Teacher’s Perceptions toward Bilingual Policies in Teaching English for the Early Learners

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Abstract

This study investigates self-perceptions of bilingual English teachers who taught English and Indonesian language at pre-schools related to the implementation of bilingual policy in for their early learners. This study is answering the research question: “What are the teacher’s perceptions toward bilingual policies in teaching English for the early learner?” 12 teachers were participating in this study from 4 pre-schools in Salatiga. Their perceptions were explored using semi-structured interviews. The results show how all teachers were supportive to bilingual policy. However, when it comes to implement it, there are some struggles and differences in perception arise. Teachers with less year of experience tend to show a different perception in a negative way compared to teachers with more years in bilingual teaching experience.

Keywords: teachers’ perception, bilingual policy, early learner