

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Summary

The general purpose of this study was the ascertainment of the perceptions of faculty and administrators regarding CBTE principles as they relate to TEFL in the Indonesian teachers colleges. CBTE is currently being disseminated in Indonesia to be implemented in all teachers colleges. Hence, the favorable perceptions of those involved in the educational arena would be a prerequisite to success in implementing this particular approach to the teaching-learning process in teacher education. Thus, this study was meant to function as an initial step toward curriculum development in the field of TEFL based on CBTE principles.

In the literature, it has been indicated that CBTE is conceptually associated with behavioral psychology as well as systems analysis strategies. Its emergence in the educational setting was induced by factors within and without education. Governmental involvement, socio-economic conditions, technological development were among external factors that brought CBTE into being. Within the educational arena, factors such as lack of focus upon reality of the curriculum and the existence of a teacher surplus stimulated the growth and implementation of CBTE.

CBTE is characterized by its explicitness in specifying objectives and its rigor in assessing students' competencies. Instructional programs are set up in such a way that they facilitate the development and evaluation of students' achievement, among others through modularization, feedback utilization, and the systemic approach.

The effectiveness of CBTE and the favorable perception and attitude of its participants have been indicated in numerous studies. Criticisms of it are also existent. These are centered mainly on the possible lack of humanness, the intricacy required in specifying competencies unique to the teacher's role, and the difficulty in assessing those competencies. However, it is believed that CBTE, if implemented on its principles, has a potential for better results than the standard programs achieve.

In TEFL, there are two main approaches currently widely utilized. The two are the audio-lingual approach and the cognitive approach. The former is closely associated with behavioral psychology and descriptive linguistics, while the latter has a basis in cognitive psychology and transformational-generative linguistics.

Audio-linguists believe that language is primarily speech; therefore, in language learning, mastering the sound system of the target language becomes the first priority. On the other hand, the proponents of the cognitive approach do not accept the idea that the order of language skills in learning a new language should be the same as that in acquiring the first language. Instead, meaningfulness and mastery of the basic rules of the target language are emphasized in

order to assist the learner in creatively producing and understanding the target language.

Theoretical and empirical considerations lead us to believe that neither of the two approaches is perfect by itself. A synthesis is needed in order to generate a truly effective method in foreign language teaching and learning.

The data for this study were requested from eighteen English departments at state teachers colleges in Indonesia, nine IKIPs and nine FKgs, fifteen of which voluntarily took part in the study. The responses of 186 respondents, constituting 58 percent of the total number of the faculty and administrators in the participating departments, were analyzed to seek answers to the research questions and to test the hypotheses. The data covered the personal and academic characteristics of the respondents, the institutional features of their departments, and their positions in perceiving some selected principles of CBTE and TEFL as measured by their degree of agreement on them. Their comments and criticisms with regard to CBTE and TEFL were also solicited.

Concerning personal characteristics, 34 percent of the respondents were in the age bracket of 35 or below, 33 percent in the age bracket of 36-45, and 33 percent in the age bracket of 45 or more. These respondents consisted of 66 percent males and 34 percent females. On the basis of academic characteristics, the respondents were divided into four categories based on their highest degree. There were 9 percent with the BA degree, 80 percent with the doctorandus degree, 7 percent with the master's degree, and 4 percent with the doctor's

degree. Thirteen percent held their highest degree in education, 10 percent in linguistics, 75 percent in TEFL, and 2 percent in other fields.

Based on their teaching experience, the respondents were categorized into five groups. Twenty percent of them had less than 7 years of teaching experience, 16 percent 7-12 years, 16 percent 13-18 years, 16 percent 19-24 years, and 25 percent more than 24 years. Fifty percent of the respondents did not have any training abroad. Twenty percent had spent one year or less in training abroad, 16 percent one to two years, and 12 percent more than two years. As to their academic ranks, the respondents were heavily concentrated in the third rank category; only 26 percent of them were in the fourth rank category.

Out of 186 respondents, 38 percent were holding administrative positions. The distribution of administrators by position was as follows: rector, 1; vice rectors, 2; deans, 3; vice deans, 4; department chairpersons, 13; department secretaries, 9; and other administrative position holders, 38.

The fifteen participating English departments had an average enrollment of 254. These departments were distributed by enrollment category as follows: three with enrollment of 150 or less; eight, 151-300; three, 301-450; and one, 451 or more. The average number of full-time instructors in these departments was seventeen, resulting in a ratio of students to faculty 15 to 1.

The results of the perceptions of CBTE indicated that none of the variables associated with the respondents, except the variable of institutional type, resulted in a significant difference in perceiving

CBTE. All respondents perceived CBTE, overall, favorably, with the mean score of perceptions indicative of their agreement on CBTE. The only variable that revealed a significant difference in CBTE perceptions was institutional type. Results indicated that the faculty and administrators of IKIP English departments perceived CBTE less favorably than their colleagues at FKg English departments.

The audio-lingual approach to foreign language teaching was selected in this study to represent TEFL because its conceptual basis is similar to that of CBTE. Significant differences were found in the audio-lingual approach perceptions of the faculty and administrators having different highest degrees, different years of teaching experience, different lengths of training abroad, different academic ranks, different institutional types, and different departmental student enrollment categories.

It was found that the higher the degree held by the respondents, the less favorable their perceptions were concerning the audio-lingual approach. Those with the least teaching experience perceived the audio-lingual approach most favorably and those with the most teaching experience perceived the approach least favorably, but somewhere along the way a slope was found toward favorable perceptions which then moved back again toward less favorable perceptions as the teaching experience increased. The amount of training abroad was also found to be associated with the perceptions of the audio-lingual approach. The results indicated that the more training the respondents had, the less favorable their perceptions were concerning the approach.

Academic ranks were also found to be related to the degree of

agreement on the audio-lingual approach. The results indicated that the higher the academic rank the respondents had, the less favorable their perceptions were regarding the approach. The institutional types were also found to be related to the difference in perceiving the audio-lingual approach. The FKg respondents were more favorable than the IKIP respondents.

It was found that as the enrollment increased, the favorable perceptions decreased. Overall, the faculty and administrators revealed agreement on the audio-lingual approach with a slight tendency toward "undecided". A higher degree of agreement was shown by the respondents in perceiving the cognitive approach. However, no significant difference was found among faculty and administrators across all personal, academic, and institutional variables in perceiving the cognitive approach.

The results also indicated that linear-relationships did exist between the combined independent variables and each set of CBTE and TEFL perceptions. Results for type IV tests involving CBTE perceptions indicated that the variable of institutional type contributed most to the linear model when added last followed by the other variables as listed: highest academic degree, degree field, training abroad, sex, teaching/administrative position, academic rank, teaching experience, enrollment, and age. Results of type IV tests involving the audio-lingual approach indicated that the variables of institutional type and age contributed significantly to the linear when added last. The other variables contributed to the linear model non-significantly in the following order: teaching experience, highest degree, academic

rank, departmental enrollment, teaching/administrative position, sex, degree field, and training abroad. No significant linear-relationship was found between the independent variables and the perceptions of the cognitive approach.

Significant positive correlations were found between each pair of the three variables: CBTE, the audio-lingual approach, and the cognitive approach, as perceived by the faculty and administrators.

Conclusions

More similarities than differences were found in the study as regards the perceptions of the faculty and administrators concerning the selected CBTE and TEFL principles. The hypotheses proposed in the study embraced the differences and relationships of the faculty and administrators in perceiving the CBTE and TEFL principles in relation to each or to the combination of the personal, academic, and institutional variables. Based on the results of the study, the following conclusions can be drawn:

1. CBTE was, overall, favorably perceived by faculty and administrators of the English departments at Indonesian state teachers colleges.

Across all personal, academic, and institutional variables, except the variable of institutional type, CBTE was perceived with no significant difference. Although a statistically significant difference was found in CBTE perceptions between IKIP and FKg respondents, the mean scores of both groups were still indicative of agreement on

CBTE. The difference in CBTE perceptions could be due to different emphases on the institutional missions or to different amount of CBTE information transmitted to or absorbed by each institutional type.

2. The audio-lingual approach to TEFL was perceived significantly differently when categorization among faculty and administrators of the English departments of Indonesian state teachers colleges was made.

As indicated in the results of the study, significant differences were found among faculty and administrators in perceiving the audio-lingual approach when each of the following variables was incorporated in the analyses: highest degree, teaching experience, training abroad, academic rank, institutional type, and departmental student enrollment. An interesting, yet probably unwanted, tendency was apparent in some variables. The higher the academic degree held by the faculty and administrators, the less favorable their perceptions were concerning the audio-lingual approach. Those with the least teaching experience perceived the audio-lingual approach most favorably and those with the most teaching experience perceived the approach least favorably. The more training abroad the faculty and administrators had, the less favorable their perceptions were concerning the approach. The higher the academic rank, the less favorable the perceptions were regarding the approach.

3. The principles of CBTE were not antithetical to the principles of the audio-lingual approach and the principles of the cognitive approach. By the same token, the principles of the audio-lingual approach were not necessarily in opposition to those of the cognitive approach.

It was indicated in the results that the perceptions of the

faculty and administrators concerning CBTE were significantly correlated with both the audio-lingual and cognitive approaches. The perceptions of the cognitive approach, the approach which came into existence as a reaction to the behavioral features of the audio-lingual approach, were also found to be significantly and positively correlated with the perceptions of the audio-lingual approach.

Implications

It is implied that the dissemination and implementation of the CBTE principles in the English programs at teachers colleges in Indonesia would run smoothly. The overall perceptions of the faculty and administrators could be an encouraging disclosure to the proponents of this educational movement in Indonesia. However, cognizance of all available indications is necessary. Conflicting views could emerge from some particular clusters in the institutions as indicated by the tangibility of differences in perceptions of the audio-lingual approach to TEFL when categorization of the respondents was made on the basis of personal, academic, and institutional attributes. In addition, since all English departments at Indonesian teachers colleges are still in the initial stage of implementing CBTE, data on the scope of competencies required by the well-trained EFL teachers for Indonesian schools are not yet available. A consensus on the scope of competencies could be one of the hard prerequisites to fulfill.

As suggested by some respondents, big classes and incompetent teachers would be big obstacles in applying CBTE in the Indonesian

setting. Hence, modifications should be made not only in the curricular and instructional aspects but also in professional and school-environmental aspects.

The problem of big classes has been existent for a long time and seems to have been brought about among others by the prolonged deficiency of funds for the development and expansion of higher education institutions and the pressure to admit as many applicants as possible in order to alleviate the teacher shortage at elementary and secondary school levels.

With regard to the problem of incompetent teachers, Tan¹ in his study of English Language Teacher Training in Indonesia confirmed that "to achieve any improvement it is essential to have better teachers." Thus, one of the immediate problems in the English programs at IKIPs and FKgs is the professional training for the instructors.

The significant correlations among CBTE, the audio-lingual approach, and the cognitive approach could imply that in implementing CBTE, the audio-lingual approach would fit appropriately, and so would the cognitive approach. It is also implied that the audio-lingual approach and the cognitive approach should be accommodated into the English programs in relative parity. The synthesis of the two approaches to TEFL should also be reflected by the graduates of the English programs at the teachers colleges when they are assigned to secondary schools. Since the English materials for secondary schools

¹Jan Cornelis Tan, English Language Teacher Training in Indonesia (Ed.D. Dissertation, University of Michigan, 1962), p. 175.

reflect the most extreme position of the audio-lingual approach, as contended by Djojosoekarto,¹ modifications would be necessary.

A look at the academic status attributed to the faculty and administrators seems to be also necessary. Currently, too few of the faculty and administrators have the doctoral degree, which is officially necessary for or helpful in their professional development. Too few of them are in the fourth rank category which is indicative of full qualification for academic involvement. Too many still have not benefitted from training in English speaking countries, a type of education which could be necessary for professional improvement.

Recommendations for Further Research

Further research is needed in the area of CBTE and TEFL with regard to their theoretical and applied principles that might be relevant to the educational setting in Indonesia. The institutional, curricular, and instructional status also needs investigating as to readiness for coping with the potentially adaptable CBTE and TEFL principles. Hence, further study could be conducted in the following areas:

¹Giri Kartono Djojosoekarto, A Study of Several Developmental Factors in the Revision and Updating of the National English Language Program in Indonesia with Specific Reference to In-Service Teacher Training and the Preparation of Teaching Materials (Ph.D. Dissertation, the University of Texas at Austin, May 1973), p. 158.

1. Specification of the elements of CBTE that need to be subjected to modifications in order to be congruent with the needs of the Indonesian educational settings.
2. Adaptability of contemporary linguistic theories to the Indonesian EFL programs in light of the existing national and local languages.
3. Readiness of the English departments at the Indonesian teachers colleges to implement CBTE with regard to institutional, personal, and material resources.
4. Specification of potential competencies that Indonesian EFL teachers need to have in response to the demands put forth by all affected parties.
5. Congruency of the curriculum content of the teachers colleges with that of the secondary schools, and reflection of that congruency in real teaching-learning situations.
6. Research similar to this one but involving a wider scope of CBTE and TEFL with larger institutional and personal participation.