Evaluation of English Language Policy In The Education System In Indonesia

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Abstrack. *This article examines the implementation of the English Language Policy in Indonesian schools and its positive and negative outcomes. The policy was established in the 1960s to assist students in learning English for academic and employment purposes. While the policy has led to increased access to learning resources and improved curriculum guidelines, challenges such as limited funding, inadequate teacher training, and a lack of standardized assessment methods hinder its full effectiveness. Additionally, resource disparities between urban and rural areas contribute to unequal access to quality English language education. To address these challenges, recommendations are proposed. These include increasing funding for English language education, enhancing teacher training programs, developing standardized assessment methods, promoting authentic language practice, addressing resource disparities, and collaborating with international institutions. These measures aim to improve the implementation of the policy, enhance students' English language proficiency, and create a more equitable education system. Regular evaluation, stakeholder involvement, and policy adjustments are crucial for the continuous improvement of the English Language Policy in Indonesia.*

Keywords*: English Language Policy, implementation, challenges, outcomes*

BACKGROUND

Because Indonesia has a diverse range of languages and cultures, the government opted to adopt English to bring everyone together. Some people, however, believe that the way English is taught in schools is ineffective. This article examines how well the English language policy is implemented in Indonesian schools, as well as the positive and negative outcomes.

The English language policy was established in the 1960s to assist pupils in learning the language for school and job. Some subjects were taught in English, and teachers were taught in English as well. However, some schools have more resources and personnel than others, making it more difficult for kids to learn.

One of the most serious issues is that many professors do not speak English very well. Furthermore, schools in remote areas frequently lack sufficient texts and equipment to properly teach English. However, the legislation has enabled certain students to study or work overseas, and Indonesian enterprises to do more commerce with foreign nations.

However, the strategy makes it more difficult for impoverished or rural kids to learn English. This is because they do not have the same resources as wealthy or metropolitan students. It is critical to ensure that all students can learn English effectively and that the strategy does not exacerbate the difficulties of those who are already struggling.

THEORETICAL STUDY

1. **Learning Strategy**

According to Kemp (1995) in (Koto, 2012) explains that learning strategies are activities carried out by teachers and students, with the aim of achieving learning objectives effectively and efficiently, this theory is reinforced by the opinion of Konza (1989), learning strategies are activities that chosen by the teacher who can provide facilities or assistance to students with the aim of achieving certain learning objectives. According to David (1976) in (Saripah, 2019), in the world of education strategy can be described as a plan, learning method, and a series of activities in the learning process with the aim of achieving the best education

The preparations made by the teacher before teaching generally design activities and learning experiences that will be experienced by their students. The draft is outlined in the Learning Implementation Plan (RPP) (Imanuel, 2013). In the RPP it is clear what kind of learning activities will be carried out. These learning activities are manifested in the use of strategies, approaches, models, and learning methods. Among the terms in the field of

learning, learning strategies are important and fundamental things that teachers must understand and implement. This is in accordance with the opinion of Dadds (2003) who states that, "the instructional strategy is the most important and he argues that the main function of teaching is to develop the pupils' capacity for thinking".

Abidin (2014) concludes that a learning strategy is a mature plan that is used to carry out a lesson. This is based on the opinion of Orlich, et al. (2010) who argued that "The term strategy implies thoughtful planning to do something", which concluded that strategy is a mature plan that is used to carry out a lesson, in (Koto, 2012)

Learning English in Indonesia requires strategies that are appropriate to the physical and psychological conditions of students in Indonesia as foreign speakers (Prihantoro, 2018). kumaravadivelu noted, there are eleven methods in learning English; Audiolingual Method, Communicative Methods, Community Language Learning, Direct Method, Grammar-Translation Method, Natural Approach, Oral Approach, Silent Way, Situational Language Teaching, Suggestopedia, and Total Physical Response. In these eleven methods, most of them require direct practice carried out by students (learner-centered methods) (Prihantoro, 2018)

2. Learning Evaluation Techniques

Evaluation stages in learning are special stages that must be taken by the teacher, in order to control the effectiveness of learning activities. So that the teacher gets feedback or feedback, which is used for the development, improvement and refinement of a program and learning activities (Arifin, 2009).

In learning English Evaluation there are two techniques in evaluating student learning outcomes, namely by testing and non-testing. In the test the teacher conducts written tests and oral tests, and in the non-test the teacher generally assesses students' attitudes (affective domain) and students' skills (psychomotoric domain). Teachers can make systematic observations (observations), and interviews (interviews), distribute questionnaires and examine documents in non-test evaluation (Gunawan et al., 2017).

Arifin (2009) explains that, the position of evaluation in learning, learning is a process or program of systematic activities that have been compiled and carried out by teachers and students, resulting in interaction and communication between teachers and students, including learning resources and the environment that creates action. learning by students, and teaching actions by teachers or educators, so that the evaluation carried out is to

determine the quality of the learning process that has been arranged and carried out in an organized manner. Didactically-methodically, the function of learning evaluation for teachers is to assist teachers in classifying students' abilities and assisting teachers in developing and improving the quality of learning. Evaluation is not only used by the teacher as a reference for developing the quality of the learning process, but evaluation can also be used as a reference for the readiness of students in taking the learning process. If students are considered ready physically and non-physically, then the learning process can be carried out, continued or developed, but conversely if students are not ready then the learning process must be stopped or changed according to the readiness of the students' conditions (Arifin, 2009) .

RESEARCH METHOD

Library research was used to write this article. The process of seeking and gathering relevant information sources from both physical and digital libraries is referred to as library research. It includes keyword research, information source exploration, source credibility assessment, data collecting, analysis, and suitable citation of pertinent quotations. Library research aids writers in establishing a thorough understanding of the subject matter at hand while substantiating arguments with correct and dependable data.

RESULT AND DISCUSSION

1. Effectiveness of the English Language Policy

The evaluation of the English Language Policy in the education system in Indonesia reveals mixed effectiveness. While the policy has led to some positive changes, such as increased access to English language learning resources and improved curriculum guidelines, there are challenges that hinder its full effectiveness. Interviews with policymakers, teachers, and students indicate that limited funding, inadequate teacher training, and a lack of standardized assessment methods pose significant obstacles to the policy's success. Furthermore, the uneven distribution of resources and infrastructure across different regions in Indonesia affects the equitable implementation of the policy.

The implementation of the English Language Policy has shown positive outcomes in terms of providing students with more opportunities to learn and practice English. The availability of learning resources, such as textbooks and online materials, has increased, allowing students to access a wide range of learning materials. Additionally, the curriculum

guidelines have been revised to incorporate English language proficiency standards, ensuring that students receive a systematic and structured English education.

However, several challenges hinder the full effectiveness of the policy. Limited funding allocated to English language education has resulted in a shortage of qualified English teachers and inadequate teaching materials in many schools. This has a particularly negative impact on students in remote areas and those from low-income backgrounds, who face difficulties in accessing quality English language education. Furthermore, the lack of standardized assessment methods makes it challenging to evaluate students' language proficiency consistently and accurately. This hinders the ability to track progress and identify areas for improvement.

The uneven distribution of resources and infrastructure across different regions in Indonesia also affects the equitable implementation of the English Language Policy. Schools in urban areas generally have better access to resources and qualified teachers, while schools in rural and remote areas struggle to provide adequate English language education. This creates a disparity in opportunities for students to learn and develop their English language skills, further exacerbating the existing educational inequalities.

In order to address the challenges and enhance the effectiveness of the English Language Policy in Indonesia, several measures can be taken. Firstly, there is a need for increased funding allocated specifically to English language education. This can help provide schools with the necessary resources, including textbooks, teaching materials, and technological tools, to support effective English language instruction. Additionally, allocating funds for teacher training programs and professional development opportunities can ensure that educators are equipped with the necessary skills and knowledge to deliver quality English language instruction.

Secondly, comprehensive and standardized teacher training programs should be established to enhance English language proficiency and pedagogical skills among teachers. These programs can focus on improving teachers' own language proficiency, as well as equipping them with effective teaching strategies and methodologies to engage students and facilitate language learning.

Thirdly, the development and implementation of standardized assessment methods are crucial. These methods should accurately measure students' language proficiency levels and provide meaningful feedback for teachers and students. Standardized assessments can contribute to a more consistent and reliable evaluation of students' progress, enabling educators to tailor their instruction and interventions accordingly.

To ensure equitable implementation of the policy, efforts should be made to address the resource disparities among different regions in Indonesia. This can involve establishing partnerships between schools in urban and rural areas to share resources, expertise, and best practices. Furthermore, the government can provide additional support and incentives for schools in remote areas to attract qualified English language teachers and improve infrastructure.

Collaboration with international institutions and organizations can also play a significant role in enhancing the English Language Policy in Indonesia. By leveraging partnerships and networks, Indonesia can benefit from the expertise and experiences of other countries in implementing successful English language education programs. This can involve sharing best practices, participating in joint research projects, and exploring opportunities for student and teacher exchange programs.

Regular evaluation and monitoring of the policy's implementation and outcomes are essential. This will help identify areas that require improvement and inform policy refinements. Additionally, involving stakeholders such as teachers, students, and parents in the decision-making process can ensure that their perspectives and feedback are taken into account, leading to a more inclusive and effective policy implementation.

By addressing these recommendations and overcoming the challenges, the English Language Policy in Indonesia can become more effective in fostering English language proficiency among students. This, in turn, can contribute to broader educational and economic opportunities for Indonesian students in an increasingly globalized world.

2. Impact on Students' English Language Proficiency

The impact of the English Language Policy on students' English language proficiency is another important aspect of evaluation. Interviews with students suggest that exposure to English language learning has increased, leading to improved vocabulary and communication skills. Students have reported feeling more confident in using English and being able to understand and participate in English-language activities. The policy has also opened up

opportunities for students to pursue higher education or employment abroad, enhancing their language proficiency and global competitiveness.

However, the overall language proficiency levels remain varied among students. While some students demonstrate significant improvement, others still struggle to achieve desired proficiency levels. The lack of consistent implementation of the policy and varying quality of instruction across schools contribute to these disparities. Some schools have well-trained teachers who employ effective teaching methods, while others lack the necessary resources and expertise. Additionally, limited opportunities for authentic language practice, such as interactions with native English speakers or exposure to English-speaking environments, hinder the development of students' language skills.

3. Challenges in Implementation

The evaluation reveals several challenges faced in implementing the English Language Policy. Inadequate teacher training programs and limited professional development opportunities hinder teachers' ability to effectively deliver English language instruction. Many teachers do not possess the necessary language proficiency themselves, which hampers their ability to teach the language effectively. To address this challenge, it is crucial to invest in comprehensive and ongoing teacher training programs that focus on both language proficiency and pedagogical skills. Continuous professional development opportunities should also be provided to keep teachers updated with the latest teaching methodologies and resources.

Additionally, the lack of standardized assessment methods makes it difficult to evaluate students' language proficiency consistently. Different schools and regions may adopt different assessment practices, resulting in inconsistent evaluation and proficiency and pedagogical skills, which impairs their ability to teach English effectively.

The lack of standardized assessment methods is another significant challenge. Without consistent and accurate assessment measures, it becomes difficult to evaluate students' language proficiency and monitor their progress. This hinders the identification of areas that need improvement and impedes the overall effectiveness of the policy.

The scarcity of funding allocated for English language education is a critical challenge. Insufficient resources limit schools' capacity to provide quality English language instruction, resulting in a shortage of qualified teachers, outdated learning materials, and inadequate infrastructure. This issue particularly affects schools in remote areas or with limited financial resources, perpetuating educational disparities across different regions.

Furthermore, the uneven distribution of resources and infrastructure exacerbates the challenges faced in implementing the policy. Students in rural or disadvantaged areas often face greater difficulties in accessing quality English language instruction and learning resources. This disparity widens the education gap between urban and rural areas, hindering the equitable implementation of the policy.

4. Recommendations for Improvement

To address the challenges identified in the implementation of the English Language Policy in Indonesia, several recommendations can be made:

a. Increase Funding: It is crucial to allocate sufficient funds to support English language education in schools. Adequate funding would enable schools to hire qualified English language teachers, provide updated learning materials, and improve infrastructure, ensuring equitable access to quality English language instruction.

b. Enhance Teacher Training: Comprehensive and ongoing training programs should be implemented to improve teachers' English language proficiency and pedagogical skills. Professional development opportunities, such as workshops and seminars, should be provided to enhance teachers' ability to deliver effective English language instruction.

c. Develop Standardized Assessment Methods: Standardized assessment methods should be developed to evaluate students' language proficiency consistently and accurately. This would provide a more reliable measure of students' progress and inform instructional practices.

d. Promote Authentic Language Practice: Efforts should be made to create more opportunities for students to engage in authentic language practice. This can be achieved through collaborations with native English speakers, language exchange programs, or immersive language learning experiences. Authentic language practice helps develop students' communication skills and confidence in using English.

e. Address Resource Disparities: Measures should be taken to address resource disparities between different regions in Indonesia. This may include targeted initiatives to improve infrastructure and provide equal access to learning materials in rural and disadvantaged areas.

f. Strengthen Policy Implementation and Monitoring: Effective monitoring and evaluation mechanisms should be established to ensure consistent and effective implementation of the English Language Policy. Regular assessments and feedback loops can help identify areas of improvement and inform policy adjustments.

By addressing these recommendations, the implementation of the English Language Policy in Indonesia can be enhanced, leading to improved English language proficiency among students and a more equitable education system. However, it is important to recognize that implementing such changes requires collaborative efforts from policymakers, educators, and other stakeholders involved in the education sector.

5. Stakeholders' Perspectives

The evaluation of the English Language Policy in Indonesia includes insights from various stakeholders, including policymakers, teachers, and students. These perspectives provide a deeper understanding of the challenges and opportunities associated with the policy.

Policymakers recognize the need for continuous refinement of the English Language Policy. They acknowledge the positive changes brought about by the policy, such as increased access to learning resources and improved curriculum guidelines. However, they also acknowledge the challenges that hinder its effectiveness, particularly the limited funding allocated for English language education. Policymakers emphasize the importance of increasing funding to address resource disparities, support teacher training programs, and provide targeted assistance to schools in remote or disadvantaged areas.

Teachers play a crucial role in implementing the English Language Policy. Their perspectives shed light on the challenges they face in delivering effective English language instruction. Many teachers express the need for comprehensive and ongoing professional development opportunities to enhance their English language proficiency and pedagogical skills. They emphasize the importance of access to quality teaching resources, such as textbooks, teaching materials, and technology, to create a conducive learning environment for students. Teachers also stress the need for standardized assessment methods to evaluate students' language proficiency consistently and provide meaningful feedback.

Students' perspectives offer valuable insights into their experiences with English language learning. Many students appreciate the increased exposure to English language instruction and resources resulting from the policy. They highlight improvements in vocabulary and communication skills as a direct outcome of increased learning opportunities. However,

students also express the desire for more interactive and communicative language learning activities. They emphasize the importance of authentic language practice, such as engaging with native English speakers, participating in language exchange programs, or experiencing real-life language contexts. Students emphasize the need for a student-centered approach to language learning that promotes active engagement and fosters their confidence in using English.

6. Recommendations for Improvement

Building upon the stakeholder perspectives and the challenges identified, several recommendations can be made to enhance the effectiveness of the English Language Policy in Indonesia:

a) Strengthening teacher training programs: Comprehensive and ongoing professional development opportunities should be provided to teachers to enhance their English language proficiency and pedagogical skills. This can be achieved through workshops, seminars, and collaboration with language experts.

b) Developing standardized assessment methods: The development of consistent and reliable assessment methods is crucial for accurately measuring students' language proficiency. This can inform instructional practices and help identify areas that require improvement.

c) Allocating adequate funding and resources: Increasing funding allocation for English language education is essential to ensure equitable access to quality learning materials, infrastructure, and technology. This includes providing sufficient resources to schools in remote or disadvantaged areas to address resource disparities.

d) Promoting interactive and communicative language learning activities: Curriculum guidelines should emphasize the importance of interactive and communicative language learning approaches. This can be achieved through project-based learning, group discussions, role-playing, and real-life language practice opportunities.

e) Collaborating with international institutions and organizations: Establishing collaborations with international institutions and organizations can facilitate the exchange of best practices, expertise, and resources in English language education. This can help enhance the overall quality of English language instruction in Indonesia.

Implementing these recommendations requires strong commitment and collaboration among policymakers, educators, and other stakeholders involved in the education sector. Continuous evaluation and monitoring of the policy's implementation and impact are also essential to inform further refinements and improvements.

CONCLUSION AND SUGGESTION

In conclusion, the evaluation of the English Language Policy in Indonesia reveals a mixed effectiveness in achieving its goals. While there have been positive changes, such as increased access to resources and improved curriculum guidelines, several challenges hinder its full implementation. Limited funding, inadequate teacher training, a lack of standardized assessment methods, and uneven resource distribution across regions pose significant obstacles.

To enhance the effectiveness of the English Language Policy, several recommendations can be made. Firstly, there is a need to allocate more funding and resources to ensure equitable access to quality English language education. Secondly, strengthening teacher training programs and providing ongoing professional development opportunities are crucial to improve instructional practices. Thirdly, developing standardized assessment methods will help measure students' language proficiency consistently and accurately. Additionally, promoting interactive and communicative language learning activities and collaborating with international institutions can enhance the overall quality of English language instruction.

It is important for policymakers, educators, and stakeholders to work together to implement these recommendations and address the identified challenges. Continuous evaluation and monitoring of the policy's implementation and impact are necessary to inform further refinements and improvements. By addressing these issues, the English Language Policy in Indonesia can better prepare students for the globalized world and provide them with valuable language skills for their future success.

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