

**School of Education
Faculty of Humanities**

**EFL Curriculum Implementation in Primary Schools in South Sulawesi
Province in Indonesia**

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To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made. This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

A handwritten signature in black ink, appearing to be 'Iskandar', written in a cursive style.

Signed by : Iskandar
Date : September 15, 2014

Abstract

This study focused on teachers' implementation of the Kurikulum Tingkat Satuan Pendidikan (KTSP) for English as A Foreign Language (EFL) in primary schools in South Sulawesi Province in Indonesia. The KTSP is a school-level curriculum introduced in 2006 which became compulsory in Indonesia in 2009. The main purpose of this study was to investigate teachers' understanding of and attitudes towards the National Curriculum Framework (NCF) as the basis for KTSP construction and implementation, to explore whether their understanding of and attitudes towards the NCF influence their teaching methods, and to find out if the status of EFL as a Local Content (LC) subject in primary schools impact on the delivery of EFL program. This study utilised a mixed-methods approach with two phases of data collection, a qualitative phase and a quantitative phase. Phase One comprised the interviews with eleven primary school teachers teaching EFL and the observation of four primary EFL teachers in their classroom interaction. Quantitative data in Phase Two were gathered through 574 primary EFL teachers' responses to an administered survey. The study found that teachers have an understanding of the principles of the NCF, and its substances, its flexibility, its specificity, and its practicality. It was evident that teachers recognise that the KTSP advocates the principles of Pakem, which advocates an active, creative, effective and enjoyable learning process. They also recognise that implementation of the KTSP involves multiple strategies, the incorporation of national and local potentials in teaching materials, environmentally-based implementation, and attention to learners' needs. Teachers' attitudes towards the NCF varied. Most teachers expressed a

constructive view, some preferring adaptation to their own context, and a few others to using other resources. Some teachers were critical about the inadequate time allocation for EFL and a number of them relied on textbooks as their curriculum. Teachers' methods or strategies conformed to the Communicative Approach advocated in the NCF. Teachers had a polarized view of English being positioned as a Local Content (LC) subject, but aware of the LC requirements. They reported working to fulfil the requirements, although little evidence of this was found during the classroom observations.

Dedication

All my achievements including this thesis are dedicated to the loving memory of my mother and father, Buatasa Aras and Sulaiman Mantu, who both wished me to have the best of everything they missed during their life.

I also dedicate this thesis to my mother-in-law, Hj. Bintang Sabani and my late father-in-law, H. Abdul Karim Achmad.

Undoubtedly, this thesis is also dedicated to my beautiful wife, Fatimah Karim, S.Pd. and my lovely son and daughter: Ishak Fanshury Iskandar (Ivan) and Ismiralda Febrina Iskandar (Vina).

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Perth, September 2014

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List of Acronyms

ALM	Audio Lingual Method
BSNP	Badan Standar Nasional Pendidikan
CA	Communicative Approach
CLT	Communicative Language Teaching
Depdikbud	Departemen Pendidikan dan Kebudayaan
Depdiknas	Departemen Pendidikan Nasional
EFL	English as Foreign Language
ELT	English Language Teaching
GT	Grammar Translation
IS	Integrated Studies
KBK	Kurikulum Berbasis Kompetensi
KTSP	Kurikulum Tingkat Satuan Pendidikan
LC	Local Content
LCC	Local Content Curriculum
MGMP	Musyawarah Guru Mata Pelajaran
NCF	National Curriculum Framework
NEC	New English Curriculum
Permendiknas	Peraturan Menteri Pendidikan Nasional
Puskur	Pusat Kurikulum
TPR	Total Physical Response
ZPD	Zone Proximal Development

CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.1 Background

In recent years, English has become an exceptionally important language in the world and has affected all aspects of human life. More and more people learn this language than ever before. The popularity of the language has vastly increased all over the world which, as observed by Graddol (2006), has resulted in not only an increasing number of learners, but also a decreasing of the age when children should start to learn the language. Despite extensive debates among English language specialists about the best age for introducing English language instruction in countries where it is not usually spoken in the home (Hyltenstam & Abrahamsson, 2001; Nunan, 2003), changes in policy mandating the earlier introduction of English in foreign language settings are increasingly being implemented worldwide.

In countries like China, Hong Kong, Taiwan, Thailand, Vietnam, Bangladesh, Japan, and Indonesia, there have been considerable changes in the implementation of English as a Foreign Language (EFL) programs with regard to the age at which children should start to learn English. In Indonesia, for example, a reduction of age at which children are introduced to English has taken place in the last two decades, as stated in the Decree of Minister of Education and Culture (Depdikbud, 1993) where the introduction to English language as a subject since this time starts at Year 4. Prior to this, English was formally introduced at Year 7, the first year of Junior High School. The decree states that schools may include some additional subjects as Local Content (LC)

with an emphasis on the probability to place English as the first priority. Realizing that the availability of EFL teachers of primary schools varies from region to region, and from school to school, the government has made the status of English no more than an elective LC subject. This means that schools where EFL teachers are unavailable may alter their LC subject to subjects other than English. Although it was stated that the initial grade for the introduction of English as school subject is Year 4 (Depdiknas, 2006a), some schools have actually started their EFL early from Year 1 because they have available EFL teachers.

The introduction of English in the early age of schooling has become more common in this globalized world. The notion that English is required for societies to be competitive has become a pressure for the governments to articulate an early primary school English program (Baldauf, Kaplan, Kamwangamalu & Bryant, 2011). This notion is in line with the theoretical proposition postulated by some educators, such as Piaget (1973), Krashen (1973), and Long (1988); believing that the earlier a child learns a target language, the better her/his opportunity in acquiring a high proficiency in that language.

The increasing demands of parents and the community who see English as the key to their children's educational success have become another pressure to the policy of introducing English in primary school curricula (Baldauf, Kaplan, Kamwangamalu & Bryant, 2011). This is also the case of Indonesia (Hawanti, 2011, 2014). They insist that the schools have to teach English regardless of the shortage of EFL teachers at schools. Schools are 'forced' to decide to teach English as the obligatory LC subject instead of another elective one. Such

parental pressure is dominant in shaping the schools' decision to adopt English in their curriculum beside the perception that the adoption of English would increase their schools' prestige (Suherdi & Kurniawan, 2005). Almost no consideration has been taken into account whether primary school students really need English and whether they are interested in learning it (Jamilah, 2008; cited in Hawanti, 2014).

Relatively, schools which are located in cities and suburban areas do not encounter so many problems since they have at least one EFL teacher. On the other hand, schools which are located in rural areas mostly lack EFL teachers. Some students go to *after-school* English courses since they do not want to fall behind, and some others do because they realize that English taught at schools is of lower standard. Hu (2005) saw that non English background teacher is immediate solution but in long term run it is arguable. As examples, homeroom teachers, who are mostly not trained to teach EFL, have to work extra hard how to teach this subject when they are assigned to do so. With regard to teachers, Yuwono and Harbon (2010) described two main problems faced in the teaching of English in primary schools. First, most teachers do not have English educational background. Second, those who have English educational background were not actually prepared to teach EFL in primary schools during their teacher training in colleges or universities. They were trained to teach EFL in secondary schools and/or universities.

Apart from the shortage of EFL teachers, curriculum is another crucial factor in Indonesian primary EFL context. Since 1975 the EFL curriculum in Indonesia has been standardized, and it was updated in 1984. During this period, English is officially taught from Junior High School up to universities. Update was made in

1994 with revisions on the instructional objectives, teaching approach, and syllabus design. In terms of approach, the 1994 curriculum applied *pendekatan kebermanaknaan* or a meaningful approach which was nothing more than communicative approach redefined to suit to Indonesian context. Another change made in 1994 curriculum was that during this period the government has allowed the introduction of English lesson to primary school students starting from year four if it is deemed necessary, provided that qualified teachers, instructional materials, as well as other resources are available. In 1994 curriculum, English was placed as one of LC subjects; however, no official English curriculum was made for primary schools during this period.

Since 2003, the national government has shifted curriculum policy from centralized to decentralized following the issue of Law Number 20, 2003 which portrayed the new education system (Suderadjat, 2004), realizing the fact that Indonesia is such a big nation consisting of hundreds of regions with different sociocultural background. The effectuation of this policy marked the emergence of competency-based curriculum known as the 'Kurikulum Berbasis Kompetensi' or KBK in 2004 which emphasized the *performance-based outcomes* for each educational unit from primary to high schools in the form of National Standards. This approach requires "excessive demand for flexible and independent learning" (Marcelino, 2008, p. 58).

In 2006, a school-level curriculum known as the 'Kurikulum Tingkat Satuan Pendidikan' (KTSP) was launched as the revision of the KBK curriculum. Central to this curriculum is the autonomy of schools and teachers (Depdiknas, 2006a), therefore the national government does not provide a national curriculum. To avoid schools from implementing curriculum in an *ad hoc*

manner, as a proxy, the national government then provides curriculum frameworks in the form of National Standards comprising Content Standards, Process Standards, Graduate Competency Standards, Teacher and Educative Staff Standards, Facility Standards, Educational Management Standards, Funding Standards, and Assessment and Evaluation Standards (Depdiknas, 2006a). Of these eight National Standards, Content Standards, Process Standards, and Graduate Competency Standards become the main curriculum frameworks for teachers in designing their school level curriculum (see Figure 1.1); therefore they become the National Curriculum Framework (NCF). In addition to these three standards as curriculum frameworks, Badan Standar Nasional Pendidikan (BSNP) or the National Board for Educational Standard, on behalf of the government, provides National Guidelines for Curriculum Implementation as teachers' guide.

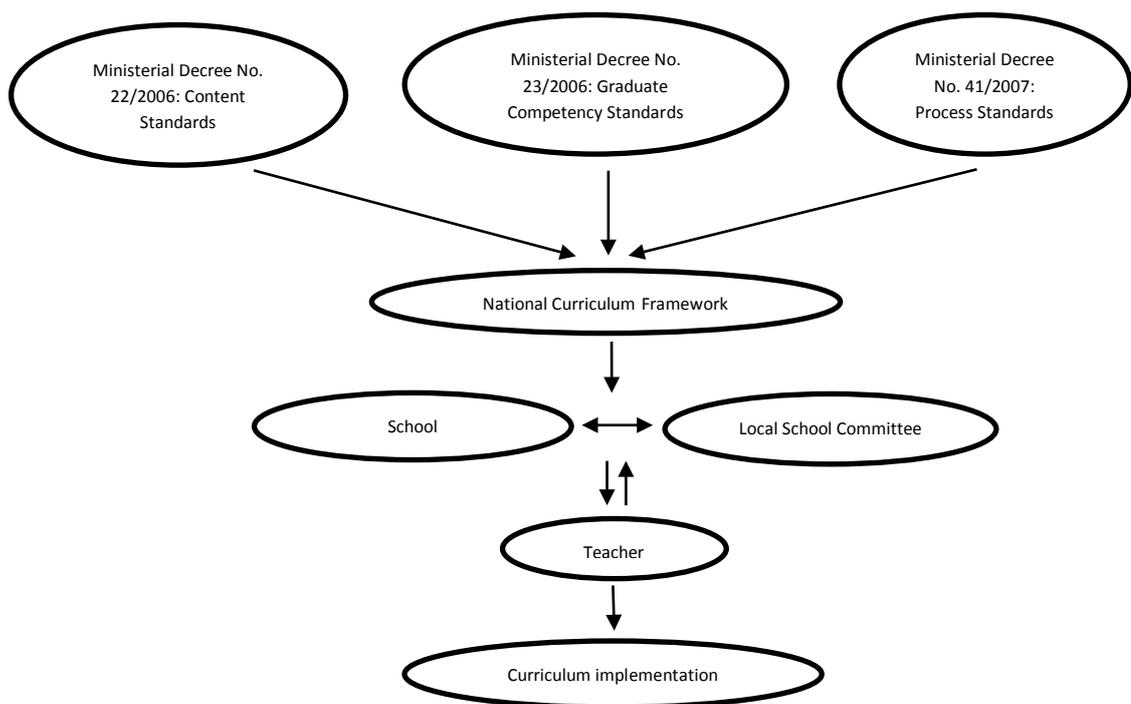


Figure 1.1 Curriculum policies used as the frameworks for school curriculum

The figure shows that the NCF represents three National Standards that constitute it: Content Standards, Graduate Competency Standards, and Process Standards. Since EFL has been determined by the Indonesian national government as a Local Content (LC) subject (Depdiknas, 2006a), school along with local school committee set the local contents that must be taken into account in the implementation of school-based EFL curriculum.

Early research has revealed that Indonesian EFL teachers rely very much on the curriculum guidelines and textbooks but do not have adequate understanding of the philosophy underpinning the curriculum guidelines, the textbook materials, and methods of teaching recommended (Dardjowidjojo, 2000). This is partly due to the fact that English teacher training were usually run on the traditional model of knowledge transmission in which teacher trainers select teaching materials and methods, and deliver them to the teachers in short courses. Teachers were usually provided with a copy of ready-to-use materials compiled by teacher trainers. There are at least two reasons that justify this top-down training pattern; that teachers neither have access to quality teaching materials nor can they develop them (Kasi, 2010). Consequently, the materials they use are uniform nationwide regardless of relevancy, context-specificity, and local situated materials that meet the need of their students.

The idea of issuing the 2006 curriculum is as an exit door from such practice above. Teachers are expected to develop their own school curriculum which can satisfy the needs of their students. Therefore, they are required to have thorough understanding of the curriculum frameworks provided by the national government, particularly the underpinning principles stipulated as their guide in constructing their school curriculum.

A number of studies have been conducted with regard to the implementation of KTSP in various types and levels of schools nationwide. For example, Pujilestari (2009), who studied the implementation of KTSP in the Year 12 English classes in SMAN 8 Malang, found that the syllabus used referred to model of syllabus of the BSNP. The study also revealed that there were two types of lesson plans used: teacher's own and ones that were constructed through workshops involving other English teachers from other schools; widely known as Musyawarah Guru Mata Pelajaran (MGMP). Teaching strategies such as role play, discussion, presentation, and group work were also evident in this study.

In Semarang, Nugroho et. al (2009) in a study of KTSP implementation in SMK Program Keahlian Otomotif (Automotive Vocational High School), found that the teachers were hindered in their implementation of the KTSP due to their lack of understanding of the KTSP which they perceived as being the same as the previous curriculum, the KBK. Another hindrance found in the study was that the KTSP curriculum was developed by a team of selected teachers, therefore the majority of teachers was not involved, and consequently made them unable to understand how to use the developed KTSP (p. 68-69).

Rahayu, Markhamah and Sabardila (2010) in a qualitative study on the implementation of the KTSP for Indonesian Language subject at SMKN 6 Surakarta found that although the KTSP implementation was consistent with the National Standards of Education; particularly Content Standards and Graduate Competency Standards, three problems were still encountered: teachers faced difficulties synchronizing their teaching load with the time allocated, school facilities were inadequate; making some basic competencies not completely accomplished, and the authorities were inconsistent in the regulation;

particularly on the existence of Ulangan Umum Bersama or Shared General Examination involving all schools under their authority. This shared general examination is seen as a threat to some schools which have different emphasis on their teaching materials (p. 151).

Ruhana and Yuliana (2010), studying factors affecting the implementation of KTSP in Lubuk Linggau, found that among four factors observed: communication, resources, disposition, and bureaucratic structure; two were found to be positive factors, while the other two were insufficient and needed improvement. The positive factors were disposition and bureaucratic structure. In terms of disposition, teachers and principals as the main implementers of the KTSP showed positive attitudes and good will to implement the KTSP. The bureaucracy also played its parts through socialization and supervision in the development of syllabus and lesson plans. Two other factors: communication and resources needed improvement. In terms of communication, the study revealed lack of participation of some schools in the socialization organized by the bureaucracy; therefore they missed important information regarding the implementation of the KTSP. With regard to resources, the study found that the capacity of teachers as the implementers of the KTSP was inadequate due to the lack of exposure to KTSP socialization and supervision organized by the bureaucracy (p. 146-151).

In Yogyakarta, Ratri and Yuliana (2013) in their qualitative study in SMAN 10 found that teachers were actually capable of implementing the KTSP. This could be seen from the syllabuses and teaching plans they made that were consistent with the frameworks provided by the national government. However, the study

also found that the school principals were ineffective in monitoring the implementation due to their lack of understanding of KTSP (p. 16-17).

More recent study on the implementation of KTSP was conducted by Zuhri et. al (2014) in SMPN 2 Tegineneng, Lampung. Investigating teachers' comprehension ability in implementing the KTSP in Indonesian Language and Literature learning, the study revealed that teachers' comprehension towards the KTSP was high and their preparation and implementation stages were good.

Most studies revealed that there was still much to be done to improve the implementation, despite some successful attempts in implementing the KTSP at local settings. In addition, most studies were conducted at Secondary School level, yet none have been conducted at primary school level so far. This study therefore; sought to provide insights into the implementation of the KTSP at primary school level, and conducted at different part of the nation, in this case, in South Sulawesi Province in Indonesia.

1.2 The Context of the Study

Curriculum development in Indonesia has been complex. The complexity is mainly related to the size of the country, cultural diversity, governmental structure, and educational history (Thomas, 1991). Indonesia is the largest archipelago in the world with more than 13,000 islands, and currently the world's fourth most populous country with hundreds of different ethnic groups inhabiting most of the islands. These geographic characteristics and cultural diversity may cause problems to educational stakeholders who are in charge of

developing curricula; either in terms of curriculum dissemination, or in terms of adjusting the curriculum to learners from such varied cultural backgrounds.

In Indonesia, the curriculum on English Language Teaching (ELT) can be classified into three major periods: the pre-independence period which covers the period before 1945, the early independence period which includes the years 1945 to 1950, and the development period which covers the years from 1950 to date (Mistar, 2005, p.71).

During the pre-independence period, English was taught extensively along with Dutch prior to the arrival of Japanese troops. A Grammar-Translation Method (GT) was the approach adopted. However, only Dutch children and the children of a select few local officials and well-connected people could attend secondary schools (Lauder, 2008). During the Japanese occupation, the teaching of English was prohibited and replaced by the Japanese and Malay languages; in which the latter was the predecessor for the establishment of Bahasa Indonesia as the lingua franca of the Indonesian people (Thomas, 1968; cited in Mistar, 2005).

In the early independence period during the revolutionary battles against Dutch re-occupation, however, ELT in schools was not effective. Many schools were closed and students backed to school only after the Netherland government finally acknowledged the sovereignty of the nation in 1949. To pursue excellence in ELT, an Inspectorate of English Language Instruction was established to be in charge of the supervision of the ELT (Mistar, 2005).

In early 1950s, the development period of ELT was marked by the adoption of the Oral Approach and an increase in school enrolments. However, this enrolment increase raised two major problems for ELT: a shortage of qualified

English teachers, and the inadequate availability of instructional materials (Sarumpaet, 1963; cited in Mistar, 2005). To overcome this, second year university students of any major were recruited to teach in secondary schools after which they were trained in a specified course for the provision of more qualified English teachers through a two-year English teachers' training institute known as Kursus B-1 or B-one course (Dardjowidjojo, 2000). This course, however, formally certified the teachers for teaching positions regardless of their teaching ability (Jazadi, 2000, p. 32). In the mid-1960s, attention to the teaching of English in Indonesia declined markedly due to the unfavourable political climate, when the communists were powerful.

ELT regained its impetus when Soeharto's regime started in early 1967. The national curriculum, including EFL curriculum was standardised in 1975. Since then, a number of curricula have been implemented: the 1984 curriculum, the 1994 curriculum, the 2004 Competency-Based Curriculum or KBK, and the 2006 School-Level Curriculum or KTSP as a revision of KBK.

There was no national standardised EFL curriculum implemented prior to the 1975 curriculum. However, the government set the objective of English teaching, as part of the contents of decree number 096/1967, that was to equip students with language skills that enabled them to (1) read textbooks and reference materials in English; (2) understand lectures given by foreign lecturers; (3) take notes of lectures given by foreign lecturers, and to introduce the culture of Indonesia to international communities; and (4) communicate orally with foreign lecturers, individuals and students in oral examination and discussions (Depdikbud, 1967, cited in Mistar, 2005, p.74). These objectives represent an

order of priorities of the four macro language skills, with *reading* skills being on the top, followed by *listening*, *writing*, and *speaking*.

In the 1975 curriculum, the objective of English teaching remained the same. However, the order of priority changed with *listening* on the top followed by *speaking*, *reading* and *writing* respectively. The skills were no longer limited to academic purposes only. The 1975 curriculum described the function of English teaching in secondary schools as the facilitation of the development of advanced science, technology, culture, arts, as well as to enhance international relationships (Depdikbud, 1975). This curriculum also specified that English should be taught using the Audio-Lingual Approach with emphasis on the teaching of linguistic patterns through habit-formation drills. Structural items became prominent in the syllabus. They were presented according to the degree of complexity and frequency of use. In addition, the number of vocabulary items students should master in order to develop the four language skills was specified: 1,500 words for junior secondary school students, and 4,000 words for those in senior secondary school (Depdikbud, 1975).

The emergence of the Communicative Approach (CA) in Europe in the 1960s also impacted on the teaching of English in Indonesia. CA began to penetrate Indonesian lessening the domination of the Audio-Lingual Approach, and reached its culmination when the 1984 curriculum was launched. In 1984 curriculum, the order of priority of skills to be taught changed with *reading* on top; followed by *listening*, *speaking*, and *writing*. The reason behind this was that English was not a language for oral use in the eyes of the government at that time. This curriculum adopted CA as its approach. However, due to inadequate information on the teaching procedures, the approach was wrongly perceived by

many teachers; who understood that the communicative approach meant a focus on the acquisition of oral communicative competence (Huda, 1992; cited in Mistar, 2005). Besides, this feature of the 1984 curriculum was quite bizarre. It is said communicative; however, the content was structural oriented (Dardjowidjojo, 2000). Textbooks resulting from this curriculum typically reflected this structural orientation.

In the 1994 curriculum, the teaching approach was still communicative, yet the official term used was '*pendekatan kebermaknaan*' or 'meaningfulness approach'. The order of priority was still the same as in the earlier curriculum. Changes were made to the expected number of vocabulary items students should master with 1,000 words for junior secondary schools, 2,500 words for natural science, and social science streams at senior secondary schools, and 3,000 words targeted for students of senior high school majoring in the language stream. Grammar and other elements of language, such as pronunciation and spelling, were to be taught only to support the acquisition of the four language skills (Depdikbud, 1993), not for the mastery of the language elements as advocated in the 1984 curriculum. In the 1994 curriculum, English lessons were introduced into primary schools starting from Year 4 with an emphasis on oral communication. Therefore, the order of priority of skills was *speaking, listening, reading, and writing*.

The emergence of 'Kurikulum Berbasis Kompetensi' (KBK) or Competency-Based Curriculum in 2004 marked the end of the 1994 curriculum. The KBK emphasised *performance-based outcomes* for each educational unit from primary to high schools in the form of national standards. This approach requires excessive demands for flexible and independent learning and teaching (Marcelino, 2008,

p.58). This approach is not a grand new revolution in language teaching methodology. The expected learning outcomes as emphasised in this language instruction are similar to those proposed in the Communicative Language Teaching (CLT) approach. The ability to state one's preference or intention, for example, in KBK is exactly the same as that in CLT. The same thing is true of the other traits expected from all these curricula.

In 2006, the 'Kurikulum Tingkat Satuan Pendidikan' (KTSP) or School-Level Curriculum was launched as the revision of the 2004 KBK curriculum. In KTSP, the national government does not provide a national curriculum. Instead, the government only provides curriculum frameworks in the form of national standards. Schools or educational units construct the curriculum based on these frameworks. Like KBK, KTSP maintains the application of the Communicative Approach in ELT.

These policy changes, however, have not always led to corresponding changes on the part of the teachers. In many situations, changes at the national level do not affect the local level. In many parts, the situation seems similar to the early post-colonial era; and is characterised by limited resources. Policy changes made by the national government are not based on the actual condition of classrooms, but on theoretical foundations and on trials conducted in a few sample schools in some capital cities in Java (Jazadi, 2000, p. 32). This typical hard policy is therefore uniform across a variety of local contexts, and is seen as encouraging deviation (Tomlinson, 1990). Sadtono (1997) observed that the unwillingness of the national government to allow accommodation to local contexts has contributed to the failure of ELT curriculum implementation. Although regional

autonomy started from 2003, the national government still directed curriculum policy until 2006; when the KTSP policy was initially implemented.

As mention earlier that under KTSP policy the national government gives larger autonomy to schools and teachers to develop their own school curriculum (Depdiknas, 2006a). The national government only provides frameworks as a guideline, comprising Content Standards, Process Standards, and Graduates Competency Standards.

Content Standards comprise four chapters. Chapter one, the introduction, describes the objectives of the national education in Indonesia and the need for ensuring all children throughout the nation have the same opportunity to obtain education, and the rationales for the development of the National Standard for Education into eight standards, including Content Standards.

Chapter two describes the structure of the curriculum in primary, junior secondary, and senior high schools which encompasses learning content over six years of education for primary, three years for junior secondary, and another three years for senior high schools. In primary schools, the structure the curriculum comprises of eight main subjects, local content, and self-development. English is one option for schools to consider for a Local Content (LC). Although, it is not obligatory for schools to teach English, the National Government provides its Standard of Competencies like other subjects (Depdiknas, 2006a; Madya, 2007).

The principles underpinning the development and the implementation of KTSP were also stipulated in this chapter. In the process of development, KTSP is tied up under the seven premises. First, KTSP is centered on the potencies,

development, needs and interests, and environment of the students. Second, KTSP postulates diversity in which it takes into account distinctive characteristics of learners, local situation, and level and type of education regardless of learners' religious, ethnic, and sociocultural background; and integrity in which all components of curriculum: core subjects, local content, and self-development are integrated components. Third, KTSP is bound to be responsive to the development of sciences, technology, and arts; therefore the spirit and the contents of curriculum encourage learners to utilise sciences, technology, and arts. Fourth, KTSP seeks relevancy to the life needs; therefore, its development involves stakeholders to make sure the education meets the life needs; including social life, business world, and world of work. Fifth, KTSP is required to be systematic and continuous in which the substance of the curriculum covers all dimensions of competencies that are planned and presented on an ongoing basis across all levels of education. Sixth, KTSP promotes lifelong learning in which it is directed to the process of development, acculturation and empowerment of learners through their life time. Seventh, KTSP stimulates a balance between national and regional/local interests in which they have to support and empower each other in line with *Bhinneka Tunggal Ika* (Unity in Diversity), the motto of the Indonesian nation (Depdiknas, 2006b)

Also exposed in Chapter two of the Content Standards are the underpinnings that govern the implementation of the KTSP; that it is based on the needs and conditions of learners; it preserves five pillars of learning, namely: (a) learn to believe and keep their duty to God Almighty, (b) learn to understand and appreciate, (c) learn to be able to execute and do effectively, (d) learn to live

together and useful to others, and (e) learn to develop and find identity, through a process of active, creative, effective, and enjoyable learning; it allows learners to get service on character refinement, enrichment, and / or acceleration according to their potential, stage of development, and their capacity; it takes into account the relationship between learners and educators who accept and appreciate each other in an open and warm atmosphere; it stimulates the use of multi strategies approach and multimedia, learning resources and adequate technology, and the utilization of surroundings as a source of learning; it utilizes natural, social and cultural conditions and local excellence for the success of education; and it is implemented in a balanced, relevant, and sustainable way (Depdiknas, 2006a; Mulyasa, 2006).

In chapter three, Content Standards recommend study load for all level of schooling. The study load regulated under this standard is package system in which students have to attend all learning programs set by the school where they are enrolled. Content Standard informs that for primary level, Year 1 to Year 3 students have between 27 and 32 hours a week of learning time, while for Year 4 to Year 6 are allocated with 34 hours per week. The length of one learning time is 35 minutes in primary level. Effective learning periods in one year of schooling are 34 – 38 weeks for each primary school.

Chapter four describes school calendar. The implementation of KTSP follows school calendar in every academic year. School calendar covers effective learning weeks and school breaks. In Indonesia, the start of academic year is on July every year, and end on June the following year. Under the KTSP, school breaks can be decided by national, provincial, or district government; therefore it

is common that school breaks at certain districts are taken at different time with other districts.

Process Standards, as another framework, deal with the action of teaching and learning process. It comprises of planning, enactment, evaluation, and supervision which aimed at achieving the Graduate Competency Standards, and it covers the minimum criteria required to conduct teaching and learning process (Depdiknas, 2007). To put it in more detailed, planning includes the making of syllabus, and teaching plan. The components of syllabus itself, as framed by the National Government, should include subject identity or subject theme, Standard of Competencies, Basic Competencies, evaluation, time allocation, and learning sources. At this stage, a teacher may make their syllabus himself/herself, or make it with other colleagues and peers. Process Standard clearly asserts that in making lesson plan, teachers are expected to construct it systematically in order that teaching and learning process are running in interactive, inspirational, enjoyable, challenging, and motivational ways (Depdiknas, 2007).

Teachers need also to take into account some principles behind the making of lesson plan. First, teachers should take into account individual differences of learners, such as learners' pre-existing knowledge, intellectual level, interests, learning motivation, talents, learning styles, learning speed, socio-cultural background, and or their environment. Second, teachers should encourage students' participation. Teaching and learning process adopts a 'student-centeredness' paradigm to encourage students' motivation, interests, creativity, initiation, inspiration, self-reliance, and learning spirits. Third, teachers should develop a culture of reading and writing. Teaching and learning process is

designed in such a way to develop reading hobby, understand various reading texts, and express themselves through various types of writing. Fourth, teachers should provide feedback and reinforcement in the form of positive feedback, reinforcement, and remedial teaching. Fifth, teachers should take into account the integration and the cohesion among the components of the lesson plans into a unanimity of learning experience. Sixth, teachers should take into account the application of information and communication technology in their teaching and learning process upon conditional basis (Depdiknas, 2007).

In enactment stage, Process Standards standardize requirements for the enactment of teaching and learning process. Included requirements are the maximum number of students participating in class, teachers' minimum workload, use of textbooks, and classroom management.

In the evaluation stage, teachers are to assess students' level of achievement of learned competencies. The purpose of this assessment is to provide students' achievement report, and as a basis for the improvement of teaching and learning process. The evaluation should be programmed and done consistently and systematically through test and non-test based evaluation. Non test evaluation includes observing students' performances, affective measures, students' portfolios, task based assessment, and students' self-assessment.

In the Process Standards, supervision is conducted through monitoring, classroom supervision, evaluation, reporting, and follow-up policy. These activities are to be conducted either by principals, or by school supervisors. In terms or reporting, the results of monitoring, supervision, and evaluation are to be reported to stakeholders to take any decisions or policies as follow-ups. Depending on the results of the supervision, follow-ups can be in the form of

rewards to teachers qualify for the standard; reprimands to underachievers and recommendation for further training.

Meanwhile, Graduate Competency Standards deal with minimum level of criteria for students to be eligible to pass in a subject. For primary EFL, the standard is set in accordance with the four language skills, as shown in the following table:

Table 1.1
Graduate Competency Standards for Indonesian primary EFL (Depdiknas, 2006b)

Standard of Competencies	
Listening	Students are able to understand instructions, information, and very simple story conveyed orally in the context of the classroom, school, and neighbourhood.
Speaking	Students are able to express meaning orally in very simple interpersonal and transactional discourse in the context of classroom, school, and neighbourhood.
Reading	Students are able to read aloud and understand the meaning of the instruction, information, short functional text, and descriptive pictorial text presented in written form within the context of the classroom, school, and neighbourhood.
Writing	Students are able to jot down words, phrases, and very simple functional text with correct spelling and punctuation.

These frameworks need to be comprehended by the teachers prior to constructing their own school curriculum. Ideally, the school curriculum is to be developed by the schools along with *Komite Sekolah* or local school committee by referring to these frameworks. In practice however, local school committee are hardly involved in this particular enterprise. What happens is that the school assigns teachers to develop the draft of their curriculum based on the lesson they teach. The draft is then signed and stamped by the principal and the local school

committee to officially use afterwards. Therefore, teachers are 'the men behind the gun', and become the chiefs in the implementation of curriculum policy at school level.

To put in analogy, the KTSP policy assigns teachers to write a composition where the frameworks have been provided in the paper. Although they use the same frameworks, presumably teachers will produce different results of composition. This depends on their ability to develop the frameworks to produce a sounding composition. To some extent, there may happen that some teachers may not adhere to the frameworks, and would rather choose blank paper to write down their own composition. From this analogy, it can be seen that the success of 2006 curriculum implementation largely depends on teachers' understanding of, and their attitudes towards the curriculum frameworks. There is a need to study to what extent teachers are able to translate the frameworks into their teaching practice, and to what extent they use the frameworks as their guideline in their school curriculum implementation.

This study took place in South Sulawesi province of Indonesia which is situated at 4°20'S 120°15'E. Its area is 45,764.53 km². The province is bordered by Central Sulawesi and West Sulawesi in the north, the Gulf of Bone and Southeast Sulawesi in the east, the Makassar Strait in the west and the Flores Sea to the south. The province consists of 21 regencies and three cities with Makassar city as the capital of the province. Data from the Census in 2010 shows that the total population of the province was 8,032,551 people (Statistik, 2010). Three main ethnic groups inhabit this province: Buginese, Makassarese and Torajanese. The Buginese is the largest ethnic group who inhabit the middle

of the southern peninsula of Sulawesi island. Parts of this area are Pinrang, Bone, Sinjai, Barru, Pangkep, Maros, Sidrap, Wajo, Soppeng, Enrekang, and Pare-Pare. The first ten are regencies, while the last is a city. The Makassarese is the second largest ethnic group who inhabit the southern part of the southern peninsula of the island. Included in this area are the regencies of Jenepono, Takalar, Bulukumba, Bantaeng, Gowa, Maros and the City of Makassar. The Torajanese is an ethnic group indigenous to a mountainous region of South Sulawesi. Also included in this ethnic group is the Luwu sub-ethnic group. Included in this area are the regencies of Toraja, North Toraja, Luwu, North Luwu, East Luwu, and the City of Palopo (Wikipedia, 2013).

With such conditions in the province, there has been inequality for people in accessing information and education. People in urban and suburban areas presumably have benefited more from various types of development, whereas those who live in rural and remote areas will get less. Due to problems of delivery, for example, teachers in remote have less equipment compared with teachers in urban or suburban areas. They cannot easily get textbooks, curriculum frameworks, curriculum guidelines and other types of equipment needed in the teaching and learning process. Another problem is that teachers teaching in less privileged areas rarely get visits from their supervisors due to their remoteness, and for this and many other reasons they rarely have chances to attend teacher training.

Although KTSP has been implemented since 2006, a study conducted by Indonesian Curriculum Research Centre suggests that it has not been implemented as intended (Puskur, 2007). The purpose of the study was to

monitor the implementation of the KTSP in primary and secondary schools across the nation. Using questionnaires, interviews, observations, and document analysis, this study revealed that most of the schools involved had not implemented KTSP effectively. Some factors identified to be the hindrances are unequal distribution of information about the KTSP, inconsistency of information about the KTSP, lack of teachers' understanding, lack of teaching and learning resources, and lack of appropriate training. However, the study generalized the findings without looking at particular areas or subject which might have effectively implemented the KTSP; therefore it was suggested that small-scale study to be undertaken to provide in-depth information about the implementation of the KTSP.

1.3 Research Aims

Building on Bernstein's pedagogical device (Bernstein, 1990, 1996, 2000), this study focused on the implementation of English as Foreign Language (EFL) curriculum in Indonesia; particularly teachers' implementation of the primary EFL curriculum in South Sulawesi Province. As such, the current study is part of Applied Linguistics. Curriculum implementation is such a broad issue; therefore this study is limited in its scope to the South Sulawesi primary EFL teachers' understanding of and attitudes towards the national EFL curriculum framework issued by the national government of Indonesia. This study also observed the influence of the teachers' understanding of and attitudes towards the curriculum framework on their teaching methods. Based on the government regulation, primary EFL is a Local Content (LC) subject instead of core subject in primary schools. LC subjects have some locally-determined requirements that teachers should adhere to whenever they are teaching EFL.

There has been an insufficient information on the process of curriculum implementation in terms of classroom context: the extent to which teachers carry out the curriculum innovation as intended by the national government, how they go about fashioning the innovation to their own context, the strategies that they use during the implementation process and how their students respond to the curriculum innovation (Puskur, 2007).

This study was one effort to provide insights on how teachers implement the curriculum; particularly primary EFL (English as a Foreign Language) curriculum. However, it did not attempt to investigate the EFL teaching in primary schools as whole, but rather to deal with teachers as the main actors of the curriculum implementation. Apart from the discussion on what type of curriculum implemented at schools, teachers' understanding of and attitudes towards curriculum are vital aspects in the EFL context. These two factors may affect the implementation of EFL curriculum. In particular, these two factors may affect teachers' teaching methodologies determinant to the success of teaching and learning process. In Indonesian primary schools, EFL is positioned as local content subject which requires teachers to put emphasis on local distinctiveness of the region as the content for EFL teaching.

The purpose of this study therefore; was to investigate and understand issues surrounding the implementation of KTSP in primary schools in South Sulawesi Province of Indonesia. The investigation had four main points of focus. The first focus was the investigation of EFL teachers' understanding of the National Standards; particularly the Content Standards, the Process Standards, and the Graduate Competency Standards that are used as the frameworks for the development and the implementation of 2006 curriculum. The second focus was

the investigation of EFL teachers' attitudes towards the curriculum frameworks. The third focus was the investigation of influences of EFL teachers' understanding of and attitudes towards the curriculum framework on their teaching methods. Since EFL status in Indonesian primary schools is as a Local Content Subject (LC), the fourth focus of this study was the investigation of impacts of this status on teachers' beliefs and classroom engagement.

1.4 Significance of the Research

This study is highly significant for the following reasons. First, at state level, this study will provide useful insights for the national education authorities on how national standards in education are put into practice at educational unit level (school). At lower level, such as provincial authorities, district, and school, this study will provide insights on the extent to which local content mandated by the national government has been stipulated in the school-based curriculum for EFL teaching. This study is expected to be useful for the stakeholders of education in Indonesia for the possibility of assessment and evaluation of primary EFL teaching.

Secondly, there has been very little research carried out on the implementation of primary EFL curriculum in Indonesia. Most of the research has focused on the implementation of EFL curriculum at higher level of education; from secondary schools up to universities. This research will investigate teachers' implementation of the primary EFL curriculum in Indonesia, and intends to fill the gap in literature in Indonesian EFL context.

1.5 Research Questions

Based on the rationale for the study, the research questions to be addressed in this research are as follows:

1. How do the primary school EFL teachers in South Sulawesi understand the national EFL curriculum framework?
2. What are their attitudes toward the national EFL curriculum framework?
3. How do their understandings of and attitudes towards the national curriculum framework influence their teaching methods?
4. How does the inclusion of EFL as a Local Content subject impact on teachers' beliefs and classroom engagement?

1.6 Research Approach Overview

This research employed mixed methods that falls within the emergent research approach variously titled *mixed model studies* (Tashakkori & Teddlie 1998, p.19), and Greene's and Caracelli's *mixed method evaluation* (Greene & Caracelli, 1997, 1993). Mixed methods can be defined as “the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research” (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 212). The rationale for mixing both kinds of data within one study is grounded in the fact that neither quantitative nor qualitative methods are sufficient to capture the trends and details of a situation. Combining these two methods will facilitate a more complete view of the phenomena being studied. They will complement each other and allow a more robust analysis, taking advantage of the strengths of each (Greene, Caracelli, and Graham 1989; Miles and Huberman 1994; Tashakkori and Teddlie 1998).

1.7 Operational Definitions of Terms and Concepts Used in the Study

For clearer understanding of the terms used in this study, below are the meanings:

1. National Education Standards or National Standards refers to the minimal criteria for the education system in whole jurisdiction of the Republic of Indonesia (Depdiknas, 2003, p. 7). The Decree explains further “(1) National education standards consist of the standard of the content, process, graduate outcomes, educational personnel, facilities and equipment, management, funding, and educational assessment, which should be improved systematically and regularly; (2) national educational standards are used as guidelines for the development of curriculum, development of educational personnel, provision of facilities and equipment, management, and funding” (Depdiknas, 2003, p. 21).

2. National Curriculum Framework refers to Content Standard, Process Standard, and Graduate Competency Standard that constitute the framework for the construction of school level curriculum.

3. Content Standard

Content standard is a national standard describing a range of learning areas with each having a set of competencies for each grade level. The content standards form the groundwork of the Graduate Competency Standards that must be accomplished at the end of each level of school in order to progress to the next level. It includes competency standards and basic competencies for each subject in every semester in each grade of primary, junior high and senior high schools.

4. Process Standard

Proses Standard is the national standard for education dealing with the implementation of study in any unit of education by means of

accomplishing competencies that are set in Graduate Competency Standard (BSNP, 2006).

5. Graduate Competency Standard

Graduate competency standard is a set of standardised competencies of knowledge, skills and attitude that students should have at the end of a course of study in primary, junior high and senior high school (BSNP, 2006).

6. Curriculum

The definition of curriculum used in this study refers to the one stated in the Curriculum Guidelines (BSNP, 2006, p.5): “a set of plans and coordination about the goals, content, materials and ways that are used as guidelines in learning activities in order to achieve certain educational objectives.”

7. KTSP

KTSP, stands for Kurikulum Tingkat Satuan Pendidikan or School-Level curriculum refers to curriculum constructed by a school or a group of schools by referring to the National Curriculum Framework comprising Content Standard, Process standard, and Graduate Competency Standard; and to be used internally by the school(s) (BSNP, 2006)

8. Syllabus

A syllabus is an outline of topics/areas to be covered in a subject. It describes the competency standards, basic competencies, teaching/learning materials, teaching/learning process, indicators,

assessment, time allocation, and teaching/learning resources and assessment required for each subject (BSNP, 2006).

9. Standard of Competencies

Standard of Competencies or Competency Standard is a set of general competencies stating the knowledge, skills and attitudes that students should have for each subject at the end of each semester of each grade of primary, junior high and senior high school (BSNP, 2006).

10. Basic Competence

Basic Competence, drawn from the Standard of Competencies, is a set of competencies that describe the minimum knowledge, skills and attitudes that students should possess for each subject in each semester in each grade of primary, junior high and senior high school (BSNP, 2006).

11. Local Content

Local Content is a set of curricular activities aimed at developing students' competencies suited to peculiarity or distinctive characteristics of the district or area where the school is located. This peculiarity makes the materials cannot be embedded in any of the core subjects taught at Indonesian Primary Schools comprising of Religious Education, Civics, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, Arts and Crafts, and Health and Physical Education; therefore it becomes another subject (BSNP, 2006). EFL for primary school is included as one of Local Content (Depdikbud, 1993).

1.8 The Organisation of the Thesis

There are six chapters in this study, and they are briefly described here:

Chapter One presents the background and the context of the study on teachers' implementation of the National Curriculum Framework for EFL teaching in Indonesian primary schools; particularly in primary schools in South Sulawesi province. It also presents research aims, research questions, overview of the research approach, significance of the research, definition of terms used in the research, and the overview of the organisation of thesis.

Chapter Two presents the review of relevant literature on basic concepts of curriculum, theoretical framework, the nature of curriculum policy and implementation, teachers' roles in curriculum policy and implementation, and the teaching of EFL in primary schools.

Chapter Three describes the methodology used in this study. The study employed sequential mixed methods study; the first phase was qualitative study comprising of interview and classroom observation which were conducted sequentially, followed by a quantitative study comprising of survey as the second phase.

Chapter Four presents the findings of the study. The first section was the presentation of the results of the interview involving eleven primary EFL teachers in South Sulawesi province in Indonesia. These findings describe teachers' understandings of, and their attitudes towards the National EFL Curriculum Framework; the influence of their understanding and attitudes on their teaching methods, and how the inclusion of EFL as a local content subject impacts on teachers' beliefs and classroom engagement. The second section presents the results of the classroom observation of four primary EFL teachers;

each from an urban state primary school, a rural state primary school, an urban private primary school, and a rural private primary school. The third section is the presentation of the findings from the survey study involving the samples of 574 primary EFL teachers across the province.

Chapter Five presents the discussion of the four research questions of the study. The findings from interview, classroom observation, and the survey are compared and conjointly discussed to provide answers for each research question.

Chapter Six presents the conclusions of the study. It explores the implications of the research, and makes recommendations for future research related to the study.

An overview of the chapters of this thesis is simplified in Figure 1.2 below:

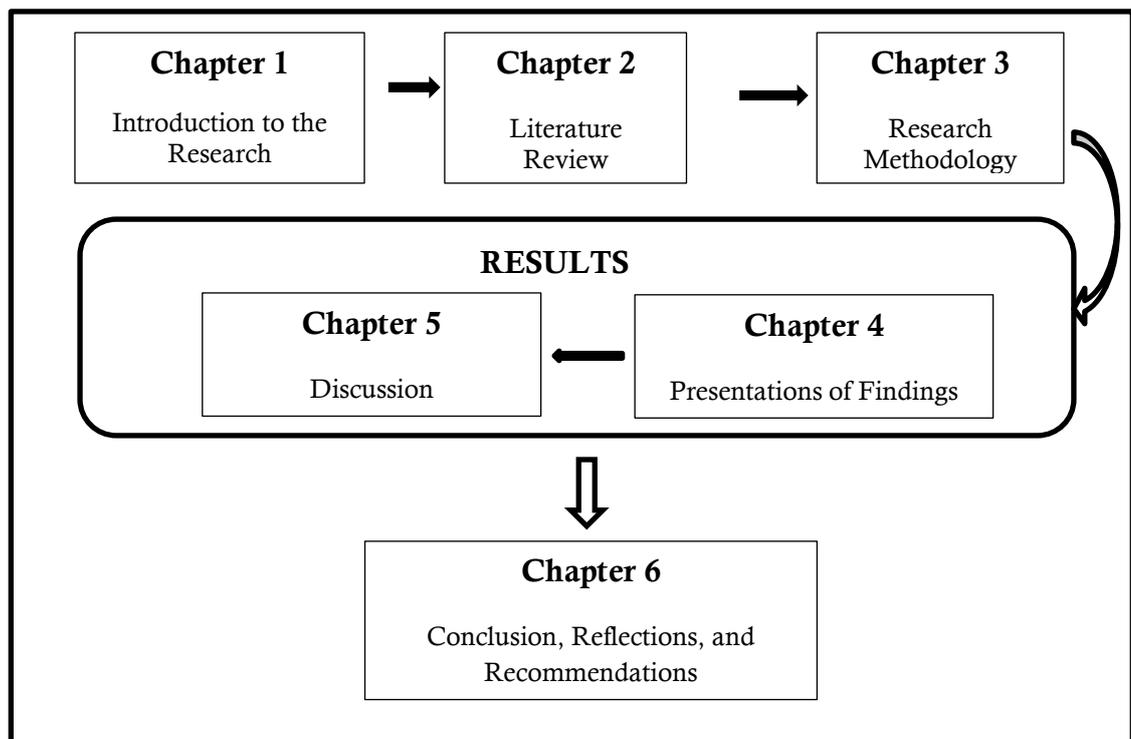


Figure 1.2 Overview of the thesis

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the theoretical aspects that shapes this study. It consists of five main sections: some basic concepts of curricula; theoretical framework; the nature of curriculum policy and implementation; teachers' roles in curriculum policy and implementation; and the teaching of EFL in primary schools. The first section highlights some basic concepts of curricula. Following is the theoretical framework in which the study is drawn on. The third section elaborates the nature of curriculum policy and implementation. In the fourth section, it discusses the roles of teachers in curriculum policy and implementation. It also identifies factors that promote, or hinder the success of its implementation. The last section examines the nature of English language teaching (ELT) in primary schools; including the ELT in primary schools in Indonesia, and the status of EFL teaching under the KTSP policy.

2.2 Some Basic Concepts of Curricula

There is no single definition of curriculum. Many curriculum writers use their own preferred definitions, and they admit that it is not an easy task to define the word 'curriculum'. Goodlad (1979) asserted that definite definition of the word 'curriculum' is not in existence. Nevertheless, van den Akker (1988) recommended that the notion of curriculum as a 'plan for learning' is a succinct and general definition.

Oliva (1997) identified that the definition of curriculum can be formulated both in narrow and broad ways depending on aspects, such as purposes of goals of the

curriculum, context within which the curriculum is found, and strategies used throughout the curriculum. Similarly, Walker (2003) contended that there are three fundamental concepts of curriculum: content (concept maps, topics and themes), purpose (intellectual, social and personal purpose) and organisation (sequence or order of presence over time). Therefore, any constructed definitions of curriculum may vary depending on what aspect or concept is emphasised.

An instance is that curriculum can be defined as a set of objectives. The emphasis of this definition is skills or knowledge to be achieved by the students. In this sense, curriculum can be regarded as a list of desired outcomes. Proponents of this definition claim that if teachers know the target it is easy for them to establish other elements needed to achieve this end, such as appropriate teaching content and methods (Marsh, 1991).

Curriculum can also be defined as courses of study or content. Although this definition looks very similar with the aforementioned definition since it includes content, this definition focuses on content rather than the learning objectives. This definition is potentially overlapped with the term 'syllabus' which also focuses on 'what content to be taught' as its significant element. However, curriculum also covers 'how to teach the content' where syllabus does not. Respective to curriculum as content, Wood and Davis (1978) offered a definition of curriculum as a "totality of courses that constitute a course of study offered by an institution or followed by a student" (p. 16).

A curriculum can be perceived as a plan. It is undeniable that classroom learning experiences for students need to be planned. In this sense, curriculum can be seen as "a sort of blueprint for systematically implementing educational

objectives' (Su, 2012, p. 154). Unlike the former two definitions, curriculum as plan combines content with instructional methods, making it wider in scope. However, this notion put emphasis on what is planned as a blueprint or a so called the 'intended curriculum', yet it overlooks how it is delivered and whether it is learned as intended, or a so called the 'actualized curriculum' (Nelson, Jacobs, & Cuban, 1992). To put in analogy, curriculum as plan is a construction blueprint. As a blueprint is not a building yet, the curriculum is not the actual teaching and learning.

To some, curriculum is perceived as a document issued by the government or its agencies which prescribe how and what to be taught. Barlow and Milburn (1990) offered a definition in this respect, that curriculum is "the official written programs of study published by ministries or department of education, local authorities or boards of education, and commercial firms or team of educational specialists working on specially funded projects" (p.84). This becomes the case in many countries. It is an ideal curriculum detailing for example about goals, objectives, content, teaching methods and techniques, evaluation and assessment, and resources of teaching. This curriculum is intended to provide teachers with a model to follow in the curriculum process.

Curriculum as a document can take a wide variety of forms: curriculum frameworks or state standards; curricular programs; textbooks; teacher-created materials; and other resources, such as professional publications that focus on curriculum and instruction (Elbow (1998); cited in Grossman & Thompson, 2008, p. 2015). The term 'curriculum framework' has been adopted in many countries with many names, such as state or national standards, core subjects, foundation subjects, and key learning areas. This framework is supposed to

provide greater flexibility for teachers (Marsh, 2009). Marsh argued that features of the curriculum framework preferably are comprehensive and detailed with the provision of a rationale or platform underpinning the production of the framework, content examples, teaching and learning principles and guidelines for evaluation of subjects included in the framework (Marsh, 2009, p.38).

In a wider context, curriculum can be observed as experience. Barrow and Milburn (1990) described the curriculum at this level as ‘all the experiences that a child has at school’ (p. 85). In this sense, the experiences entail “the possible learning experiential encounters that learners would engage themselves in inside or outside classroom” (Su, 2012, p. 185). Therefore, all interactions that the students undergo at school can be considered part of their curriculum. Joining school clubs, assemblies, excursions, school competitions are parts of school curriculum in this respect. Congruent with the notion of curriculum as experiences, Marsh and Stafford (1988) defined curriculum as “an interrelated set of plans and experiences which a student completes under the guidance of the school” (p. 5). In this case, the relationship between ‘plan’ and ‘experience’ is interwoven. ‘Plan’ refers to the planned curricula set in advance, while ‘experience’ refers to unplanned happenings in classroom. The unplanned happenings constitute a ‘hidden curriculum’. A hidden curriculum is described as ‘hidden’ because it is usually unacknowledged. This curriculum consists of “the unspoken academic, social, and cultural messages that are communicated to students while they are in school” (Hidden Curriculum, 2014). Although ‘plan’ is heraldic to action, the unplanned happenings might occur in classroom settings. Therefore, it implies that the actual curriculum implemented in classroom is the amalgam of plan and experiences.

In light with the array of curriculum concepts above, Su (2012) provided a summary, from narrow to broader scope, in the form of concentric ring as in the following figure:

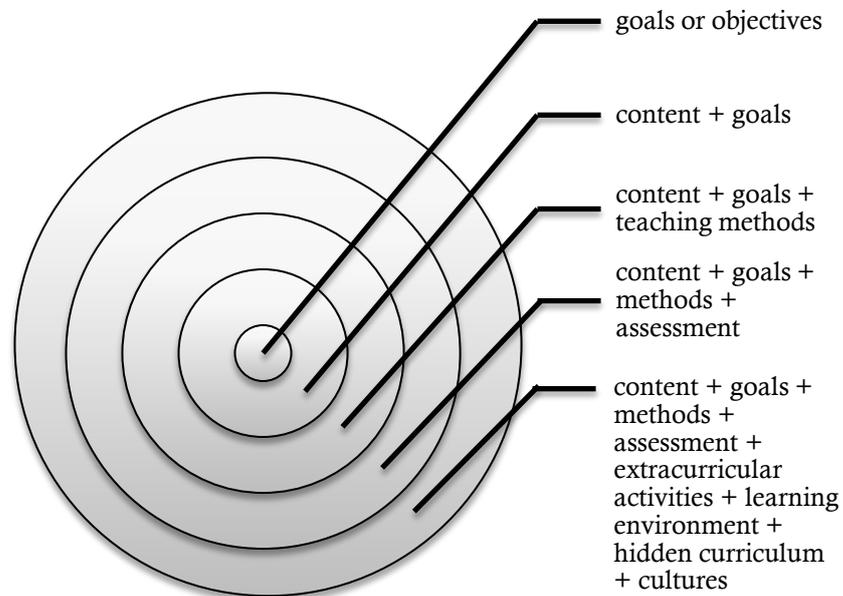


Figure 2.1 Conceptualization of curriculum (Su, 2012).

Despite discrepancies in its definition, curriculum engages teachers in planning what is to be taught or learned, implementing it and evaluating it (Ball & Cohen, 1996; Remillard, 2005; Shulman, 1986). According to Richards (2001), language curriculum development is an “interrelated set of processes that focuses on designing, revising, implementing and evaluating programs” (cited in Graves, 2008, p.149).

In light of this study, it is necessary to define the intended meaning of the term ‘curriculum’ as “a set of plans and coordination about the goals, content, materials and ways that are used as guidelines in learning activities in order to achieve certain educational objectives” (BSNP, 2006, p.5). There are two sets of

key words that should be highlighted from this definition: '*a set of plans and coordination*' which indicates an official document of the stated intention of curriculum, and '*learning activities*' which refers to the interaction of teachers and students in the classroom and or other social contexts. Therefore, curriculum covers not only plans for learning but also what actually happens as students learn as well as what teachers do in order to make learning takes place. This definition, yet, does not inform specific plans for learning activities nor does it specifies what actually takes place in the classroom.

2.3 Theoretical Framework

The role of teachers in curriculum innovation enterprises has long attracted curriculum researchers (Kirk, 1990). Recently, the involvement of teachers in a collaborative relationship among stakeholders of educational system has emerged to be a new genre of curriculum reform, and the term 'partnership' is widely used to describe the collaboration (Kirk & MacDonald, 2001). Kirk and MacDonald further reiterated that stakeholders involved in this partnership may bring with them their own interest, and therefore it is important that the power relation among the stakeholders be made clear to enable for all parties to contribute appropriately to the curriculum reform (2001, p. 553).

Teachers interpret an educational innovation in terms of their own epistemologies (Prawat, 1992). Due to the differences in their experiences and values, one teacher's interpretation to a new curriculum may reflects his/her own view, and what he/she practices in classroom may be quite different from other teachers' practices or from the one the curriculum makers intended

(Remillard, 2005). Consequently, there are diverse experiences of the students who are learning under such practices of teaching (van den Akker, 1998).

Current Indonesian curriculum policy adopts this notion of partnership which endorses the integration of top-down and bottom-up strategies of innovation, as can be seen in the National Standards used as the National Curriculum Framework. The National Standards which comprise Content Standards, Process Standards, and Graduates' Competency Standards contain only general curriculum guidelines for all school subjects in all level of education, from primary to secondary schools. Teachers need to understand what is intended by these standards when they construct their school level curriculum (KTSP). Also crucial is their attitudes towards these standards. These two factors, their understanding and attitudes, determine the way they interpret and translate the policies of the standards into their specific contexts.

Apparently, curriculum policy cannot be understood merely as a document since it is shaped by interpretations in a variety of context of practices, even if it is centrally mandated (Cibulka, 1994). Policy actors engage in interpreting, translating, and adjusting the document in the process of enactment. Such activities, according to Ball et. al (2011), are categorised as the work of making meaning in the policy processes. In Indonesia, the official education policy such as the National Standards is formulated at the national level by the Ministry of National Education. After legislated by the People Representatives (DPR), it is then distributed to schools through ministerial office at the provincial level and or district level. These standards are to be the frameworks for constructing curriculum at school level. Therefore, it is the teachers' task to interpret and translate them into what Ball, Maguire, and Braun (2012) called a contextualised

practices (p. 3). Although the policy processes seem to be hierarchical, the process of interpreting and translating the frameworks at provincial and district level hardly takes place since these two levels of bureaucracy merely deal with the administrative works of the policy enactment, such as ensuring the distribution of the official policy documents to schools. The task of interpreting and translating the policy is usually taken by educational experts at the national level by providing guidelines for teachers in constructing their school level curriculum (BSNP, 2006).

This study sought to observe to what extent teachers understand the intended curriculum promulgated by the national government, and their ability to enact it in their classroom settings. As noted earlier, that teachers' practice does not always in line with the original intention of the National Curriculum Framework, therefore a mediated curriculum implementation is expected to occur.

To illuminate the concerns raised by the practices of curriculum implementation, Bernstein's (1990, 1996, 2000) theoretical framework, the pedagogic device, is adopted in this study. Bernstein's explanatory framework sees that the main function of education is the reproduction rather than a change. The framework describes the mechanism by which such reproduction takes place. It also portrays that school knowledge is not transmitted in isolation from norms and values of dominant societal groups, therefore, any curricular and instructional practices are the result of socio-political demands, rather than a personal preferences (Wright & Froehlich, 2012).

In Indonesian context, the political nature of political discourse can be exemplified by who has the authority to make curriculum policy, for what

intention, and under what conditions? Who has the authority to determine the content of subjects to teach? What knowledge and skills are needed to teach in classroom? Two sets of actors are involved in this respect, government officials or agents and individual teachers or group of teachers. Each set of actors use their power to control the curriculum implementation by selecting the contents of subjects, sequencing knowledge based on their expertise, managing the instruction, and imposing pedagogic strategy in the classroom. In light with this kind of discourse, it is likely that what Bernstein has termed as “potential discursive gap” (1996, p.30) will occur.

According to Bernstein (1996), there are three sets of hierarchical rules that govern school instruction, namely distributive, recontextualizing, and evaluative (cited in Wright & Froehlich, 2012, p. 215). Distributive rules standardise knowledge. In the context of this study knowledge standardization is conducted by setting the National Standards to be used by teachers in constructing their school level curriculum (KTSP). At this stage, the main actors are the government officials or agents. Recontextualizing rules is the derivation of the distributive rules in which knowledge standards represented by the National Standards is linked to its transmission through education in classroom setting. So that, the original knowledge standards is removed from its original site of production and turned into another form: the school level curriculum for English subject at school. Teachers are the actors at this stage. Evaluative rules operate at two sides of actors. At government’s side, the evaluative rules are employed by revising the National Standards and or by making additional curricular choices. At teachers’ side, the evaluative rules are employed by highlighting what is or is not important or worthy for students to learn. Therefore, it is anticipated that

teachers do not cover, for example, the content of English curriculum equally in their pedagogic practice.

This study also adopts the concepts of curriculum proposed by Nelson, Jacobs, and Cuban (1992) as the theoretical framework. The term ‘intended curriculum’ is used to refer to the National Curriculum Framework legislated by the national government, while the term ‘actualized curriculum’ is used to refer to how teachers understand, interpret, translate and enact the National Curriculum Framework in their teaching practice.

As this study focuses on teachers’ implementation of the National Curriculum Framework in the teaching of EFL in primary schools, the conceptual framework is then represented in the following figure:

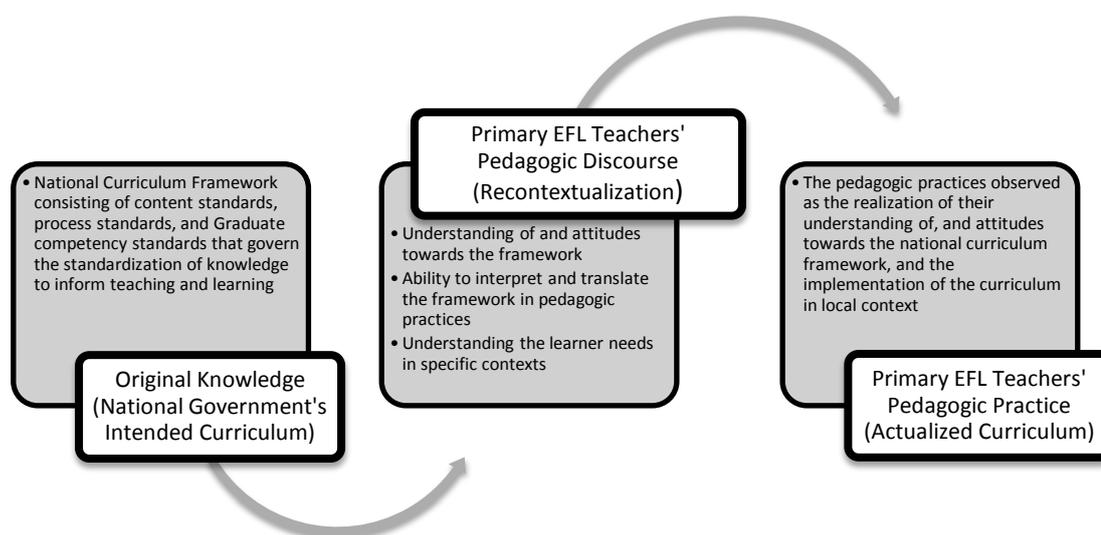


Figure 2.2 Theoretical framework

2.4 The Nature of Curriculum Policy and Implementation

It is commonly perceived that when a policy has been legislated, and the guidelines have been completed, the process of this policy is essentially accomplished. However, Fullan (1982) reminded us that time spent on the

efforts of implementing the policy may take three times longer than the time spent in the initiation of the implementation plan. Further, Ornstein and Hunkins (2004) noted that curriculum will remain as a plan unless it is implemented by teachers with real students in real classrooms. Planning a curriculum is undeniably important, but it will be meaningless unless teachers are aware of the product and have what it needs to implement it.

The relationship between plan and reality is not always in harmony. For example, Gorsuch's (2000) study in Japan found that while the policy endorsed the development of students' communicative competence and emphasis on four macro skills in learning English, teachers, on the other hand, emphasised accuracy, memorization, and the use of written mode. In a similar vein, Wang (2002) also detected that there is a contradiction between the new ELT textbooks in Taiwan that offers the implementation of communicative language teaching (CLT) with EFL teachers who maintain grammar-translation teaching practices.

Darling-Hammond (1990) listed four points to be taken into account with regard to the implementation of educational policy. First, a policy must be appropriately communicated in order to be understood. Meaningful discussion and extensive professional development at all levels of the system is the most important component of such communication. Second, the policies do not settle in a vacuum; rather they come on top of the other policies. Policymakers need to understand this and take responsibility for the consequences of their actions in this regard. Third, teachers teach what they know. If policy makers want teachers to innovate in teaching, they should pay attention to the teachers' current knowledge. And in paying attention to the teachers' knowledge, they should look at other policies outside of the curriculum policy, such as policies

that control the education and certification of teachers and teacher professional development, supervision, and evaluation. Fourth, the process of change is slow and complex. It needs dedication and investment in those things which allows teachers, as agents of change, to cope with transformations of ideas and behaviours (p. 346-347).

In a similar vein, Gibbs (1998) described seven factors conducive to successful implementation of curriculum change. First, there should be a shared vision among the stakeholders that there is a need for change. In particular, teachers' commitment to the shared vision is crucial in the implementation process. Second, the stakeholders should have a sense of ownership. All involved should feel themselves as part of the curriculum development. At this context, teachers should be involved at all stages of the curriculum development. Third, there should be a consultation ranging from the organizational levels to teachers as the implementers, and parents as supporters of the work of schools. Fourth, teachers in particular should recognise what the change involves, such as what needs to be done differently from the previous practice. Fifth, external support is needed, such as from the government agencies, consultants, and trainers; either in terms of funding support, training opportunities, and the like. Sixth, there should be a support from within the schools, in which support of the principals is the key factor. Lastly, the school environment should be free from disrupting situation, such as funding cuts, low morale of teachers, political interests, and the like (p. 182-183).

Teachers shape their teaching practices in a gradual way, out of their experiences as students, their professional education, and their previous experience of policies designed to change their teaching practices. Different from other

practices, teaching must be mutually shaped by teachers and students. So that, if teachers are expected to change, they must reach a state in which the teaching practices that they have shaped for years, their expectations, and their students' practices of learning conform to one another (Cohen & Ball, 1990).

Roger and Shoemaker (1971) identified five features of innovation that determine whether or not they are adopted by teachers, namely: its relative benefit over the previous practice, its compatibility with teachers' existing values, experiences, and needs, its complexity (how easy to understand and use), its trialability or potential for experimentation, and its observability or visibility of results (cited in Marsh & Morris, 1991, p.26). Analysis of innovation on the basis of these features will lessen, if not move away, any blames on teachers for failing to implement change for it implies that the problems can also arise due to the nature of the innovation itself. For instance, if the innovation is not compatible with teachers' existing values then we cannot expect that teachers will follow the change.

Sparkes (1991) noted that several dimension of change are possible in any efforts of curriculum innovation. Superficial changes such as the use of new curriculum materials is easily accomplished, yet changing teachers' practices such as the use of new teaching approaches are relatively difficult. Sparkes called the latter as real change, as he argues that "if we are to talk of real change then a key dimension for consideration is the transformation of beliefs, values, and ideologies held by teachers that inform their pedagogical assumptions and practices" (Sparkes, 1991, p.2).

Curriculum implementation, traditionally, comes up in two different approaches: top down or bottom up (Sabatier, 1986). Yet, these two approaches, according to

Chan (2012), are insufficient for recognising the implementation process. In today's world, the terms 'hard' and 'soft' policy are sometimes used in place of top down and bottom up approaches and are commonly used to consider multi-level systems of governance (Chan, 2012, p. 372). In the field of education, hard policy may refer to any educational policies issued by central governments and are intended to be faithfully implemented nationwide; whereas soft policy is related to any recommended educational policies issued to be flexibly implemented based on a given situation. An example of this was the promulgation of National Standards of Education as a framework for developing a school curriculum by the teachers in Indonesia in 2006; replacing previous curriculum which was typically a hard policy since it was fully prescribed by the central government.

By its nature, curriculum is rather a soft policy, and therefore the act of designing, revising, implementing and evaluating curriculum programs is the daily work of teachers. Teachers make use of curriculum materials to help them make thoughtful decisions about classroom practice. However, to some extent, the teachers' role is merely implementing the curriculum which has been designed by expert or curriculum "specialist".

In a specialist-designed curriculum, there are four chief domains: curriculum planning, specification of ends and means, program implementation and classroom implementation. In this approach, in the first three domains, there are specialists responsible for decision-making and for producing curriculum products. In the last domain, classroom implementation, teachers and learners implement the received curriculum (Graves, 2008, p.149). This type of curriculum potentially creates a mismatch because each different group of people

perform different curricular functions, use different discourses, and produce different curriculum products (Goff, 1998). Another problem is that by putting the classroom as the end of the chain of decisions, the position of teachers and students is merely as implementers and recipients of received wisdom, rather than decision-makers in their own right. The specialist view of curriculum clearly suggests that teachers [should] faithfully implement the curriculum. If there are problems with the implementation, the fault is seen to be with teachers because they were not faithful to the curriculum (Graves, 2008), and they will be identified as the cause of failure in reform efforts (Cohen & Ball, 1990, p. 233).

A more dynamic view of curriculum is what advocated by Graves (2006). This type of curriculum preserves the three core processes of curriculum: planning, implementing, and evaluating, but uses 'enacting' in place of 'implementing' to reflect the involvement of teachers and learners in the classroom. Snyder, Bolin and Zumwalt (1992) described curriculum enactment as the educational experiences mutually created by students and teacher in the classroom. In this view of curriculum, enactment is at the heart of education (cited in Graves, 2008, p. 152). Planning and evaluating are both directed at the classroom and are closely linked with enacting. The three processes that make up curriculum are embedded in social and educational contexts that determine their aim and scope. In the Indonesian context, theoretically, what is called 'Kurikulum Tingkat Satuan Pendidikan' (KTSP) or School-Level Curriculum which is today's curriculum is in line with the concept of curriculum enactment proposed by Graves (2006). The national government merely sets the curriculum framework in the form of National Standards, and leaves the other stages to the enterprise of the teachers. This implies that in designing curriculum programs, including

teaching materials, teachers are expected to provide an improved local curriculum and determine themselves what teaching materials suit their students.

In a centralised curriculum, textbooks can become the *de facto* curriculum (McGrath, 2002). In practice, although teachers are encouraged to set their own teaching materials, very often they rely on commercial textbooks. There are at least two factors why teachers might rely on commercial textbooks: practical and ideological factors (Richards, 1993, p.3). The most obvious reasons for the widespread use of textbooks are practical ones. Using textbooks means time and cost benefits to teachers and schools. If teachers are not allowed to use textbooks, they will need additional training in the preparation of materials. Ideologically, the use of commercial textbooks is based on the view that the improvement of quality of teaching will come about through the use of instructional materials that are based on findings of current theory and research. Ornstein (1994) characterized good textbooks as having many desirable features, such as being well organized, coherent, unified, relatively up-to-date, accurate, and relatively unbiased (Ornstein, 1994, p. 70). He added that good textbooks are usually accompanied by teachers' manuals, test items, study guides, and activity guides.

In practice, teachers have had a long and ambivalent reliance on textbooks (Woodward & Elliot, 1990). Ariew (1982) observed that if teachers rely on textbooks, which are mostly published nationally, this will lead to a homogenizing process which results in textbooks looking very similar to each other and containing the same kind of content. Presumably, this circumstance

will create problems since each school has different learners with different characteristics.

Ornstein (1994) offered advice on how teachers should use textbooks. Among the advice offered are that teachers are expected not to follow the textbook so rigidly and are encouraged to use other supplementary materials; ask their students what they know about the topic, what they need to know, and what they would like to know prior to their reading the texts; and adapt the textbook to the needs of the students and the objectives of the lesson (p. 83). In addition, teachers are encouraged to critically appraise the worth of the textbook prior to using it. Ornstein (1992) listed several questions to be asked when teachers conduct textbook appraisal both in terms of their content and mechanics. Whether the text corresponds with the content and objectives of the course is a question about content. Other dimensions to be asked with regard to content include its accuracy, comprehensiveness, adaptability to the students' need, interests, and abilities, the consistency of the methodological approaches with procedures used by the teacher and school, whether it reinforces the type of learning expected, and whether provides the students with a sense of accomplishment when using it. In terms of mechanics, questions to be asked comprise the size, the binding, the quality of the paper, the clarity of its objectives, headings, and summaries, the organization of the contents and index, the durability, the price compared to quality, whether it comes with instructional manuals and study guides, and whether the provision of pictures, charts, maps, and other features are appropriate for the students' level (Ornstein, 1992, p. 419).

Some studies have revealed the inappropriateness to a given context often hinders the success of a textbook. Kayaoğlu's study (2011), for instance, in

attempt to evaluate the coursebook designed by the Turkish Ministry of National Education, stated that regardless of teaching experience, age, background, and classroom environment; the majority of EFL teachers found the coursebook inappropriate in many respects for foreign language teaching and learning.

In order for innovation to take place, changes must be made in the behaviour of all affected parties. For example, teachers as one of affected parties need to be clear about the nature, the purpose, and the benefits of an innovation (Fullan & Pomfret, 1977). People, programs, and organisations are the three factors that need to be the focus in implementation (Hunkins & Ornstein, 1989). Some believe that to initiate changes educators should focus on the people. If the people change, so too does the program or the organisation. Others believe that the programs should be of primary concern. People will adapt themselves in such a way to make successful implementation of a program. Still others believe that to promote an innovation or change, the centre of attention should be directed to the organisation where people work. If the environment is reorganized, people will adjust at the direction necessary for successful implementation (Hoy & Miskel, 1987).

People involved in curriculum policy need to understand the nature of change. Changes can be planned, coercive, interactive, or random. Changes are mainly intended to improve educational practice. However, despite this virtuous intention, it is frequently implemented not as intended or is not used at all in the classroom (Morris, 1984). According to Parish and Arrends (1983) only about 20% of innovatory programs are successfully implemented in the field. In schools, for instance, teachers usually profess to have changed their practice, but in reality they are still carrying on as before (Karavas-Doukas, 1995).

Many researchers in the educational field have reported on how policies affect practices. In 1980s and 90s, for example, studies reported that US federal policies' influence on teaching practices were weak and inconsistent (Cohen, 1990; Rowan & Guthrie, 1989; Sarason, 1971; Stake & Easley, 1978). However, despite this undesirable result, policymaking has not been slowed with many states launching new policies in an attempt to shift teaching and learning in new directions.

It has been long recognized in literature that there are several factors that can affect the implementation of a change, and must be taken into account by anyone attempting to introduce any innovation in the educational context. Teachers' attitude is one factor (Ghaith & Yaghi, 1997; Kennedy & Kennedy, 1996; Kremer, 1978; Markee, 1993). Changes need some sorts of attitudinal change on the teachers' part. If teachers' attitudes are incompatible with an innovation, it is likely that they will be resistant to that innovation (Brown, 1980; Fullan & Pomfret, 1977; Haney, Czerniak, & Lumpe, 1996; Levitt, 2001). In other words, successful changes in curriculum and its implementation need teachers' wholehearted cooperation and supports. Teachers' attitude is, therefore, significant with respect to the implementation of a curriculum.

Another factor is the teachers' understanding of the innovation. To successfully implement an innovation, teachers are required to have a full understanding of the basic principles and features of the innovation along with its practical implications (Fullan & Stiegelbauer, 1991). Teachers are not passive recipients of an innovation. They accept innovative ideas once they have judged them and are convinced of their effectiveness in terms of their compatibility with their classroom. If an innovation is acceptable and eventually to be used in

classrooms, they must have been judged by teachers as being practical or feasible. The practicality or the feasibility can refer to time, resources, teachers' perceptions of their students' needs, and teachers' teaching styles (Holliday, 1994; Kennedy, 1988).

The level of detail or the specificity of an innovation document also determines the possibility of its implementation. Teachers may find that, at one extreme, a curriculum guideline is so specific that the same thing is taught at the same time in suitable classrooms. Textbooks and syllabus-style curriculum are provided with minimum possibility for further interpretation. At the other extreme, statements in the document may be so broad; making anything appears to be consistent with the policy. At this extreme, there is every possibility for interpretation (Connelly & Connelly, 2013).

Schwab (2013) observed that chronic, unexamined, and mistaken reliance on theory has led to incoherence of curriculum in which theoretical constructions are ill-fitted and inappropriate for teaching and learning. According to Schwab, failure of scope, the vice of abstraction and radical plurality are three major problems with theories; therefore he maintains that theoretical pursuits should be swapped with three other modes of operation: the practical, the quasi-practical, and the eclectic. The outcome of the theory is knowledge that is supposed to be true, warranted and trustworthy for a long period of time; while the outcome of the practical is a decision which can only be judged by its consequences as good or bad. The quasi-practical extends the practical methods to increase internal variety. The eclectic acknowledges the usefulness of theory to curriculum decision, takes certain weaknesses of theory into account, and repairs those weaknesses (Schwab, 2013, p. 1).

In Indonesia, there is a popular maxim regarding curriculum policy. It says “new minister, new curriculum”, which is particularly related to the Ministry of Education and Culture. Although this statement is not absolutely true since current Minister of Education; at least while this study was taking place; has not yet initiated another curriculum change since 2006. However, the 2004 curriculum is an obvious example that changes can take place in a very rapid way. This rapidity of change may cause resistance. People may think that if new curriculum is implemented this year, there is a probability that it will soon change in another year. Therefore, rather than adjusting themselves to the changes, they will stay with the old policy, despite the virtues of the new curriculum.

Another factor that makes people resist change is simply because they are ignorant of the facts (Hunkins & Ornstein, 1989). They do not know that the innovation has come to replace the old policy, or they have very little information about the innovation. In Indonesia, for example, this condition possibly happens due to remoteness of many parts of the nation. In this situation, it is the task of curriculum leaders or curriculum initiators to provide information on the nature and the rationale of changes.

2.5 Teachers’ Roles in Curriculum Policy and Implementation

The implementation of a curriculum entails the involvement of many different parties, and they are key players in the process of change. If one of the key players is not involved, it is likely that the implementation will encounter problems. In any educational institutions, there are at least three key players involved in curriculum implementation: policymakers, middle-level

administrators, and the teachers (Wang, 2006). Policymakers are those who formulate curriculum policy, middle-level administrators are those who interpret the policies and communicate them to the teachers, the actual implementers.

Snyder, Bolin and Zumwalt (1992) identified three perspectives in relation to curriculum implementation: the fidelity perspective, the mutual adaptation perspective, and curriculum enactment perspective. The former two perspectives view the curriculum as an entity produced by experts or specialists to be implemented by teachers through instruction. Fidelity perspective, for example, is a very structured approach in which teachers are given specific instructions about how to teach a unit or a course, and that their role is merely as passive receiver who will be trained to transmit the content of the curriculum package to their students (Marsh, 1991; cited in Marsh & Morris, 1991). Mutual adaptation perspective sees that although teachers are given instruction about how to implement the innovation, adjustments can be made possible to the innovation itself. In other words, implementation should involve a compromise between curriculum developers and teachers as implementers (MacDonald & Walker, 1976). The latter perspective, the curriculum enactment perspective, views that curriculum is formulated through “the evolving constructs of teachers and students” (Snyder, Bolin & Zumwalt, 1992, p. 404). Syllabuses and teaching materials provided either by the government or other external institutions are considered as tools that students and teachers use as they engage in the enacted experience of the classroom.

Teachers play a key role in any curriculum implementation since they determine whether or not to execute any innovation in their classroom as intended by policymakers (Elmore & McLaughlin, 1988; Firestone, 1989; Smith &

Desimone, 2003; Spillane & Callahan, 2000). An obvious example is the fate of the 2013 Indonesian curriculum that was supposed to replace the current curriculum, the 2006 curriculum (KTSP). This typically specialist designed curriculum forced the Indonesian minister of education postponed its effectuation in 2014 in response to strong resistance from the majority of teachers across the nation. Sarason (1996) suggested that it is likely to doom the implementation of educational innovation into failure if teachers are not involved directly in the process of innovation. Research has also suggested that when teachers take part in decision making during the process of implementation of an innovation, it is likely that implementation will be successful, despite the questions when exactly teachers need to be involved and how much they should be engaged (Berman & McLaughlin, 1978)

In a similar vein, Tanner and Tanner attested that

“Teachers make important decisions with consequences for students. In the classroom, they do so behind closed doors. No one can control all of the specific decisions that teachers make, even during a highly specified instructional episode” (Tanner & Tanner, 1995, p.619).

This statement implies that teachers should be taken into account in curriculum policymaking. Failure to do so will result in ineffectiveness of the implementation of the curriculum. Teachers need to be acknowledged that they are the experts in their classroom, and that the curriculum is for their use (Loucks & Lieberman, 1983).

In practice, there are many factors that potentially hinder teachers in implementing curriculum innovation. According to Marsh (2009), the factors may include complex educational terms that are not easily understood by teachers, insufficient time to understand new approaches, insufficient professional training, and the accountability requirements of the innovation. Another factor is that reform initiatives often neglect to account for the impact of distinctive situations within specific classrooms (Windschitl, 2002; Sarason, 1996), despite evidence that effective school change and the implementation of new educational innovation is more reliant on local elements such as the classroom teachers than top-down methods of reform efforts (McLaughlin, 1990).

Research has revealed that what curriculum designers intended is not always reflected in the way a curriculum is implemented in the field (e.g. Smith & Southerland, 2007; O'Sullivan, 2004). Among the factors that make it difficult to implement curriculum innovation are teachers' understandings, their background training or educational background, lack of guidance, and the influence of textbooks. Contextual factors such as students' expectations, large size class, insufficient resources, and assessment can also affect how teachers implement innovations. Teachers' understandings and their educational background play a significant role in the degree of implementation of innovation. Carless (1998) advocated that it is essential for teachers to understand both the theoretical principles and the classroom application of the proposed innovation in order that they successfully implement it. Cheung and Wong (2012) in their study of factors affecting the implementation of curriculum reform in Hong

Kong found several key obstacles: teachers' heavy workloads, learning diversity in class, and teachers' inadequate understanding of the reform (p. 39).

In Indonesia, before the effectuation of 2004 curriculum that is widely known as Kurikulum Berbasis Kompetensi (KBK) or Competency-Based Curriculum, one form of failure of the implementation of curriculum, such as the 1994 curriculum is that there was uniformity throughout the country. The curriculum did not see the real situation on the ground, and undervalued the potential of local excellence (Supriyoko, 1998). Given this uniformity, schools in cities and rural areas were considered to have similar circumstances. Therefore, the curriculum in becoming operationalised did not provide sufficient competence for students to develop themselves and the distinctive strengths of the region.

For at least the last four decades, there have been educational researchers who have drawn attention to the need for studies of curricula. For example, Gale (1979) asserted that curriculum-specific research on teaching should proceed by observing what teachers actually do with curriculum packages. Rosenshine (1971) and Siegel (1977) both recommended that research on teaching be conducted within the context of curriculum packages. In the context of ELT, Freeman and Richards (1996) argued that in order to get a deep understanding on teaching, we need to know more about language teachers, including how they think and what they know. Specifically, we need to understand more about how language teachers conceive of what they do: what they know about language teaching, and how they think about their classroom practice (Freeman & Richards, 1996, p.1).

Arva and Medgyes (2000) argued that there has been an unequal focus of attention between the learning process and the learner, and the teaching process

and the teacher. They asserted that very little attention is paid to the teaching process and the teacher (p. 235). Research on the area of teaching process, in particular research on the teacher, cannot be neglected since the teacher is one of determinant factors in language learning. The teacher plays vital role as to what direction he might bring the classroom to. Given such an authority in classroom, teacher may, for example, set a departure from a lesson plan to maintain students' interest and eagerness to study. The question to be asked is what actually teachers need to know in order that they can do their job professionally. Richards (1998), for example, proposed six domains that teachers should possess: theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning skills, and contextual knowledge.

Borg (2006) in his exploratory study on what make up the distinctive characteristics of language teachers, specifically EFL teachers, found that there are eleven characteristics of EFL teachers which make them distinctive from other teachers. He found six main characteristics: the nature of the subject, the content of teaching, methodology, teacher-learner relationship, non-native issues, and teachers' characteristics. By nature, EFL is more dynamic than other subjects and has more practical relevance to real life. The content of EFL teaching is unique in scope and complexity in which teaching extends beyond teaching grammar, vocabulary and the four skills and includes a wide range of other issues such as culture, communication skills and learning skills. The methodology of language teaching is more diverse and aimed at creating contexts for communication and maximizing student involvement. In terms of teacher-learner relationships, language teaching permits more communication between teacher and learners. In language teaching, teachers and learners

operate through a language other than their mother tongue, and teachers are also compared to native speakers of the language. Teachers' characteristics such as creativity, flexibility and enthusiasm are essential in language teaching (p. 24).

A number of studies have demonstrated on the powerful influence that teachers may have on the implementation of curriculum. Therefore, it indicates that, in general, teachers do not implement curricula in their classroom in the same way that these curricula were assigned to be implemented. For example, Clark and Elmore (1981) reported that teachers adapt curricula to fit their knowledge, priorities, and unique classroom settings while Brophy and Good (1974) reported that teachers influence curriculum implementation by deciding which topics and activities are appropriate for their students. These studies suggest that teacher perceptions and beliefs play critical role in the process of curriculum implementation. Teacher perceptions may lead to the hindrance of the effectiveness of curriculum implementation. Brown and McIntyre (1993) believed that ignoring teachers' belief in the process of curriculum development may cause a failure in its implementation. Later studies done showed that teachers engaged in two important design practices: they critique curriculum materials by identifying their strengths and weaknesses, and they make adaptations to compensate for deficiencies (Grossman and Thompson, 2008; Schneider and Krajcik, 2002).

Karavas-Doukas (1995) in a study of factors affecting the implementation of an EFL innovation in Greek public secondary schools; identified that teachers' understanding of the innovation, their attitudes, their perception on the training they attended, and their belief in the impracticality of the innovation are factors that hindered the implementation of innovation. Teachers' failure to deal with

the demands of innovation as a result of their inadequate training, their incompatibility with the innovation, and the failure of the innovation to accommodate the realities in the classroom were found to be important causes of teachers' resistance to the innovation (Karavas-Doukas, 1995, p. 65-66).

A study conducted by Cowley and Williamson (1998) with regard to the implementation of a national curriculum in Australia showed that innovation could be made possible because of the flexible nature of its National Statement and Curriculum Profiles which offered guidelines and suggested appropriate pedagogies to be adopted by states and schools within a flexible timeline. This national curriculum could also be adapted to suit local contexts. Thus, it was unlikely that teachers' resistance to change would occur (p. 89).

Bjork (2009) who studied local implementation of Japan's Integrated Studies (IS) reform, found that Japanese teachers had the capacity necessary to attain the plans of the Japanese Ministry of Education for the IS since they spent extensive hours to conduct research on instructional methodology and refining their teaching strategies. However, he also found that the majority of Japanese teachers were skeptical about the proposed change. Some teachers were trying to merge their old approaches with the new ones advocated by the IS; some saw that IS investigations had the potential to encourage students' motivation, yet, lacking in quantitative evidence of students' learning, they were uncertain about the advantages of those activities; others rejected IS because they considered it wasted their time. These perceptions diluted their commitment to the reform; therefore they revised policy guidelines to fit their own objectives for students, or they adhered to the guidelines at a surface level only (p. 40).

Sofou and Tsafos (2010) in their study on preschool teachers' understanding of the National Preschool Curriculum (NPC) in Greece concluded that preschool teachers in Greece view the curriculum as open and flexible enough to be adapted to the children's needs and interests and the teachers' work contexts. Most of the teachers viewed that this curriculum was appropriate for preschool education because it was child-centered. They observed that the NPC guides and supports their work, that it defines the objectives of preschool education and that it establishes a common framework of guiding principles for enhancing communication between teachers and with parents (p. 418).

By contrast, Fang and Garland (2013) in their ethnographic study on the implementation of the New English Curriculum (NEC) for secondary schools in China found that teachers felt distant from the NEC guidance due to its abstractness and the theoretical nature of the guidance provided. The study also revealed that teachers preferred to talk about new textbook rather the curriculum guidance as they viewed the change of textbook to be the most influential impact of curriculum change (p. 57). In addition, it was the textbook that teachers had to follow in their daily teaching activities; therefore, they considered the textbook more relevant which made them less concerned in knowing the NEC guidance (Fang, 2011).

An exploratory case study conducted in Vietnam by Nguyen (2011) on the implementation of primary English language education policy suggested that teacher supply, methods, materials, training, and professional development remained unresolved issues that hindered the implementation of the new English language education policy. The study revealed that there were incongruities between the government's policies and what happened in practice. Teaching

practices in schools were still in sharp contrast to the recommended methodology found in the new curriculum policy. The study also found out that such gaps were a result of the lack of changes in teacher training and teachers' belief in teaching English. Most primary English teachers had received secondary level English training (p. 244-245).

In a similar vein, Kwarteng (2013) in his descriptive study on the degree of teachers' fidelity in implementing the 2007 Education Reforms in Ghana found that teachers were hampered in implementing the curriculum as planned; therefore the degree of fidelity of its implementation was not promising. He found two factors were impeding it: teacher professionalism and administrative challenges. With regard to teacher professionalism, despite their high motivation, it was evident that teachers lacked of the skills and knowledge needed to carry out the implementation. The majority of teachers taught their students without using the syllabus as their guide, and were seemingly not confident in being able to implement the reform as they requested to receive in-service training to help them understand and implement it. Some teachers, however, used defensive mechanisms to deny their incapacity to implement the reform by claiming that the demands of the syllabus were too difficult to meet. Administrative factors such as organizational arrangements, availability of materials, and the clarity of the reform were also investigated. Kwarteng found that although teachers were faithful in using the recommended time schedules, they maintained that the school environment and students' backgrounds affected the extent of curriculum implementation. Teachers also suffered from a lack of necessary supporting materials. They found it difficult to get copies of the

teachers' handbook that were to accompany syllabus. In terms of the clarity of the reform, more teachers found it unclear (p. 150-153).

A study regarding how teachers perceive new curriculum reform was conducted by Bantwini (2010) in a school district in the Eastern Cape Province of South Africa revealed that teachers were lack of understanding of the mandated curriculum, the Revised National Curriculum Statement (RNCS). Most teachers found the RNCS not clear to them, and insisted the government to help explain it because they felt it was not their responsibility to do the reading of the curriculum document on their own. They also saw that the new curriculum was a burden causing their work overloaded. Consequently, some teachers were not implementing the reformed curriculum. The study also revealed that there was a lack of classroom support from the district personnel on mastering the RNCS, and lack of professional development for teachers (p. 85-89).

In today's world, changes have become the mantra of the world life, including education. A change in teachers' beliefs and understandings is an essential part of any educational innovation (Kennedy, 1988; Kirkgöz, 2008). Understanding the principles of innovation is one of key factors for the success of the implementation of a curriculum innovation. When there is a significant difference between the philosophy of a proposed innovation and the teachers' own theories, teachers are likely to interpret innovative ideas in favour of their own and adapt it to their own style of teaching (Wagner, 1991, cited in Karavas-Doukas, 1996). This will lead to a situation where the innovation is not implemented as intended by curriculum planners. At this point, it is common that teachers are blamed for being unable to understand the new concepts brought by the innovation. When this happens, what is needed is the negotiation

of meaning between teachers and the developers of the curriculum in order that they can develop a shared vision of the implementation of the innovation.

Undoubtedly the most important key player in the process of curriculum change is the teacher. Teachers are the most knowledgeable about teaching and learning practice; therefore they are responsible for introducing the curriculum in the classroom. Regardless of what philosophical underpinning the curriculum is based on, teachers influence students' learning. Central to this role is how to improve teachers' knowledge needed for the implementation of the innovation; such as the provision of training and workshops. It is widely understood that in any process of professional development, not all teachers have the opportunity to take advantages of such programs. In Indonesia, for example, although decentralisation has taken place since 2003 (Law No. 20, 2003), most local governments are still dependent on the national government; particularly in their budgeting affairs. Therefore, most training and workshops are initiated at the national level. The most common approach is that the national government invites key teachers to attend a one-off training and workshop in the capital, from which they are expected to be experts for their peers in the field. The next stage is that the local governments are expected to organise such training and workshops by employing the nationally trained teachers to be facilitators. With too many teachers, ultimately there are insufficient funds to go around. Consequently, many teachers might be left behind and will not have benefit from such exposure.

Teachers' attitudes also contribute to the implementation of change. According to Kennedy and Kennedy (1996, p. 351), the implementation of change in

classrooms requires changes in both teacher and student behaviour. Teachers' attitudes play a part in this behaviour. Young and Lee (1984) attest that,

“...teachers' attitudes are a crucial variable in a dynamic of EFL curriculum innovation; without affecting a change in teachers' attitudes any systematic innovation in the curriculum...will not have a significant effect on what goes on elsewhere” (Young & Lee, 1984, p.184).

Teachers' behaviour in classroom is clearly affected by their attitudes (Carless, 1998). When their attitudes are compatible with a proposed innovation, the implementation of the innovation is likely to harvest a positive result. However, this positive climate can also be extinguished by the lack of support for the innovation; either support from the government, the principal, colleagues, or communities.

The implementation of Communicative Approach is an example of how teachers' attitudes are crucial in pedagogical innovation. Despite its popularity and teachers' assertion to be following, a number of studies suggest that communicative classrooms are rare and teachers continue practising a more traditional approach (Li, 1998; Kamaravadivelu, 1993; Nunan, 1987; Walz, 1989). Karavas-Doukas (1996) notes that the discrepancy between teachers' expressed attitudes towards the communicative approach and their classroom practices are due to their lack of understanding of many principles of the communicative approach and unable to see the practical implications of the principles.

Through a study on South Korean secondary school English teachers, Li (1998) found that teachers perceived difficulties in adopting Communicative Approach

because of the differences between the underlying educational theories in South Korea and those of Western countries where this approach originated. The result implies that to adopt this approach, EFL countries need to reform their fundamental approach to education. It also implies that the implementation of Communicative Approach should be in a slow pace, and be based on EFL countries' own EFL situations (p. 677).

Kirkgöz (2011), who studied teachers' perceptions on the revised primary ELT curriculum in Turkey, found that the extent to which teachers familiar with the objectives of the curriculum largely depended on how well they were informed. Employing questionnaire, classroom observations, and questionnaire, the study revealed that among 60 teachers studied, almost half of them (28), who admitted having received seminar on the new curriculum and had consulted the ministry's website, were able to express in greater detail their opinions on the curriculum objectives, and were knowledgeable about how to implement those objectives, in particular regarding the objectives of student-centered learning and enhancing communicative proficiency of students through games, songs, and activities. Some others (10), who reported inferring the curriculum objectives by consulting textbooks and circular official documents, expressed their opinions of the revised curriculum in terms of its emphasis on speaking. The remaining teachers (22), admitting have not got any information about the underlying principles of the curriculum, could not give any opinion (p. 187).

In English language teaching, it is obvious that curriculum innovations which conflict with teachers' beliefs are less likely to be adopted as planned in the classroom (Orafi & Borg, 2009, p.244). In a similar vein, Breen et al (2001, p.472) argued that "Any innovation in classroom practice from the adoption of a

new technique or textbooks to the implementation of a new curriculum has to be accommodated within the teachers' own framework of teaching principles".

In the process of implementation of a new innovation, teachers need to receive more information and, if necessary, some training on how to implement it. Very often, teachers are commanded to implement things without getting satisfactory reasons why they have to shift their traditional practice of teaching to a new one. The curriculum authorities need to convince the teachers that the new innovation is more appropriate and relevant to teachers, students, and communities to ensure that will adopt it in their teaching practice.

Ultimately, teachers determine the fate of a curriculum innovation (Ball, 1994). Although other factors may contribute to the success or failure of its implementation, it is the teachers' practice of teaching that will influence the learning taking place. Teachers' view about curriculum regulates their practice, and will affect how they decide the content of curriculum (Kable, 2001).

2.6 EFL Teaching in Primary Schools

The introduction of English language teaching in primary schools, including in many Asian countries, might have been the world's biggest policy development in education (Johnstone, 2009). This trend is due to a number of reasons. One is an assumption that earlier language learning is better (Hu, 2007; Nunan, 2003; Ur, 1996). Another reason is the response to the increasing demand for the provision of an English-speaking workforce as a result of global economic development (Hu, 2007; Phillips, 1993). Another cause is the demand from parents that schools provide English learning for their children (Hawanti, 2011).

The assumption that earlier language learning is better was evident in Diem's (2004) study in Palembang, Indonesia. Comparing the achievement of Primary

School and Junior Secondary School students who have the same start in learning English, she found that the primary school students' achievement scored higher than those from junior secondary schools. This implied that learners who started earlier in EFL learning have better achievement in EFL than older learners. In other words, elementary pupils are better foreign language learners compared to the older learners (Diem, 2004, p. 9).

In Asian countries such as Indonesia, English language education previously began at the secondary level. Through Ministerial Decree No.060/U/1993, English was initially introduced to Indonesian primary school students in the 1994 curriculum in which students started learning English from Year 4 (Depdikbud, 1993). According to this decree, the purposes of elementary English teaching are (1) to enhance the students' basic communication competence in school contexts, (2) to motivate the students' interest in learning English, and (3) to broaden the students' outlook on the importance of learning English in global society (Depdikbud, 1993).

Indonesian primary schools comprise Year 1 to Year 6. Under the 1994 curriculum, English was an elective Local Content (LC) subject among others, such as Keterampilan (handicraft), Bahasa Daerah (local languages), and Kesenian Daerah (local arts). The emergence of Local Content Curriculum (LCC) was the manifestation of the 1994 curriculum reform policy where the national government transferred 20 percent of its power of curriculum development to each province. Each province had to follow at least 80 percent of the national guideline, and up to 20 percent of course syllabuses can be their own design in the form of LCC (Yeom, Acedo & Utomo, 2002). Being an elective subject implies that the teaching of this subject depends on the school's readiness

to develop its curriculum and to provide teaching and learning resources (Hawanti, 2011). No official English language curriculum for primary schools was released during this period, therefore the teaching delivered varied from region to region; even from school to school. Some schools adopted junior high school curriculums to be used in primary schools, and some others relied on commercial textbooks.

In the 2004 through the KBK, which later became KTSP, the national government provided a general curriculum framework in the form of National Standards addressed to all subjects including EFL for primary schools. Parts of the curriculum framework described the purpose of English education at primary schools; to be to develop language skills used to accompany action (Depdiknas, 2006a). English is used to interact and it is typically '*here and now*' (Depdiknas, 2006a). The topics of the lessons revolve around things that exist in the context of situation. To achieve this competence, learners need to be exposed and accustomed to various adjacency pairs that are bases for more complex communication skills. Like the previous curriculum, under the KTSP English is still positioned as a local content subject (LC). LC requires that the Standard of Competencies and Basic Competencies are bound to suit the potential and characteristics of specific regions. Since they have been nationally provided, it is the teachers' task to adjust them in order to suit local content requirements (Depdiknas, 2006a).

Policies related to the inclusion of local content programs in the Content Standards are based on the fact that in Indonesia is comprised of diverse cultures. Cultural diversities among the ethnic groups in Indonesia are

characteristics that enrich the value of Indonesian life. Therefore, the diversity should be preserved. The introduction to the environment, social life, and cultures will enable the students to better familiarize themselves with their environment. The introduction to the environment through education is intended to support improvement in the quality of human resources, and ultimately is intended to improve the students' ability (Depdiknas, 2006a).

Schools in which the educational program is implemented are parts of a larger community. Therefore, the educational programs at schools need to have a broad insight to the learners about the peculiarities that exist in the environment. Content Standards which are entirely arranged centrally may not be able to include the local content. Therefore, it is necessary for the educational unit to set up another subject that is based on local content. Local content can be a single distinct subject, yet it may also be certain topics or sections in the existing subjects in the curriculum (Depdiknas, 2006a). When it is a single subject, then it has its own time allocation. If it is just a section within a subject, then it can be an additional section of the subject, or being integrated within the subject.

There is not, however, in the curriculum framework any explanation provided on the background rationale for assigning English as a local content subject (LC) in Indonesian primary schools. What is obvious is that English is not accommodated in core subjects; despite the increasing demands of parents and the community for the early introduction of English in order that their children can learn English from the early years of schooling. To satisfy the demands, the government advocates the possibility of adopting English as an alternative LC.

Since the introduction of LC curriculum in 1994, there have been some initial difficulties in its implementation. The World Bank (1998) reported the shortcomings of Indonesian basic education system including LC, which adversely influences its quality. One among the identified shortcomings is that many teachers were poorly trained in both subject matter and teaching practices. Furthermore, incentive structures did not reward good teaching practices; so the teachers took on outside jobs that in many occasions conflicted with the aim of good teaching. Other identified shortcomings were that the curriculum was overloaded and unintegrated; resources were insufficient; the quality of textbooks and materials was low; and assessment was inadequate. In addition, the separation of responsibility for primary education between the Ministry of National Education who is in charge of technical, educative aspects, and the Ministry of Home Affairs which is in charge of administrative functions has worsened the condition (The World Bank, 1998; cited in Jones & Hagul, 2001, p. 214-216).

A number of research studies in different parts of Indonesia, such as in Yogyakarta (Arikunto, 1997; Kartini, 1999), South Sumatra (Anggraeni, 1998), East Java (Mandalika, 1997), and Bengkulu (Wahdi, 1995) found that the main obstacle in its implementation was the teachers' lack of understanding of the concepts of LC; therefore they were not capable of providing teaching materials that suit the students' environment. Other identified obstacles were the shortages of teachers, insufficient guidelines, and students' low interest in learning LCs (Mulyadi & Riyanto, 1995). Yuwono (2005) identified some problems in ELT in primary schools such as teacher's qualification, time availability, the number of students in classroom, and available resources and facilities.

As an LC, English also suffers from these problems, particularly the shortage of EFL teachers. Since it was introduced in 1994, there seems to have been no consideration of who is going to teach the subject. To overcome the shortage of EFL teachers, some schools have assigned primary school teachers of other subjects to teach English; some recruited fresh graduates of English education from universities to be voluntary EFL teachers; and some teachers have to teach English at more than one school. It is generally acknowledged that university graduates of English education in Indonesia are not prepared to teach elementary students, but for the secondary level of education. With such a situation, non EFL and voluntary teachers may find themselves challenged in teaching English with an adequate pedagogical knowledge to students at primary level (Hawanti, 2014).

Recently, a study conducted by Faridi (2010) on the development of context-based English learning resources for elementary schools in Central Java revealed that teachers face many significant issues in teaching EFL as an LC, such as their reliance on textbooks as their primary teaching resources. The textbooks available were not always of a high quality, and the contents were not always appropriate for the mandated curriculum and the students' socio-cultural environments. The study also revealed that teachers did not always write their own syllabuses and lesson plans. They often copied them from other teachers whose schools have different conditions. This was worsened by the fact that some teachers did not know how to interpret the intended curriculum (Faridi, 2010, p. 25).

Sikki et al (2013), surveying the qualification of primary school English teachers in ten out of 24 regencies of South Sulawesi in Indonesia, revealed that 51 percent of the English teachers of the ten regencies had never attended English Teacher Training College, only 21 percent had already attended English training, and 68 percent of them had English teaching experience of less than five years. The data indicated that most of them do not have sufficient knowledge and skill in teaching English to young learners. They may not be trained with the skill and ability to innovate teaching strategies and teaching materials suitable to young learners (p. 140).

Copland, Garton, and Burns (2014) studied challenges teachers may encounter in teaching English to young learners. Employing a mixed-methods approach with five different sites: Colombia, Italy, South Korea, Tanzania, and the United Arab Emirates; they concluded that globally, teachers are challenged, partly by lack of training, partly by lack of knowledge, and partly by lack of resources. Other challenges that emerged are more restricted to local contexts, such class sizes, teachers' own skills and confidence in using English, and time pressures (p.20-21).

Moon (2005) described some of the challenges in implementing programs on teaching English to young learners including unrealistic expectations of outcomes, demands for immediate results, and insufficient professional support. These challenges indicate that it is important for stakeholders to be realistic about the targets in the time allocated for English and avoid pressures on teachers to produce an immediate result before the program has had enough time to run a reasonable length. In addition, teachers need proper professional

support from the government with adequate curriculum guidelines in which aims and expected outcomes are clear, appropriate sample materials are provided, appropriate methods are recommended for use at primary levels, and guidance is given on appropriate assessment techniques.

The case of Brazil is an example of how to implement the teaching of English to young learners with more realistic fashion. Through a collaborative curriculum design involving teachers, researchers, and authorities; they shared experiences and drafted a so called 'curriculum guide' as a reference for the teaching of foreign languages. This typically bottom-up process allows teachers to have a say in the construction of the curriculum guide together with the educational authorities (Gimenez & Tonelli, 2013).

According to Musthafa (2000) Indonesian children face at least three challenges in learning EFL. First, they lack social uses for the language; so they lack of exposure to the language. Second, the way English words are written are inconsistent with the way they are pronounced. Therefore, it is not surprising if the children are confused in distinguishing how the words should be read and written as there is no one-to-one correspondence between the spelling of a word and its pronunciation. Third, there exists a wrong assumption that children learn things exactly the same way adults do. Therefore, teachers tend to teach children by employing the same strategies as they use to teach adult learners (Musthafa, 2000; cited in Sary, 2012).

Teaching children is different from teaching adults or adolescents (Edelenbos, Johnstone & Kubanek, 2006; Klein, 1993). Young children tend to change their mood every other minute; lose interest more quickly; and are less able to stay

motivated when working on difficult tasks. However, they are often more enthusiastic and lively as learners (Cameron, 2001). Therefore, teachers have to be creative in inventing interesting activities, and have to provide them in a great variety.

Much literature has discussed the characteristics of child language learning. Harmer (2001), for example, identifies that children (1) respond to meaning even if they do not understand individual words; (2) often learn indirectly rather than directly in which they take in information from all sides, learning everything around them rather than focusing on the precise topic they are taught; (3) gain their understanding not just from explanation, but also from what they see and hear and, crucially, those things they have a chance to touch and interact with; (4) generally display an enthusiasm for learning and a curiosity about the world around them; (5) have a need for individual attention and approval from the teacher; (6) are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom; (7) have a limited attention span; unless activities are extremely engaging; and (8) they can easily get bored, losing interest after ten minutes or so (Harmer, 2001, p. 38).

Piaget and Vygotsky have underlined key ideas that can inform how we should deal with children as language learners. Piaget's emphasis was with how children function in their surrounding world, and how this function influences their mental development. Children are perceived as constantly interacting with the world around them; solving problems that are presented by the environment. Learning, then, occurs through this action; therefore knowledge is actively constructed. Early experience with concrete objects continues to happen in the

mind, as problems are confronted internally, and action taken to solve them or think them through. In this way, thought is seen as deriving from action; action is internalised, or carried out mentally in the imagination, and in this way thinking develops (Cameron, 2001).

Piaget devalued the important role of language in cognitive development; rather it is the action which is fundamental to cognitive development. However, the very important idea from him is that the children are active learners and thinkers. They construct their own knowledge from working with objects or ideas (Berk, 2002). Children also seek out intentions and purposes in what they see other people doing; bringing their own knowledge and experience to their attempts to make sense of other people's actions and language. Realising that children are active 'sense-makers', but that their sense-making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom (Cameron, 2001).

An important dimension of children's lives that Piaget neglected is the social; it is the children's own in the world that concerns them, rather than the children in communication with adults and other children. Vygotsky, on the other hand, gave much greater priority to social interaction in learning and development, known as social constructivism (Krause, Bochner & Duchesne, 2003). He highly valued the importance of language and other people in the children's world, yet he did not neglect their individual cognitive development. Central to Vygotskian theory is that development and learning take place in a social context. Whereas for Piaget the child is an active learner alone in the world of objects, for Vygotsky the child is an active learner in a world full of other people. Those

people play important roles in helping children to learn, bringing objects and ideas to their attention, talking while playing, reading stories, asking questions. In a whole range of ways, adults mediate the world for children and make it accessible to them. With the help of adults, children can do and understand much more than they can on their own (Yaroshevsky, 1989).

Vygotsky used the idea of the zone proximal development (ZPD) to give new meaning to intelligence. Rather than measuring intelligence by what child can do alone, he suggested that intelligence was better measured by what a child can do with skilled help. Vygotsky's ZPD can help in constructing a theoretical framework for teaching foreign languages to children. Teachers can use the idea that adults try to mediate 'what next it is the child can learn' to support learning (Cameron, 2001).

The key ideas by Piaget and Vygotsky above should become teachers' references in teaching young learners. Brown (2000) investigates a number of factors that should be taken into account to facilitate children's language learning which he categorizes as (1) intellectual development; - that children are interested in concrete things rather than abstract ones, according to Piaget's cognitive development theory, therefore, the provision of concrete examples of how the learned language operates is recommended. (2) attention span; - that children's attention span is naturally short unless they experience something that interests them; so strategies are needed to maintain their interest such as involving them physically, verbally, and mentally in games, role plays, songs, and simulations. (3) sensory input; - that the use of various types of media such as visual, audio, and audio-visual is necessary to fulfil their need for stimulating many sensory

channels and to provide as much as sensory input as possible. (4) affective factors; - that children will learn a foreign language more successfully if they are happy and confident; therefore efforts should be made to resolve any conflicts that may happen and to build their self-esteem and self-confidence, and (5) using meaningful, authentic language; - expressions taught to them should be the ones usually used in daily life communication.

Shin (2006) proposed several ideas for teaching English to young learners. Since young learners have short attention spans, he suggests changing from one activity to other with activities such as the application of different skills: listening, speaking, reading and writing. In addition, he suggests that teachers involve activities with visual, realia, and movement. Children are very much linked to their surroundings and are more interested in the physical and the tangible activities. Their understanding comes through their hands and their eyes and their ears (Scott & Ytreberg, 1990). The significance of visual learning cannot be denied since the way we learn has a strong connection to the way our senses operate in which the high proportion is visual (Avgerinou & Ericson, 1997). Another idea is that teachers should teach in themes. Shin argues that it can create a broader context in which to teach language, recycle language from lesson to lesson, and allow students to focus more on content and communication than on language structure. Among themes suggested are animals, friends, family, environment, citizenship, shopping, movies, celebrities, and the like. In the Indonesian context, this practice is recommended for Years 1 to 3 of primary EFL teaching (Depdiknas, 2006a). Shin also suggests the use of L1 as a resource when it is deemed necessary; for instance, by translating difficult expressions into L1 to make it comprehensible, and using it for

complicated directions for activities. Other ideas such as using stories and contexts familiar to students, establishing classroom routines in English, bringing helpers in from the community, collaborating with other teachers, and communicating with other professionals on teaching English to young learners are also suggested.

The current curriculum framework advocates the use of multiple strategies in teaching, including English as an LC (Depdiknas, 2006a). It means that teachers can use a wide range of teaching strategies in their teaching deliveries. In the Indonesian EFL context, despite the popularity of CLT as the recommended approach in the KTSP curriculum, other teaching approaches and methodologies are still in practice along with the CLT, such as the use of Total Physical Response (TPR), Grammar-Translation Approach, and Audio-Lingual Method.

TPR, first introduced by Asher in 1960s, focusses on the body's activity on the basis of harmony and consistency between the spoken language and the motion (Yang, 2014). TPR teaching method believes the process of learning a foreign language is typically the same as learning the mother tongue. Its general objective is for the development of fluent spoken language. This method proposes that we should first pay attention to meaning. In classroom, the method takes imperative sentences as main activities of practice to draw learners' body' movements and activities. TPR requires the students to be listeners and performers. For the teachers, when adopting TPR they should play fully positive and direct roles in instruction. It is the teacher who decides the classroom activity and order; they instruct the students to perform mutually together. The

teacher controls the students' language input and provides students with raw materials to stimulate the cognition in their brains.

However, there are some precautions in regard to the use of TPR. Although it is said to be suitable with students' instinct and conforms with the principle of student-centeredness, some pitfalls are recognized. First, TPR neglects the students' listening and understanding processes. When presenting new content, many teachers retain all possible chances to train the skills of speaking, but neglect the students' listening and understanding processes. Second, TPR neglects the purpose of language practice, namely communication. The students almost never speak sentences independently besides the patterns that are repetitively drilled by the teacher. Third, TPR neglects reading and writing skills (Yang, 2014, p. 318).

From the elaboration above, it infers that despite its sound application in classroom, TPR is not adequate for the teachers to teach the students in primary schools; therefore combination with other methods should be made possible to cover other skills, such as reading and writing skill, since TPR can only work well in teaching listening and speaking skill.

The Grammar-Translation Method (GT) is another method that is still in practice today. GT is a traditional method for foreign language teaching. Dating back to the 18th century, using this method means that the target language is to be translated into the mother tongue. Central to this method is that when learning a foreign language, its grammatical rule system should be learned and memorized and used when translating literary works and sentences from the target language to the mother tongue (Kong, 2011).

GT promotes a profound understanding of the abstract meaning of foreign words and complex sentence structures. However, it is criticized because it emphasizes only written language while lacking in oral expressive ability, and develops habits of relying too much on translating everything into the mother tongue hence influencing students' ability to communicate in a foreign language.

Weschler (1997) proposed a so called 'Functional-Translation Method' to enhance the applicability of GT in the teaching of foreign languages. Weschler argued that the Functional-Translation Method does not alienate the translation practices because it is unavoidable; rather translation activities shift from the word or structure to the social or functional meaning of the complete, intended message. It is a 'functional' method because the emphasis is first on helping the students to understand and convey the meaning of ideas most useful to them. It is also a 'translation' method because it makes unashamed use of the students' first language in accomplishing the teaching goal which is to allow students to learn the useful English they want to learn as efficiently and enjoyably as possible. This includes taking advantage of the knowledge they already possess in their first language as well as their innate, higher-order cognitive skills (p. 99).

Another attempt to contemporize the GT is by combining this method with another method, such as CLT (Kong, 2011; Tianshun, 2006). Kong (2011) exemplified how the combination of these two methods works in the Chinese context. First, students preview a text beforehand with their grammar-translation experience to identify new words, get gist of the text, and devise some questions. Next, the teacher asks students to correct their pronunciation and intonation by imitating the tape, and playing the tape one more time for students to answer

questions. After that, teacher guides students to communicate in the context related to the text and help them to solve some problems in key words, sentences, and understanding the content they displayed in the first two steps. The GT should work at this stage to deepen students' understanding of the text and improve their ability to use language correctly and flexibly through correct communication about the text. In the last step, the teacher employs a variety of advanced teaching methods to create language situations and communicative tasks that originate from the text. Students apply what they have learnt to real communication through learning activities such as writing texts, having simulated dialogues, role playing, and having discussion, hence achieving the purpose of communicating ideas through language (p. 78).

If used wisely a teaching strategy typical of grammar translation can be a useful means to achieve a communicative goal (Kim, 2011). Kobayasi and Rinnert (1992) asserted that the use of mother tongue enables learners, particularly low-level EFL learners, to fully explore their ideas on their own intellectual and cognitive level. In the same vein, Markee (2002) attested that “the younger...the participants are, the more likely it is that the L1 will provide the most viable means of access to development” (p. 272). Akyel (1994) suggests that learners should be encouraged to generate and organise their ideas both in their mother tongue and the target language. Further, Machida (2011) claimed that the inclusion of translation activities in language learning provides bountiful opportunities for the learners to pay attention to the relationships between form and meaning, and help in bridging the gap between the two languages.

Also in existence is Audio-Lingual Method (ALM). This method is based on the belief that the way to learn a language is to use it (Kirch, 1967); as does the Direct Method. Students are expected to hear and speak the foreign language they learn, and not just talk about it. However, ALM does not permit the use of the mother tongue in the classroom whereas Direct Method does. ALM believes in using the foreign language as much as possible; yet it permits the use of mother tongue in a very limited degree. For example, teachers may spend a five-minute post activity to discuss in the mother tongue things that they think still unclear to students.

ALM is based on the belief that the presentation of good models of speech and constant practice will guarantee good speech on the part of the students (Kirch, 1967). The contribution of ALM to this notion is that it emphasises the use of pattern drills and other types of repetition and practice. However, it fails to recognise that not all students have equal success on this type of practice. Errors in pronunciation due to the assimilation of students' mother tongue, for example, commonly appear in the classroom. Teachers who expect the students to produce the foreign sound will need to help them perceive the difference by providing discrimination exercises. This means that ALM cannot stand alone to produce successful learning. As discussion of grammar is still needed, GT can help to lead to the mastery of language at this stage.

In 1960s, Communicative Language Teaching (CLT) was adopted. Originating in Britain, this approach was developed to replace earlier approaches that were considered failed in enabling learners to use English for practical benefits and everyday communication (Sreehari, 2012). CLT focuses on improving learners'

communicative competence (Hymes, 1971). Canale and Swain (1980) developed this competence with four components: grammatical (words and rules), sociolinguistics (appropriateness), discourse (cohesion and coherence), and strategic competence (appropriate use of communication strategies).

CLT comes in two versions, a strong and a weak version. One distinction between these two versions is that strong version requires students to “use English to learn it”; therefore it requires teachers to have a proficiency level of native speakers of English, while the weak version is “to learn to use English”. Standing in the strong line of CLT can be problematic, particularly for non-native EFL teachers if their English proficiency is inadequate.

Littlewood (1981), in favour of weak CLT, promoted a reconciliation of non-communicative and communicative activities. He suggested that non-communicative activities, characterized by Nunan (1987) as pseudo-communicative, such as drill and controlled practice are acceptable in the language class as pre-communicative activities which provide learners with prerequisite skills for more communicative language work. China, for example, adopts the weak version of CLT due to the inadequate proficiency level of their teachers (Liao, 2000). With such circumstances, presumably many other countries will use the weak form of CLT which offers a wide range of flexibility in its implementation.

The issue of including or excluding the students’ mother tongue in the EFL classroom has been controversial for a long time (Littlewood & Yu, 2011). CLT emphasizes the greater use of target language (TL) in foreign language teaching with the assumption that the classroom is the only place where students can have

maximum exposure to the target language. However, one should be reminded that neglecting the students' mother tongue may lead to adverse effects. The greater the use of the mother tongue, the higher the level of cognitive thinking, sense of security and confidence among learners. Carless (2008) maintained that the mother tongue may serve social and cognitive function. The use of the mother tongue provides learners with a sense of security; therefore they learn with ease and comfort. Bhushan (2010) attested that the mother tongue might be used to explain difficult grammar, to give instruction which might be difficult in English, to check comprehension and to save time.

Studies conducted by Alshammari (2011) in Saudi Arabia, for instance, found that the use of Arabic in the EFL classroom did not affect the students' exposure to the target language, and it could even be useful in the learning process by increasing students' comprehension. In the same vein, Suntharesan's (2012) study in Sri Lanka, concluded that the mother tongue can be used for translation and explanation in certain linguistic areas, such as adjectives, tenses, and vocabulary. In addition, it exempts students from psychological barriers like embarrassment, nervousness, and the like, and offers them mental comfort (p. 447).

Savignon (2002) suggested five categories of activities with regard to the application of CLT. She called these categories Language Arts, Language for a Purpose, My Language is Me: Personal L2 Use, You Be, I'll Be: Theatre Arts, and Beyond the Classroom. *Language Arts* focuses on the forms including grammar, vocabulary, and pronunciation. *Language for a Purpose* seeks to provide a learning environment in which students are aware of the purpose of learning

the target language. Typical of this is the provision of instructional language, such as “Please open your book,” “Please raise your hands,” and “Please take notes.” *My Language is Me: Personal L2 Use* takes into account the students’ personalities and interest. Therefore, every student should be treated as individual. Extra care is placed on group work in which activities suit students with different personalities. *You Be, I’ll Be: Theatre Arts* promotes real language use. Typical of this are activities such as role playing, and simulations. *Beyond the Classroom* promotes the use of language in real life contexts. Examples of this are how students use the language in email, commentaries, chat, and other related activities.

In communicative classrooms, a wide variety of strategies such as role plays, interviews, discussions, quizzes, simulations, problem-solving tasks, information gaps, and surveys are used. The primary focus is on developing language skills to be used in real life contexts. The classroom activities also include pair and group works and games (Cortazzi & Jin, 1996), and transfer of information (Grant & Liu, 1992). With games, students experience language learning in exciting situation (Cortez, 1978; Dobson, 1970; Malia, 2004). Such learning situation can also be established by using songs (Ajibade & Ndububa, 2008; Lo & Fai Li, 1998). Song or music is highly memorable and motivating (Murphy, 1992) and “...is one way of involving young learners and their teachers in meaningful, enjoyable, and collaborative classroom tasks” (Domoney & Harris, 1993, p. 234). Learning vocabulary via songs is more meaningful for children as they perceive the context in which the words are used (Romero, Bernal & Olivares, 2012).

Regarding quiz, it is generally acknowledged that quizzing is an integral part of questioning strategy. In general, teacher questions can be grouped into (1) questions for facts, such as recall, closed, display, low-level cognitive, yes/no, and convergent questions; and (2) questions for opinions, such as process, open, referential, high-level cognitive, open-ended, and divergent questions (Meng, Zhao & Chattouphonexay, 2012). Questioning may serve different functions. Nunan and Lamb (1996) stated that questioning can be to check students' understanding, to elicit information, or to control the classroom. Questioning can also serve to arouse students' interest and curiosity in a topic, to invite students' attention to particular concepts, to develop active learning, and to stimulate students to ask questions themselves (Brown & Wragg, 1993). Pashler et al (2007) recommended two ways of using quizzes or a set of quick questions to promote learning. First, teachers are recommended to use pre-questions to activate students' prior knowledge and focus students' attention on the material that will be presented in class. Second, teachers can use quizzes to re-expose students to key course content (p. 19).

As a teaching strategy, it is also worthwhile to consider the use of pictorial illustration in primary schools. Levie and Lenz (1982) argued that pictorial illustration is particularly efficient in providing spatial information that is difficult to express in words. Illustration may add to students' interest and enjoyment and affect their attitudes and emotional responses (Levie & Lenz, 1982). Through their review of 155 experiments comparing learning from illustrated texts with learning from text alone, Levie and Lenz provided 9 hypotheses for further study. One of the hypotheses was that illustrations can help learners understand what they read, can help learners remember what they

read, and can perform a variety of other instructional functions (Levie & Lenz, 1982, p. 226). Akin to this strategy of teaching is what Rummel, Levin and Woodward (2003) proposed as pictorial mnemonic text-learning, an extended version of mnemonic strategies (Atkinson et al, 1999; Carney & Levin, 2002; McCormick & Levin, 1987; McCormick, Levin & Valkenaar, 1990).

Also important to take into account in teaching young learners is the use of media. Although there is an assertion that media do not influence learning under any circumstances (Clark, 1983), media potentially enables methods to be powerful. Therefore, media should be confounded with methods in order to influence learning (Kozma, 1994). To date, the increasing affordability of computer hardware and software has made the teaching is more attractive. Wide range of materials can now be presented using computers which is comparatively more efficient than conventional hardware such book, audio cassette recorder, videotape players, CD players, TV sets, and projectors which were designed only to present specific software, such as written texts, audio and video recordings, music and songs, pictures and photographs, and TV film.

Sugino, Kawashima, and Koga (2011) described media as realia brought into classroom in effort to make language activities more realistic, interactive, and therefore, more meaningful. Some empirical studies, such as Tschirner (2011) and Siddell (2011), suggested that the use of media can become a powerful to in language acquisition and language learning. Tschirner (2011) saw that video works well in either listening comprehension, paying attention to word forms in context, communication-oriented speaking activities, and free speaking activities.

The language contained in the video can be used as start up for discussions, role-plays, and problem-solving related tasks (Tschirner, 2011, p. 38).

2.7 Summary of the Chapter

Very often, the implementation of educational policies is perceived as straightforward. When they are passed into legislation, stamped, and distributed, the implementation is believed to have taken place. This perception is usually embraced in a typically top-down policy where the central government fully controls its policies. However, it has been identified that the implementation can become a very complex process, and policymakers need to be aware of this circumstance.

Central to the implementation of change are the teachers, regardless of their position in the implementation policy, either as policymakers or as implementers. They may choose to implement or not implement the policy in their classrooms since they do this behind closed doors. Their understanding of and attitudes towards the innovation are vital, and ultimately affect the success or the failure of the innovation. Teachers need to fully understand the underpinnings and the features of the innovation along with its practical implications if they are to implement it successfully. The innovation also requires attitudinal changes on the part of the teachers since their incompatibility with the innovation may lead them to be resistant.

The literature suggests that the implementation of changes was far from successful due to a number of factors. One is that the hard-line policy of the national government failed to accommodate the variety of local contexts. A

number of studies show that despite teachers' understanding and beliefs about the value of innovations, other factors such as lack of appropriate teaching resources, time constraints, and bureaucratic challenges hampered their effective implementation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used to investigate the implementation of EFL curriculum at primary schools in South Sulawesi Province, Indonesia. A mixed methods research approach was employed to develop a more complete view of the phenomena being studied. This approach that combines qualitative and quantitative methods takes advantage of the strengths of each method (Green, Caracelli, & Graham 1989; Miles & Huberman 1994; Tashakkori & Teddlie 1998).

3.2 Objectives of the Study

The overall objective of this study was to investigate the implementation of EFL curriculum at primary schools in South Sulawesi Province in Indonesia. Specifically, this study explored the South Sulawesi primary EFL teachers' understandings of and attitudes towards the national curriculum framework for EFL teaching, specifically whether their understandings of and attitudes towards the national curriculum framework affected their teaching methods. Since EFL is included as a Local Content subject, this study also investigated the impact of this status on teachers' beliefs and classroom engagement.

These objectives led to the following research questions:

1. How do South Sulawesi primary school EFL teachers understand the National EFL curriculum framework?
2. What are their attitudes toward the National EFL Curriculum Framework?

3. How do their understandings of and attitudes towards the National EFL Curriculum Framework influence their teaching methods?
4. How does the inclusion of EFL as a Local Content subject impact on teachers' beliefs and classroom engagement?

3.3 Research Methods

Generally speaking, research methodologies fall into quantitative and qualitative traditions. If the research questions require quantifiable data, researchers will use a quantitative approach in which the data are assigned numerical values to indicate place or counts. Alternatively, it is common for researchers to employ a qualitative approach if they seek more detailed meaning or subjective data. Several decades ago, researchers often believed that they had to make a choice between these two (Creswell, 1994). This dichotomy between quantitative and qualitative researchers led to the so-called 'paradigm wars' (Cameron, 2009; Tashakkori & Teddlie, 1998).

Newman & Benz (1998) noted that quantitative and qualitative researches signify an interactive continuum. Although there is a substantial gap between the two paradigms, there are more similarities than differences between these two orientations. One of the similarities is that both paradigms include the use of research questions which are addressed through some type of observations. How both paradigms interpret data is also similar in so far as they use analytical techniques to find meaning. However, quantitative researchers frequently use an array of statistical procedures and generalizations to determine what their data means, whereas qualitative researchers use phenomenological techniques and their world view to extract meaning. One way of bridging the divide, according to Onwuegbuzie and Leech (2005), is by using a pragmatic approach.

Pragmatism declines the view that qualitative and quantitative approaches cannot be used together (Teddlie & Tashakkori, 2003). It “can provide a philosophy that supports paradigm integration and help mixed research to peacefully coexist with the philosophies of qualitative and quantitative research” (Johnson, Onwuegbuzie, & Turner, 2007, p.125). Pragmatism employs multiple approaches to gain a better understanding of a problem or phenomenon. Therefore pragmatists choose which approach is best suited to address the research question (Creswell, 2003). Benz and Newman (2008) assert that the selection of research methods should be dictated by the research questions.

Building on the pragmatists’ rationale, this study employed a mixed-methods approach. This entailed a two-phase design to the study, a qualitative study followed by a quantitative one. Both phases are given the same emphasis (Johnson & Onwuegbuzie, 2004), enabling the data to be triangulated and seeking confirmation of each other’s findings (Lopez-Fernandez & Azorin, 2011) to answer all research questions of the study.

3.4 Research Design

This study was carried out over two sequential phases, the qualitative phase followed by the quantitative phase. The research design is illustrated in the following figure:

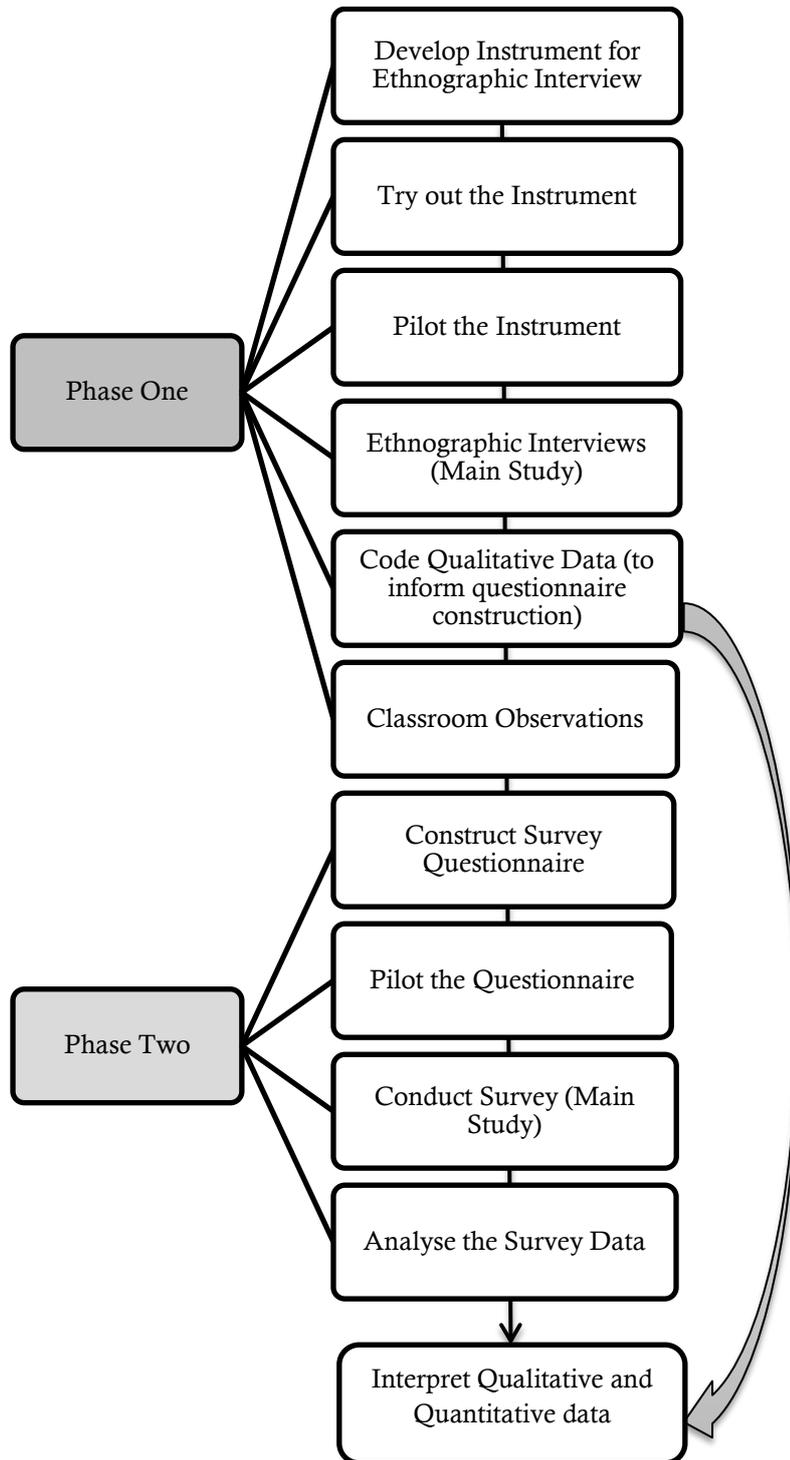


Figure 3.1 Research design

3.4.1 Phase One of the Study

3.4.1.1 Interviews

This section described (1) research sites and participants, (2) research instruments, (3) trial of the instruments, (4) the piloting of the instruments, (5) data collection, and (6) data analysis.

3.4.1.1.1 Research Sites and Participants

The participants of the study were primary school teachers teaching English as a foreign language. This phase was field oriented in nature; therefore samples were purposive (Miles & Hubermann, 1994, p. 27). Participants were selected according to variables relevant to the primary EFL teaching in South Sulawesi: type of the schools: suburban or rural, certified or non-certified EFL teachers, trained or untrained teachers, and the school status, public or private. The purposive sampling continued until saturation was achieved. Saturation is the point at which no new information or themes are observed in the data (Guest, Bunce, & Johnson, 2006, p.59). Morse (1995, p.147) argues that “saturation is the key to excellent qualitative work” although she noted that “there are no published guidelines or tests of adequacy for estimating the sample size required to reach saturation.” She suggested thirty to fifty interviews to be the initial framework for data saturation. Bertaux (1981) suggested much fewer samples could be used to reach data saturation, and that qualitative research accepts the possibility of having as few as fifteen samples to reach data saturation. These two opinions imply that no matter how many participants are involved, saturation may occur at any time during the study. To anticipate this circumstance, the interviews were analysed at the end of each one to identify themes as they emerged.

3.4.1.1.2 Research Instrument

Phase one of the study was a qualitative investigation designed to explore the conceptual issues of teachers' understandings of and attitudes towards the national curriculum framework for primary EFL in South Sulawesi province in Indonesia, the influence of their understandings and attitudes on their teaching methods, and the impact the status of English as a local content subject had on their teaching delivery.

This phase employed an ethnographic interviewing technique (Bauman & Adair, 1992) to collect data from the respondents. Data about teachers' interactions, behaviours, and beliefs were expected to emerge naturally from within their own personal and cultural context. The nature of this kind of interview is that it is an unstructured, nondirective interview. However, tentative interview questions were used to steer the flow of information toward the topic of the study. The tentative interview questions were designed specifically for this study (see Table 3.1 below).

In these interviews, the respondent's role was the expert. This role was employed to encourage respondents to provide descriptive data as dense as possible. The researcher treated respondents' language as data. This is in line with Spradley's (1979) notion that language is a tool for communicating and constructing reality. Based on the main research questions, the following interview questions, referring to what Patton (2002) proposed as the interview guide approach, were used by the researcher.

Table 3.1
Interview guide

Research questions	Interview questions
1. How do South Sulawesi primary school EFL teachers understand the national EFL curriculum framework?	<p>Given that the national government only provides curriculum frameworks, how do you construct your school-level curriculum?</p> <p><i>(Possible) probes:</i></p> <ol style="list-style-type: none"> 1. <i>Any obstacles? If any, how do you overcome them?</i> 2. <i>What features of the framework do you think important?</i> 3. <i>Do you think the national government embrace certain theories or concepts in the making of the frameworks?</i>
2. What are their attitudes toward the National Curriculum Framework?	<p>How do you perceive the National Curriculum Frameworks provided by the national government?</p> <p><i>(Possible) Probes:</i></p> <ol style="list-style-type: none"> 1. <i>What are the major advantages that you see from the frameworks?</i> 2. <i>Any disadvantages?</i> 3. <i>Do you think the frameworks are sufficient to be the base of constructing curriculum at school level?</i>
3. How do their understandings of and attitudes towards the National Curriculum Framework influence their teaching methods?	<p>How do you teach your students? Do you apply any particular methods?</p> <p><i>(Possible) probes:</i></p> <ol style="list-style-type: none"> 1. <i>Do the frameworks, either explicitly or implicitly, recommend any particular methods to be used in teaching?</i> 2. <i>If any, do you think that these methods are applicable to your students? If not, what methods do you think work well with your students?</i>
4. How does the inclusion of EFL as a Local Content subject impact on teachers' beliefs and classroom engagement.	<p>What do you think of the policy of placing English as a local content subject?</p> <p><i>(Possible) probes:</i></p> <ol style="list-style-type: none"> 1. <i>Are there any requirements that English lesson should fit as a local content subject?</i> 2. <i>If any, how do you present English lesson materials to suit to the requirements?</i>

These questions were explored in the interview and used as a guide to “ensure that the same basic lines of inquiry were pursued with each person interviewed (Patton, 2002, p. 343). These questions were not followed in any particular order during the interview (Johnson & Christensen, 2004). Rather, this guide provided the dimensions of the topic associated with the research questions where the researcher was “free to explore, probe, and ask questions that will elucidate and illuminate that particular subject” (Patton, 2002, p. 343). The advantage of this model of interview allowed the researcher to come to the interview with guiding ‘questions’ but remaining open to “following the leads of informants and probing into areas that arise during interview interactions” (Hatch, 2002, p. 94).

3.4.1.1.3 Trial of the Instrument

As stated above, the interview guide was used as the instrument for Phase One of the study. This instrument was tried out by conducting a face-to-face interview with a colleague who is familiar with EFL teaching in primary schools in Indonesia. The interview was transcribed and then analyzed for the purpose of evaluating whether the items of the interview protocol needed revision. The result of this interview showed that the questions were fully understood. An additional probing question was added to Part C because there is every possibility that teachers may rely on other resources in designing their school level curriculum (KTSP). The probing question added was: *Besides the national curriculum frameworks, do you use other resources in constructing your school-level curriculum?*

3.4.1.1.4 Piloting the Instrument

Following the trial of the instrument, the researcher conducted a pilot study. The revised instrument was used in the pilot study. Two participants took part in this

pilot study; one is a primary EFL teacher in Makassar, the capital city of South Sulawesi Province in Indonesia. The interview was conducted via international phone call, therefore only audio components of the interview could be recorded. However, the researcher still could interpret some gestures, such as laughing, and chuckling. The other participant was a Senior High School EFL teacher in Sinjai regency who was occasionally teaching primary EFL at some primary schools. The interview with this participant was conducted via Skype over the internet. Skype enabled the recording both the audio and visual components of the interview. Due to the limitations of the recording software, only the audio component could be recorded, however during the interview the researcher could see the participant's gestures during the interview, and took notes. The results of these two interviews were also transcribed and analysed. The results of the analysis show that these two teachers understood all the questions being asked and were able to respond appropriately. No revision was made to the instrument at this stage; therefore it was used as the instrument for conducting the main study.

3.4.1.1.5 Data Collection

Data collection for Phase One of the study took place during October 2011. Depending on the respondents' responses, the interview times varied from one respondent to another. The least time was 10 minutes 11 seconds and the most time was 22 minutes 11 seconds. Notes were taken during the interviews, particularly on emerging key issues that might need follow-up questions. The interviews were tape-recorded, since it was quite impossible for the researcher to record every single word on a note-pad. As Weiss (1994) noted that if the researcher is taking notes, she or he cannot concentrate on the body-language of

the subject. The interviews were conducted in English language; however, the participants were encouraged to use Bahasa Indonesia if they found difficulty expressing certain ideas in English. The reason behind this was that the researcher wanted to create an environment which was nonthreatening, so that the participants would be able to express themselves as freely as possible.

Eleven teachers participated in Phase One of the study. The following table provides an overview of some of the relevant demographic data of the interviewed teachers. For ethical reasons, the identity of the teachers is presented by using pseudonyms.

Table 3.2
Demographic data of the interviewed teachers

Teachers (Pseudonym)	School Location	Educational Background	Type of School	Teacher Status	Training Background *)
Ratna	Rural	Bachelor Degree in English Education	Private	Uncertified	Untrained
Lisa	Rural	Diploma 2 Degree in Primary Teacher Education	Public	Uncertified	Untrained
Jeffry	Urban	Bachelor Degree in English Education	Public	Certified	Trained
Ismail	Urban	Bachelor Degree in English Education	Private	Uncertified	Untrained
Marlina	Urban	Bachelor Degree in English Education	Private	Certified	Trained
Hermin	Urban	Bachelor Degree in English Education	Public	Uncertified	Trained
Nurwahidah	Urban	Bachelor Degree in Engineering	Private	Uncertified	Trained
Febrina	Urban	Bachelor Degree in English Education	Private	Uncertified	Trained
Fatimah	Rural	Bachelor Degree in English Education	Public	Uncertified	Untrained
Ikbal	Rural	Bachelor Degree in English Education	Public	Uncertified	Trained
Aisyah	Rural	Bachelor Degree in English Education	Public	Uncertified	Untrained

*) *The interviewed teachers' educational background was not specifically prepared for teaching EFL in primary schools, but for secondary ones, therefore they need special training on primary EFL teaching.*

3.4.1.1.6 Data Analysis

Data collected from the interview were transcribed verbatim. The process of transcribing took approximately two months, from November to December 2011. The transcripts were then coded manually, and grouped into categories and sub-categories based on the four research questions of the study by employing thematic analysis (Boyatzis, 1998). Categories and sub categories emerged from the data are as follows:

- a) Teachers' Understandings of the National Curriculum Framework (NCF)
 1. Teachers' understandings of the principles underpinning the National Curriculum Framework
 2. Teachers' understandings on the features of the National Curriculum Framework, which consisted of four sub categories: the substance, the flexibility, the specificity, and the practicality of the National Curriculum Framework.
- b) Teachers' Attitudes towards the National Curriculum Framework
 1. Teachers' attitudes towards adhering to the National Curriculum Framework
 2. Teachers' attitudes towards adapting the National Curriculum Framework
 3. Teachers' incompatibility to the National Curriculum Framework
 4. Teachers' attitudes towards the feasibility of time allocation
 5. Teachers' reliance on textbooks (textbook-based curriculum)
- c) The Influence of Teachers' Understandings of, and Attitudes Towards the National Curriculum Framework on their Teaching Methods

1. Teachers' methods of teaching
 2. Teachers' flexibility of choosing methods
 3. Teachers' use of teaching media
 4. Teachers' cognizance on young learners' needs
- d) Impact of Local Content Status of EFL on teachers' beliefs and classroom engagement
1. Teachers' appraisal on the status of EFL as Local Content subject
 2. Teachers' beliefs about the implication of the status
 3. Teachers' awareness about local content requirements
 4. Teachers' endeavours about their teaching delivery

These categories and sub categories then informed the construction of the survey instrument that was used in Phase Two of the study, the quantitative phase.

3.4.1.2 Classroom Observation

In this study, the use of classroom observation was intended to triangulate the data obtained from the interviews. Observation refers to “the watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest” (Johnson & Christensen, 2004, p. 186). People do not always do what they say they do. That is why, observation becomes an important method of collecting information about people, and happens to be “the only way to get direct information on classroom events, on the reality of program implementation” (Weir & Roberts, 1994, p. 164).

This study investigated the implementation of the National Curriculum Framework for primary EFL teaching. To find out teachers' understandings of and attitudes toward the framework, and how their understandings and attitudes affected their teaching methods, it was essential to conduct classroom

observations. Specifically, the use of classroom observation was intended to address following research questions:

How do their understandings of and attitudes towards the National EFL Curriculum Framework influence their teaching methods? (RQ3)

How does the inclusion of EFL as a Local Content subject impact on teachers' beliefs and classroom engagement? (RQ4)

Using purposive sampling (Patton, 2002), the researcher identified teachers for becoming participants of the classroom observations based on the urban-rural school criteria and state-private school criteria. The intention of the sampling was to ensure that the selected teachers could provide 'information-rich' cases with respect to the purpose of the study. In addition, the participants needed to be willing to be observed in their classrooms, and to have their lesson video-recorded.

Prior to getting confirmation from four participants, the researcher has approached some school principals whose teacher might participate in this study. It was quite challenging since most of teachers are reluctant to be observed. Some said that they were not confident enough to be observed; and some others put the reason that it would distract their classroom. Therefore, only four teachers were willing to take part in this phase of study.

The profiles of the four teachers are as follows:

Teacher A

Teacher A holds a bachelor degree in English Education. He is a teacher in a rural state primary school. He has attended several training sessions

on primary EFL teaching. He has been teaching English for seven years, and has been certified as an EFL teacher for two years.

Teacher B

Teacher B holds a bachelor degree in English Education. She is teaching at an urban private primary school. She has attended several training sessions on primary EFL teaching. She has been teaching for seven years, but she has not been certified yet as an EFL teacher.

Teacher C

Teacher C is teaching at a rural private primary school. He has been teaching English for fifteen years. He initially held a Diploma II degree in English Education when he started teaching English. After ten years of teaching English, he upgraded his Diploma II degree to bachelor degree by continuing his studies at the State University of Makassar for two years. He attended weekend classes; therefore he did not take a study leave but continued teaching at his school while studying at the university. He was certified as an EFL teacher three years ago. He has attended several training sessions on primary EFL teaching.

Teacher D

Teacher D is teaching at an urban state primary school. She has been teaching English for five years, but has not been certified yet as an EFL teacher. She holds a bachelor degree in English Education. She has not attended any training on English teaching during her employment in that school.

This classroom observation was done prior to conducting the survey of the Phase Two of the study. It was expected that natural classroom interaction would be

observed. Doing classroom observation after the survey may have resulted in the teachers being fabricating their teaching delivery to suit to their responses on the survey if, by chance, they were survey participants as well.

3.4.2 Phase Two of the Study

Phase Two of this study was a quantitative investigation. A survey instrument was developed based on the information collected in Phase One. Surveys, as a method of collecting information about people's ideas, feelings, beliefs, attitudes, needs, motivations, and behaviour, have been widely used in social science research (Gray & Guppy, 1999) including in the field of ESL or EFL education (Gorsuch, 2000; Stoller, 1994). They are viewed as an effective way to get required information from a large number of individuals (Alreck & Settle, 1995). Surveys are not necessarily measures or scales, both of which require aggregation of data through arithmetic and mathematical processes. The survey used in this study did not contain scales nor was it designed to elicit ordinal, interval or ratio data. The purpose was to gain an estimation of participant responses to a series of conceptually inter-related questions; the estimation process was counting frequencies of responses to each response category for each item. The rationale for not conducting more complex mathematical operations is discussed below.

Surveys were hand-delivered to respondents. One advantage of this method was the likelihood of high response rates (Gray & Guppy, 1999) and it guaranteed that the one who filled out the questionnaire was the right person.

3.4.2.1 Population and Samples

South Sulawesi is a relatively large province with a population of eight million people (Statistik, 2010). In terms of primary schools, this province has 7,169

schools across the cities (*kotamadya*) and regencies (*kabupaten*) where 6,631 are state schools and the remaining 538 are private schools. The following table presents the number of schools in each city and regency.

Table 3.3

The number of primary schools in each city and regency in South Sulawesi Province

City / Regency	State School	Private School	Total
Makassar	447	80	527
Maros	400	18	418
Pangkep	299	9	308
Gowa	440	47	487
Takalar	236	10	246
Jeneponto	270	30	300
Bantaeng	130	15	145
Selayar	143	10	153
Pare-Pare	200	8	208
Barru	188	40	228
Wajo	425	10	435
Soppeng	260	20	280
Bone	695	65	760
Bulukumba	340	45	385
Sinjai	242	30	272
Pinrang	338	9	347
Sidenreng Rappang	250	6	256
Enrekang	210	21	231
Palopo	72	2	74
Luwu	264	14	278
Luwu Utara (North Luwu)	232	25	257
Luwu Timur (East Luwu)	158	8	166
Tana Toraja	220	9	229
Toraja Utara (North Toraja)	172	7	179

No literature appeared to suggest the number of EFL teachers in each city and regency; therefore there was no way of locating which schools had EFL teachers and which ones did not. In the absence of a list of EFL teachers teaching in every city and regency, and the unknown numbers of them, an area frame

(Kennel, 2007; Zeller, Schwarze & van Rheenen, 2002) was employed to locate samples for the study.

3.4.2.2 *Partitioning of the Sample*

To construct the area frame, cities and regencies were partitioned based on ethnic group background. There are many ethnic groups, and local languages or vernaculars (*bahasa daerah*) in South Sulawesi Province; however they comprise three main groups, Bugis, Makassar, and Toraja. The cities and regencies that belong to the Bugis group are Bulukumba, Sinjai, Bone, Barru, Sidrap, Wajo, Pinrang, Pare-Pare, and Soppeng, and Enrekang. The Makassar group covers the city of Makassar, Gowa, Takalar, Jenepono, Maros, Pangkep, Bantaeng, and Selayar. The Toraja ethnic group covers the city of Palopo, Luwu, Luwu Utara (North Luwu), and Luwu Timur (East Luwu), Tana Toraja, and Toraja Utara (North Toraja).

The sampling frame for the survey therefore was as follows:

Table 3.4
Ethnic-Group Based Area Sampling Frame

No.	Ethnic-Group Based Area Sampling Frame
1	EFL teachers of State primary schools in Bugis ethnic group area
2	EFL teachers of Private primary schools in Bugis ethnic group area
3	EFL teachers of State primary schools in Makassar ethnic group area
4	EFL teachers of Private primary schools in Makassar ethnic group area
5	EFL teachers of State primary schools in Toraja ethnic group area
6	EFL teachers of Private primary schools in Toraja ethnic group area

Locating urban and rural schools was the step following the framing of sampling area based on the ethnic group. There are three cities in South Sulawesi Province namely Makassar, Pare-Pare, and Palopo. Each city is situated in a different group area. The City of Makassar belongs to Makassar ethnic group area, the City of Pare-Pare belongs to Bugis ethnic group area, and the City of Palopo belongs to Toraja ethnic group area. Schools located at these three cities are urban schools in nature, and schools in regencies are mostly rural schools. Therefore, the urban-rural- based sampling frame was as follows:

Table 3.5
Urban-Rural Based Area Sampling Frame

No.	Urban-Rural Based Area Sampling Frame
1	Urban EFL teachers of primary schools in the Bugis group area
2	Rural EFL teachers of primary schools in the Bugis group area
3	Urban EFL teachers of primary schools in the Makassar group area
4	Rural EFL teachers of primary schools in the Makassar group area
5	Urban EFL teachers of primary schools in the Toraja group area
6	Rural EFL teachers of primary schools in the Toraja group area

3.4.2.3 *Sampling*

Samples of teachers were then drawn from the two sampling frames above. Random sampling may introduce sampling errors; therefore efforts were made to reduce the likelihood of errors by using stratified random sampling. To obtain this, the population was divided into strata according to the criteria shown in the following table.

Table 3.6

Strata (subgroups) for stratified random sampling

No	Strata (subgroups) for stratified random sampling
1	Urban EFL teachers in state primary schools in the Bugis group area
2	Urban EFL teachers in private primary schools in the Bugis group area
3	Rural EFL teachers in state primary schools in the Bugis group area
4	Rural EFL teachers in private primary schools in the Bugis group area
5	Urban EFL teachers in state primary schools in the Makassar group area
6	Urban EFL teachers in private primary schools in the Makassar group area
7	Rural EFL teachers in state primary schools in the Makassar group area
8	Rural EFL teachers in private primary schools in the Makassar group area
9	Urban EFL teachers in state primary schools in the Toraja group area
10	Urban EFL teachers in private primary schools in the Toraja group area
11	Rural EFL teachers in state primary schools in the Toraja group area
12	Rural EFL teachers in private primary schools in the Toraja group area

Therefore, the distribution of schools was as follows:

Table 3.7

Distribution of primary schools in sample strata

Stratum	Number of Schools
Urban state primary schools in the Bugis group area	200
Urban private primary schools in the Bugis group area	8
Rural state primary schools in the Bugis group area	2948
Rural private primary schools in the Bugis group area	246
Urban state primary schools in the Makassar group area	447
Urban private primary schools in the Makassar group area	80
Rural state primary schools in the Makassar group area	1918

Rural private primary schools in the Makassar group area	139
Urban state primary schools in the Toraja group area	72
Urban private primary schools in the Toraja group area	2
Rural state primary schools in the Toraja group area	1046
Rural private primary schools in the Toraja group area	63
Total	7169

The same percentage of participants was expected to be drawn from each stratum (Patton, 2002). However, as shown in the table above, the number of schools as determined by the sampling frame was very asymmetrically distributed; therefore this sampling strategy was not used in this setting.

Mailing survey instruments to all schools in the province was another possibility of getting the samples of the study. However, this strategy was not effective since the postal delivery system in South Sulawesi was unreliable, particularly in rural areas where most primary schools were situated. One factor causing the unreliability of postal delivery system in this province is the lack of mail deliverers operating in rural areas. The consequence of this circumstance is that not all areas are covered by delivery. Schools with no postal coverage usually rely on their principals and teachers who eventually go down to the district office of Education Department to get any letters, or documents addressed to their schools. If the letters or documents are urgent, an officer at the district office may be ordered to deliver them directly to designated schools. Survey instruments and the like would not be considered urgent; therefore there was no guarantee that this type of document will reach the schools at the expected arrival times. In addition, most rural primary schools do not have postal address. That is why, even if deliverers are available, there is still a high chance that the letters or

documents do not arrive at the expected arrival time. This situation could create low response rate, making this strategy of mail survey vulnerable to a high nonresponse bias.

To avoid this situation, a sampling strategy with close monitoring was necessary in order that the survey would yield a very low nonresponse bias. The distribution and collection of the survey instrument were closely monitored by a team established prior to conducting the survey who were recruited from colleagues and senior students of the English Department, State University of Makassar. For the reason of accessibility and for other practical reasons; such as time and cost, the monitoring team needed to be area-based. Therefore, the team was expanded to twelve area teams who conducted timely-based fieldwork. The members of each area team were students who originated from each area, so it was easier for them to conduct the survey. This fieldwork was expected to conclude in one month. Each area team was expected to cover ten schools in one day, so approximately 200 hundred schools would be covered in each area during the month of fieldwork. Since the numbers of schools in all strata were very asymmetric, the selection criteria were as follows:

1. The strata contain 200 or fewer schools took all schools as samples; as in area 1, 2, 6, 8, 9, 10, and 12.
2. In the remaining strata, the team covered as many schools as they could during the month of fieldwork

Therefore, during the month of fieldwork, it was expected to get at least 1,564 school samples assuming that all schools in area 1, 2, 6, 8, 9, 10, and 12 participated in the study, and the team in area 3, 4, 5, 7, and 11 covered at least

200 schools in each of these areas. However, only 574 teachers returned the survey within the time frame of the fieldwork. From the twelve areas, the number of teachers participating in each area can be seen in the following table.

Table 3.8

The frequency of samples participated from each sampling area

Area	1	2	3	4	5	6	7	8	9	10	11	12
Frequency	140	30	80	8	92	35	69	20	58	14	24	4

3.4.2.4 *The Development of Survey Instrument*

The survey instrument was generated from the coded transcripts of the interviews (Appendix 1) in Phase One of the study. These provided insights into the Indonesian primary EFL teachers' understandings of the National Curriculum Framework, their attitudes towards the National Curriculum Framework, the influence of their understandings of and their attitudes towards the National Curriculum Framework on their teaching methods, and the impacts of the status of EFL as a local content subject in Indonesian primary Schools.

Specific findings from the coded transcripts were taken as sources for writing items for the questionnaire. The items were modified accordingly to meet acceptable language standards without changing the ideas conveyed, or messages of the original statements as most of the statements were originally expressed in non-standard language. Since the researcher has the same background culture with the interviewed teachers, it was assumed that he understood the intended messages of the statements.

An item may have been generated from a single statement of the coded transcripts. For example:

“The National Curriculum Framework recommends teachers use multi strategies in teaching” (Item List No. 7)

- was generated from

“the teacher should apply / how to say / a multi strategy approach”
(*Script9, p.3, line 76*)

An item may have also been generated from a number of statements which were similar. For example:

“KTSP should be resulted from the analyses that base upon the environment situation” (Item List no. 12)

was generated from the following three statements

1. “[It [the framework] is flexible [because]] we can analyse it based on the environment situation and also the students' need” (*Script1, p.3, line 77*)
2. “each school can analyse it based on region and environment” (*Script1, p.2, line 63*)
3. “[construct school curriculum] based on the students' need / student and also / what is / the environmall // the environment “ (*Script1, p.2, line 37*)

It may also be that a single statement from the coded transcripts generated more than one questionnaire item, for example:

“one of the principles said that the curriculum set should be integrated / which means (clear throat) we have to incorporate the national and regional potencies in our content of teaching materials” (*Script10, p.3, line 66*)

generated the following three items:

1. KTSP has to incorporate the national potencies in the content of teaching materials (Item List no. 6)
2. KTSP has to incorporate the regional potencies in the content of teaching materials (Item List No. 7)
3. KTSP has to incorporate the local potencies in the content of teaching materials (Item List No. 8)

In all, 107 items were initially developed from the concepts, or ideas generated in Phase One of the study as presented in the following table.

Table 3.9

Initial survey items derived from the coded transcripts (see Appendix 1)

No.	Statement	Source Code(s)
1	School-level curriculum (KTSP) is enacted through an active, creative, effective, and fun teaching learning process, widely known as PAKEM	1.1.1
2	The National Government has laid principles as foundations for the construction of school-level curriculum (KTSP)	1.1.2
3	School-level curriculum (KTSP) has to incorporate the national potencies in the content of teaching materials	1.1.3
4	School-level curriculum (KTSP) has to incorporate the regional potencies in the content of teaching materials	1.1.3
5	School-level curriculum (KTSP) has to incorporate the local potencies in the content of teaching materials	1.1.3

6	The National Curriculum Framework issues regulations for the construction of school-level curriculum	1.1.4
7	The National Curriculum Framework recommends teachers use multi strategies in teaching	1.1.5
8	The curriculum is enacted by taking into account the condition of students	1.1.6
9	Materials of KTSP must be suitable with the condition of the students	1.1.7, 1.1.11
10	Materials of KTSP must be suitable with the condition of the school	1.1.7
11	Materials of KTSP must be suitable with the environment where the school is situated	1.1.7
12	The KTSP should be resulted from the analyses that base upon the environment situation	1.1.8, 1.1.9, 1.1.10
13	The KTSP should be resulted from the analyses that base upon the students' needs	1.1.8, 1.1.10
14	The KTSP should be resulted from the analyses that base upon the condition of the region where the school is situated	1.1.9
15	The Competence Standard is the most important substance of the National Curriculum Framework	1.2.1.1, 1.2.1.2, 1.2.1.7, 1.2.1.9
16	The National Curriculum Framework is flexible	1.2.2.1
17	The National Curriculum Framework gives teachers flexibility to construct their own school curriculum	1.2.2.2
18	Flexibility is one of the strengths of the National Curriculum Framework	1.2.2.3
19	The National Curriculum Framework makes possible for teachers to construct their school curriculum based on their own school environment	1.2.2.4, 1.2.2.8
20	The National Curriculum Framework allows teachers to construct their own school curriculum based on the condition of region where the school is situated	1.2.2.7
21	The National Curriculum Framework is too general	1.2.3.8, 1.2.3.14, 1.2.3.15, 1.2.3.16

22	The National Curriculum Framework should be made more specific to be better implemented	1.2.3.10, 1.2.3.12, 1.2.3.13
23	The National Curriculum Framework gives teachers independence to determine methods of teaching	1.2.3.1, 1.2.3.2, 1.2.3.6, 1.2.3.9
24	The National Curriculum Framework recommends particular methods to be employed in teaching	1.2.3.7
25	The National Curriculum Framework states / enlists themes / topics to be taught in class	1.2.3.3.
26	The National Curriculum Framework advocates the use of multi strategies in teaching	1.2.3.4
27	The National Curriculum Framework advocates the use of multimedia in teaching	1.2.3.4
28	The Competence Standard in the National Curriculum Framework is difficult for primary school students	1.2.4.1
29	It is difficult to achieve the objectives set in Graduates' Competence Standard	1.2.4.2
30	The National Curriculum Framework is potentially misinterpreted by teachers	1.2.4.3
31	The National Curriculum Framework potentially triggers confusion to teachers in constructing their school level curriculum	1.2.4.5
32	The National Curriculum Framework functions as guideline for the construction of school level curriculum	1.2.4.10
33	The National Curriculum Framework aids teachers to make teaching preparation	1.2.4.9
34	As young learners, students should be engaged more on speaking skill	3.4.1, 3.4.11
35	As young learners, students should be trained how to pronounce the words well	3.4.2
36	As young learners, students are interested in pictures	3.4.3
37	As young learners, students are interested in colours	3.4.3
38	As young learners, students should be treated differently	3.4.4

39	Teachers must not force the students to know English	3.4.4
40	In learning English, students may use Indonesian if they have any difficulties communicating in English	3.4.5
41	Students like learning English in fun situation	3.4.6, 3.4.8
42	Students like learning English in less formal situation	3.4.7
43	The appropriateness of teaching method affects students' achievement	3.4.12
44	Teachers should be creative in teaching English to primary school students	3.4.13, 3.4.14, 3.4.15, 3.4.16
45	The earlier English is introduced to primary schools students, the more likely they will master the language	3.4.17
46	It is acceptable for English to be a local content subject	4.1.3, 4.1.8, 4.1.9, 4.1.14
47	Teachers need not worry about the target of curriculum of a local content subject	4.1.15
48	It would be better if English be positioned as a core subject in primary school	4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.7, 4.1.10, 4.1.11, 4.1.13
49	Local content subject is less important compared to main subjects	4.2.1, 4.2.3
50	Students have low motivation studying English as a local content subject	4.2.4, 4.2.5, 4.2.10
51	Students undervalue English as a local content subject	4.2.11
52	The students' achievement in English will not affect their overall achievement in core subjects	4.2.12
53	Local content subjects are perceived as additional subjects only	4.2.7, 4.2.8, 4.2.9
54	There is a chance that English is not taught at school due to its status as a local content subject	4.2.6
55	There is a shortage of EFL teacher availability to teach English due to the introduction of English as a local content subject in primary schools	4.2.13
56	Universities need to run a primary EFL teacher program to	4.2.12

	generate EFL teachers for primary schools	
57	Being local content subject means that when we teach English, we have to present topics familiar to students in their own native language	4.3.7
58	When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their own environment	4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.9, 4.3.10
59	As a local content subject, English requires teachers to incorporate regional potential in the context of teaching	4.3.6
60	When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their needs	4.3.11
61	When we teach English as a local content subject, students should be engaged with real contexts	4.3.12
62	I use the National Curriculum Framework as an aid in making teaching plan	2.1.4, 2.1.18
63	I use the National Curriculum Framework as guideline in constructing my school curriculum	2.1.2
64	I feel satisfied with the National Curriculum Framework	2.1.1, 2.1.5, 2.1.10 2.1.12, 2.1.17
65	I construct my school curriculum based on the National Curriculum Framework	2.1.6, 2.1.7, 2.1.11, 2.1.14, 2.1.15, 2.1.19
66	I think the National Curriculum Framework is informative to be a guideline	2.1.8, 2.1.9, 2.1.13
67	In making lesson plan, I consult with the National Curriculum Framework	2.1.3
68	I feel free translating the Competence Standard and Basic Competence into my lesson plan	2.2.1
69	I feel free adjusting the Graduates' Competence Standard to the condition of my students	2.2.1
70	I combine my own school curriculum with curriculum frameworks provided by the government	2.2.2, 2.2.4
71	I do modification to the National Curriculum Framework	2.2.7, 2.2.8, 2.2.12

72	I think the National Curriculum Framework needs to be improved	2.2.5, 2.2.9
73	I adjust the National Curriculum Framework to suit to my classroom condition	2.2.3, 2.2.6, 2.2.10
74	I modify the National Curriculum Framework to be more contextual	2.2.11
75	I adapt the National Curriculum Framework to be more meaningful to my students	2.2.13
76	I construct my school curriculum by learning from peers	2.3.7
77	I construct my school curriculum using other sources instead of the National Curriculum Framework	2.3.2, 2.3.5
78	I think the government allocate enough time for English lesson	2.4.1, 2.4.2, 2.4.3, 2.4.4
79	I think it would be better if the government allocate more time for English lesson	2.4.5, 2.4.6
80	I use textbook only as my teaching resource	2.5.1, 2.5.8
81	I simply follow the textbook as my curriculum	2.5.1, 2.5.8
82	I combine textbook and internet materials as my teaching resources	2.5.7
83	I apply Communicative Approach	3.1.1, 3.1.2, 3.1.18
84	I always try to make my students interested in studying English	3.1.3
85	I always try to make my students feel enjoy studying English	3.1.3
86	I make my students actively participate in class by giving funny style questions	3.1.4
87	I use games	3.1.5, 3.1.17
88	I give students quizzes	3.1.6
89	I apply Total Physical Response	3.1.8
90	I start the lesson by singing songs together with students	3.1.10
91	I start the lesson by doing guessing games	3.1.10
92	I give my students simple role play	3.1.16

93	I like to have my students learning through playing	3.1.14
94	I use more than one method as long as they are appropriate with young learners	3.1.9
95	I use various teaching strategies to accomplish my teaching objectives	3.1.15
96	I use method suitable with the condition of my students	3.2.1, 3.2.3, 3.2.4, 3.2.10
97	I modify techniques to cover all my students' learning styles	3.2.9
98	I use videos as my teaching media	3.3.8
99	I choose teaching materials suitable with the condition in the classroom	3.2.10
100	I feel free to choose any methods I want to use	3.2.6, 3.2.7, 3.2.8, 3.2.11
101	I use media in teaching English	3.3.1
102	I use pictures as my teaching media	3.3.2, 3.3.4, 3.3.5
103	I bring things to my classroom	3.3.8
104	I make teaching materials myself to suit to local content	4.4.1, 4.4.4
105	I combine materials from textbook to other materials suitable to my school environment	4.4.2
106	I modify the textbook materials to suit to local content	4.4.6
107	I adjust the teaching materials in textbooks to suit to my classroom condition	4.4.3, 4.4.7

The next step was to identify items that needed to be merged or removed. Items that conveyed similar ideas were merged, while repeated items that were identical or differed only in one or two words were removed from the list. As an example, the statement:

“I use the National Curriculum Framework as an aid in making teaching plan” (2.1.4, 2.1.18)

and

“In making lesson plan, I consult with the National Curriculum Framework” (2.1.3)

conveyed similar ideas and therefore were merged into one statement, as in the following:

“I consult with the National Curriculum Framework in making teaching plans”

The following table shows all merged items and reasons for merger.

Table 3.10

Merged Items

No	Merged Items	Reason for merger
1	Item No. 2 and 3	The term ‘regulation’ is used by some teachers to refer to ‘principle’, therefore this item is merged into item No. 2
2	Item No. 13 and 14	Item No. 13 and 14 have the same meaning, therefore they rearranged into “KTSP should be developed from analyses that base upon environmental consideration”
3	Item No. 16, 17 and 18	Item No.16 and 18 are merged into item No. 17 since they deal with the same topic; that is the flexibility of the National Curriculum Framework
4	Item No. 19 and 20	No. 19 and 20 are rearranged into statement “The National Curriculum framework allows teachers to construct KTSP based on environmental consideration”
5	Item No. 30 and 31	Item No. 30 and 31 are merged and rearranged into “The National Curriculum Framework potentially triggers teachers’ misinterpretation in constructing KTSP”
6	Item No. 45 and 46	Contextual also means appropriate to certain condition, therefore No. 44 and 45 are constructed into “I adjust the National Curriculum Framework to be more contextual to my classroom”
7	Item No. 83 and 84	“Less formal situation” is also perceived as “relaxed situation”, therefore it is the same as “fun situation”, so this item is merged into item No. 83

One item was maintained to represent other identical or similar items. For example, the statements

“The National Curriculum Framework advocates the use of multiple strategies in teaching” (Item List No. 26)

and

“The National Curriculum Framework recommends teachers use multiple strategies in teaching” (Item List No. 7)

These two items were similar, therefore one of the items (Item 7) was retained. Some items were also removed from the survey as they did not have any relevance to the research questions of the study. For example:

“Universities need to run a primary EFL teacher program to generate EFL teachers for primary schools” (4.2.12)

In addition, some other items were removed because they were considered to be statements that can lead respondents to choose an ideal answer for the items. Such items were implicitly stated in other items. For example:

“I use media in teaching English” (3.3.1)

This item was represented by the statements “*I use pictures as my teaching media*” (3.3.2, 3.3.4, and 3.3.5), “*I bring things to my classroom*” (3.3.6), and/or “*I use videos as my teaching media*” (3.3.8).

The following table shows all removed items and reasons for their removal.

Table 3.11
Removed Items

No	Removed Items	Reason for removal
1	Item No. 27	This item is covered by Item No. 7
2	Item No. 33	This item is covered by Item No. 32
3	Item No. 34	This item is covered by Item No. 37
4	Item No. 35	This item is covered by Item No. 37
5	Item No. 39	This item is covered by Item no. 37
6	Item No. 43	This item can be covered by either Item No. 45 or Item No. 46
7	Item No. 47	This item can be covered by either Item No. 45 or Item No. 46
8	Item No. 51	This item is covered by Item No. 50
9	Item No. 54	This item is covered by Item No. 105
10	Item No. 55	This item contains blunt statement
11	Item No. 56	This item is covered by Item No. 57
12	Item No. 61	This item contains a blunt statement
13	Item No. 63	This item is covered by Item No. 59
14	Item No. 66	This item is covered by Item No. 68
15	Item No. 72	This item contains blunt statement and is reflected in Item No. 73, 74, and 75
16	Item No. 81	This item is indicated in Item No. 80
17	Item No. 96	This item does not have any correlation with any of the Research Questions
18	Item No. 97	This item does not have any correlation with any of the Research Questions
19	Item No. 98	This item does not have any correlation with any of the Research Questions

The rest items remains unchanged, namely Items No.1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 21, 22, 23, 24, 25, 27, 28, 29, 36, 38, 40, 41, 42, 44, 48, 49, 52, 53, 57, 58, 60, 64, 65, 67, 69, 70, 71, 75, 76, 77, 78, 79, 82, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 99, 100, 101, 102, 103, 104, 106, and 107.

These procedures reduced the number of items from 107 to 80 items, which were then grouped based on common themes, and were conceptually streamlined, as seen in the Appendix 2.

The items were then written as closed-ended questions and five-point Likert-type response categories were provided to the respondents (see Appendix 3). Three, four and five category polytomous scoring models are commonly used in educational research (Alreck & Settle, 1995; Fraenkel & Wallen, 2003). Two kinds of response anchor were used, 'level of agreement' and 'reflect me' (Vagias, 2006). In the 'level of agreement', the respondents were given the option of choosing a neutral of 3 to allow them to neither agree, nor disagree and thus gave them more freedom to be "undecided" when responding to the statement. One purpose of this option was to avoid forcing the respondents to choose a direction (Tsang, 2012) and express agreement or disagreement when they cannot make such a choice (Johns, 2010). More importantly, the neutral option was provided due to cultural factors. In third world countries, such as Indonesia, and particularly South Sulawesi Province, respondents have a tendency to exaggerate answers because they want to be perceived as nice people, therefore they will avoid reporting what they perceive as "less socially acceptable answer" (Johns, 2010, p. 7). Also, visitors like researchers are often perceived as government agents, with the power to give punishments and rewards based on the answer given. That is why, rather than giving true response which might be disappointing, they would give positive responses to questionnaires. A neutral option is considered a more "safe" to choose instead of negative responses. Therefore, the options were: *strongly disagree*, *disagree*, *neither agree nor disagree*, *agree*, and *strongly agree*. In 'reflect me' anchor, neutral option also applied in

which the respondents were given the options to choose either '*never or almost never true of me*', '*usually not true of me*', '*neutral*', '*usually true of me*', or '*always or almost always true*'.

3.4.2.5 *Trialling the Instrument*

Prior to trialling the instrument, the length of questionnaires which consisted of 80 items need to be considered. De Vaus (1995) asserts that the optimal length of a questionnaire will depend on the nature of the sample and the topic under investigation. The more specialised the population and the more relevant the topics are, the longer questionnaire can be. He further asserts that in surveys of specialised populations with relevant topics, length is considered less important to take into consideration. This study investigated primary EFL teachers' understanding of and attitudes towards the Indonesian National EFL Curriculum Framework, therefore they belong to a specialised population with a relevant topic of investigation.

Five EFL teachers were asked to complete and comment on the draft of the questionnaire. During their completion of the draft, they were asked to record the time it took them to do it, and jot down any difficulties they had in completing any of the questions. A few suggestions of changes in relation to wording and layout were made in response to the views of some teachers. The major change was made to item No.1 where the term '*National Curriculum Framework*' was complemented with phrase '*in this case the National Standards*'. The reason was that the term '*National Standards*' was more frequently used in the field.

3.4.2.6 *Data Collection*

Survey administration started in the first week of June, 2013. It was expected that the survey would be concluded in one month. However, due to some factors; such as school calendars, and the condition of the areas, it did not run as expected. In June, the survey could only run during the first and second week. Schools were closed during the third and fourth week. In July, schools opened in the first and second week and then closed again until the mid of August for the Ramadhan break. The condition of the areas also affected the distribution of the survey. The urban schools were relatively easier to survey compared with the rural schools. Much more efforts had to be made to reach schools in remote areas.

The survey was then concluded by the end of August, 2013. Initially, it was expected to get responses from 1,564 teachers from all areas of survey. However, after conducting the survey within a three month time frame, only 574 teachers had responded to the survey. The main factor causing this drop of numbers was that a considerable numbers of teachers, particularly voluntary EFL teachers, had actually withdrawn from the schools although their names were still listed as teachers. Many of them took positions as voluntary teachers while they were waiting to be recruited as permanent teachers at secondary schools, or accepted as employees at any other institutions. Teachers' withdrawal was also affected by the piloting of the 2013 curriculum in a number of schools which were supposed to be implemented nationwide shortly. The 2013 curriculum did not recommend English to be taught at primary schools.

3.4.2.7 *Data Analysis*

The 80 items of the questionnaire were grouped and analysed based on the emerging themes or categories from the qualitative study. The data obtained from the questionnaire responses were at best nominal and possibly ordinal. Therefore non-parametric technique of data analysis were deemed appropriate (Dörnyei & Taguchi, 2010; Fraenkel & Wallen, 2003; Munzel & Bandelow, 1998; Shah & Madden, 2004). There is evidence that applying parametric statistical tests, which use means and standard deviations, should be avoided with data that are not interval or ratio. For example, using the median for describing the central tendency of scores rather than an arithmetic mean in which response category labels are treated numerical values rather than category labels (Siegal, 1956; Stevens, 1955). However, the median approach neglects any indication of the distribution of responses (Doig & Groves, 2006). Therefore, there is a need to present the proportion of responses in each category for every statement (item) to provide a clear picture of the pattern endorsement of the survey instrument. For this purpose, the frequency count of responses was suitable. The survey data were then tabulated to find out frequencies and percentages using IBM Statistical Package, Services and Solution (SPSS) Version 21 (SPSS, 2012). According to Pallant (2007), SPSS package provides a powerful statistical analysis and data management system in a graphical environment by using descriptive menus and simple dialog boxes.

It needs to be reiterated that the survey data were nominal and the survey was not a measure nor constructed to exhibit the psychometric properties required of a measure. The major reason for this limitation was that the instrument items were derived from interview data and not from a construct model of the

phenomenon of interest which is the starting point for developing a measure (Bond & Fox, 2007; Engelhard, 2013; Wilson, 2010)

3.5 Trustworthiness

In pursuit of a trustworthy study, this study follows criteria for qualitative research proposed by Lincoln and Guba (1985), and Guba (1981), which corresponds to the criteria employed by positivist researchers:

1. Credibility (in preference to internal validity);
2. transferability (in preference to external validity/generalizability);
3. dependability (in preference to reliability); and
4. Confirmability (in preference to objectivity).

In terms of credibility, the researcher has had a prolonged engagement with primary EFL teachers in South Sulawesi, and had developed rapport prior to the data collection. To avoid bias, the researcher applied random sampling in choosing the participants, although much of the qualitative research involved the use of purposive sampling. This research included Foreign Language teachers with a wide range of backgrounds. In addition, each teacher approached to be involved in this study was given opportunities to refuse to participate or withdraw from participation to ensure that he or she was genuinely willing to participate.

In terms of transferability, the researcher employed purposive sampling method in data collection to maximize the range of information uncovered. This study also sought to provide thick descriptive data to permit comparison of the research context to other possible contexts.

In terms of dependability, this study employed mixed methods. Interviews, a survey and classroom observations were employed and teamed in such a way that any weaknesses of one method would be compensated by another.

In terms of confirmability, the present study used a triangulation procedure in data collection and analysis. The transcript of the interviews was shown to the respondents prior to data analysis for checking and additional comments. A triangulation procedure was also used with the classroom observations where the researcher was assisted by another observer during the observation. The results of the observations from each observer were then merged to produce a single result to be used in the data analysis.

For the survey phase, estimation of reliability coefficients such as Cronbach's Alpha was not possible due to the type of data elicited by the survey. The data were not interval and correlational procedures were hence not appropriate. Application of factor analytic methods to examine the structure of the data would also produce dubious results for this reason.

3.6 Ethical Considerations

Kane (1991) noted that the researchers' first responsibility is to the individuals they study and the research must not interfere with their physical, social, and mental welfare. All the participants in this research were educated adults, working as primary school teachers in South Sulawesi province in Indonesia. The teachers who were on study leave or sick leave were not approached to take part in this research. Consent forms were used with all participants. The consent forms were in both Indonesian and English.

All participants were informed of the purposes of the research. They were given an opportunity to ask questions. They fully understood the entire process of the research and acknowledged that participation in the research was voluntary and they had the right to withdraw at any time during the research process. Any information which might potentially identify them was not used in published material.

CHAPTER 4

RESEARCH RESULTS

4.1 Introduction

This chapter presents findings of the study comprised of two sections: qualitative and quantitative findings. The Qualitative section consists of findings from the interviews and classroom observations, whereas the quantitative finding was resulted from survey.

4.2 Qualitative Findings

4.2.1 Findings from the Interviews

This section presents the results of the interviews in the qualitative phase of the study, which then informed the second quantitative phase of the study. Thematic analysis (Boyatzis, 1998) was employed to analyse teachers' responses to the interview questions, and has been categorized into four main themes, as seen in the Figure 4.1 below:

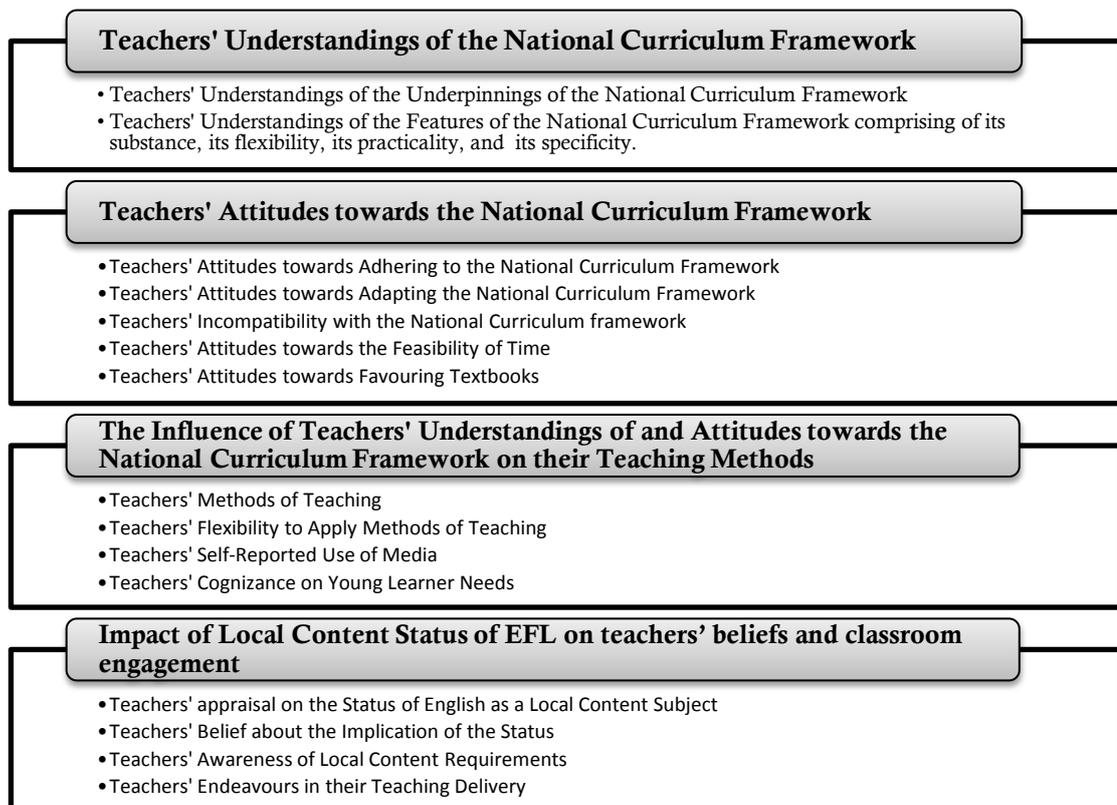


Figure 4.1 Thematic categories

The results, then, informed the second phase of the study. This mixed methods sequential exploratory design (Creswell, 2003; Tashakkori & Teddlie, 1998), developed data to inform the construction of a quantitative instrument to find out teachers' understandings of the National Curriculum Framework; their attitudes towards it; the influence of their understandings of and attitudes towards it on their teaching methods; and the impact that local content requirement being locally determined on their teaching delivery.

This qualitative phase explored the four research questions with the interviewed teachers. This phase gave a rich insight into the thinking of the teachers at an individual level. Meanwhile, the quantitative phase with a large random sample provided a broader view of teachers on the matters discussed in qualitative phase and added a validation strategy for the research.

All the interviewed teachers were speakers of English as a Foreign Language, therefore grammatical mistakes may occur in some responses. To some extent, those responses have been modified accordingly in the presentation without changing their meanings. For ethical reason, the presentation of the interview results employs pseudonyms for the interviewed teachers.

Demographic characteristics of the interviewed teachers vary; from certified to uncertified, trained to untrained, urban to rural, public to private, and EFL teaching degree to non-EFL teaching degree holders (see Chapter 3). These various backgrounds are representative of South Sulawesi primary EFL teaching experience.

4.2.1.1 Teachers' Understandings of the NCF

The interview data in terms of teachers' understandings of the National Curriculum Framework (hereafter NCF) have been categorized into two main themes; namely (1) teachers' understandings of the principles underpinning the NCF, and (2) teachers' understandings of the features of the NCF, which is grouped into four sub themes: (a) teachers' understandings of the substance of the NCF, (b) teachers' understandings of the flexibility of the NCF, (c) teachers' understandings of the specificity of the NCF, and (d) teachers' understandings of the practicality of the NCF.

4.2.1.1.1 Teachers' understandings of the principles underpinning the NCF

The interviewed teachers generally acknowledged that the NCF is underpinned by some principles. Fatimah, for example, asserted that "the curriculum is enacted through an active, creative, effective, and fun teaching learning process that is popularly now called as *pakem* (Fatimah, 2012, line 47). She further noted

that the NCF suggests that teachers employ diverse methods in teaching learning process. “The teacher should apply... a multi strategy approach” (Fatimah, 2012, line 76).

Ikbal perceived that the National Government has established some underpinnings for the making of school curriculum. “The government has laid some foundations in the form of principles that we have to pay attention [with] when constructing school level curriculum” (Ikbal, 2012, line 64). He further stated that “One of the principles said that the curriculum set should be integrated, which means we have to incorporate the national and regional potencies in our content of their teaching materials” (Ikbal, 2012, line 66). In addition, he suggested teachers should develop their school-level curriculum by reference to the National Curriculum Framework because, as he claimed, it contains the protocols of curriculum design. “The National Standards regulate things that teachers should do in constructing their curriculum...” (Ikbal, 2012, line 40).

Some teachers perceived environmental considerations as one of the principles laid down in the NCF. For example, Lisa saw that students’ environment or school environment has to be a factor to be considered when teachers prepare teaching materials; that teaching materials must be suitable for the environment in which the school is located. “I think [teaching] material in primary school must be suitable with the condition of students, school, and [the] environment” (Lisa, 2012, line 56). In a similar vein, Ratna viewed environmental circumstances, beside the students’ need, has become a consideration for the analysis of the NCF prior to constructing school-level curriculum. She said that, “...we can analyse it based on the environment situation, and also the students’

need” (Ratna, 2012, line 77). She also used the word ‘region’ beside the word ‘environment’ to indicate a larger scale of environment. In the Indonesian context, region may refer to a province, some provinces, or an island consisting of provinces having definable characteristics, for instance Sulawesi region which consists of several provinces including South Sulawesi where this study was undertaken. “Each school can analyse it based on region and environment” (Ratna, 2012, line 63). To Ratna, teachers should construct their school-level curriculum “based on the students’ need and ...environment” (Ratna, 2012, line 37)

Ikbal perceived students’ capacity and students’ personalities as principles in the NCF that become platforms for the construction of school-level curriculum. “We choose materials that suit our students, either in terms of their competence or in terms of their unique characteristics” (Ikbal, 2012, line 55). Ismail supported this perception by putting forward students’ capacity as one of principles underpinning the NCF. He said, “We should understand...the weakness of the students” (Ismail, 2012, line 59).

4.2.1.1.2 Teachers’ understandings of the features of the NCF

(a) Teachers’ understandings of the substance of the NCF

Marlina perceived that all components of the NCF are of the same significance. She said, “I think all of the components are very important” (Marlina, 2012, line 53). However, Standard of Competencies and Basic Competence were perceived as most significant by some other interviewed teachers. For example, Ratna commented, “The important thing actually is Base Competence [Basic Competence], also the Standard Competence” (Ratna, 2012, line 53). Lisa, too,

perceived it in the same way. She said, “In my opinion, Standard of Competence and Base of Competence is the important things from the framework” (Lisa, 2012, line 48). To Lisa, Competence Standard and Basic Standard are bases for generating teaching objectives and achievement indicators. “From that, we can make an indicator and know the purpose of teaching” (Lisa, 2012, line 50).

Hermin perceived Competence Standard as the most significant component of the NCF. “I think the most important is the Competence Standard” (Hermin, 2012, line 66). To Hermin, teaching and learning objectives are derived from the Basic Competence. “We can know the purpose [from the Basic Competence]” (Hermin, 2012, line 72). Ikbal saw Competence Standard as the most significant component, because “...from this standard we make syllabus and lesson plan” (Ikbal, 2012, line 58).

Jeffrey believed that the basic standards [Standard of Competencies and Basic Competencies] are very well defined, and he claimed that “...this [is] very clear for the teachers” (Jeffrey, 2012, line 46). Fatimah perceived the curriculum implementation guideline issued by the National Board of Standard of Education [BNSP] as another important substance of the framework, following the Competence Standard and Basic Competence.

The government has provided another supporting document, the curriculum implementation; ...I mean the implementation guideline made by the Board of National Education Standard (Fatimah, 2012, line 40).

(b) Teachers' understandings of the flexibility of the NCF

In terms of flexibility, some of the interviewed teachers, such as Ratna and Ikbal attested that the NCF is adaptable. Ratna repeatedly said that, " ...it is still flexible, it is still flexible (Ratna, 2012, line 66). Ratna recommended the government provide curriculum frameworks by taking into consideration the needs of local communities. "Maybe it will be better if the government...provide it based on the local needs (Ratna, 2012, line 46). Ikbal had the opinion that "the framework is good enough; ...it gives us flexibility to construct our own school curriculum" (Ikbal, 2012, line 72), and that "the flexibility is the strength..." (Ikbal, 2012, line 78). He further added that the flexibility of the framework enabled teachers to construct their school curriculum based on their own environmental circumstances and their students' needs. "The National Government must be aware that the curriculum framework should allow flexibility for teachers due to different conditions of regions (Ikbal, 2012, line 48). He also saw that teachers can make best use of the school curriculum due to the generality of the standards. He argued that 'the generality of the standard allows us to make our curriculum as best as possible to suit to our students and school condition' (Ikbal, 2012, line 73).

Beside the factors discussed above, Hermin saw teachers' circumstances as another factor that needed to be taken into account in curriculum construction. "I think the government...must make the curriculum based on...the teacher..." (Hermin, 2012, line 85).

(c) Teachers' understandings of the specificity of the NCF

Aisyah saw that the NCF is unspecific. "The framework is too general, so I try to make it more meaningful" (Aisyah, 2012, line 38). Fatimah found it the same. She said, "...the context of the framework is too general, I think" (Fatimah, 2012, line 55). He recommended that the National Government provided a more thorough curriculum framework for teachers' guideline. "I wish I could get a more detail framework (Fatimah, 2012, line 57).

Ratna believed the NCF to be incomplete as it is only a framework. "...it is still not complete, it is just a framework" (Ratna, 2012, line 79). Similarly, Marlina viewed the framework as incomplete too, and she recommended the framework be augmented. "It has to be added" (Marlina, 2012, line 49). Hermin, too, saw the NCF is insufficient. "I think the framework [is] not enough" (Hermin, 2012, line 93).

Four teachers, Ratna, Lisa, Marlina and Aisyah, underlined pedagogical aspect in the NCF. They observed that the framework does not specify methods of teaching to be used in the classroom. Ratna said, "The framework [does] not recommend some method, so, that is why the teacher must be creative to create some...media in learning; teaching learning process" (Ratna, 2012, line 118). To Lisa, it is the teachers who determine what methods to be used. "Framework never recommend any particular methods to be used in teaching, it depends on the teacher" (Lisa, 2012, line 90). Marlina, too, did not see that the NCF specifies particular methods to be employed in teaching. She said, "I don't think...the framework recommends some methods to apply in teaching" (Marlina, 2012, line 60). When asked whether the NCF recommends any

methods to be used in teaching, Aisyah chuckled. She said, “Recommend any method? Well, I don’t think so” (Aisyah, 2012, line 99).

In terms of the specificity of the NCF, Ikbal saw that although the NCF does not clearly define what methods to be used, it advocates the use of multiple strategies and teaching media. “The framework just suggests us to use multi strategy and multimedia in teaching” (Ikbal, 2012, line 101). Ikbal also saw that the framework does not suggest any particular subject matter to be presented in the teaching learning processes. “Framework does not state or recommend any topics or themes to be taught in the classroom (Ikbal, 2012, line 81).

In contrast, Febrina understood that the NCF has endorsed methods of teaching to be employed in classroom; although she admitted that only a small number of methods are available. “Only a few, I think” (Febrina, 2012, line 93).

(d) Teachers’ understandings of the practicality of the NCF

Fatimah perceived that the Competence Standard of the NCF is challenging for primary school students to accomplish. “The Competence Standard that [is] provided by the national government [is] too difficult for primary school students” (Fatimah, 2012, line 37).

Ikbal, focusing on the teaching objectives established in the Graduate Competency Standard, said that the objectives are beyond achievement level. “The objectives set in the graduate competence standards are too difficult to achieve” (Ikbal, 2012, line 52). The weakness of the NCF, he argued, is that ‘not all teachers are capable of translating the framework into school curriculum because it needs teachers’ creativity to find teaching materials that suit to their

student' (Ikbal, 2012, line 78). Such conditions have led to the NCF being perceived impracticable by some of the teachers interviewed. For example Lisa, admitted that on some occasion, the NCF has led to her being confused when creating her own school curriculum. "Actually, sometimes I [get] confused how to construct my school level curriculum (Lisa, 2012, line 40).

Another issue regarding the practicality of the NCF is the availability of school facilities. For instance, Ismail suggested the NCF was impractical due to the government's failure in equipping the school with facilities needed for its implementation. "The government prepare like material but the content of the book is nothing because they don't prepare special equipment for them" (Ismail, 2012, line 110). He insisted the National Government to facilitate schools with equipment needed for the implementation of the curriculum. "When we prepare a special curriculum actually we should understand equipment also" (Ismail, 2012, line 130).

Marlina maintained that 'the framework sometimes does not work well' (Marlina, 2012, line 112), while Ratna offered a contrasting opinion; saying that the framework is 'easy to analyse' (Ratna, 2012, line 66), and 'it is very good because it can help us to make a preparation before teaching' (Ratna, 20123, line 76). Nurwahidah agreed with Ratna, and suggested that the framework is 'good because they try to facilitate...or to be the guideline' (Nurwahidah, 2012, line 140).

4.2.1.2 Teachers' Attitudes towards the NCF

From the results of the interview, teachers' attitudes towards the NCF have been categorized into five themes: (1) teachers' attitudes towards adhering to the NCF, (2) teachers' attitudes towards adapting the NCF, (3) teachers' incompatibility with the NCF, (4) teachers' attitudes towards the feasibility of time allocation, and (5) teachers' attitudes towards using textbooks

4.2.1.2.1 Teachers' attitudes towards adhering to the NCF

Marlina declared "I construct my curriculum based on government curriculum," (Marlina, 2012, line 44) to show her adherence to the NCF. Ratna said that she adhered to the NCF because it helps teachers make teaching plan. "So far I think it is very good because it can help us to make a preparation before teaching (Ratna, 2012, line 76). She confirmed that she used the framework as the guideline instead of textbooks. Commercial textbooks contain syllabuses and lesson plans that teachers can use. "The guideline is not from the textbook but from the framework" (Ratna, 2012, line 102).

Lisa stated that she learned how to set all her teaching directions from the government's framework provided. "I learn how to make KKM, program of semester, Rincian Minggu Efektif, planning of teaching which is provided from syllabus that the government have given" (Lisa, 2012, line 42). She maintained that the framework provided reliable for her to develop her teaching plan. "Good enough I think; where it helps me to make a plan of teaching" (Lisa, 2012, line 61). To her opinion; the framework 'is very satisfactory' (Lisa, 2012, line 65).

Jeffry declared that he developed his school curriculum by referring to the NCF. "I construct this curriculum ... according to the National Standard" (Jeffry,

2012, line 37). He emphasised that it is a must for teachers to adhere to the Process Standard and Content Standard. “We must follow the Process Standard and Content Standard I think” (Jeffry, 2012, line 40). He saw the NCF as luminous. He said that, “I think this is informative because from the basic standard this very clearly for the teachers” (Jeffry, 2012, line 46). Hermin, too, believed that ‘the framework is informative enough to be guideline’ (Hermin, 2012, line 39). In a similar vein, Nurwahidah showed her adherence to the NCF by affirming that the framework is reliable as a parameter for creating a school curriculum. “In my opinion, I think that’s good because they try to facilitate...or to be the guideline” (Nurwahidah, 2012, line 140).

According to Febrina, the framework is the foundation for constructing school-level curriculum; therefore teachers have to refer to it. “We must back to the basic of the government” (Febrina, 2012, line 99). She further added that the framework is ‘good enough’ (Febrina, 2012, line 66).

When asked a question as to whether the framework is informative or not, Ikbal said “To my point of view, yes it is” (Ikbal, 2012, line 45). Therefore, he constructed his school curriculum based on the NCF. “...I make my school curriculum based on these National Standards (Ikbal, 2012, line 40). Aisyah saw ‘nothing wrong with the curriculum [framework provided by the government]’ (Aisyah, 2012, line 43).

4.2.1.2.2 *Teachers’ attitudes towards adapting the NCF*

Some teachers saw that they have to adapt the NCF. Ismail, for instance, attested that although teachers are supposed to refer to the government’s framework, they should try to incorporate their own curriculum with the

National Government's framework. "We should try to make a combination between the teacher and the government itself" (Ismail, 2012, line 70). He explained that he arranges relevant teaching materials to the subject matter recommended in the framework. "I am going to prepare other material that [is] so easy to understand without leaving the theme of the subject or the book" (Ismail, 2012, line 203).

Marlina stated that she constructs her school curriculum based on the government's curriculum, but she admitted that she occasionally makes some additions. "Sometimes I add by myself" (Marlina, 2012, line 45). Though she was not sure herself, she thought that the framework still needed to be revised. "I think it must be completed again, maybe" (Marlina, 2012, line 64). In a similar vein, Hermin also said that she uses the NCF, but that she made some amendments to make it suitable with her students and her classroom situation. "In the classroom I improve them to be suitable with the student and the condition in the classroom" (Hermin, 2012, line 33).

Nurwahidah saw that the NCF is supportive as a parameter, but she makes some distinctions in her own school curriculum. "I think we are really helped by the curriculum provided by the government; it can be our guideline, but we make something different with it" (Nurwahidah, 2012, line 54). Though she found the framework quite illuminating, she thought that it is necessary for teachers to amend it to make it operational. She commented "...informative enough; it's okay, but we need more to modify" (Nurwahidah, 2012, line 68). Febrina agreed, saying that the framework is informative, but that teachers need to 'develop that' (Febrina, 2012, line 50).

Ikbal makes his adaptation of the NCF by lowering the level of difficulty of the teaching objectives. He used the term 'degradation of the objectives' for this adaptation. "We do a kind of degradation of the objectives (Ikbal, 2012, line 54). To Aisyah, it is incumbent upon teachers to make some adjustments to the framework to make it appropriate for their teaching. "What our task then as a teacher is, how we adapt, or how we modify this curriculum that can be more contextual to our teaching" (Aisyah, 2012, line 34). To her, what actually matters is how teachers innovate to adjust the framework. "The problem then is how we use our creativity to make modification with the guideline (Aisyah, 2012, line 44). She makes every attempt in amending the framework to produce a profound school curriculum. "The framework is too general, so I try to make more meaningful" (Aisyah, 2012, line 38).

4.2.1.2.3 Teachers' incompatibility with the NCF

Teachers demonstrated their incompatibility with the NCF with various reactions. Ratna saw the framework as dissatisfying. "It is no enough satisfactory," she commented (*Ratna, p.3, line 83*).

Ismail claimed he understands his students better than the government does; therefore he knows what the students need. "I really understand what kind of the materials that my students necessary for them" (Ismail, 2012, line 200). Instead of relying on the government's framework, he said he used other teaching and learning resources. "I use other resources" (Ismail, 2012, line 106). He complained that the government made the 'curriculum' without considering the availability of teaching resources needed for its implementation in classroom. "The government prepare... like material but the content of the book is nothing,

because they don't prepare special equipment for them" (Ismail, 2012, line 110). For instance, the textbooks promote more listening materials, but the government does not take into account the provision of equipment [laboratory] needed for the teaching of listening. "Most of the books contain of listening, and there is no equipment; how to do this?" (Ismail, 2012, line 135). Ratna articulated her perplexity when dealing with the NCF, particularly when focusing on some competences. "Sometimes we are confused what have to do...to focus [on] some competence because it is still not complete, it is just a framework" (Ratna, 2012, line 79). Therefore, she did not merely refer to the handbook provided by the government, but she also considered what her students really need. "Beside I, what is, see from the handbook, handbook, also I see the students' need" (Ratna, 2012, line 86).

Lisa declared that she develops her school curriculum by learning from her peers, in this case, more experienced teachers instead of relying on the government's framework. "I learn from the teacher who has a long teaching experience" (Lisa, 2012, line 41).

Fatimah admitted, "Very often I get problems..." (Fatimah, 2012, line 55) dealing with the NCF; therefore she does not base her school curriculum on the NCF. "Well, to tell you the truth, I don't really construct my own school-level curriculum based on the standard" (Fatimah, 2012, line 34).

4.2.1.2.4 Teachers' attitudes towards the feasibility of time allocation

Four out of eleven of the interviewed teachers paid special attention to the time allocation set in the NCF. Ismail, for example, maintained that with only a two-hour lesson per week, time setting looks implausible for her. "Time setting is not

really logical for me” (Ismail, 2012, line 55). He disagreed with the time allocation set by the National Government. “I’m not really agree [with] the government already apply before, like the example, how they set the time” (Ismail, 2012, line 49).

Hermin said she experienced problems dealing with limited time. She said, “I have problem in the time, limited, limited time” (Hermin, 2012, line 45). She compensated for her limited time by deducting the time for post activities in her teaching process. “I [make] less the closing time in the teaching process” (Hermin, 2012, line 56). Ikbal asserted that ‘time really matters for us’ (Ikbal, 2012, line 143).

In contrast, Nurwahidah working in a ‘quite’ independent private school claimed that English is taught six hours every day instead of two hours a week. “The government only give two hours for English in a week or more than, but we give six hours or everyday for English (Nurwahidah, 2012, line 57).

4.2.1.2.5 Teachers’ attitudes towards favouring textbooks

Instead of referring to the NCF for constructing their school curriculum, some teachers preferred to rely on [commercial] textbooks. Febrina, for instance, said that she used textbook as her only teaching resource. “Just textbook,” she said (Febrina, 2012, line 157), and she never creates her own school curriculum. She claims that the textbook is very complete, and the attached syllabus is very good to use in the classroom.

I only take the book and then it's very complete. There is activity there and then I think the syllabus [syllabus in the textbook] is very good to use in the class (Febrina, 2012, line 58)

Fatimah said that she too preferred to rely on textbooks since most of them have supplementary teaching devices that make her teaching much easier.

I prefer to rely on the textbook. Most of the textbooks published have already set syllabus (Fatimah, 2012, line 57)

Like Fatimah, Aisyah, too, saw that textbooks contain teaching devices. "There is a textbook and then you know that in the textbook there is a syllabus and then the lesson plan" (Aisyah, 2012, line 45)

To some extent, textbooks are the only teaching resources available to certain teachers and schools. For example, Aisyah commented, "I am lack of resources, so maybe one of the resources is textbook, you know, stuck to the textbook" (Aisyah, p3, line 76). In addition to relying on the textbook, Lisa claimed she occasionally uses internet resources in her teaching. "Sometimes I get the resource from the book, internet, yep like that" (Lisa, 2012, line 68). Ikbal commented that the "Textbook is my second curriculum" (Ikbal, 2012, line 88).

4.2.1.3 The Influence of Teachers' Understanding of and Attitudes towards the NCF on their Teaching Methods

This item has been categorized into four themes: (1) teachers' methods of teaching, (2) teachers flexibility to apply methods in teaching, (3) teacher's use of teaching media, and (4) teachers' cognizance of young learners' needs.

4.2.1.3.1 Teachers' methods of teaching

The majority of teachers claimed that they use a Communicative Language Teaching (CLT) approach as implied by their responses which have CLT characteristics. Ratna specifically stated that she applies a communicative approach in her classroom. "I use communicative approach sometimes in the classroom" (Ratna, 2012, line 107). She perceived that the communicative approach assists her in teaching. She said, "So far, I think communicative approach...can help me in teaching the students" (Ratna, 2012, line 126).

Lisa admitted that she makes every effort to have the students 'interested and feel enjoy in studying English' (Lisa, 2012, line 77). For example; she engages the students by having some funny style questions, and playing games with them. "I make them active by giving some questions in funny style...sometimes I give a game (Lisa, 2012, line 95).

For Jeffry, with lower grade students, grade one to three, games or quizzes were seen to be suitable, while for grade four to six, he employs discussion strategies as well as games and quizzes. "For low levels...some teachers [make students] study by games or quiz but in the fourth grade sometimes may be discussion, quiz and games, too" (Jeffry, 2012, line 75).

Hermin described how she normally begins her classes with warm up activities, such as singing songs together with students, guessing games, or giving oral questions. "To begin the teaching process, I usually use the singing, guessing, or oral question to my students" (Hermin, 2012, line 80). She added that singing, using pictures, and guessing games are among the more reliable teaching

strategies that are suitable for her students. “I think the good method for my student is singing, using picture and guessing” (Hermin, 2012, line 103).

Fatimah employs a method widely known as *‘belajar sambil bermain* or learning through playing’ (Fatimah, 2012, line 68). However, she noted that teachers ‘use various teaching strategies or teaching techniques to accomplish the teaching objectives’ (Fatimah, 2012, line 79).

Ikbal said that his students like playing games, singing songs, and role-playing. “My students like if I teach them through games and song, sometimes I give them role play too, but as simple as possible” (Ikbal, 2012, line 96). Among the methods he applied, playing games are preferred by his students since it creates an enjoyable teaching and learning environment. “I think games work well with my students, yeah, they are learning while they are having fun as well (Ikbal, 2012, line 110).

Aisyah mentioned contextual teaching as her method, and perceived it as belonging to the communicative approach. She said, “...maybe that's what we call communicative approach” (Aisyah, 2012, line 102).

A few others claimed they use multiple strategies in their teaching. In other word, they use more than one method as long as they are appropriate for their students. For example, Nurwahidah said her school applies ‘multiple intelligent strategies’ (Nurwahidah, 2012, line 159). Singing, discussion, and dialogue are amongst the methods used by Febrina. “Singing a song in the class and then discussion, dialoguse” (Febrina, 2012, line 75).

The Neurological Impressed Method (NIM), and Total Physical Response (TPR)) were other methods used by certain teachers. For example, Ismail was in favour of the Neurological Impressed Method which he had found very practical in his classroom. “Something works very well for me and this...means, this method bring me to get my S1 [graduate degree] is NIM, Neurological Impressed Method” (Ismail, 2012, line 144). Marlina employs the ‘Total Physical Response’ (Marlina, 2012, line 82) method, but she uses various methods as long as they are pertinent to her students. “I apply more, more than one, but appropriate for students at the young learners” (Marlina, 2012, line 92).

4.2.1.3.2 Teachers’ flexibility in applying methods in their teaching

The interviewed teachers acknowledged that under the NCF they are free to select methods in their teaching. Most of them agreed that the selection of methods to be used depends upon the condition of students in their schools. For example, Marlina admitted that she uses teaching methods that are suitable with her classroom situation. “The method must be appropriated with the situation and the condition” (Marlina, 2012, line 97). She asserted that teachers are able to be independent in the matter of teaching method selection. “We are free to choose what method we want” (Marlina, 2012, line 180). Even if there are any recommended methods from the National Government, she stated that she does not rely on them, and determines her own teaching methods. “I don’t care about the method; I choose the method by myself” (Marlina, 2012, line 107). According to her, ‘we are given freedom’ (Marlina, 2012, line 182) as far as methods of teaching are concerned.

Lisa said that she employs methods based on her school situation, and she does not rely on any specific methods because of that circumstance. “Actually I don't use any particular method because the condition of the student in our school” (Lisa, 2012, line 76).

For Jeffry, teaching method is a matter of ‘teachers’ selection and teachers’ choice to apply’ (Jeffry, p.3, line 98). He also added that his teaching method is based on students’ circumstances. He said, “It is according to the condition, because ... in our class there are many types of students” (Jeffry, 2012, line 72).

Ratna recounted that her students’ interest and needs become crucial factors that determine the methods of teaching she uses. “I use particular method which is related with the students' interest and also students' need” (Ratna, 2012, line 108).

Nurwahidah stated that schools may amend methods. “The methods depend on our school to modify” (Nurwahidah, 2012, line 64). Similarly, Aisyah stated that she makes adjustments to some teaching practices so they can suit their students. “I try to modify some techniques to cover all the styles that my students have” (Aisyah, 2012, line 94). In line with this, Hermin chooses teaching materials and methods that are ‘suitable with their students and the condition in the classroom’ (Hermin, 2012, line 115).

4.2.1.3.3 Teachers’ use of teaching media

The majority of the interviewed teachers said they used some teaching aids in their teaching. Ratna declared that her teaching requires the use of media. “I always use teaching media,” she convinced (Ratna, 2012, line 109). She said, “I always use picture” (Ratna, 2012, line 113). However, in the listening session

she does not use any teaching instruments, and students rely on her own voice only. She commented, "...I [do] not use a media because the students just listen [to] my voice" (Ratna, 2012, line 136). Lisa uses audio, visual, or audio-visual aids in teaching. "I also use some media in teaching, like a picture, song, and some games" (Lisa, 2012, line 78). In a similar vein, Hermin said, "In my process of teaching...beside singing, quiz, guessing, I usually [use] picture card" (Hermin, 2012, line 97).

Fatimah uses real things in her teaching. "I don't let my students just to imagine the things, but I bring the things in front of them" (Fatimah, 2012, line 89).

Nurwahidah argued that it is insufficient for teachers to just teach conventionally, such as jotting down notes on the board. She commented, "Just write in the whiteboard, it's not enough..." (Nurwahidah, 2012, line 279). She maintained that teachers are not being creative if they only teach students by having them read their textbooks, or watch movies via video compact disc (VCD). "Just look at the book, look at the VCD, I think it is not so creative" she argued (Nurwahidah, 2012, line 101).

4.2.1.3.4 Teachers' cognizance on young learners' needs

Some of teachers' responses in the interview reflected their awareness of how to teach young learners. They argued that teaching should be fun. That is why they mostly used games and songs in their teaching. They said they should avoid threatening situations when teaching young learners. For example, Lisa explained that English is something new for primary school students; therefore 'we must teach them in a different way from the usual; we must not force them to know it' (Lisa, 2012, line 107).

Jeffry claimed that students like learning in informal situations such as with outdoor activities. “The students like learning English not this formal but informal like the outbound and outdoor activities” (Jeffry, 2012, line 87). Hermin claimed that students like learning if the teachers are ‘doing [it] with fun’ (Hermin, 2012, line 105). She perceived that the English teaching in primary schools [should] help children to identify English language from the beginning of their schooling. She said, “The English teaching in the primary school...helps the children to know English from beginning” (Hermin, 2012, line 130).

Ratna said she emphasises on teaching *speaking* and *listening*. “Actually I am still focus on speaking and also listening” (Ratna, 2012, line 131). She trains the students on ‘how to pronounce the word well’ (Ratna, 2012, line 132). She claimed that due to their nature as children, students are ‘interested in pictures and colours’ (Ratna, 2012, line 113); therefore she always employs visual aids in her teaching.

Nurwahidah suggested that employing audio-visual aids makes students more excited in learning. “In my school my student really like English; may be with games is more fun” (Nurwahidah, 2012, line 79). She also said that students are fond of learning when teachers use audio and visual aids in teaching. “So, they really like when we say ‘come on sing’ and use a video” (Nurwahidah, 2012, line 183). Febrina, too, said that ‘they like singing’ (Febrina, 2012, line 83). Meanwhile, Aisyah argued that ‘children’s world [is] mostly game’ (Aisyah, 2012, line 89).

Ratna and Nurwahidah agreed that teachers in primary schools should be innovative. Ratna argued that ‘the teacher must be creative to create...some

media in...teaching learning process' (Ratna, 2012, line 118). Nurwahidah said that the teaching of English in primary schools 'needs a creative teacher' (Nurwahidah, 2012, line 176). She argued that innovative teaching is needed since students have different learning styles. She said, "...student have many patterns of learning style; they need more creative teacher" (Nurwahidah, 2012, line 279). Ikbal supported this claim by stating that 'it needs teacher creativity to find teaching materials that suit to their students (Ikbal, 2012, line 78).

4.2.1.4. Impact of Local Content Status of EFL on teachers' beliefs and classroom engagement

The impacts of local content status of English on the delivery of EFL programs have been categorized into four themes: (1) teachers' assessment on the status of English as local content subject, (2) teachers' belief about the implication of that status, (3) teachers' awareness of local content requirements, and (4) teachers' endeavours in their teaching delivery.

4.2.1.4.1 Teachers' appraisal of the status of English as a Local Content subject

The majority of teachers interviewed disagreed with the current status of English as a local content subject in primary schools. They argued that English should stand as a main subject, the same as other subjects, such as math and sciences. For example, Ratna argued that leveraging the status of English up to main subject would improve the teaching and learning situation. "It will be better if English is placed as the other subjects" (Ratna, 2012, line 147).

In line with this, Jeffry also argued that English must be positioned as a main subject. "I think now English in primary school is not only for the local content but it must be the main subject too" (Jeffry, 2012, line 101). He insisted the

government “put it in main subject, not as a local content again” (Jeffry, 2012, line 104). He further said, “English is not conclude [included] in National Examination because the English in primary school is still in local content” (Jeffry, 2012, line 112). It means that with its current status as a local content subject, English is not included in the National Examination.

Other teachers, Ismail, Nurwahidah, and Febrina also agreed that English should be levered up to be a main subject. Ismail said “English, especially for primary school will become main subject for them, it’s not only local subject” (Ismail, 2012, line 160). Nurwahidah commented “We try to make it not only a local content subject; we try to make it as a primary [subject]” (Nurwahidah, 2012, line 206). Febrina insisted “They must do that, they must learn” (Febrina, 2012, line 137). What Febrina meant is that it will be compulsory for students to learn English if the status of English is levered up to be main subject. Fatimah too, argued that the position of English as a local content subject is not really good, and that it has to be a principal one. She said, “I mean actually the status is not really good. Why? Because I mean if it is a local content, it means that it is not a core subject” (Fatimah, 2012, line 99).

On the other hand, Marlina, Hermin, and Aisyah argued that they see the current status of English as a local content subject as reasonable. This does not mean they were opposed to English being a main subject. Rather, they saw that it was better for English to be a local content subject at primary school than for it not be taught at all. For example, Marlina commented, “I think it is good because... the children know English at the basic” (Marlina, 2012, line 120). What Marlina means is that it is worthwhile teaching English from primary level of schooling. Hermin spoke similarly, “I think English in primary school as

local content subject...is very good” (Hermin, 2012, line 127), although she should would prefer to have English to be a main subject in primary schools. “I need English as a main subject in the elementary school” (Hermin, 2012, line 165). Aisyah found it tolerable for English to be a local content subject as well. She said, “English as a local content subject? I think, yeah, it's okay” (Aisyah, 2012, line 108).

Though Ikbal agreed on the status of English as a local content subject in primary schools, his reasons were different from the other three teachers above.

The good point is that by placing English as a local content means that teachers are free, yeah, in quotation marks, to set up their lesson plan without having to worry about target of curriculum (Ikbal, 2012, line 129).

His agreement implied that it is good for English to not be a main subject at primary schools because teachers have greater freedom to set up their teaching and learning processes without having to worry about accomplishing the targets of a mandated curriculum when it is a main subject.

4.2.1.4.2 Teachers' beliefs about the implication of the status

‘It’s just a local content subject’. Teachers assumed that this likely to be in students’ mind when they are learning English. For example, Ratna argued that students will consider English as not an essential subject. “Students have a mindset that a subject that [is] placed as a local content... are not too important” (Ratna, 2012, line 149). In line with this, Febrina argued that English becomes less crucial when it is positioned as a local content subject. “Not the important

one” she said (Febrina, 2012, line 129). According to her, students will think that English is only supplementary subject; therefore they may have low motivation learning it. “They think this [is] only addition, addition[al] lesson, so the motivation ... is low” (Febrina, 2012, line 131). She added, “...the student only *ogah-ogahan*” (Febrina, 2012, line 123). The word ‘*ogah-ogahan*’ is an Indonesian expression meaning ‘half-hearted’. In other words, Febrina was saying that students will only half-heartedly learn English due to its status as a local content subject.

Ikbal observed that “local content subjects are perceived as additional subjects at schools” (Ikbal, 2012, line 121); therefore it may be opted out from school subjects. “There is a chance that English is not chosen as one of the subject as school (Ikbal, 2012, line 123). Marlina, too, indicated that some schools do not even select English as a local content subject as the implication of its status. “Some school don’t take English as local content” (Marlina, 2012, line 142). Another implication, as Ismail and Ikbal indicated, is that students tend to undervalue local content subjects, including English. For example, Ismail commented “They are thinking that this is only *muatan lokal* [local content], this is only additional subject” (Ismail, 2012, line 185). Ikbal said, “Students tend to underestimate local content subject” (Ikbal, 2012, line 127). Ikbal claimed it happens because local content subjects will not influence students’ overall performance when they are assessed. “They will not affect their final marks” (Ikbal, 2012, line 128).

4.2.1.4.3 *Teachers' awareness of Local Content requirements*

Most teachers discussed what was required of local content subjects. Aisyah, for example, argued that the teaching materials should incorporate the traditions of the students. "I think it's okay as long as we, in teaching or in delivering the subject...we still in our culture" (Aisyah, 2012, line 110). She emphasized that teaching materials should be related to students' own environment. "We try to find the material that [is] more relevant or real with the environment...where I am teaching now" (Aisyah, 2012, line 39). Another requirement she claimed is that teaching should be made relevant with what students really require in their daily life. She said that teachers should consider 'the students' need where... you are teaching' (Aisyah, 2012, line 104), and should think how they can '...teach more real...' (Aisyah, 2012, line 87).

Ikbal suggested that one of the requirements of a local content subject is that the lessons have to be amalgamated with the potentiality of the regions where the school belongs to. "Local content subject requires that the lesson should incorporate the regional potential, yeah, the regional environment in the context of teaching" (Ikbal, 2012, line 134). He explained that when teachers teach English, they have to 'present the topic that is familiar to students in their own native language' (Ikbal, 2012, line 137).

Ratna described how the teaching materials have to be relevant to the local situation. "It is relevant with the environment there (Ratna, 2012, line 167). Fatimah, too, saw relevancy to the local situation as one requirement of a local content subject. She said, "When we teach English, yeah, we are supposed to

provide them with learning materials concerning on their own environment” (Fatimah, 2012, line 111).

A few other teachers claimed that there is no prerequisite appended to local content subjects. When asked whether there any are requirements for English as a local content subject, Lisa said that English does not have to fit any conditions. “There is no requirement that English lesson should fit as a local content subject” (Lisa, p.4, line 115). Jeffrey also claimed that local content subjects do not have any requisite. “No, no, no requirements,” he said confidently (Jeffry, 2012, line 111).

4.2.1.4.4 Teachers’ endeavours in their teaching delivery

In line with their awareness of local content requirements, teachers reported several ways in which they do to suit their teaching to the requirements of local content subjects. Marlina makes teaching materials herself to suit to the local content requirements.

So, I make the material by myself. For example, I take Bantimurung, Bantimurung waterfall. We tell about Bantimurung. We tell about Pantai Losari. It is that what I do. [Bantimurung and Pantai Losari are few of many tourist destinations in South Sulawesi Province in Indonesia] (Marlina, 2012, line 165).

Therefore, she does not always refer to a published commercial English textbook. “Sometimes I don’t follow English textbook from outside” (Marlina, p.5, line 162). When she did use the textbooks, she attested that she would modify the text. “I change the text” (Marlina, 2012, line 169).

Meanwhile, Hermin noted that she only uses the textbooks as a guideline, and she enhances the quality of her teaching materials herself. “I [am] just using the book as a guidance, but the material I improve by myself, like about... the things in the room” (Hermin, 2012, line 158). Ikbal said he found that presenting topics that were familiar in the students’ own native language is difficult. “This is sometimes difficult to apply” (Ikbal, 2012, line 140).

Jeffrey saw that “Some teachers get material from the textbook and then they combine with the situation in the school, maybe the environment in the school, maybe students’ interest” (Jeffrey, 2012, line 118). Jeffrey, although claiming there are no requirements that local content subjects need to fit with; he remakes his teaching materials to suit to his school condition. “[We] arrange again situated from the school” (Jeffrey, 2012, line 126).

4.2.2 Classroom Observations

This section presents the results of the classroom observations conducted to find evidence regarding the teachers’ implementation of the primary EFL curriculum in South Sulawesi province in Indonesia. This phase aimed at find evidence of what the teachers reported they practiced in their EFL teaching in primary schools. In other words, this procedure enabled a comparison to be made between what teachers said they did while teaching with what actually they did as evidenced in their classroom interactions. Referring to the themes or categories described in Sections A and B, this phase of study sought to find (a) what influence teachers’ understanding of and attitudes towards the National Curriculum Framework as reported by them, had on classroom interactions, and

(b) whether the local content requirement being locally determined impacted on their teaching delivery.

Specifically, this phase of study sought to explore: (1) teachers' methods of teaching, (2) the extent to which they were able to flexibly apply their methods of teaching, (3) their use of teaching media, and (4) the strategies they used in their teaching delivery.

4.2.2.1 Findings from the Observations

Four teachers participated in this phase of study. Field notes that were written during the observations are the main sources used for the analysis. The four classroom observation sessions were also video recorded. Where examples are given, the transcriptions of segments of the observed lessons are provided. The four teachers have given their explicit permission for direct reference to be made to their lessons in reports of the research. The four teachers were labelled A, B, C, and D (see chapter 3).

Observing Teacher A

General Observations

The students' desks were arranged in a U setting comprised of 30 desks for 30 students. The classroom wall was full of pictures and charts, maps, and some other teaching materials. The students were already in class when the observer came with Teacher A. Another subject teacher was still there and she was about to leave the classroom.

In-Class observations

The class began; all students greeted the teacher while standing up. Teacher A started by greeting the students in Islamic greetings; checked the students' presence. He simultaneously used both English and Bahasa Indonesia. A student was missing this class.

The lesson started. He asked students to prepare their textbooks and opened Unit 3. The lesson topic was "shopping". He instructed students to read loudly the text together with him from the unit title. He started reading it, and was then followed by all students in chorus. He asked students for the meaning in Bahasa Indonesia of what they read, for example, the unit sub-title "keep clean" was translated as "jagalah kesehatan" by the whole class.

After the text was read and translated, Teacher A asked the students to look at the pictures provided in the textbook, and asked the students what they were. Students answered in English, and he asked them again to name them in Bahasa Indonesia as well.

He then asked students to do the exercise in the textbook. The exercise contained pictures to be named. He asked them to write their answers in their notebooks. He encouraged students to consult with their dictionaries. This time students did the exercise individually.

During this time, Teacher A got a chart and hung it on the whiteboard; then he checked the classroom and found there were two students sitting together without textbooks. He asked the other students to lend one to the two students.

After approximately five minutes, Teacher A asked whether the students had finished doing the exercise. He then asked individual students the answer to

exercise number one. The student who was asked the question was asked to stand up to answer. The student read the question, and translated it into Bahasa Indonesia prior to answering it. The answer was translated by the student into Bahasa Indonesia as well. The teacher asked other students if they had a different answer. The same approach was repeated with question number two. The teacher concluded these two questions by confirming to the correct answers to the whole class. Questions number three and four were answered the same way as the previous numbers. Question number four was an open ended question. Students were asked to identify or mention traffic signs that exist in their surrounding environment.

The lesson continued to the next part: language focus. Teacher A took the chart he had hung on the whiteboard and brought it a bit closer to the students. Then he asked students to identify each picture in the chart. The students, in chorus, said the name of each picture both in English and Bahasa Indonesia as they were asked to. There were two charts containing pictures of traffic signs to be named. From the camera close up, it can be seen that the each picture already has the name written underneath. Teacher A concluded this part of the lesson by confirming students' understanding. He did this by having students, in chorus, answer that they have already understood that part.

The lesson then continued to the next part, another exercise. Teacher A, again, asked the students to read loudly the text including the instructions. After that, he explained the exercise. It was a Matching Exercise in which students matched each sign with its proper name. Students were asked to translate them afterwards. Teacher A then went back to his seat waiting for the students finish the exercise. After certain amount of time, the students were then asked to

present their answers in front of the class. The students who wanted to answer the questions raised their hands. The appointed student was asked to stand up and give his/her answer. After all questions were answered, Teacher A asked whether all students have understood the lesson. The students confirmed 'yes' in chorus. He asked the students to repeat the answers, and the students answered in chorus.

Teacher A then concluded the lesson by, again, farewelling students in Islamic farewells.

Observing Teacher B

General Observation

The class was well equipped with a teacher's computer connected to a wide screen by a projector. The students' desks were arranged in a U setting. There were 31 students of this class; 29 were present, and the other two were absent. They were Year 4 students with the majority of them were female.

In-Class Observation

The class started with a student led a prayer in Arabic. Teacher B and students greeted each other in English. After that, she informed the class (in English) that they would have fun that day. She invited the students to guess the topic of the lesson they were going to learn. A student then guessed that they were going to have "family" as the topic of the lesson. Teacher B confirmed the student's answer.

Teacher B played a video through the computer. The video contained an English song about family entitled Finger Family (Daddy Finger). She encouraged the students to sing that song while playing since the lyrics were on the screen as

well. The students then sang the song while imitating the actions in the video. They used their fingers to indicate family members mentioned in the song. The song was repeated where Teacher B led the students to sing the song while the video is playing as well. The students enthusiastically sang the song.

After the song finished, the learning activity moved to a quiz. Teacher B explained the rules of the quiz before starting. Using a small board, each student wrote down an answer based on the question asked by Teacher B. For example, Teacher B asked “what is the father of your father?” The students raise the small board to show the answer they have written. Teacher B then asked the class to spell each letter of the words. So, for example, the word ‘grandfather’ was then spelled. Teacher B continued asking questions on family members, and the students did the same procedures, writing down the answer on the small board and then spelling it. Occasionally, Teacher B asked individual students to answer the quiz. When the quiz was over, there was one student who was winner of the game. Teacher B gave a reward in the form of a coupon, yet it was not known what it was for.

Teacher B asked the students if they wanted to play game again. The majority of the students did. Teacher B then divided the students in groups of five, therefore six groups were formed with the last group consisting only four students. The students moved from the chairs to an available space in class. Teacher B firstly demonstrated how the game would run. As soon as the students understood, the game began. Teacher B asked a question, and the leader of each group competed one another to raise their hands as fast as possible. Whoever raised their hands faster was given the first chance to answer the question. The group then answered the question. Each member of the group consecutively came to the

front to spell each letter of the words. For example, the word 'father' consists of six letters which means that the first student in the group would have two turns to spell letters 'f' and 'r'. If one of the members made a mistake, the other groups were allowed to take over, and so on. In the end, there would be a group who became the winner. During the game, the class was very noisy.

The lesson continued with Teacher B asking the students to stand in two lines with boys in one line and girls in another line. Teacher B then paired them. There were 14 pairs formed, each consisting of a boy and a girl. The boys acted as the interviewers, and the girls as the interviewees. The boys asked the girls to name members of their family. The other pairs did the same interview at the same time causing the class to be very noisy.

After the game finished, Teacher B distributed a handout to the class. The handout consisted of two exercises. First, the students were to find out words relating to family members in jumbled letters. Second, the students were asked to write the names of their family members. During this session, Teacher B again played the song in the background. Teacher B went around the class to check the students' work.

Realizing that the time was almost over, Teacher B concluded this session, and asked the students to stop doing the exercises. The students were directed to sit down on the floor close to one another. Teacher B gave the resume of the lesson from each session. She asked the students questions relating to 'family members' once again to check their understanding. Then she concluded the lesson.

Teacher B used English all the time in class.

Observing Teacher C

General observations

The students' desks were arranged in rows facing the whiteboard. The class was noisy with students, but Teacher C seemed to get accustomed to this kind of situation. The students were wearing uniforms in which female students were wearing the veil (hijab) indicating that the school is a private Islamic primary school.

In-Class Observations

The class began with Teacher C checking the students' preparation. He asked whether students had brought a pencil case, English notebooks, English textbooks or dictionary, and a box. He used Bahasa Indonesia as his language of instruction, though he used English to name the things that he asked about. Occasionally, he knocked his desk with a ruler to get his students' attention.

Teacher C started the lesson by writing the topic on the whiteboard. The topic of the lesson that day was 'prepositions'. He said that they were going to learn ten prepositions, but he soon reduced them into five. He asked the students to repeat after him saying 'preposition'. Then he asked students whether they have known or have heard about prepositions. Students responded that this is new to them.

Using a box and a pen, Teacher C demonstrated the preposition 'on' by putting the pen on the box. He asked the students to do the same while he continued to say 'on'. Students followed him saying 'on'. He asked the class the meaning of 'on'. Some students responded '*hidupkan*' indicating its meaning as 'turn on'; the opposite of 'turn off', for example, a mobile phone, the light.

Teacher C asked the students to think about it once more, showing the box with the pen on it. The students finally got the idea, and they responded using Bahasa Indonesia '*di atas*'. That's the meaning of 'on' in Bahasa Indonesia. Teacher C asked a student to write it on the board. Then it was the time to make a sentence. When constructing the sentence, Teacher C employed the possessive pronoun 'my' in front of the word 'pen'. He demonstrated it by pointing his chest while saying 'my'. He invited a student to write the sentence on the white board. This time, the student wrote 'my pen on the box'. Teacher B explained that they have to use 'to be'. Finally, the sentence constructed was 'my pen is on the box'.

Moving to the next preposition, Teacher C again did a demonstration by putting the pen in the box. The students guessed. They were encouraged to consult their dictionary if necessary to find out the English for the word '*di dalam*'. The procedure was the same as with the preposition 'on' in which a student wrote on the whiteboard the preposition and another student was appointed to write down the sentence. After these two prepositions were put in sentences, Teacher C asked the class to repeat (in chorus) after him reading the sentences.

Demonstrating another three prepositions continued. Where necessary, Teacher C asked the students to consult their dictionaries for the English word for the preposition they found. The other prepositions were 'under', 'near', and 'behind'. Teacher C drilled the prepositions to make sure the students pronounced them correctly. The students then made sentences with these three prepositions.

Finally, there were five sentences written on the whiteboard using the five prepositions. Teacher C asked students to read (in chorus) the sentences. Teacher

C emphasised on the prepositions by asking to students to repeat the words. He corrected students' pronunciation. Lastly, he assigned homework for students from their textbook.

Observing Teacher D

General observations

The students' desks were arranged in a conventional way with rows facing the whiteboard. Teacher D was teaching Year 4 students. The class was crowded; some students did not pay attention to the lesson; one or two students were wandering around the class. Teacher D used English as the language of instruction with Bahasa Indonesia in certain occasions for further explanation of certain aspects of her teaching.

In-Class Observations

The class began. Teacher D asked the students to sing an English song together with her as a warm up. Then she called the roll. She gave questions to the students to check whether they still remembered the lesson they studied in the previous meeting.

Teacher D took off the clock from the wall and used it as realia. She asked the students what was in her hands.

Teacher D introduced the topic they were going to learn about that day. She drew a picture of a big clock. Then she explained how to tell the time in English. She wrote necessary expressions used to tell the time on the whiteboard. During this time, some students seemed not to pay attention. Teacher D gave examples about the explained topic. With her two hands, she demonstrated certain times

by assigning her right hand as the minute indicator, and her left hand as hour indicator. For example, when she demonstrated 9 o'clock, facing the students she stretched her right hand in a vertical position, and her left hand in horizontal position to the right direction. Students told the time each time Teacher D changed the position of her hands.

Teacher D used the clock she took off from the wall to assign individual students to identify the times she set on it manually. She found out that many students did not yet understand how to tell the time. She asked the students to open their English textbook. Students opened to the page where the topic about telling the time was. Teacher D asked them to pay attention to some explanations in the book. She explained the lesson once again. Then she did demonstrations again by using her two hands. The class was suddenly interrupted by one or two students who made a loud noise. The class focused again. This time the number of students who participated increased a lot. They responded enthusiastically.

Teacher D assigned students to work in pairs. In turn, one student demonstrated certain sets of time by his/her two hands, while the other one told the time. Teacher D controlled each pair. During the pair work, Teacher D paid attention to students who had problems in understanding the lesson. She called them to the back of the class, and explained it to them once again. Teacher D concluded the lesson because the time was over. She did not forget to thank the whole class for their attention during the lesson, and hoped they would learn better in the next meeting.

4.2.2.2 *Analysis of the Findings*

The main findings are analysed below under headings related to each of the themes outlined above.

4.2.2.2.1 Teachers' Method of Teaching

From the four teachers observed during their teaching of English in class, it was evident that they employed various teaching methods or strategies in the classroom. The identified teaching strategies are as follows:

1) *Choral Drill*

In choral drill, the students read or chant together following along as the teacher leads. It can be repeating of poems, nursery rhymes, the alphabet, songs, sentence patterns, and vocabulary lists. Teacher A, for example, employed this teaching strategy more than half of the time during the observation. Using the textbook, he read the texts loudly, including the instruction texts followed by the students in chorus. Teacher B employed this strategy by singing a song together with her students. Teacher C, too, employed this strategy by having his students repeat after him certain vocabulary.

2) *Demonstration*

Demonstration includes the use of real objects, performing actions, using gestures, and facial expressions. This teaching strategy was employed by Teacher D, Teacher B, and Teacher C. Teaching how to tell the time, Teacher D initially used the wall clock in the classroom to demonstrate the time. Then she used her hands, and gestured the time by identifying her right hand as a 'minute' and her left hand as 'hour'. The students guessed the time by looking at the gestures. Teacher B employed demonstration when she explained the way the language

game she assigned would run. Teacher C demonstrated the prepositions he taught by using realia.

3) Pictorial Illustration

Teachers employed pictorial illustration by using blackboard drawings, charts, diagrams, sketches, photographs, maps, or textbook illustrations. Pictorial illustration was observed being employed by Teacher A and Teacher D. Teacher A, for example, used charts consisting of pictures of road signs. The students were to identify what these road signs designated for. Teacher D used pictures in the textbooks that illustrated time.

4) Questioning or Quizzing

This questioning strategy or quiz was employed by Teacher A and Teacher B. Teacher A employed this questioning strategy by asking his students to identify each road sign on the charts he presented in front of the class. Teacher B employed this strategy when she asked the students to guess what topic they were going to learn that day. This strategy also occurred when she employed a quiz or guessing game on identifying family members. To Teacher B, this strategy was her primary strategy during the observed lesson.

5) Translation

This teaching strategy was employed by Teacher A and Teacher C. Teacher A, for example, employed this strategy for most of the time of the observed lesson. Every text, either in a single word, phrase, or sentence found in the textbook were translated directly into Bahasa Indonesia; the main language of instruction used in class. Teacher C practiced this strategy when he asked students to find

meaning of certain words or phrases in Bahasa Indonesia, and encouraged the students to consult with their dictionary.

4.2.2.2.2 Teachers' Flexibility of Choosing Methods of Teaching

If the National Curriculum Framework has laid down recommended methods to be used in teaching EFL in primary schools, there should have been similar methods or strategies used by the four observed teachers in their teaching. During the observation, the teachers freely applied teaching methods or strategies.

Teacher A, for example, used translation, choral drill, and pictorial illustration in his teaching about road signs. Teacher B interchangeably used questioning strategies or quizzes, demonstration, and spelling games in her teaching about family members. Teacher C applied demonstration and translation strategies in his teaching of preposition. Teacher D applied demonstration and pictorial illustration during her teaching about telling the time.

4.2.2.2.3 Teachers' use of Teaching Media

It can be seen from the four observed classes that the use of teaching media varies depending on what the schools can afford to make available. The use of songs, pictures, realia, and videos are among the media used by the observed teachers. For example, Teacher A used pictures (in charts) to illustrate road signs. Teacher B used song and videos in her teaching about family members. Teacher B's classroom were equipped with a wide screen desktop along with a projector that enabled her to use such media in her teaching. Teacher C used realia to illustrate prepositions. Besides using things available in the classroom, such as pencils, pens, pencil cases, rulers, the chalk box, he had assigned

students to bring other things, such as boxes of certain products. These things were used to illustrate certain prepositions he taught during the observed lesson. Teacher D used the wall clock in the classroom as realia. Besides, she used pictures she drew on the whiteboard prior to the lesson commencing, and pictures in the students' textbook. These things were used to illustrate the time, the lesson topic she was teaching during the observation.

4.2.2.2.4 Teachers' Application of Local Content Requirements

The status of English as a local content subject in primary schools in Indonesia has consequences for the teachers. They have to acknowledge the requirements attached to local content subjects; that the teaching materials should be relevant to the local situation, concerned with the students' own environments, and incorporate the culture of the students.

During the observation of the four teachers, there was almost no evidence found that they complied with these requirements in their teaching. The small proportion of local content that was in existence was when the textbook used by Teacher A asked the students to identify the road signs that existed around the school area. It also emerged when Teacher C mentioned some local food (in L1) when he introduced prepositions. The teaching resources were mainly from the contents of nationally published textbooks with no adaptation or modification.

4.3 Quantitative Findings

This section presents the results of the quantitative phase of the study which was undertaken by distributing the survey to primary EFL teachers in South Sulawesi Province in Indonesia. As explained in Methodology Chapter, 80 items of survey questions were generated from the interview results in Phase One study of the

study. This survey was aimed at finding out teachers' understandings of the National Curriculum Framework, their attitudes towards it, the influence of their understandings of and attitudes towards it on their teaching methods, and the impact that local content requirements being locally determined was having on their teaching delivery.

There were 574 respondents of the survey. The survey data were tabulated to find out frequencies and percentages by employing SPSS Statistical Software Version 21.

4.3.1 Responses Relating to Teachers' Understandings of the NCF

Items 1 to 26 of the questionnaire were constructed to find out teachers' understanding of the National Curriculum Framework. These items, except Item 1 which is a general item, were grouped into two main categories: (1) teachers' understandings of the principles underpinning the National Curriculum Framework; and (2) teachers' understandings of the features of the National Curriculum Framework. Of the 25 items, items 2 to 11 were intended to find out teachers' understandings of the principles underpinning the National Curriculum Framework. Items 12 to 26 were intended to find out teachers' understandings of the features of the National Curriculum Framework.

Item 1 of the questionnaire asked to what extent teachers agreed or disagreed that the national government has laid down principles in the National Curriculum Framework as the foundations for the construction of school-level curriculum (KTSP). The result of teachers' responses to the item is presented in the Table 4.1 below:

Table 4.1

Responses of teachers to the statement about their understanding of the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD (=1)	D (=2)	UD (=3)	A (=4)	SA (=5)
The Government has laid principles down in the National Curriculum Framework as foundations for the construction of school-level curriculum (KTSP) (Item 1)	1 (0.2%)	11 (1.9%)	62 (10.8%)	293 (68.5%)	107 (18.6%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

It can be seen from the table that from 574 respondents, the majority (68.5%) agreed that the government had laid principles down in the National Curriculum Framework as a foundation for the construction of school-level curriculum.

4.3.1.1 *Responses relating to teachers' understanding of the principles underpinning the National Curriculum Framework*

The results of teachers' responses on five-point Likert scale items regarding their understandings of the principles underpinning the National Curriculum Framework are presented in Table 4.2 below.

Table 4.2

Responses relating to teachers' understanding of the principles underpinning the
National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
KTSP is enacted through an active, creative, effective, and fun teaching learning process, widely known as <i>PAKEM</i> (Item 2)	2 (0.3%)	31 (5.4%)	34 (5.9%)	340 (59.2%)	167 (29.1%)
KTSP is enacted by taking into account the condition of students (Item 3)	0 (0%)	24 (4.2%)	55 (9.6%)	339 (59.1%)	156 (27.2%)
KTSP should be resulted from the analyses that base upon the students' needs (Item 4)	0 (0%)	32 (5.6%)	85 (14.8%)	341 (59.4%)	116 (20.2%)
KTSP should be developed from analyses that base upon environmental consideration (Item 5)	0 (0%)	11 (1.9%)	89 (15.5%)	364 (63.4%)	110 (19.2%)
KTSP has to incorporate the national potencies in the content of teaching materials (Item 6)	3 (0.5%)	29 (5.1%)	116 (20.2%)	332 (57.8%)	94 (16.4%)
KTSP has to incorporate the regional potencies in the content of teaching materials (Item 7)	4 (0.7%)	20 (3.5%)	175 (30.5%)	290 (50.5%)	85 (14.8%)
KTSP has to incorporate the local potencies in the content of teaching materials (Item 8)	0 (0%)	13 (2.3%)	52 (9.1%)	379 (66%)	130 (22.6%)
KTSP materials must be suitable with the condition of the students (Item 9)	0 (0%)	13 (2.3%)	72 (12.5%)	305 (53.1%)	184 (32.1%)
KTSP materials must be suitable with the condition of the school (Item 10)	1 (0.2%)	18 (3.1%)	86 (15%)	314 (54.7%)	155 (27%)
KTSP materials must be suitable with the environment where the school is situated (Item 11)	1 (0.2%)	22 (3.8%)	67 (11.7%)	335 (58.4%)	149 (26%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

It can be seen that teachers' responses to the ten items of the questionnaire has revealed similar results where the majority of teachers affirmed those statements.

A few numbers of teachers were undecided, and only small percentage of them did not support the statement. It means the majority of teachers agreed that the KTSP is enacted through an active, creative, effective, and fun teaching learning process, widely known as *PAKEM* and by taking into account the condition of students. They agreed that the KTSP should be resulted from the analyses that base upon the students' needs and should be developed from analyses that base upon environmental consideration. In terms of teaching materials, the majority of teachers agreed that the KTSP has to incorporate national, regional and local potential in the content of teaching materials and that the materials must be suitable with the condition the students and the schools, and the environment of the schools.

4.3.1.2 Responses relating to teachers' understanding of the features of the NCF

Teachers' responses relating to their understandings of the features of the National Curriculum Framework have been classified into four categories, namely: their understanding of its substance, its flexibility, its specificity, and its practicality.

(a) Teachers' understanding of the substances of the NCF

The results of teachers' responses on five-point Likert scale items regarding their understandings of the substance of the National Curriculum Framework are presented in the following table (Items 12, 13, 14, 15, 16 and 24 of the questionnaire).

Table 4.3

Responses of teachers to the statements about their understanding of the substance the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
The National Curriculum Framework functions as guideline for the construction of KTSP (Item 12)	0 (0%)	10 (1.7%)	91 (15.9%)	374 (65.2%)	99 (17.2%)
The National Curriculum Framework is informative to be guideline for the construction of KTSP (Item 13)	4 (0.7%)	31 (5.4%)	127 (22.1%)	336 (58.5%)	76 (13.2%)
The National Curriculum Framework recommends teachers use multi strategies in teaching (Item 14)	0 (0%)	9 (1.6%)	76 (13.2%)	349 (60.8%)	140 (24.4%)
The National Curriculum Framework advocates the use of multimedia in teaching (Item 15)	1 (0.2%)	10 (1.7%)	81 (14.1%)	359 (62.5%)	123 (21.4%)
The National Curriculum Framework recommends particular methods to be employed in teaching (Item 16)	6 (1%)	99 (17.2%)	101 (17.6%)	313 (54.5%)	55 (9.6%)
The Competence Standard is the most important substance of the National Curriculum Framework (Item 24)	19 (3.3%)	31 (5.4%)	68 (11.8%)	366 (63.8%)	90 (15.7%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

Overall, the six items (Items 12, 13, 14, 15, 16 and 24) relating to teachers' understandings of the substance of the National Curriculum Framework were affirmed by the majority of teachers. Less than a quarter of the respondents were undecided, while a minority of them disagreed with the statements. It means that the majority of them saw that the National Curriculum Framework functions as a guideline for KTSP construction and is informative for that guideline. They understood that the National Curriculum Framework endorses

the use of multi strategies and multimedia in teaching, and recommends that particular methods to be employed. They also perceived Standard of Competency as the most important substance among other substances in the framework. A minority of teachers perceived otherwise. Disagreeing with all the items suggests that they did not see the framework functioning as guideline, and they did not see it informative as a guideline. They did not see it endorsing the use of multi strategies and multimedia. They did not see it recommending particular methods to be employed and they did not see the Standard of Competency as the most important substance of the framework.

(b) Teachers' understanding of the flexibility of the NCF

The results of teachers' responses regarding their understandings of the flexibility of the National Curriculum Framework are presented in the following table (Items 17, 18, and 19 of the questionnaire).

Table 4.4

Responses of teachers to the statements about their understanding of the flexibility of the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD (=1)	D (=2)	UD (=3)	A (=4)	SA (=5)
The National Curriculum Framework gives teachers independence to determine methods of teaching (Item 17)	1 (0.2%)	10 (1.7%)	65 (11.3%)	356 (62%)	142 (24.7%)
The National Curriculum Framework gives teachers flexibility to construct their own school curriculum (Item 18)	1 (0.2%)	22 (3.8%)	141 (24.6%)	352 (61.3%)	58 (10.1%)
The National Curriculum framework allows teachers to construct KTSP based on environmental consideration (Item 19)	0 (0%)	11 (1.9%)	109 (19%)	379 (66%)	75 (13.1%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

Overall, the three items above revealed that the majority of teachers agreed that the National Curriculum Framework gives them independence to determine methods of teaching; that it gives them flexibility to construct their own school curriculum; and that it allows them to construct their curriculum based on environmental consideration.

(c) Teachers' understanding of the specificity of the NCF

The results of teachers' responses regarding their understandings of the specificity of the National Curriculum Framework are presented in the following table (Items 20, 21, 22, and 23 of the questionnaire).

Table 4.5

Responses relating to teachers' understanding of the specificity the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
The National Curriculum Framework is too general (Item 20)	0 (0%)	62 (10.8%)	180 (31.4%)	247 (43%)	85 (14.8%)
The National Curriculum Framework potentially triggers teachers' misinterpretation in constructing KTSP (Item 21)	32 (5.6%)	181 (31.5%)	192 (33.4%)	137 (23.9%)	32 (5.6%)
The National Curriculum Framework should be made more specific to be better implemented (Item 22)	4 (0.7%)	18 (3.1%)	88 (15.3%)	351 (61.1%)	113 (19.7%)
The National Curriculum Framework informs themes to be taught in class (Item 23)	0 (0%)	14 (2.4%)	58 (10.1%)	347 (60.5%)	155 (27%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

The responses relating to the specificity of the National Curriculum Framework revealed that the majority of teachers affirmed Items 20, 22, and 23 with considerably a large number of teachers were neutral in Item 20. It means that the majority of teachers agreed that the National Curriculum Framework is too general; that it should be made more specific to be better implemented; and that it informs themes to be taught in class. A large number of teachers (more than one third of the respondents) choosing neutral indicates a perception that the National Curriculum Framework is neither general nor specific. A small majority of teachers strongly disagreed and disagreed with Item 21 with more than one third chose to be neutral, and only less than one third of the teachers affirmed the item. It means that the majority of teachers did not see the framework potentially triggering misinterpretation in constructing KTSP.

(d) Teachers' understanding of the practicality of the NCF

The results of teachers' responses regarding their understandings of the practicality of the National Curriculum Framework are presented in the following table (Items 25 and 26 of the questionnaire).

Table 4.6

Responses relating to teachers' understanding of the practicality the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD (=1)	D (=2)	UD (=3)	A (=4)	SA (=5)
The Competence Standard in the National Curriculum Framework is difficult for primary school students (Item 25)	32 (5.6%)	174 (30%)	205 (35.7%)	134 (23.3%)	29 (5.1%)
It is difficult to achieve the objectives set in Graduate Competence Standard (Item 26)	23 (4%)	210 (36.6%)	145 (25.3%)	147 (25.6%)	49 (8.5%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

The data above revealed that although not a majority, the largest percentage of teachers (35.7%) were undecided on Item 25, followed by those who disagreed with the statement of the item (35.6%), while the rest 28.4% affirmed the Item. A small majority of teachers (40.6%) disagreed with Item 26, followed by teachers who affirmed it (34.1%), while the rest 25.35 were undecided. It means that 35.7% of the surveyed teachers did not see the Standard of Competency difficult for primary school students. Approximately the same number of teachers did not confirm whether it was difficult or easy, and only about a quarter approved it to be difficult. In terms of achieving the teaching objectives as established in the Graduate Competency Standard, a small majority of teachers saw that it was not difficult to achieve, more than one third saw it difficult, and a quarter did not confirm.

4.3.2 Responses Relating to Teachers' Attitudes towards the NCF

Item number 50 to 61 of the questionnaire were constructed to find out teachers' attitudes towards the National Curriculum Framework. Except item 50 which employs an '*agreement*' anchor, the rest of the items (51 to 61) employ '*reflect me*' anchors. This section presents the results and has been grouped into five main categories: (1) teachers' attitudes towards adhering to the National Curriculum Framework; (2) teachers' attitudes towards adapting the National Curriculum Framework; (3) teachers' incompatibility with the National Curriculum Framework; (4) teachers' attitudes towards favouring textbooks; and (5) teachers' attitudes towards the feasibility of time allocation

4.3.2.1 Responses relating to teachers' attitudes towards adhering to the NCF

The results of teachers' responses regarding their attitudes towards adhering to the National Curriculum Framework are presented in the following table (Item 51 and 52 of the questionnaire).

Table 4.7

Responses relating to teachers' attitudes towards adhering to the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT (=1)	UNT (=2)	UD (=3)	UT (=4)	AT (=5)
I feel satisfied with the National Curriculum Framework (Item 51)	2 (0.3%)	25 (4.4%)	165 (28.7%)	260 (45.3%)	122 (21.3%)
I construct my school curriculum based on the National Curriculum Framework (Item 52)	0 (0%)	20 (3.5%)	99 (17.2%)	335 (58.4%)	120 (20.9%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

From the responses on the two items, it can be seen that the majority of teachers felt satisfied with the National Curriculum Framework and constructed their school curriculum based on it, indicating that they adhered to it. A considerable number of them were in neutral stand, 28.7% for Item 51 and 17.2% for Item 52, implying that they could not confirm their adherence to the National Curriculum Framework. A minority of them did not affirm the two statements, suggesting that they did not adhere to the National Curriculum Framework.

4.3.2.2 Responses relating to teachers' attitudes towards adapting the NCF

The results of teachers' responses regarding their attitudes towards adapting the National Curriculum Framework are presented in the following table (Items 53, 54, 55, 56, and 57 of the questionnaire).

Table 4.8

Responses relating to teachers' attitudes towards adapting the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT (=1)	UNT (=2)	UD (=3)	UT (=4)	AT (=5)
I feel free transforming the Competence Standard and Basic Competence into my lesson plan (Item 53)	21 (3.7%)	64 (11.1%)	134 (23.3%)	284 (49.5%)	71 (12.4%)
I feel free adjusting the Graduate Competence Standard to the condition of my students (Item 54)	13 (2.3%)	109 (19%)	92 (16%)	263 (45.8%)	97 (16.9%)
I combine my own school curriculum with curriculum frameworks provided by the government (Item 55)	6 (1%)	41 (7.1%)	126 (22%)	300 (52.3%)	101 (17.6%)
I urge the National Curriculum Framework be improved by the government (Item 56)	0 (0%)	19 (3.3%)	108 (18.8%)	281 (49%)	166 (28.9%)
I adapt the National Curriculum Framework to be more contextual to my classroom (Item 57)	12 (2.1%)	42 (7.3%)	117 (20.4%)	298 (51.9%)	105 (18.3%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

Table 4.8 shows that the majority of teachers affirmed all items. It means that they felt free in transforming the Standard of Competency and Basic Competencies into their lesson plan and in adjusting the Graduate Competency Standard to the conditions of their students. They combined the National Curriculum Framework with their own school curriculum, advocated it to be improved, and adapted it to be more contextual to their classroom.

A minority of teachers disagreeing with the items suggests that they did not experience and did not practice the stated issues above. Others, the undecided, did not confirm whether they experienced and practiced them.

4.3.2.3 Responses relating to teachers' incompatibility with the NCF

The results of teachers' responses regarding their incompatibility with the National Curriculum Framework are presented in the following table (Items 58 and 59 of the questionnaire).

Table 4.9

Responses relating to teachers' incompatibility with the National Curriculum Framework

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT	UNT	UD	UT	AT
	(=1)	(=2)	(=3)	(=4)	(=5)
I construct my school curriculum using other sources instead of the National Curriculum Framework (Item 58)	9 (1.6%)	109 (19%)	168 (29.3%)	220 (38.3%)	68 (11.8%)
I construct my school curriculum by learning from peers (Item 59)	3 (0.5%)	36 (6.3%)	81 (14.1%)	345 (60.1%)	109 (19%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

The results reveal that a small majority of teachers affirmed Item 58, and a large majority affirmed Item 59. It means that they constructed their school curriculum using other sources instead of the National Curriculum Framework; and that they constructed their school curriculum by learning from peers. A minority of teachers approved otherwise suggesting that they constructed their school curriculum based on the National Curriculum Framework, and during the construction they did not learn from peers.

4.3.2.4 *Responses relating to teachers' attitudes towards the feasibility of time allocation*

The result of teachers' responses regarding their attitudes towards the feasibility of time is presented in the following table (Item 50 of the questionnaire).

Table 4.10

Responses relating to teachers' attitudes towards the feasibility of time allocation

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
The government has allocated enough time for English lesson in primary schools (Item 50)	67 (11.7%)	144 (25.1%)	183 (31.9%)	161 (28%)	19 (3.3%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

The table above shows that teachers' attitudes were torn apart into three stands towards the feasibility of time allocation for EFL teaching. A bit ahead was the teachers who disagreed that time allocation is adequate (36.8%), followed by those who were neutral (31.9%), and those who affirmed the adequacy of time allocation (31.3%). It means that a slightly higher percentage of teachers assessed that the time allocation for primary EFL was insufficient compared to teachers who saw it as feasible, and compared to those who did not make judgement on it.

4.3.2.5 Responses relating to teachers' attitudes towards favouring textbooks

The results of teachers' responses regarding their attitudes towards favouring textbooks are presented in the following table (Items 60 and 61 of the questionnaire).

Table 4.11

Responses relating to teachers' attitudes towards favouring textbooks

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT	UNT	UD	UT	AT
	(=1)	(=2)	(=3)	(=4)	(=5)
I follow the textbook as my curriculum (Item 60)	27 (4.7%)	98 (17.1%)	165 (28.7%)	211 (36.8%)	73 (12.7%)
I use textbook only as my teaching resource (Item 61)	39 (6.8%)	214 (37.3%)	108 (18.8%)	157 (27.4%)	56 (9.8%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

The table shows that a small majority of teachers affirmed Item 60; nearly one third were undecided; while a minority of them were opposed to the item. It means the majority of teachers followed the textbooks as their curriculum, while the minority of them did not. Nearly one third of the teachers did not confirm whether they followed the textbooks as their curriculum or not. In contrast, in Item 61 teachers who affirmed the statement were outnumbered (37.2%) by those who disagreed (44.1%), while the minority of them were undecided. It means that a small majority of teachers did not solely use textbook as their teaching resource, outnumbering those (37.2%) who confirmed they used

textbook only. 18.8% of the teachers did not confirm whether they used textbook only as their teaching resource or they used other resources besides textbooks.

4.3.3 Responses Relating to the Influence of Teachers' Understandings of and Attitudes towards the NCF on their Teaching Methods

Items 27 to 36 and Items 62 to 76 of the questionnaire were constructed to find out the influence of teachers' understandings of and attitudes towards the National Curriculum Framework on their teaching methods. Items 27 to 36 employed '*agreement*' anchors, while items 62 to 76 employed '*reflect me*' anchors. This section has been grouped into four categories: (1) teachers' self-reported methods of teaching; (2) teachers' flexibility of applying methods in their teaching; (3) teachers' self-reported use of teaching media; and (4) teachers' cognizance on young learners' needs.

4.3.3.1 Responses relating to teachers' methods of teaching

The results of teachers' responses relating to their self-reported methods of teaching are presented in the following table (Items 64, 65, 66, 67, 68, 69, and 70 of the questionnaire).

Table 4.12

Responses relating to teachers' methods of teaching

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT (=1)	UNT (=2)	UD (=3)	UT (=4)	AT (=5)
I always try to make my students feel enjoy studying English (Item 64)	31 (5.4%)	35 (6.1%)	118 (20.6%)	248 (43.2%)	142 (24.7%)
I make my students actively participate in class by giving funny style questions (Item 65)	2 (0.3%)	7 (1.2%)	82 (14.3%)	276 (48.1%)	207 (36.1%)
I use games (Item 66)	24 (4.2%)	51 (8.9%)	150 (26.1%)	254 (44.3%)	95 (16.6%)
I give students quizzes (Item 67)	17 (3%)	46 (8%)	113 (19.7%)	319 (55.6%)	79 (13.8%)
I start the lesson by singing songs together with students (Item 68)	1 (0.2%)	22 (3.8%)	119 (20.7%)	309 (53.9%)	123 (21.4%)
I give my students simple role play (Item 69)	1 (0.2%)	22 (38%)	116 (20.2%)	326 (56.8%)	111 (19.3%)
I like to have my students learning through playing (item 70)	19 (3.3%)	7 (1.2%)	73 (12.7%)	340 (59.2%)	135 (23.5%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

The data shows that a majority of teachers affirmed all the seven items above, while a minority of them disagreed. A considerable number of teachers were undecided in all the items. In particular, more than a quarter were undecided in Item 67. It means that the majority of teachers normally tried to make their students enjoy studying English, made them actively participate in class by providing funny style questions, used games, gave quizzes, started the lesson by singing songs together with their students, and had their students learning through playing. Therefore, for the minority of them, this means otherwise.

‘Undecided’ responses implied that they might have practiced them occasionally, not regularly or possibly they did not practice them at all, but they did not want to reveal their opposition.

4.3.3.2 Responses relating to teachers’ flexibility of applying methods in their teaching

The results of teachers’ responses relating to their flexibility of applying methods in their teaching are presented in the following table (Items 62, 63, 71, 72, and 73 of the questionnaire).

Table 4.13

Responses relating to teachers’ flexibility of applying methods in their teaching

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT	UNT	UD	UT	AT
	(=1)	(=2)	(=3)	(=4)	(=5)
I feel free to choose any methods I want to use (Item 62)	8 (1.4%)	33 (5.7%)	60 (10.5%)	294 (51.2%)	179 (31.2%)
I use methods suitable with the condition of my students (Item 63)	4 (0.7%)	10 (1.7%)	44 (7.7%)	288 (50.2%)	228 (39.7%)
I choose teaching materials suitable with the classroom condition (Item 71)	30 (5.2%)	49 (8.5%)	62 (10.8%)	323 (56.3%)	110 (19.2%)
I modify techniques to cover all my students’ learning styles (Item 72)	1 (0.2%)	17 (3%)	66 (11.5%)	364 (63.4%)	126 (22%)
I use various teaching strategies to accomplish my teaching objectives (Item 73)	0 (0%)	10 (1.7%)	53 (9.2%)	355 (61.8%)	156 (27.2%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

The data relating to teachers’ flexibility in applying methods in the table above reveal that a large majority (above 75%) of teachers affirmed the five items, small numbers were undecided, and another small numbers disagreed with the statements of the items. It means that the large majority of teachers felt free to

choose any methods they want to use, used methods suitable with the condition of their students, chose teaching materials suitable with the classroom condition, modified techniques to cover all their students' learning styles, and used various teaching strategies to accomplish their teaching objectives. The minority disagreeing with the items above implies that they did not experience or practice them.

4.3.3.3 Responses relating to teachers' use of teaching media

The results of teachers' responses relating to teachers' self-reported use of teaching media are presented in the following table (Items 74, 75, and 76 of the questionnaire).

Table 4.14
Responses relating to teachers' use of teaching media

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT (=1)	UNT (=2)	UD (=3)	UT (=4)	AT (=5)
I use pictures as my teaching media (Item 74)	5 (0.9%)	15 (2.6%)	69 (12%)	311 (54.2%)	174 (30.3%)
I use videos as my teaching media (Item 75)	77 (13.4%)	95 (16.6%)	182 (31.7%)	149 (26%)	71 (12.4%)
I bring things to my classroom (Item 76)	28 (4.9%)	57 (9.9%)	197 (34.3%)	243 (42.3%)	49 (8.5%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

The data above reveal that a majority of teachers affirmed Item 74 and 76, a small majority affirmed Item 75, while a minority of them disagreed with the

three items. Though categorized as minority, but the number of teachers who disagreed with Item 75 was considerably large, nearly one third of the teachers surveyed. A large number of teachers were undecided for Item 75 and 76, 31.7% and 34.3% respectively.

It means that regarding the use of teaching media, a majority of teachers used pictures as their teaching media and brought things to their classroom, and a small majority of them used video. A minority of them did not use such media in their classroom. Those who were undecided did not confirm whether they used such media or not. Specifically, more than one third of the surveyed teachers did not confirm whether they used video and brought things into classroom as their teaching media.

4.3.3.4 Responses relating to teachers' cognizance on young learners' needs

The results of teachers' responses relating to teachers' cognizance on young learner issues are presented in the following table (Items 27, 28, 29, 30, 31, 32, 33, 34, 35, and 36 of the questionnaire).

Table 4.15

Responses relating to teachers' cognizance on young learners' needs

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
As young learners, students like learning English in fun situation (Item 27)	2 (0.3%)	34 (5.9%)	93 (16.2%)	286 (49.8%)	159 (27.7%)
As young learners, students are interested in pictures (Item 28)	8 (1.4%)	2 (0.3%)	25 (4.4%)	294 (51.2%)	245 (42.7%)
As young learners, students are interested in colours (Item 29)	6 (1%)	0 (0%)	36 (6.3%)	296 (51.6%)	236 (41.1%)
As young learners, students should be treated differently (Item 30)	7 (1.2%)	10 (1.7%)	70 (12.2%)	285 (49.7%)	202 (35.2%)
As young learners, students should be more engaged on speaking skill (Item 31)	2 (0.3%)	33 (5.7%)	101 (17.6%)	287 (50%)	151 (26.3%)
As young learners, students should be trained how to pronounce the words well (Item 32)	2 (0.3%)	9 (1.6%)	64 (11.1%)	292 (50.9%)	207 (36.1%)
In learning English, students may use Indonesian if they have any difficulties communicating in English (Item 33)	3 (0.5%)	17 (3%)	97 (16.9%)	336 (58.5%)	121 (21.1%)
The appropriateness of method selection in teaching affects students' achievement (Item 34)	3 (0.5%)	7 (1.2%)	44 (7.7%)	326 (56.8%)	194 (33.8%)
Teachers should be creative in teaching English to primary school students (item, 35)	3 (0.5%)	12 (2.1%)	88 (15.3%)	299 (52.1%)	172 (30%)
The earlier English is introduced to primary schools students, the more likely they will master the language (Item 36)	7 (1.2%)	24 (4.2%)	77 (13.4%)	274 (47.7%)	192 (33.4%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

Data in the table above reveal that a majority of teachers affirmed all the items. It means that, in terms of their cognizance on young learners' needs, the majority of teachers approved that, as young learners (1) primary school students like learning English in fun situation, (2) they are interested in pictures, (3) they are interested in colours, (4) they should be treated differently from other learners in learning English, (5) they should be more engaged on speaking skill, (6) they should be trained how to pronounce the words well, and (7) they may use Indonesian if they have any difficulties communicating in English. They also approved that the appropriateness of method selection in teaching affects students' achievement, that they should be creative in teaching English to primary school students; and that the earlier English is introduced to primary schools students, the more likely they will master the language. A minority of them disagreed with all the items which meant that they did not approve the stated issues regarding young learners' needs.

4.3.4 Impact of Local Content Status of EFL on teachers' beliefs and classroom engagement

Items 37 to 49 and items 77 to 80 of the questionnaire were constructed to find out about the impact of local content requirements being locally determined on the delivery of EFL programs. Items 37 to 49 employed '*agreement*' anchors, while items 77 to 80 employed '*reflect me*' anchors. This section has been grouped into four categories: (1) teachers' appraisal on the status of English as Local Content subject; (2) teachers' belief about the implication of the status; (3) teachers' awareness of local content requirement; and (4) teachers' self-reported endeavours in their teaching delivery.

4.3.4.1 *Responses relating to teachers' appraisal on the status of English as Local Content subject*

The results of teachers' responses regarding their assessment on the status of English as local content subject are presented in the following table (Items 37 and 49 of the questionnaire).

Table 4.16

Responses relating to teachers' appraisal on the status of English as a Local Content

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
It is tolerable for English to be a Local Content subject in primary schools (Item 37)	21 (3.7%)	59 (10.3%)	94 (16.4%)	305 (53.1%)	95 (16.6%)
English should be positioned as a core subject in primary school (Item 49)	28 (4.9%)	137 (23.9%)	182 (31.7%)	165 (28.7%)	62 (10.8%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

From the teachers' responses above, it can be seen that a majority of teachers affirmed Item 37, and a small majority of them affirmed item 49. A considerable number of teachers were undecided and disagreed with Item 49, 31.7% and 28.8% respectively. It means that a majority of teachers tolerated the status of English as a Local Content subject, and a small majority of them saw that English should be positioned as a core subject in primary school. A considerable number of them, although was least in percentage (28.8%), did not see the

urgency of placing English as a core subject. Nearly one third of the teachers (31.7%) did not confirm whether they agreed with English being positioned as core subject or they maintained its status as a Local Content subject.

4.3.4.2 Responses relating to teachers' belief about the implication of the status

The results of teachers' responses regarding their belief about the implication of the status of English as local content subject are presented in the following table (Items 43, 44, 45, 46, 47 and 48 of the questionnaire).

Table 4.17

Responses relating to teachers' belief about the implication of the status of English as a Local Content subject

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
Local content subjects are perceived as additional subjects only (Item 43)	16 (2.8%)	110 (19.2%)	144 (25.1%)	246 (42.9%)	58 (10.1%)
Teachers need not worry about the target of curriculum of a local content subject (Item 44)	27 (4.7%)	220 (38.3%)	145 (25.3%)	144 (25.1%)	28 (4.9%)
Local content subjects are less important compared with core subjects (Item 45)	65 (11.3%)	236 (41.1%)	124 (21.6%)	121 (21.1%)	28 (4.9%)
Students have low motivation studying English as a local content subject (Item 46)	23 (4%)	190 (33.1%)	171 (29.8%)	133 (23.2%)	50 (8.7%)
Students undervalue English as a local content subject (Item 47)	20 (3.5%)	230 (40.1%)	143 (24.9%)	131 (22.8%)	50 (8.7%)
The students' achievement in English lesson will not affect their overall achievement in core subjects (Item 48)	34 (5.9%)	198 (34.5%)	109 (19%)	179 (31.2%)	54 (9.4%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

The data reveal that a majority of teachers affirmed Item 43, but did not agree with Item 44, 45, 46, and 47. In item 48 the percentage of teachers who agreed and disagreed with item was in balance, 40.6% and 40.4% respectively. Affirming Item 43 means that the majority of teachers agreed with the notion that Local Content subjects are perceived as additional subjects only. Disagreeing with Item 44, 45, 46, and 47 suggests that the majority of teachers approved otherwise; that teachers still need to worry about the target of curriculum of a Local Content subject; that Local Content subjects are no less important compared to core subjects; that students have high motivation studying English as a Local Content subject; that students do not undervalue English as a Local Content subject. There was a split view on whether students' achievement in English lesson will not affect their overall achievement in core subjects.

4.3.4.3 Responses relating to teachers' awareness of local content requirement

The results of teachers' responses regarding awareness of local content requirement are presented in the following table (Items 38, 39, 40, 41, and 42 of the questionnaire).

Table 4.18

Responses relating to teachers' awareness of Local Content requirements

Statement	Frequency (Percentage) of teachers choosing the Options				
	SD	D	UD	A	SA
	(=1)	(=2)	(=3)	(=4)	(=5)
Being local content subject means that when we teach English, we have to present topics familiar to students' own native language (Item 38)	10 (1.7%)	27 (4.7%)	119 (20.7%)	291 (50.7%)	127 (22.1%)
As a local content subject, English requires teachers to incorporate regional potentials in the context of teaching (Item 39)	7 (1.2%)	23 (4%)	85 (14.8%)	374 (65.2%)	85 (14.8%)
When we teach English as a local content subject, we are supposed to provide students with learning materials concerning on their own environment (Item 40)	4 (0.7%)	7 (1.2%)	65 (11.3%)	346 (60.3%)	152 (26.5%)
When we teach English as a local content subject, we are supposed to provide students with learning materials concerning on their needs (Item 41)	2 (0.3%)	12 (2.1%)	81 (14.1%)	355 (61.8%)	124 (21.6%)
When we teach English as a local content subject, students should be engaged with real contexts (Item 42)	1 (0.2%)	19 (3.3%)	72 (12.5%)	329 (57.3%)	153 (26.7%)

SD= Strongly Disagree; D= Disagree; UD= Undecided; A= Agree; SA= Strongly Agree

From the data above, it can be seen that a majority of teachers affirmed all items, while the rest was split into disagreeing and being undecided. It means the majority of teachers approved that being a Local Content subject, English required them to present topics familiar with students' own native language, incorporate regional potentials in the context of teaching, provide students with learning materials concerning on their own environment and their needs, and engage students with real contexts.

4.3.4.4 Responses relating to teachers' endeavours in their teaching delivery

The results of teachers' responses regarding their *self-reported* endeavours in their teaching delivery are presented in the following table (Items 77, 78, 79, and 80 of the questionnaire).

Table 4.19

Responses relating to teachers' endeavours in their teaching delivery

Statement	Frequency (Percentage) of teachers choosing the Options				
	NT (=1)	UNT (=2)	UD (=3)	UT (=4)	AT (=5)
I make teaching materials myself to suit to local content requirements (Item 77)	29 (5.1%)	115 (20%)	176 (30.7%)	204 (35.5%)	50 (8.7%)
I combine materials from textbook to other materials suitable to my school environment (Item 78)	16 (2.8%)	15 (2.6%)	105 (18.3%)	340 (59.2%)	98 (17.1%)
I modify the textbook materials to suit to local content (Item 79)	21 (3.7%)	73 (12.7%)	136 (23.7%)	294 (51.2%)	50 (8.7%)
I adjust the textbooks materials to suit to my classroom condition (Item 80)	17 (3%)	32 (5.6%)	102 (17.8%)	318 (55.4%)	105 (18.3%)

NT= Never or almost never true of me; UNT= Usually not true of me; UD= Undecided; UT= Usually true of me; AT= Always or almost always true of me

The data in the table above reveal that a majority of teachers affirmed all items, followed by teachers who were undecided and disagreed with the items. It means that regarding their endeavours in their teaching delivery, the majority of teachers approved that they made teaching materials themselves to suit local content requirements, combined materials from textbook to other materials suitable to their school environment, modified the textbook materials to suit Local Content requirements, and adjusted the textbooks materials to suit their

classroom condition. A minority of teachers disagreeing with the statement of each item suggests that they did not practice them.

4.4 Summary of the Findings

This chapter consists of two sections. In the first section, qualitative results present the results from interviews and classroom observations in Phase One of the study. In the second section, quantitative results present the results of the survey study in Phase Two. The interviews with South Sulawesi primary EFL teachers regarding their implementation of primary EFL curriculum revealed several key issues that informed Phase Two of the study. Meanwhile, classroom observations were done to triangulate the results from the interviews.

Teachers generally acknowledged that the NCF is underpinned by some principles, although most of them did not elaborate further what principles were. Some teachers described some points that they believe to be parts of the principles underpinning the NCF; that the NCF is enacted through an active, creative, effective, and fun teaching learning process; that the NCF suggests a multi strategy approach; that the curriculum set by the schools should integrate the national and regional potencies into the contents of their teaching materials. Of the substance of the NCF, the Standard of Competencies and Basic Competencies were considered to be the most important by the majority of both interviewed and surveyed teachers. The reason was that teachers use them to construct a syllabus and develop their lesson plans. Following the Standard of Competencies and Basic competencies as important components of the NCF is the curriculum implementation guideline issued by the National Board of Standard of Education (BNSP). In terms of flexibility, the majority of both

interviewed and surveyed teachers affirmed that the framework is flexible, which enables them to construct their school curriculum based on their school's condition and environment. The majority of them, however, found that the framework is too general. This is not surprising, since the NCF consists of three separate national standards: Content Standard, Process Standard, and Graduate Competency Standard. Furthermore, these standards are frameworks for all subjects taught at schools. They are not constructed specifically for every single subject. This circumstance creates confusion for teachers. The interviewed teachers claimed that the Competence Standard as the basis for syllabus construction is too difficult for primary school students. They also claimed that the objectives set in the Graduates' Competence Standard are too difficult to achieve. Meanwhile a small majority of surveyed teachers perceived otherwise; that the Standard of Competency is not difficult for primary school students, and is not difficult to achieve.

In terms of teachers' attitudes, some of the interviewed teachers said the NCF is good enough as a reference or a guideline for the construction of their school curriculum. They noted that the framework is informative, and very satisfactory. These were affirmed by the majority of surveyed teachers as well. Some other teachers in the interview accepted the NCF to certain extent, particularly in relation to the Standard of Competencies and Basic Competencies. However, they said they needed to adapt the NCF in order to suit their students' needs, and their school's condition. They found that they had to use their creativity to modify the NCF for the context of their teaching. Teachers also acknowledged that they needed to lower the level of difficulty of the teaching objectives set in the NCF, and prepared teaching materials that are easy for their students. The

majority of the surveyed teachers affirmed that they combined the NCF with their own school curriculum and advocated that it be improved, and adapted it to be more contextual to their classroom.

Still other interviewed teachers implied that they were not in favour of the NCF. They did not construct their school curriculum based on the standard [the National Standards]. They used other resources. They argued that they know their students better than others do, so they understand what kind of materials were needed. A small majority of the surveyed teachers affirmed these. Teachers also complained about the impracticality of the NCF. The short time allocation was also an issue for the majority of the interviewed teachers and a small majority of those surveyed. Instead of referring to the NCF to construct their school curriculum, some interviewed teachers preferred to rely on [commercial] textbooks. They said that they never develop their own school curriculum. There are at least two reasons for this. One reason is that most textbooks have already attached syllabuses and lesson plans, and they simply follow the textbook material from the first unit to the end. Another reason is that textbooks are the only teaching resources available to some teachers and schools. A small majority of the surveyed teachers affirmed that they followed the textbooks as their curriculum.

In terms of the influence of teachers' understandings of and attitudes towards the NCF, the majority of the interviewed teachers claimed that they applied Communicative Language Teaching as implied by their responses that included CLT characteristics. A few others claim that they use multiple strategies in their teaching as long as they are appropriate for their students. Teachers acknowledged that under the NCF they are free to select the methods in their

teaching. Most of them agreed that the selection of methods to be used depends upon the condition of students in their schools. This was also approved by a large majority of the surveyed teachers. It was evident in the classroom observation that teachers applied a combination of at least two teaching strategies within a single lesson. Among the strategies employed were pictorial illustration, questioning or quizzing, choral drills, translation, and demonstration. Teachers claimed they prefer to use pictures as media in teaching beside songs and games. Another teacher used real life objects in teaching. Regarding the use of teaching media, a majority of the surveyed teachers used pictures as their teaching media and brought things to their classroom, and a small majority of them used video. These were also evident in classroom observation. Some of teachers' responses in the interview reflected their awareness of how to teach young learners. They argued that teaching should be fun. They believed that they should avoid threatening situations when teaching young learners. A majority of surveyed teachers affirmed that they aimed for their students to enjoy studying English. They ensured that students actively participated in class, used games, gave quizzes, started the lesson by singing songs together with their students, and encouraged their students to learn through playing.

The majority of the interviewed teachers disagreed with the current status of English as a Local Content subject in primary schools. They argued that English should be positioned as a main subject the same as the other subjects like math and science. With its current status, a school may choose to teach or not teach English. The teachers felt this status would affect students' perception of English. They believed that students undervalue local content subjects because these

subjects will not affect their overall performance when they are assessed. In contrast, a small majority of the surveyed teachers, though preferring English to be a core subject, did not see the urgency of such positioning. They said that students did not undervalue English and would still have high motivation in learning it despite its status. They also affirmed that Local Content subjects are as important as the core subjects. However, there was a split view among them whether students' achievement in English lessons do not affect their overall achievement in core subjects. Most teachers acknowledged their awareness of the requirements attached to local content subjects; that the teaching materials should be relevant to local situations, concerned with students' own environment, and incorporate the culture of the students. These were also affirmed by a majority of the surveyed teachers. The interviewed teachers reported they modified the texts in the textbook to suit to their own school environment or make teaching materials themselves. Regarding their endeavours in their teaching delivery, the majority of the surveyed teachers reported that they made teaching materials themselves to suit local content requirements, combined materials from textbook to other materials suitable to their school environment, modified the textbook materials to suit Local Content requirements, and adjusted the textbooks materials to suit their classroom condition. However, both reports were not evident in classroom observation.

DISCUSSION

5.1 Introduction

This study investigated the impact of the implementation of the Indonesian KTSP in the teaching of English as a Foreign Language in South Sulawesi Province in Indonesia. In particular, it investigated primary EFL teachers' understanding of the National Curriculum Framework for KTSP construction, their attitudes towards the Framework, and the influence of their understanding of, and attitudes towards the Framework on their teaching methods. As noted in a previous chapter (see Chapter 1) the status of EFL in Indonesian primary schools is as a Local Content subject, this study also sought to find out the impact of the inclusion of EFL as a Local Content subject on teachers' beliefs and engagement in the classroom.

The study employed a mixed method approach conducted in two phases. The first phase collected qualitative data through interviews with eleven primary school teachers teaching EFL, and classroom observations of four primary EFL teachers. The second phase collected data through a questionnaire, which was administered to primary EFL teachers across the province in which 574 of them responded. The results of these two phases have been reported separately in different sections in chapter IV. In this chapter, these results are discussed in four sections, which correspond to the research questions:

1. How do primary EFL teachers in South Sulawesi understand the National Curriculum Framework?
2. What are their attitudes towards the National Curriculum Framework?

3. How do their understandings of and attitudes towards the National Curriculum Framework influence their teaching methods?
4. How does the inclusion of EFL as a Local Content subject impact on teachers' beliefs and classroom engagement?

Key issues emerged from the study with regard to the research questions above which will be discussed in the following sections.

5.2 Teachers' Understanding of the NCF for KTSP

Two main ideas with regard to teachers' understanding of the National Curriculum Framework for KTSP emerged from Phase 1 of the study. The first was the teachers' understanding of the *principles underpinning the National Curriculum Framework*, and the second was the teachers' understanding of *its features*. The following sections discuss these two ideas in turn.

5.2.1 Teachers' understanding of the principles underpinning the NCF for KTSP

The principles underpinning a curriculum are essentially the teaching approaches believed by students, teachers, or administrators and become their philosophies of curriculum development (Brown, 2006) and subsequently impact on its implementation. As previously described (see chapter 1), the Content Standards clearly state principles that are to guide the implementation of the KTSP which teachers should take as references in constructing the curriculum.

Teachers' acknowledgement that the national government has set principles underpinning the National Curriculum Framework with regard to the implementation of KTSP was evident. First, teachers understood that the curriculum should be implemented through an active, creative, effective, and

enjoyable learning processes, one of the five pillars of learning advocated in the Content Standards of the NCF as in point 2 of the implementation underpinnings. This principle is widely known as Pakem. As a model of learning, Pakem is rooted on Confucius' saying: *I hear and I forget, I see and I remember, I do and I understand* (cited in Wibowo, 2010, p. 6-7). This principle is in line with the notion of experiential learning which is defined as learning that begins with experience and transforms it into knowledge, skill, attitude, emotions, values, belief, and senses (Jarvis, 1999, cited in Beard & Wilson, 2013, p. 25). It is also congruent with active learning strategies proposed by Silberman (1996). Pakem as a principle was strongly or very strongly supported by teachers in the survey, 87.1% of 574 respondents. They affirmed that KTSP was enacted through an active, creative, effective, and enjoyable learning process.

The second significant finding that emerged from the study was that the KTSP was implemented by using a multi-strategy approach; consistent with the fifth principle stated in the Content Standards of the NCF for the KTSP implementation. This means that the teachers were aware of the possibility of applying variety of methods and teaching strategies in classroom interaction. Survey study also supported this with a large majority of them (85.2%) agreeing or strongly agreeing that this was one of the substances of the National Curriculum Framework.

That the setting of KTSP should be integrated is another emerging underpinning idea from the interviews; in which integration suggests the incorporation of the national and regional potencies in teaching contents. Although this principle is not explicitly stated in the Content Standards of the NCF, it is covered by the sixth principle which encourages the utilization of nature, social, culture, and

local excellence in teaching materials. In the survey, the majority of the teachers agreed or strongly agreed that the KTSP had to incorporate national (74.2% of the respondents), regional (65.3%), and local potentials (88.6%) in the content of teaching materials.

The fourth major idea evident from the study was that the KTSP should incorporate environmental considerations. The utilisation of the local surroundings as a source of learning is a part of the fifth principle of the curriculum implementation stated in the Content Standards of the NCF. In a similar vein, the survey showed that the majority of the teachers (82.6%) agreed or strongly agreed that KTSP should be developed from analyses that are based upon environmental considerations.

That the KTSP be implemented based on the students' needs is another notion that emerged in the interviews with the teachers; consistent with the NCF. The Content Standards of the NCF clearly state that learners' needs should be taken into account as a basis of curriculum implementation as shown in the first principle. Ikbal, for instance, perceived that the KTSP implementation should be based on the students' capacity and personalities (Ikbal, 2012, line 55) which correspond with Lisa's term 'condition of students' (Lisa, 2012, line 56). The majority of the surveyed teachers (79.6%) also confirmed this as the underpinning principle of the KTSP implementation.

Thus, the majority of teachers appeared to have an understanding of the underpinning principles of the KTSP implementation, although they seemed to recognise them in a somewhat fragmented form. This is not surprising since each principle stated in the Content Standards, as a matter of fact, consists of at least

two distinct concepts. The first principle, for instance, consists of two concepts: first, KTSP implementation is based on the students' needs, and second, KTSP implementation is based on the students' conditions. Although conceptually written as a single principle in the Content Standards, the teachers understood it as two distinctive principles.

Obviously, evidences above show inconsistency with what Cheung's and Wang's (2012) study in Hong Kong who found that teachers have inadequate understanding of the curriculum reform, and inconsistent with Bantwini's (2010) study in South Africa, yet consistent with Bjork's (2009) study on the implementation of Japan's Integrated Studies in which the Japanese teachers had adequate capacity to attain the plans. Teachers' understanding of the principles underlying KTSP is an indication that the curriculum is clear, inconsistent with Chinese teachers who found the NEC guidance was abstract and make them feel distant (Fang & Garland, 2013), and Ghanaian teachers who lacked of the skills and knowledge needed to carry out the implementation (Kwarteng, 2013). Understanding the underpinnings of the curriculum is vital if teachers are expected to implement it successfully (Carless, 1988).

5.2.2 Teachers' understanding of the features of the NCF for KTSP

The second major issue emerging in this study with regard to teachers' understanding of the National Curriculum Framework was the extent to which they understand the features of the framework. Curriculum features are defined here as the prominent parts, and/or the characteristics of the curriculum. According to Marsh (2009), the features of a curriculum framework should be that it is comprehensive and detailed. It should include a rationale or platform

that describes the values, principles and assumptions as a guide for curriculum writers. In addition, the framework should also cover content examples, teaching and learning principles and guidelines for evaluation of subjects (Marsh, 2009, p. 56). Some of the strengths of the National Curriculum Framework identified from this study, both interviews and the survey, were its substances, its flexibility, its specificity, and its practicality.

(a) Substances

The three National Standards that constitute the main framework for KTSP have their own components. The Content Standards cover four main components: the basic framework, the structure of curriculum, the teaching load, and the school calendar. The basic framework elaborates subject groupings, the principles of curriculum development, and the principles of curriculum implementation. The structure of curriculum elaborates the curriculum structure in all types of school from primary to secondary level, and outlines the Standards of Competencies and the Basic Competencies. The teaching load explains the learning system to be applied, a package system and a semester credit system. It describes that package system is applicable to primary schools; whereas semester credit system is for secondary schools. The school calendar consists of time allocation, and its effectuation (Depdiknas, 2006a). The Process Standards are a national standard of education dealing with teaching and learning processes at an educational unit [school] level to achieve the Graduate Competency Standards (Depdiknas, 2007). They cover the minimal criteria for the teaching and learning process starting from preparing a lesson plan, its enactment, the evaluation of student learning, and supervision of teachers. The Graduate Competency Standards list the competencies to be accomplished by learners/students (Depdiknas, 2006b).

The objectives of Indonesian primary schooling are to lay down the intellectual foundations, knowledge, characters, values, and skills. These become the bases for constructing the Graduate Competency Standards for primary schools.

It emerged from the study that although some teachers perceived all substances of the framework to be of the same importance, the interviewed teachers tended to agree that the Standards of Competencies and the Basic Competencies were the most important. This is supported by a result from the survey where a majority of the teachers (79.5%) affirmed that the Standards of Competencies and the Basic Competencies were the most important substances of the National Curriculum Framework. The reasons for placing these two inextricable substances at the top were that teaching and learning objectives are derived from these standards, and are needed for syllabus and lesson plan construction (Ikbal, 2012, line 58). It was also noted that teachers perceived the Implementation Guideline from the Board of National Education Standard (BSNP) as no less important (Fatimah, 2012, line 40). This Guideline comprises general guidelines and model of KTSP as template for teachers (BSNP, 2006).

The survey revealed that among the six statements that address substances of the framework, the majority of teachers agreed or strongly agreed that the Framework functions as a guideline for KTSP construction (82.4% of the respondents), that it is informative as a guideline (71.7%), that it recommends the use of multiple strategies in teaching (85.2%), that it advocates the use of multimedia (83.9%), that it recommends particular methods to be employed in teaching (64.1%), and that the Standards of Competences is the most important substance of the Framework which is consistent with the result of the interview study. Of the six statements, the majority of teachers misunderstood that the

Framework recommends particular methods to be employed in teaching. Though the KTSP adopts communicative approach (Depdiknas, 2006a), the National Curriculum Framework does not specify any methods or strategies for teachers to use in class (Depdiknas, 2006a, 2006b, 2007). The minority teachers (18.2%) disagreeing or strongly disagreeing with this particular statement indicates that only a few teachers were cognizant to this particular issue.

(b) Flexibility

In many cases, an overprescribed national curriculum is produced by the central government to be used by teachers across the nation, as was the case the National Curriculum Framework in England and Wales (Cowley & Williamson, 1998), the 2007 Education Reforms in Ghana (Kwarteng, 2013), and the 1994 curriculum in Indonesia (Alisjahbana, 2000). Teachers do not have opportunity to consider other alternatives. In this type of implementation, the teachers' duty is to implement it as effectively as possible. However, an alternative is to issue a more flexible national curriculum framework or guideline. An example of this was the National Statements and Curriculum Profiles in Australia (Cowley & Williamson, 1998). With this type of curriculum, teachers are allowed to modify it to suit their school context.

It was evident from the study that teachers' perceived the Framework for KTSP as being flexible. For example, Ikbal, when interviewed, said that 'the generality of the standard allows us to make our curriculum as best as possible to suit to our students and school condition' (Ikbal, 2012, line 73). This creates flexibility for teachers in making their own school curriculum which is considered as the strength of the framework. Being flexible makes it able to accommodate

adjustment or change. For instance, teachers can make their own school curriculum based on their environmental circumstances, local needs, students and, or school conditions. The survey, too, revealed that the majority of teachers affirmed that the framework for KTSP gave them autonomy in the matter of methods selection (86.7% of the respondents); gave them flexibility in curriculum construction (71.4%); and allowed them to construct their KTSP based on environmental considerations (79.1%).

Being perceived flexible makes the framework for KTSP may accommodate the realities in the classroom which may not be anticipated during the making of the framework, therefore teachers' resistance, such as what happens in Greek public secondary schools (Karavas-Doukas, 1995) can be avoided. Such flexibility allows teachers to innovate their teaching without having to violate the demands of the framework for KTSP. This is consistent with Greece preschool teachers who view their national Preschool Curriculum as open and flexible which allows them to adapt it to their students' needs and interests (Sofou & Tsafos, 2010).

(c) Specificity

The term 'specificity' is related to how extensive and detailed the framework is. The concept of specificity emerges to indicate how detailed the curriculum content is as it is obvious that some curriculum authorities describe content in great detail, some describe it only in general terms, and some others only imply content through description of learning activities (Finegold & Mackeracher, 1986). According to Desimone (2006), the more extensive and detailed the framework is, the more likely it is that the teachers will be able to implement it. The interviews showed that teachers perceived the current Curriculum Framework for KTSP as being too wide-ranging. This may due to the fact that

the Framework consists of three different documents, and is provided as the guideline for constructing KTSP for all subjects. Teachers saw that the Framework is insufficient as a guideline for KTSP construction, and recommended it to be more specific, being congruent with the idea that the level of detail of an innovation document shapes the possibility of its implementation (Connely & Connely, 2013). Most teachers observed that the framework does not specify what methods of teaching are supposed to be employed in classroom. One teacher, Febrina was contradicted with this trend; perceiving that the Framework suggests a few methods to apply. However, she was not confident about this. It is obvious that none of the three standards explicitly displays any recommended methods to apply in the classroom (Depdiknas, 2006a, 2006b, 2007).

In the Content Standards, teachers are encouraged to apply multiple strategies (Depdiknas, 2006a). This implies that teachers are given freedom to employ any methods of teaching that best suit their classrooms. However, due to the different capacity of teachers, some might feel hesitant in determining their own methods of teaching. To these teachers, a more detailed framework is preferable. The survey study supported this claim. The majority of the surveyed teachers (57.8%) affirmed that the framework is too general. In order for the KTSP be better implemented, the majority of them (80.8%) recommended the framework be made more specific. However, when asked to assess whether the Framework potentially triggers misinterpretation in KTSP construction, the teachers' responses were fairly distributed with a small majority of them (39.1%) did not see any potentials, approximately one third (33.4%) were undecided, while the other 29.5% of them affirmed.

Teachers in the interviews also observed that themes to be taught are not found in the Framework. The Content Standards do not list themes (Depdiknas, 2006a). Teachers are given authority to decide themes that fit the Standard of Competencies they have set up for the subject. However, the survey showed that the majority of teachers from this study (87.5%) perceived that the Framework does inform them about what themes are to be taught. This confusion was evident in that the majority of teachers do not seem to understand the specificity of the Framework, particularly the specificity of themes.

(d) Practicality

It was evident from the interview study that there were two contrasting views of the practicality of the framework for KTSP. Some teachers viewed the framework as impractical. Such view has been identified as one factor that hinders the implementation of innovation, consistent with Karavas-Doukas (1995). Their stated reasons were that the Standard of Competencies, and the Graduate Competency Standard produced by the national government were beyond their students' level of competence, as affirmed by Fatimah and Iqbal. Another reason, as Iqbal argued, was that the teachers' capacity to transmit the ideas or concept from the framework varied; some teachers were capable and some others were not. On the other hand, some other teachers, like Marlina and Ismail, viewed the Framework as being working well for them. To these teachers, the framework is straightforward; and therefore it is helpful as a guideline for KTSP.

Insufficient equipment was another reason the interviewed teachers gave for saying that the Framework impractical, which was consistent with Kwarteng's (2013) study. Some suggested that the National Government failed to consider

the implication of launching the KTSP. For instance, they blamed the inadequate facilities in their school for their students not being able to reach certain competencies.

The results from the survey study appeared to reflect the two contrasting views from the interviews described above. The percentage of teachers' responses was fairly distributed with 35.6% of them did not see the Standard of Competencies being difficult for primary school students, 35.7% did not confirm, while the remaining 28.4% said it was difficult. In terms of the objectives that were set in the Graduate Competency Standards, more than one third (34.1%) saw that they were difficult to achieve while the small majority of them (40.6%) perceived otherwise.

5.3 Teachers' Attitudes towards the NCF for KTSP

With regard to teachers' attitudes towards the NCF, five themes or categories found from Phase 1 of the study: teachers' adherence to the NCF, teachers' adaptation to the NCF, teachers' incompatibility, perception on the feasibility of time allocation, and teachers' reliance on textbooks.

5.3.1 Teachers' adherence to the NCF

Teachers' adherence to a curriculum has been much discussed in the literature (Graves, 2008; O'Donnell, 2008; Pence, Justice & Wiggins, 2008; Snyder, Bolin, & Zumwalt, 1992). The term 'fidelity' has been widely used with regard to the degree of teachers' faithfulness to curriculum, in particular in the dimension of a centralized curriculum perspective. 'Fidelity' is the extent to which an innovation is implemented as planned. Through this perspective, if problems

occurred in the implementation of curriculum, “the fault is seen to be with teachers because they were not faithful to the curriculum, not with the curriculum and those who designed it” (Graves, 2008).

As previously described, Indonesia has been undergoing reform in curriculum development from a centralized to decentralized approach. With this system, the national government no longer provides a fully prescribed national curriculum. Instead, they set national standards as curriculum frameworks for teachers. There is no obligation for teachers to put the frameworks into practical use in accordance with what have been set up in the frameworks since they allow changes with regard to the needs and the potentials of schools (Depdiknas, 2006d). However, it was evident from the interviews that the majority of teachers adhered to the NCF. Their adherence was partly due to the clarity of the Frameworks. They perceived them as luminous and satisfactory, inconsistent with Ghanaian teachers who negated the clarity of their curriculum reform (Kwarteng, 2013), Chinese teachers who saw the NEC Guidance as being abstract (Fang & Garland, 2013), and teachers in the Eastern Cape Province of South Africa who saw the RNCS unclear and need more explanation from the government (Bantwini, 2010). Ikbal and Febrina, two of the teachers interviewed, even argued that as a foundation it is a must for the teachers to adhere to the NCF, indicating that teachers have no alternative except to be faithful to the frameworks. The survey provided more evidence insofar as the majority of teachers (66.6%) showed their satisfaction to the NCF. Furthermore, they developed their school curriculum based on the Frameworks given.

5.3.2 *Teachers' adaptation of the NCF*

The interviews revealed that despite teachers' adherence to the NCF, some saw that adaptation of it was necessary to make it easier to implement. These teachers perceived the NCF as a framework only therefore it cannot be taken for granted in the implementation. With this perception, adaptation is unavoidable, yet it does not mean that they turned away from the Framework. Practices of adaptation varied, ranging from moderating the expected competencies recommended in the Graduate Competency Standards to putting some distinctive features into their KTSP. Despite these diverse adaptation practices, all seemed to attempt to contextualize the NCF to be operational in its implementation. For example, Ikbal lowered the level of difficulty of his teaching objectives. Aisyah amended the Framework in her KTSP to make it more contextual. These practices are consistent with Grossman's and Thompson's (2008), and Schneider's and Krajcik's (2002) study; that teachers make adaptations to compensate for deficiencies of the intended curriculum. These practices are also consistent with Bjork's (2009) study who found that teachers revised the guidelines to fit their own objectives for students.

Practices of adaptation were also evident from the survey. The majority of the teachers surveyed (61.9%) said that they were free to reshape the Standard of Competencies and Basic Competencies in their lesson plans. The majority (62.7%) said they were free to accommodate the Graduate Competency Standards to suit their students' circumstances. This is consistent with Crowley's and Williamson's (1998) study in Australia who found that the Australian curriculum, with its flexible nature, can be adapted to suit to local contexts, therefore, teachers' resistance can be avoided. Such adaptation supports the

notions that teachers adapt curricula to fit their unique classroom settings (Clark & Elmore, 1981), and to make decision which topics and activities are appropriate for their students (Brophy & good, 1974).

Combination was another practice evident from the survey with teachers combining their already existing school curriculum with the Frameworks, although it was not clear whether their 'existing school curriculum' meant they made their own independently or it was made based on the previous curriculum policy. Surveyed teachers also adapted the curriculum to contextualize the Framework. The way in which the context was usually simplified was by changing the physical location or setting. Thus, the teaching context would be the classroom where teachers work. A broader perspective of context, however, may cover the social and cultural environment where the school is located. Since the Framework does not address such contexts, the majority of the surveyed teachers (77.9%) recommended the Framework be refined by the government to be usable in different situations.

5.3.3 Teachers' incompatibility with the NCF

When an innovation is incompatible with teachers' attitudes some form of resistance or negotiation of the innovation is likely to occur (Young & Lee, 1987; Waugh & Punch, 1987). This view suggests that rather than attempting to change teachers' attitudes, curriculum innovators should take into account the norms within a given society where the teachers are performing their roles, and consequently develop a curriculum around those norms.

Some teachers in the interviews expressed opposition towards the NCF. The case of Ismail was an instance. He claimed he understood his students better,

and that he knew what to do to meet their needs. He said he did not use the government's framework and textbooks and used other resources instead. Brophy and Good (1974) has earlier suggested this kind of decision may be taken by teachers because they know what topics and activities are appropriate for their students than what the curriculum framework might have assigned to be used. However, Ismail's complaints did not address the frameworks' and textbooks' contents. Rather, he complained about the unavailability of school facilities which he considered to be insufficient for the implementation of the recommended competencies in the Framework. He found the description of the competencies confusing. The issue of incomplete description of competencies appears to have led some teachers to turn away from the Framework and to develop their own school curriculum from other sources. Learning from peers, particularly more experienced ones, was one attempt to deal with this kind of situation. Ismail's opposition to the national framework maintains what Karavas-Doukas (1995) described as the incompatibility of the innovation, hence it affects its implementation in the field. This case of Ismail was earlier evident in Nguyen's (2011) study in Vietnam who revealed incongruities between the government's policy and teachers' practice.

With the larger sample in the survey, it revealed that a small majority of teachers (50.1%) said that they develop their school curriculum using other sources instead of the NCF. The majority of them (79.1%) declared that they developed their school curriculum by learning from their peers. The peers' belief and practice would determine the shape of the curriculum they made. If the peers' belief and practice were compatible with the NCF, that means that teachers learning from peers would implement the NCF as well.

5.3.4 Teachers' perceptions on the feasibility of time

The Content Standards (Depdiknas, 2006a) has designated a two-hour weekly learning time for LC. It means that when English is chosen as the subject for LC in their schools, EFL teachers only have two hours to teach English per week. Teachers disagreed with this limited time. They considered this policy as implausible, consistent with Rahayu, Markhamah and Sabardila (2010) who found that teachers' teaching load cannot be synchronized with limited time allocation. Compensating for this circumstance, Hermin, for example, sometimes withdrew some activities in her teaching processes. However, there was an admission from Nurwahidah, an interviewed teacher of an independent private school, that she taught English for six hours a day. However, with approximately six to seven hours schooling time a day, how the teachers accommodate all other subjects as well remains problematic.

The survey showed a split in teachers' attitudes with regard to the feasibility of time allocation for the EFL. Nearly one third of the teachers surveyed (31.3%) perceived the time allocation for EFL as feasible, more than one third perceived it otherwise (36.8%), and the remaining 31.9% of them could not make assessment at all.

5.3.5 Teachers' reliance on textbooks

Ornstein (1994) found that teachers' reliance on textbook was usually due to the fact that they were poorly prepared in subject matter. It was evident from the interviews that some teachers were relying on using commercial textbooks rather than developing their own school curriculum, consistent with Faridi's (2010) study. These teachers have seemingly defined the textbooks as their curriculum.

Ikbal's term 'textbook is my second curriculum' exemplified some of the teachers' attitudes towards textbooks. For these teachers, the textbooks with their supplementary teaching devices such as syllabuses and lesson plans are consistent with Ornstein's characterization of good textbooks (Ornstein, 1994). Shutes and Petersen (1994) also observed that textbooks are "so comprehensive in content, so appealing in the number and nature of instructional aids that come with them, and so filled with guidance in their teacher edition..."(Shutes & Petersen, 1994, p. 2). Another reason was that in some schools, textbooks are the only teaching resources available. With no choice offered, textbooks had become a de facto curriculum for the teachers (McGrath, 2002). Woodward and Elliot (1990) defined this central role of textbooks as 'virtual national curricula' (p. 146).

The survey revealed split attitudes among teachers towards the adoption of textbooks as their curriculum, and the use of textbooks as the only teaching resources. A small majority (49.5%) agreed that they used textbooks as their curriculum, nearly one third (28.7%) did not confirm, while the other 21.8% said they did not. However, only 37.2% of the surveyed teachers affirmed that they used textbooks as their only teaching resources, outnumbered by those who did not solely use textbooks (44.1%), while the remaining 18.8% did not confirm at all.

5.4 The influence of teachers' understanding of and attitudes towards the NCF on their teaching methods

In this section, discussion as to whether teachers' understanding of and attitudes to the NCF influenced their methods of teaching is under the headings of (1)

teachers' methods of teaching (2) teachers' flexibility of employing methods (3) teachers' use of teaching media and (4) teachers' cognizance on young learners' needs.

5.4.1. Teachers' methods of teaching

With the absence of explicitly recommended teaching methods in the NCF to be applied in the teaching and learning processes, it was evident in the interviews, classroom observations, and survey that teachers employed a wide variety of methods or teaching strategies in their classroom. However, they seemed to underline the importance of suiting the methods or strategies to their students' circumstances. This is in line with the first underpinning principle of KTSP implementation in which the needs and the condition of learners are to be the bases of its implementation (Depdiknas, 2006a). Most methods or strategies they use were dictated by Pakem principle as described in the Content Standards (Depdiknas, 2006a); that the students learn to develop and find their identity through active, creative, effective, and enjoyable learning.

The dominant use of CLT, as indicated by teachers interviewed, was evident of their understanding of the premise of learner-centeredness as one of the underpinnings of the KTSP development (Depdiknas, 2006a). CLT puts the focus on the learner with emphasis on the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events (Savignon, 1993). In CLT, the use of games, role plays, pair activities, and small-group activities are widely recommended for use in classrooms. The interviews showed that teachers used songs, games, and role plays when they were

teaching. This is an indication of their awareness of CLT. The value of these has long been acknowledged. Saunders (1979) argued that children find it easy and joyful learning the new language in a play-focussed approach. This can be through imitation, chanting, singing, dancing, modelling, dramatizing, watching projected pictures, visiting, matching, arranging, and going on excursions. Classroom observations of four EFL teachers showed that teachers employed choral drills, demonstrations, pictorial illustrations, quizzing, and translation as their teaching strategies. Choral drilling is predominantly associated with Audio Lingual Method, where it is considered the core teaching technique for introducing good language habits. However, this technique can be used as technique in the communicative classroom, but one that is “used to give students functional control of a new language item” (Bell, 1996). Choral drill practiced by the observed teachers is consistent with Savignon’s *Language Arts* approach (Savignon, 2002), therefore it can be regarded as a CLT strategy despite its strong association with Audio Lingual Method.

The teachers’ use of songs or music, for instance, provides opportunities for students to improve their pronunciation and vocabulary. This was evident in Teacher B’s classroom when she taught vocabulary relating to family members through the singing of song entitled “Daddy finger”. This teacher’s strategy is in line with Murphy (1992), that music is encouraging learning. This strategy is also consistent with Romero, Bernal and Olivares (2012) who saw music as a viable way of learning vocabulary in context. The use of song or music is endorsed since it promotes pleasant yet meaningful and collaborative classroom (Domoney & Harris, 1993). The use of song was also evident in the interviews as articulated by Hermin, Ikbai, and Febrina. The survey supported this evidence

with a majority of teachers (75.3%) affirmed that they started their lesson by singing songs with their students.

Demonstration was also evident in the classroom observations. Depending on the type of activities, this strategy can be under the umbrella of either CLT or Total Physical Response (TPR). The strategy of TPR is to have the students listen to a command in a foreign language, and immediately perform a physical action (Asher, 1969). None of the observed teachers employed strategies typical of Asher's definition. Rather, Savignon's fourth category, Theatre Arts (Savignon, 2001), seemed to accommodate these types of activities, for example, in a simulation activity one of the observed teachers, Teacher B, demonstrated with some students how a game would run before the whole class started to play.

Pictorial illustration was another teaching strategy evident in the classroom observations. The instance of an observed teacher using pictures of road signs may function to support students' comprehension by providing a context for the traffic system, and may increase students' retention of that context, maintaining Levie and Lenz (1982) who saw that illustration enhances students' interest and enjoyment and it shapes their attitudes and emotional responses. This teachers' activity is typical of pictorial mnemonic text-learning (Rummel, Levin & Woodward, 2003), an extension of mnemonic strategies (Atkinson et al, 1999; Carney & Levin, 2002; McCormick & Levin, 1987; McCormick, Levin & Valkenaar, 1990;). When the use of pictorial illustration provides enjoyment to students, as described in Levie and Lenz's (1982) argument above, the Pakem principle of the NCF (Depdiknas, 2006a) evidently applies in this teaching strategy.

Questioning was another teaching strategy employed by two of the observed teachers, Teacher A and Teacher B. This strategy is the most common interaction between teachers and students in classroom. Both Teacher A's and Teacher B's strategies can be categorized as display questions (Meng, Zhao & Chattouphonexay, 2012) in which they already know the answers to their questions. These are in contrast to referential or open questions in which the answers are not yet known. In CLT, the use of referential questions is preferred to the use of display questions (Richards & Schmidt, 2003). Teacher A's and Teacher B's question, however, served a different function: Teacher A's questions served to check the students' understanding (Nunan & Lamb, 1996), and to re-expose students to key course content (Pashler et al., 2007); whereas teacher B's questions served to arouse students' interest and curiosity in a topic (Brown & Wragg, 1993), and to activate students' prior knowledge (Pashler et al., 2007).

The use of questioning strategy was also evident in both the interviews and survey. For example, Lisa, Hermin, and Jeffry, when interviewed, said that they practised this teaching strategy in their classroom. The survey showed that the majority of teachers affirmed that they gave funny style questions to activate their students (84.2%) and used quizzes (69.4%).

Also evident from classroom observation was the use of translation. Translation is one of the oldest methodologies in second or foreign language teaching. Teachers in the study practiced this strategy by having students translate the English words, phrases, and sentences into Bahasa Indonesia. Bahasa Indonesia is the national language used as a lingua franca by people across the nation and is the language of instruction in Indonesian schools. This typical L1-L2

translation and vice versa belongs to the Grammar Translation Approach (GT). GT was historically used in teaching Greek and Latin and generalized to teaching modern languages (Zafar, 2008). Classes are taught in the students' mother tongue, with little use of the target language. This use of first language is negatively viewed in Audio-lingual methodology which encourages the use of target language to provide students with maximum exposure to the language.

Teacher A and Teacher C applying this translation strategy seemed to believe that the act of translating between mother tongue and second or foreign language promotes the acquisition of second or foreign language. This is consistent with Machida's (2011) assertion that translation activities enables the learners identify the relationships between form and meaning, and to bridge the gap between the two languages. This strategy maintained Kobayasi and Rinnert (1992), and Akyel (1994) who saw that L1 assists students in exploring their ideas fully based on their cognitive level. As primary EFL teachers, Teacher A and Teacher C seem to be knowledgeable about Markee's (2002) notion, that the younger the students, the more likely L1 contributes in access to development.

5.4.2. Teachers' flexibility of employing methods or teaching strategies

It was evident from the interviews that teachers approved of the teaching methods in their domain under the KTSP curriculum. In other words, the teaching method is a matter of teachers' choice. The majority of the teachers said they chose to employ methods by taking into account their students' needs and circumstances. This is consistent with the first premise of the NCF, that the KTSP is implemented by bearing in mind the needs and the conditions of learners (Depdiknas, 2006a). A wide a variety of teaching strategies were

employed by the four teachers during classroom observations where it was also evident that teachers' felt free to employ their own methods or strategies in the classroom. This is coherent with their understanding of the flexibility of the National Curriculum Framework. The flexible nature of the framework enables the teachers innovate their teaching, akin with the flexibility of the Australian National Statement and Curriculum Profiles (Cowley & Williamson, 1998), and Greek's NPC (Sofou & Tsafos, 2010). Each of the observed teachers interchangeably employed at least two teaching strategies during the observations. The results of the survey also reflected this. A large majority of the teachers (above 75%) felt free to employ their own teaching strategies, suited them to their students' own circumstances, provided teaching materials that suited their classroom situation, modified their teaching techniques to accommodate their students' learning styles, and used various teaching strategies to accomplish their teaching objectives.

From the teachers' comments in the interviews, it seems that despite their awareness of the CLT as the recommended approach, teachers did not seem to restrict themselves from exploring and applying other methods or strategies which might work better with their students. They translated multi-strategy approaches in a broader perspective and understood that any methods or teaching strategies, regardless of their umbrella, can be applied as long as they are compatible with students' circumstances. This practice is unlikely to happen in the countries whose curriculum expects fidelity in the implementation, such as in Ghana (Kwarteng, 2013), and Vietnam (Nguyen, 2011).

5.4.3. Teachers' use of teaching media

The NCF postulates the use of multimedia in the implementation of the KTSP (Depdiknas, 2006a) to enhance their students' learning. Multimedia may mean the combined use of media such as television, slides, radio, pictures, computers, and the like. It may also be defined as

the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer (Desmukh, 2012).

The NCF, however, does not provide a clear definition of multimedia, nor does the BSNP through its implementation guideline for the KTSP. This may have led to a distorted understanding among teachers. It was evident from both the interviews and classroom observations that teachers interpret the meaning of multimedia as the combined used of teaching media and that it doesn't have to be computer-aided.

Among the media observed were songs (audio), pictures, realia, and videos. Also evident through the classroom observations was that the use of teaching aids seemingly depends on what the schools can afford to make available. An instance can be seen from the school of an observed teacher that equips their classes with multimedia facilities. By way of contrast was an interviewed teacher who stated that she used her own voice as her teaching 'instrument' when she was teaching listening. From the survey, it was evident that the majority of the teachers (84.6%) used pictures as their teaching media; a small majority (38.4%) affirmed they used video compared to the other two groups of responses which

were fairly distributed, 31.7% being undecided and 30% saying they did not use that as their teaching media; and the majority of them (50.8%) brought things into classroom to use it as realia.

Although no data collected from the interviewed teachers regarding the reason of using media in their teaching, it was evident that they are influenced by their adherence to the NCF which solicits the use of multimedia in teaching and learning processes (Depdiknas, 2006a). In classroom observation, the use of multimedia by Teacher B, for example, was as an attempt to create an attractive learning environment which was consistent with Sugino, Kawashima, and Koga (2011), and therefore, maintained the notion of powerful influence of using media in language acquisition and learning (Tschirner, 2011; Siddell, 2011).

5.4.4. Teachers' cognizance on young learners' needs

The teachers interviewed articulated some notions that they believed to underpin the teaching of English to young learners. First, they believed that teaching should be enjoyable; therefore they employed teaching strategies which they expected would be enjoyable to their students, such as games and songs. Games provide fun and relaxation while students are still engaged in language learning, coherent with Cortez (1978), Dobson (1970), and Malia (2004). The use of songs maintained the perception that in learning English, the students should be provided with a nonthreatening environment, and learning English through songs provides this situation, consistent with Lo and Fai Li (1998), and Ajibade and Ndububa (2008). Teachers' perception that primary school students, as young learners, like learning English in fun or enjoyable ways was also evident in the survey with the majority of the teachers (77.5%) affirming this notion.

Second, English is relatively new to primary school students, therefore teachers assumed that they should avoid pressuring them to understand the language. They also believed that primary school students like learning English in natural settings, such as doing outbound activities. For example, in the interviews Jeffrey said that “the students like learning English not this formal but informal like the outbound and outdoor activities” (Jeffrey, 2012, line 87). These are consistent with part of Pakem, in which the second principle of the KTSP implementation is that the curriculum is enacted through an active, creative, effective, and enjoyable learning (Depdiknas, 2006a).

Third, the teaching of English to young learners should emphasize listening and speaking as evident in both the interviews and survey. Ratna, an interviewed teacher, said she emphasises the teaching of speaking and listening. Meanwhile, in the survey, the majority of the teachers (76.3%) said that the students should be more engaged in speaking skill. This evidence is consistent with the KTSP endorsement of the priority of language skills to be taught which places *listening*, *speaking*, *reading*, and *writing* in that order (Depdiknas, 2006a). Prioritizing *listening* and *speaking* is also consistent with one of Sato and Kleinsasser’s findings on their study of Australian LOTE (Language Other Than English) teachers’ perception of CLT, viz. that it relies heavily on speaking and listening skills (Sato & Kleinsasser, 1999). This perception is also consistent with one of general guidelines for selecting activities for young learners, viz. that activities should be orally based (Cameron, 2001). Peregoy and Boyle (2001) suggest that the ordering of skills for young learners should be listening, speaking, reading, and writing, with a proviso that children should only be asked to write words

they can read, read words they can talk about, and talk about words they have listened to and can recognize in spoken language (cited in Cameron, 2001).

Fourth, another emerging issue regarding the needs of young learners is the use of pictures and other visual aids in teaching. This was evident both in the interviews and the survey. Ratna, when interviewed, said that children are interested in pictures. The majority of the surveyed teachers (93.7%) agreed with her. The use of pictures has been advocated in English learning, such as by Brown (2000) and Shin (2006). Brown suggested that the use of various types of media such as visual, audio, and audio visual is needed to stimulate students' sensory channels and so to provide as much as sensory input as possible, while Shin suggested teachers should use visual aids, realia, and movement since children are closely linked to their surroundings and are eager to be involved in physical and tangible tasks. Those suggestions fit one of the children's characteristics identified by Harmer (2001) viz. that their understanding comes not just from explanation, but also from what they see, hear, touch, and interact with. According to Scott and Ytreberg (1990) children's understanding comes through their hands, their eyes, and their ears. Scott and Ytreberg suggest teachers of young learners not to rely on spoken words only, but they have to create activities that include movement and involve the senses, colours and sounds. In terms of colours, a majority of the surveyed teachers (92.7%) affirmed that children are interested in colours, as also articulated by Ratna in the interview. Activities related to colours can be redrawing characters in a story, creating maps where the story takes place, or colouring pictures of songs, rhymes, and chants (Brewster, Ellis & Girard, 2003).

Fifth, young learners also need creative and innovative teachers, as evidenced from the interviews. Teachers' creativity can be in terms of the creation of teaching media, or in terms of the creation of teaching materials that suit the students. Teachers' creativity is needed to accommodate the ever changing mood of children in learning, and to retain their interest in the subject (Cameron, 2001). The need to be creative teachers in primary schools was also evident in the survey study with a large majority of the teachers (80.1%) agreeing that they should be creative in teaching English to primary school students.

Sixth, young learners should be trained how to pronounce the words accurately as evident in both the interviews and the survey. Ratna, for example, when interviewed, suggested that the teacher should train the students in "how to pronounce the word well" (Ratna, 2012, line 132). A large majority of the surveyed teachers (87%) affirmed that, as young learners, the primary school students should be trained how to pronounce the English words well. Pronunciation was pre-eminent in the structural approach to teaching, where accuracy was encouraged more than fluency, and pattern drills emphasised mimicry and repetition (Lightbown & Spada, 2006). With the arrival of CLT in the 1960s, it was then viewed as not so important because it was regarded more as a linguistic component rather than a communicative competence (Pennington & Richards, 1986). This sense of incompatibility with a communicative instructional orientation has challenged the teaching of pronunciation. However, more recently it has been realized that it plays an important role in communication (Gilakjani, 2012). Communication is a mutual relationship between a speaker and a hearer, therefore one must comprehend what she/he hears in the target language and must produce accurately the sounds of the

language she/he learns. Thus, pronunciation is perceived as an important feature of the communicative competence. To avoid violating the principles of CLT, the teaching of pronunciation has been shifted from focusing on segmentals to suprasegmentals and how they are used to communicate meaning (Morley, 1991).

Seventh, students may use Indonesian (typical L1) if they have any difficulties communicating in English as evident in the survey. A large majority of the surveyed teachers (79.6%) affirmed that students may use Bahasa Indonesia if they have difficulties communicating their ideas in English. The use of mother tongue in CLT classroom has been a controversial issue (Littlewood & Yu, 2011), but in the weak version of CLT it is likely that it has a room. Carless (2008) argued that the use of mother tongue assists in providing learners with a sense of comfort. It may be used to explain difficult grammar, to instruct students easily, and to check students' comprehension (Bhusan, 2010). Teachers' use of L1 maintained Alshammari (2011), that the use of L1 did not influence students' exposure to target language. It also championed Suntharesan's (2012) study in Sri Lanka who saw that L1 can be used explain certain linguistic areas, and free students from any psychological barriers.

Eighth, evident in the survey was the affirmation of a perception by the majority of the teachers (80.7%) that the earlier English is introduced to primary schools students, the more likely they will master the language. This is based on the belief that younger is better when it comes to learning English (Cameron, 2001). Since 1994, the Indonesian curriculum policy has consistently maintained that Indonesian primary schools may choose to teach EFL as one of LC starting from

Year 4 (Depdiknas, 2006a), and many schools have now started to teach EFL from Year 1 due to schools' and teachers' embracing of the perception.

Ninth is the appropriateness of method selection in teaching affects students' achievement. The selection of teaching methods or strategies to be used in classroom depends on the students' needs and circumstances. CLT, for example, has been widely employed in EFL teaching in many countries. However, this does not mean that it can work well in all contexts, such as in South Sulawesi Province in Indonesia. Here, teachers seem to believe that if the methods used are not suitable for the students, it may result in a detrimental effect on them, such as their achievement in the subject. A large majority of the surveyed teachers (90.6%) confirmed that students' achievement is affected by the appropriateness of methods used in the classrooms.

Thus, it is clear that teachers in the survey study agreed that as young learners, primary students should be treated differently from other learners in learning English. However, this is not to suggest that the type of activities they select is only influenced by the age of the learners only, but that the circumstances that surround the learning, students' attitudes, and interests are also taken into account. Cameron (2001) suggests that the typical activities that can be applied in this context, for example, are activities that should be simple enough that the students can understand what is expected of them, that they should be achievable and stimulating, should be orally-based, that the order of skills should be listening, speaking, reading, and then writing, and that written activities should be limited until the students have had a chance to master the mechanics of writing (Cameron, 2001, p. 79).

5.5 Impact of Local Content Status of EFL on teachers' beliefs and classroom engagement

This section considers the themes that emerged with regard to the impacts of LC status of EFL on teachers' beliefs and their classroom engagement. Themes such as teachers' appraisal on the status of English as an LC, their belief about the implication of the status, their awareness of the LC requirements, and their endeavours to meet the requirements in their teaching deliveries are discussed.

5.5.1 Teachers' appraisal of the status of English as an LC subject

Since 1994, English has been taught as an LC in Indonesian primary schools (Depdiknas, 1993). However, prior to this study no study appeared to have considered teachers' appraisal of its status as an LC. It emerged from the interviews that the majority of teachers, six out of eleven, disagreed with English being an LC. They argued that English should be one of the main subjects taught in primary schools, and therefore becomes an obligatory subject for students. The survey showed that only a small majority of teachers (39.5%) supported this argument, while nearly one third of them (31.7%) were undecided, and the other 28.8% were in opposition. Seemingly, this result correlates with the other findings of the survey in which the majority of teachers (69.7%) could accept the current status of English as an LC at primary schools. Some other teachers in the interviews perceived that the current status of English is far better than not be taught at all. English is potentially excluded from one of Local Content subjects, therefore schools selecting it indicate that this subject is essential for students to learn. A somewhat different perspective was given by one of the teachers interviewed, who suggested that as an LC, English can be amenably taught

without having to worry about achieving the recommended competencies in the NCF. This teacher viewed that the NCF promotes flexibility for primary EFL teachers in enacting their KTSP, therefore it was consistent with Crowley and Williamson (1998), and Sofou and Tsafos (2010).

5.5.2 Teachers' belief about the implication of English being an LC subject

Some implications of English being an LC were evident in the interviews. First, teachers believed that students would regard English as less important subject, and therefore they would have low motivation, and they would undervalue and only half-heartedly study that lesson. Second, English as an LC was perceived as an additional subject. Febrina, for example, saw that English becomes a less important when it is an LC subject. From her perspective, the students would perceive English as an extra subject only, and therefore they may have low motivation and learning that language half-heartedly. Utami, Kurniati and Yuwono (2010) similarly found that other LC subjects such as Javanese were also perceived as less important than non-LC subjects.

The inclusion of certain subjects as an LC at school more or less depends on Local Government policy regarding this subject (Wibawa, 2008). The Local Government and the school may choose not to include English as one of LC, therefore some students entering secondary schools meet English lesson there for the first time. When this situation happens, it will create problems in secondary EFL teaching. For instance, secondary EFL teachers might have problems in determining what teaching materials they should use since they need to acknowledge that some have learned EFL in primary schools and some others have not.

The survey showed that the majority of the surveyed teachers (53%) affirmed the interviewed teachers' perception of Local Content subjects as only additional subjects. However, they seemed to have different perceptions on whether (1) they need not worry about the targeted objectives of LC curriculum, (2) the students would perceive LC as less important compared to core subjects, and (3) the students would undervalue the English as an LC subject. It was evident in the survey that a small majority of teachers (43%) did not agree with the perception that they did not need to worry about achieving the targeted objectives of LC curriculum, a majority of them (52.4%) did not perceive that an LC is less important subject compared to core ones, and a small majority of them (43.6%) did not see the students undervalue English as an LC.

The survey also revealed that teachers were split as to whether: (1) students would have low motivation studying English as an LC, and (2) students' achievement in English lesson will not affect their overall achievement in core subjects. 31.9% of the teachers saw that the students had low motivation studying English as an LC, while 37.1% did not agree with this perception. 40.6% affirmed that the students' achievement in LC, including English, would not affect their overall achievement in core subjects, while 40.4% perceived otherwise.

5.5.3 Teachers' awareness of LC requirements

LC subjects are expected to develop competencies by taking into account the peculiarity and the potentials of the region where a school is situated (Depdiknas, 2006a). Teachers are fully responsible for developing appropriate materials for their students. They have to adjust the teaching materials according to the conditions of the schools, their students' abilities, and their students' socio-

cultural circumstances (Depdiknas, 2006c). This becomes problematic if teachers' level of competence is inadequate. Currently, the percentage of teachers with a sufficient level of competence and qualifications for teaching EFL in primary schools is still low (Faridi, 2010).

There were two opposing stands that emerged from the interviews. The majority of teachers interviewed seemed to understand these requirements. In terms of the peculiarity of the region, Aisyah saw that the students' traditions and environment should be embedded in the English teaching materials. In other words, the teaching materials should be relevant to the local context. In developing teaching materials, teachers also have to consider the students' needs. In terms of potentials of a region, Ikbal argued that LC has to integrate the potentials of the region to which the school belongs. In contrast, a few other teachers such as Lisa and Jeffry did not see any prerequisite was needed for English as an LC, and maintained that English does not have to fit any conditions.

Evidence from the survey supported the former position in which the majority of teachers were aware that when they teach English, they have to present topics familiar with the students' own native language (77.8%), incorporate the potential of the region into their teaching context (80%), consider the students' needs (83.4%) and their environment (86.8%), and engage students with real contexts (84%). This evidence is congruent with the principles postulated in the Content Standards (Depdiknas, 2006a).

5.5.4 Teachers' endeavours in their teaching delivery

Consistent with their awareness of LC requirements, the interviews revealed that teachers made every effort to meet the requirements. Efforts made included

teachers making their own teaching materials, modifying texts from commercial textbooks, presenting topics familiar from students' own native language and culture, and combining textbooks materials with their own. Commercial textbooks are basically built on ideas which are supposed to be practicable and meet the need of schools, yet if those ideas are too far from teachers' or students' experience, they may be rejected and the books will not be used (Hoyt, 1949).

The survey found that the majority of teachers made combinations of textbook materials with other materials to suit their school environment (76.3%), adjusted the textbook materials to suit their classroom conditions (73.7%), and modified the materials in the textbooks to suit LC requirements (69.9%). A small majority of the surveyed teachers (44.2%) also affirmed that they made their own teaching materials to suit the requirements. However, almost no evidence was found in the classroom observations about the application of the efforts mentioned in the interviews, except in a small proportion of local context such as naming local food in Bahasa Indonesia. This was partly due to the fact that some teachers relied on textbooks; consistent with Faridi's (2010) study, and the ignorance of the LC requirements by a few teachers as evident in the interviews which was consistent with studies conducted by Arikunto (1997), Kartini (1999), Anggraeni (1998), Mandalika (1997), and Wahdi (1995).

5.6 Summary of the Chapter

The first section discussed the teachers' understanding of the NCF. Overall the discussion has confirmed two issues that emerged from the interviews, namely teachers' understanding of the principles underpinning the NCF, and their understanding of its features. Teachers seem to have an understanding of some

principles that guide the implementation of KTSP, and they seem to have common understanding of the features of the NCF in terms of its substance, and its flexibility, yet they have quite different view on its specificity, and its practicality.

The second section discussed teachers' attitudes towards the NCF. Five issues emerged from the interviews concerning on teachers' attitudes towards the NCF: teachers' adherence, teachers' adaptation, teachers' incompatibility, teachers' perception on time, and teachers' reliance on textbooks. Most teachers adhered to the NCF, some others did some adaptation to suit to their local context, and a few others showed their incompatibility with the NCF, therefore they avoid of using it. Most teachers agree that time allocation was not feasible for teaching EFL. In terms of textbooks, some teachers showed their dependence on textbook and adopt it as their 'curriculum'.

The third section saw the influence of teachers' understandings of, and attitudes towards the NCF on their teaching methods or strategies. Teachers' understanding of the principles and the features of the NCF have influenced their selection of methods or teaching strategies; in particular they have tried to apply methods which are compatible with the CLT, the recommended approach in the KTSP implementation. Their flexibility of applying methods or strategies is also an evidence of their understanding of the premise "multi-strategy approach" in the NCF. Also evident is their understanding on how to treat young learners as the influence of their understanding of the principle "the needs and the conditions of learners" postulated in the NCF. As discussed in this section, teachers are required to treat young learners differently from other learners due to their distinctive characteristics in learning.

The fourth section investigated the impacts of LC requirements on the deliveries of the South Sulawesi primary school teachers teaching English as an LC. Four issues emerged and discussed: teachers' appraisal on the status of English as an LC, their belief about the implication of the status, their awareness of the LC requirements, and their endeavours in their teaching deliveries. In terms of appraisal, teachers had two contrasting stands with one side disagreed with the status of English as an LC and urged that the government improve its position to be core subject, while the other side wanted to maintain its position as an LC. Teachers were also in a split position in their beliefs about the implication of the status. However, most teachers were aware of the LC requirements, and reported to have made several undertakings to meet the requirements.

Chapter 6

CONCLUSIONS, REFLECTIONS AND RECOMMENDATIONS

6.1 Introduction

The overall aim of this research project was to gather information about the current situation in relation to the implementation of the KTSP curriculum for the teaching of EFL as a Local Content subject in South Sulawesi Province in Indonesia. A mixed methods research approach combining interviews, classroom observations, and a survey was used to produce a more complete view of the phenomena being studied. There were four research questions explored. A brief overview of the findings relating to each of these research questions is provided in 6.1., followed by reflections in section 6.2, and recommendations in section 6.3.

6.2 Overview of Research Findings

6.2.1 The first research question

The first research question was:

How do primary EFL teachers in South Sulawesi Province in Indonesia understand the National Curriculum Framework?

This research question was explored by the analysis of data collected through interviews and then with the distribution of a self-completion questionnaire. Eleven primary school teachers teaching EFL participated in the interview study. Of the 1,564 questionnaires distributed, 574 teachers responded. With regard to teachers' understanding of the national curriculum framework (NCF) for the KTSP development and implementation, two main themes surfaced: their

understanding of the principles underpinning the NCF, and their understanding of the NCF features.

The Content Standards, as part of the NCF, outlines the underpinnings that guide the KTSP development and implementation. Evident from both the interviews and the survey was the teachers' recognition of several of the principles underpinning the KTSP implementation. First, the teachers acknowledged the *Pakem* principle, one of the five pillars of learning stipulated in the Content Standards. This principle underlines that the expected characteristics of the learning process should be active, creative, effective and enjoyable. Second, the teachers were aware of the use of the need for a multi-strategy approach in teaching. This implies that they explored and applied various teaching methods and strategies to meet their teaching objectives. Third, teachers recognised that the KTSP has to encompass both national and local potentials in the content of their teaching materials. Fourth, they understood that the implementation of KTSP is environmentally based. This premise highlights the importance of taking surrounding environments into account when developing the KTSP. Fifth, the teachers perceived that KTSP should be based on the learners' needs.

Besides understanding several of the principles of the KTSP implementation, also evident from the study was the teachers' understanding of its features. The features identified comprises of the substances, the flexibility, the practicality and the specificity of the NCF. Of the substances, the teachers agreed that the most important component of the NCF is the Standards of Competencies (SC) and the Basic Competencies (BC). These two inextricably linked components were perceived to be the most prominent parts of the Framework due to the fact that

they are used as the bases for formulating learning objectives for the syllabus and lesson plans. Other substances identified were that the NCF is informative in nature, and that it prompts the use of various strategies and multimedia in classroom. However, there was less agreement among the teachers as to whether the NCF specifies methods or strategies to be used. The teachers' recognition that the NCF sustains flexibility was evident. Its flexibility enables the NCF to accommodate many forms of change or adjustment; therefore it facilitates teachers' application of the local context of curriculum implementation. In terms of specificity, most teachers understood that the NCF, having to accommodate all subjects taught at schools, is very general. In light of this, the majority of teachers found it inadequate as a guideline, and recommended that it to be made more specific and more detailed for the sake of better implementation. The interviewed and the surveyed teachers had different views towards themes to be taught. It was clear in the interviews that the majority of teachers perceived that no themes were recommended, while the majority of the teachers in the survey perceived otherwise. A small majority of teachers in the survey did not see the possibility of the NCF triggering erroneous beliefs among teachers in designing their KTSP, yet a considerable number of them were uncertain about this possibility. These two instances suggest that the teachers were lack of understanding about the specificity of the NCF. A contrasting view was evident when teachers were probed about its practicality. Those who viewed it as impractical maintained that the SC and GCS were set above their students' level of competencies, that not all teachers were capable of translating the NCF concepts into practice; and that the government had failed to provide facilities needed for the KTSP implementation. Meanwhile, those who viewed it as

practical maintained that the NCF is plainspoken as guideline for KTSP development.

6.2.2 The second research question

The second research question was:

What are the teachers' attitudes towards the National Curriculum Framework?

Like the first research question, this research question was also explored through the interviews and the survey. Though the majority of teachers interviewed maintained their fidelity to the NCF, some others suggested that it needs adaptation or modification. A few others indicated their incompatibility with the NCF. Two different positions demonstrated the teachers' fidelity. First, some posited the clarity of the Framework which they used for their curriculum development. Some others saw no choice except to adhere to it, perceiving the NCF as the underpinning for their constructed curriculum. Teachers who perceived the NCF was adaptable saw that it needs to be contextualized in the KTSP implementation. Meanwhile, teachers who felt incompatibility with it were mainly concerned that the government had failed to take into account and provide them with the facilities and resources they needed for the curriculum implementation. These teachers also maintained that there was an inadequate description of the competencies for students to achieve.

The issue of time was also evident. Most teachers interviewed were critical of the time allocated for primary EFL in the NCF. With only one two-hour lesson per week, teachers perceived it as insufficient, and that they could not optimize their

teaching delivery. The survey, however, revealed a split in teachers' attitudes towards the time allocation with approximately one third perceiving it is feasible, approximately one third perceiving it otherwise, and approximately one third not making assessment at all.

Co-existing with teachers' fidelity, adaptability, and incompatibility with the NCF was the teachers' reliance on textbooks, as evidenced in the interviews. Teachers relied on textbooks for two different reasons. First, textbooks are usually supplemented with a syllabus and lesson plans, therefore they are ready for immediate use in classroom. Second, to some teachers, a textbook is the only teaching resource available at their schools, therefore it was adopted as the school 'curriculum'. The survey revealed a split in teachers' attitudes towards reliance on textbooks with only a small majority affirming they used textbooks as their curriculum, nearly one third not confirming, and the other remaining saying they did not use textbooks as their curriculum. The surveyed teachers who affirmed that they used textbooks as their only teaching resources were slightly outnumbered by those who did not solely use textbooks.

6.2.3 The third research question

The third research question was:

How do teachers' understandings of and attitudes towards the National Curriculum Framework influence their teaching methods?

This research question, besides being explored through the interviews and the survey, was also investigated through classroom observations. The wide variety of teaching strategies employed was evidence of the teachers' awareness of the

Communicative Approach as the endorsed approach of the KTSP curriculum. Teachers' exercise of CLT was strongly expressed in the interviews and reflects their acquaintance with the premises of the 'learner-centeredness' of the KTSP development. Perceiving that the use of games and songs provides an enjoyable learning experience is an instance of their understanding of the premise of *Pakem*, one of the underpinnings of the KTSP implementation. Through the observations, it revealed that teachers employed choral drill, demonstration, pictorial illustration, questioning or quizzing, and translation. Despite their alliance with other prominent teaching approaches, such as choral drill with Audio-Lingual Approach, demonstration with TPR, and translation with the Grammar Translation Approach, those teaching strategies have been adapted to comply with the principles of CLT. Choral drill, for example, was applied by utilizing songs or music which provides contexts when students learn vocabulary. The fact that the teachers adopted certain teaching strategies allied with approaches other than CLT was evidence of their understanding of their students' circumstances in which CLT seemed not to be applicable.

The flexibility of the Framework as understood by the teachers, was reflected through their flexibility of applying methods or teaching strategies. This was evident in the classroom observations in which the teachers interchangeably practiced at least two kinds of teaching strategies in one teaching session. They translated the flexibility not only in the matter of selecting teaching strategies within the communicative approach, but also in exploring other methods or strategies that might be applicable to their students. This is affected by their recognition of the premise of the "multiple-strategy approach" advocated in the NCF.

Also prominent in teachers' selection of appropriate methods for students was the accompaniment of teaching media. Being aware of the injunction to use multimedia in the implementation of KTSP, the teachers employed some media in their teaching. With the absence of a clear-cut definition, teachers seemed to understand multimedia as the combination of a variety of teaching media, such as the use of pictures, audio, and audio visual media and did not see that it had to be computer-based interactive media. The survey revealed that the most used media was pictures, followed by realia and video consecutively.

That the KTSP implementation has to take into account the students' circumstances was also manifested in the teachers' cognizance of their students' needs as young learners. Teachers believed that (1) teaching should be in a pleasant situation, (2) they should avoid any pressures, (3) listening and speaking skills should be prioritized, (4) they should employ audio visual teaching aids, (5) they should be creative and innovative in teaching, (6) students should be taught to produce accurate pronunciation, (7) student may use their mother tongue if it facilitates learning, (8) the earlier age to start learning English is better for students, (9) students' achievement is largely affected by the appropriateness of teaching methods, and (10) in general, primary students should be dealt with in different ways than teenage or adult learners.

In terms of the influence of teachers' attitudes, teachers' fidelity and adaptability to the NCF played dominant part in affecting their methods' selection. This is evident through the application of teaching strategies that were constantly reflective of the Communicative Approach recommended in the NCF. The teaching strategies allied with other approaches were adapted to comply with the CLT principles.

6.2.4 The fourth research question

The fourth research question was:

How does the inclusion of EFL as a Local Content subject impact on teachers' beliefs and classroom engagement?

As with the third research question, this research question was explored through the interviews, survey, and classroom observations. In accordance with the national policy, English is taught as a Local Content (LC) subject in Indonesian primary schools, therefore it is incumbent for this subject to abide by the terms and conditions of LC. In brief, LC requires that the Standard of Competencies and teaching materials be developed based on local contexts. This study revealed that teachers were aware of the requirements and that they are fully responsible for providing appropriate teaching materials in accordance with the school condition and their students' needs and circumstances.

However, teachers were polarized in their view of the status of English as an LC. One group challenged this position, and urged that it becomes a core subject at school by means of ensuring that English becomes obligatory subject, while the other group believed it should be as an LC. The first group perceived that by placing English as an LC, the students would see English as less important, which in turn would demotivate them in learning the subject. In addition, English would be perceived as additional subject only, therefore there was always every chance that this subject be excluded from school curriculum. The latter group perceived that this position allows teachers to be flexible in its teaching since this position means that English would be exempted from the

National Examination that has always haunted teachers and students for decades.

Teachers' recognised that the LC requirements impacted on their teaching delivery. Both the interview and the survey revealed that the teachers combined textbooks with other materials to suit their school environment, and adjusted the textbook materials to suit their classroom conditions. Teachers making their own teaching materials and modifying textbook materials to suit LC requirements were also evident in both the interviews and the survey. Classroom observation provided almost no evidence of any of the four kinds of attempts described above, except in a very small proportion of local context presented by an observed teacher, however it must be borne in mind that there were only four teachers who were observed.

6.2.5 Summary

The NCF, which represents the governmental desire for standardization, is intended to be implemented in teachers' pedagogic practice. However, innovations are not always implemented as intended (Bernstein, 1990, 1996, 2000; O'Sullivan, 2004, Smith & Southerland, 2007). A successful implementation of an innovation necessitates a full understanding of its basic principles and features along with its practical implications (Fullan & Stiegelbauer, 1991). Teachers' pedagogical discourse operates in interpreting and translating the NCF into their pedagogical practices. This study highlighted how two determinant factors, teachers' understanding of and attitudes towards the NCF, explicate teachers' pedagogical discourse and practice.

It was evident from this study that primary EFL teachers of South Sulawesi Province of Indonesia, in general, have sufficient knowledge of the underpinning

principles and the features of the NCF. Teaching strategies employed reflect teachers' awareness of the Communicative Approach (CA). Teachers' exercise of CA, as an instance, reflects their acquaintance with the premises of the 'learner-centeredness' of the KTSP development (Depdiknas, 2006a). The fact that some teachers adopted certain teaching strategies allied with approaches other than CLT was evidence of their understanding of their students' circumstances in which CLT is not appropriate to use. Other identified principles as understood by the teachers were that teaching should be environmentally based, applying multiple strategies, incorporating national and local contexts, and in accordance with Pakem philosophies.

Meanwhile, teachers' understanding of the NCF features is indicated in their perception on its substance, flexibility, practicality, and specificity. The most important substance of the NCF as perceived by most teachers were the Standard of Competence (SC) and Basic Competence (BC) as two inextricable components. Teachers' concluded the NCF as being flexible, yet less specific. Flexibility permits adaptation and modification, or the so called recontextualization (Bernstein, 1996). However, being less specific, the NCF was found to be inadequate as teachers' guide. Teachers were split in their perception of the practicality of the NCF with one side saw it impractical due to high standard SC and GCS, and the other side to be practical as the NCF was perceived well-defined.

Teachers' attitude is another determinant factor as innovation also requires teachers' attitudinal change (Ghaith & Yaghi, 1997; Kennedy & Kennedy, 1996; Kremer, 1978; Markee, 1993). If teachers' attitudes are contradictory to an innovation, resistant is likely to occur (Brown, 1980; Fullan & Pomfret, 1977; Haney, Czerniak, & Lumpe, 1996; Levitt, 2001).

Most teachers expressed their fidelity to the NCF, yet by two different reasons; interactive and coercive. The former means that teachers adhered to the NCF because they perceived the NCF being comprehensible through their interaction with the NCF documents, while the latter seemed to be influenced by the previous curriculum policy which was typically coercive and top down practice. Practice of adaptation was also evident. Bernstein's theory of pedagogic device signifies this as an act of recontextualizing (Bernstein, 1996) in which teachers interpret and translate the NCF into their school level curriculum (KTSP) through their pedagogical discourse to fit the specific contexts of their classroom. Teachers' fidelity and adaptability to the NCF played dominant part in affecting their methods' selection. This is evident through the application of teaching strategies that were constantly reflective of the Communicative Approach recommended in the NCF. The teaching strategies allied with other approaches were adapted to comply with the CLT principles.

Apart from the two perspectives above, a few teachers were found incompatible with the NCF. With this stand, it was obvious that they are less likely to accommodate the NCF in their pedagogical practices (Orafi & Borg, 2009). In Indonesian primary schools, time allocation for EFL teaching was another teachers' concern. To some, a two-hour weekly EFL lesson was considered inadequate, while others found it feasible. Although no data appeared to

support, it can be anticipated that those who viewed the time allocation insufficient were the teachers who were also incompatible with the NCF, while on the other hand, those who saw it feasible were predominantly the teachers who were compatible, in this case, those who showed their fidelity with the NCF.

Teachers' reliance on textbooks was evident due to two different reasons. First, they can be used directly in classroom because they are normally complemented with syllabus and lesson plans. Second, in many parts of the province, a textbook might be the only available teaching resources teachers have, hence became teachers' *de facto* curriculum (McGrath, 2002).

In light of the inclusion of EFL as Local Content (LC) subject (Depdiknas, 2006a), teachers have two opposing perceptions. First, one side viewed that this inclusion makes EFL merely as an elective subject which is potentially omitted from the lists of school subjects. In addition to this view, teachers perceived that with this position, EFL is considered less important compared with main subjects. On the other hand, those who agreed with this position of EFL perceived that teachers will be flexible in engaging with students in classroom because EFL does not undergo National Examination. Despite these two contrasting opinions, teachers were well informed about LC requirements that EFL should match. Teachers' adaptation of EFL materials to local contexts, combining textbook materials with other materials, and writing their own local-based materials are among many attempts they reported they did in engaging with the teaching of primary Local Content EFL.

In the context of this study, teachers' are not merely as implementers of curriculum or passive recipients of an innovation. They are also decision makers in curriculum implementation. Their discourses on curriculum regulate their pedagogic practice, and will affect how they decide the content of curriculum (Kable, 2001). In view of the concepts of curriculum proposed by Nelson, Jacobs, and Cuban (1992), teachers' actualized curriculum is manifested through a process of interpreting and translating the NCF, the intended curriculum, into their pedagogic practice. Kirk & MacDonald (2001) labelled this process as a collaborative partnership among stakeholders of curriculum reform to avoid what Bernstein named as 'potential discursive gap' (1996, p.30).

6.3 Reflections

This section is concerned with (1) the limitations of the research, in particular relating to issues associated with teacher participation and a number of specific limitations (6.2.1), and (2) the contributions of the research, in particular relating to its contribution on teachers' knowledge of curriculum policy implementation (6.3.2), and Local Content curriculum policy (6.3.3).

6.3.1 Limitations of the Research

In this study, the decision to focus on a range of issues relating to the implementation of KTSP for EFL in primary schools meant there was broader information, but less depth. This study attempted to explore each area in as much as detail as possible and sought to provide links between the areas. However, because different teachers participated in different stages of the research, the relationship between the areas are less direct than they could have been. For example, the teachers who participated in the interviews did not take part in the classroom observations.

Further, the questionnaire could have yielded extra information if, in certain items of the questionnaire, the participants had been invited to give further comments in open-ended type prompts. For example, when asked whether the time allocation was feasible, further questions to explore why those who responded disagreed and strongly disagreed about how much time should be allocated for primary EFL would have been useful. The recommendation about the feasible time allocation for primary EFL would then have been firmer.

Lastly, one-off classroom observations conducted with only four participants meant that only tentative conclusions could be drawn about their teaching practices and could not really be generalised more broadly.

6.3.2 Research contribution on curriculum policy implementation

This research contributes to the area of curriculum policy implementation. Bernstein's (1990, 1996, 2000) theory of pedagogic device suggested that as policy implementation involves several actors at different level, there is always every possibility that the curriculum is not implemented as originally intended. Each actor has his/her own view and influences how he / she implements it, hence the actualized curriculum. Findings revealed teachers' ambiguous opinions about the NCF. Although the majority of teachers expressed their satisfaction with the NCF, interview comments and lesson observations revealed wide-ranging difficulties experienced by the teachers in their classroom. There is also every possibility that teachers' self-reported assessment of the NCF may not accurately capture instructional practices in the schools. For example, although most teachers expressed their fidelity to the active pedagogical approach advocated by the NCF, many of them rely on textbooks as their curriculum.

6.3.3 Research contribution on Local Content curriculum policy

Since the Indonesian national government granted English Local Content status for primary schools in 1994, no evidence was found in the literature about teachers' appraisal of this status, teachers' beliefs about the implications of the status, or teachers' awareness of the Local Content requirements that English should meet. This study provides initial insights on these three respects, and may become the basis for further studies relating to the positioning of EFL as a Local Content subject. The majority of teachers urged that this subject should be placed as a core subject to avoid what they believe to be implications if it is maintained as Local Content, such as the students' seeing the subject as having less importance, and therefore, will result in students' being uninterested and apathetic in learning English.

6.4 Recommendations

This section comprises recommendation relating to the teaching of EFL in primary schools (6.3.1), recommendations relating to the provision of local-based textbooks (6.3.2), and recommendation for future research (6.3.3).

6.4.1 Recommendation relating to the teaching of EFL in Primary Schools

The important issues that emerged from this study relating to the teaching of EFL in primary schools were the time allocation and the Local Content status of English subject. It is quite challenging for primary EFL teachers to find that despite their awareness of the importance of English in today's life, the government seems to provide less support in relation to the teaching of EFL in primary schools. It was evident that two-hour session of English lesson per week is not adequate for primary EFL teachers. This is worsened by the precondition

that English is only regarded as additional subject since it is laid as Local Content subject. To optimize the teaching of EFL in primary schools, the government should lever it up to be core subject; the same as its status in secondary schools.

6.4.2 Recommendation relating to the provision of local-based textbooks

This study also provides information about teachers' reliance on textbooks. The textbooks were usually nationally published and in most instances, they do not suit some underpinnings of the KTSP implementation, such as the premise that the implementation of KTSP should be based on the students' environment. This study therefore recommends that local governments encourage EFL teachers under their authority to develop local-based textbooks to be used, and provide support for the publication of the textbooks.

6.4.3 Recommendation for future research

Evidence from students and other stakeholders such as parents, administrators, and local school committee would enhance confidence about the implications indicated by the teachers in this study. Further interviews and/or surveys of students, parents, administrators, and/or local school committee could usefully complement the findings here.

The National Curriculum Framework for KTSP in Indonesia was not established specifically and solely for the EFL subject area but for every subject at school. Learning theories and the underpinnings of the NCF are the shared philosophies about school practices. The findings of this research relating to the teachers' understanding of the NCF imply that there is every possibility that

teachers would have a distorted understanding of the philosophies of the NCF and incoherently implement them in their school curriculum (KTSP). There may be similar results in other subject areas. Therefore, an analysis of curriculum (KTSP) implementation in other subject areas should be carried out in order to make stakeholders of curriculum aware of the complexity of the school curriculum development and implementation, and therefore take necessary endeavours to support teachers' implementation of the curriculum.

There is a need to further investigate the status of EFL as Local Content in primary schools and its possible impacts on the teachers' teaching. Such investigations could assist the government to seek philosophical and practical reasons for regulating its status as Local Content. Also important is to seek students' and other stakeholders' perceptions and attitudes towards its status.

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Appendix 1. Coded transcript of the interviews

EFL Curriculum Implementation in Primary Schools in South Sulawesi Province in Indonesia

Legend:

Some of the statements transcribed below are compounds. These have been coded twice since they index two distinct categories. In such cases, the convention:

clause [[connector] clause]

indicates that the first clause has been coded in the section where it appears and the second is coded elsewhere. So in 1.1.5 below:

the national standards regulate things that teachers should do in constructing their curriculum / [[so] i make my school curriculum based on these national standards]

“the national standards regulate things that teachers should do in constructing their curriculum /” has been coded as part of 1.1 (Teachers’ Understandings of the Principles Underpinning the NCF), while “i make my school curriculum based on these national standards]” has been collected elsewhere (in this case, as 2.1.14 under 2.1 (Teachers’ Attitudes towards Adhering the NCF).

Similarly, the convention:

[clause [connector]] clause

indicates that the second clause has been coded in the section where it appears and the first is coded elsewhere. So in 1.2.1.3 below:

[i think this is informative // [because]] from the basic standard this very clearly for the teachers

“from the basic standard this very clearly for the teachers” has been coded as part of 1.2.1 (Teachers’ Understandings of the Substance of the NCF), while “i think this is informative” has been collected elsewhere (in this case, as 2.1.8 under 2.1 (Teachers’ Attitudes towards Adhering the NCF).

1. “Teachers’ Understandings of the National Curriculum Framework (NCF)

1.1. Teachers’ Understandings of the Principles Underpinning the NCF

- 1.1.1. the curriculum is enacted through an active / creative / effective and fun teaching learning process that is popularly now called as *pakem* (*Script9, p.2, line 47*)
- 1.1.2. the government has laid some foundations in the form of principles that we have to pay attention with when constructing school level curriculum (*Script10, p.3, line 64*)
- 1.1.3. one of the principles said that the curriculum set should be integrated / which means ((clear throat)) we have to incorporate the national

and regional potencies in our content of teaching materials (*Script10, p.3, line 66*)

- 1.1.4. the national standards regulate things that teachers should do in constructing their curriculum / *[[so] i make my school curriculum based on these national standards]* (*Script10, p.2, line 40*)
- 1.1.5. the teacher should apply / how to say / a multi strategy approach (*Script9, p.3, line 76*)
- 1.1.6. we should understand what is the(*)what is the weakness of the students (*Script4, p.2, line 59*)
- 1.1.7. i think some material in primary school must be suitable with the condition of the student / school and environment (*Script2, p.2, line 56*)
- 1.1.8. ***[It [the framework] is flexible [because]]*** we can analyse it based on the environment situation and also the students' need (***Script1, p.3, line 77***)
- 1.1.9. each school can analyse it based on region and environment (*Script1, p.2, line 63*)
- 1.1.10. [construct school curriculum] based on the students' need / student and also / what is / the environmall // the environment (*Script1, p.2, line 37*)
- 1.1.11. we choose materials that suit our students / either in terms of their competence or in terms of their unique characteristics (*Script10, p.2, line 55*)

1.2. Teachers' Understandings of Features of the NCF

1.2.1. Teachers' Understandings of the Substance of the NCF

- 1.2.1.1. the important thing actually is (*) base [basic] competence (*) // also (*) the standard competence (*Script1, p.2, line 53*)
- 1.2.1.2. (*) in my opinion / standard of competence and base of [basic] competence is the important things from the framework (*Script2, p.2, line 48*)
- 1.2.1.3. *[i think this is informative // [because]]* from the basic standard this very clearly for the teachers (*Script3, p.2, line 46*)
- 1.2.1.4. **the government is must be arrange the standard curriculum for english in (*) primary school it strength in the speaking** (***Script3, p.2, line 57***)
- 1.2.1.5. **sometimes the framework does not put the the / these methods / but it is about the condition of the students in the class** (***Script3, p.3, line 95***)
- 1.2.1.6. i think all of the components are very important (*Script5, p.2, line 53*)
- 1.2.1.7. i think the most important is the / competence standard (*Script6, p.2, line 66*)
- 1.2.1.8. the government (*) has provided another supporting document / the curriculum implementation / yeah i mean the implementation guideline made by the board of national education standard (*Script9, p.2, line 40*)

- 1.2.1.9. for me (*) the standard of competence is the most important one / because (*) from this standard we make syllabus and lesson plan (*Script10, p.2, line 58*)
- 1.2.1.10. from that [standard of competence and basic competence] we can make an indicator and know what is the purpose of (*) teaching (*Script2, p.2, line 50*)
- 1.2.1.11. we can know the purpose [from the basic competence] (*Script6, p.2, line 72*)
- 1.2.1.12. the four skills must be constructed from the (*) primary school level (*Script3, p.2, line 68*)**
- 1.2.2. Teachers' Understandings of the Flexibility of the NCF**
- 1.2.2.1. *[[The framework] easy to analyse [because]]* it is still (*) flexible // it is still flexible (*Script1, p.2, line 66*)
- 1.2.2.2. (*) the framework is good enough // yeah it gives / gives us flexibility to construct our own school curriculum (*Script10, p.3, line 72*)
- 1.2.2.3. (*) the flexibility is the strength i think (*Script10, p.3, line 78*)
- 1.2.2.4. (*) the generality of the standard allows us to make our curriculum as best as possible to suit to our students and school condition (*Script10, p.3, line 73*)
- 1.2.2.5. the national government must be aware that the curriculum framework should allow flexibility for teachers due to different conditions of regions (*Script10, p.2, line 48*)
- 1.2.2.6. i think the government (*) usual (*) must (*) make the curriculum based on the // the // (*) the school / the teacher / and school (*) background (*Script6, p.3, line 85*)
- 1.2.2.7. (*) maybe it will be better if the government (*) what is / provide it based on the local needs (*Script1, p.2, line 46*)**
- 1.2.3. Teachers' Understandings of the Specificity of the NCF**
- 1.2.3.1. the framework is not recommended some method / *[[so] that is why the teacher must be creative to create some / what is / (*) some media in learning / teaching learning process]* (*Script1, p.4, line 118*)
- 1.2.3.2. (*) framework never recommend any particular methods to be used in teaching // (*) it depends on the teacher (*Script2, p.3, line 90*)
- 1.2.3.3. framework does not state or recommend any topics or themes to be taught in / in the classroom (*Script10, p.3, line 81*)
- 1.2.3.4. (*) the framework just suggests us to use multi strategy and multimedia in teaching (*Script10, p.4, line 101*)
- 1.2.3.5. i think the goal of each subject is also important (*Script1, p.2, line 55*)
- 1.2.3.6. i don't think so the framework recommends some methods to apply in teaching (*Script5, p.2, line 60*)

- 1.2.3.7. (*) only a few i think [recommended method from framework] (*Script8, p.3, line 93*)
- 1.2.3.8. [*very often i get problems [because]*] the context of the framework is too general i think (*Script9, p.2, line 55*)
- 1.2.3.9. recommend any method / (*) well / i don't think so ((chuckles)) (*Script11, p.3, line 99*)
- 1.2.3.10. [*sometimes we are confused (*) what have to do to / what is / to focus in / in some competence [because]*] it is still not complete / it is just a framework (*Script1, p.3, line 79*)
- 1.2.3.11. [*actually we are also confused [because]*] it is just the framework (*Script1, p.2, line 44*)
- 1.2.3.12. it have to be added (*Script5, p.2, line 49*)
- 1.2.3.13. i think (*)[the framework] not enough (*Script6, p.3, line 93*)
- 1.2.3.14. i wish i could get a more detail framework (*Script9, p.2, line 57*)
- 1.2.3.15. the framework that has been provided is too general (*Script11, p.2, line 65*)
- 1.2.3.16. The framework is too general / *[[so] I try to make (*) more meaningful]* (*Script11, p.2, line 38*)
- 1.2.4. Teachers' Understandings of The Practicality of the NCF**
- 1.2.4.1. (*) the competence standard that [is] provided by the national government are too difficult (*) for primary school students (*Script9, p.2, line 37*)
- 1.2.4.2. the objectives set in the graduate competence standards are too difficult to achieve (*Script10, p.2, line 52*)
- 1.2.4.3. i think the weakness is that not all teachers are capable of translating this framework into a school curriculum / *[[because] it needs teachers' creativity to find teaching materials that suit to their students]* (*Script10, p.3, line 78*)
- 1.2.4.4. [method] by the framework / sometimes doesn't work well (*Script5, p.3, line 112*)
- 1.2.4.5. (*) actually sometimes i confuse how to construct my school level curriculum (*Script2, p.2, line 40*)
- 1.2.4.6. [*the government prepare (*) like material but the content of the book is nothing [[because] they don't prepare special equipment for them]* (*Script4, p.3, line 110*)
- 1.2.4.7. when we prepare a special curriculum actually we should understand equipment also (Script4, p.3, line 130)**
- 1.2.4.8. [The framework] easy to analyse*[[because] it is still (*) flexible // it is still flexible]* (*Script1, p.2, line 66*)
- 1.2.4.9. *[(*) so far i think it is very good [because]]* it can help us to make a preparation before teaching (*Script1, p.3, line 76*)
- 1.2.4.10. [*in my opinion i think that's good / [because]*] they try to facilitate the (*) or to be the guideline (*Script7, p.4, line 140*)

2. Teachers' Attitudes towards the NCF

2.1. Teachers' Attitudes towards adhering to the NCF

- 2.1.1. (*) so far i think it is very good *[[because] it can help us to make a preparation before teaching]* (Script1, p.3, line 76)
- 2.1.2. the guideline is not from the textbook but from the framework (Script1, p.4, line 102)
- 2.1.3. (*) i learn how to make *kkm* / program of semester / *rincian minggu efektif* / planning of teaching which is provided from syllabus that the government have given (Script2, p.2, line 42)
- 2.1.4. (*) good enough i think where it help me to make a plan of teaching (Script2, p.2, line 61)
- 2.1.5. it is very satisfactory (Script2, p.2, line 65)
- 2.1.6. (*) i construct this curriculum is according to the (*) national standard (Script3, p.1, line 37)
- 2.1.7. we must follow the / follow the process standard and (*) content standard / i think (Script3, p.2, line 40)
- 2.1.8. i think this is informative // *[[because] from the basic standard this very clearly for the teachers]* (Script3, p.2, line 46)
- 2.1.9. the (*) framework is informative enough to be the guideline (Script6, p.2, line 39)
- 2.1.10. in my opinion i think that's good / *[[because] they try to facilitate the (*) or to be the guideline]* (Script7, p.4, line 140)
- 2.1.11. we must // back to the basic of the government (Script8, p.3, line 99)
- 2.1.12. (*) it is good enough (Script8, p.2, line 66)
- 2.1.13. (*) to my point of view / yes it is [framework being informative] (Script10, p.2, line 45)
- 2.1.14. *[the national standards regulate things that teachers should do in constructing their curriculum / [so]]* i make my school curriculum based on these national standards (Script10, p.2, line 40)
- 2.1.15. (*) i construct my curriculum based on government curriculum (Script5, p.2, line 44)
- 2.1.16. i myself think that nothing wrong with the curriculum (Script11, p.2, line 43)
- 2.1.17. (*) informative enough (*) it's ok *[[but] we need more (*) to modify]* (Script7, p.2, line 68)
- 2.1.18. i think we are really helped by the curriculum provided by the government // it can be our guideline *[[but] (*) we make something different with it]* (Script7, p.2, line 54)
- 2.1.19. construct it based on standard competence and also basic competence (Script1, p.2, line 35)

2.2. Teachers' Attitudes towards Adapting the NCF

- 2.2.1. we are free to make (*) preparation depend on standard of competence / basic competence / and indicator (Script2, p.2, line 62)
- 2.2.2. we should try to make a combination between the teacher and the government itself (Script4, p.2, line 70)

- 2.2.3. i am going to prepare other material that so easy to understand without leaving the theme of the subject or the book (*Script4, p.5, line 203*)
- 2.2.4. sometimes i add // by myself (*Script5, p.2, line 45*)
- 2.2.5. (*) i think it must be completed again / maybe (*Script5, p.2, line 64*)
- 2.2.6. in the classroom / (*) i improve them [curriculum frameworks] to be suitable (*) with the student and the condition in the classroom (*Script6, p.1, line 33*)
- 2.2.7. [*i think we are really helped by the curriculum provided by the government // it can be our guideline [but]*] (*) we make something different with it (*Script7, p.2, line 54*)
- 2.2.8. [*(*) informative enough(*) it's ok [but]*] we need more (*) to modify (*Script7, p.2, line 68*)
- 2.2.9. we must develop that [framework being informative] (*Script8, p.2, line 50*)
- 2.2.10. we do a kind of degradation of the objectives (*Script10, p.2, line 54*)
- 2.2.11. what our task then as a teacher is how we adapt or how we modify this curriculum that can be more contextual to our teaching (*Script11, p.2, line 34*)
- 2.2.12. the problem then is how we use our creativity to / to make modification with the guideline (*Script11, p.2, line 44*)
- 2.2.13. [*The framework is too general / [so]*] I try to make (*) more meaningful (*Script11, p.2, line 38*)

2.3. Teachers' incompatibility with the NCF

- 2.3.1. it [the framework] is no enough satisfactory (*Script1, p.3, line 83*)
- 2.3.2. i use other resources (*Script4, p.3, line 106*)
- 2.3.3. most of the books contain of listening / and there is no equipment / how to do this (*Script4, p.4, line 135*)
- 2.3.4. i really understand what kind of the materials that my students necessary for them (*Script4, p.5, line 200*)
- 2.3.5. (*) well, to tell you the truth / (*) i don't really construct my own school (*) level curriculum (*) based on the standard (*Script9, p.2, line 34*)
- 2.3.6. the government prepare (*) like material but the content of the book is nothing [*because*] they don't prepare special equipment for them] (*Script4, p.3, line 110*)
- 2.3.7. i learn from the teacher who has a long teaching experience (*Script2, p.2, line 41*)
- 2.3.8. textbook is my second curriculum (*Script10, p.3, line 88*)
- 2.3.9. beside i / what is / see from the handbook // handbook / also i see the students' need (*Script1, p.3, line 86*)
- 2.3.10. very often i get problems [*because*] the context of the framework is too general i think] (*Script9, p.2, line 55*)

- 2.3.11. sometimes we are confused (*) what have to do to / what is / to focus in / in some competence *[[because] it is still not complete / it is just a framework] (Script1, p.3, line 79)*
- 2.3.12. actually we are also confused *[[because] it is just the framework] (Script1, p.2, line 44)*

2.4. Teachers' Attitudes towards Feasibility of Time Allocation

- 2.4.1. time setting is not really (*) logical for me *(Script4, p.2, line 55)*
- 2.4.2. i have problem in the time / (*) limited / limited time *(Script6, p.2, line 45)*
- 2.4.3. time really matters for us *(Script10, p.5, line 143)*
- 2.4.4. i'm not really agree what the gov- / what the government already apply before like the example how they set the time *(Script4, p.2, line 49)*
- 2.4.5. i less [deduct] the closing time in the teaching process *(Script6, p.2, line 56) ?*
- 2.4.6. the government only give 2 hours for english in a week or more than / but we give 6 hours or everyday for english *(Script7, p.2, line 57)*

2.5. Teachers' Attitudes towards Favours Textbooks (Textbook-based Curriculum)

- 2.5.1. just textbook [resources in teaching] *(Script8, p.5, line 157)*
- 2.5.2. i have a textbook from my book (*) from each class and then (*) there is a syllabus in that book // and then i / i only take that *(Script8, p.2, line 43)*
- 2.5.3. i only take the book and then (*) it's very complete // there is (*) activity there and then // i think the syllabus [syllabus in the textbook] is very good to use in the class *(Script8, p.2, line 58)*
- 2.5.4. i prefer to rely on the (*) textbook *(Script9, p.2, line 57)*
- 2.5.5. most of the textbooks (*) published (*) have already set syllabus / *(Script9, p.2, line 58)*
- 2.5.6. there is a textbook and then you know that in the textbook there is a syllabus and then the lesson plan *(Script11, p.2, line 45)*
- 2.5.7. (*) sometimes i get the resource from the book // internet / yep like that ((laughs)) *(Script2, p.3, line 68)*
- 2.5.8. i am lack of resources / so maybe one of the resources (*) is textbook / you know / stuck to the textbook *(Script11, p3, line 76)*

3. The Influence of Teachers' Understanding of and Attitudes towards the NCF on their Teaching Method

3.1. Teachers' Methods of Teaching

- 3.1.1. i use communicative approach sometimes in the classroom *(Script1, p.4, line 107)*
- 3.1.2. (*) so far i think communicative approach is (*) can / can help me in teaching the students *(Script1, p.4, line 126)*
- 3.1.3. i just effort to make them interested and feel enjoy in studying english *(Script2, p.3, line 77)*

- 3.1.4. i make them active by giving some questions in funny style (*Script2, p.3, line 95*)
- 3.1.5. sometimes i give a game (*Script2, p.3, line 97*)
- 3.1.6. for low levels low levels (*) the / some teachers is (*) study by (*) by games or (*) quiz but in the fourth grade sometimes may be discussion (*)quiz and (*)games too (*Script3, p.2, line 75*)
- 3.1.7. something works very well for me and this is means / this method bring me to get my s1 degree is *nim* / neurological impressed method (*Script4, p.4, line 144*)
- 3.1.8. we use (*) tpr method / total physical response (*Script5, p.3, line 82*)
- 3.1.9. i apply more / more than one // but appropriate for students at the young learners (*Script5, p.3, line 92*)
- 3.1.10. to begin (*) the teaching process / i usually use the singing / guessing / or oral question / to my students (*Script6, p.3, line 80*)
- 3.1.11. i think (*) the good method for my student is (*) singing (*) using picture and guessing (*Script6, p.3, line 103*)
- 3.1.12. in my school we have multiple intelligent strategy (*Script7, p.4, line 159*)
- 3.1.13. singing a song in the class and then (*) discussion / (*) dialogue [methods applied] (*Script8, p.2, line 75*)
- 3.1.14. i use what we call with *belajar sambil bermain* // i mean / how to say // learning through playing (*Script9, p.2, line 68*)
- 3.1.15. I mean maybe the teachers should use various teaching strategies or teaching techniques to accomplish the teaching objectives (*Script9, p.3, line 79*)
- 3.1.16. my students like if i teach them through games and song / sometimes I give them role play too / but as simple as possible (*Script10, p.3, line 96*)
- 3.1.17. (*) i think /// i think games work well with my students // yeah they are learning while they are having fun as well (*Script10, p.4, line 110*)
- 3.1.18. i mentioned about the contextual teaching / so maybe that's what we call communicative approach (*Script11, p.3, line 102*)

3.2. Teachers' Flexibility of Choosing Methods

- 3.2.1. the method must be (*) appropriated with the situation and the condition (*Script5, p.3, line 97*)
- 3.2.2. (*) actually i don't use any particular method because the condition of the student in our school (*Script2, p.3, line 76*)
- 3.2.3. i use particular method which is related with the students' interest and also students' need (*Script1, p.4, line 108*)
- 3.2.4. (*) it [teaching method] is according to the condition / because there are // in our class / in our class there are many types of students (*Script3, p.2, line 72*)
- 3.2.5. i don't care about the method / i choose the method by myself (*Script5, p.3, line 107*)
- 3.2.6. we are free to choose what method we want (*Script5, p.5, line 180*)

- 3.2.7. we are given the freedom [to apply methods of teaching] (*Script5, p.5, line 182*)
- 3.2.8. the methods / depend of our school to modify (*Script7, p.2, line 64*)
- 3.2.9. i try to modify some techniques to cover all the styles that my students have (*Script11, p.3, line 94*)
- 3.2.10. i choose the material and the method that [is] suitable with the students and the condition in the classroom (*Script6, p.3, line 115*)
- 3.2.11. the teacher's selection and the teacher's choice to apply [teaching methods] (*Script3, p.3, line 98*)

3.3. Teachers' Use of Media

- 3.3.1. i always use teaching media (*Script1, p.4, line 109*)
- 3.3.2. [the students // because they are still children / they / what is / interest in pictures and colour /// [so]] i / i / what is / i always use picture (*Script1, p.4, line 113*)
- 3.3.3. [in] listening (*) /// actually i am / i am not use a media because the students just listen my voice (*Script1, p.5, line 136*)
- 3.3.4. i also use some media in teaching / like a picture / song [///] and some games (*Script2, p.3, line 78*)
- 3.3.5. in my process of teaching i usually (*) beside (*) singing / quiz / guessing () i usually (*) picture card (*Script6, p.3, line 97*)
- 3.3.6. i don't let my students just to imagine the things / but i bring the thing in front of them (*Script9, p.3, line 89*)
- 3.3.7. just write in the whiteboard it's not enough [[because] student have many (*) patterns of learning style // they need more creative teacher](*Script7, p.5, line 279*)
- 3.3.8. just look at the book / look at the vcd i think it is not so creative (*Script7, p.3, line 101*)

3.4. Teachers' Cognizance on Young Learners' Needs

- 3.4.1. (*) actually i am still focus on speaking and also listening (*Script1, p.4, line 131*)
- 3.4.2. students are trained how to pronounce the word well (*Script1, p.4, line 132*)
- 3.4.3. they are still children / they / what is / interest in pictures and colour /// [[so] i / i / what is / i always use picture] (*Script1, p.4, line 113*)
- 3.4.4. we must teach them in a different way from the usual // we must not force them to know it (*Script2, p.4, line 107*)
- 3.4.5. it should be first english but if the students face the difficulties / they can use the indonesian (*Script3, p.2, line 81*)
- 3.4.6. in my school my student really like english // may be with games is more fun (*Script7, p.2, line 79*)
- 3.4.7. the students likes (*) learning english not this formal but informal like the outbound and outdoor activities (*Script3, p.3, line 87*)
- 3.4.8. the students like if (*) teaching doing (*) with fun (*Script6, p.3, line 105*)

- 3.4.9. so they really like when we say come on sing and use a video
(*Script7, p.4, line 183*)
- 3.4.10. (*) they like singing (*Script8, p.3, line 83*)
- 3.4.11. you know / the children world [is] mostly game (*Script11, p.3, line 89*)
- 3.4.12. if we use the good technique / the good method in speaking / they
can speak (*Script5, p.2, line 78*)
- 3.4.13. it's need a creative teacher (*Script7, p.4, line 176*)
- 3.4.14. [*just write in the whiteboard it's not enough [because]*] student have many
(*) patterns of learning style // they need more creative
teacher(*Script7, p.5, line 279*)
- 3.4.15. [*the framework is not recommended some method / [so]*] that is why the
teacher must be creative to create some / what is / (*) some media in
learning / teaching learning process] (*Script1, p.4, line 118*)
- 3.4.16. [*i think the weakness is that not all teachers are capable of translating this
framework into a school curriculum / [because]*] it needs teachers'
creativity to find teaching materials that suit to their students
(*Script10, p.3, line 78*)
- 3.4.17. the english teaching in the primary school make the our children (*)
maybe (*) can memorize (*) help the children to know english from
beginning (*Script6, p.4, line 130*)

4. Impact of Local Content Status of EFL on teachers' beliefs and classroom engagement

- 4.1. Teachers' appraisal on the status of English as local content subject**
 - 4.1.1. it will be better if english is placed as the other subjects (*Script1, p.5, line 147*)
 - 4.1.2. maybe it will be better if english placed in what is [as a main subject]
(*Script1, p.5, line152*)
 - 4.1.3. (*) i agree with the policy / placing english as a local content subject
(*Script2, p.4, line 102*)
 - 4.1.4. i think now (*) english in primary school is not only for the local
content but it must be the main subject too (*Script3, p.3, line 101*)
 - 4.1.5. i think the government should put it in main subject not as a local
content again (*Script3, p.3, line 104*)
 - 4.1.6. english is not conclude [included] in (*) national examination
because the english in primary school is still in local content (*Script3, p.3, line 112*)
 - 4.1.7. english especially for primary school will become main subject for
them / it's not only local subject (*Script4, p.4, line 160*)
 - 4.1.8. i think it is good / because (*) if the children know english at the
basic (*Script5, p.4, line 120*)
 - 4.1.9. i think english in primary school as local content subject is (*) i think
is very good (*Script6, p.4, line 127*)

- 4.1.10. (*) i need (*) english as a main subject in the elementary school
(*Script6, p.5, line 165*)
- 4.1.11. we try to make it not only a local content subject // we try to make it as a primary (*Script7, p.5, line 206*)
- 4.1.12. they must do that / they must learn [if English is core subject]
(*Script8, p.4, line 137*)
- 4.1.13. (*) i think // it's not enough [the status of English as local content] for me [[because] (*) the student only ogah-ogahan [half-hearted]] (*Script8, p.4, line 123*)
- 4.1.14. english as a local content subject // i think yeah // it's okay
(*Script11, p.4, line 108*)
- 4.1.15. the good point is that by placing english as a local content means that teachers are free // yeah in quotation marks / to set up their lesson plan without having to worry about target of curriculum
(*Script10, p.4, line 129*)
- 4.1.16. I mean actually the status is not really good // why because / I mean if it is a local content, / it means that it is not a core subject
(*Script9, p.3, line 99*)

4.2. Teachers' Belief about the Implication of the Status

- 4.2.1. students have a mindset that (*) a subject that placed as a local content requirement just is not too important (*Script1, p.5, line 149*)
- 4.2.2. some school don't take English as local content (*Script5, p.4, line 142*)
- 4.2.3. not (*) not the important one [English as local content] (*Script8, p.4, line 129*)
- 4.2.4. they think this only (*) addition // addition lesson // so the motivation of that is low (*Script8, p.4, line 131*)
- 4.2.5. [(*) i think // it's not enough [the status of English as local content] for me [because]] (*) the student only ogah-ogahan [half-hearted] (*Script8, p.4, line 123*)
- 4.2.6. local content subjects are perceived as additional subjects at schools
(*Script10, p.4, line 121*)
- 4.2.7. there is a chance that english is not chosen as one of the subjects at school (*Script10, p.4, line 123*)
- 4.2.8. (*) yeah / sometimes people that think over especially if I ask my students that some might think that this is only *muatan lokal* / [local content] (*Script4, p.4, line 178*)
- 4.2.9. they are thinking that this is only *muatan lokal* [local content]/ this is only additional subject (*Script4, p.5, line 185*)
- 4.2.10. they are thinking / I don't need to improve the score of this / the score of this subject (*Script4, p.5, line 187*)
- 4.2.11. students tend to (*) underestimate local content subject (*Script10, p.4, line 127*)
- 4.2.12. (*)they [local content subjects] will not affect their final marks
(*Script10, p.4, line 128*)

4.3. Teachers' Awareness of Local Content Requirements

- 4.3.1. the material should be relevant with the local content / (*Script1, p.5, line 159*)

- 4.3.2. it [the material] is relevant with the environment there (*Script1, p.5, line 167*)
- 4.3.3. i prepare the materials based on the local situation (*) (*Script1, p.5, line 163*)
- 4.3.4. maybe it [local content requirements] depends on the school (*Script5, p.4, line 139*)
- 4.3.5. when we teach english / yeah we are supposed to (*) provide them with (*) learning materials (*) concerning on their own environment (*Script9, p.4, line 111*)
- 4.3.6. (*) local content subject requires that the lesson should incorporate the regional potential / yeah the regional environment in the context of teaching (*Script10, p.4, line 134*)
- 4.3.7. when we teach english for example / we have to present the topic that is familiar to students in their own native language (*Script10, p.4, line 137*)
- 4.3.8. i think it's ok as long as we / in teaching or in delivering the subject / we are not // (*) we still in our culture (*Script11, p.4, line 110*)
- 4.3.9. we try to find the material that more relevant or real with the environment that / (*) where i am teaching now (*Script11, p.2, line 39*)
- 4.3.10. just make it relevant with the environment with your environment [where you are teaching] (*Script11, p.3, line 103*)
- 4.3.11. [make it relevant with] the students' need where are you are teaching (*Script11, p.3, line 104*)
- 4.3.12. what should i need here / just to think how i teach more real / you know more real (*Script11, p.3, line 87*)
- 4.3.13. there is no requirement that english lesson should fit as a local content subject (*Script2, p.4, line 115*)
- 4.3.14. no no no requirements [local content requirements] (*Script3, p.3, line 111*)

4.4. Teachers' Endeavours in their Teaching Delivery

- 4.4.1. some teachers get material from the textbook and then they combine with the situation in the school // maybe the environment in the school / maybe students interest (*Script3, p.3, line 118*)
- 4.4.2. [we] arrange again situated from the school (*Script3, p.3, line 126*)
- 4.4.3. (*) sometimes i don't follow english textbook from outside (*Script5, p.5, line 162*)
- 4.4.4. so i make the material by myself // for example i take bantimurung / bantimurung waterfall / we tell about bantimurung / we tell about pantai losari / it is that what i do (*Script5, p.5, line 165*)
- 4.4.5. i change the text [text in the textbooks] (*Script5, p.5, line 169*)
- 4.4.6. i just (*) using the book as a guidance / but the material i improve (*) by myself // like about the / about the things in the room (*Script6, p.4, line 158*)
- 4.4.7. this is sometimes difficult to apply [present the topic that is familiar to students in their own native language] (*Script10, p.5, line 140*)

Appendix 2. The Conceptual Streaming of the Survey Items

A. The thematic identification of items (Step 1)

No	Survey Item	Common Themes
1	School-level curriculum (KTSP) is enacted through an active, creative, effective, and fun teaching learning process, widely known as PAKEM	Perspectives on the Underpinnings of the National Curriculum Framework
2	The National Government has laid principles as foundations for the construction of school-level curriculum (KTSP)	Perspectives on the Underpinnings of the National Curriculum Framework
3	School-level curriculum (KTSP) has to incorporate the national potencies in the content of teaching materials	Perspectives on the Underpinnings of the National Curriculum Framework
4	School-level curriculum (KTSP) has to incorporate the regional potencies in the content of teaching materials	Perspectives on the Underpinnings of the National Curriculum Framework
5	School-level curriculum (KTSP) has to incorporate the local potencies in the content of teaching materials	Perspectives on the Underpinnings of the National Curriculum Framework
6	The National Curriculum Framework recommends teachers use multi strategies in teaching	Perspectives on the Underpinnings of the National Curriculum Framework
7	The curriculum is enacted by taking into account the condition of students	Perspectives on the Underpinnings of the National Curriculum Framework
8	Materials of KTSP must be suitable with the condition of the students	Perspectives on the Underpinnings of the National Curriculum Framework
9	Materials of KTSP must be suitable with the condition of the school	Perspectives on the Underpinnings of the National Curriculum Framework
10	Materials of KTSP must be suitable with the environment where the school is situated	Perspectives on the Underpinnings of the National Curriculum

		Framework
11	The KTSP should be resulted from the analyses that base upon the students' needs	Perspectives on the Underpinnings of the National Curriculum Framework
12	KTSP should be developed from analyses that base upon environmental consideration	Perspectives on the Underpinnings of the National Curriculum Framework
13	The Competence Standard is the most important substance of the National Curriculum Framework	Perspectives on Features of the National Curriculum Framework
14	The National Curriculum Framework gives teachers flexibility to construct their own school curriculum	Perspectives on Features of the National Curriculum Framework
15	The National Curriculum Framework allows teachers to construct KTSP based on environmental consideration	Perspectives on Features of the National Curriculum Framework
16	The National Curriculum Framework is too general	Perspectives on Features of the National Curriculum Framework
17	The National Curriculum Framework should be made more specific to be better implemented	Perspectives on Features of the National Curriculum Framework
18	The National Curriculum Framework gives teachers independence to determine methods of teaching	Perspectives on Features of the National Curriculum Framework
19	The National Curriculum Framework recommends particular methods to be employed in teaching	Perspectives on Features of the National Curriculum Framework
20	The National Curriculum Framework informs themes to be taught in class	Perspectives on Features of the National Curriculum Framework
21	The National Curriculum Framework advocates the use of multimedia in teaching	Perspectives on Features of the National Curriculum Framework
22	The Competence Standard in the National Curriculum Framework is difficult for primary school students	Perspectives on Features of the National Curriculum Framework
23	It is difficult to achieve the objectives set in Graduates' Competence Standard	Perspectives on Features of the National Curriculum

		Framework
24	The National Curriculum Framework potentially triggers teachers' misinterpretation in constructing KTSP	Perspectives on Features of the National Curriculum Framework
25	The National Curriculum Framework functions as guideline for the construction of school level curriculum	Perspectives on Features of the National Curriculum Framework
26	I feel satisfied with the National Curriculum Framework	Attitudes towards the National Curriculum Framework
27	I construct my school curriculum based on the National Curriculum Framework	Attitudes towards the National Curriculum Framework
28	I think the National Curriculum Framework is informative to be a guideline	Attitudes towards the National Curriculum Framework
29	I feel free translating the Competence Standard and Basic Competence into my lesson plan	Attitudes towards the National Curriculum Framework
30	I feel free adjusting the Graduates' Competence Standard to the condition of my students	Attitudes towards the National Curriculum Framework
31	I combine my own school curriculum with curriculum frameworks provided by the government	Attitudes towards the National Curriculum Framework
32	I think the National Curriculum Framework needs improvement	Attitudes towards the National Curriculum Framework
33	I adjust the National Curriculum Framework to be more contextual to my classroom	Attitudes towards the National Curriculum Framework
34	I construct my school curriculum by learning from peers	Attitudes towards the National Curriculum Framework
35	I construct my school curriculum using other sources instead of the National Curriculum Framework	Attitudes towards the National Curriculum Framework
36	I think the government allocate enough time for English lesson	Attitudes towards the National Curriculum Framework

37	I use textbook only as my teaching resource	Attitudes towards the National Curriculum Framework
38	I follow the textbook as my curriculum	Attitudes towards the National Curriculum Framework
39	I always try to make my students feel enjoy studying English	Methods of Teaching
40	I make my students actively participate in class by giving funny style questions	Methods of Teaching
41	I use games	Methods of Teaching
42	I give students quizzes	Methods of Teaching
43	I start the lesson by singing songs together with students	Methods of Teaching
44	I give my students simple role play	Methods of Teaching
45	I like to have my students learning through playing	Methods of Teaching
46	I use various teaching strategies to accomplish my teaching objectives	Methods of Teaching
47	I use methods suitable with the condition of my students	Methods of Teaching
48	I modify techniques to cover all my students' learning styles	Methods of Teaching
49	I choose teaching materials suitable with the classroom condition	Methods of Teaching
50	I feel free to choose any methods I want to use	Methods of Teaching
51	I use pictures as my teaching media	Methods of Teaching
52	I bring things to my classroom	Methods of Teaching
53	I use videos as my teaching media	Methods of Teaching
54	As young learners, students should be more engaged on speaking skill	Perspectives on Young Learners
55	As young learners, students should be trained how to pronounce the words well	Perspectives on Young Learners
56	As young learners, students should be trained how to pronounce the words well	Perspectives on Young Learners
57	As young learners, students are interested in colours	Perspectives on Young Learners

58	As young learners, students should be treated differently	Perspectives on Young Learners
59	In learning English, students may use Indonesian if they have any difficulties communicating in English	Perspectives on Young Learners
60	Students like learning English in fun situation	Perspectives on Young Learners
61	The appropriation of teaching method affects students' achievement	Perspectives on Young Learners
62	Teachers should be creative in teaching English to primary school students	Perspectives on Young Learners
63	The earlier English is introduced to primary schools students, the more likely they will master the language	Perspectives on Young Learners
64	It is tolerable for English to be a local content subject	Perspectives on English as Local Content Subject
65	Teachers need not worry about the target of curriculum of a local content subject	Perspectives on English as Local Content Subject
66	English should be positioned as a core subject in primary school	Perspectives on English as Local Content Subject
67	Local content subjects are less important compared with core subjects	Perspectives on English as Local Content Subject
68	Students have low motivation studying English as a local content subject	Perspectives on English as Local Content Subject
69	Students underestimate English as a local content subject	Perspectives on English as Local Content Subject
70	The students' achievement in English will not affect their overall achievement in core subjects	Perspectives on English as Local Content Subject
71	Local content subjects are perceived as additional subjects only	Perspectives on English as Local Content Subject
72	Being local content subject means that when we teach English, we have to present topics familiar to students in their own native language	Perspectives on English as Local Content Subject
73	When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their own environment	Perspectives on English as Local Content Subject
74	As a local content subject, English requires teachers to incorporate regional potencies in the context of teaching	Perspectives on English as Local Content Subject
75	When we teach English as a local content subject, we are supposed to provide them with learning materials	Perspectives on English as Local Content Subject

concerning on their needs

76	When we teach English as a local content subject, students should be engaged with real context	Perspectives on English as Local Content Subject
77	I make teaching materials myself to suit to local content subject requirements	Delivery of local content subjects
78	I combine materials from textbook to other materials suitable to my school environment	Delivery of local content subjects
79	I modify the textbook materials to suit to local content	Delivery of local content subjects
80	I adjust the teaching materials in textbooks to suit to my classroom condition	Delivery of local content subjects

B. Rearrangement of Items based on common themes (Step 2)

No	Survey Item	Common Themes
1	School-level curriculum (KTSP) is enacted through an active, creative, effective, and fun teaching learning process, widely known as PAKEM	Perspectives on the Underpinnings of the National Curriculum Framework
2	The National Government has laid principles as foundations for the construction of school-level curriculum (KTSP)	Perspectives on the Underpinnings of the National Curriculum Framework
3	School-level curriculum (KTSP) has to incorporate the national potencies in the content of teaching materials	Perspectives on the Underpinnings of the National Curriculum Framework
4	School-level curriculum (KTSP) has to incorporate the regional potencies in the content of teaching materials	Perspectives on the Underpinnings of the National Curriculum Framework
5	School-level curriculum (KTSP) has to incorporate the local potencies in the content of teaching materials	Perspectives on the Underpinnings of the National Curriculum Framework
6	The National Curriculum Framework recommends teachers use multi strategies in teaching	Perspectives on the Underpinnings of the National Curriculum Framework
7	The curriculum is enacted by taking into account the condition of students	Perspectives on the Underpinnings of the National Curriculum Framework
8	Materials of KTSP must be suitable with the condition of the students	Perspectives on the Underpinnings of the National Curriculum Framework
9	Materials of KTSP must be suitable with the condition of the school	Perspectives on the Underpinnings of the National Curriculum Framework
10	Materials of KTSP must be suitable with the environment where the school is situated	Perspectives on the Underpinnings of the National Curriculum Framework

		Framework
11	The KTSP should be resulted from the analyses that base upon the students' needs	Perspectives on the Underpinnings of the National Curriculum Framework
12	KTSP should be developed from analyses that base upon environmental consideration	Perspectives on the Underpinnings of the National Curriculum Framework
13	The Competence Standard is the most important substance of the National Curriculum Framework	Perspectives on Features of the National Curriculum Framework
14	The National Curriculum Framework gives teachers flexibility to construct their own school curriculum	Perspectives on Features of the National Curriculum Framework
15	The National Curriculum Framework allows teachers to construct KTSP based on environmental consideration	Perspectives on Features of the National Curriculum Framework
16	The National Curriculum Framework is too general	Perspectives on Features of the National Curriculum Framework
17	The National Curriculum Framework should be made more specific to be better implemented	Perspectives on Features of the National Curriculum Framework
18	The National Curriculum Framework gives teachers independence to determine methods of teaching	Perspectives on Features of the National Curriculum Framework
19	The National Curriculum Framework recommends particular methods to be employed in teaching	Perspectives on Features of the National Curriculum Framework
20	The National Curriculum Framework informs themes to be taught in class	Perspectives on Features of the National Curriculum Framework
21	The National Curriculum Framework advocates the use of multimedia in teaching	Perspectives on Features of the National Curriculum Framework
22	The Competence Standard in the National Curriculum Framework is difficult for primary school students	Perspectives on Features of the National Curriculum Framework
23	It is difficult to achieve the objectives set in Graduates' Competence Standard	Perspectives on Features of the National Curriculum

		Framework
24	The National Curriculum Framework potentially triggers teachers' misinterpretation in constructing KTSP	Perspectives on Features of the National Curriculum Framework
25	The National Curriculum Framework functions as guideline for the construction of school level curriculum	Perspectives on Features of the National Curriculum Framework
26	As young learners, students should be more engaged on speaking skill	Perspectives on Young Learners
27	As young learners, students should be trained how to pronounce the words well	Perspectives on Young Learners
28	As young learners, students should be trained how to pronounce the words well	Perspectives on Young Learners
29	As young learners, students are interested in colours	Perspectives on Young Learners
30	As young learners, students should be treated differently	Perspectives on Young Learners
31	In learning English, students may use Indonesian if they have any difficulties communicating in English	Perspectives on Young Learners
32	Students like learning English in fun situation	Perspectives on Young Learners
33	The appropriation of teaching method affects students' achievement	Perspectives on Young Learners
34	Teachers should be creative in teaching English to primary school students	Perspectives on Young Learners
35	The earlier English is introduced to primary schools students, the more likely they will master the language	Perspectives on Young Learners
36	It is tolerable for English to be a local content subject	Perspectives on English as Local Content Subject
37	Teachers need not worry about the target of curriculum of a local content subject	Perspectives on English as Local Content Subject
38	English should be positioned as a core subject in primary school	Perspectives on English as Local Content Subject
39	Local content subjects are less important compared with core subjects	Perspectives on English as Local Content Subject
40	Students have low motivation studying English as a local content subject	Perspectives on English as Local Content Subject

41	Students underestimate English as a local content subject	Perspectives on English as Local Content Subject
42	The students' achievement in English will not affect their overall achievement in core subjects	Perspectives on English as Local Content Subject
43	Local content subjects are perceived as additional subjects only	Perspectives on English as Local Content Subject
44	Being local content subject means that when we teach English, we have to present topics familiar to students in their own native language	Perspectives on English as Local Content Subject
45	When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their own environment	Perspectives on English as Local Content Subject
46	As a local content subject, English requires teachers to incorporate regional potencies in the context of teaching	Perspectives on English as Local Content Subject
47	When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their needs	Perspectives on English as Local Content Subject
48	When we teach English as a local content subject, students should be engaged with real context	Perspectives on English as Local Content Subject
49	I feel satisfied with the National Curriculum Framework	Attitudes towards the National Curriculum Framework
50	I construct my school curriculum based on the National Curriculum Framework	Attitudes towards the National Curriculum Framework
51	I think the National Curriculum Framework is informative to be a guideline	Attitudes towards the National Curriculum Framework
52	I feel free translating the Competence Standard and Basic Competence into my lesson plan	Attitudes towards the National Curriculum Framework
53	I feel free adjusting the Graduates' Competence Standard to the condition of my students	Attitudes towards the National Curriculum Framework
54	I combine my own school curriculum with curriculum frameworks provided by the government	Attitudes towards the National Curriculum Framework
55	I think the National Curriculum Framework needs improvement	Attitudes towards the National Curriculum Framework

56	I adjust the National Curriculum Framework to be more contextual to my classroom	Attitudes towards the National Curriculum Framework
57	I construct my school curriculum by learning from peers	Attitudes towards the National Curriculum Framework
58	I construct my school curriculum using other sources instead of the National Curriculum Framework	Attitudes towards the National Curriculum Framework
59	I think the government allocate enough time for English lesson	Attitudes towards the National Curriculum Framework
60	I use textbook only as my teaching resource	Attitudes towards the National Curriculum Framework
61	I follow the textbook as my curriculum	Attitudes towards the National Curriculum Framework
62	I always try to make my students feel enjoy studying English	Methods of Teaching
63	I make my students actively participate in class by giving funny style questions	Methods of Teaching
64	I use games	Methods of Teaching
65	I give students quizzes	Methods of Teaching
66	I start the lesson by singing songs together with students	Methods of Teaching
67	I give my students simple role play	Methods of Teaching
68	I like to have my students learning through playing	Methods of Teaching
69	I use various teaching strategies to accomplish my teaching objectives	Methods of Teaching
70	I use methods suitable with the condition of my students	Methods of Teaching
71	I modify techniques to cover all my students' learning styles	Methods of Teaching
72	I choose teaching materials suitable with the classroom condition	Methods of Teaching
73	I feel free to choose any methods I want to use	Methods of Teaching
74	I use pictures as my teaching media	Methods of Teaching

75	I bring things to my classroom	Methods of Teaching
76	I use videos as my teaching media	Methods of Teaching
77	I make teaching materials myself to suit to local content subject requirements	Delivery of local content subjects
78	I combine materials from textbook to other materials suitable to my school environment	Delivery of local content subjects
79	I modify the textbook materials to suit to local content	Delivery of local content subjects
80	I adjust the teaching materials in textbooks to suit to my classroom condition	Delivery of local content subjects

Appendix 3. Likert Scale format of the Questionnaire

A. English Version

Please put a tick mark (√) on the column that best represents your answer or response.

To what extent do you agree, or disagree with the following statements?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The Government has laid principles down in the National Curriculum Framework as foundations for the construction of school-level curriculum (KTSP)					
2. KTSP is enacted through an active, creative, effective, and fun teaching learning process, widely known as <i>PAKEM</i>					
3. KTSP is enacted by taking into account the condition of students					
4. KTSP should be resulted from the analyses that base upon the students' needs					
5. KTSP should be developed from analyses that base upon environmental consideration					
6. KTSP has to incorporate the national potencies in the content of teaching materials					
7. KTSP has to incorporate the regional potencies in the content of teaching materials					
8. KTSP has to incorporate the local potencies in the content of teaching materials					
9. KTSP materials must be suitable with the condition of the students					
10. KTSP materials must be suitable with the condition of the school					
11. KTSP materials must be suitable with the environment where the school is situated					
12. The National Curriculum Framework functions as guideline for the construction of KTSP					

13. The National Curriculum Framework is informative to be guideline for the construction of KTSP					
14. The National Curriculum Framework recommends teachers use multi strategies in teaching					
15. The National Curriculum Framework advocates the use of multimedia in teaching					
16. The National Curriculum Framework recommends particular methods to be employed in teaching					
17. The National Curriculum Framework gives teachers independence to determine methods of teaching					
18. The National Curriculum Framework gives teachers flexibility to construct their own school curriculum					
19. The National Curriculum framework allows teachers to construct KTSP based on environmental consideration					
20. The National Curriculum Framework is too general					
21. The National Curriculum Framework potentially triggers teachers' misinterpretation in constructing KTSP					
22. The National Curriculum Framework should be made more specific to be better implemented					
23. The National Curriculum Framework informs themes to be taught in class					
24. The Competence Standard is the most important substance of the National Curriculum Framework					
25. The Competence Standard in the National Curriculum Framework is difficult for primary school students					

26. It is difficult to achieve the objectives set in Graduates' Competence Standard					
27. As young learners, students like learning English in fun situation					
28. As young learners, students are interested in pictures					
29. As young learners, students are interested in colours					
30. As young learners, students should be treated differently					
31. As young learners, students should be more engaged on speaking skill					
32. As young learners, students should be trained how to pronounce the words well					
33. In learning English, students may use Indonesian if they have any difficulties communicating in English					
34. The appropriation of method selection in teaching affects students' achievement					
35. Teachers should be creative in teaching English to primary school students					
36. The earlier English is introduced to primary schools students, the more likely they will master the language					
37. It is tolerable for English to be a local content subject in primary schools					
38. Being local content subject means that when we teach English, we have to present topics familiar to students in their own native language					
39. As a local content subject, English requires teachers to incorporate regional potencies in the context of teaching					
40. When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their own					

environment					
41. When we teach English as a local content subject, we are supposed to provide them with learning materials concerning on their needs					
42. When we teach English as a local content subject, students should be engaged with real contexts					
43. Local content subjects are perceived as additional subjects only					
44. Teachers need not worry about the target of curriculum of a local content subject					
45. Local content subjects are less important compared with core subjects					
46. Students have low motivation studying English as a local content subject					
47. Students underestimate English as a local content subject					
48. The students' achievement in English lesson will not affect their overall achievement in core subjects					
49. English should be positioned as a core subject in primary school					
50. The government has allocated enough time for English lesson in primary schools					

To what extent do the following statements true of you?	Never or almost never true	Usually not true	Neutral	Usually true	Always or almost always true
51. I feel satisfied with the National Curriculum Framework					
52. I construct my school curriculum based on the National Curriculum Framework					
53. I feel free transforming the Competence Standard and Basic Competence into my lesson plan					
54. I feel free adjusting the Graduates' Competence Standard to the condition of my students					
55. I combine my own school curriculum with curriculum frameworks provided by the government					
56. I urge the National Curriculum Framework be improved by the government					
57. I adapt the National Curriculum Framework to be more contextual to my classroom					
58. I construct my school curriculum using other sources instead of the National Curriculum Framework					
59. I construct my school curriculum by learning from peers					
60. I follow the textbook as my curriculum					
61. I use textbook only as my teaching resource					
62. I feel free to choose any methods I want to use					
63. I use methods suitable with the condition of my students					
64. I always try to make my students feel enjoy studying English					
65. I have my students actively participate in class by giving funny					

style questions					
66. I use games					
67. I give students quizzes					
68. I start the lesson by singing songs together with students					
69. I give my students simple role play					
70. I like to have my students learning through playing					
71. I choose teaching materials suitable with the classroom condition					
72. I modify techniques to cover all my students' learning styles					
73. I use various teaching strategies to accomplish my teaching objectives					
74. I use pictures as my teaching media					
75. I use videos as my teaching media					
76. I bring things to my classroom					
77. I make teaching materials myself to suit to local content requirements					
78. I combine materials from textbook to other materials suitable to my school environment					
79. I modify the textbook materials to suit to local content					
80. I adjust the textbooks materials to suit to my classroom condition					

Thank you for your participation

B. The Indonesian version

Beri tanda centang (√) pada kolom jawaban anda

Sejauh mana anda setuju atau tidak setuju dengan pernyataan-pernyataan berikut (1 – 50)?	Sangat tidak setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1. Pemerintah telah meletakkan beberapa kaidah dalam Kerangka Kurikulum Nasional; dalam hal ini Standar Nasional Pendidikan, sebagai dasar penyusunan Kurikulum Tingkat Satuan Pendidikan (KTSP)					
2. KTSP dilaksanakan dengan menerapkan pembelajaran kreatif, aktif, efektif dan menyenangkan (<i>PAKEM</i>)					
3. KTSP dilaksanakan dengan mempertimbangkan kondisi siswa					
4. KTSP seyogyanya dihasilkan dari analisis-analisis kebutuhan siswa					
5. KTSP seharusnya dikembangkan dari analisis yang didasarkan pada pertimbangan lingkungan					
6. KTSP harus menyertakan potensi-potensi nasional dalam materi pelajaran					
7. KTSP harus menyertakan potensi-potensi regional dalam materi pelajaran					
8. KTSP harus menyertakan potensi-potensi lokal dalam materi pelajaran					
9. Materi KTSP harus sesuai dengan kondisi siswa					
10. Materi KTSP harus sesuai dengan kondisi sekolah					
11. Materi KSTP harus sesuai dengan lingkungan di mana sekolah itu berada					
12. Kerangka Kurikulum Nasional berfungsi sebagai petunjuk penyusunan KTSP					
13. Kerangka Kurikulum Nasional cukup informatif sebagai petunjuk penyusunan KTSP					
14. Kerangka Kurikulum Nasional menganjurkan guru menggunakan multi-strategi dalam mengajar					
15. Kerangka Kurikulum Nasional mendorong penggunaan multimedia dalam pengajaran					

16. Kerangka Kurikulum Nasional menganjurkan penerapan metode-metode tertentu dalam mengajar					
17. Kerangka Kurikulum Nasional memberi keleluasaan kepada guru untuk menentukan metode pengajaran yang akan digunakan					
18. Kerangka Kurikulum Nasional memberikan fleksibilitas kepada guru untuk menyusun KTSP					
19. Kerangka Kurikulum Nasional memberi keleluasaan kepada guru untuk menyusun KTSP berdasarkan pertimbangan lingkungan					
20. Kerangka Kurikulum Nasional sifatnya terlalu umum					
21. Kerangka Kurikulum Nasional berpotensi memicu kesalahpahaman guru dalam menyusun KTSP					
22. Kerangka Kurikulum Nasional seharusnya dibuat lebih spesifik sehingga penerapannya lebih baik					
23. Kerangka Kurikulum Nasional memuat tema-tema yang akan diajarkan di kelas					
24. Standar Kompetensi merupakan unsur paling penting dalam Kerangka Kurikulum Nasional					
25. Standar kompetensi dalam Kerangka Kurikulum Nasional sulit buat siswa Sekolah Dasar (SD)					
26. Standar Kompetensi Lulusan (SKL) sebagai salah satu komponen Kerangka Kurikulum Nasional memuat tujuan yang sulit untuk dicapai oleh siswa SD					
27. Siswa SD menyukai belajar Bahasa Inggris dalam suasana yang menyenangkan					
28. Siswa SD tertarik dengan penyajian gambar-gambar					
29. Siswa SD senang dengan warna-warni					
30. Siswa SD seyogyanya diberi perlakuan berbeda (misalnya dengan siswa SMP/SMA) dalam pembelajaran Bahasa Inggris					
31. Dalam pembelajaran Bahasa Inggris, siswa SD seyogyanya lebih dilibatkan pada keterampilan berbicara					
32. Siswa SD seyogyanya dilatih mengucapkan kata Bahasa Inggris dengan baik					
33. Dalam pembelajaran bahasa Inggris, siswa SD boleh menggunakan Bahasa Indonesia jika mengalami kesulitan berkomunikasi					
34. Ketepatan pemilihan metode mempengaruhi pencapaian siswa					
35. Guru seyogyanya kreatif dalam mengajarkan Bahasa					

Ingggris di Sekolah Dasar					
36. Bila Bahasa Inggris lebih awal diperkenalkan pada siswa SD, peluang menguasai bahasa tersebut lebih besar					
37. Pemosisian Bahasa Inggris sebagai pelajaran muatan lokal di SD dianggap wajar					
38. Sebagai pelajaran muatan lokal, dalam mengajar guru harus menyajikan topik pembelajaran Bahasa Inggris yang akrab ditelinga siswa					
39. Sebagai pelajaran muatan lokal, Bahasa Inggris harus menyertakan potensi daerah dalam kontek pembelajaran					
40. Dalam mengajarkan Bahasa Inggris, guru seyogyanya menyiapkan materi pembelajaran yang berkenaan dengan lingkungan sekitar siswa					
41. Dalam mengajarkan Bahasa Inggris sebagai muatan lokal, guru seyogyanya menyiapkan materi pembelajaran yang sesuai dengan kebutuhan siswa					
42. Dalam pengajaran Bahasa Inggris sebagai muatan lokal, siswa seyogyanya disajikan konteks-konteks nyata					
43. Mata pelajaran muatan lokal dianggap sebagai mata pelajaran tambahan saja					
44. Untuk sebuah mata pelajaran muatan lokal, guru tak perlu kuatirkan target kurikulumnya					
45. Mata pelajaran muatan lokal kurang penting dibandingkan dengan pelajaran inti					
46. Siswa memiliki motivasi yang rendah mempelajari Bahasa Inggris sebagai mata pelajaran muatan lokal					
47. Siswa memandang remeh pelajaran Bahasa Inggris bila diposisikan sebagai pelajaran muatan lokal					
48. Nilai siswa dalam mata pelajaran muatan lokal Bahasa Inggris tidak akan mempengaruhi rata-rata nilai mata pelajaran inti					
49. Bahasa Inggris seyogyanya ditempatkan sebagai pelajaran inti di Sekolah Dasar					
50. Alokasi waktu yang ditetapkan pemerintah terhadap mata Pelajaran Bahasa Inggris di Sekolah Dasar dianggap cukup					

Sejauh mana pernyataan-pernyataan berikut (51 – 80) sesuai dengan kondisi atau keadaan diri anda?	Tak pernah atau hampir tak pernah benar	Biasanya tak benar	Netral	Biasanya benar	Selalu atau hampir selalu benar
51. Saya puas dengan Kerangka Kurikulum Nasional; dalam hal ini Standar Nasional Pendidikan yang dibuat oleh pemerintah					
52. Saya menyusun KTSP berdasarkan Kerangka Kurikulum Nasional					
53. Saya bebas menerjemahkan Standar Kompetensi (SK) dan Kompetensi Dasar (KD) ke dalam rencana pembelajaran saya					
54. Saya bebas menyesuaikan Standar Kompetensi Lulusan (SKL) dengan kondisi siswa saya					
55. Saya kombinasikan kurikulum sekolah saya dengan Kerangka Kurikulum Nasional yang dibuat oleh pemerintah					
56. Saya kehendaki Kerangka Kurikulum Nasional disempurnakan oleh pemerintah					
57. Saya menyesuaikan Kerangka Kurikulum Nasional supaya lebih kontekstual dalam kelas					
58. Saya menyusun KTSP menggunakan sumber-sumber lain di luar Kerangka Kurikulum Nasional					
59. Saya menyusun KTSP dengan cara belajar dari rekan sejawat atau dari rekan guru yang lebih berpengalaman					
60. Saya mengikuti buku teks sebagai kurikulum saya					
61. Saya hanya menggunakan buku teks sebagai sumber belajar					
62. Saya bebas memilih metode pembelajaran yang hendak					

saya gunakan					
63. Saya menggunakan metode pembelajaran yang sesuai dengan kondisi siswa					
64. Saya selalu berusaha membuat pelajaran Bahasa Inggris menyenangkan buat siswa saya					
65. Saya membuat siswa aktif berpartisipasi di kelas dengan cara memberikan pertanyaan-pertanyaan yang menarik (<i>fun</i>)					
66. Saya gunakan permainan (<i>games</i>) dalam pengajaran saya					
67. Saya memberikan kuis-kuis dalam mengajar					
68. Saya memulai pelajaran dengan menyanyikan lagu bersama siswa					
69. Saya memberikan permainan peran (<i>role play</i>) sederhana kepada siswa					
70. Saya suka membuat siswa saya dalam suasana belajar sambil bermain					
71. Saya pilih materi pelajaran yang sesuai dengan kondisi kelas saya					
72. Saya memodifikasi teknik-teknik pembelajaran agar cocok dengan gaya belajar siswa saya					
73. Saya gunakan berbagai strategi pembelajaran untuk mencapai tujuan pembelajaran yang telah saya tetapkan					
74. Saya menggunakan gambar sebagai media pembelajaran					
75. Saya menggunakan video sebagai media pembelajaran					
76. Saya menggunakan realia atau obyek otentik sebagai media pembelajaran					
77. Saya membuat materi pelajaran sendiri untuk memenuhi persyaratan mata pelajaran muatan lokal					
78. Saya kombinasi materi pelajaran dari buku teks dengan materi lain yang cocok dengan lingkungan sekolah saya					
79. Saya memodifikasi materi buku teks agar sesuai dengan persyaratan mata pelajaran muatan lokal					
80. Saya menyesuaikan materi buku teks agar sesuai dengan kondisi kelas saya					

Terima kasih atas partisipasinya

Appendix 4. Consent Form and Information Sheet

CONSENT FORM

Title of Research:

EFL Curriculum Implementation in Primary Schools in South Sulawesi
Province in Indonesia

I have been informed of the purposes of the research. I have been given an opportunity to ask questions. I fully understand the entire process of the research and acknowledge that participation in the research is voluntary and I reserve the right to withdraw from the research at any time during the research process. Any information which might potentially identify me will not be used in published material.

I agree to participate in the research as outlined to me.

Name of the participant _____

Signature _____

Date _____

Contact Details _____

INFORMATION SHEET

Dear teacher,

I am currently doing a PhD at Curtin University in Western Australia. The research involves an investigation of current EFL Curriculum Implementation in Primary Schools in South Sulawesi Province. This research is intended to contribute to debate about best practice and to be of benefit to teachers and students, and I would greatly value your input.

This study has been approved by the Curtin University Human Research Ethics Committee. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, 6845 or by telephoning 92662784.

It will take approximately 45 minutes to complete all the items of the questionnaire, so I would be very grateful if you would answer them. If you would like any further information, please contact me, or my supervisor (details below).

Finally, I would like to thank you for taking the time to read this information sheet.

Iskandar

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Appendix 5. A sample of Initial Analysis of the Interview Scripts

Title : 111014_002

Date/Time Recorded : 14/10/2011 8:59:30 AM

Length of Recording : 0:10:11

Recording file name : 111014_002

Keys

/ = short pause occurs within a speaker's turn (up 0.5 seconds)

// = medium pause occurs within a speaker's turn (0.5 to 1.5 seconds)

/// = long pause occurs within a speaker's turn (1.5 to 3 seconds)

[///] = very long pause occurs within a speaker's turn (above 3 seconds)

((gap)) = pause occurs between different speakers' turn

(()) = gestures, such as nod, smile, laugh, etc., written in double brackets, for example ((nods))

(*) = filled pause, such er, um.

() = indecipherable utterance

Interviewer: assalamu alaikum / good morning

#14_002: good morning sir

Interviewer: how are you

#14_002: oh just fine

Interviewer: alright () first, i'd like to thank you for / for your time*

#14_002: ok thank you

Interviewer: () today i'd like to interview you concerning on my study / the efl curriculum implementation in primary school in south Sulawesi*

#14_002: ok

Interviewer: first / could you say a little bit about yourself / such a your educational background / your employment status and your teacher training experience

#14_002: ok thank you sir for your questions // (*) i'm an english teacher in elementary school in the rural areas / and right now i'm the civil servant in that school / and about teacher training ((pause)) i have joined three teacher training in makassar/ yep

Interviewer: () how long have you been teaching in primary school/*

#14_002: if i am not wrong / i have been teaching especially in elementary school // in ten years

Interviewer: ten years / long enough ((laughs))

#14_002: long enough / yes ((laughs))

Interviewer: () well, given that the national government only provide curriculum frameworks comprising of content standard / process standard / and graduate competency standard / how do you construct your school level curriculum*

#14_002: well / the national standards are to be the guideline for making the school level curriculum / and **the national standards regulate things that teachers should do in constructing their curriculum / so i make my school curriculum based on these national standards**

Interviewer: () do you think that these frameworks are informative enough to be the guideline in your construction of school-level curriculum*

#14_002: (*) **to my point of view / yes it is**

Interviewer: () alright / do you find any obstacles*

#14_002: (*) not really // not really i think // so (*) these standards apply to all regions and provinces in Indonesia / so **the national government must be aware that the curriculum framework should allow flexibility for teachers due to different conditions of regions / and ((clears throat)) these frameworks are general point for teachers / so i think teachers / teachers have to be able to construct their curricula that are suitable to their students / so we get problems sometimes because the objectives set in the graduate competence standards are too difficult to achieve / so we do a kind of degradation of the objectives / and we choose materials that suit our students / either in terms of their competence or in terms of their unique characteristics**

Interviewer: () what features of the framework do you think important*

#14_002: for me (*) **the standard of competence is the most important one / because (*) from this standard we make syllabus and lesson plan**

Interviewer: () right / do you think the national government embrace certain theories or concepts in the making of the frameworks*

#14_002: (*) i am not so sure about that / but I think it should be // yeah the national government should have referred to a certain theory of learning or the combination of certain theories // in content standard / if i am not wrong / **the government has laid some foundations in the form of principles that we have to pay attention with when constructing school level curriculum / for example like this / one of the principles said that the curriculum set should be integrated / which means ((clear throat)) we have to incorporate the national and regional potencies in our content of teaching materials**

Interviewer: well () how do you perceive the national curriculum frameworks provided by the national government*

#14_002: in my opinion / (*) **the framework is good enough** // yeah it gives / gives us flexibility to construct our own school curriculum // (*) **the generality of the standard allows us to make our curriculum as best as possible to suit to our students' and school condition** / so / there is no right or wrong here

Interviewer: () do you think there are any strengths and weaknesses in the frameworks*

#14_002: (*) **the flexibility is the strength i think** // yeah i think **the weakness is that not all teachers are capable of translating this framework into a school curriculum because it needs teachers' creativity to find teaching materials that suit to their students** / so the framework does not state or because **framework does not state or recommend any topics or themes to be taught in / in the classroom**

Interviewer: oh ya

#14_002: yep

Interviewer: () beside the national curriculum frameworks / do you use other resources in constructing your school-level curriculum*

#14_002: oh yes / yeah / **textbook is my second curriculum** // (*) today textbooks are provided with a set of syllabus and lesson plan / so if we don't have time / we just use the textbook as our / our main reference // but / we have to be careful of selecting textbook that is suitable to our students' needs

Interviewer: () how do you teach your students // do you apply any particular methods or techniques*

#14_002: (*) since i am teaching at primary level / i try to make my teaching as interesting as possible to my students /// yeah that's my first priority // if students are interested / the teaching would be much easier i think // and my students/ **my students like if i teach them through games and song / sometimes I give them role play too** / but as simple as possible

Interviewer: do the frameworks either explicitly or implicitly / recommend any particular methods or techniques to be used in teaching

#14_002: (*) **the framework just suggests us to use multi strategy and multimedia in teaching** // to me (*) multi strategy here means that any methods can be applied to reach the target // so / for example / one method only works well with certain students / so we have to apply other methods that work with / that work well with other students

Interviewer: do they propose any new methods to be applied

#14_002: (*) i am not so sure about this / sorry

Interviewer: () right (*) among the methods that you use in class / what method do you think works very well with your students*

#14_002: (*) i think /// **i think games work well with my students** // yeah they are learning while they are having fun as well

Interviewer: oh ya

#14_002: ya

Interviewer: and then () this is about local content subject / i mean what do you think of the policy of placing english as a local content subject*

#14_002: (*) this is quite tricky for me actually // yeah in the framework it says that standard of competence and basic competence of local content subject in primary school is not set nationally // yeah it should be set up school and the school committee / but when i read the framework i found that english has already have those standards // for me that's not a problem // the problem is its status as local content subject // **local content subjects are perceived as additional subjects at schools** / so there is no national examination for these subjects and among local content subjects school may choose which subject to teach // this means **there is a chance that english is not chosen as one of the subjects at school** / let say because the school prioritize another local content subject // in addition/ due to its status as a local content subject // very often i / i hear students say 'muatan lokal ji' // yeah it's just a local content subject / so nothing to worry about // **students tend to (*) underestimate local content subject** because **(*)they will not affect their final marks** / however / **the good point is that by placing english as a local content means that teachers are free // yeah in quotation marks / to set up their lesson plan without having to worry about target of curriculum** / for example

Interviewer: are there any requirements that english lesson should fit as a local content subject

#14_002: (*) **local content subject requires that the lesson should incorporate the regional potential / yeah the regional environment in the context of teaching** // in a smaller context / yeah the teaching should deal with school environment where the students learn // so **when we teach english for example / we have to present the topic that is familiar to students in their own native language** // so they have prior knowledge on things that we present in english // (*) i tell you / **this is sometimes difficult to apply** because / we mostly rely on textbook in terms of the teaching materials and sometimes we don't have time to modify our teaching materials to suit that / to suit that / to suit to that particular context // yeah **time really matters for us**

Interviewer: right / well / is there anything else you would like to add concerning on our interview this morning

#14_002: (*) no, thank you, no

Interviewer: ok

#14_002: thank you

Interviewer: thank you very much for this interview

#14_002: thank you sir

Appendix 6. A sample of responded questionnaire

Beri tanda centang (✓) pada kolom jawaban anda

Sejauh mana anda setuju atau tidak setuju dengan pernyataan-pernyataan berikut (1 – 50)?	Sangat tidak setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1. Pemerintah telah meletakkan beberapa kaidah dalam Kerangka Kurikulum Nasional; dalam hal ini Standar Nasional Pendidikan, sebagai dasar penyusunan Kurikulum Tingkat Satuan Pendidikan (KTSP)				✓	
2. KTSP dilaksanakan dengan menerapkan pembelajaran kreatif, aktif, efektif dan menyenangkan (PAKEM)				✓	
3. KTSP dilaksanakan dengan mempertimbangkan kondisi siswa				✓	
4. KTSP seyogyanya dihasilkan dari analisis-analisis kebutuhan siswa				✓	
5. KTSP seharusnya dikembangkan dari analisis yang didasarkan pada pertimbangan lingkungan				✓	
6. KTSP harus menyertakan potensi-potensi nasional dalam materi pelajaran					✓
7. KTSP harus menyertakan potensi-potensi regional dalam materi pelajaran					✓
8. KTSP harus menyertakan potensi-potensi lokal dalam materi pelajaran				✓	
9. Materi KTSP harus sesuai dengan kondisi siswa					✓
10. Materi KTSP harus sesuai dengan kondisi sekolah				✓	
11. Materi KSTP harus sesuai dengan lingkungan di mana sekolah itu berada				✓	
12. Kerangka Kurikulum Nasional berfungsi sebagai petunjuk penyusunan KTSP				✓	
13. Kerangka Kurikulum Nasional cukup informatif sebagai petunjuk penyusunan KTSP				✓	
14. Kerangka Kurikulum Nasional menganjurkan guru menggunakan multi-strategi dalam mengajar				✓	
15. Kerangka Kurikulum Nasional mendorong penggunaan multimedia dalam pengajaran				✓	
16. Kerangka Kurikulum Nasional menganjurkan penerapan metode-metode tertentu dalam mengajar				✓	
17. Kerangka Kurikulum Nasional memberi keleluasaan kepada guru untuk menentukan metode pengajaran yang akan digunakan				✓	

[1]

18. Kerangka Kurikulum Nasional memberikan fleksibilitas kepada guru untuk menyusun KTSP			✓	
19. Kerangka Kurikulum Nasional memberi keleluasaan kepada guru untuk menyusun KTSP berdasarkan pertimbangan lingkungan			✓	
20. Kerangka Kurikulum Nasional sifatnya terlalu umum			✓	
21. Kerangka Kurikulum Nasional berpotensi memicu kesalahpahaman guru dalam menyusun KTSP	✓			
22. Kerangka Kurikulum Nasional seharusnya dibuat lebih spesifik sehingga penerapannya lebih baik			✓	
23. Kerangka Kurikulum Nasional memuat tema-tema yang akan diajarkan di kelas			✓	
24. Standar Kompetensi merupakan unsur paling penting dalam Kerangka Kurikulum Nasional			✓	
25. Standar kompetensi dalam Kerangka Kurikulum Nasional sulit buat siswa Sekolah Dasar (SD)	✓			
26. Standar Kompetensi Lulusan (SKL) sebagai salah satu komponen Kerangka Kurikulum Nasional memuat tujuan yang sulit untuk dicapai oleh siswa SD			✓	
27. Siswa SD menyukai belajar Bahasa Inggris dalam suasana yang menyenangkan			✓	✓
28. Siswa SD tertarik dengan penyajian gambar-gambar			✓	✓
29. Siswa SD senang dengan warna-warni			✓	✓
30. Siswa SD seyogyanya diberi perlakuan berbeda (misalnya dengan siswa SMP/SMA) dalam pembelajaran Bahasa Inggris				✓
31. Dalam pembelajaran Bahasa Inggris, siswa SD seyogyanya lebih dilibatkan pada keterampilan berbicara			✓	✓
32. Siswa SD seyogyanya dilatih mengucapkan kata Bahasa Inggris dengan baik			✓	✓
33. Dalam pembelajaran bahasa Inggris, siswa SD boleh menggunakan Bahasa Indonesia jika mengalami kesulitan berkomunikasi		✓		
34. Ketepatan pemilihan metode mempengaruhi pencapaian siswa				✓
35. Guru seyogyanya kreatif dalam mengajarkan Bahasa Inggris di Sekolah Dasar				✓
36. Bila Bahasa Inggris lebih awal diperkenalkan pada siswa SD, peluang menguasai bahasa tersebut lebih besar				✓
37. Pemosisian Bahasa Inggris sebagai pelajaran muatan lokal di SD dianggap wajar				✓
38. Sebagai pelajaran muatan lokal, dalam mengajar guru harus menyajikan topik pembelajaran Bahasa Inggris yang akrab ditelinga siswa				✓

[2]

39. Sebagai pelajaran muatan lokal, Bahasa Inggris harus menyertakan potensi daerah dalam konteks pembelajaran					✓
40. Dalam mengajarkan Bahasa Inggris, guru seyogyanya menyiapkan materi pembelajaran yang berkenaan dengan lingkungan sekitar siswa					✓
41. Dalam mengajarkan Bahasa Inggris sebagai muatan lokal, guru seyogyanya menyiapkan materi pembelajaran yang sesuai dengan kebutuhan siswa				✓	
42. Dalam pengajaran Bahasa Inggris sebagai muatan lokal, siswa seyogyanya disajikan konteks-konteks nyata					✓
43. Mata pelajaran muatan lokal dianggap sebagai mata pelajaran tambahan saja				✓	
44. Untuk sebuah mata pelajaran muatan lokal, guru tak perlu kuatirkan target kurikulumnya	✓				
45. Mata pelajaran muatan lokal kurang penting dibandingkan dengan pelajaran inti				✓	
46. Siswa memiliki motivasi yang rendah mempelajari Bahasa Inggris sebagai mata pelajaran muatan lokal				✓	
47. Siswa memandang remeh pelajaran Bahasa Inggris bila diposisikan sebagai pelajaran muatan lokal				✓	
48. Nilai siswa dalam mata pelajaran muatan lokal Bahasa Inggris tidak akan mempengaruhi rata-rata nilai mata pelajaran inti	✓				
49. Bahasa Inggris seyogyanya ditempatkan sebagai pelajaran inti di Sekolah Dasar				✓	
50. Alokasi waktu yang ditetapkan pemerintah terhadap mata Pelajaran Bahasa Inggris di Sekolah Dasar dianggap cukup				✓	

[3]

Sejauh mana pernyataan-pernyataan berikut (51 – 80) sesuai dengan kondisi atau keadaan diri anda?	Tak pernah atau hampir tak pernah benar	Biasanya tak benar	Netral	Biasanya benar	Selalu atau hampir selalu benar
51. Saya puas dengan Kerangka Kurikulum Nasional; dalam hal ini Standar Nasional Pendidikan yang dibuat oleh pemerintah				✓	
52. Saya menyusun KTSP berdasarkan Kerangka Kurikulum Nasional				✓	
53. Saya bebas menerjemahkan Standar Kompetensi (SK) dan Kompetensi Dasar (KD) ke dalam rencana pembelajaran saya	✓				
54. Saya bebas menyesuaikan Standar Kompetensi Lulusan (SKL) dengan kondisi siswa saya	✓				
55. Saya kombinasikan kurikulum sekolah saya dengan Kerangka Kurikulum Nasional yang dibuat oleh pemerintah				✓	
56. Saya kehendaki Kerangka Kurikulum Nasional disempurnakan oleh pemerintah					✓
57. Saya menyesuaikan Kerangka Kurikulum Nasional supaya lebih kontekstual dalam kelas	✓				
58. Saya menyusun KTSP menggunakan sumber-sumber lain di luar Kerangka Kurikulum Nasional			✓		
59. Saya menyusun KTSP dengan cara belajar dari rekan sejawat atau dari rekan guru yang lebih berpengalaman				✓	
60. Saya mengikuti buku teks sebagai kurikulum saya			✓		
61. Saya hanya menggunakan buku teks sebagai sumber belajar	✓				
62. Saya bebas memilih metode pembelajaran yang hendak saya gunakan			✓		
63. Saya menggunakan metode pembelajaran yang sesuai dengan kondisi siswa					✓

[4]

64. Saya selalu berusaha membuat pelajaran Bahasa Inggris menyenangkan buat siswa saya	✓				
65. Saya membuat siswa aktif berpartisipasi di kelas dengan cara memberikan pertanyaan-pertanyaan yang menarik (<i>fun</i>)					✓
66. Saya gunakan permainan (<i>games</i>) dalam pengajaran saya				✓	
67. Saya memberikan kuis-kuis dalam mengajar				✓	
68. Saya memulai pelajaran dengan menyanyikan lagu bersama siswa				✓	
69. Saya memberikan permainan peran (<i>role play</i>) sederhana kepada siswa				✓	
70. Saya suka membuat siswa saya dalam suasana belajar sambil bermain	✓				
71. Saya pilih materi pelajaran yang sesuai dengan kondisi kelas saya				✓	
72. Saya memodifikasi teknik-teknik pembelajaran agar cocok dengan gaya belajar siswa saya				✓	
73. Saya gunakan berbagai strategi pembelajaran untuk mencapai tujuan pembelajaran yang telah saya tetapkan				✓	
74. Saya menggunakan gambar sebagai media pembelajaran				✓	
75. Saya menggunakan video sebagai media pembelajaran				✓	
76. Saya menggunakan realia atau obyek otentik sebagai media pembelajaran			✓		
77. Saya membuat materi pelajaran sendiri untuk memenuhi persyaratan mata pelajaran muatan lokal			✓		
78. Saya kombinasi materi pelajaran dari buku teks dengan materi lain yang cocok dengan lingkungan sekolah saya			✓		
79. Saya memodifikasi materi buku teks agar sesuai dengan persyaratan mata pelajaran muatan lokal			✓		
80. Saya menyesuaikan materi buku teks agar sesuai dengan kondisi kelas saya			✓		

Terima kasih atas partisipasinya

[5]

Appendix 7. Ethics Approval

memorandum



To	Iskandar Iskandar, School of Education
From	Leith Murphy Form C Ethics Acting Coordinator Human Research Ethics Committee
Subject	Protocol Approval EDU-50-10
Date	1 September 2010
Copy	Chris Colan, School of Education

Office of Research and Development

Human Research Ethics Committee

TELEPHONE 9266 2784
FACSIMILE 9266 3793
EMAIL hrec@curtin.edu.au

Thank you for your "Form C Application for Approval of Research with Low Risk (Ethical Requirements)" for the project titled "*EFL CURRICULUM IMPLEMENTATION IN PRIMARY SCHOOLS IN SOUTH SULAWESI PROVINCE, INDONESIA*". On behalf of the Human Research Ethics Committee I am authorised to inform you that the project is approved.

Approval of this project is for a period of twelve months from 01/09/2010 to 31/08/2011.

If at any time during the twelve months changes/amendments occur, or if a serious or unexpected adverse event occurs, please advise me immediately. The approval number for your project is **EDU-50-10**. Please quote this number in any future correspondence.

Kind regards

Leith Murphy
Form C Ethics Acting Coordinator
Human Research Ethics Committee

Please Note: The following standard statement must be included in the information sheet to participants: *This study has been approved by the Curtin University Human Research Ethics Committee. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, 6845 or by telephoning 9266 2784.*

Appendix 8. Letter of Approval from the Government of South Sulawesi to undertake the study at the site


PEMERINTAH PROVINSI SULAWESI SELATAN
BADAN PENELITIAN DAN PENGEMBANGAN DAERAH
Jalan Urip Sumohardjo No 269 Telp 436936-436937 FAX 436934
Makassar(90321)

Makassar, 04 April 2013

Nomor : 070.5.1/6576 /Balitbangda
Lampiran : -
Perihal : Izin/Rekomendasi Penelitian

Kepada
Yth. 1. Kepala Badan Lintas
Kabupaten dan Kota Prov.Sulsel
2. Kepala Sekolah SD se-Provinsi
Sulawesi Selatan
di,-
Tempat

Berdasarkan Surat Permohonan Pribadi sdr. Iskandar tanggal 15 Maret perihal diatas, maka Mahasiswa/Peneliti dibawah ini :

Nama : Iskandar
Universitas Tempat Studi : Curtin University, Perth Western Australia
Nomor Induk : 09675779
Program Studi : Humanities / Education
Jenjang : S3
Pekerjaan : Pengajar pada Universitas Negeri Makassar
Alamat : Perth, Western Australia

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan disertasi dengan judul :

**“ EFL CURRICULUM IMPLEMENTATION
IN SOUTH SULAWESI PROVINCE IN INDONESIA”**

Yang dilaksanakan dari tanggal 8 April 2013 s/d 08 Juni 2013.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami Menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan melapor kepada Bupati /Walikota Cq. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kabupaten /Kota;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.


Ir. Ralendra
Pangket Pembina Tk.I
NIP : 19630403 199103 1 003

TEMBUSAN Kepada Yth :
1. Gubernur Sulawesi Selatan di Makassar (sebagai laporan);
2. Dekan Humanities / Education Curtin University di Perth, Western Australia;
3. Mahasiswa yang bersangkutan;