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English Education for Student in Globalization Era: Teacher's Perspective in Jabodetabek

*Educación en inglés para estudiantes en la era de la globalización:
perspectiva de los docentes en Jabodetabek*

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RESUMEN

El propósito de esta investigación es analizar los antecedentes de la fundación de las enseñanzas, movimientos y políticas sociales islámicas. Se utiliza el enfoque del estudio histórico narrativo. Los resultados encontraron que el internado islámico Wali Barokah, respalda al fundador que tiende a ser bíblico y puritano. El plan de estudios se resume en las pautas de Al-Manhaj al-Tarbiyah. Por otro lado, el movimiento sociopolítico es el siguiente: usar el método de proselitismo de manera más suave y abierta, como agente de da'i-da'iyah, en colaboración con instituciones externas y con actividades económicas

Palabras clave: Educación en Inglés, Estudiantes, Globalización, Perspectiva de los Docentes

ABSTRACT

This study examines the perspectives of English teachers in the Jabodetabek area on improving the English proficiency of students in the region. The data used in this study are data collected through a questionnaire answered by 201 English teachers in the Jabodetabek area. The analysis shows that more than 50% of teachers stated that they strongly agree on five components: namely improving teacher quality (76.1%), the role and guidance of parents (63.2%), providing motivation to students (62.2%), innovative learning methods and supporting tools (61.7%), and the support of all parties in their application in the school environment (58.2%).

Keywords: English Education, Globalization, Students, Teacher's Perspective.

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INTRODUCTION

Foreign languages especially English is one of the official international languages which are always used in communication. In Indonesia, English is permitted to be used after Indonesian and regional languages, because Indonesian is the official language of the nation and the language of the unity of the Indonesian people. However, in daily life, there are still many people who use local languages. This situation is almost the same as in schools, teachers and students are more comfortable using local languages. This is affected when they use English, which is the sound that is spoken is always influenced by the Indonesian language system or the region.

Sub-skills of speaking ability include speaking using correct pronunciation, speaking fluently without using too many pauses, using correct grammar, being able to convey what you want to convey correctly without making the listener confused or misunderstood, use appropriate conjunctions to convey his ideas, and be able to speak by appropriate situations and conditions (with whom to speak and in what context). It is these sub-skills that need to be taught to English students to be able to use English to convey messages through oral communication properly without causing misunderstanding or communication breakdown.

In the Law of the Republic of Indonesia Number 24 of 2009 concerning Flags, Languages, and Symbols of the State, and National Anthem, Article 29 paragraph (1) states that Indonesian must be used as the language of instruction in national education, and paragraph (2) mentions that the language of instruction referred to in paragraph (1) may use a foreign language for purposes that support the foreign language skills of students (Justika: 2009). This was stated again in Presidential Regulation No. 63 of 2019 concerning the Use of Indonesian Language. Article 23 paragraph (4) of the regulation states that in addition to the Indonesian language as referred to in paragraph (1), foreign languages can be used as a language of instruction to support the foreign language skills of students (BPK: 2019). Paragraphs (2) and (4) according to the respective authors indicate that the intended foreign language is primarily English.

Based on the mandate of the President's laws and regulations above, learning English is very important for students in Indonesia, not only to improve their ability in English but also as a tool to explore knowledge deeper and at the same time to face the globalization era today. Miller (Miller: 2019, p. 346) states that globalization is the interdependence of one nation with another nation, between one human and another through trade, travel, tourism, culture, information, and broad interactions so that national boundaries become increasingly narrow. The interaction requires communication, the main language used for communication is English.

Jakarta as the Capital City of the Republic of Indonesia is supported by the surrounding regions, namely Bogor, Depok, Tangerang, and Bekasi (Jabodetabek) which play an important role as a barometer of education, especially English language education in Indonesia, because the Jabodetabek region is a gateway of Indonesia. It is heading to other regions in Indonesia and the English ability of students as the nation's successors in that region needs to be continuously improved in bringing Indonesia forward as major cities in the country. Therefore, this research will examine how to improve students' English skills from the perspective of English teachers in the Greater Jakarta area.

METHODS

This research is descriptive qualitative research. Mitchell et al (Mitchell et al.: 2019) explain that qualitative descriptive research uses a series of ways to specify and describe data findings that occur in the field without providing experimental treatment. This is that descriptive qualitative research will only describe and explain what happened in the field. The subjects of this study were English education teachers in the Jabodetabek area who were studying a master's program in English education at PGRI Indraprastha University. The total number of research subjects was 201 English teachers. The instrument used for data collection was a

questionnaire. Ten questions were asked to the English teacher who was compiled based on theory and expert opinion. While the answers to the questionnaire are grouped into five levels of teacher perspectives namely strongly agree, agree, disagree, strongly disagree, very strongly disagree. Data analysis in this study was conducted by analyzing descriptive data related to factors that could improve students' ability to speak English. Data from the results of the questionnaire were processed according to the needs of the data needed following the focus of this study (Haseeb et al.: 2020, pp. 723-745).

In this study, there are ten questions asked to English teachers relating to English education for students in the Jabodetabek area. These questions are based on theories and experts' opinions on how to improve English proficiency for students. First of all, students must know that in the era of globalization English is always used to communicate. Language plays an important role in mastering communication, both on a technological basis and indirect interaction. The use of international languages, especially English, is very important to be able to adapt and follow the development of increasingly advanced global currents.

Therein, some studies also talk about students to be academically engaged for better student outcomes (Ahmed et al.: 2018, pp. 39-46). He also mentioned the results of a very well-known study conducted by Gardner and Lambert suggesting that students who feel most warm about language and who want to integrate into the culture of their speakers are more motivated (and learn more successful) than those who only learn languages as a means to an end (eg. get a better job). In other words, integrative motivation is stronger than instrumental motivation. But whatever motivation students have, it is clear that highly motivated students perform better than those without motivation at all.

In learning English, children or students tend to be influenced by their feelings during the learning process, feelings for the teacher, how to teach them, and also the opinions of their parents. According to Moon (2000), there are two very important reasons students enjoy learning English are the "teacher" and "the teaching method. So teachers must have learning methods and innovations, among others, by using media, so that they are not bored and are easier to learn English. Related to the role of parents, according to Cameron (2001) it turns out that parents help and support children's tasks effectively in learning English, including distancing children from frustration when doing assignments (Ben-Peretz: 2019).

Learning is essentially an interaction between individuals and the environment. Therefore, in learning English the environment also needs to be considered. According to Hidayat (Hidayat: 2019), learning is a process of effort by someone to obtain a new change in behavior as a whole, as a result of one's own experience in interaction with the environment. This shows that the environment is very important to influence on student acquisition of the lesson being studied.

Giving English lessons to students, teachers are also expected to always put themselves as facilitators and motivators in the learning process. This is by Killen (Killen: 2007) which states that it is important for teachers to make students the center of learning to help students construct or find knowledge rather than just absorbing or receiving it from the teacher.

Related to creating a bilingual environment in schools to improve students' skills in English, according to Rahmawati (Rahmawati: 2016) the aim is to provide students with language skills related to listening, speaking, reading and writing skills in languages other than mother tongue, in addition to learning content through language skills.

The use of English as a second language in schools, especially as an introduction in class, Sutiyono (Sutiyono: 2014) argues that it will provide ample opportunities for students to interact in English so that students will be familiar with a variety of English vocabulary, grammar, and sentence patterns. This is important because of the limited opportunities for them to communicate in English at home and in the environment in which they live. At home, there is little or no chance for them to communicate in English. Likewise in the environment, they live because people do not use English as a means to communicate in their daily lives. The opportunity to communicate in English at school is the only opportunity for elementary school

students to develop their speaking skills. Also, the use of English as the language of instruction in the classroom will be able to reduce the fear of making mistakes in students when they speak English.

In learning English, no less important is the support of the educational curriculum. Garcia-Huidobro (Garcia-Huidobro: 2018, pp. 25-42) agree on defining the curriculum through what the curriculum is. The curriculum is the purpose, objectives, content or subject matter, method or procedure, and assessment or evaluation. The education curriculum is a major element of stated educational policy. Therefore, the curriculum must be focused on certain groups because it is prepared with certain objectives in view (Kay & Kienig: 2013).

In addition to the elements above, improving the quality or competence of teachers is very important. The teacher as a facilitator as mentioned above in teaching, both in terms of his English, motivates children, creating an environment that is not boring to be in his authority. Echols and Shadly in Lestari (Lestari: 2016) stated that competence is a collection of knowledge, behavior, and skills that must be possessed by teachers to achieve learning and education goals.

Based on the theories and opinions of the experts as stated above, ten questions were asked to English teachers in Jabodetabek area, namely: (i) explaining to students from the beginning that English is a basic need in the globalization era; (ii) students' motivation plays a notable role in elevating their self-motivation; (iii) there should be methodology on learning innovation supported by learning media;(iv)the importance of parents' role and guidance in increasing students' English comprehension; (v) creating a fun and natural environment at school when teaching English; (vi)the role of teachers as facilitators or resource linkers in improving students' English skill; (vii) creating bilingual environment in schools is important to improve students' English skill; (viii) supports to use English as a second language in schools is noteworthy; (ix) bilingual system in schools should be supported by curriculum; and (x) it is better to raise teachers' teaching quality (Jermsttiparsert: 2020, pp. 202-214)

RESULTS

Based on the results of data processing from a questionnaire given to 201 English teachers in Jabotabek about their perspectives in improving the ability of English as a foreign language to students as contained in Table 1.

| Question Numbers | Options offered (%) | | | | | Total (%) |
|------------------|---------------------|-------|----------|-------------------|------------------------|-----------|
| | strongly agree | Agree | Disagree | Strongly Disagree | Very Strongly Disagree | |
| 1. | 62.2 | 35.8 | 2 | 0 | 0 | 100 |
| 2. | 56.2 | 41.8 | 1.8 | 0.2 | 0 | |
| 3. | 61.7 | 37.8 | 0.5 | 0 | 0 | |
| 4. | 63.2 | 35.8 | 0.5 | 0.5 | 0 | |
| 5. | 61.7 | 34.8 | 3.5 | 0 | 0 | |
| 6. | 42.8 | 55.7 | 1.5 | 0 | 0 | |
| 7. | 50.7 | 44.3 | 4 | 1 | 0 | |
| 8. | 58.2 | 39.3 | 2.5 | 0 | 0 | |
| 9. | 49.8 | 46.8 | 3 | 0.4 | 0 | |
| 10. | 76.1 | 23.4 | 0.5 | 0 | 0 | |

Tabel 1. The Result of Questioner
 Sources: Data Process

The table above shows that the percentage of the five highest answers strongly agreed were found from questions number 10, 4, 1, 3 and 5, and 8, namely 76.1%, 63.2%, 62.2 %, 61.7%, and 58.2% respectively. While teachers who agreed, disagreed, strongly disagreed, and strongly disagreed with the ten questions given, the results were below 50%.

DISCUSSION

Based on Table 1, it can be seen that the teacher's perspective on improving the quality of teachers on questions given relating to English is a basic need in the era of globalization, the percentage is very high, namely 62.2% from 100 % participant's state strongly agree for the quality progress of English teachers. According to the

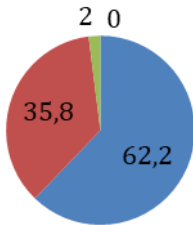


Figure 1. English need in era globalization

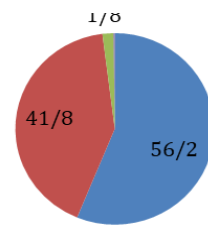


Figure 2. Student motivation

correspondents teachers' improvement can cover a variety of things such as innovative techniques on teaching, students' involvement in learning through guided discussions by teachers, and the process to motivate students. The percentage of answers to question number 1 is illustrated in chart form as shown in Figure 1.

Besides teachers and the environment, self-motivation can spring from the students themselves. One example declared by the 56,2 % respondents with strongly agree options is students can have their self-motivation through group discussions. In any discussion, they can freely ask questions and give answers to others. The other reason is to welcome students to deliver their thought about particular materials discussed in front of the class. The percentage of answers to question number 2 is illustrated in chart form as shown in Figure 2.

The majority of participants say that the use of the newest methodology on learning innovation is strongly important is 61,7%. The reason stated by them is because how to elicit students' attention and interest is by applying various innovation through effective learning media. It can be seen in a reality that most students get attracted to learn English with audiovisual. They consider it a mood booster to raise students' motivation. The percentage of answers to question number 3 is illustrated in chart form as shown in Figure 3.

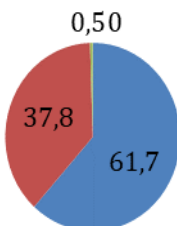


Figure 3. Methodology on learning innovation

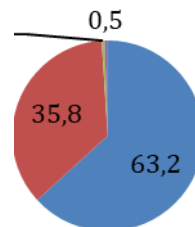


Figure 4. Parents' role and guidance

One of the factors that affect students' achievement in learning English is the parents' role and guidance. The active role and guidance that parents give for their children in their homes will affect students' value in the learning process. Teachers in Jabodetabek strongly agree that it can be very useful for them declared by 63, 2% of respondents strongly agree. Since an early age, children should get a great role and guidance from their parents to do not lose the way they get a language itself. Many factors influence students' motivation in learning English, they are: (i) students' internal; (ii) external (the role and guidance from parents); and (iii) methods of learning. The percentage of answers to question number 4 is illustrated in chart form as shown in Figure 4.

From the factors, it can be underlined that the role and guidance from parents also will have a big contribution to improving students' English comprehension. Besides, it can be said that the parent is the core of an educational institution. It means that parents' role and guidance will be very complex; not only gives them great attention, holiday, toys, and others but also a great education in learning especially learning language. Learning English at an early age also becomes the first gate to put the hefty foundation as educational preparation. In this case, parents hold an important role and very strategies way to give their children guidance in the learning process.

Regarding the question of creating a pleasant and natural environment at school when teaching English, 61.7% of the respondents followed this question answered that they are strongly agreed. As mentioned in the previous section that learning is essentially an interaction between individuals and the environment. Therefore, in learning English the environment also needs to be considered. The percentage of answers to question number 5 is illustrated in chart form as shown in Figure 5.

Related to the role of teachers as facilitators or resource linkers in improving students' English skills only 42, 8 % of the respondents answered strongly agree. More respondents answered agree with 55.7% and the rest did not agree with 1.5%. From these results, among those who strongly agree and agree, the difference is not far, only 7.5%. These results indicate that rakes as a facilitator can improve students' ability to speak English. The percentage of answers to question number 6 is illustrated in chart form as shown in Figure 6.

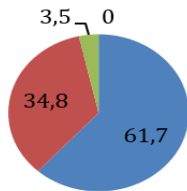


Figure 5. Creating a pleasant and Natural environment at School

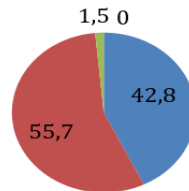


Figure 6. The role of teachers as facilitators or resource linkers

Exactly 50,7 % of the respondents answered the question that they strongly agree to create a bilingual environment in schools. They think a bilingual environment can trigger students' concerns deeply about learning English as their second language. But not all schools apply the bilingual system, for those who do not; they have maximalized the presence of English clubs instead of bilingual classes. The term bilingual appeared in the last 5 years in any public school was very help students to learn English for a longer time. Teachers also were obligated to know, even use English almost in every activity. The percentage of answers to question number 7 is illustrated in chart form as shown in Figure 7.

Sometimes students need to get an endorsement in elevating their English skills. The ways to provide students backing is by motivating them on every step they do, guiding them to use English effectively following their levels, encouraging them to find partners in speaking English, and advising them to be brave

to speak up their mind in English. The percentage found on the strongly agree option reached 58,2 %. The percentage of answers to question number 8 is illustrated in chart form as shown in Figure 8.

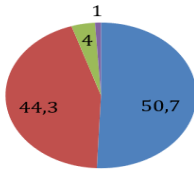


Figure 7. Create bilingual environment in school second language in schools

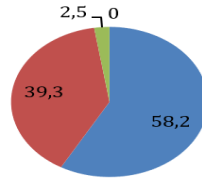


Figure 8. Supports to use English

The curriculum in Indonesia nowadays does emphasize students to get their English subject optimally in the 1st grade of secondary school, the respondents stated. In the earlier of 2016, the government did not anymore get schools to implement a bilingual system. That is why the bilingual curriculum was banned and is changed to the 2013 curriculum, in which the portion of English is also reduced. From the question asked to the participants, so there is 49,8 % chose strongly agree to the case. The percentage of answers to question number 9 is illustrated in chart form as shown in Figure 9.

From the percentage obtained, there is 76, 1 % from 100 % of participant's state strongly agree on the quality progress of English teachers. According to the correspondent's teachers' improvement can cover a variety of things such as innovative techniques on teaching, students' involvement in learning through guided discussions by teachers, and the process to motivate students. The percentage of answers to question number 10 is illustrated in chart form as shown in Figure 10.

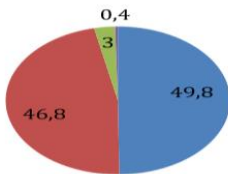


Figure 9. The bilingual system in schools should be supported by curriculum

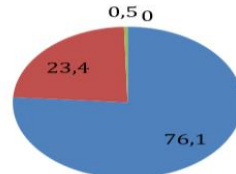


Figure 10. To raise teachers' teaching quality

CONCLUSION

The results showed that five dominant factors that can improve students' ability to speak English from the perspective of teachers in the Jabodetabek area are: (i) increasing human resources in this case the quality of teachers is the main priority. (ii) The teacher still believes that to improve students' English skills, the role of parents is still needed. Parents should encourage their children to learn English, not only in school but also outside of school, (iii) to motivate students to learn English, information, and explanation of the importance of English in the era of globalization needs to be done from the beginning, (iv) English learning methods and innovations must continue to be developed which are supported by a natural learning environment, and (v) there is support from all parties in using English as a second language in schools. Based on the result of the questionnaires, the teacher's perspective on improving students' English is also in line with the theories and opinions of the experts used in this study.

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