

**TEACHERS' PERCEPTIONS OF THE NEED OF
DESIGNING ENGLISH CURRICULUM FOR
ELEMENTARY SCHOOL:
A CASE OF ENGLISH TEACHER IN MI DARUL ILMI,
JOMBANG**

THESIS

Submitted in Partial Fulfillment of the Requirement for The Degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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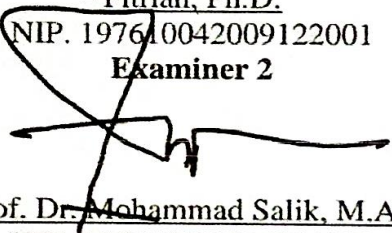
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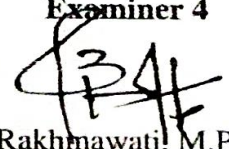

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ABSTRACT

Farihatunnisa', Eva Ihda. (2023). *Teachers' Perceptions of The Need of Designing English Curriculum for Elementary School: A Case Study of English Teachers in MI Darul Ilmi Jombang*. A Thesis. English language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya.

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Keywords: *Teachers' perceptions, Designing English Curriculum, Elementary School.*

This study intended to examine the teachers' perceptions of the need of designing English curriculum for elementary schools after the removal of English subjects from elementary school timetables in the 2013 curriculum. This study implemented qualitative research. The data were collected through semi-structured interviews with Three English teachers of MI Darul Ilmi Jombang. The interview data was analyzed using thematic analysis. The finding revealed that the teachers believed that the removal of English subjects in the 2013 curriculum is an unfortunate move of the government, and caused challenges such as the lack of guidelines and resources in teaching. The teachers believed that a specific English curriculum for elementary school should be provided by the government and that it should be designed by professionals. The findings of this research are significant for English teaching as they provide empirical evidence of how the absence of a standardized curriculum creates inconsistencies in teaching materials, increases teacher workload, and widens the learning gap among students across different regions and schools. Furthermore, the findings can contribute to improving English education in elementary school by highlighting the urgent need for a nationally standardized English curriculum that ensures consistent, high-quality instruction, promotes educational equity, and supports students' long-term English language development from an early age.

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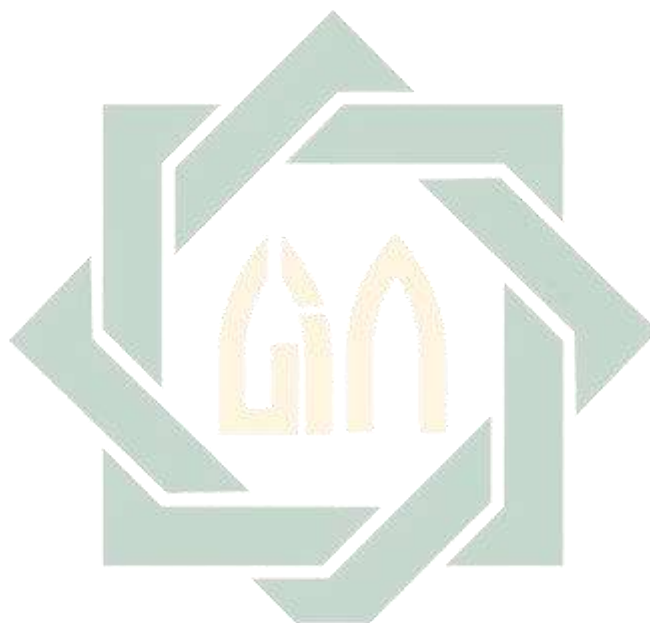
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