwisata." <i>Student 1</i> <i>"I like English, why? The reason is to communicate behind the scenes because Bali is a tourist area."</i>	Student Reactions <ul style="list-style-type: none"> Points seven to nine include comments from students supporting the importance of learning English due to Bali being a tourist destination.
9	Siswa 2 "Di Bali itukan eh termasuk kawasan pariwisata nanti itu susah untuk berkomunikasi kepada wisatawan." <i>Student 2</i> <i>"In Bali, including tourism areas, it will be difficult to communicate with tourists."</i>	
10	Selama ini Bahasa Inggris kebanyakan dimasukkan sekolah sebagai salah satu mata Pelajaran muatan lokal. Tim Liputan Kompas TV	Current Status of English Teaching <ul style="list-style-type: none"> The last point indicates that English is currently

So far, English has been chiefly included in schools as one of the local content subjects.

taught as one of the local subject matters in schools.

Kompas TV Coverage Team

Education systems around the world are subject to continuous evolution and adaptation to meet the changing needs of society. One area that often undergoes scrutiny and debate is the language policy in primary education. The ability to communicate effectively in a globalized world is considered a crucial skill, and the role of English as a medium of instruction has been a focal point of discussions. Recent changes in primary education, as outlined in the provided findings, indicate a notable shift in the teaching of English. The introduction of thematic learning suggests a departure from traditional instructional methods, with potential implications for language education. The decision to reconsider English as a daily subject, relegating it to extracurricular activities, raises questions about the perceived importance of the language in the curriculum.

The reactions from Bali, a region with a significant emphasis on tourism, provide a localized perspective on the proposed changes. The headmaster and a teacher express reservations about removing English from the curriculum, citing the practical necessity of the language in a tourism-centric environment. This highlights the interconnectedness of language policy with the socio-economic context, where language proficiency is directly linked to local needs and demands. Equally significant are the voices of students in Bali who vehemently support the retention of English in their curriculum (Saputra 2022). Their comments underscore the practicality of English in a tourist destination, emphasizing its role in effective communication with visitors. This student perspective adds a human dimension to the discourse, illustrating how language policy decisions resonate with those directly impacted – the learners (Swara & Assidik, 2022). The study further considers the potential ramifications of the proposed changes. A teacher expresses concerns about hindrances to students' progress in secondary education if English is removed from the primary school curriculum. This foresight delves into the longitudinal effects of altering language policies, emphasizing the interconnectedness of educational stages and the importance of a coherent language learning trajectory. The current status of English teaching mentioned as one of the local subject matters, serves as a baseline for understanding the departure from existing practices. This status quo indicates that English holds a recognized place in the educational landscape, and any modifications to its role would represent a significant policy shift (Mahsar, 2020).

Language policy in primary education is a significant topic, with an intricate and multifaceted debate surrounding the inclusion of English language instruction in early schooling. A review of relevant literature, encompassing a range of perspectives, implications, and contextual considerations, is required to shed light on the

comprehensive landscape of this discourse. The discourse on language policy and primary education is a complex web encompassing many dimensions, making it necessary to investigate previous related studies. These studies have shed light on the many facets of the discourse, laying the groundwork for understanding the arguments for and against introducing English instruction in primary schools.

Baker (2011) introduces a comprehensive framework for bilingual education, emphasizing the importance of recognizing and nurturing students' first languages while teaching a second. This viewpoint highlights the potential advantages of multilingual education and cultural preservation. Cummins (2000) discusses the cognitive benefits of bilingualism, claiming that knowing multiple languages can improve cognitive development, problem-solving skills, and academic achievement. This viewpoint supports the case for early English exposure for cognitive development.

Phillipson (1992) defines "linguistic imperialism" and emphasizes the sociopolitical power dynamics at work when English is promoted as a medium of instruction. This work examines the impact on indigenous languages and cultures, particularly in postcolonial contexts. Tollefson (2002) provides an in-depth examination of language policies in education, emphasizing critical issues such as language choice, language rights, and the role of language in identity and power dynamics. This work lays the groundwork for comprehending language policy decisions in primary education.

The seminal report "Education in a Multilingual World" (2003) by UNESCO emphasizes the importance of multilingual education and the preservation of linguistic diversity. It highlights the importance of balancing global and local languages in educational contexts. Grin and Vaillancourt (1999) and Chiswick and Miller (2005) investigate the economic arguments in favor of English language instruction. They argue that early exposure to English can improve future employability and income potential, consistent with those who advocate for teaching English in primary schools.

Hornberger (1997) and Ricento (2005) address the sociocultural and regional contexts effectively. Their research highlights the importance of considering sociocultural aspects in language policy, such as the impact on local cultures and identities. Jenkins (2007) discusses the rise of English as a global lingua franca and the implications for educational language policies. This literature acknowledges the tension between preparing students for a globalized world and linguistic and cultural homogenization concerns. These studies contribute to the larger discourse on language policy in primary education by providing a foundation for understanding the numerous arguments and counterarguments surrounding the introduction of English language instruction in primary schools. This article seeks to provide a nuanced understanding of the complexities and implications of language policy decisions in the context of primary education by synthesizing and analyzing these perspectives.

The findings from the analysis of two YouTube videos shed light on the evolving landscape of primary education in Indonesia, particularly to the teaching of English. The first video, "NET12 - Penghapusan Mata Pelajaran Bahasa Inggris Untuk Sekolah Dasar," reveals a multifaceted debate among stakeholders, including educators, government officials, and citizens. The controversy stems from the decision to remove English as a mandatory subject for primary schools, with varying opinions on its necessity, the government's readiness, and potential challenges in implementation. Educators express concerns about preparing students for global academic competition, while others argue for a shift in focus toward alternative activities like leadership training and scouting. The second video, "Pro Kontra Pelajaran Bahasa Inggris di SD - Kompas Siang," adds a regional perspective from Bali, emphasizing the importance of English in a tourism-centric environment and highlighting student voices in support of retaining English in the curriculum.

The debate over the role of English in primary education reflects a broader discourse on language policy, curriculum changes, and societal needs. The decision to reconsider English as a daily subject in the curriculum, as indicated in the second video, raises questions about the perceived importance of the language in the changing educational landscape. The introduction of thematic learning in primary education, as noted in the first video, suggests a departure from traditional instructional methods, potentially impacting language education. The localized perspectives from Bali underscore the interconnectedness of language policy with regional socio-economic contexts, emphasizing the practical necessity of English in specific environments.

The reactions from educators and students in Bali provide a nuanced understanding of the implications of language policy changes. While educators express concerns about potential hindrances to students' progress in secondary education, students articulate the practical benefits of learning English in a tourism-driven region. This duality highlights the complex relationship between language policy, educational goals, and societal needs. Moreover, the consideration of potential long-term effects on students' educational trajectories underscores the importance of a cohesive and well-thought-out language learning strategy. In summary, the findings showcase the multifaceted nature of the debate on English education in Indonesia, encompassing global competitiveness, regional considerations, and the practical needs of students.

CONCLUSION

The findings underscore the dynamic nature of primary education in Indonesia, with language policy, particularly the role of English, at the centre of ongoing debates and changes. The decision to remove English as a mandatory subject in primary schools, as discussed in "NET12," has sparked diverse opinions among stakeholders, revealing concerns about global academic competitiveness, government readiness, and the potential impact on students' workload. The introduction of Curriculum 2013 and its controversial policies reflect the challenges of implementing significant changes in the

education system. Additionally, the inclusion of perspectives from educators, government officials, and citizens highlights the complexity of the issue, revealing miscommunications about the role of English and a lack of consensus on its place in the curriculum.

The regional perspective provided by "*Pro Kontra Pelajaran Bahasa Inggris di SD - Kompas Siang*" offers valuable insights from Bali, a tourism-centric region. The reactions from educators and students emphasize the practical necessity of English in their daily lives, particularly in effective communication with tourists. This localized viewpoint adds granularity to the broader debate, illustrating how language policy is intricately linked to regional socio-economic contexts and the needs of the local population.

To balance stakeholder concerns and ensure students are prepared for global challenges, strategies such as adopting a consultative approach in policy-making and promoting a holistic education framework that integrates language skills with critical competencies like critical thinking and cultural awareness could be employed. Additionally, recognizing regional socio-economic contexts, like Bali's tourism-driven need for English proficiency, underscores the practical necessity of English in daily life and supports tailored educational policies that meet local and national objectives.

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