Research article

An Evaluation of English Language Teaching in Indonesian Schools

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Abstract.

This study discusses the planning, implementation, and assessment processes of English language teaching based on the national curriculum of Indonesia. Evaluative research was conducted using the CIPP model, which stands for context, input, process, and product. The subjects of this study were 30 English teachers from 15 schools in three municipalities in Central Java Province, Indonesia. Data were collected through interviews, questionnaires, and surveys. There are four variables in this research with six sub-variables (school policy, lesson plan, resources and learning facilities, media selection, teaching phases, and assessment). The results of the study show that learning English in both public and private schools has been going well at all levels. The authors recommend that while making a policy on English language teaching in Indonesia, two aspects must be considered – an English learning program based on the applicable curriculum and an extracurricular English learning program.

Keywords: English Language Teaching (ELT), national curriculum

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1. Introduction

Curriculum is defined as a set of plans and arrangements regarding the objectives, content and learning materials as well as the ways used as guidelines for organizing learning to achieve certain educational goals. Curriculum is implemented to ensure the students ability to master a lesson so as to achieve success [1]. According to Bobbit in Chamisijatin et al [2] the curriculum can be defined in two ways: 1) it is the range of experiences, both indirect and directed, concerned in unfolding the abilities of the individual' or 2) it is a series of consciously directed training experiences that the schools use for completing and perfecting the individual. Mcnulty [3] states that curriculum is aimed at providing a system that will ensure that students from teacher-to-teacher and school-to-school to learn the same objective at a particular grade level or course. The written curriculum should become a basis for teacher to implement teaching and learning plans.

The curriculum used in Indonesia has changed according to the need of education field and the demand of global world. School based curriculum, as the previous curriculum, emphasizes aspects of instilling students' character values, while 2013 (revision)

curriculum emphasizes a scientific approach with integrated learning experiences into spiritual, social, knowledge, and skills competencies. The curriculum is implemented in an effort to make students become productive, creative, and innovative through strengthening the competencies [10][4]. Curriculum 2013 (revision) is aimed at encouraging learners to become who are able to implement observation, questioning, reasoning, and communication that they acquired during the learning process in schools [12][5].

This new curriculum were built based-on understanding of the competence to be achieved in the learning process and realizing the importance of being trained for high-level thinking skills[6]. While the previous curriculum (school based curriculum) combined the ideas of competence, performance and genre-based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects[7]. Besides that, the curriculum switches the teaching paradigm from teacher-centered learning to student-centered learning and uses competence based assessment by replacing test-based assessment into authentic assessment[2]. The students become the subjects of learning by participating in developing themes and materials in the learning process. By focusing the learning activities on the students' participation, the content standards, process standards and graduate competency standards, and even assessment standards have been changed[8].

Evaluation in education is very broad because it covers various activities such as student assessment, program evaluation, and even curriculum evaluation[9].

Teaching English in Indonesia still becomes teaching English as a foreign language which causes many students have less opportunity in practicing English in daily conversation[10]. Widodo [11] adds that what is missing in the current curriculum is that the curriculum puts emphasis on idealized guidelines, which do not recognize crucial elements of what the curriculum means to English teachers, school administrators, teacher educators, and interested stakeholders (e.g., students, parents). The limitedness of teacher understanding on curriculum is caused from their lack understanding on the basic concept of the curriculum. It was found that the unpreparedness of teachers, as implementers activities in class teaching, in the aspect of lesson plan, the implementation of the plan, and assessment[4].

In Indonesia curriculum, English becomes a compulsory subject which should be taught starting from junior high school until senior high school. While for elementary school, English becomes optional subject to be taught. For almost students of junior high school in Indonesia, learning English could be their first experiences in learning new

language formally. This is caused that English language teaching is not a compulsory subject for the level before. English in Indonesian primary schools is currently an optional subject that is offered as one of the local content subjects provided in the primary school program[12]. At the secondary level, students are introduced to vocabulary, pronunciation, word stress, grammar, and other aspects that are new to them. Teaching English in Indonesia uses genre-based learning approach. This approach was chosen because this approach is expected to be able to improve students' English skills through communication in various contexts both oral and written. Generally, English competences in junior high school refer to communication competence in three type of discourses; interpersonal, transactional, and functional either orally or written[13]. Therefore, in this approach, learning refers to the function of language and its use which are a unity of meaning both oral and written.

Because English language teaching becomes a compulsory subject in Indonesia for junior high school level, teachers need to develop their to develop their pedagogical competence[12], prepare lesson plan, students worksheet, instrument of assessment, and instructional media[14].

There are some researchers who analyze the implementation of Indonesian curriculum from different sides. Suyanto [14] found that teachers had difficulty in implementing 2013 curriculum on the aspect of lesson plan, the use of scientific approach, and authentic assessment. The implementation of ELT in 2013 curriculum was found to be partial, blazed and tended to be traditional from the planning to the assessing process (1). Teachers also have difficulty in the assessment of 2013 curriculum which includes developing the instruments, implementing authentic assessment, formulating indicator, designing rubric assessment, and gathering scores form multiple instruments[15].

1.1. Research Purpose

This study focuses on analyzing the teaching preparation, teaching implementation, and assessment. So, the formulation of research question is "how is the implementation of English language teaching based on national curriculum on the aspects of planning, implementation, and assessment?".

2. Research Methodology

The type of research used in this study is evaluative research that Cohen et al., [16] mention as explaining and judging activities. The purpose of evaluation research is

to obtain information about a learning program that results in policy making for the improvement of the quality of English language teaching. So, this type of research emphasizes two main things; description and judgment.

This evaluation research uses the CIPP model which is developed by Stufflebeam & Shinkfield [17] where there are four components in the evaluation; context, input, process, and product. This CIPP model is the best model used in evaluating ELT program because it covers all component of learning program [18] where the evaluation context is used to help developing research objective. Stark and Thomas in Widoyoko [19] mention that evaluation is the process of ascertaining the decision of concern selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives.

Because of this study uses CIPP model, there are four variables in this study; context, input, process, and product aspect. The focus of context variable was on the school policy dealing with English language teaching either in curricular program or extra-curricular program. The input variable would focus on the aspect of 1) lesson plan, 2) resources and learning facilities, and 3) media selection. The process variable could be found from the description of 1) opening phase, 2) core phase, and 3) closing phase. The product variable was from teaching assessment done by the teachers.

This study was done in fifteen schools either public or private school which were spread into three municipalities in Central Java Province where English language teaching was implemented as compulsory subject. The total of the schools was fifteen school with 30 English teachers.

Data collection method used in this study were interview, questionnaire, and observation. Interview was used to get data about the policy of English language teaching implemented in the schools, lesson plan, resources and teaching materials, media selection and teaching strategies, and assessment done by the teachers. Questionnaire was used to get information about the implementation of English language teaching based on students' perspective, media selection and teaching strategies. Observation was used to gather information about the implementation of English language teaching which focused on the process variable consisting of opening phase, core phase, and closing phase. This observation was done during teaching and learning process in class-teaching.

The data collected then were analyzed quantitatively and qualitatively. Quantitative analysis was used to measure the result of questionnaire and display it in the form of descriptive statistics. Qualitative analysis was used to describe the data qualitatively by using the steps which elaborated by Miles and Hubberman in Annamalai et al., (2018).

The steps were data reduction, data display, and conclusion drawing or verification. In data reduction, the researchers eliminated the irrelevant information, while in data display, the data were displayed in the form of charts, percentage, and others. After that, the data were drawn a conclusion based on the result of the study.

3. Finding and Discussion

By referring to the CIPP analysis, the first process carried out by the researchers was to dig up information about school policies regarding English learning.

3.1. Context Evaluation

Based on the data collected, it can be found some findings in the context aspect.

English learning policy conducted by the principal at the object of the study is based on two considerations; namely an English learning program based on the applicable curriculum and an extracurricular of English learning program. The application of the ELT curriculum has been implemented at all levels starting seventh grade until ninth grade students. In the ELT curriculum, the focus of competencies that must be achieved by students in English subjects is on third core competency or cognitive aspect and fourth core competency or skills aspect, while for first core competency or spiritual aspect and second core competency or attitude aspect are integrated in the learning process. This indicates that the main focus in the ELT assessment is the cognitive or knowledge and skills or psychomotor aspects.

To achieve this program the school principal provides the teachers with various activities such as in-house training and training held by the English teacher's deliberations. In in-house training, teachers are trained in a number of matters related to the learning process that starts from planning, implementing, and evaluating activities. The activities are carried out by bringing in speakers from competent experts in it. The activities are usually carried out once a year with a different training focus based on current issues in learning. On the other hand, the school principal supports the English teacher to take part in activities organized by the municipality level of English teacher deliberations association. This is done because in the association teachers are also given training on learning English. This activity, which is held by an English teacher conference, is held once a semester.

3.2. Input Evaluation

The input aspect analysis is found that all teachers have implemented the national curriculum fully in ELT in all classes. This implementation is carried out in the planning of learning like making of learning administrations (annual programs, semester programs, syllabus, and lesson plans), implementation by applying scientific approach, and assessment in the aspects of attitude, knowledge, and skills.

The teaching resources used by teachers varies based on the material taught. The teachers do not only use the materials from book sources but also take from other sources, such as student worksheets, the internet, self-developed material. Textbooks used by teachers refers to textbooks suggested by the government. This textbook is mandatory for students in schools with public status, whereas in private schools they use students' worksheet. Other teaching resources are complementary to the teaching material used. The following is the distribution of teaching materials to schools.
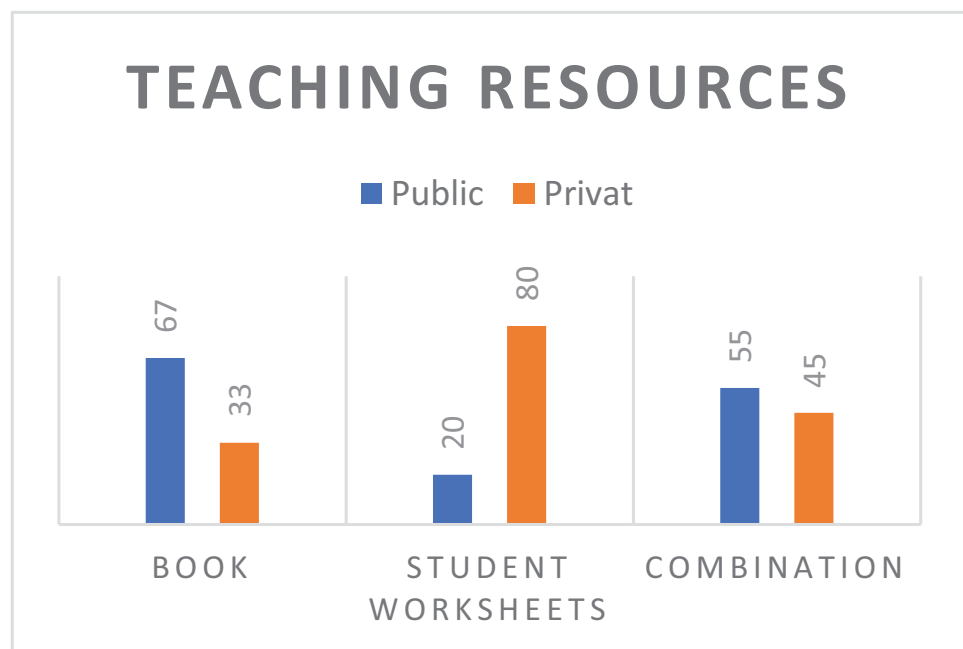

Figure 1: The Percentage of Teaching Resources.

Each school also has a distribution of learning facilities that support English learning activities in the classroom. Not all schools have complete facilities where 34% of schools have incomplete learning facilities, while 66% of schools have complete learning facilities. Learning facilities at each school are different. Some schools have good language laboratory, classrooms equipped with LCDs and computers, good audio availability, and adequate learning resources both online and offline. However, on the other hand some

schools only have a few facilities that can support learning activities in the classroom, as shown in the diagram 2.
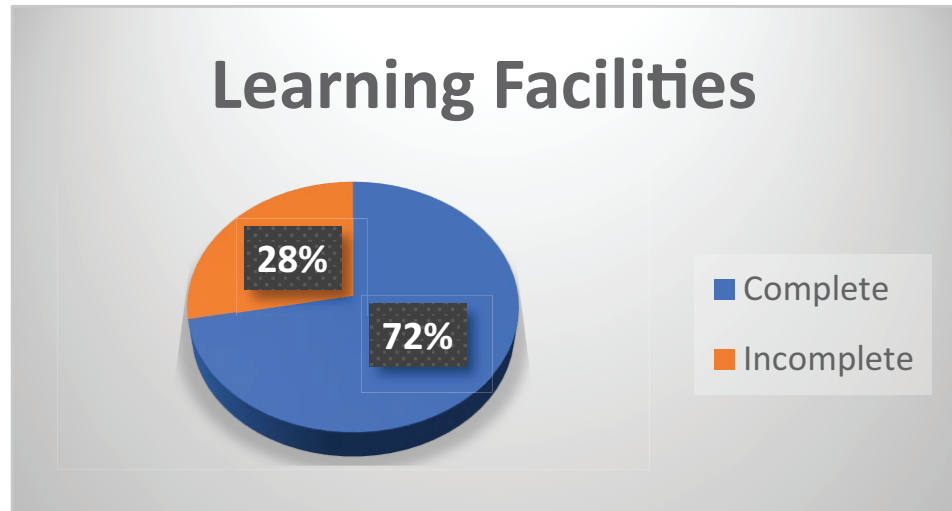

Figure 2: Learning Facilities.

Student responses indicate that most teachers use the media in the learning process where there are more than 64% of students state agree, while the rest who states disagree and strongly disagree. The media used by the teacher does not guarantee the satisfaction of students because students respond that even though the teacher uses the media but the media is not able to attract the attention of students where there are 23% and 16% of students who respond do not agree and strongly disagree.

TABLE 1: Media Selection.

No	Aspects	Percentage	
		Yes	No
1	Online-based Application	80	20
2	The Application Facilitated by Schools	60	40
3	The Easiness of Application	86.6	13.4

Based on the table 2, it is known that the selection of media made by teachers is varied, this is because some teachers in schools who are the object of the research have different characteristics. This is evidenced by the fact that not all schools use online learning media based on specific applications, but there are still 20% of teachers in schools who still use social media-based applications such as WhatsApp groups, Telegram groups, and Goggle classroom. Most of the applications used by teachers are provided specifically from schools where 60% of the total 15 schools provide online

applications for teachers. The availability of these applications comes from the ministry and some are developed by the school themselves. The basis for selecting the media used by teachers is the aspect of convenience where 86.6 percent of teachers consider the aspect of convenience in determining the learning media used.

3.3. Process Evaluation

This learning observation is carried out in the learning process of English subjects in the classroom with the aim of obtaining an overview of the steps of learning and also the activities carried out by the teacher and students. The following are the results of learning observations.

3.3.1. Opening Phase

In the opening phase, the teacher delivers a good opening that begins with greetings, asks how he is doing and checks attendance. In addition, the teacher also builds student motivation to be active in learning both guided learning in the classroom and independent learning outside the classroom by providing examples of the benefits of learning, examples of people who are successful in education, and the use of learning English globally. After providing motivation, the teacher conveys the learning objectives that students will learn in the learning meeting. The process of delivering learning objectives is different for each teacher where there are teachers who convey learning objectives by 1) reading from basic competencies, 2) learning indicators, and 3) based on the material to be studied. The teacher also links the subject matter to be studied with the past subject matter by reviewing or refreshing the learners' knowledge of the lesson material that has been delivered. It is intended that students do not forget the material that has been studied and the readiness of students to receive new material. In this opening phase, all teachers can manage their timing well, where the duration in this opening phase is approximately 10-15 minutes.

In the table 3, it is known that all students are aware of the nature of learning English which is an important subject in the curriculum they use. The importance of English includes four skills where 98% of students state that the teacher has conveyed the four skills although there are 2% who disagree. This is because it is possible that students do not realize when they are taught these four skills. In statement number 3, 97% of students state strongly agree and agree that the teacher in addition to delivering the material, the teacher also builds the motivation of students in the opening phase of learning.

TABLE 2: Students' Response in Opening Phase.

Indicator Opening Phase					
No	Aspects	Percentage			
		4	3	2	1
1	The nature of ELT	13	87	-	-
2	Teaching four skills	9	89	2	-
3	Motivating students	38	59	3	-
4	Contextualizing the materials	18	78	3	1

On the other hand, almost all students state that the teacher link the material to be studied with the material that has been studied by the students, although there are 4% of students who disagree and strongly disagree. The table 3, based on the indicators of the opening phase, it can be concluded that what is done by the teacher in the opening phase of learning has been good although there are still some shortcomings according to the responses of students

3.3.2. Core Phase

In this core phase, the teacher conveys learning material where in this delivery the teacher has different characters in its delivery. Some teachers are very good level at delivering material that can be seen from the mastery of the material to be taught, while others deliver it in good level. The material presented by the teacher varies in each school but still refers to the core competencies and basic competencies contained in the English curriculum. The material presented by the teacher includes descriptive text, grammar past form, and recount text.

In delivering the material, the steps taken by the teacher are quite good in the sense that they can adjust to class conditions and student participation even though there are some teacher activities that are not in accordance with the lesson plan. In delivering the material, most of the teachers have implemented learning strategies that are in accordance with the material such as discovery learning, contextual teaching and learning, problem based learning, and cooperative learning. However, there are still some teachers who still use learning strategies that have not been able to attract the attention of students to participate more such as drilling, discussions, working on worksheets, and lecturing. In implementing this strategy, in general, the teacher is based on the main steps of implementing the applied learning strategy, although there are modifications to the steps implemented that are adapted to the conditions of learning in the classroom.

The learning media used by teachers also vary. There are several teachers who use visual media such as pictures, books, worksheets, and PPT. In addition, some teachers also use audio media when the material presented is in the form of listening. Few teachers use audio-visual media. This is because in addition to the limitations of the available facilities, the material is also not suitable if it is forced to use audio-visual media.

In explaining the material to students, the linkage of the material to be studied with concepts that already exist in the minds and context of students' lives is minimally carried out by the teacher. The teacher only relates the material in the opening activity. However, on some sides, teachers help students when they have difficulty in conveying responses, opinions, or ideas by giving them stimulus in the form of words, examples, and so on.

In general, the participation of students in the learning process is quite active. This is evidenced by their participation both during the opening phase and the delivery of material using learning strategies and media. Most students respond when given the opportunity or are appointed by the teacher to answer, while a small number of them take the opportunity given by the teacher without waiting to be appointed by the teacher. Besides that, the teacher also tries to realize two-way communication both between 1) teachers and students such as the teacher giving or throwing questions to be responded to and problems to find answers to and 2) between students and students by asking to have a discussion with their sitting partner (peer-discussion) and small discussion. In this process, the teacher tries to provide opportunities for students to relate new information to the concepts they already have, such as when the teacher explains about recount text, the teacher asks what students have done last week, and so on.

TABLE 3: Students' Response in Core Phase.

Indicator Teaching Process					
No	Aspects	Percentage			
		4	3	2	1
1	Good teaching preparation	8	89.5	2.5	-
2	Systematic teaching process	16	79	4	1
3	Authentic teaching material	25	64	8	3

Table 4 shows that the learning process carried out by the teacher is actually quite good as evidenced by the overall good response which includes three statements

where in statement no 1 that 97.5% of students' responses to the preparation of learning carried out by the teacher have been good. Although in statement no 2 it is stated that there are still 5% of students who respond that English learning activities have not been carried out in sequence as evidenced by there are still students who respond disagree and strongly disagree. In the aspect of delivering authentic material, there are 8% and 3% of students who responded disagree and do not agree. This shows that not all teachers deliver authentic material in learning.

3.3.3. Closing Phase

At this stage, the teacher summarizes the explanations that have been conveyed in the previous phase. Then some teachers continue to give assignments to be done at home. There is also a teacher who briefly explains what will be learned in the following day

The advantage obtained during observation is that the teacher has been able to master the material being taught and is able to teach in accordance with pedagogic theory even though there is one teacher who is not linear from strata one (S-1) English Education. The shortcoming found is that the learning model applied by the teacher sometimes does not connect with the context of students' lives and has not been able to bring students to know the nature of proper learning.

3.4. Product Evaluation

There are two kinds of assessments carried out by teachers, namely 1) assessment as learning which is directly carried out during the learning process by doing exercises in the book and 2) assessment of learning in the form of assignments or homework. Some teachers have applied the principle of higher order thinking skills assessment and some have not. During the learning process, the learning environment of students varies, some are conducive, some are quite conducive, and some are less conducive. This condition is caused by several factors, namely 1) the use of media and strategies applied by the teacher, 2) the characteristics of students in one class, and 3) the position of the time at the end of the lesson. Although with different characters, teachers are able to regulate the conditions of the learning environment in the classroom by reminding, applying learning strategies or models, and learning media.

From table 5, 98% of students agree that the teacher has made an assessment. The assessment carried out by the teacher is not only in the form of individual assignments

TABLE 4: Assessment.

Indicator Assessment					
No	Aspects	Percentage			
		4	3	2	1
1	Implementing good assessment	44	56	-	2
2	Individual and group assessment	30	68	-	2
3	Feedback	30	55	5	10

but also in groups. However, not all assignments that have been collected by students are returned and given input by the teacher.

4. Conclusion

From the elaboration above, it can be concluded that English language teaching in schools, which are the object of research, has been carried out well. This can be seen from the level of policy makers, namely the principal who has facilitated student learning by providing two kinds of learning based on the applicable curriculum and extracurricular activities. At the input level, the lesson plans have been well prepared by the teachers, the teachers have also used teaching resources, learning facilities, and media that vary based on the policies of each school. At the process level, the learning steps have been carried out by the teacher well although in some cases still need improvement. At the evaluation level, teachers need to emphasize the feedback that will be given to students. For further research, it is necessary to conduct a comparative study between schools to obtain a detailed picture of the implementation of English language learning in each school.

Acknowledgments

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