



Revitalize Use Language English on Unit Education

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ABSTRACT

This study aims at revitalizing the role of the English language in education, where it becomes the house of the students for most time in their lives. When something wrong happens and goes on the paradigm conformation of this revitalization, shifting assumptions should become one of the efforts and be strived by one of the most element who takes main responsibility on education itself – teacher. this study explores empirically and theoretically the teachers' paradigm on the use of English language in the real classroom. The participants were the teachers from private schools in Sidenreng Rappang joining a workshop due to Study Day Teachers conducted by the foundations. The workshop results were reflected and interpreted by the involvement of a related-literature reviews from previously researchers and experts - journal articles and scientific books.

Keywords: Education unit, Language English, Revitalization.

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INTRODUCTION

The phenomenon of the popularity of Lathi's song, fronted by Weird Genius (feat. Sara Fajira), deserved kidnapped. For 6 months, the videos uploaded on this YouTube channel have reached 92.6 million Viewer (Nicholas et al., 2023). This is an extraordinary achievement for Indonesian musicians. Not only from circles viewer Indonesia, Lots person from outside country even crowded discuss it. Foreign audiences easily understand and appreciate the work, one of which is a factor lyrics in English language used (Azizah et al., 2022; Putri et al., 2023; Vicky et al., 2023). Apart from elements uniqueness music,

clip creations videos, singer's voice quality and so on, it is inevitable that English words are capable radiate energy Which can caught by listener from various cleavage world. Phenomenon Lathi is Wrong One example about How role Language English still important even in promoting the quality of the nation to foreign countries (Holly et al., 2023; Levan's et al., 2022; Saputra et al., 2022). How about education in interpreting the role of this international language needs to be seen empirically and theoretical, And, in study This, need revitalized by update meaning so that dose its use no less or not excessive.

The word 'revitalize' has its roots in the word 'revitalize', which according to the online Cambridge dictionary means "to give new life, energy, activity, or success to something" or "to make something grow, develop, or become successful again." Revitalization, especially in the field of language often time identified with effort for maintain existence A Language certain from extinction [1], [2]. However, language revitalization also refers to efforts to restore the role and strengthen the level of use [3]. The basics of the presence of revitalization in the definition is the mismatch of interpretation and methodview of the role and use of the language in the user's social environment (Amrina et al., 2022; Maryati et al., 2022). This can happen in certain languages, including English as wrong one international language. So, the title of this research will refer to the notion of effort give color, energy, activity Which new related with role Language English, however as well as efforts to grow, improve and succeed in the role of the language in our education.

Although Language English No the only one Language international Which acknowledged by Union Nations (UN), Language English still become *common language* despite the fact that many types of English are divided according to region and culture [4]. Because of its massive use and recognition from several areas of language English as lingua franca, term Which often be heard is Language English as a global language (Fathia et al., 2022; Saskia et al., 2023). This language has also become the language of instruction in various fields cooperation between countries in the world, both in the fields of science and research, business and economy, and education. English has also become one of the competency indicators cognitive. Language English made as parameter Skills use Language international (Liam et al., 2023). For example, to register as civil servants/asn civil servants, one of the requirements is proof language ability English and not language Indonesia.

On curriculum education formal moment This, Language English become Wrong One eye compulsory lessons and study time is limited to a duration of 2 x 45 minutes a week, although in side other school Can own peculiarity special For Can add other programs related to increasing the use of the global language. In that whole happens – in the perspective of researchers - the use of English in schools is very limited. It is undeniable that this is not only due to adherence to curriculum rules but also also due to human resources. Awkwardness to use language English in outside eye lesson Language English Can agreed as reason main [5]. Another opinion also says that the reason for limiting the use of English in school is caused by the wrong perspective or paradigm related to existence language especially in the context of formal education. It is this

paradigm that becomes problem main in this research.

Solikhah mention that paradigm covers assumption written and implied Which become base for appearance idea. Paradigm Also made as base the formation of assumptions about the social world and how science provides solutions[6]. The correct assumptions about the use of English can be a driving force Which strong for happening learning Language the with Good (Auliani et al., 2023; Mustafiyanti et al., 2023). If paradigm cannot be built properly, there needs to be a reconstruction of a new view that is can be taken from various ways and media. Solikhah mentions that the change can emerge and be initiated from teachers, administrators, theorists, researchers, and it could be from demands politics or government policy.

School own role important in build paradigm positive to use of English in class. Through the policies and agreements of all school members, students can interpret contextual and non-contextual use of English only focus on subjects or additional learning programs (Mulyasari et al., 2023; Wanti et al., 2023). Basically school Still trusted as institution formal formation knowledge And Skills student in where at the end there is a change and move to p Which more good. Study This in a manner theoretical and sourced from data direct aim for 1) provide an overview of the paradigm of the use of English in schools, 2) explain effort revitalize use Language English practical in class, and 3) expose change paradigm once done effort revitalization.

METHOD STUDY

This research involved teachers at private Catholic foundation schools located in Kota Lahat and Bengkulu City who have attended workshops on the use of English in the classroom. The workshop was held to fill Teacher Study Day (HSG) activities which are regularly held every month. The total number of participants is 75 consisting of kindergarten, elementary, junior high and high school teachers at two different foundation offices, namely branch offices Lahat and Bengkulu branch office. In strengthening the findings in the field, researchers also take some research result earlier.

Method study.

This research is included in qualitative research. Briefly, qualitative research defined as a method of "exploration and descriptive explanation" [7]. Therefore Therefore, the data taken is not based on numbers but based on descriptions. As for steps Which done in taking data is as following: 1) Training: the researcher conducted a workshop on the use of phrases frequently used as instruction in class which is preceded by an explanation of the usage paradigm English at school. 2) Questions and answers and comments: after the workshop session, participants allowed to ask questions about the use of English at school. From this question, an overview of the teacher's views regarding the use of language is obtained English in class. 3) Questionnaire: instrument This used solely No only as indicators of achievement of the objectives of the workshop but also provides an overview of there is a paradigm new to language use English in class.

Analysis

Research data includes primary data and secondary data. Primary data obtained from the results list of questions and questionnaire results. While the secondary data from this study came from previous research results. The data obtained from the participants is limited due to the activities involved took place online for two hours and not all participants filled out the test because they didn't familiar with using Google forms. Therefore, researchers strengthen the findings with involving the results of studies earlier.

RESULTS AND DISCUSSION

Paradigm Use English in School Regulation legislation in Indonesia has arrange use languages in education. Chapter 33 Constitution RI No 20 Year 2003 about System Education National (Sisdiknas) explain that Language Indonesia used as Language introduction in education national. Position Language Indonesia Also called in Chapter 29 Constitution Number 24 Year 2009 about Flag, Language, And Symbol Country as well as Song Nationality. Besides Language Indonesia, UU National Education System regulates use Language area as Language introduction in stage beginning education if needed in delivery knowledge and/or Skills certain. On point final, UU arrange that Language foreign can used as Language introduction on unit education certain for support ability speak foreign participant educate (Al Maarif et al., 2023; Noer et al., 2023; Utami et al., 2023). In here, role and use Language English as Wrong One from diverse Language foreign get legal basis, especially to support students' English proficiency. Language English be wrong One option for development ability learners in environment participant research This. Learning Language English felt important so that ability communication and levels knowledge increase [8]. Workshops Which held has provide awareness that the fact is, Indonesia must continue to strive to improve English ability. This is in line with what Kompas wrote in English Proficiency Index In 2018, Indonesia was only able to be ranked 51st in English ability. Indonesia is still far behind from Singapore, Malaysia, Philippines, and even Vietnam. In fact, it is believed that this ability to speak English will impact on quality Source Power Man (HR) Which become focus development of the current government [9]. Allegedly, low awareness of the importance education Language English in Indonesia happen Because factor inequality in issue education in Indonesia (Ranal et al., 2023). Three challenges in the issue of national education inequality include problem access education, quality education, And even distribution infrastructure education. In addition, even ineffective learning can bring up various difficulties in party participant educated [10].

In particular, in the workshop it was realized and discussed that English would more effective if used with spontaneity (spontaneity), dialog (dialogues), practiced directly even though it is simple (spoken English), wherever (everywhere), it works the same (work together), do not want to seek the face (not to impress), and oriented student progress (student's development). Of course, this effort is not easy because there are negative assumptions that arise. One such assumption is that English is not the language in Indonesia; it is a foreign language. Indonesia, teaching place and participant stay educated, no speaking country English (English speaking country) And they don't speak

english. What's the point of learning a foreign language, that's the assumption Which can also appear (Fadiyah et al., 2023; Hermansyah et al., 2023). Then, which not lost how strong is presumption related undermining nationalism. English can be considered as a destroyer of existence and violating the law or on the other hand because of the incessant socialization of the use of the Indonesian language[11]. In fact, there was also a push to use the Indonesian language by holding activities 'Mother Language's Day', especially in international schools where a foreign language, especially language English, normal used daily.

Effort Revitalization

Workshop activities become a momentum for reflection and re-awareness of language English is a world language (global language). It is very clear that language English is the language of technology, internet, education, economics or business, and science knowledge. In fact, there is a kind of demand in the world of education or work that English must be mastered, either written or spoken. So, there is a cognitive measure (cognitive standards) Which acknowledged in a manner universal. It is not surprising that people are job seekers will demanded For obtain qualification certain in speak English, for example with certificate EPT, TOEFL, TOEIC or IELTS.

Moving on from this idea, it is deemed necessary to overhaul other negative assumptions regarding the use of English in class. It was revealed in the workshop that the teachers have concerns with structural (grammar) errors when practicing speaking in English (Fiqih et al., 2023). This is very likely to happen because many teachers currently teach still emphasize side teaching structure or grammar Language English [12]. Emphasis grammar occurs because of the factor of the national exam which places more emphasis on mastery of grammar (grammar mastery) and a syllabus that also emphasizes this. Abolition of the National Examination (UN) by the Minister of Education and Culture is an opportunity where schools can get out of confinement overemphasis on grammar. Language English can be more flexible practiced And emphasized on side the communication or replicate communication real daily in class, starting from simple things [13]. Hence, the idea that the learner is a communicator is something worthwhile and very might be made [14].

Furthermore, the assumption that speaking English quickly is good is also necessary to be corrected. There is an impression that if someone speaks quickly in the language English, he's speaking the language English well. Perhaps the emphasis is not on the speed side but speak clearly and listen carefully because Language English is a language and language is used for communication. Assumption This also become material for discussion in workshops with teachers. Then, last thing related negative assumption is the view that English is a prestige. this view actually it will fade by itself in this post millennial era because of demands increasing use of English. The era of globalization, supported by progress information technology, making the world seem like a small village so what happens in other parts of the world can be witnessed and responded to by those in other parts of the world [15]. As a result, they Which No capable communicate in a manner universal will A little access information and knowledge.

Paradigm And The changes

On end session workshops, at least No There is Which ask about threat and decline quality ability speak Indonesia moment use English appears alternately with the use of Indonesian. This is not in line with what became fear at the beginning of the activity where one would assume infrequent use of English because of fear of the quality of understanding the language national. Panggabean [16] boldly suggests that by learning a foreign language does not impede students' mastery of the first language. He is sure that grammar and vocabulary say Language Indonesia very influenced Language English and "the morewide mastery linguistics Language a person's English, the more language skills improve Indonesia." So far this is the existence of regional languages which number 652 out of more than 500 tribes in Indonesia [17] as well is not seen as a threat to the existence of the Indonesian language. Moreover, from the results According to the Language Agency's records, 13 of these regional languages have different characters Language Indonesia.

On basically use Language English in class, especially on eye lesson NoLanguage English, very limited and must clear the goal. In matter This Language shouldis not interpreted solely as a mastery of linguistic rules(competence) but more on how English is used (performance) [18], [19].From results questionnaire Which distributed on end session workshops, Teacher find various method Which more variative in express Language English Which usedin a manner Specific on process learning in class. As example is phrase Language English for greet student on beginning session meeting in class. From results questionnaire theobtained description will trust self from participant in use Language English.Matter the seen from writing phrase diverse (Lots) although there is a number ofdiscrepancy grammar writing and spelling say. Courage For use Language in a manner direct And A little heed rule certain from Language can become indicator from trust self [20]. [21].

After there is agreement or clarity about the goals between the teacher and students, Language English Also used in a manner limited. Wrong One Teacher convey that awareness of the importance of English is necessary but also its use is not should refract will be achieved objective learn that has arranged in RPP (Pamuji & Limei, 2023). For this reason, Maili [22] agrees that the use of English is limited to deliveryGreetings, make sure students understand, give brief and limited instructions, And close study session. Use Language English No Rigid Also become paradigm new Which need instilled in both teachers and students. One of the participants argued that the use of English should be packaged in a fun and stress-free manner means that make students finally feel reluctant and forced. Similar idea too conveyed by Ratna [23] that the most important learning process is presenting context in a manner flexible so that capable bring the child on interest Study automatically.

CONCLUSION

No matter how much effort is made to improve English skills in schools are none other than and don't have to lead to improving the quality of students as nation's future.

In this formation process, the teacher plays an important role school internal policy makers and facilitators. For that, the teacher must have an assumption normative and the same in supporting the increase in the use of English in a general way natural, contextual, and meaningful for students solely in the perspective of language as communication tool. The positive paradigm towards English becomes the driving force for action or efforts that are more focused, sustainable, and measurable towards the use of language England itself. From HSG activities as one of the efforts to revitalize language Practical English at school, participants provide constructive feedback on intentions and efforts to apply students' skills in English as a global language on learning process activities in schools, where students spend more time.

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