Current Status of Supplementary English Programs in East Java Indonesia

Achmad Yusuf [1], Amalia Rachmawati [1], Ahmad Munir [1*]

[1]*Universitas Negeri Surabaya, Surabaya, Indonesia*
[*]Corresponding Author: ahmadmunir@unesa.ac.id

ABSTRACT

This study aimed to investigate the position of supplementary English programs in senior high schools in Indonesia and the use of literature and linguistics in the program. This research employed a mixed method using a survey with a semi-structured questionnaire. Twenty-seven English teachers of senior high schools in East Java were invited through the social media WhatsApp Group to fill in the Google Form. It was found that not many supplementary English programs are run in senior high schools in East Java. The small number of students in the language programs also shows that few students choose supplementary English programs over other programs. Moreover, teachers employed various literature genres, linguistics, and sociolinguistics during classroom activities. The teachers of supplementary English programs in Indonesia also introduced students to intercultural communicative competence. It can be concluded that even though the supplementary English programs in senior high schools in East Java are small in number, their implementation is thriving and promising for ELT in the future.
Keywords: Indonesia, high schools, supplementary English program, English trends

INTRODUCTION

The question of why individuals should learn English brings us to the historical background of language teaching. As history of ELT has rolled, its cycles and trends have brought us to the present day and helped us understand the objectives of learning English (Brown & Lee, 2015). The trends and goals of learning English indeed change over time and determine the approaches and methods used in teaching and learning. Starting from the grammar-translation method, the main goal is to study a foreign language and to read foreign literature to get intellectual development (Richards & Rodgers, 2014). This era mainly focused on reading and writing with concern for grammar rules and translating words. The goals of learning English then change into using language rather than analyzing it (Celce-Murcia et al., 2014), which led us to the direct method becoming the alternative method besides the Grammar Translation Method to achieve that goal.

Historically, the goals of English language learning continue to change during the world war era. The US military members and armed forces were demanded to speak and understand foreign languages quickly and efficiently (Celce-Murcia et al., 2014). To achieve this goal

audio-lingual methods were employed and became a new alternative approach in the language classroom. The beginning of paradigm shift in language teaching of the twentieth century was marked by the emergence of Communicative Language Teaching (Richards & Rodgers, 2014). This paradigm-shifting happened because language teaching goals differed from the previous eras.

The paradigm-shifting and goals-changing lead us to the various methods and approaches in language teaching. However, those methods and approaches are part of cyclical patterns that Albert Marckwardt called "changing winds and shifting sands" (Brown & Lee, 2015) because the 'new' method or approaches may adopt the positive aspects of the 'old' one. Further, for the current or post-method era, David Nunan stated that there may never be a method for all (Brown & Lee, 2015), as in language classrooms the method that is employed should consider particular classroom goals and it might be different between one classroom to others. In another word, the best methods are the methods that could achieve the goals of teaching and learning.

The first global trend in language teaching and learning spelled out by Renandya and Widodo (2016), is that the English language has changed in the terms of its use and users. Kachru (1992) with his famous three circles emerged to seek new varieties of English as nowadays English does not belong to "native" speakers, English is a language in a diversity of cultures. The way English is taught has changed as well. People are no longer obsessed with the quest for the best method of teaching the English language, as particular methods are found to be less effective when implemented in an authentic classroom (Renandya & Widodo, 2016).

The third global trend that happened is the significant development of digital technology (Renandya & Widodo, 2016). Currently, we are familiar with numerous applications that are used in classroom activities. The gamified platform proved could improve students' reading comprehension (Prados Sánchez et al., 2023), the application that contains augmented reality and asks students to involve interactively also influenced students' motivation in learning (Cheng & Chen, 2022; Rasti-Behbahani & Shahbazi, 2022; Wu, 2021). We cannot deny that students nowadays are digital natives, therefore the approaches and media have to adjust to technology as well. This can also be a new challenge for teachers, as the students can study by themselves using mobile applications.

The last trend according to Renandya and Widodo (2016) is at the policy level. In many countries, English is not only being used as a second or official language but also taught at younger age levels. Currently, more parents believe in the notion of "the younger the better" (Nikolov, 2016). Parents expect their children to grow smarter by starting the lesson at an early age. However, this also becomes one of the current goals of teaching and learning English. It is because according to the Economic article, 80% of students at international schools around the world are local, as their parents want them to continue their studies in an English-speaking country (Nikolov, 2016).

As presented above, parents' high demand for their children to study English at an early age is for the social aspect. It is because English is considered a basic competence and asset for non-native speakers to succeed in life (Nikolov, 2016). Connected to the four global trends of English language teaching, the current goal of English language teaching is communication.

ELT in Indonesia also view on English language teaching objectives as Indonesia as for communication (Kemendikbudristek, 2022). The English language teaching in *Kurikulum Merdeka* or Independent curriculum adopts CEFR into its education policy (Munandar & Newton, 2021). In this curriculum two of the four objectives of the English language subject are students to have communicative competence and intercultural competence, in addition to

developing self-confidence and critical and creative thinking skills (Kemendikbudristek, 2022). Therefore, in the new curriculum, the ultimate Phase, Phase F, has two strands, general strand and advanced strand.

Advanced Phase F is offered for students who want to pursue their interest in English language and literature. This is like areas of interest in language and culture in senior high school (Kemendikbudristek, 2014). To cater for this specialization, senior high schools establish a supplementary English program. This program is an addition of 2 study hours to the compulsory general Phase F. The target of this supplementary English program is also the aim of Advanced Phase F, that is, to get level B2 of CEFR. The most obvious characteristic of this supplementary English program as part of Advanced Phase F is the inclusion of linguistic and literature materials. The curriculum stipulates: that "*pengajaran sastra dan lintas budaya menjadi bagian dari pengajaran Bahasa Inggris Tingkat Lanjut, karena teks merupakan konstruksi sosial, pembahasan teks tidak akan terlepas dari pembahasan budaya*" (Kemendikbudristek, 2022).

However, a recent phenomenon in Indonesia shows the contrary condition, even though English is considered an important skill to grab a bright future, the enthusiasm to learn in English study programs is decreasing (Harlina & Yusuf, 2020). This condition happened because the role of digital technology enables students to learn English outside the classroom. The Duolingo application proved as a free platform that is beneficial for learning basic English (Hakimantieq et al., 2022; Purba & Saragih, 2022). The occurrence of other online free platforms makes the students prefer to learn English outside the classroom. The possibility is that digital platforms are more engaging, motivating, and interesting rather than classroom activities. The other reason is the shifting paradigm about the purpose of learning English. Most Indonesian people learned English not to study the language itself but for-profit purposes. For example, they learn English so that they can study abroad, or for business matters.

This phenomenon leads to a question about the position of English supplementary programs in high schools in Indonesia. A study by Setiyati and Matiah (2019) on the strands of a senior high school in Bantul, Central Java, found that English is not students' interest for supplementary program. Similar study in Semarang by Muhfiyanti and Aimah (2018) found only 38 students out of 230 chose English supplementary program. Few studies have investigated in a broader context and getting information on what is taught in the English supplementary program in senior high school. Therefore, a study of the trends of English supplementary program in senior high school in East Java has been conducted.

This study aimed to portray and investigate the current phenomenon with the following research questions:
1. What is the position of the supplementary English program in senior high schools in Indonesia?
2. How do supplementary English programs make use of literature and linguistics in their teaching?

METHOD

This study used survey design. It used questionnaires using a combination of the Likert-Scale (Joshi et al., 2015) and open-ending questions to collect the data about the existence of English supplementary program as well as the reasons why such programs existed or absent. The survey also sought for respondents who did have no supplementary English programs did not respond to the survey of teaching content and teaching method in the classroom but they were directed to the teachers' belief part in the questionnaire. The questionnaire was shared to

participants via WhatsApp groups (e.g., Surabaya English Teacher Association/MGMP Bahasa Inggris Surabaya, Bangkalan, Jombang, and Malang) or via personal chats.

Twenty-seven English teachers responded to the survey. Out of the 27 participants, 21 of them were from state senior high schools while 6 were from private senior high schools. The respondents were English teachers of high schools in East Java from 13 cities including Surabaya city, Gresik, Malang, Batu city, Jombang, Kediri, Blitar, Bangkalan, Bojonegoro, Ponorogo, Probolinggo, Situbondo.

In analyzing the collected data, the authors use a mixed method study where the data from Likert-scale questionnaires were analyzed using quantitative methods by using the percentage of the participants and then presented in a descriptive qualitative method. The open-ended questionnaire items were analyzed by using a qualitative method. The analysis of the qualitative data was made thematically case by case by reorganizing the data until common patterns emerged.

FINDINGS AND DISCUSSION

LANGUAGE PROGRAM IN SCHOOLS

As stated in the previous section about the importance of language as an international language or lingua franca, the existence of language programs in schools, indeed, helps pupils master English by broadening their knowledge of English in the classroom. schools with language programs, prominently, provide advanced English language to their pupils.

From the result of questionnaire, most of the schools do not have a language program. Only 37% (10 respondents) have a language program, while 63% (17 respondents) state that there is no language program in the schools they work. This means that English in Indonesia recently seems unlikely to be needed. Moreover, 63% of the respondents claim that it is due to the policy that the new curriculum does not accommodate language programs. Another reason is that few students nowadays prefer language program. One third of respondents answer that their schools have a language program. The rest state that they have 1 class (60%), 2 classes (10%), and 3 classes (30%). See Table 1 for the details of the number of language program in the schools.

TABLE 1. The Number of Class and Students of Language Programs

Cities	Number of language Class	Number of Students
Surabaya	5	173
Gresik	1	36
Jombang	1	34
Blitar	1	36
Kediri	3	95
Malang	6	127

Table 1 shows that senior high schools in Malang and Surabaya have a language program at least 5 or 6. The rest senior high schools who have a language program are in Kediri, Gresik, Jombang, and Blitar.

This finding corresponds with Setiyati and Matiah's (2019) research findings in that English supplementary program is not in students' list of choices. The finding of this study, that is 17 senior high schools, is very small compared to the total number of senior high schools in East Java, 1.852 (https://www.umm.ac.id/id/pages/jawa-timur-2.html). Despite its small number, this finding gives insight into future action for English supplementary program in senior high schools.

SUPPLEMENTARY ENGLISH SUBJECT

The 2013 curriculum, since it was launched in 2013, provided English as a supplementary subject for senior high school (Kemendikbudristek, 2014). Some schools organize the subjects as the choice for students who are interested in learning advanced (literature) English. The results of the survey show that 77.8% of the respondents said that their schools have English as a supplementary subject, while 22.2% don't provide the subject. The classes for the subject of supplementary English vary among the schools. This could be due to the schools' policy. The classes of supplementary English subjects are shown in Table 2.

TABLE 2. Number of Supplementary English Class and Number of Students

Number of Class	Percentage	Number of Students
1	17.4%	20 - 34
2	4.3%	30
3	17.4%	60 - 100
4	17.4%	141 - 160
5	8.7%	60 - 170
6	8.7%	120
9	4.3%	360
12	13%	312 - 380

Table 2 shows that supplementary English subjects are implemented by some senior high schools in this study. Most of the respondents (77.8%) answer that their schools are still organizing supplementary English classes with the number of classes reaching 12 classes. This shows that schools that hold supplementary English classes have sufficient English teachers so that schools help English teachers get at least 24 lesson hours.

Table 2 also shows that the average number of students in a class of supplementary English classes varies from 20 to 40 students. This is not a small number of students in a class. 4 respondents answer that their 1 class of supplementary English class consists of 20 students, 28 students, 24 students, and 35 students. Moreover, some schools that have 2 classes of supplementary English classes consisting of 15 students in each class. Schools that have 3 classes contain 60 students, 67 students, 95 students, and even 100 students. Schools that have 4 classes contain 141 students, 144 students, and 160 students. This means that each class contains more or less 36 students. 2 schools that have 5 supplementary English classes contain 60 students and 170 students. The other 2 schools have 120 students in 6 classes. This means that a class contains 20 students.

One respondent inform that her school has 9 classes of supplementary English subjects which has 360 students which means the average number of students in each class is 40 students. 3 other schools which have 12 classes of supplementary English subjects contain 380 students, 312 students, and 432 students. It means that each class contains 26 to 36 students.

The existence of supplementary English classes depends on the number of teachers the school has. Schools that have supplementary English subject means a number of teachers are sufficient that they have to have at least 24-hour lessons a week. Schools that have no supplementary English classes informed that the school does not organize it since the policy of the potential number of teachers could not be enough. Besides, some respondents responded that their schools use the newest curriculum, the Independence curriculum, which does not cover supplementary English subjects for 10th graders. In this case, Mattarima and Hamdan (2011) suggested that government should take evaluation on English learning in a limited period of a week that it is not enough time to teach many materials. This finding supports the findings of Setiyati and Aimah's (2019) study, in which only small number of students took English supplementary program in SMA 15 Semarang.

The findings also show schools that have no supplementary English programs. They informed that many factors could affect the dearth of supplementary English programs at schools in East Java. Some of the reasons are because of the government policy that mandates subjects in the new curriculum (Independence curriculum), the subjects held by schools are adapted to the school curriculum, the lack of facilities such as language laboratory, and no language programs in schools since schools have only science and social programs. Another reason given by the respondent is that their school organizes English for Specific Purposes (ESP) so that there is no supplementary English. These could be the main reasons why schools have no supplementary English programs. This is in line with the previous study conducted by Sulistiyo et al. (2020) that portrait additional English needs to evaluate for some policies made by the government.

TEACHERS' WAY OF TEACHING

Of the total respondents, those who have no supplementary English Subjects were not included in the survey of the teaching content and their way of teaching supplementary English Subjects. 21 respondents who have supplementary English programs responded to some questions regarding the method of teaching students of supplementary English subjects.

The nature of language is to communicate (Liddicoat & Scarino, 2013). As English teachers teach language, they tend to be all out in teaching how to use the language. The respondents informed that 90.5% of them do not use full English in class. This means that respondents lack the practice to use English as a means of communication. Besides, respondents also informed that 33% of the respondents use the lecture method in teaching. This means that some teachers are still applying teacher-centered learning.

Meanwhile, 67% reported that they use varieties in teaching supplementary English subjects: Contextual Teaching Learning (CTL), Discovery Learning, Problem-based Learning (PBL), Group Discussion, Genre-based learning, Eclectic method, etc. Most respondents (85.7%) also informed that they teach written text from textbooks or other sources in class, 81% of them use spoken text, 67% use literature, 33.3% use multimode text, and 71% teach grammar. This way of teaching shows varieties in teaching English used by teachers that it indicates teachers use contextualizing communicative approaches (Brown & Lee, 2015). CLT is considered better to use in teaching language as it helps learners be more communicative in class (Ahmad & Rao, 2013).

THE USE OF LITERATURE AND LINGUISTICS

The survey of the Supplementary English program shows that the teachers already use literature and linguistics material in the classroom. For the literature genre, 73.7% respondents use song lyrics, 68.4% use short stories, 52.6% use poems, and 31.6% use movies. These top four answers show that teachers use literature genres that are more engaging and interesting for students which use multimodal discourse. However, these genres are also beneficial especially song lyrics and movies as most students are familiar with those genres. However, a recent study that compares various music genres (pop, rock, hip-hop, and metal) shows that song lyrics can be a potential source of learning phrasal verbs (Akbary et al., 2018). Besides, if we look at these top four answers, we can infer that teacher tends to use short types of texts like short stories and poems. This is because students tend to be bored with long texts and this genre could be for their enjoyment. If we compare it with the bottom two answers which are novels (5.3%) and plays (5.3%) that have more long texts that could make them bored.

For linguistics materials that are already included in supplementary English Programs, the four top answers are phonology (50%), morphology (35.7%), sociolinguistics (35.7%), and Syntax (28,6%). It can be seen that the linguistics materials that are chosen by teachers, consider the four skills of the English language. Moreove, there is also sociolinguistic material that is delivered to the students. This finding shows that the teachers in the supplementary English program abide by the Independent curriculum stipulated materials (Kemendikbudristek, 2022). This material is important as sociolinguistic competence denotes the knowledge about how to use language within a foreign country (Droździał-Szelest & Pawlak, 2013). It shows the positive direction of intercultural communicative competence which is important for students in English as an international language and English as a lingua franca.

TEACHERS' BELIEF ABOUT SUPPLEMENTARY ENGLISH PROGRAM

As English is considered important as an international language, students nowadays should be aware that communicating with other people from other countries are open and easily accessible to them through the internet, application, and other ways in order to help them improve their ability to communicate and build relationships. This affects the teaching and learning process. Students' autonomy will increase their ability by practicing English as communication outside the classroom.

TABLE 3. Teacher's belief in Students' Ability

Statements	Totally Disagree	Disagree	Neutral/ Doubt	Agree	Totally Agree
Supplementary English Subject is important	3.7%	3.7%	18.5%	11.1%	63%
Supplementary English Subject is less attractive to the millennials	33.3%	22.2%	29.6%	7.4%	7.4%
Millennials' ability in English is better without joining supplementary English subjects	29.6%	22.2%	37%	7.4%	3.7%
Teachers should promote supplementary English Subjects to Millennials	0%	3.7%	18.5%	11.1%	66.7%

Twenty-seven (27) respondents took part in the survey of teachers' beliefs about English nowadays among millennials. Table 4 shows that the respondents agree that supplementary English subjects are important for teaching so that students' ability in English will increase. 63% of respondents agree and 11.1% also agree that supplementary English subjects should be compulsory for senior high school students. This is also in line with the statements that students' ability is better without having extra subjects. However, 29.6% and 22.2% of the respondents disagree with that statement. They believe that students need more English in the classroom as an additional subject so that they will practice more in using English in communication. ELT teachers' awareness of beliefs and expectations regarding language learning can contribute to a better teaching and learning environment (Song, 2014). Moreover, respondents also believe that English teachers should also promote supplementary English subjects to students and schools that it is an important subject for encouraging students to use English as a communication skill.

CONCLUSION

It can be concluded that supplementary English program in senior high schools in East Java is not a popular program. Some students are less interested in studying a language for the sake of language. Instead, most of them study a language for social purposes such as business, studying abroad, or getting a better future since English is considered an important skill. However, the schools who have English language programs make use of various materials from both literature and linguistics. It can be inferred that English supplementary program not only caters students interests in language and culture, but it also teaches them linguistics, intercultural understanding, and intercultural communication competence. Hence, supplementary English programs are still needed to reinforce students' ability in communicating using English.

However, as this study is still small research since the participants who took part in the survey are in small numbers. It is suggested that future research will be conducted in many samples and that it will give reliable results for the sake of better language learning. To accommodate this, teachers should also promote their supplementary English programs and encourage students to learn deeply and practice daily to use English as their habit of communication. Another suggestion for teachers of English language study programs is to include more intercultural materials such as sociolinguistics or combine it with literature such as folktales to improve intercultural understanding.

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