

The Context of Education on Teaching English between Indonesia and Singapore: A review of Basic Elements

Kurniawan Kurniawan, Rusdinal Rusdinal, Azwar Ananda & Nurhizrah Gistituati

Universitas Negeri Padang, Sumatera Barat, Indonesia
kurniawan@unp.ac.id

ARTICLE HISTORY

Received : 2021-03-15

Revised : 2021-04-01

Accepted : 2021-07-05

KEYWORDS

Comparison

TEFL

Teacher education

Syllabus

Change



ABSTRACT

The review paper outlines of teaching the English Language, instructing and teaching the English Language as a Foreign Language (TEFL) between Indonesia and Singapore. A few elements seem to block instructing and learning TEFL in the Indonesian context and Singapore. Educator capabilities and low Teaching English Language capability, homeroom size, understudies' inspiration, study hall situated learning, and restricted wellsprings of learning are factors that impact TEFL instructing and learning achievement, while in Singapore, the Teaching English Language schedules and their separate course readings because of Singapore's part of British province until becoming a free country. There are a few limitations at work between language strategy and language encouraging study hall rehearses in the two nations. Under the first place, understudies have different inspirations and foundation qualities, making it hard to plan and asset a solitary educational program that suits all (or most) understudies the nation over. Second, lacking assets in the Indonesian context mean low financials for educators, low resourcing, and the probability huge of class capacity appear differently concerning Singapore. Low instructor compensations cause most educators to work with different positions, which lessens them to exercise arrangement, endeavors showing practices, and advancement by upgrading expert information. In Singapore, the instructor is educating full time. Third, the impact of strategy and educational plan legislative issues is a requirement to language learning.

1. Introduction

The paper aims to investigate Teaching English Language Teaching (ELT). In the Indonesian context and Singapore, pre-administration educator language capability and language is instructing abilities. It shows an outline of Teaching the English Language instructing and TEFL educator schooling, the Teaching English Language schedules, and their particular course books. It explains the data identified with TEFL's job in an Indonesian and Singapore setting, Teaching English Language showing strategy, and educator training programs for TEFL pre-administration instructors.

2. The Comparison Perspectives

2.1 Teaching English Language Education in Indonesia Context

Dissimilar to in its adjoining nations, where Teaching English Language is broadly communicated as a subsequent language—Teaching English Language in Indonesia is bound to be educated and scholarly just as an unknown dialect. The implies that learning and encouraging Teaching English Language generally happens in homerooms instead of during everyday correspondence. Rahman (2018) added that

despite the fact that many foreign languages are taught as facultative subjects, English is required in high school. In the Indonesian context, teaching English Language students does not have prepared admittance to utilize Teaching English as a correspondence device during their day-by-day lives outside the homeroom. Oxford and Shearin (1994) expressed an unknown dialect in the setting is a literary language during formal training. This way, Teaching English Language instructing and learning in Indonesia context presents specific difficulties that are not experienced in nations, for example, Hong Kong, where Teaching English Language is all the more usually utilized consistently.

As per Sulistiyo (2009), a few elements make challenges for showing TEFL in the Indonesian context. In the first place, TEFL educators should show understudies in huge classes, regularly with more than 50 understudies. Albeit the meaning of a 'huge' class in language learning differs (Wright, 2005), the number is not ideal for a language homeroom. Second, not all understudies who go to Teaching English Language classes are persuaded. Teaching the English Language is a compulsory subject, which implies that understudies should become familiar with the language for assessment

purposes; notwithstanding, their openness to Teaching the English Language happens for just around two hours out of every week. Understudies' low inspiration and negligible Teaching English Language learning hours are hindrances for educators, yet additionally for understudies as students.

A few researchers have explored TEFL in the Indonesian context. For instance, Yuwono (2005) directed examination into Teaching English Language educating in Indonesia context by getting the points of view of school chiefs and Teaching English Language instructors in Salatiga region, Central Java. She expressed that Teaching English Language instructing and learning in schools in the Indonesian context, particularly in rural regions, is not ideal. She contended that the ceaselessly updated educational plan does not appear to genuinely consider factors like educators' capabilities, instructors' time accessibility, the number of understudies per class, and the accessibility of assets and offices, which all altogether influence the achievement of instructing and learning Teaching English Language in Indonesia context schools. Also, the educational program does not give systems and choices to deliver issues identified with Teaching English Language instruction.

According to Kirkpatrick (2007), teaching the English Language in Indonesian context schools and universities has not been precisely right during the most recent couple of years. Falsehood (2007) detailed a feeling of 'disappointment' in TEFL in the Indonesian context. She expressed that, albeit Teaching English Language is educated and utilized as an unknown dialect in Indonesia context, and there have been numerous long periods of Teaching English Language guidance in conventional tutoring, the results are unsuitable. Past investigations have recognized a few factors that obstruct the achievement of language learning and instructing in the Indonesian context, including enormous class sizes, less qualified educators, an absence of showing offices, and low pay rates for instructors (Kirkpatrick, 2007; Sulistiyo, 2009).

Since Teaching English Language in the Indonesian context is educated as an unknown dialect and adapted chiefly in study halls, educators' part is particularly significant because they are the fundamental source and facilitator of the language's information and abilities. Educators just need to adapt the structure to their faculty's practices and policies. (Putri et al., 2020). A Teaching English Language educator is relied upon to assume two parts simultaneously: (I) showing Teaching English Language and (ii) making the instructing learning measure as intriguing as conceivable to draw in understudies in getting the hang of (Kassing, 2011). In a TEFL setting, understudies' openness to Teaching English Language is restricted, and the study hall is typically the lone spot they have the chance to utilize English Language. Consequently, educators'

guidelines and clarifications might be the lone language openness during which understudies figure out how to utilize language for correspondence (Suryati, 2013).

2.1.1 The policy of teaching the English Language in Indonesia

A few examination investigations of TEFL in the Indonesian context shown that the usage of the public education program in the Indonesian context had experienced numerous issues. It can be found like TEFL training inside Indonesia's context contrasted with different nations. As per the Europeiska Ferieskolan Teaching English Language Proficiency Index (2014), for Teaching English Language capability, Indonesia positions at 28 of 63 nations—a 'moderate' capability rating. Conversely, Malaysia's and Singapore rank at 12 and 13 (a 'high' capability), separately.

Marcellino (2008) expressed that the situation with TEFL—when it is not utilized every day cooperation's—is additionally undermined by decreased understudy inspiration to gain proficiency with the language. The dominance of Teaching English Language is certifiably not an earnest objective probably diminishes understudies' inspiration to learn English Language, regardless of whether it is a compulsory school subject. At the point when Teaching English Language is an unknown dialect that is not utilized during nearby everyday life, where understudies have restricted freedom to utilize and rehearse the language, they can prompt understudies imagining that teaching the English Language is not significant, particularly in far off zones. Because of reports that the nature of TEFL instructors in Indonesia context is insufficient, the significance of teaching the English Language keeps on being empowered by the Indonesian government, with teaching the English Language exercises included as a mandatory subject for junior and senior secondary school understudies. Teaching English Language subjects to expect to give understudies the abilities to empower them to assume a functioning part in the worldwide local area (Mbato, 2013), in view of the spread of Teaching English Language in the time of globalization (Yuwono, 2005), in which the Asian district is a piece of monetary extension and advancement.

The Indonesian government's arrangement on TEFL instructing has gotten some analysis from research led in instructor capability, educational program, and Teaching English Language education. For instance, Halim (2013) guaranteed that the idea of expert skill proposed by the Indonesian government is excessively restricted and should be perceived in the social setting of polished instructor methodology. The public authority's idea of expert ability comprises syntactic, phonetic, talk, and sociolinguistic fitness, just as having the option to utilize Teaching English

Language for correspondence purposes in both composed and spoken structures. Likewise, a few arrangements and practices in the TEFL study hall in the Indonesian context need consistency (Lie, 2007). In light of the issue, Lie (2007) expressed an earnest need to more readily illuminate and prompt policymakers about the plan, execution, and assessment of the TEFL educational program. The capability-based educational program for Teaching English Language guidance in junior and senior secondary schools, alluded to prior, looks to give openness to Teaching English Language writings and creating its ability to help understudies access the right positions later on (Lie, 2007). Be that as it may, even though Teaching English Language is formally educated to accomplish the objective in Indonesia context, the Teaching English Language capability of secondary school and college graduates in Indonesia context stay low (Sawir, 2005; Sulistiyo, 2009).

Falsehood (2007) called attention to a few limitations at work between language strategy and language instructing study hall rehearses in the Indonesian context. To start with, understudies have altogether different inspirations, and foundation attributes, which makes it hard to plan and asset a solitary educational program that suits all (or most) understudies the nation over. Second, lacking supports mean low wages for instructors, inadequate resourcing, and the probability of enormous class sizes. Low educator compensations cause most of the instructors to work in different positions outside of school hours, which decreases the time they can distribute to exercise arrangement, endeavors to improve showing practices and undertake advancement to upgrade their expert information. Third, Lie (2007) expressed that the impact of strategy and educational plan governmental issues is imperative to language learning. The Competence-Based Curriculum was made part of the way because of the developing and pressing call for decentralization and more provincial self-rule. It has been actualized close by the school-level educational program ('Kurikulum Tingkat Satuan Pendidikan') and endorses showing capabilities for understudies to obtain. Accordingly, it sets insignificant principles for perspectives like showing materials and approaches to fulfill the critical guidelines. Simultaneously, the Ministry of National Education has created rules for schools to deal with their requirements as per the growing strategy structure.

Lie (2007) indicated that there is irregularity between the attention on ability and the approach of actualizing the public assessments in auxiliary secondary school levels. For instance, the average passing evaluation for math, Teaching the English Language, and Indonesian for 2006/2007 was 4.25 out of 10. Pressing factors are related to the influence of what educators choose to do, regardless of what strategy may require or guide them to do. Although

instructors are furnished with some limits and support to create and execute the educational program dependent on interest and nearby need, the public assessment strategy viably powers educators to show Teaching English Language in a way that will best plan understudies for the public assessments in their last year in school.

2.1.2 TEFL Teachers' Quality and the Domains of Teaching English Language Teachers' Competence

As noted before, Teaching English Language is a compulsory subject in Indonesian context instruction. It is officially brought into grade schools from Year 4 and proceeds to Year 6. Teaching the English Language in auxiliary schools is one of the subjects inspected during the Final National Examination. Teaching the English Language is a prerequisite for all resources and undergrad majors (Yulia, 2013). Albeit Teaching English Language is a global language, teaching English Language is viewed as prevalently an unknown dialect in Indonesia. It is usually instructed in schools close by different subjects, like math, science, and physical science (Sulistiyo, 2009). It is not broadly utilized as a language of guidance in schooling, nor in exercises like business or administration (Philipson, 1992). In this manner, in the homeroom, Teaching English Language instructors in the Indonesian context should uphold understudies who have fluctuated types of language openness to give a satisfactory contribution to Teaching English Language turn of events. The segment presents a survey of Indonesian scientists' studies regarding various perspectives identified with TEFL instructors' fitness in the Indonesian context. The investigations inspected are from a few instructive establishments across Indonesia to empower a complete outline of TEFL educator quality from nearby viewpoints to demonstrate the meaning of leading examination on instructor schooling programs. There are two topics featured in the segment: (I) TEFL instructors' fitness and (ii) the spaces of ability that Teaching English Language educators in Indonesia context should know and have the option to utilize.

TEFL instructors' skill is vital (Cahyono, 2014; Soepriyatna, 2012) as far as the language contribution for understudies during their study hall learning (Berns, 1990; Suryati, 2012). Nonetheless, an investigation directed by Lengkenawati (2005) found that most Indonesian educators needed ability in a portion of the Teaching English Language abilities they instruct. For instance, while an instructor might be equipped to utilize Teaching English Language sentence structure, the person may not be capable of Teaching English Language tuning in and understanding abilities. An investigation from composing tests demonstrated that the educators had low information on the association of thoughts, helpless language utilization, and exceptionally restricted jargon scope.

Soepriyatna (2012) proposed that capable instructors should have language content information. Content information empowers instructors to help understudies adapt to issues experienced while learning and understanding the themes shrouded in exercises. Content information incorporates viewpoints, such as punctuation and different language authority highlights, vital for understudies to fabricate open capability in their English Language utilization. Soepriyatna likewise expressed that Teaching English Language instructors require another sort of information—one that empowers them to move content information to understudies viably. In educating, for the most part, incorporates information on strategies pertinent to the substance in question, which is the thing that Shulman (1986) named PCK. The discoveries from Soepriyatna's (2012) study uphold Shulman's (1986) proclamation that an influential instructor has both subject substance information and the capacity to move the information to understudies through thought about the utilization of fitting showing strategies, changed following the logical parts of their group. For TEFL instructing in the Indonesian context, the information should be created to line up with ordinary Indonesian homerooms, where enormous understudies are in the study hall.

Comparable to TEFL instructors' expert skill, Cahyono (2014) led research analyzing the execution of exercise concentrate in the Indonesian context. The exercise concentrates on Cahyono's examination to improve TEFL instructors' academic substance abilities in educating and learning with senior secondary schools in Southern East Java. It zeroed in on how TEFL instructor preparation and TEFL management projects could be actualized to improve educational substance skills. As such, the exercise study filled in as a steady vehicle for instructor learning. The discoveries showed that exercise study was valuable in assisting educators with building up their PCK. Further,

The examination members contended that instructor preparation and TEFL management caused them to apply PCK better to plan and execute instructional materials. Cahyono's investigation recommended that language educators ought to and can improve their educational substance skill ceaselessly to help understudies meet educational program necessities. It accentuated the significance of exercise concentrate as a stage for supporting educators' learning to create and improve instructive substance fitness. The ramifications to be drawn from the investigation discoveries is that proficient educator turn of events and instructor learning exercises should influence instructor quality and understudy learning.

Projects for educator proficient turn of events, for example, exercise study—are viewed as fundamental for improving instructors' ability. As indicated by

Richards and Farrel (2005), from an individual educator's point of view, improving training abilities to create certainty concerning the instructing material will prompt better outcomes for understudies. They expressed that regions for educator proficiency incorporate topic information, educational mastery, mindfulness, and comprehension of students, comprehension of the educational plan and materials, and professional success plans. A few researchers have examined the degree and usage of educator professional advancement in the Indonesian context. For instance, Irmawati (2014) suggested that TEFL instructor professional advancement models should be connected to dreams for TEFL educator demonstrable skill in an Indonesian setting.

2.2 Teaching English Language Education in Singapore

As a worldwide and cosmopolitan city, Singapore is not resistant to instructive changes. Singapore searches for change and needs to change. As a little country without common assets and ever hungry for material achievement, it has consistently looked forward to future difficulties. It is arranged to the expectation of looming issues later on, and the progressions it established, either instructive or something else, are painstakingly determined on realistic danger. Similarly, as other governments worldwide, Singapore has been consistently improving the educational system to increment instructive principles to guarantee that more youngsters can have the pertinent information and abilities in the wild worldwide rivalry for financial achievement. In the primary level (ages 6-12), the public authority attempts to guarantee as fast as conceivable proficiency and numeracy, which give actual admittance to the remainder of the school educational program. At the auxiliary level (ages 13-18), the principal center is to plan understudies for the universe of work. Teaching English Language is, at present, the mechanism of guidance for all schools in Singapore.

In considering changes and congruity in ELT, the schedules and particular reading material will be analyzed. Educators and their separate Ministries of Education regularly prefer to draw up prospectuses because they are legitimately coordinated and can give a proportion of responsibility inside the school organization. All the more significantly, with the end goal of the paper, the prospectus addresses the adherence to some arrangement of sociolinguistic convictions regarding schooling. It tends to be seen as a political proclamation since it uncovers the fashioner's power and status perspectives. Participation with the schedule and its course books is empowered (through evaluations, support/advancements) while limitations (through forswearing of certifications, diminished open positions) anticipate the individuals who educate out of synchrony with the prospectus. In the most recent

years, there has been a wide range of Teaching English Language prospectuses accessible, for example, topic-based, open, useful, underlying, task-based, and even mixture prospectuses. I was teaching English Language instruction in The initial quarter-century (1959-1984).

2.2.1 In 1959-1970

The province of Singapore accomplished self-administering status from Britain in 1959. To be expected, the 1960s were years whereby the youngster country was more worried about issues straightforwardly identified with public endurance. There was a period when the public authority zeroed in on making a manageable mechanical economy, and building esteem in its kin like dependability, energy, history, or custom. Four authority dialects were perceived - English Language, Tamil, Mandarin, and Malay considering its multi-ethnic and multi-social populace. Correspondingly, there were four language-stream schools.

Naturally, at that point, ELT proceeded similarly that it had worked in the 1950s, the point at which it was under British provincial standard. Educating in the 1950s was affected by the old-style custom, which underlined the composed content, interpretation starting with one language then onto the next, a bunch of endorsed standard artistic writings of high status, and a dominating instructional technique. Somewhere else in the Teaching English Language encouraging world, the mid-sixties were the prime of primary phonetics, which endeavored to depict dialects all the more reliably, equitably, and deductively than conventional language structure had done. Perusing exercises started with the perusing resounding of words and sentences to procure the right sound and articulation. Perusing implied perusing out loud and around the class. Significance was joined to the culmination of sentences and exactness. Course readings generally contained units that start with perception, trailed by jargon, syntax or construction activities, and some exhortation on structure (cf. Woon 1966).

Punctuation was significant because it gave a "structure" to the language. Language education was profoundly organized, and redundancy and drill practice in punctuation, grammar, perusing, and composing were the standards. Language structure was also educated as a subject to be learned, and the instruction of rules was supported (cf. Seet, 1966).

2.2.2 In 1971-1985

It was a period where "bilingualism" implied the Teaching English Language learning just as one other authority language. In any case, the 1971 Teaching English Language Syllabus was proceeded and not transformed from its structuralism direction. What was changed was that more exertion was placed in the refining of structuralism philosophy by, for instance,

discovering approaches to make tedious and redundancy exceptionally intriguing and differed.

Since language was accepted as a bunch of propensities, fortification activities kept on being significant. It was instructed through sentence design drills (for example, replacement tables) and rehashed practice. Likewise, the time frame was when the Ministry of Education started constructing language research centers in schools and junior universities, whereby understudies would have the option to rehearse the English Language utilization. While syntactic constructions and redundancy had been educated in the 1960s, its change was that more consideration was presently taken to show them in a reviewed arrangement at the word and sentence level. Deliberately chose and evaluated syntactic designs of Teaching English Language were introduced in significant prosperous circumstances. The designs or instructing things were evaluated by language showing specialists as far as "What precedes what?" and "What goes with what?"

The primary Teaching English Language book delivered by CDIS was CUE in 1981. Under the 1981 prospectus, which proceeded with the structuralism direction of the 1971 schedule, it depended on three fundamental precepts:

- a. Grammatical standards and clarifications are essential (indeed CUE was gotten from a mistake investigation of student's composed structures;
- b. Grammar ought to be instructed with regards to correspondence, not as latent information;
- c. Language bores and composed practice were significant yet ought not to be the solitary exercises.

The following two CDIS Teaching English Language reading materials were NESPE and PEP in 1984, which supplemented each other in educating teaching English Language in Primary Schools. Like CUE and its archetypes, NESPE and PEP were fundamentally primary in methodology. The instructor kept on being a reasonable discourse model, and students were needed to improve their Teaching English Language through oral and composed activities.

Where perusing was concerned, the "awesome" at that point supported was to instruct it at the word and sentence level before continuing to brief practical entries like notification and messages. There kept on being a weight on oral discourse. Understudies were to peruse so anyone might hear with the goal that educators should zero in on remedying articulation stress and pitch. Word acknowledgment abilities, phonics, and spelling practices were likewise empowered.

There was no adjustment in the accentuation of oral abilities. The coursebook units got going with discussion, which gives understudies freedoms to utilize Teaching English Language in an assortment of circumstances. Phonics kept on being focused with a bunch of books to help educators in the instructing of phonics in lower essential. Each book contained various sounds which were very much evaluated. Experiments on phonics cause students to understand that unsurprising composed images addressed numerous discourse sounds. There were likewise sound tapes (each exercise was introduced on tape), phonics cards (containing vowels, consonants, mixes, and digraphs), and phonics slides (for fortification and correction of sounds).

2.2.3 *The next 25 years - 1985*

The informative language instructing development arrived in Singapore in the mid-1980s. The development produced a ton of homeroom research revenue which matched with and attracted its power from upsurge speculation of educating and realizing, which minimized the job of express guidance as a rule and linguistic clarification specifically, so well-known before the '80s.

In Singapore, the available language development affected ACT (Active Communicative Teaching) from the mid-'80s in Singapore schools.³ ACT underlined both the significance of language securing and drenching the student in a print-rich and invigorating climate in which the objective language was utilized extensively to pass on importance. Instructors prepared under ACT were urged to utilize a broad scope of open instructing techniques to empower student cooperation and support. Further,

Exercises would, in general, appear as various exercises, and there was just accidental learning of language things. Perusing was a beginning stage for another involvement in broad perusing as a significant part. ACT additionally underscored the suitability of language use and the pertinence of assignment-based exercises.

The distribution of CLUE (Course in Learning and Using the English Language) for optional schools in 1983 might epitomize the educational mindset as the first privately delivered informative language reading material was significantly as far as its open highlights. Every unit was coordinated precisely and linguistically.

Without precedent for Singapore, the language was instructed as a method for correspondence in a significant setting. It is also a coordinated methodology in the educating of the four abilities was pushed. Watchwords were "validness in materials," "familiarity," and "setting." Piece of information's "exercises" (as opposed to "works out") included language games, mind connecting with assignments,

pretend, recovering content request, and gathering work/pair work.

2.2.4 *The 1991 era*

The 1991 schedule might be viewed as profoundly imaginative, corresponding to its archetype prospectuses. For one, it was substantially less prescriptive and organized than the ones preceding it. Following the lead from the methodological changes during the '80s, it permitted educators to choose from a few inventories and arrangements of language abilities, open capacities, punctuation things, and undertaking and exercises in the different sections of the prospectus just as the utilization of subjects/points to tissue out an incorporated exercise succession.

Consistent with the informative and practical soul then stylish, it underlined familiarity instead of precision and capacity instead of structure. The language was seen as an arrangement of sign making, and the significance of direction, crowd, setting, and culture in the securing of language learning was thought about. It was the principal schedule in Singapore to see educators as facilitators instead of absolutely information providers.

The focal advancement here might be supposed to be that of "coordination." The incorporation was accomplished by having successions of exercises around topics, which gave shifted settings through which understudies could do essential errands and exercises. Educators would then get readily incorporated successions of exercises dependent on specific subjects, each enduring on an average a little while. Gathering work was stressed, and understudies were urged to cooperate to accomplish shared objectives. More innovative sorts of exercises were energized, and the schedule empowered the utilization of show, pretend, narrating, verse, tunes, and games as a method for rousing understudies to communicate while empowering them to secure language abilities in a roundabout way.

The change was additionally apparent in the educating of language. Before the 1991 schedule, an instructor was viewed as the archive of a limited measure of information that should be passed on to his/her students, all at once recognized by the prospectus. The new schedule got rid of inflexibility and required the educator to mediate at proper stretches to show the linguistic information, which, as he would like to think his/her expert assessment, will be of most use to the understudies.

The immediate instructing of syntax was debilitating, following the conviction that the understudies' digestion of language is all the more viably passed on through the specific circumstance. The educator is a facilitator of securing language instead of an archive of information (Nair 1992).

2.2.5 *The 2001 prospectus Teaching English Language Syllabus.*

The current 2001 prospectus did not address a critical change from the 1991 schedule. It has transformed from an "open schedule" to a "language use" prospectus. It is shallower than genuine. For a particular something, the 1991 prospectus had likewise utilized Michael Halliday's practical model as a hypothetical stage to utilize and instruct the English Language.

Another perceivable change was moving to one side and away from the more "reformist" instructive thoughts related to the mid-'80s. The can be ascribed to the ecclesiastical worry that Singaporeans ought to have the option to "talk and compose and make introductions in universally adequate Teaching English Language that is syntactic, familiar and suitable for the reason, crowd, and context."⁶ The worry for control and "norms" was presently a public concern, and the move can be found in the reassertion of the requirement for formal sentence structure and standard dialects. Mirroring the difference in mindset, the 2001 prospectus puts a proper accentuation on familiarity and exactness. Mindful of the falling norms of sentence structure and as ahead of schedule as 1955, the MOE had given an explanation that "the inquiry is not whether we ought to or ought not to show punctuation, yet rather when and how we should educate it. From that point forward, information on syntax is accepted to be vital for successful language use, and educators are urged to give students "the meta-psychological edge" (Lim 2000:14). Unequivocal educating of sentence structure by and by had a spot. The vast majority of the basic and auxiliary course books distributed in 2001, for example, "In Step" and "Venturing Out," have once again introduced structure and topicality or instructive language.

To wrap things up, a significant change was the contention that instructors in essential and optional schools ought to decide concerning the course readings that they might want to receive for their schools, similar to the case in the '60s and '70s. Therefore, CDIS was shut down in December 1996, and the undertaking of delivering language course readings was gotten back to the business distributors, whom they felt were presently more prepared and prepared to create excellent course readings. As the distributors would need to seek their piece of the pie, it was contended that they would be adequately persuaded to create an ideal item.

Reading material for grade schools, created under the 2001 schedule by business distributors, was likewise informatively situated with task-like exercises dependent on open familiarity advancement. All the language course readings for essential and auxiliary schools incorporate errands and smaller than usual tasks, which expect understudies to cooperate

while acquiring the four language abilities. All the essential Teaching English Language course books utilize "subjects" (for example, "side interests," "experience," "ocean animals") as the structure by which to arrange their phonetic substance, regardless of the way that the schedule has pointed the development away from subjects to territories of language use as a hierarchical system.

What was various was that every one of the four-course readings, while fusing open standards, had their specific accentuation, for instance, in the Primary 1 course books, Treks zeroed in on the educating of phonics and mechanical abilities, Pals on jargon, celebrate on youngsters' writing and Instep on an equilibrium of text-sentence structure and informative language exercises.

Recorded as a hard copy instructional method, measure composing keeps on having a spot notwithstanding the current advancement of "class composing," which is composing dependent on information on content design. Nonetheless, kind composing is not new because a report of how composing was educated in the 1960s by Han (1966:49) announced a then "cutting edge innovation": that "not exclusively should the crowd be chosen and message or record be chosen. However, the essayist should know why he is composing - to illuminate, to train, to prompt, to convince, to order, etc., and the composing ought to be delivered for some helpful end." All these needs for the instructing of writing in the 1960s have now returned as significant standards in the homeroom.

3. Conclusion

In outline, in TEFL instructing and learning settings, instructor skill is fundamental to encouraging effective Teaching English Language openness and getting the hang of during study hall exercises. Teaching English Language guidance is genuinely required by understudies in the TEFL learning setting to amplify language openness. In this way, instructors' capability in communicated in language as the model for understudies in class has become a fundamental issue in language learning in the Indonesian context.

While creative changes have been coordinated under explicit periods in the paper, it ought to be noticed that the "switch" is not momentary, as one is probably going to expect from how the paper has been sectionalized, since there is regularly a converging of the old and new methodologies before the last methodology acquires power.

In Singapore, the Language teaching method is vigorously impacted by structuralism goals. The language was seen as an assortment of all-around rehearsed propensities in the oral and composed areas. There was a weight on the unequivocal educating of jargon, spelling, phonics, and language structure by and large. Perusing was perusing so anyone might

hear, and composing was expertise-based, with the utilization of good models as helps. The development from the informative prospectus in 1991 to a more moderate schedule fusing both open and primary (linguistic) parts in 2001 demonstrates an acknowledgment that open strategies may not be appropriate consistently and taking all things together circumstances. Likewise, while language has been made light of in openly based course readings for just about twenty years, the political worry over what has been seen as "declining norms in composed English Language" (and its effect on Singapore's worldwide serious evaluations) has by and by drove the path in giving the express educating of sentence structure a spot in the 2001 schedule. One may add here that change is along these lines consistent and recurrent and regularly returns round trip. Frequently, as in the language instructional method, something that is "new" might be something old that has been reestablished.

References

- Andersen, R. W. (1988). Models, Processes, Principles, and Strategies: Second Language Acquisition in and out of the Classroom. *Issues and Developments in English and Applied Linguistics (IDEAL)*, 3, 111-38.
- Association of Women for Action and Research (AWARE). (2001). *Quality Education for all. A Report on Education in Singapore*. Unpublished manuscript.
- Berns, M. (1990). Second and 'foreign' in second language acquisition/foreign language learning: A sociolinguistic perspective. VanPatten, B. & Lee, J. (szerk.): *Second language acquisition/foreign language learning*. Clevedon, Avon: Multilingual Matters.
- Bradford, A. (2007). Motivational orientations in under-researched FLL contexts: Findings from Indonesia. *Relc Journal*, 38(3), 302-323.
- Cahyono, B. Y. (2014). Quality of Indonesian EFL teachers: The implementation of lesson study to improve teacher pedagogical content competence. *Recent issues in English language education*, 65-88.
- Chew, P. G. L. (2005). Change and continuity: English language teaching in Singapore. *The Asian EFL Journal Quarterly* June 2005 Volume 7, Issue 1., 7(1), 4-24.
- Cripps Clark, J., & Walsh, J. (2002, January). Elements of a model of effective teachers. In *AARE 2002: Problematic futures: educational research in an era of uncertainty; AARE 2002 conference papers* (pp. 1-11). Australian Association for Research in Education.
- Cross, D. (1995, October). Language teacher preparation in developing countries: Structuring preservice teacher training programmes. In *English Teaching Forum* (Vol. 33, No. 4, p. 35).
- Curriculum Development Institute of Singapore (CDIS) (1981), *Correct Use of English*, Singapore: Federal Publications.
- Curriculum Development Institute of Singapore (CDIS) (1984), *Course in learning and using English (CLUE)*. Normal and Express Course Books. Singapore: Federal Publications.
- Curriculum Development Institute of Singapore (CDIS) (1984), *Primary English Program (PEP). Composition Skills and Practice, Primary 1 - 5*. Singapore: Longman.
- Curriculum Development Institute of Singapore (CDIS) (1991), *PETS*, Singapore: EPB Publishers.
- Curriculum Development Institute of Singapore (CDIS), (1982), *New English series for Primary Education (NESPE) Primary 1 to 3*.
- Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of teacher education*, 57(2), 120-138.
- Darling-Hammond, L., Pacheco, A., Michelli, N., LePage, P., Hammerness, K., & Youngs, P. (2005). Implementing curriculum renewal in teacher education: Managing organizational and policy change. *Preparing teachers for a changing world: What teachers should learn and be able to do*, 442-479.
- Day, R. R., & Conklin, G. (1992, March). The knowledge base in ESL/EFL teacher education. In *TESOL Conference, Vancouver, Canada* (pp. 3-8).
- Irmawati, D. K. (2014). Models of TEFL teachers' professional development. In *TEFLIN International Conference, Solo, Indonesia*.
- Jennings, K., & Doyle, T. (1996). Curriculum innovation, teamwork and the management of change. J. Wills, & D. Wills, *Challenge and Change in language Teaching*. Oxford: Macmillan.
- Kassing, R. B. (2011). Perceptions of motivational teaching strategies in an EFL classroom: The case of a class in a private university in Indonesia.
- Kirkpatrick, A. (2007). *World Englishes Hardback with Audio CD: Implications for International Communication and English Language Teaching*. Cambridge University Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition*.

- Krashen, S. D. (1989). *Language acquisition and language education: Extensions and applications*. New York: Prentice Hall International.
- Lengkanawati, N. S. (2015). EFL teachers' competence in the context of English curriculum 2004: Implications for EFL teacher education. *Teflin Journal*, 16(1), 79-92.
- Liando, N. V. (2015). Students' vs. Teachers' perspectives On Best Teacher Characteristics in EFL Classrooms. *TEFLIN journal*, 21(2), 118-136.
- Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN journal*, 18(1), 01-15.
- Lim, S. C. (2000). The English language syllabus 2001: Change and continuity. *Teaching of English Language and Literature (TELL)*, 16(2), 9-14..
- Marcellino, M. (2008, August). Designing a practical teaching module for Indonesian young learners: Some insights. In 6th Asia TEFL International Conference, Bali (pp. 1-3).
- Marchbanks, P. (2000). Personality traits: Elementary school teachers-prospective elementary school teachers: Are they out there. Retrieved April, 1, 2013.
- Mbato, C. L. (2013). *Facilitating EFL learners' self-regulation in reading: Implementing a metacognitive approach in an Indonesian higher education context* (Doctoral dissertation, Southern Cross University).
- Ministry of Education (1991), *syllabus for the Teaching of English Language (Primary and Secondary)*. Singapore: Ministry of Education.
- Ministry of Education (1995), *Teaching Grammar*, Singapore: Ministry of Education.
- Ministry of Education (2000), *English Language Syllabus 2001 for Primary and Secondary Schools*. Singapore: Ministry of Education.
- Muth'im, A. (2014). Reformation in teachers' recruitment in the effort of developing teachers' professionalism. In *TEFLIN International Conference, Solo, Indonesia*..
- Putri, S. E., Hamuddin, B., Nursafira, M. S., & Derin, T. (2020). Discourse analysis in e-learning-based course using Moodle platform: An experimental design. *REiLA: Journal of Research and Innovation in Language*, 2(1), 19-26.
- Rahman, F. (2018). The Constraints of Foreign Learners in Reading English Literary Works: A Case Study at Hasanuddin University. *Journal of Arts and Humanities*, 7(2), 01-12.
- Richards, J. C. (1998). *Beyond training: Perspectives on language teacher education*. Cambridge University Press.
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC journal*, 41(2), 101-122.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Ernst Klett Sprachen.
- Rizvi, F., & Lingard, B. (2009). *Globalizing education policy*. Routledge.
- Sawir, E. (2005). Language difficulties of international students in Australia: The effects of prior learning experience. *International Education Journal*, 6(5), 567-580.
- Setiyadi, A. (2001). Language learning strategies: Classification and pedagogical implication. *TEFLIN Journal*, 12(1), 15-28.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review*, 57(1), 1-23.
- Shulman, L. S., & Shulman, J. H. (2009). How and what teachers learn: A shifting perspective. *Journal of Education*, 189(1-2), 1-8.
- Soepriyatna, S. (2016). Investigating and assessing competence of high school teachers of English in Indonesia. *Malaysian Journal of ELT Research*, 8(2), 12.
- Sugirin. (1999). *Studying the Academic Reading Comprehension Process: Responding to Methodological Concerns*. HERDSA Annual International Conference.
- Sulistiyo, U. (2008). *Learning English in an Indonesian University: A study of learners' preferred activities* (Doctoral dissertation, La Trobe University).
- Sulistiyo, U. (2016). English language teaching and efl teacher competence in indonesia. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 396-406.
- Wiyati. (2014) *EFL Pre-Service Teachers: A Study on Student Teachers' Teaching Competence*. TEFLIN International Conference.
- Wright, T. (2005). *Classroom management in language education*. Springer.
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1), 1-16.