

BAB II

REVIEW OF RELATED LITERATURE

A. English Language Teaching Policy in Indonesia

Indonesia is in the experience of top-down English language educational policy said Hadisantosa¹; Hamied²; Margana³; Mariati⁴. The status of English as the lingua franca exerts pressure on governments to provide education in English as a language of instruction and communication; that is, a language that can be used, rather than as one of a number of languages offered to students as a subject for study.⁵ This pressure is in tension with the commitment to national languages in education. The law is also with clearly set the position of Indonesian, Bahasa regional and foreign languages. In law the English status is not stated which shows government policy in emphasis on English hegemony in order Indonesian people love culture more and Indonesian.⁶ However, if then knowledge of this foreign culture was taught recklessly, misguided judgments about other cultures it can happen too. Bassnett says that a culture is embodied within vocabulary, grammar, and other forms of expression in the

¹ Hadisantosa, N. (2010). *Learning through English: Policies, challenges and prospects: Insights from East Asia*. (R. Johnstone, Ed.). British Council.

² Hamied, F. A. (2012). *English in multicultural and multilingual Indonesian education*. In A. Kirkpatrick & R. Sussex (Eds.), *English as an international language in Asia: Implications for language education* (Vol. 1, pp. 63–78). Springer.

³ Margana. (2013). Theoretical justification of bilingual education program in Indonesia. Retrieved from doi:http://www.fllt2013.org/private_folder/Proceeding/772.pdf akses 16 November 2022

⁴ Mariati. (2007 July). *Menyoal profil sekolah bertaraf internasional [Evaluating the profile of International Standard Schools]*. *Jurnal Pendidikan Dan Kebudayaan*, 13(67), 566–597. doi:<https://doi.org/10.24832/jpnk.v13i67.386> akses 16 November 2022

⁵ Pan, L., & Block, D. (2011). English as a “global language” in China: An investigation into learners’ and teachers’ language beliefs. *System*, 39(3), 391–402. doi:<https://doi.org/10.1016/j.system.2011.07.011> akses 20 November 2022

⁶ Fitri alfarisy. "Kebijakan Pembelajaran Bahasa Inggris di Indonesia Dalam Perspektif pembentukan Warga Dunia Dengan Kompetensi Antar Budaya". *Scientific journals*. Vol.6 No.3, November 2021. 310

language of that culture. English teaching based on intercultural competence in Indonesia will be able to develop our identity enriched by other cultures. The argument against keeping the policies in place is strengthened by the lack of theoretical support for delaying them on the grounds that children's cognitive development is immature.¹⁶ Despite the fact that research on second language acquisition claim that older students are more mature Studies by Cenoz,⁷ Muñoz,⁸ and others demonstrate that older students are not the only ones that exhibit cognitive maturity⁹.

According to Zain, he has demonstrated in other publications that there is a parallel line connecting these findings that appear to be at odds with one another: age effects research.¹⁰ By comparing younger learners and older learners, such studies aim to advise policy over when to begin instruction.¹¹ Questioning whether younger learners have an advantage over older learners or vice versa, however, may not be very helpful for language in the formulation of educational policies. One is that research on age effects consistently yields conflicting findings. Studies that look into initial learning effectiveness, learning pace, and eventual learning outcomes produce contradictory results. This may be due to the fact that those studies did not account for maturational constraint's variability or the initial dispute among experts over its precise

⁷ Cenoz, J. (2003). *The influence of age on the acquisition of English: General proficiency, attitudes and code mixing*. In M. D. P. Garcia Mayo & M.L. Garcia Lecumberri (Eds.), *Age and the acquisition of English as a foreign language* (pp. 77-93). Clevedon: Multilingual Matters.

⁸ Muñoz, C. (2006). *The effects of age on foreign language learning: The BAF Project*. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 1–40). Clevedon: Multilingual Matters.

⁹ Muñoz, C. (2008). *Age-related differences in foreign language learning. Revisiting the empirical evidence*. *International Review of Applied Linguistics in Language Teaching*, 46(3), 197–220.

¹⁰ Zein, M. S. (2017). *Elementary English education in Indonesia: Policy developments, current practices, and future prospects*. *English Today*, 33(01), 53–59. doi:10.1017/S0266078416000407

¹¹ Muñoz, C. (2006). *The effects of age on foreign language learning: The BAF Project*. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 1–40). Clevedon: Multilingual Matters.

nature.¹² the second language and foreign language are not taken into account as a continuum in the age effects studies. Due to the continuum's complex nature, "no single variable can capture all the pertinent dimensions" for contextual variation in SLA. Effective teachers should be rotated, weekend tuition should be available for those who need it, and elite high schools should be required to take select groups of students from less prestigious junior high schools, among other policy adjustments.

At the provincial level in Jiangsu, the government gives schools discretion to alter the English curriculum and reduce the bar for English coursebooks. Although it has been argued that these shifts reflect ambivalent attitudes toward English teaching, the academic gaps have been somewhat minimized as a result of these modifications.¹³ On the other hand, because schools are heavily influenced by SES, giving them more local authority may actually worsen the academic differences. This is particularly true when contrasts are made between public schools and wealthy students-only, private institutions that typically offer lengthier English tuition and better learning environments. Even while in ASEAN Plus these SES-related academic gaps might not be very noticeable. The discrepancies are widespread in Cambodia, Japan, Vietnam, Indonesia, Myanmar, Laos, Thailand, and the Philippines, but less so in three member states, Brunei Darussalam and Singapore, which have relatively small populations, more stable economies, and generally equitable societies. These nations might want to follow China's lead in terms of policy, but it's possible that they will run into the same problems given China's contradictory situation. The bottom line is that local research in these nations is required because there hasn't been SES study done there, English

¹² Muñoz, c., & singleton, d. (2011). *a critical review of age-related research on l2 ultimate attainment. language teaching*, 44, 1–35. doi:10.1017/s0261444810000327

¹³ Butler, Y. G. (2014c). *Socioeconomic disparities and early English education: A case in Changzhou, China*. In N. Murray & A. Scarino (Eds.), *Dynamic ecologies: A relational perspective on languages education in the Asia-Pacific region* (pp. 95–115). Dordrecht: Springer

language education research hasn't been done there, and solutions haven't been established yet.¹⁴

B. Pre-Service English Teacher in Indonesia

The English language programs provided at the four universities are focused on enhancing students' mastery of the English language rather than their ability to teach it. However, two of these universities have recently begun offering an elective course in ELT. The practicum, where student teachers are evaluated by two university supervisors who may or may not be subject experts and are mentored by cooperating teachers who may or may not be EFL teachers, provides the only opportunity for student teachers to develop their language teaching skills. They are frequently not properly or inadequately qualified to teach EFL to children, making them unsuitable for their mentoring roles. The appointment of the latter is largely determined by head teachers in schools based on criteria like their extensive teaching experience and willingness to work with student teachers regardless of their specialization in a subject.¹⁵ The issue is even worse during the induction years since newly hired primary teachers are not required to attend training sessions.¹⁶

The latest curriculum changes for EFL schools, which require them to follow the principles of communicative language teaching, have made this obstacle more difficult. This issue has been raised in a number of other research in other nations. Teachers are urged to avoid explicitly teaching grammar to students, especially in the early years of primary school, and to expose students to natural, real information as much as possible.¹⁷ English is used in both education and

¹⁴ Butler, Y. G. (2014c). *Socioeconomic disparities and early English education: A case in Changzhou, China*. In N. Murray & A. Scarino (Eds.), *Dynamic ecologies: A relational perspective on languages education in the Asia-Pacific region* (pp. 95–115). Dordrecht: Springer

¹⁵ Kourieos, S. (2012). The impact of mentoring on primary language teachers' development during the practicum. *Elted*, 15, 57–64.

¹⁶ MOEC (Ministry of Education and Culture). (2016). English primary curriculum. Retrieved from http://archeia.moec.gov.cy/sd/445/english_year1_teacher_book.pdf

¹⁷ Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for high test scores.

business, but there is still a big difference between how language training is carried out in classrooms and how businesses respond to language-related demands.¹⁸ The practice of ELT at the secondary level is a picture of complex challenges in the field of education in many rural locations of Indonesia, ranging from teachers' low proficiency to students' difficult access to English users. In fact, it is often portrayed as a teacher using a talking-time teaching approach, or at worst, teachers spending the entire teaching hours dictating from textbooks, leaving the core of teaching English. To encourage students to communicate using the language, underrepresented in the teachers' teaching practices.¹⁹ Along with their proficiency in the target language, a teacher's knowledge in language teaching and learning methodologies has also been cited as being crucial for fostering motivating communicative learning settings and offering real-world language learning chances.²⁰ Pre-service teachers also need opportunities to practice integrated instructional approaches with the student population they are being prepared to teach with intensive feedback, coaching, and support Joyce & Showers,²¹ Loucks-Horsleyet.²² Speck & Knipe.²³ Therefore, the pre-service teachers used a modified lesson plan template

TEFLIN Journal, 18(1), 1-14. Retrieved from doi:<http://journal.teflin.org> akses 13 November 2022

¹⁸ Suryanto, S. (2015). Issues in teaching English in a cultural context: A case of Indonesia. *Journal of English Literacy Education*, 1(2), 75-82. Retrieved from doi:<http://ejournal.unsri.ac.id> akses 13 November 2022

¹⁹ Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post Soeharto Indonesia. *International Journal of Bilingual Education and Bilingualism*, 11(2), 189-205. Retrieved from doi:<http://www.tandfonline-com.dbgw.lis.curtin.edu.au> akses 13 November 2022

²⁰ Konig, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S., & Tachtsoglou, S. (2016). Teachers' professional knowledge for teaching English as a foreign language: Assessing the outcomes of teacher education. *Journal of Teacher Education*, 67, 320-337. doi:10.1177/0022487116644956

²¹ Joyce, B., & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal* (2nd ed.). White Plains, NY: Longman.

²² Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press.

²³ Speck, M., & Knipe, C. (2001). *Why can't we get it right? Professional development in our schools*. Thousand Oaks, CA: Corwin Press.

to design science lessons that infuse the teaching practices for their student teaching experience.

Current and future foreign language teachers must possess the knowledge and abilities to meaningfully integrate technology into classroom activities and use differentiated instruction to support a variety of student populations as a result of advanced technology and changes in the demographic makeup of students in educational contexts around the world. During practicum, pre-service teachers improve their language abilities and their understanding of language teaching techniques, with each setting attempting to develop a distinct set of skills and competencies. The goal of university courses is to provide future teachers with the theoretical foundation for teaching languages as well as the critical thinking skills necessary to analyze and improve workplace practices.²⁴ However, academic knowledge about language teaching will be of little use unless student teachers are also given plenty of opportunities to put this knowledge into practice and determine for themselves what works and what does not in practice in a particular context, with a particular group of students. Maintain that a lot happens in teaching, for which academic courses typically do not prepare teachers.²⁵ a viewpoint that is shared by many who believe that reflective practice is essential for enabling teachers to deal with the unpredictabilities that might appear in actual teaching situations.²⁶

. They specifically promote that teachers can define problems, clarify issues, think of alternatives, and restructure their theory of practice in collaboration with a mentor, a critical friend, or a group of teachers through the processes of questioning, reflection, and analysis. Since practices give

²⁴ Ulvik, M., Helleve, I., & Smith, K. (2018). What and how student teachers learn during their practicum as a foundation for further professional development. *Professional Development in Education*, 44(5), 638–649. doi:10.1080/19415257.2017.1388271

²⁵ Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge, MA: Cambridge University Press.

²⁶ Farrell, T. S. C., & Baecher, L. (2017). *Reflecting on critical incidents in language education: 40 Dilemmas for novice TESOL professionals*. New York, NY: Bloomsbury.

student teachers their first opportunity to practice actual teaching, the mentoring strategies used by cooperating teachers (CTs) during this time, as well as the learning opportunities they offer student teachers, are essential in determining how much student teachers will gain from this field experience and how they will develop professionally. Such a perspective on teacher education necessitates CTs to view practica as a developmental process in which student teachers are given chances to reflect and gain a deeper understanding of their teaching methods and the underlying personal values and beliefs in order to take ownership of their profession.²⁷

C. The Context of The Study

In the context of the study, it discusses the policies and perspectives of students who can complement the research conducted by researchers. While students are responsible for their own learning processes, higher education institutions should stimulate opportunities for engagement. Student volunteering while initially appearing uncontroversial²⁸, Holdsworth, C., and J. Quinn²⁹, however, not free of criticism. RUU Sisdiknas which was proposed by the Ministry of Education and Culture as of August 2022, has sparked a polemic. One of them is the point related to pasal 81 page 1. The absence of English as a mandatory content creates anxiety if this subject will disappear from the curriculum structure of primary and secondary education. Without explicitly including English as a compulsory subject, it loses the reference to be poured as a compulsory subject. Attracting the best graduates to education is critical to addressing teacher quality issues. In the absence of national standards for admission to teacher training courses and the oversupply of

²⁷ Hamiloğlu, K. (2017). *Student teachers' learning and professional development in second language teacher education*. *European Journal of Language and Literature*, 7(1), 13–21. doi:10.26417/ejls.v7i1.p13-21

²⁸ Holdsworth, C., and J. Quinn. 2010. "Student Volunteering in English Higher Education." *Studies in Higher Education* 35 (1): 113–127.

²⁹ Holdsworth, C., and J. Quinn. 2012. "The Epistemological Challenge of Higher Education Student Volunteering: "Reproductive" or "Deconstructive" Volunteering?" *Antipode* 44 (2): 386–405.

student teachers. It is important to investigate the motivations of students to enroll in teacher training programs because they want to pursue a teaching career, they want that teachers aspire to, or they have other reasons of their own.

It is also noteworthy to understand how they perceive the teaching profession, and how their motivation and perception across programs of studies and universities given the diverse nature and prestige of these programs and type of universities. This paper addresses these important issues.³⁰ We now have to replace the microscope with a telescope to see far and wide into the distant future. We should not only remember our past and consider our present situation, but also never stopdreaming about and hoping for the future. Real dreamers, however, never rest in peace before their dreams have been realized. In the past, we have already dreamt about what could be done. The very last pages of the proceedings of our first conference mention 12 key tasks to be tackled. Although we have paid attention to some of these tasks, not nearly enough has been done. That is why my hope for the future is that it will be a time of concerted action. In summary, we must

- 1) Look backwards, humbly confessing our failures and gladly celebrating our achievements of the past;
- 2) turn inward, admitting our weaknesses and limited financial resources;
- 3) look around, realizing the immense opportunities of service in the present; and
- 4) look ahead to the many challenges of the future.³¹

The importance of this research is to know pre-service English Teacher's opinions on the 2022 National Education System Draft, especially the loss of English subjects. So, if

³⁰ Anne Suryani, "I chose teacher education because...": a look into Indonesian future teachers, *Asia Pacific Journal of Education*, Vol 2020, 2020, doi:<https://doi.org/10.1080/02188791.2020.1783202> diakses pada 20 Desember 2022

³¹ Bennie J. Van Der W. *Our Past Heritage Present Opportunity, And Future Challenge: Reflection On The 25th Anniversary Of The International Association For The Promotion Of Christian Higher Education*, *Journal of Christian Higher Education*, Vol 2010, 2010, doi:<http://dx.doi.org/10.1080/15363750213819> diakses pada 20 Desember 2022

English is discarded in education in Indonesia, what will happen and what will happen to graduates of English education in the future.

D. Photovoice

Photovoice is a critical methodology founded on the principles of participatory action research.³² The photovoice methodology has three theoretical foundations: 1) Critical pedagogy of Paulo Freire: encouraging a critical examination of the reality: to ask questions and to investigate underlying assumptions. This is with the aim of promoting social change, equality and social justice³³. Against this background, the present article presents examples of the use of the photovoice methodology as a pedagogic aid in three different social work courses. The paper then discusses how, through these implementations, creativity in general and photovoice, as a creative methodology, specifically can contribute to advancing the learning processes of social work students.³⁴ They may ask students for their opinions but set a strict agenda for student interviews, such that students then find it difficult to freely express themselves on the issues they find significant.³⁵ These three records indicated that Photovoice was used to either assess post-stroke quality of life, or how to improve post stroke quality of life. The researchers employed a variety of communication modifications and physical adaptations to ensure that participants with post-stroke aphasia and hemiparesis could fully engage in the Photovoice process. Given the small number of papers included in this scoping

³² Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369–387. doi:<https://doi.org/10.1177/109019819702400309> diakses pada 18 oktober 2022

³³ Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Latham, MD: Rowman & Littlefield.

³⁴ Menny Malka, “*Photo-voice from the Classroom: Photovoice as a creative learning methodology in social work Education*” , *Journal of Social Education*, (Online), Vol 2020. (2020), doi:<https://doi.org/10.1080/02615479.2020.1789091>, akses 18 Oktober 2022.

³⁵ Rudduck, J., & Fielding, M. (2006). Student voice and the perils of popularity. *Educational Review*, 58(2) 219–231.

review, the purpose of each study and Photovoice adaptations is summarized in the following sections.³⁶

Students may be asked for their comments, but because of the rigid schedule for student interviews, it becomes difficult for them to speak candidly about the subjects they feel important.³⁷ Even if students have the freedom to speak their minds, administrators and decision-makers in the field of education may only listen to and strategically take into account those opinions that align with their own. Since they are unrepresentative, tokenistic, and uninteresting, many students find these voice activities to be.³⁸ Researchers have suggested using photovoice to empower pupils in order to get beyond these constraints.³⁹ Photovoice, according to Wang and Burris, is a technique that encourages participants to identify, represent, discuss, and enhance their social lives and communities through photographic techniques,⁴⁰ raising their awareness of private and public issues and supplying crucial data for policymakers. Unlike conventional student voice techniques, photovoice involves participants actively and reflectively taking images while adhering to predetermined themes. Participants then discuss the photograph(s) that are significant to them in a group environment. Participants are invited to share the motivations and narratives behind their images during these photo discussion sessions. In the course of the group conversation, they can also formalize the themes and topics that come up in their images. Participants become more conscious of their life and are thus given the ability to express themselves through narratives and visual pictures by actively capturing, sharing,

³⁶ Aimee D, dkk. *A scoping review of PhotoVoice for people with post-stroke aphasia*, Topics in Stroke Rehabilitation, Vol.2020, (2020)

³⁷ Rudduck, J., & Fielding, M. (2006). Student voice and the perils of popularity. *Educational Review*, 58(2), 219–231.

³⁸ Elwood, J. (2013). The role(s) of student voice in 14-19 education policy reform: Reflections on consultation and participation. *London Review of Education*, 11(2), 97–111.

³⁹ Ohmer, M.L., & Owens, J. (2013). Using Photovoice to empower youth and adults to prevent crime. *Journal of Community Practice*, 21(4), 410–4333.

⁴⁰ Wang, C.C., & Burris, M.A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369–387

debating, and codifying photographs. Therefore, rather than providing actual data, images are used in photovoice to enable participants to articulate their lived experiences. This can produce valuable data for academics looking to investigate phenomena from the viewpoints of participants.⁴¹

Photovoice was a suitable strategy for this study since it allowed students to share and discuss their real-world learning experiences through the use of images. Researchers were able to hear the students' voices and better understand the causes of their academic stress thanks to the kids' reflective accounts of their images. Even if students have the freedom to speak their minds, administrators and decision-makers in the field of education may only listen to and strategically take into account those opinions that align with their own.⁴² Since they are unrepresentative, tokenistic, and uninteresting, many students find these voice activities to be.⁴³ Researchers have suggested using photovoice to empower pupils in order to get beyond these constraints.⁴⁴ A well-established qualitative research methodology called "photovoice" aims to encourage societal change by focusing on the opinions of marginalized groups.⁴⁵ Through photography and community-led dialogues, this strategy has historically been utilized to address issues pertaining to poor youth⁴⁶ and women via photography and community led

⁴¹ Plunkett, R., Leipert, B.D., & Ray, S.L. (2013). Unspoken phenomena: Using the photovoice method to enrich phenomenological inquiry. *Nursing Inquiry*, 20(2), 156–164.

⁴² Robinson, C., & Tayler, C. (2012). Student voice as a contested practice: Power and participation in two student voice projects. *Improving Schools*, 16(1), 32–46.

⁴³ Elwood, J. (2013). The role(s) of student voice in 14-19 education policy reform: Reflections on consultation and participation. *London Review of Education*, 11(2), 97–111.

⁴⁴ Ohmer, M.L., & Owens, J. (2013). Using Photovoice to empower youth and adults to prevent crime. *Journal of Community Practice*, 21(4), 410–433

⁴⁵ Wang C. "Photovoice: a participatory action research strategy applied to women's health. *J Women's Health*". 1999;8(2):185–192. doi:<https://10.1089/jwh.1999.8.185> akses pada 20 November 2022

⁴⁶ Harley D, Hunn V. Utilization of photovoice to explore hope and spirituality among low-income African American adolescents. *Child Adolesc Soc Work J*. 2015;32(1):3–15. doi:<https://10.1007/s10560-014-0354-4> akses pada 22 November 2022

discussions.⁴⁷ A well-established process has been used by Photovoice for many years. Through the use of participatory action research techniques like Photovoice, researchers can gain a deeper understanding of topics that are significant to the community. Through their active participation in the research process, participants feel more empowered to contribute to the advancement of their community and to the research team as a whole.⁴⁸ In the classic Photovoice approach, participants use photography to document their experiences and viewpoints on predetermined topics, which they subsequently share in structured focus group-style interviews. The presented method is the methodology applied during the interviews.

E. Previous Studies

Sri Wuli and Elizabeth Rata have said in *Language, Globalisation, and National Identity : A Study of English-Medium Policy and Practice in Indonesia* : Have identified two main reasons why the English as a medium of instruction and communication policy was withdrawn. These reasons operate at different levels. The teachers could not implement it for all the reasons we identify in the description of the study. They did not speak English, the professional development courses were totally inadequate, and they did not believe in the policy the way those who initiated and designed the policy did. However, these problems were at the phenomonal level and are all open to remediation. What is of interest to us is at the deeper level and led to the argument developed in this paper. Given the commitment of Indonesia (its government and middle-class) to the country's global economic strategy and the importance of English language in this strategy, why was a policy designed to develop English language users with

⁴⁷ Wang C, Burris MA. Photovoice: concept, methodology, and use for participatory needs assessment. *Health Educ Behav.* 1997;24(3):369–387. doi:<https://10.1177/109019819702400309> akses pada 22 November 2022

⁴⁸ Raine KD, Plotnikoff R, Nykiforuk C, et al. Reflections on community-based population health intervention and evaluation for obesity and chronic disease prevention: the healthy alberta communities project. *Int J Public Health.* 2010;55(6):679–686. doi:<https://10.1007/s00038-010-0187-7> akses pada 22 November 2022

drawn. The fact that Indonesia is not alone in withdrawing or modifying these suggested that a sociological explanation was required. The explanation could not be found in the empirical material, although the study's findings did enable us to identify the problem at a phenomenal level and also enabled us to illustrate how the problem was experienced in the teachers' practice.⁴⁹

Nurdiana Gaus, Muhammad Yunus, Abdul Karim & Haleema Sadia have said in The analysis of policy implementation models Higher education model, Case study Indonesia: Higher education around the world is increasingly seen as a means of enhancing a nation's economic competitiveness. This important economic function has increased government interest in managing and regulating higher education institutions through the development and enactment of higher education institution reform policies. In this context, the emergence of economic rationalism embedded in new public management has been viewed as an effective policy implementation model. This is because the model emphasizes the culture of testing and the central role of government in assessing the work and productivity of academics. Such a model of policy implementation has generated much controversy as it is seen as contrary to professionalism and collegiality in higher education institutions.⁵⁰

Subhan Zein said in Access policy on English language education at the primary school level in the ASEAN Plus Three member states: motivations, challenges and future directions : The motivations underpinning access policy for English language education at primary schools in ASEAN Plus Three member states and the challenges concerning its

⁴⁹ Sri Wuli, Elizabeth R. "*Language, Globalisation, and National Identity : A Study of English-Medium Policy and Practice in Indonesia*", journal of Language, Identity and Education, (Online), Vol 2020, doi:<https://doi.org/10.1080/15348458.2020.1777865> akses pada 18 oktober 2022

⁵⁰ Nurdiana Gaus, dkk, "*The analysis of policy implementation models in higher education: the case study of Indonesia*", Journal of Policy Studies, (Online), Vol 2018,

doi:<https://doi.org/10.1080/01442872.2018.1539224> akses pada 18 Oktober 2022

implementation are complex. I do not pretend to know all the answers. Rather, in this article I take a stance of policy and research signposting.⁵¹

Santhy Hawanti said in *Implementing Indonesia's English language teaching policy in primary schools: The role of teachers' knowledge and beliefs* : This study has indicated that the status of English as a local content subject contributes to problems for teachers and schools in developing and delivering English program and also to the quality of English teaching in Indonesia. The government needs to consider the positioning of English in the primary school curriculum and the influence of teachers' knowledge and beliefs if English is to be taught effectively in the primary school curriculum. The policy of teaching English as a local content subject in Indonesian primary schools has created problems for its own implementation because those who have to implement the policy in schools have not been adequately prepared.⁵²

Yawen Hana,b, Peter I. De Costac and Yaqiong Cuic : *Examining the English language policy for ethnic minority students in a Chinese university: a language ideology and language regime perspective* Language policies, as stated, "can promote solidarity or stoke intolerance". It demonstrated how plans to encourage solidarity by enforcing a preferential treatment policy for Uyghur students produced the opposite results. The preferential treatment combined with limited access to English language learning resources generated further intolerance toward this minority group and hindered their ability to learn and use English, in line with Sonntag and Cardinal's observation. This issue resulted from a language ideology and language regime that envisioned English as a

⁵¹ Subhan Zein, "Access policy on English language education at the primary school level in the ASEAN Plus Three member states: motivations, challenges and future directions", *Journal of Asian Englishes*, (Online), Vol 2017, doi:<http://dx.doi.org/10.1080/13488678.2017.1389063> akses pada 20 Oktober 2022

⁵² Santhy Hawanti, "Implementing Indonesia's English language teaching policy in primary schools: The role of teachers' knowledge and beliefs", *Journal of Pedagogies and Learning*, Vol 2014, 2014 doi:<http://dx.doi.org/10.1080/18334105.2014.11082029> akses pada 20 Oktober 2022

language of neutrality that was supposedly accessible to anyone who was dedicated to achieving social mobility.⁵³

Katharina Resch, Mariella Knapp & Ilse Schritteser
How do universities recognise student volunteering? A symbolic interactionist perspective on the recognition of student engagement in higher education : Based on our empirical findings, guidelines for student engagement recognition can be recommended, especially as the topic is left to institutional decision makers and is mostly unregulated by national law. Nevertheless, more studies on the perceptions of lecturers and students are needed in future research which are theory-driven rather than data-driven.⁵⁴

Job Taiwo Gbadegesin, Markson Opeyemi Komolafe, Taiwo Frances Gbadegesin & Kehinde O. Omotoso : Off-campus student housing satisfaction indicators and the drivers: From student perspectives to policy re-awakening in governance : Student housing plays a prominent role in higher education. Increase in student enrollment and inadequate on-campus accommodation necessitate the need for SPH. Higher institutions and the surrounding communities in south-southern Nigeria are homogenous in context. Based on the evidence of the pilot survey conducted, University of Benin appears the largest university in the region with evidence-based information that the university has accessible off-campus student accommodations that cluster in the surrounding communities.⁵⁵

⁵³ Yawen Hana,b, dkk, *Examining the English language policy for ethnic minority students in a Chinese university: a language ideology and language regime perspective*, journal of Current Issues in Language Planning, vol 2016, 2016 <http://dx.doi.org/10.1080/14664208.2016.1213785> akses pada 13 Desember 2022

⁵⁴ Katharina Resch, dkk, *How do universities recognise student volunteering? A symbolic interactionist perspective on the recognition of student engagement in higher education*, journal of European Journal of Higher Education, vol 2021, 2021, doi:<https://doi.org/10.1080/21568235.2021.1919170> akses pada 14 Desember 2022

⁵⁵ Job Taiwo G., dkk, *Off-campus student housing satisfaction indicators and the drivers: From student perspectives to policy re-awakening in governance*, Journal of Human Behavior in the Social Environment, vol 2020, 2020, doi:<https://doi.org/10.1080/10911359.2020.1825247> akses pada 14 Desember 2022

Table 2.1 Review of Previous Study

No.	Name	Title	Similarities	Differences
1	Sri Wuli and Elizabeth Rata	Language, Globalisation, and National Identity : A Study of English-Medium Policy and Practice in Indonesia	Using same material study of English in Indonesia Both improve policy and practice in Indonesia	English as a medium of instruction and communication policy was withdrawn. These reasons operate at different levels. The teachers could not implement it for all the reasons we identify in the description of the study.
2	Nurdiana Gaus, Muhammad Yunus, Abdul Karim & Haleema Sadia	The analysis of policy implementation models Higher education model, Case study Indonesia	Using same material study of English in Indonesia Both improve policy and practice in Indonesia	In this context, the emergence of economic rationalism embedded in new public management has been viewed as an effective policy implementation model. This is because the

				model emphasizes the culture of testing and the central role of government in assessing the work and productivity of academics.
3	Subhan Zein	Access policy on English language education at the primary school level in the ASEAN Plus Three member states: motivations, challenges and future directions	Using same material study of English in Indonesia Both improve policy and Motivation in Indonesia	The motivations underpinning access policy for English language education at primary schools in ASEAN Plus Three member states and the challenges concerning its implementation are complex all the answers. Rather, in this article take a stance of policy and research

4	Santhy Hawanti	Implementing Indonesia's English language teaching policy in primary schools: The role of teachers' knowledge and beliefs	Using same mterial study of English in Indonesia Both improve policy and practice in Indonesia	signposting This study has indicated that the status of English as a local content subject contributes to problems for teachers and schools in developing and delivering English program and also to the quality of English teaching in Indonesia. The government needs to consider the positioning of English in the primary school curriculum and the influence of teachers' knowledge and beliefs if English is to be taught
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5	Yawen Hana,b, Peter I. De Costac and Yaqiong Cuic	Examining the English language policy for ethnic minority students in a Chinese university: a language ideology and language regime perspective Language policies, as stated, “can promote solidarity or stoke intolerance	Using same mterial study of English in Indonesia Both improve policy and practice in Indonesia Using perspective to get the data	In demonstrate d how plans to encourage solidarity by enforcing a preferential treatment policy for Uyghur students produced the opposite results. The preferential treatment combined with limited access to English language learning resources generated further intolerance.
6	Katharina Resch, Mariella Knapp & Ilse Schrittester	How do universities recognise student volunteering? A symbolic interactionist perspective on	Using same mterial study of English in Indonesia Both improve policy and	Student engagement recognition can be recommende d, especially as the topic is left to

		the recognition of student engagement in higher education	practice in Indonesia Using perspective to get the data	institutional decision makers and is mostly unregulated by national law.
7	Job Taiwo Gbadegesin, Markson Opeyemi Komolafe, Taiwo Frances Gbadegesin & Kehinde O. Omotoso	Off-campus student housing satisfaction indicators and the drivers: From student perspectives to policy re-awakening in governance : Student housing plays a prominent role in higher education	Using same mterial study of English in Indonesia Both improve policy and practice in Indonesia Using perspective to get the data	Increase in student enrollment and inadequate on-campus accommodat ion Higher institutions and the surrounding communities in south-southern Nigeria are homogenous in context.