



Toward Better of English Language Teaching (ELT) in Islamic Senior High Schools Padang

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Abstract:

This research aims to explore the teaching and learning process of English as a Foreign Language (EFL) in Islamic Senior High Schools in Padang. The main objective of the study is mainly to assess the teachers' competence in developing students' speaking skills based on their ability to plan, conduct, and evaluate the learning process. The objects of this study revealed several English teachers in three different Islamic Senior High Schools of Padang. Data were collected from English teachers' Lesson Plans and video recordings of their teachings. Based on the analysis, it was found that most teachers failed to show appropriate performances as required by the curriculum. The study finally concludes that ELT in this specific area has been abused, and therefore, serious attention must be paid to better improvement in the future. Detail of each competence are elaborated and discussed in the paper and conclusion as well as recommendation are also presented.

Keywords: *English Language Teaching (ELT), Lessons Plan, Speaking.*

INTRODUCTION

The more intensive interactions and collaborations made by Indonesian people with foreign governments or agencies in the last two decades have put the role of English as a Foreign Language (EFL) teaching become more crucial. However, numerous efforts proposed by the Indonesian government to link and up-date better curriculum to the current advancement of technology seem to be far away due to the

inconsistency of the philosophical aspects in the higher level of education affairs. Ministry of education and culture of Indonesia through Ministry of Education Regulation No. 32 Year 2013 changed the previous curriculum, school-based curriculum (Kurikulum Tingkat Satuan Pendidikan – KTSP) to the next and latest curriculum named Curriculum 13. This curriculum requires every subject taught, including English, in elementary school up to senior high school to apply scientific approach. Consequently, this policy becomes

controversial for English teachers as English teaching is different from science teaching. Opponents of this approach have to realize that every curriculum change is always based on deep needs analysis conducted by the government trying to suit students' profile. Unfortunately, during the implementation of Curriculum 13, English teachers of Islamic Senior High Schools Padang felt uncertain and even unwilling to implement the newest curriculum in terms of developing the students' four English skill and social and spiritual attitude. This uncertainty results in the low quality of English teaching and learning process in the whole city. The fact that teachers tend to focus only on one skill rather than integrating them and their reluctance to connect the materials leading to the improvement of spiritual and social attitude, raised an issue that 'pedagogical practices' (O'Brients, 2018) needs to be implanted among the teachers.

The shift of School-Based Curriculum to Scientific Approach (C-13) brought about significant changes in teaching and learning activities namely from 1) teacher to student-centered, 2) non-interactive to interactive, 3) classroom to any place, 4) passive to active, 5) individual to group-work, 6) single-media only to multimedia, 7) Individual differences, 8) mono-disciplinary to multi-disciplinary, and 9) passive to critical learning. It requires the teachers to implement the five main stages including observing, questioning, experimenting, associating, and communicating (Ministry of Education Regulation No. 69 year 2013). Moreover, Curriculum 13 then integrates character building covering attitude, knowledge, and skill. Attitude is further specified into spiritual and social attitude (Ahmad, 2014).

The implementation of such approach needs to be monitored for continuous improvement, therefore, the importance of this current study lie on the following reasons. First of all, the results of the analysis and evaluation of the teachers' competence in making instructional planning and its implementation at Islamic Senior High School in Padang would enable the researcher to shape the kinds of pedagogical practices needed to implant or formulate the English teachers' Profile in teaching English speaking skill. Second, this research does not only serve as an assessment tool for the teachers but also provides solutions to better English teaching. Third, this profile or prototype is not only useful in preparing future English Teacher qualification for the Province of West Sumatra but also for the English Tadris Department in reviewing material or methods of Speaking courses offered in the curriculum.

Successful teaching (ie., the development of students' learning also devoted to increase students' language awareness through real-life processes) must be well planned, and therefore, it should be reflected in real classroom teaching. O'Brien's (2018) called these practices as 'positive pedagogies' and it includes 'teacher talk, social and emotional resources for students, the supplementation of lessons with resource building materials and the development of individualized learning goals that target the development of positive cognitions, emotions and experiences'. It requires then that teachers need to design appropriate techniques, strategies, and evaluation as well. The achievement of communicative English teaching should also be based on both sounds approaches and methodology. The rules of thumb for learning process are directed to focus on the following steps: a). Orientation /

Introduction, namely how the teachers build students' knowledge relevant to the text and genre to be taught; b). Modeling, namely how the teachers teach the examples of conversation to students explicitly in order to explain the Purpose, Generic Structures, Language Features of the text; c). Joint Construction of Text, namely how the teachers encourage and activate students to practice speaking in groups; d). Independent Construction of Text, namely how the teachers motivate and evaluate students' speaking skill individually.

The learning process undertaken by the teachers in this study was only devoted to speaking in class XI. To this end, the current study was aimed to reveal the efforts made by English teachers at Islamic Senior High School Padang particularly in (a) formulating the learning objective, (b) selecting teaching techniques and strategies, and evaluation for speaking skill, and (d) conducting the teaching and learning process. Instructional Planning includes the ability to formulate the learning objectives, select appropriate teaching techniques and strategies and determine the types and procedures of evaluation system. In order to meet the objectives above, the research problems were formulated as follows: (a) What is the teachers' competence in designing their lesson plan as to achieve the learning goals?; (b) What is the teachers' competence in carrying out the learning process of English that focuses on speaking at Islamic Senior High Schools Padang?

METHOD

The search for ELT being practiced in this area was done in the form of qualitative case studies, namely studying certain situations in depth. It was more than just statistical surveys, as stated by Shuttleworth (2008)

that '... basically, a case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic'. The case referred to in this study was the flaws of English teaching in developing students' speaking skill, which had been carried out at Islamic Senior High School in Padang. The differences in the qualifications / experience of teachers, the geographical location of schools, and the characteristics of students from one school to another lead the difference in the implementation of learning process at local, regional and national levels. We had mapped three different Islamic Senior High Schools in Padang city that employed 20 teachers and found that there were 6 English teachers who taught at Grade Eleventh. (*Sources: Vice Principal for Curriculum 2017*).

By compiling all of the teachers' Lesson Plans, we had been able to assess their competences in planning the lessons, conducting classroom teaching, and evaluating the students' learning. We believe that successful teaching begins with the teachers' ability in formulating specific Learning Objectives, selecting or determining relevant teaching techniques and strategies, and determine evaluation systems for students' speaking skills. Meanwhile, video tape recording was used to assess the teachers' competence in implementing the learning process. The observation was 'participant observation', in which the researcher was directly involved in the teacher learning process. Results of each data were percentage and classified into four categories: (1) Low; (2) Fair); (3) Good; and (4) Very Good.

RESULTS

Planning or Designing Instruction

Table 1. Teachers' Competence in Stating the Learning Goals

N O	ASPECT	1	2	3	4
1	Indicators are in conformity with basic competence	15,38	0	0	84,62
2	Indicators are stated in line with learning materials	76,92	7,26	7,66	7,69
3	Indicators are in accordance with the learning goals	92,31	7,69	0	0
4	Goals of learning are stated explicitly	10,00	0	0	0
5	Goals of learning are matched with the indicators	10,00	0	0	0
6	Steps of teaching are set in accordance with syntax and teaching & learning strategies	10,00	0	0	0
7	Steps of teaching are reflected in the learning materials	10,00	0	0	0
8	Steps of teaching are in accordance with time allowed	10,00	0	0	0
9	Steps of teaching are systematically arranged	10,00	0	0	0
10	Steps of teaching reflect scientific approach or activity	92,31	7,69	0	0
11	Learning materials are inserted	92,31	7,69	0	0
12	Learning materials are developed in accordance with learning principles	92,31	7,69	0	0

Notes:

1 (poor); 2 (fair); 3 (good); 4 (very good)

The data revealed that teachers failed to show appropriate criteria for stating or planning the Instruction, especially in stating the Learning Goals. It was evidenced from these data that the teachers did not make specific learning objectives. They formulated one learning

objective for all indicators. The arrangement of learning objectives and indicators were in reversed position. The learning objectives were not reflected in the learning indicators because the use of the operational verbs on the learning indicators were not in accordance with the goals of Basic Competency. The determination of the learning indicators did not reveal all the materials to be discussed in Basic Competency. The lesson plans were likely copied from the internet since they were poorly arranged, wrongly typed, and far from scientific writing rules.

Choosing or Selecting Appropriate Teaching Technique or Strategies

Table 2. Selecting Appropriate Teaching Technique or Strategies

N O	ASPECT	1	2	3	4
1	Strategies were chosen in accordance with time allotted	92,31	7,69	0	0
2	Teaching strategies were stated in accordance with learning materials	92,31	7,69	0	0
3	Learning phases and steps are matched with syntax	92,31	7,69	0	0
4	Steps of learning strategies involved scientific approach	92,31	7,69	0	0
5	Teaching strategies are in line with students' condition	92,31	7,69	0	0
6	Teaching strategies are introduced before the the actual learning sessions	92,31	7,69	0	0
7	Teaching strategies encourage students to critical thinking	10,00	0	0	0

Teachers' competence in selecting and determining learning strategies were in the lowest category, showing that they

had several problems in the preparation of lesson plan. The strategies being chosen did not match the learning material. The syntax of the the teaching strategies was not seen in the learning stages in whilst learning activities because the learning stages made were different from the learning syntax set at the beginning of the lesson plan. The determination of the teaching strategies was not in accordance with the time allocation because all strategies used more time compared to that of set in the lesson plan. More over, the selection of the teaching strategies in the lesson plan was not in accordance with the provisions of the 2013 curriculum because it did not use scientific approach.

Teaching and Learning Process

Table 4. Teaching and Learning Process

N	ASPECT	1	2	3	4
1	1. Introduction				
	2. Preparing for the lesson	1	0	0	0
		0			
	3. Motivating the students	1	0	0	0
		0			
	4. Presenting the goals of learning	1	0	0	0
		0			
	5. Apperception	1	0	0	0
		0			
		0			
2	2 Main Activity				
	1. Presenting the materials	9	0	7,	0
		2		6	
		,		9	
		3			
		1			
	2. Adhering to syntax of learning	9	0	0	7
		2			,
		,			6
		3			9
		1			

3. Conducting scientific approach	9	0	7,	0
	2		6	
	,		9	
	3			
	1			
4. Giving rewards	8	7	7,	0
	4		6	
	,		6	9
	6		9	
	2			
5. Appraising	7	7	7,	7
	6		6	,
	,		6	9
	9		9	9
	2			
6. Performing various teaching styles	9	0	7,	0
	2		6	
	,		9	
	3			
	1			
7. Teaching based on Planning	1	0		
	0			
	0			
3 Closing				
1. Drawing conclusion	1	0		
	0			
	0			
2. Evaluation	1	0		
	0			
	0			
3. Presenting the specific Task	1	0		
	0			
	0			
4. Giving feedback	1	0		
	0			
	0			

As evidenced from the above data, teachers' classroom teaching was put into the lowest level, suggesting that they were not qualified in opening the lesson, presenting or conducting the main activity, and closing because of its irrelevance to the lesson plan.

Assessing Students' Speaking Skills

Teachers' competence in assessing students' speaking skills were found to be in the lowest level as depicted in the table below.

Table 5. Teachers' competence in assessing students' speaking skills

N O	ASPECT	1	2	3	4
1	Test items are matched with indicators	1 0 0	0	0	0
2	Test items are matched with the core of materials	1 0 0	0	0	0
3	Test items were arranged from simple to more complicated ones	1 0 0	0	0	0
4	Test items are clearly stated in the Lesson Plan	1 0 0	0	0	0
5	The test measures students' speaking skills from the aspects of:				
	Pronunciation	1 0 0	0	0	0
	Vocabulary	1 0 0	0	0	0
	Fluency	1 0 0	0	0	0
	Grammar	1 0 0	0	0	0
	Understanding	1 0 0	0	0	0
6	Enrichment test is stated in Lesson Plan	1 0 0	0	0	0
7	Remedial test is stated in the Lesson Plan	1 0 0	0	0	0
8	Assessment was mostly done in the form of Oral assessment	1 0 0	0	0	0
9	Evaluation is done at every meeting	1 0 0	0	0	0

As seen in the table above, teachers' competence in assessing students' speaking skill was in the lowest level (very poor) in which all indicators

were not fulfilled. Data on the teachers' competence in determining the evaluation system for students' speaking skill revealed several problems as seen in their lesson plan . The first problem was that the evaluation was in the form of a written test with the questions about grammar, especially the use of tenses. To measure students' speaking abilities it is better to use a performance test, so the teachers can assess their pronunciation, vocabulary, fluency, the proper use of grammar and comprehension or understanding of what is heard and said in speaking activities. The second problem was that teacher did not refer to the learning indicators . The third problem was that the lesson plan did not have evaluation questions, assignment, remedial questions, and material enrichment.

DISCUSSION

Teaching and learning activity reserves a very complex process since it involves various difference philosophy or approaches, methods, techniques, and strategies (Silberman, 2007; Hisyam, 2008). Apart from this enterprise, O'Brien (2018) claimed that pedagogical practices must be collaborated with the students in the classroom. These include '...teacher talk that incorporates the scaffolding of positive cognitive, social and emotional resources for students along with instruction, the supplementation of lessons with resource building materials, and the development of individualized learning goals that target the development of positive cognitions, emotions and experiences' (O'Brien, 2018: 29). Each of these complex process must be tackled as well as possible by considering numerous variables and components. However, some of these areas must be taken care while others such as 'students' apparent lack of preparedness to learn,

their disconnection from schooling, and an observable lack of cognitive, physical and psychological resources' should be the concern of their expertise. (O'Brien, 2018: 4).

Classroom teaching is just like an iceberg, much more serious problems are buried down at the bottom of the sea. Therefore, it is not enough or fair to judge the book just by the cover. A teacher's teaching philosophy often called or refers to 'pedagogical competence' should be responsible for this flaw in teaching profession. As evidenced in the teachers; lesson plan, the learning stages were not in accordance with the syntax of the scientific learning strategy of the 2013 curriculum. Besides, the arrangement of the learning stages were not well-structured because thewhilst activities were placed after the post activities. The learning stages should contain pre-listening activities, whilst learning activities, and post learning activities. The stages in thewhilst learning activities did not match the learning stages in the model / teaching methods or strategies.

Further investigation of teachers' lesson plan posts another problem that a lesson plan was made for three meetings, each of which is overlapped because they discussed the same materials. Each meeting should have different topics to be taught according to the same allocation. The learning media mentioned in the teaching methods were not in accordance with the learning stages. In addition, the media were not fully described in terms of their use in the lesson plan, especially in the learning stages section. Finally, there was no elaboration of teaching materials either created or attached in the lesson plan.

The data on the teachers' competence in implementing the

learning process showed that during the observation, they taught the learning material in accordance with the lesson plan, but some problems were found after the video was analyzed. The first problem was that the teacher did not start the learning activities from giving motivation to apperception. The second problem was that the teachers did not follow the syntax of the teaching strategies outlined in the lesson plan. They implemented conventional learning syntax using the expository method, and none of the syntax was implemented in the learning process. The third problem was that the teacher did not direct the students to use the target language with students but more on learning to read and write. The exposure to developing students' speaking skills was not evidenced or found, and the teacher even spent more time explaining about tenses. In addition to the flaws of this pedagogical competence, the teachers did not carry out evaluation and neither concluded the learning activities due to lack of time allocation. So, when the time was finished, the teacher still explained the materials.

The above problems happened because the teachers probably did not understand how to make or design the lesson plan in accordance with the 2013 Curriculum. So far, they were accustomed to making lesson plans in the form of KTSP. Due to this confusion, many teachers used ready made ones or got instant way of finding the lesson plan from other teachers or from the internet. By analyzing the teachers' lesson plan and video recording, the proposed solution for the problems found was to conduct workshop to train the teachers at Islamic Senior High Schools teachers in Padang to design the lesson plan in accordance with the current teaching methods and with the 2013 curriculum.

Prior to the workshop, group discussion must be carried out.

CONCLUSIONS

Dealing with the teachers' lesson plans and observation of the learning process through video recording, it can be concluded that: Teachers did not make lesson plans in accordance with the components as outlined in the 2013 curriculum such as the formulation of the objectives of learning, indicators for students' learning, learning stages, etc. Over simplification of lesson plans and the use of common media in teaching suggest that the teachers are not qualified for this enterprise.

The absence of assessment components in the process of evaluation was likely turn the teachers' teaching efforts to zero and solutions for overcoming students' language awareness remained on the shoulders of the next generation. Therefore, practical suggestions are addressed the school principals that the teachers should be trained to make appropriate lesson plan through some training or workshops.

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