Language Policy in Education : Types of Teachers Perception

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Abstract. This research discussed about types of teachers' perception of Language Policy in MAN 2 Model Medan. Language is a critical tool that is used for the purposes of communication. It's stated that theory of Kaplan and Baldauf (2003). A language policy is a collection of ideas, laws, regulations, rules, procedures, and practices designed to achieve a policy's goal. Through it, researcher probe and elucidate teachers' perception of language policy in MAN 2 Model Medan. This research organized by using qualitative research design. Which stated by Robbin (2002) that there are two types of , such as positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile is negative perception is individual perceptions to certain objects or information with negative views, contrary to what expected from the object that is perceived or from existing rules. and the result of this research that teachers had positive perception of language policy in MAN 2 Model Medan. Meanwhile, negative perception are not found in this research.

Keybord: Teachers' Perception, Language Policy, Language Policy in Education.

1 Introduction

Language skills are considered essential for educational achievement and full participation in society, so education systems around the world strive to strengthen their language education.[1]. The Indonesian government has recognized the value of qualified education in the country. As a result, the government must make concerted efforts to improve the quality of national education. People's increasing desire for qualified education demonstrates that education has evolved into one of the most powerful and authoritative social life institutions, as well as playing an important and strategic role in the country's development.

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[1] J, Cummins. (2008). BICS and CALP: Empirical and theoretical status of the distinction. Vol. 2. 71–83. https://doi.org/10.1007/978-0-387-30424-3_36. (2008)

The school context is more than just a backdrop against which schools must operate[2]. Schools differ in terms of location, school culture, teacher team composition, resources, and the number of ethnic minority students enrolled. As a result, it is not surprising that school contextual characteristics influence policy design and implementation in schools. Some policies may be more feasible in one school or address a more pressing need in another. As a result, the school context can be defined as "the institutional setting consisting of formal and informal social constraints that regulate the implementation process in a given educational system[3].

Government has many innovations to improve education quality and create qualified students to continue to higher and better education. One of the educational initiatives undertaken by the government is the establishment of schools that adhere to international standards through the implementation of regulations governing the use of international languages. The language policy in Indonesia regarding the teaching and learning of English in schools has changed in recent years, and English is now included in the curriculum of the majority of schools. Many schools have instituted English instruction for their students not because they believe the students need it or are interested in learning English, but rather due to parental pressure and a desire to boost the school's prestige.

Many studies into the role of the school context in policy execution in the classroom have so far taken the form of qualitative and quantitative case studies. These studies revealed the impact of language policy in education as well as the results of language policy implementation in education[4]. The findings indicate that one SLP element, team indicative capacity for language lessons, improves students' reading word recognition. The effects did not differ between low-risk and high-risk students.

SLP is described as a strategic and structural try by a rest of the school team to adjust their teaching experiences to their students' linguistic need and in order to promote their (language) learning development[5]. Encouragement of students to use their native languages, language-across-the-curriculum initiatives, and literacy instruction are examples of preventive measures. In theoretical contributions, schools are deemed to be have effectively implemented an SLP if those who prove precondition in the promotion of language acquisition with all students, cooperation for language between all team members, reflective team ability on the teaching and learning of languages, and take into account it a priority for the school.

MAN 2 Model Medan is the one of Senior High schools based on Islam at Jl Williem Iskandar No 7A, Medan. This school is specifically intervened to improve quality. Man 2 Model was established as a magnet school which is expected to transmit its success to other Islamic

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[2] A. Braun, S. Ball, M. Maguire, and K. Hoskins. Taking Context Seriously: Towards Explaining Policy Enactments in the Secondary School. Vol. 32. No 4: 585–596. doi:10.1080/01596306.2011.601555. (2011)

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[5] *Ibid*

school in the vicinity. To a certain extent this Man 2 Model program has succeeded in building a positive image of Islamic School. MAN 2 Model Medan is one of the Islamic school that has shown success, including; an increase in the quality of teachers through various educational programs (S2 and S3) and training programs. The improvement in the quality of graduates as seen by the small gap in achievement between students and general school students.

Furthermore, the use of foreign languages in Indonesia is governed by Article 29 number 2 of Law No. 24/2009 concerning the Flag, Language, State Emblem, and National Anthem. According to the law, to help students improve their ability to speak foreign languages may serve as the language of instruction in educational units. Teachers will be able to be using English to help their students learn English in addition to other languages other than Indonesian. So, this research discussed about Language policy in MAN 2 Model Medan requires teachers' perceptions.

2 Review of Literature

In conducting this study some theories are needed to explain the study.

2.1 Language Policy

Considers language as a cultural construction in Sue Wright's book Language Policy and Language Planning. Language is defined as a purely human and noninstinctive way of expressing ideas, emotions, and desires through a system of voluntary basis produced symbols. It definition employs words and phrases to refer to common experience. According to this definition, man communicates his understanding of information, concepts, and occasions through language. Humans then reshape it into a language that the other humans in particular groups can recognize. Language in a specific group of people reflects its cultural and social reality, and language is established by the cultural and social realities. As a result, the two have an influence on each other. Meanwhile, theories assert that language is formed by the world. They assume that people's perceptions of the world are shaped by how they use language. Halliday's (2004) opinion, as stated in Sue Wright's book, shares this viewpoint: "Language does not passively correspond to reality: it actively creates truth."

Language, as stated in the preceding quotation, is dynamic. The development of a new language is aided by new facts, ideas, and events. People will be encouraged to re-calibrate their modes of expression as they learn new perspectives on old events, facts, and ideas. Meaning is created through the negotiation process. As a result, language, rather than expressing or reflecting cultural reality, creates it. Language shapes and shapes humans. The primary mode of communication in society is language.

Language is the primary means of acquiring understanding and creating meaning too[6]. The process of developing meaning within and for society, as well as how meaning is created in society, have an impact on humans. Language is influenced indirectly by the environment. Language is a social construct and cultural artifact, and events and even interests can influence the formation and meaning of language. Language policy, as defined by the National Language Politics Seminar in 1975, is a conceptual and political factor to consider in order to

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[6] A. Chaer and L. Agustina, Sosiolinguistik: Pengantar Awal. Blackwell Publishing: Jakarta. (2004)

just provide planning, guidance, and provisions that really can serve as a foundation for the overall national processing of a country's language problems.

2.2 Language Policy in Education

According to a report produced jointly by the Division for Language Policy in Strasbourg and the Slovene Ministry of Education and Sport in 2003-2005, language policy in gaining independence Slovenia has indeed been heavily influenced by the need to give the national language more "validity" (Council of Europe, 2005). The authors of the report also analyze the collective connection to the concept of mother tongue, as well as the socio-historical tendency to accord Slovene citizenship and identity with the language on its own, that also did lead to normative and realist attempts to close the language off to the outside impacts. Simultaneously, a 1993 report by the Council of Europe stated that Slovenia might serve as a model in its treatment of the two main well- known minoritiesA 1997 study by Tollefson found that Slovenia's accessible government system facilitated the advancement of a positive language policy into minorities.

Language is intertwined with public welfare in education policy and, as such, is core to power dynamics. Language power structures typically reflect a society's cultural, institutional, and diplomatic stratification. Languages excluded or restricted from formal qualifications have little system and social and transfer value in the labour force[7].

In addition, foreign languages given opportunities to grow in Indonesia. In order to improve the nation's competence, foreign languages are also taught in schools of Indonesia at various levels of education. Foreign languages can also be used as the main language in teaching process as written in Law no. 24 of 2009 on Flags, Languages, and Symbol of the Country, and National Anthem article 29 paragraph 2. The use of foreign languages in Indonesia is governed by Article 29 number 2 of Law No. 24/2009 concerning the Flag, Language, State Emblem, and National Anthem. According to the article, foreign languages can be used as the language of instruction in educational units to help students improve their foreign language skills. So that teachers can use English to help their students learn English as well as other languages besides Indonesian.

Language policy, as well as language practice and use in education, are thought to influence the effectiveness of learning and instruction in the school setting. Language is a crucial tool used in communication. We use it to investigate and explain various situations that arise in our everyday interactions. The language policy in education, which determines the language used in transferring information at various levels, is at the heart of the educational system.

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[7] Rassool. Language policy and education in Britain. In S. May & N.H. Hornberger (Eds.), Encyclopedia of language and education (2nd ed., Vol. 1: Language Policy and Political Issues in Education, pp. 267–284). New York: Springer. (2008)

2.3 Perception

The organization, proof of identity, and understanding of gustatory data in order to demonstrate and realize the environment is referred to as perception. Perception refers to the capacity to see, hear, or become aware of something using one's senses, as well as the manner in which something is recognised, understood, or construed (Oxford Dictionary, 2016). Perception is the manner by which data gathered from the environment is chosen, received, organized, and interpreted in order for it to be meaningful to people. Furthermore, Robbin defined perception in Darmuh as the process by which individuals govern and interpret sensory perception in order to provide validity in their surroundings.[8]

In this study, Barry (1998) reveals that perception is the set of processes by which we recognize, organize, and create stimuli in our environment. The key distinction between the two main perception theories is the emphasis each places on the role of sensation and higher cognitive process perception.

Perception is the mechanism through which the human brain gets messages or data from its surroundings. This connection is achieved through five senses of sight, starting to feel, smell, and touch. Perception[9]. according to Robbins, is the process by which a person controls and interprets sensory experience in a way that gives significance to their environment[10]. The acknowledgement and explanation of sensory input is referred to as perception. Perception also includes how we respond to information. Perception can be defined as the process by which we gather sensory data from our scenery and employ this details

Positive perception is an individual's assessment of an object or information with a positive view or as expected from the perceived object or from existing rules. Individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of perceived objects are the causes of the emergence of a person's positive perception due to satisfaction.[11]

If perceived object corresponds to appreciation and can be accepted rationally and emotionally, humans will perceive positively or tend to like and respond to the perceived object. positive perception is an individual's assessment of an object or information with a positive viewpoint or in accordance with what is expected from the perceived object or from existing rules.

Based on the above definition, the researcher concludes that positive perception is a positive way of looking at individuals in the stimulus environment via cognition and affective processes that are influenced by various factors such as prior knowledge, needs, educational moods, and other factors in order to give positive meaning to the object that it perceives.

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[8] Robbins. Organizational Behavior Prentice-Hall International Editions. Pretince Hall. (2003)

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[10] Robbins. Organizational Behavior Prentice-Hall International Editions. Pretince Hall. (2003)

[11] Ibid

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3 Method

The study design is the researcher's strategy for gaining an understanding of a specific group or phenomenon in its sense. Ary classifies research into two kinds: qualitative research and quantitative research (2010). This study contains qualitative data gathered through interviews. The research design for this study is qualitative.

Ary (2002) defines descriptive research as a study designed to gather data on the present state of a phenomenon. The researcher wishes to describe a recent phenomenon in this study: teachers' perceptions of language policy in MAN 2 Model Medan.

In this study, the data source is primary data obtain by conducting English teachers' interviews in MAN 2 Model Medan academic year 2022/2023. The data sources according to Lofland as stated quoted by Moleong, the key data sources in qualitative research, according to Lofland as reported by Meleong, are words acts, with extra data such as documents and other sources.[12]

In this study, a semi-structured interview with open-ended questions is used to elicit more details from the instructor of language policy at MAN 2 Model Medan. According to Ary (2010), a semi-structured interview is a cross between an unstructured and a structured interview in which the topic of interest is selected and questions are developed, but the interviewer may modify the structure or questions during the interview.

A semi-structured interview is suitable for this study because the researcher can still ask new questions that arise during the interview process, allowing the researcher to delve deeply into the respondents' information. Furthermore, open-ended questions are employed so that respondents can respond in their own unique way and in their own words.

4 Result and Discussion

Based on the results of the interviews, the researcher can conclude that teachers have a positive perception of teachers utilizing English language in the learning process because it can improve students' vocabulary, increase students' English ability, encourage them to learn English, and enhance their ability to communicate in English with their teacher or their friends, and the last impact of English language policy for students is that students have won so many English Olympiads.

Based on some facts about the impact of English language policy in MAN 2 Model Medan as the language of instruction in the school, the findings of teacher interviews led to findings

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[12] Moleong, J. Lexy. Metodologi Penelitian Kualitatif. Bandung : PT Remaja Rosdakarya. (2007)

regarding perception English language policy in MAN 2 Model Medan. The table below depicts types of teachers' perceptions of English language policy in MAN 2 Model Medan.

Table 4.1 Types teacher perception of English
Language Policy in MAN 2 Model Medan

Types of Teachers perception	FAB	BRS	FN	HBH	IAM	SM	TH	S
Positive	√	√	√	√	√	√	√	√
Negative	-	-	-	-	-	-	-	-

4.1 Improve the Students' Confident

The goal in implementing an English language policy is so that students are able to use English fluently as a medium of communication, both orally and in writing. Another short-term goal is to increase students' self-confidence when they have to express opinions. Students at the Medan Model 2 MAN have low self-confidence when speaking English because it is frequently exposed.

There are students who understand English but lack confidence, which limits their opportunities to grow. There are also students who previously lacked confidence, but after he mastered English, this made him more confident and not afraid of obstacles in every opportunity he would take in the future. This is the following of the result interview from FAB as English teacher in grade X.

I am happy to implementation of the English language policy in schools. Because from here I can see the progress of students from those who were initially shy until now they are getting used to and confident in using English in class. (FAB, 2022)

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4.2 Improve the Students' Vocabulary

In according of IAM as English teacher of grade XI MAN 2 Model Medan said:

So far, in my opinion, the use of English is good, especially in language science classes. They have started to dare and are not shy anymore to use English. My suggestion is that in the future the use of English can be evenly distributed to all students, and I hope that schools will emphasize the use of English in schools again so that students are better trained and have more abilities, especially in English Speaking Skills. (IAM, 2022).

In another hand by SM as English teacher grade XI MAN 2 Model Medan said:

So far, I'm happy, because apart from being able their English skills, the students also seem happier and more sociable because they would like to find new vocabulary, such as slang words. (SM, 2022)

This is the result of interview with TH as Homeroom teacher and English teacher of X said:

I feel helped for using English language policy in my class, because students are increasingly confident and able to make stories in English. (TH, 2022)

S as English teacher said that:

I''m happy, I got positive things. as a teacher I would like to see the progress of students. Well, this is what came from the application of English language policy at school earlier. I don't have too much getting trouble from the children using English in my subjects. (Dr S, 2022)

The process of implementing the English language policy cannot be mastered in a short time. Of course, the process requires consistency and enthusiasm from students and teachers so that the English language policy continues to be applied and becomes a good habit that builds in the school environment. It is also necessary to make this English language policy fun and superior for the MAN 2 Model.

In implementing the English language policy that has been implemented at the Medan Model 2 MAN. When they were in the program, the teachers were very enthusiastic and happy because they believed that implementing the English language policy would help students learn and retain English, introduce and memorize new vocabulary, and increase students' confidence in using English as a tool for communication with other students or with the teacher.

4.3 Improve Student's Achievement English

In addition to the positive impact of implementing the English language policy at MAN 2 Model Medan, this can be seen from several Olympiads in the field of English that were participated in and won by students at MAN 2 Model Medan. According to FN, an English teacher in class XII.

"*There are many positive things that can be obtained by implementing the English language policy at school, besides students' self-confidence, the most visible thing is the many English Olympiads that students have won, such as SSO, IYSO, NEO, OSBN at the provincial and national levels. You can check the Olympiads won by these students on the MAN 2 Model Instagram, there must be a lot of them.*"

FN added the positive impact of the many positive things that were obtained in implementing the English language policy at school apart from self-confidence, new vocabulary and good habits that were built were the many English Olympiads won by students obtained from Instagram posts of MAN 2 Model Medan. The SSO Olympics won silver and gold medals, the KSZN Olympiad won a silver medal, the OSI Olympiad won a gold medal, the NEO Olympiad won a silver medal, the ZSSC Olympiad won a gold medal, the KSNP Olympiad won two bronze medals and one gold medal, the Olympics, the IYSO Olympiad won a bronze medal, the IASC Olympiad won three bronze medals and one silver medal, OSBN Olympiad got a bronze medal, DIVYA Olympiad got a silver medal, OSSN Olympiad got a gold medal, KGSI Olympiad got 1st place, one gold medal, and one bronze medal, POSI Olympiad got one gold medal, the OPN Olympiad won two silver medals, the KSB Olympiad won one silver medal, the ECI Olympiad won one silver medal, and many more.

The English Language Olympiad is a prestigious academic competence in Indonesia. This is due to the many processes that participants must pass, starting from selection at the school, regency/city, provincial, national, and even international levels.

Based on this, the English Olympiad is a competition that plays an important role in improving students' abilities and understanding of solving problems, one of which requires the ability to think creatively.

According to the research, teachers had a positive perception of using English language policy in MAN 2 Model Medan during the learning process because it can improve students' vocabulary, increase students' English ability, energize them to learn English, and enhance their ability to communicate in English with their teacher or their friends, while the most recent impact of English language policy for students is that students have won so many English Olympiade**.**

5 Conclusion

Based on the result of the research, the researcher concluded that Teachers had positive perception of language policy in MAN 2 Model Medan because it can improve the students' vocabulary, improve their confidence to speak English and Improve Student's Achievement English. Dealing with the academic writing, it is highly recommended to the further researcher

or reader in order to be able to do research with other types of teachers' perception about language policy in education

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