

Youthful Perspectives In Efl: The First Year Students' Point Of View On English Subject

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Abstract: *This study on students' points of view on English subject was conducted with the first year students at SD 1 Muhammadiyah Banda Aceh. The aim of this study was to address a main question called What are the students' points of view on English subject?. In addition to this, finding out the students' point of view on English subject was the aim of this study. The qualitative research employed interviews as the instrument. The interviews were conducted to explore participants' experiences, perspective, and difficulties regarding the English language. The collected data were analyzed using descriptive analysis. The findings revealed that the majority of students responded positively to the questions. However, students confirmed that English is a challenging subject to learn. In conclusion, the study indicates that students hold a positive point of view on the English subject. The majority of SD 1 Muhammadiyah Banda Aceh first year students have favorable opinions about English subject.*

Keywords: *English Subject, Students' Point of View*

Abstrak: Penelitian ini mengenai pandangan siswa terhadap mata pelajaran Bahasa Inggris yang dilakukan pada siswa tahun pertama di SD 1 Muhammadiyah Banda Aceh. Tujuan dari penelitian ini adalah untuk menjawab pertanyaan utama yang yaitu Apa pandangan siswa terhadap mata pelajaran Bahasa Inggris?. Selain itu, tujuan dari penelitian ini adalah untuk mengetahui pandangan siswa terhadap mata pelajaran Bahasa Inggris. Penelitian kualitatif ini menggunakan wawancara sebagai instrumen. Wawancara dilakukan untuk mengeksplorasi pengalaman, pandangan, dan kesulitan peserta terkait dengan bahasa Inggris. Data yang terkumpul dianalisis menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa sebagian besar siswa merespon pertanyaan dengan positif. Namun, siswa mengkonfirmasi bahwa Bahasa Inggris merupakan mata pelajaran yang menantang untuk dipelajari. Sebagai kesimpulan, penelitian ini menunjukkan bahwa siswa memiliki pandangan positif terhadap mata pelajaran Bahasa Inggris. Sebagian besar siswa tahun pertama SD 1 Muhammadiyah Banda Aceh memiliki pendapat yang baik tentang mata pelajaran Bahasa Inggris.

Kata kunci: Mata Pelajaran Bahasa Inggris, Pandangan Siswa

INTRODUCTION

English is undeniably one of the most important languages in the world today. It has become the lingua franca of global communication, business, and culture. Teaching English either as a second language or a foreign language to young learners holds immense value, as it equips them with a powerful tool for future success in an increasingly interconnected world.

English has emerged as the most commonly used and pervasive international language, mostly as a result of tendencies toward economic globalization. The worldwide language for business and trade, science and technology, the Internet, entertainment, and even sports is becoming English, according to Crystal (2000) in Su(2006). According to her calculations, one-fourth of the global population speaks English as a first, second, or foreign language.

Some studies contend that teaching English to young students can result in improved English proficiency, future employment opportunities, and social and economic advantages, while other studies draw attention to difficulties like teachers' limited language skills and understanding and a gradual decline in students' motivation and proficiency. As Oktaviani stated that young learners acquire English early, that their command of the language will be better, that learning English would help them find employment in the future, and that learning English will benefit them socially and economically. Young learners equipped with English have a competitive edge in a global job market. Proficiency in English opens doors to a wide range of opportunities, such as international careers, higher education abroad, and cross-cultural collaborations. Therefore, it may be inferred that elementary school teachers concurred that English for Young Learners was crucial.

Young learners have specific expectation regarding an English subject. They demand a class that is both interesting and challenging, as well as relevant to meet the expectation. The curriculum of the class should be designed to fulfill these goals. A good English subject should cover the fundamental grammar, vocabulary, and pronunciation. It should also include activities and exercises that promote the young language skills in a fun and interactive way. In the evaluation of the effectiveness of the content of the course, it is crucial to consider whether or not the course is achieving its intended goals. For instance, can young learners utilize the language they have learned in everyday situations? Can they successfully communicate in English? These are significant questions that should be considered when evaluating the subject.

Furthermore, Chen (2020) found that the experience of early childhood English learning addressed positively contributed to later English language and also to attitudes toward English learning. It means early exposure to English provides young learners with a solid foundation for future academic success and global communication.

Young learners require platform and direction since they are not prepared to be independent (Sukmawati, 2018). Perfect execution of guidelines are recommended by some experts as takes after: (1) blending to begin with mother tongue language and English to communicate with other children; (2) the utilize of basic questions; (3) making utilize of recognizable tunes, rhymes, and lyrics; (4) utilizing to begin with mother tongue language with peers who talk the same to clarify the instructions; (5) reacting to essential address words like who, what, where, and when; (6) knowing and taking after directionality in content; (7) communicating perceptions after instructor modeling . These pointers are doable to be executed.

The teaching methods employed in an English course can greatly affect the learning experience of young learners. It is important to analyze these methods to determine whether

they are suitable for young learners. In addition, the activities and exercises used in a subject should be designed to be engaging and interactive. For example, a good English course should use a variety of teaching methods such as role-playing, games, and group activities. These methods allow young learners to practice their language skills in a fun and interactive way. It is also important to consider the pace of the course. The course should be designed to be challenging but not overwhelming for young learners.

The learning environment can greatly impact the overall learning experience of young learners. The classroom setting and facilities should be designed to be conducive to learning. For illustration, a good English course should encourage open communication between the teacher and students. The teacher should be approachable and willing to answer questions. This creates a positive learning environment that encourages young learners to participate and engage in the learning process.

Jin (2014) conducted the data about young learners' attitude towards studying English, according to analysis, these young learners have a very positive attitude about learning English; they experience joy and excitement; they are motivated by interactive techniques and learning by playing; and they think they achieve worthwhile goals. Some of them expressed their dynamic awareness of their English learning challenges but still had faith in their ability to reach desired results. It means, even though the sample faced some obstacles, but they were motivated enough in learning English. This kind of nuance needs to be grown to the students, hence they keep their enthusiasm in studying.

In conclusion, young learners have specific expectations from an English subject. The course content, teaching methods, and learning environment should be designed to meet these expectations. A good English subject should be engaging, challenging, and relevant to the needs of young learners. It should use a variety of teaching methods and activities to make learning fun and interactive. The learning environment should be designed to be conducive to learning and encourage open communication between the teacher and students. By taking these factors into consideration, we can create an English course that is effective in helping young learners improve their language skills.

As the world becomes increasingly globalized, the importance of proficiency in the English language is becoming further superficial. Clearly, these studies provide a sense of the importance of teaching English to young learners. However, Since English has been taught as the foreign language, the early-aged students have various attitude toward it. For example, what is the elementary level students' point of view on English subject? How they react on it? And What are their the dominant problems in learning English?. These basic highlighted problems

lead the writer to obtain the needed data concern on the first year students' point of view on English subject.

REVIEW OF LITERATURE

English Subject

According to Miles (2004), the usage of first Language or mother tongue by teachers can oversimplify the differences between two languages, breed student apathy, and prevent the use of English in the classroom from being maximized. It means that the use of first language sometimes occurs the diasadvantage of the foreign language class. Furthermore, first language can be viewed as a barrier to English exposure, according to Zacharias (2003). Since English is seen as a foreign language and is not utilized in daily communication, this might be the biggest drawback of teaching a foreign language. Nevertheless, for the young learners' English class, the teacher should do code mixing or code switching the make the clearer instruction.

If a young learner takes English seriously, learning it offers many advantages. Moon (2006) identified eight elements of learning English, including the context of instruction, students' attitudes, teaching strategies, learning activities, classroom organization and management, learning resources, assessment and feedback, and successful language learner. These factors include many different factors that influence the efficiency with which individuals acquire and master English. Moon's framework provides educators and learners with valuable insights into the multifaceted nature of language acquisition and pedagogy. Below is a brief description of each of the eight factors:

1. Context of instruction: This factor refers to the English teaching and learning environment. This includes considerations such as whether English is learned in a formal classroom, as part of a bilingual program, or in a real-world, informal setting. The instructional context can have a significant impact on the learning experience.
2. Students' attitude: The students' attitude and motivation to learn English are very important. A positive attitude, intrinsic motivation, and willingness to engage with the language can enhance the learning process. Conversely, a negative attitude or lack of motivation can hinder progress.
3. Teaching strategies: Effective teaching strategies are essential to facilitate language acquisition. These strategies include the teaching methods, techniques, and approaches used by teachers to convey language concepts and skills effectively.
4. Learning activities: Learning English includes many activities, from reading and writing to listening and speaking. The choice of program activities can impact learner engagement and understanding. Varied activities cater to different learning styles and interests.

5. Classroom organization and management: How a classroom is structured and managed can impact the learning experience. A well-organized and managed classroom creates an environment conducive to learning, ensuring students can focus on their language development.
6. Learning resources: Learning resources include documents and tools used in the teaching and learning process. These can include textbooks, multimedia resources, online platforms, and more. The availability and quality of resources can influence the effectiveness of teaching.
7. Assessment and feedback: Assessing learners' progress and providing timely feedback are essential parts of language learning. Assessment methods and feedback processes must be appropriate to language teaching goals.
8. Successful language learners: This element focuses on the characteristics and habits of successful language learners. These individuals are often dynamic, persistent, and proactively seek opportunities to practice and improve their language skills. Understanding what makes a successful language learner can help teachers and students.

In summary, Moon's framework posits that learning English is a complex process influenced by many different factors, including the learning environment, personal attitudes, teaching methods, activities, classroom management, resources, assessment, and qualities of successful language learners. These factors interact and shape the language learning journey, and teachers can use this framework to develop more effective language teaching strategies and support systems for learners

Students' Point of View

Students' point of view refers to the perspective, opinions, beliefs, and experiences of students. It signifies the way students see, understand, and interpret a particular situation, subject, or topic. This perspective is critical in education and research because it helps educators, researchers, and policymakers gain insights into how students perceive and interact with various aspects of their educational journey. Point of view is a crucial aspect of education, as it provides valuable insights into the thoughts, feelings, and experiences of students. These insights can inform teaching practices, curriculum development, classroom management, and policy decisions, ultimately leading to a more effective and student-centered educational experience.

As stated by Resmini (2019) that point of view may be connected to the learning process when pupils acquire knowledge through experience and incorporate it into their memory of facts. In other words, if the students have gone through the process, they can form an opinion

on it. Therefore, how the students interpret the language which the instructor uses in the classroom may have a big impact on how well they do in school.

In deal with this, Moon (2005) confirmed that 'longer is better', it means that the hypothesis of starting to introduce English to the youth can increase the overall time for English and in the long term achieve a higher level of proficiency than those starting later. Due to this, as the study stated, the foreign language learners have their own point of view.

METHOD

Respondents

The study involved the first year elementary students who have varying English proficiency levels to capture a comprehensive range of perspectives. The writer conducted interviews that are semi-structured and have a subset of participants that are interviewed in order to receive a qualitative data that is in-depth. The interviews can concentrate on exploring participants' experiences, difficulties, and goals regarding the English language.

Instruments

The interview was conducted in a comfortable and private setting. Begun with an introduction to build rapport and explain the purpose of the interview. Moreover, recording the interviews with the participants' permission. This ensured accuracy when transcribing and analyzing the data. Additionally, taking notes during the interview to capture the important non-verbal action, like gesture and mimic.

Data Analysis

The qualitative research technique was applied in this study. As mentioned by Ary (2018), it is to characterize the current state of phenomena that were present at the time of the study. The purpose of this research is to investigate and understand the students' perspective on the English language. The investigation aims to acquire information about the students' perspectives, mindset, and difficulties associated with the learning of English.

The expected results from this study is that the study was to gain valuable insights into students' experiences and perspectives on the subject of English. The findings can inform studies development, teaching practice, and policy related to English language teaching. In addition, the research can help understand students' needs and preferences and support efforts to increase students' undertaking and motivation in learning English.

FINDINGS AND DISCUSSION

This study deployed semi-structured interview to obtain the data. Moleong (2016) stated that the interview is a conversation conducted to know a theme. The conversation

attempted by two parties, the questioner who inquires questions and the source as the party provides data on the questions. In this study, the process of interviewing was conducted by the writer to the first year elementary students at SD 1 Muhammadiyah Banda Aceh. This study practiced a semi-structured interview modified from Taman, et,al (2021).

Table 1. The Semi-Structure Interview

Aspect of Point View	Questions
Cognitive	1. Do you like English subject? 2. Is English important to you? 3. Do you think English is complicated to learn? Why? 4. Does the teacher explain clearly the English material during the lesson? 5. What are the problems you get when studying English subject?
Affective	1. Is it fun to study English? 2. Are you bored while studying English subject at school? 3. What things make you bored when studying English subject at school?
Psychomotor	1. Do you feel motivated to study English subject at school? 2. How do you practice your English?

The interview scheme used in this study as suggested by Walgito(2010) which conducted from cognitive , affective, and psychomotor aspect.

From the initial and second question, it was determined that the majority of interviewee of the entire sample, indicated that they were really into English. The rest of the students who expressed their dislike point of view due to unfamiliar sense to English or had not been introduced to English language before until they encountered it at school. Their negative point of view influences their thought about the importance of English. The students who like English, exposed their positive expression towards the second question.

Moving to the third item, the writer discovered that the same amount of the sample from question number one and two, as many as 80 % of the total student sample concurred that English subject is one of their interesting favourite lessons and it is not complicated since they like it and the teachers give clear explanation, instruction and feedback. The writer found that there was a main factor that made the students feel that the English subject was difficult to learn, it is the students do not know the words in English, hence they have no idea to react or respond to the teacher's instruction, except, she does the repetition of how the words pronounced, after doing the translation on the instruction. In line with this, the forth question had already answered by the students. They understood English lesson because the teacher explain the material clearly. She does code-switching and translate the instruction to make it clearer. This meant, 20 % reacted negatively, due to their masked feeling that they do not like English and it is complicated to learn.

In addition to the assessment consisting of four cognitive questions aimed at gauging students' understanding and perspectives on learning English. The final question in this assessment differs from the others, as it invites students to share their individual challenges and

concerns related to English language learning. The survey results reveal significant insights into the students' experiences: 40% of the sampled students admitted to not being familiar with English, indicating a potential lack of prior exposure to the language. An equal percentage, another 40%, expressed a lack of confidence in their English language abilities, which suggests issues related to self-assurance in using the language. The remaining 20% of respondents identified English as a difficult subject, implying that they perceive it as a challenging area of study. These findings underscore the diversity of student experiences and needs, highlighting the importance of tailored support and instructional strategies to address their varying concerns and enhance their language learning journey.

Furthermore, from the affective aspect, question number 1, 2 and 3, 80% students agreed that English is fun and interesting lesson. According to them, the subject clearly explained by the teacher. She sometimes implemented attractive ice breaker or game to get students' motivation. The teacher also treated the students well. This affect students' attention and feeling indirectly. While the other 20% of the interviewee felt bored during the English subject. This because they had negative point of view toward English. They said that they liked their teacher, but the only thing that made this happened is that they think English is complicated subject.

The last aspect to be evaluated is psychomotor. From the questions, the majority students answered that they were motivated studying English, the small percentage (20%) mentioned that they felt demotivated of studying it. When they had been asked how they practice English, various responses were delivered. They stated that they joined English course, their parents taught them at home, or they knew English from youtube, online games and other digital media. Besides, two students declared that they only got English at school time.

Importantly, 80% of the young students taking part in this study shown a preference for the English language. Many of them expressed pleasure and joy when talking about English, showing how interesting and enjoyable they find the topic to be. For these students, English classes offer an opportunity to learn about new concepts, cultures, and tales in addition to grammar and vocabulary. This passion can be ascribed to a number of things, such as interactive teaching strategies, the use of multimedia, and the importance of English in today's worldwide society. The association between a vibrant learning environment and students' enthusiasm for English highlights the value of cutting-edge educational strategies.

It is interesting to note that acknowledging difficulties was a common topic among the students, even those who said they like the English subject. One of the most noteworthy points made is that students, particularly young learners, readily admit to encountering difficulties in their English language journey. These difficulties are not trivial; they include complex

grammar rules, subtle nuances in pronunciation, and the incorporation of foreign vocabulary into their lexicon. These are indeed formidable challenges, as English is known for its intricacies, and learners often face hurdles in mastering its various components.

However, what makes this observation intriguing is that despite these challenges, many students express a preference for the English subject. This paradox raises questions about the underlying motivations and drivers of these learners. What compels them to persist in their pursuit of English proficiency despite encountering these hurdles?. One plausible explanation for this paradox is the innate tenacity and determination exhibited by these students. Learning a language, especially one as globally influential as English, demands considerable effort and perseverance. It requires the ability to navigate through intricate grammar structures and to discern subtle differences in pronunciation and meaning. The fact that these students continue to favor English suggests that they possess a strong will to succeed and are willing to put in the required hard work.

Another key factor at play here is the intrinsic motivation of the learners. Intrinsic motivation refers to the internal desire and interest in the subject matter itself. It appears that these students have developed a genuine liking or fascination for English, which transcends the challenges they encounter. This is a powerful motivator because when individuals are genuinely interested in a subject, they are more likely to persist in the face of difficulties. It is a testament to the captivating nature of language itself and its ability to engage and inspire learners.

Furthermore, the students' continued positive outlook on English despite difficulties underscores the importance of the emotional connection they have developed with the language. Language is not just a set of rules and words; it is a means of communication and a gateway to culture, literature, and a world of new experiences. When students feel connected to a language, they are more likely to view challenges as opportunities for growth rather than insurmountable obstacles.

In conclusion, it is highlighted that the paradoxical nature of language learning, where students readily acknowledge the difficulties they face in mastering English, yet maintain a strong preference for the subject. This speaks to the tenacity and determination of learners, their intrinsic motivation, and their emotional connection to the language. It reminds us that the journey of learning a language is not always smooth, but it is a journey worth taking for the profound benefits it brings. It also emphasizes the importance of fostering a positive and engaging learning environment that nurtures students' intrinsic motivation and emotional connection to the language, which can ultimately lead to greater language proficiency and success.

On the other hand, about 20% of the participants seemed uninterested in the subject of English. These young students found English classes to be boring and uninspiring. This group frequently mentioned factors such a belief that English was irrelevant to their daily life, difficulty with certain topics, or a lack of interesting teaching strategies. To customize their strategies and make English instruction more engaging and relevant for all students, teachers and curriculum designers must have a thorough understanding of the elements that contribute to this lack of interest.

The words "teachers and curriculum designers," emphasize the joint responsibility of educators and curriculum developers in addressing students' lack of interest in English instruction. They need to collaborate closely to create effective strategies. Thorough understanding underscores the need for educators and curriculum designers to delve deeply into the root causes of students' disinterest. By identifying the specific elements that contribute to this lack of interest, they can tailor their instructional methods, content, and materials to better engage and motivate all students. This proactive approach is essential to make English instruction more relevant and captivating for a diverse range of learners, ultimately fostering greater success and enthusiasm in language learning.

The varied point of view of young learners towards the English subject offer valuable insights into the realm of language education. A considerable number of students have a positive outlook towards learning English and recognize the difficulties involved, but still perceive their language development as a valuable experience, while a small percentage of students exhibit a lack of interest due to various reasons. The challenge lies in bridging the gap between these viewpoints, fostering love for English that is both engaging and inclusive. A comprehensive approach that recognizes the significance of language and addresses the issues of disengaged learners is crucial for creating a more impactful and rewarding English education for everyone.

CONCLUSION

Effective language teaching practices must be shaped by having a thorough understanding of the attitudes of young language learners toward the English language. This study explores the various perspectives that young students have on the subject of English. It is clear from an analysis of a representative sample that while most participants have good attitudes toward English, a smaller percentage nevertheless expresses doubts. According to the results of the students' survey, 80% of the students responded favorably, and this was confirmed by interviews with the respondents.

The young students' views positively towards English, and according to Kusmaryati's study (2020), English must be introduced earlier to the young learners. Teachers and curriculum designers must have a full awareness of the factors that contribute to this lack of interest in order to adjust their techniques and make English instruction more engaging and relevant for all students. The various perspectives of the students on the subject of English provide important insights into the field of language teaching. While a sizable portion of students demonstrate a loss of interest for a variety of reasons, the majority of students have a positive viewpoint on learning English, acknowledge the challenges involved, and nonetheless view their language growth as a meaningful experience, the students' answers indicated that English subject a challenge to learn due to its label as a foreign language.

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