

HIGHLIGHTING ENGLISH EDUCATION IN INDONESIA: FACTS, CONCEPTS, PRINCIPLES, AND PROCEDURES

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Abstract

The objectives of this study is to know the explanation about English education in Indonesia in terms of facts, concepts, principles and procedures through library research. The findings show that the education in Indonesia implements the curriculum in which its implementation is based on various aspects need. While in terms of English education, it is done through formal dan non-formal education. Formal education is such as elementary school, junior high school, senior high school and college. While non-formal education is such as courses, private class, etc. Eventually, the problem of English study in Indonesia is the teachers' innovation in creating English as fun as possible.

Keywords: Curriculum, Learning, evaluation

INTRODUCTION

English language learning in various educational units from elementary school, middle school, high school and even tertiary institutions has tended to emphasize cognitive abilities. This is closely related to the learning process where students are required to be able to master certain material presented by the teacher with efforts to achieve certain targets as well. Noam Chomsky (1974) believes that language can be produced with devices or tools that have been given to humans and this is called LAD (Language Acquisition Device). This statement relates to students' ability to master linguistic theories, such as grammar, syntax and others which emphasize cognitive aspects. As a result, most participants were unable to apply various theoretical English materials in daily life communication. This is related to the fact that sometimes English departments are filled by those who do not like, understand, want freedom, namely democratic education (Foster, 1985 p. 210).

Due to the "complicated" structures in English, for example the use of tenses, it makes them experience difficulties in practicing the language both in writing and speaking. In writing, they are less able to use these tenses automatically. Surprisingly, they have been studying English for years in various educational units. In the same case, students' speaking practice is also unable to achieve satisfactory results. Their textual monitoring or control is still strong, so they are hesitant and even afraid that they will make mistakes in preparing the correct sentence structure. Of course, this is not expected for English language learners because basically the language requires continuous and routine habituation.

On the other hand, informal education also determines the level of success of English language learners. Informal education, such as course institutions, English language communities and villages can support the abilities of students in particular and society in general. This is because the learning is more aimed at using English like native speakers, students are able to assimilate it into the real English context (Gebhard, 2000 p. 3). However, unfortunately this educational model is considered to create problems in learning English because the learning process is less oriented towards theoretical abilities and even eliminates them altogether. This is because theory-based learning is less able to provide individual and social “freedom”. As a result, it is only an application or language practice without having a systematic foundation or support.

One of the problems that arises in formal education is that students are not familiar with a particular language and this hinders their solution to problems (Verzosa and Mulligan, 2013 p. 235). In line with this, several factors that support the problem are undeveloped talents, lack of knowledge of English, lack of comprehensive reading strategies (Verzosa and Mulligan, 2013 p. 238). The connection with this is when teachers provide a series of courses but do not make an agreement with students which causes them to lose their potential expertise (Duke, Charles K, 1980 p. 222). As a result, the class atmosphere will be stiff and monotonous. It can be said that English language learning in Indonesia is still gray, that is, it does not yet have a clear process and targets.

In fact, as known, the aim of teaching is to encourage students to think and discuss openly, participate actively, develop communication skills which include listening, explaining, asking and answering (Milosavljević, Vuletić, Jovković, 2015 p. 258). Of course, in language learning this is an important part of achieving effective language practice so that students do not just listen to the material presented by the teacher during the learning process. In this regard, Ellison (2015) researched CLIL (Content and Language Integrated Learning) where students must be given the opportunity to develop their understanding and communicate in a foreign language. This research also offers CLIL as an approach that teachers can take to achieve language learning targets.

Therefore, the main goals and orientation in learning English will be achieved if complete understanding and mastery of the theoretical and practical aspects of the language are also achieved.

METHOD

The research titled “Unveiling English Education in Indonesia: Facts, Concepts, Principles, and Procedures” employs a library research methodology. Extensive searches are conducted across scholarly databases, digital libraries, and relevant literature sources to gather comprehensive insights into the facts, concepts, principles, and procedures associated with English education in Indonesia. Clear inclusion and exclusion criteria are established to select literature aligned with the research scope, ensuring the exclusion of sources lacking relevance or quality. The collected literature undergoes in-depth content analysis to identify significant facts, key concepts, main principles, and associated procedures. Findings from the literature are then synthesized to construct a robust conceptual foundation, revealing knowledge gaps and discerning emerging patterns or trends. The research article is meticulously structured, including sections such as introduction, theoretical framework, methodology, findings, and conclusion. Within this structure, detailed articulation of the discovered facts, concepts, principles, and procedures from the literature is presented. The references are compiled

comprehensively, following academic writing conventions and listing all sources used in this library research.

DISCUSSION

1. Curriculum

As stated in Indonesian Government Regulation number 13 of 2015 concerning national education standards, the Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Meanwhile, the Basic Curriculum Framework is the conceptual order of the Curriculum developed based on National Education Standards. It is a process and stages that must be passed by students and educators in all educational units.

Curriculum development is carried out by looking at various aspects, such as problematic aspects of learning, social construction, philosophy and even referring to global education models. These changes are the influence of various scientific complexities that continue to develop and theoretically influence the curriculum itself.

The national education curriculum has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004 and 2006. These changes are a logical consequence of changes in the political, socio-cultural, economic and science and technology systems in society, nation and state. This is because the curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes occurring in society. All national curricula are designed based on the same foundation, namely Pancasila and the 1945 Constitution, the differences are in the main emphasis of educational goals and approaches to realizing them.

Herliyati (2008) explained that after Indonesia's independence, there were several implementations of the national curriculum aimed at all educational level units, namely the simple curriculum (1947-1964), curriculum renewal (1968 and 1975), process skills-based curriculum (1984 and 1994), competency-based curriculum (2004 and 2006), and the more recent K 13 curriculum. It is felt that this curriculum change has not been able to make a significant contribution in efforts to produce reliable output, especially in English language learning.

From various efforts to transform the curriculum from time to time, in reality the learning and output of graduates still experience very worrying problems. This is proven by research conducted by Saukah (2003) regarding TOEFL scores obtained by high school students who were accepted as new English Literature students at the State University of Malang in a worrying position. Namely, respectively, from the 1998/1999 to 2002/2003 classes, they were in the lowest 4.2%, 4.6%, 6.8%, 9% and 10.25% positions. This position cannot be said to be a relief. Of course, they require a long process and sufficient time to achieve maximum understanding and TOEFL scores.

2. English Teaching Methods

In terms of methodology, several examples of problematic cases of English language teaching in various educational level units will be presented, starting from elementary school, middle school, high school, university and even informal education as a comparison to measure the achievement of learning objectives, as follows:

3. Formal Education

In this article, at least four formal institutions can be seen as below:

a. Elementary School (Primary School)

As is known, learning English at this level emphasizes cognitive aspects, such as memorization and mastery of theories. Based on what the author experienced, at this level the author did not even get much English language material and almost none at all. This was because at that time the author assumed that English could be learned later when he was in middle school, high school and so on. In fact, language is very easy to master when you are small. This has been proven by many studies which reveal that in childhood, flexibility in the brain is still there so that it is easy to accept whatever is taught, including language. Therefore, Akteruzzaman and Islam (2017) revealed that an English language learner is expected to have a strong grasp before continuing higher education (Akteruzzaman, Islam. 2017 p. 192).

b. SMP (Junior High School)

Learning English emphasizes textbooks that students cannot understand because the themes in these books are not contextual to the social culture in which they study. For example, as the author experienced, existing textbooks discuss vocabulary about asking for directions where the setting is in urban areas. This is a problem because in his daily life the author only sees trees and rice fields at the school where the author studies and even in the village the author lives in. Of course, the internalization and input of English vocabulary in this case is quite difficult because what is written in textbooks is not visible in the students' cognitive space. Apart from that, there is no motivation given by the teacher to learn English, but only oriented towards a series of class activities, namely entering, being absent and going home.

c. SMA (Senior High School)

In this context, the problems of learning English are increasingly becoming. The first is textbooks. The material presented is a repetition of material at junior high school level that students do not understand and master. Of course, this makes them less enthusiastic about learning English because it repeats difficulties that have long been stored in their minds. Meanwhile, the teacher in class only said that this lesson had been studied in junior high school without providing concrete solutions or satisfactory solutions. Apart from that, the teacher model that adheres to one way communication makes students lazy and it is just a formality to attend English classes. In fact, in one semester there is almost no communicative competence and interaction that stimulates their intelligence and attention towards English lessons.

d. College

In this point, the problems of learning English have begun to fossilize. This means that some of the students' interest in learning English is there, but it is not like learning English since childhood. In addition, the focus of the majors taken by students means that learning English is not their main orientation. However, there is no delay in English learning efforts.

4. Non-formal education

In this paper, there are at least two informal institutions that can be seen as below:

a. Course Institute

At this institution, English language learning is developed with more emphasis on language culture and practice although there are several material guides given to students. However, in reality, practice is more emphasized in this case. Of course, innovation and variations in teaching models can be found in these activities. Similarly, the environment is a learning resource that students really need in learning a language, and the environment on the course is more fulfilling in this regard. (Lightbown & Spada, 2006: 10).

b. Private/tutoring

English activities in this area tend to be more interactive models between teachers and participants. Participants have more opportunities to ask questions and clarify material they do not understand. This two way communication model is quite effective and can get answers to every problem that arises in the middle of the learning process.

5. Problems

The main problem in learning English in Indonesia is teacher innovation in updating methods. This is because the increasingly rapid development of the English language demands an interesting and enjoyable learning process. This can be created when a teacher keeps a lot of creativity in teaching.

In fact, so far teachers have used “one-way communication” more often in the classroom. At various levels of educational units that the author has experienced, teachers do not apply interactional processes in the classroom, but mostly convey things about learning, making students bored. With this “boredom” they will unconsciously carry a negative stigma about English. In the end, they are lazy and do not have a strong desire to learn in either the short or long term.

The absence of an overview of international insight means that students do not have more motivation. Students learn English simply to fulfill national education requirements or for various other reasons. The fact that students only learn English to fulfill their graduation and diploma is something that is very worrying. This is proven that they cannot demonstrate this very urgent need in their daily learning. English is just text, not context. In fact, the existence of cross-cultural understanding is something that English language educators need to pay attention to. Understanding and insight into international culture influences their way of

teaching. As research conducted by Ookawa (2015), in Japan, there are textbooks that contain procedures and the relationship between language and culture. This is intended to enable students to develop their attitudes in communicating with foreigners. Of course, this has a positive impact on improving the quality of their language.

English learning has not achieved the main goal of changing the new paradigm. A very small percentage of 28.76% of teachers actively uses English during teaching and learning activities and the rest only use Indonesian (Supriyadi, 2006 p. 572). This fact is quite worrying. Teachers should provide role models or examples of language enthusiasm and practice. How can effective English language learning be achieved when teachers cannot be the center of inspiration for their students, especially in learning English? If this continues, then English language learning will only stop at the level of cognitive competence, and will not progress to communicative competence, which is a manifestation of the language itself. In this case, D.H. Hymes (1971) stated that the goals of language learning are possibility, feasibility, suitability and performance. First, possibility is the learner's ability to compose sentences that are in accordance with grammar or language rules. Second, flexibility is their ability to compose sentences which is monitored by their brain. Third, conformity is their ability to construct sentences according to certain socio-cultural contexts. Fourth, "performance", namely the learner's ability to practice and pronounce the structure of the language they are learning completely (Meihua, 2014 p. 72).

CONCLUSION AND SUGGESTIONS

Conclusion

English education and learning is often seen as less effective in efforts to make students have an understanding of lesson materials which is balanced with language practice in everyday life. Sometimes, you have studied English for 12 years, but you don't yet have complete skills that are balanced theoretically and practically. Formal education starting from elementary school, middle school, high school and college has not been able to enable students to apply their language skills in social interactions or even practice writing. Meanwhile, non-formal institutions such as courses and private/tutoring can only provide skills in communication, but do not have a solid theoretical foundation on which to base them.

Suggestions

As is known above, formal English language learning education which is too standard and procedural makes it less attractive to students because the learning orientation is textual and is seen as less digestible by students in general. Meanwhile, non-formal learning which is practice-oriented and does not tend to be bound by standard rules means that they do not have a theoretical basis and rules in their learning. From that, the author offers at least three suggestions. First, method updates. Without a good method, there will be no enjoyable learning process or even satisfactory results. Even though the method has been designed in such a way, teacher creativity and innovation are very crucial. This is the main thing. As it is said in a proverb: "Methodology is more important than material. Meanwhile, the teacher is more important than the methodology. However, the soul of a teacher is more important than the teacher himself. Other roles required of teachers in this model are as needs analyzers, mentors and managers in group learning activities" (Purwaningsih, 2013 p. 16).

Second, what can be done is to improve the English language teaching model by building communication with English language experts in many aspects of English such as members of international student education associations, or educational researchers at national conferences in English language research. Which provides research results regarding the problems of learning English. Or members of international reading and teaching specialist associations or those on English language education or its educational aspects (Squire, 1963 p.33-34). This is in line with the use of English in Mathematics classes in the Philippines where language instruction is more limited than the use of language as a communication tool to achieve understanding in Mathematics lessons (Brock-Utne, 2007). Third, regular evaluation will ensure that educational activities will be focused in line with current developments which require measuring the achievement of targets for each educational level unit. Thus, it is hoped that English language education in Indonesia, which is still gray, will continue to experience significant progress.

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