

Middle Schools' English Language Curriculum Implementation: A Comparative Analysis Among the ASEAN Countries

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Abstract. To ensure the success of the Asean Economic Community, ASEAN countries must adopt English as the common language of business and social life. In fact, many ASEAN countries have adopted English as a second language. As a collection of plans and instructions on objectives, content and learning materials, and methods used as guidelines for conducting learning activities, curriculum is established to achieve a nation's educational goals. This study examines the comparison of curricula for the introduction of English in ASEAN countries. The research method was a systematic review. The survey revealed that the four ASEAN countries, Indonesia, Malaysia, Singapore, and the Philippines, have different implementations of the English curriculum. Comparisons include English learning objectives, materials and content, strategies, and assessments.

Keywords: Curriculum, Policy, Middle School, EFL, ASEAN, Comparison.

1 Introduction

1.1 Background

Curriculum can be defined as a document of educational plan on how teaching and learning will be delivered (Nation and Macalister, 2018). At national level, national curriculum is as guidelines of education practices for schools and teachers throughout the country. The similar fashion has occurred for English teachers. Curriculum goals of English language teaching in Indonesia that covers the four skills as shown in the attachment of the Regulation of the Ministry of National Education Number 22 Year 2006: (1) students should be able to communicate both in spoken and written English; (2) communication is to understand information, express thoughts and attitudes, and develop science, technology, and culture; and (3) the ability of communication which is meant here is to understand and/or produce oral and/or spoken texts that cover the four skills (listening, speaking, reading, and writing).

Refers to General of Education (Hanoi, 2018: 4) every curriculum is founded on a specific theoretical perspective on language teaching and learning. An educational curriculum must be coherent at all levels, including the theoretical level, in order to be effective and to achieve its goals. The intended approach should be reflected in a coherent curriculum. Many curriculum studies have discovered that an incoherent curriculum frequently undermines curriculum goals. This outcome could be the result of a misalignment between classroom implementation, textbook development, and the curriculum's intended approach because secondary schools are the feeders for higher education institutions, the curriculum at the school level should be carefully developed to ensure that the curriculum achieves its goal of producing competent students who are fully functional at the university level not only academically but

also socially. The general education English language curriculum adheres to the provisions outlined in the Ministry of Education and Training's general education curriculum, including general guidelines on perspectives, objectives, requirements, educational plans, and guidelines on educational contents, educational methodology, assessment of learning, and conditions for successful curriculum implementation.

According to Irriance (2015: 776), English is as the lingua franca of ASEAN. Singapore, Malaysia, and the Philippines have the highest English usage rates in ASEAN (60.33 – 63.52). In the meantime, Vietnam, Indonesia, Cambodia, and Laos have scores ranging from (38.45 to 54.06). Indeed, Indonesia, Vietnam, and Thailand are considered to have very low English proficiency. In Indonesia, English is taught and practiced as a second language.

Lie (2007: 1) state that despite years of English instruction in formal schooling, the results have been unsatisfactory. Only a small percentage of high school graduates are fluent in English. This sense of failure in the teaching of English as a foreign language is not unique to Indonesia, and it is associated with common constraints shared by a number of other countries where English is taught as a foreign language, thorough and comprehensive needs analysis, a realistic alignment of curricular objectives and the needs of students, teacher quality improvement.

Little we know about English curriculum in ASEAN since the previous research only focus the school curriculum implementation and insufficient of human resources and they aren't focus on the curriculum policy among ASEAN Countries. It is necessary to compare in detail the aspects of the curriculum which include the objectives, methods, materials and objectives of learning English in each country. To what extent are the English curriculum in ASEAN countries similarities or different? What are the curriculum's strengths and weaknesses? This paper attempts to answer the questions. The Indonesian Middle School's and ASEAN Countries English Language Curriculum are chosen to focus the analysis and comparison. The selection is somewhat subjective, based on the researcher's background as a curriculum vice principal in private school and the curiosity to learn about the ASEAN Country English's curriculum. In this research only focusing the comparison four ASEAN Countries English language curriculum. They are Indonesia, Singapore, Philippines and Malaysia.

2. Literature Review

In this research will discuss about concepts that relate to the main topic that describes as bellow:

Curriculum Definitions

Tinsae (2016: 9) states that the term “curriculum” derives from the Greek word “*curere*”, which means “to run a course.” However, the definition of “curriculum” is still up for debate. It has various definitions, which vary due to scholars' positions, approaches, philosophical foundations, or general understanding of the world. A curriculum is defined as a whole that includes philosophical perspectives, learner and teacher experience, instructional methodologies, and expected and unexpected outputs acquired within a learning institution. Curricula are the study of all educational phenomena. It may seek methodological assistance from any external discipline, but it does not allow methodology to dictate inquiry. By necessity, this is a condition of studying education at this stage and producing knowledge that may have educational value (Egan, 2003:16).

According to Ahmadi (2017: 5), the curriculum has a lot of definitions, which can a little bit confuse our understanding. However, the concept of a curriculum is not new, and the way

we understand and theorize it has changed over time, and there is still considerable disagreement about its meaning. Its origins come from the Greek. Its meaning was “a course.” *Currere* means *chariot* in Latin; *currere* means to run, which defines a curriculum as all learning that is planned and guided by the school, whether it is carried out in an educational community, inside or outside of the school. Mapiase and Ahmad Johari (2014: 118) said that the term “curriculum” can be defined in a variety of ways. In some studies, researchers define it as subject matter, while others define it as experiences that a student acquires while under the guardianship of a college.

Based on the definitions above, it can be said that a curriculum can be thought of as a tool for achieving specific educational goals and objectives. In general, the word “*curriculum*” comes from the Latin “*currere*”, which means “to run a course.” Curriculum is defined as an entire system that includes philosophical perspectives, learner and teacher experience, instructional methodologies, and expected and unexpected outcomes. The objectives of the curriculum development process are clear and specific in behavioral and observable terms. An objective curriculum model is defined by its emphasis on objectives. In this sense, the emphasis is on products or outcomes, and it is also teacher or administrative-oriented.

Curriculum Components

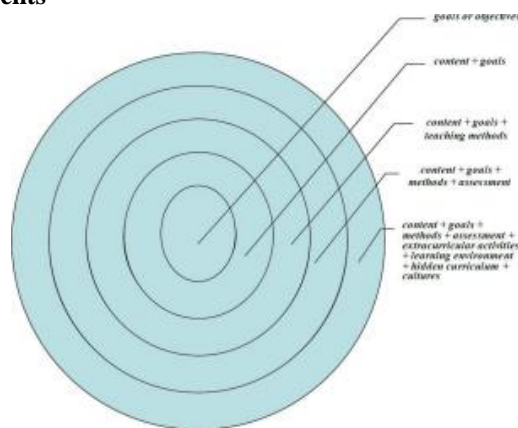


Figure 1. Curriculum Conceptualization Concentric Ring (cited from Wen-Su, 2012:156)

Based on Curriculum Conceptualization Ring, the curriculum is defined broadly to include programs of teaching and learning that take place in formal settings. Schools, colleges, and universities are examples of formal settings. A curriculum can refer to a system, such as a national curriculum, an institution, such as a school curriculum, or even an individual school, such as a school geography curriculum. A curriculum has four dimensions: goals and objectives, content or subject matter, methods or procedures, and evaluation or assessment. Here their further explanations as bellow: The first refers to the reasons for including certain items and excluding others from the curriculum; The second refers to the knowledge, skills, or dispositions implicit in the selection of items and their arrangement.

Objectives can be interpreted as broad general justifications for including specific items and pedagogical processes in the curriculum, as clearly defined and narrowly defined outcomes, or as a collection of appropriate procedures or experiences. The third dimension is methods or procedures, which refer to pedagogy and are determined by the first two dimensions; The fourth

dimension is assessment or evaluation, which refers to the process of determining whether or not the curriculum was implemented successfully. In relation to these four dimensions, a variety of issues have been raised and debated (Scott, 2001: viii-viii).

English Language Curriculum in ASEAN

Seizing political, economic, educational, and international trade opportunities is seen as a means to embrace globalization and the media in Southeast Asia. The status of English as an international language encourages ASEAN member countries to promote citizens' English by introducing English early in their educational curricula (Diyanti, 2021: 224). Meanwhile, according to Thanamaimas and Soonthonnarurangsee (2021: 69), it is stated that English in ASEAN is located as an International Language (EIL) and English as a Lingua Franca (ELF). There is a lot of overlap between ELF users and EFL learners, most of whom initially thought of learning English as a foreign language but ended up using it as a lingua franca. At the regional policy level, policymakers must be informed and recognize how the EIL and ELF are to achieve two benefits, namely, as a tool for international communication between and outside ASEAN countries, and as a tool for creating unity and identity among ASEAN citizens.

ASEAN, or the Association of Southeast Asian Nations, was founded in 1967 in Bangkok, Thailand, with only five member countries: Indonesia, Malaysia, the Philippines, Singapore, and Thailand (Resurreccion, 2015: 2). In later years, the group of countries expanded to include Brunei, Vietnam, Laos, Myanmar, and Cambodia. In 2009, English was designated as ASEAN's de facto lingua franca. Because they were British and American colonies, most ASEAN countries have maintained good relations with the English. Scholars have criticized the use of English as a medium of instruction in primary schools.

Kirkpatrick (2017) conducted a study in 2012 on the differences in instruction policies among ASEAN countries. The English language is currently used as the medium of instruction for subjects such as science and mathematics in both the Philippines and Brunei. This structure has been in place since the first year of primary school. Malaysia, on the other hand, has had the same policy since 2002. Singapore, on the other hand, mandated that English be used as the medium of instruction for all subjects. Let us take a closer look at the ASEAN group of countries' English language policies.

Based on the views of several experts above, it can be said that English in ASEAN functions as an international language, a lingua franca, and a unifier of the region. As a consequence, a number of countries adopt a policy of English as their first language, but there are also those that place English as a second language. This is reflected in the design of the English curriculum and its implementation.

2 Method

In this study, the systematic review method was used, which is a literature review based on an explicit research question that determines, using systematic methods, which studies from the existing literature should be considered. Systematic reviews can be used to assess the consistency and generalizability of previous research findings to other fields or samples. The method used is the primary distinction between a systematic review and a literature review. The former begins in great detail with a search for the articles to be reviewed that follows a specific path and includes various available databases. Literature reviews, on the other hand, are

typically conducted in a less systematic manner, with articles retrieved from only a few databases.

2.1 Data Collection

Starting on November 21, 2021, a systematic search of the databases Taylor & Francis, Asean Web, Eric, Emerald, Google Scholar, Science Direct, Tandfonline, Sci Hub, Libgen, Garuda, Britishcouncil, Books, and Laws of Education was conducted. These databases were chosen because they contain the most education-related studies. The following search terms were used: “EFL curriculum,” “English Language Curriculum,” “Middle School curriculum in ASEAN,” “English Curriculum Comparison in ASEAN,” “Policy and English Curriculum in Singapore,” “Policy and English Curriculum in Indonesia,” “Policy and English Curriculum in Singapore,” “Policy and English Curriculum in Malaysia,” “Policy and English Curriculum in Philippines,” and “English Language Middle School Curriculum in ASEAN.” Only research studies were considered among the results returned. In this research, the writer used the American Psychological Association (6th ed.) style.

After collecting all the sources, started to come up with an idea for a writing topic: establishing research goals; locating articles on the internet using keywords related to the topic under consideration; examining the articles you downloaded; annotating read articles and writing preliminary analysis in accordance with the research objectives; Defining the overall structure of the article and composing supporting evidence using the articles that integrate the reviewed literature, citing the sources in text, and listing the cited arguments in the reference list. The last step is editing the manuscript and double-checking the in-text citations and references. All of these steps have been meticulously carried out in order to support the subsequent data analysis process and ensure the paper’s rigor.

2.2 Data Analysis

All of the studies investigated in this paper were coded and analyzed. The researchers used the content analysis method for the analysis, which is commonly used for textual analyses and allows for data comparison, contrast, and categorization. First, a form was created in Microsoft Word to record the results of the analysis. This included categories related to the research questions, such as their middle school ELC in ASEAN's equality, difference, strengths, and weaknesses. Following a thorough reading of each article, the form was filled with pertinent information. After completing the form for each study, Microsoft Excel was used to organize codes and categories for analysis.

On the other hand, detailed information about the reviewed articles was sought. The first step in defining the strengths and weaknesses was to read all of the studies, after which the codes and categories were identified. Our article review search yielded 86 results from four different databases (Figure 2). After the duplicates were removed, there were 36 articles to be reviewed. Following a review of the titles and abstracts, 20 of the 36 articles were removed because they were part of the article's connection to the main topic of research. As the sources for the literature review, 16 articles were reduced to 10 articles.

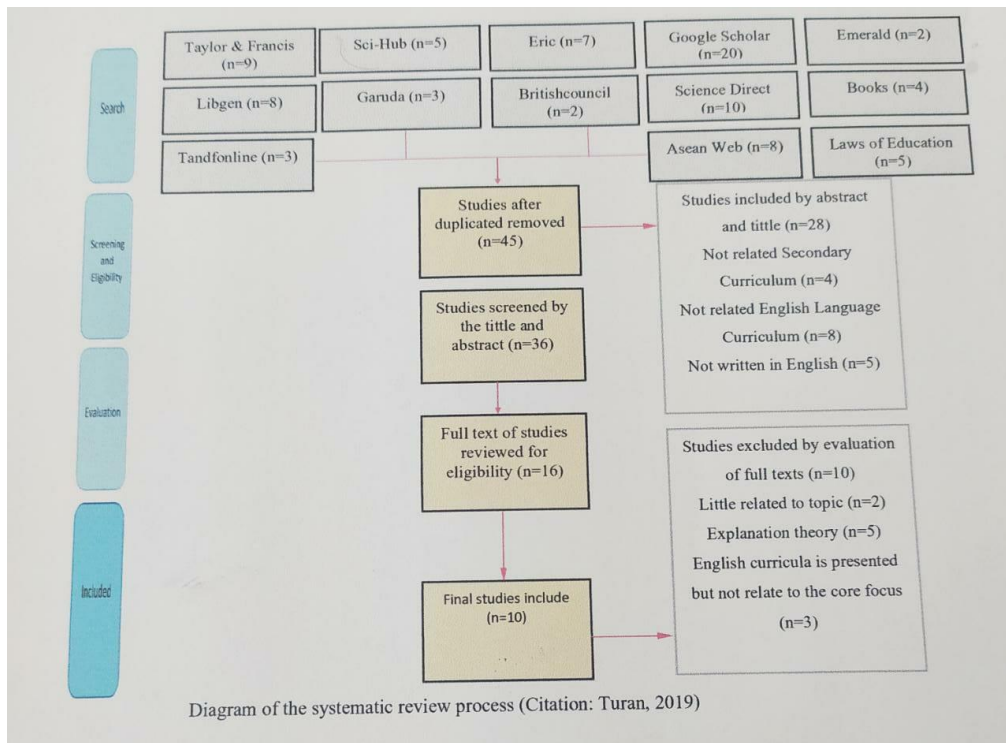


Figure 2. Diagram of the systematic review process (cited from Turan, 2019)

3 Results and Discussion

3.1 Results

In this part, the writer only focuses on four dimensions of curriculum, they are goals and objectives, content or subject matter, methods or procedures, and evaluation or assessment.

Goals and Objectives. The first step in developing a curriculum is to plan the aims and objectives of the learning program. Aims (the most generalized purposes) are frequently sacrificed in favor of specific learning objectives. It means that aims are the broad goals that can be used to determine which objectives will be met. Typically, objectives are expressed in terms of expected outcomes. Objectives, in other words, reflect the most specific purpose.

Contents and Subject Matter. Subject areas that have been established, for example, English language needs curriculum standards, in this case the learning objects. This refers to discipline-specific and written to demonstrate to students and teachers what the students are required to know or have the option to do by the end of the program of learning.

Methods or Procedures. This is the standard identification process, which includes selecting appropriate teaching and learning methodologies. The mode, type of learning approach, resources and technologies, formative feedback mechanisms, how students are arranged in the classroom, timings, assignments, learning assessments or formative learning

models, and how learning can be delivered in other situations are all fields of pedagogic standard.

Standard of Evaluation. The final step in creating a comprehensive curriculum is to create an evaluation standard, in this case, a summative assessment. A summative assessment is an enactment evaluation designed to establish a documented final decision about a student's capability, and it is typically administered at the end of a unit classroom test, a periodic standard test, or an end-of-the-year state test.

The curriculum components, from developing the goal to the evaluation standard, should be clear and organized in stages. The objectives will be derived after determining the goals. Having goals and objectives will help attract learning objects. Following the completion of the learning objects, a standard will be established. The final evaluation standard will determine whether or not the process is on track. However, the components can be used to achieve the educational goal.

Table 1. Results of ELC in Aim and Objectives

Indonesia	The English classes were designed to help students improve their communicative and literacy skills. The goal was to produce graduates who could communicate in three discourses: interpersonal, transactional, and functional language in written and spoken form at the informational literacy level, in personal, social, academic, and professional contexts.
Malaysia	The present secondary school English language curriculum, revised in 2003, adopted the general proficiency approach. It is based on learning outcomes geared towards equipping students to communicate effectively, function appropriately in everyday life, and access information, as well as understand and respond to literary works. English grammar, phonology, vocabulary, ICT skills, thinking skills, as well as values and citizenship education were also included in the curriculum. In other words, the English language is taught to learners in order to enable them to "use the language to further their studies and for work purposes."
Singapore	By the end of Secondary education, pupils will be able to communicate effectively in English as a result of their development.
Philippines	The English curriculum's goal was to assist students in developing highly developed literacy skills. The curriculum's goal was to produce graduates who apply language conventions, principles, strategies, and skills learned from global literature in (1) interacting with others, (2) understanding and learning other content areas, and (3) sustaining themselves in any endeavors they may undertake.

Source: Tan-Chia, L. (2013); Team (2008); Baharun, H. et.al. (2016); Rashid, RAB. et.al. (2017).

Comparison ELC in Content or Subject Matter

Content or subject matter refers to the knowledge, skills, or dispositions implicit in the selection of items and their arrangement. Objectives can be interpreted as broad general justifications for including specific items and pedagogical processes in the curriculum, or as

clearly defined and narrowly defined outcomes or as a collection of appropriate procedures or experiences.

Table 2. Result of ELC in Content or Subject Matter

Indonesia	The interpersonal and transactional communication texts, as well as the functional texts, were assigned as learning objects for middle school. (for example, expression of congratulation, agreement, giving opinions and suggestions, asking for and giving clarification, narrative text, procedure text, report text, advertisement, etc.)
Malaysia	Based on the curriculum document, the four language skills, i.e., listening, speaking, reading, and writing, are integrated into the areas of language use. In other words, when learners use the language, they talk and listen to each other. In addition, they also write to each other letters and messages. The five broad areas introduced are people, the environment, social issues, health, and science and technology. These five areas are translated into topics using tasks and activities in order to enable learners to read, write and talk about them.
Singapore	In addition to explicitly teaching grammar at word, phrase, and text levels, the teaching of oracy skills and the use of information and communication technology are also included. Students are taught to listen, read, and view a wide range of literary and informational/functional texts from print and non-print sources critically and with accuracy, understanding, and appreciation. Speak, write, and represent in grammatical, fluent, mutually intelligible English (Standard English) that is appropriate for various purposes, audiences, contexts, and cultures. Understand and use internationally accepted English (Standard English) grammar and vocabulary accurately and appropriately, as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
Philippines	The content learning objects for the English curriculum were drawn from Anglo-American literature (for example, Beowulf's Epic, the Pardoner's Tale, and Romeo and Juliet). In the Philippines, students learn through literary works. Their English curriculum is called Language Arts and Multiliteracies Curriculum (LAMC), which does not imply that an art course is included in an English subject. Language art is defined as the study of the six modes of language, namely listening, reading, speaking, writing, viewing, and visually representing.

Source: Tan-Chia, L. (2013); Team (2008); Baharun, H. et.al. (2016); Rashid, RAB. et.al. (2017).

Comparison ELC in Methods and Procedures

The methods or procedures dimension refers to the process and approach that are determined by the first two dimensions.

Table 3. Results of ELC Methods or Procedures

Indonesia	The English curriculum took a student-centered approach. The learning approach was scientific and was supported by other teaching methods such as discovery learning. The following resources and technologies were used: book, video, audio, picture, internet, teacher's voice, natural environment, hand phone, ppt, LCD projector, and speaker. The feedback mechanism was active from the beginning to the end of the teaching process. The seating arrangement was a letter U or others, depending on the appropriate setting. There were written, performance, and project tasks. The task types demonstrated that the formative learning approach was authentic and adhered to Anderson et al cognitive's process. The last was learned outside of class by the students.
Malaysia	In task-based instruction, learners use language to transact or perform tasks rather than learn individual language items. The tasks under consideration are group communication tasks that require learners to collaborate in small groups or pairs.

When students work together in small groups, they have more "opportunities to participate, observe, reflect on, and practice socially shared ways of knowing and thinking." It is argued that these communication tasks provide opportunities for learners to practice language and negotiate meaning. Thus, it could be concluded that the secondary school English language curriculum was developed based on the principles of Communicative Language Teaching (CLT) in the form of Communicative Task-Based Language Teaching.

Singapore	There was a heightened concern with "democratization" and "student-centeredness." Most importantly, they saw English as a first language being taught in all Singapore schools. Teachers will assist students in making effective use of English by using a principled blend of first language (L1) and second language (L2) teaching methods to strike a balance between: (1) systematic and explicit instruction to build a strong foundation in language skills, grammar, and vocabulary; and (2) a contextualized and holistic approach to learning that will provide a diverse language environment for the development of language skills, grammar, and vocabulary.
Philippines	The pedagogical mode in use was student-centeredness. Constructivist, inquiry-based, collaborative, integrative, and reflective learning approaches were the different types of learning approaches. Book, video, picture, internet, ppt, LCD TV and projector, speaker, Manila paper, envelope, and carton were the learning resources and technologies used. From the beginning to the end of the teaching process, there was a feedback mechanism. Seating was either Letter U or orderly in-rows, depending on the situation. Each of the four meetings in English took 60 minutes. The tasks consisted of written tests, performance/project tasks, and the cognitive process described by Anderson et al.

Source: Tan-Chia, L. (2013); Team (2008); Baharun, H. et.al. (2016); Rashid, RAB. et.al. (2017).

Comparison ELC in Evaluation or Assessment

Evaluation or Assessment dimension which refers to the process of determining whether or not the curriculum was successfully implemented.

Table 4. Results of ELC Evaluation or Assessment

Indonesia	They were used to assess knowledge and skills through six assessments. Written tests, oral tests, projects, and presentation tasks were jeopardized. Observation, anecdote journal, peer-review, and self-report were used to assess the attitude. Score and predicate were assigned to the outcome of knowledge and skill. The outcome of an attitude was denoted by a predicate. Students who did not meet the mastery-learning target were given remediation as a follow-up.
Malaysia	The students did not take the summative exam. Instead, they follow continuous assessments that are carried out during the teaching and learning process using materials and instruments designed by the teacher. Student achievement is measured by teachers based on performance standards set by the Ministry of Education, which determine what abilities are expected of students. The students did not take the summative exam. Instead, they follow continuous assessments that are carried out during the teaching and learning process using materials and instruments designed by the teacher. Student achievement is measured by teachers based on performance standards set by the Ministry of Education, which determine what abilities are expected of students. This assessment model is called "School Based Assessment" (SBA).
Singapore	Teachers will assess pupils both formally and informally at a frequency decided by the school using different modes of assessment so that a wide range of skills, learner strategies, attitudes and behavior can be cultivated, and items and structures can be learned. Different pupil strengths and weaknesses, as well as different learning

outcomes, must be considered in the assessment tasks. The following assessment modes and tasks are available:

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- Informal tests and quizzes can be given at the end of a few units of work as non-timed, independent assignments.
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- Assessments that evaluate students' abilities to perform an activity, such as staging a role play or giving an oral presentation.
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- Portfolios comprised of students' own written work, multimedia productions, and learning logs/journals that document students' achievements for the year, teachers' comments, and students' reflections.
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- Pupil profiling is accomplished through the use of checklists and classroom observations by teachers, as well as through self-evaluation by students, such as self-evaluation records or checklists.
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- Teacher-pupil collaboration on a written product/representation to assist students in making improvements by applying a set of criteria and providing specific feedback.
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Philippines Three assessments were used to assess knowledge and skills. They were written work, performance work, and a quarterly exam. The behavior was assessed through observation using an index card. The results of the three learning domains were marked with a predicate. The follow-up of students' achievement was remediation for those who had not passed the mastery-learning target.

Source: Tan-Chia, L. (2013); Team (2008); Baharun, H. et.al. (2016); Rashid, RAB. et.al. (2017).

3.2 Discussion

According to the findings, there were similarities and differences between Indonesia's middle school EFL curriculum and those of Malaysia, Singapore, and the Philippines' EFL curriculum for middle school. They were evaluated using the curriculum components depicted below.

Indonesia

The English classes were designed to help students improve their communicative and literacy skills. The goal was to produce graduates who could communicate in three discourses: interpersonal, transactional, and functional language in written and spoken form at the informational literacy level, in personal, social, academic, and professional contexts. The English curriculum was designed with students in mind. The learning approach was scientific, and it was supported by other teaching methods such as discovery learning. The following resources and technologies were used: books, video, audio, pictures, the internet, teacher's voice, natural environment, hand phone, ppt, LCD projector, and speaker. The feedback mechanism was active from the beginning to the end of the teaching procedure. Depending on the situation, the seating was arranged in the shape of a letter U or another. There were written, performance, and project tasks. Students learned the last one outside of class. Three assessments were used to evaluate knowledge and skills. There was written work, performance work, and a quarterly exam. The outcomes of the three learning domains were each labelled with a predicate. Following up on students' achievements was remediation for those who had not met the mastery-learning target.

Malaysia

The present secondary School English language curriculum is based on learning outcomes geared towards equipping students to communicate effectively, function appropriately in

everyday life, and access information. In other words, English language is taught to learners in order to enable them to “use the language to further their studies and for work purposes.” The English language curriculum for secondary school was created using the principles of Communicative Language Teaching. Student achievement is measured by teachers based on Performance Standards set by the Ministry of Education which determine what abilities are expected of students. The students did not take the summative exam. Instead, they follow continuous assessments that are carried out during the teaching and learning process using materials and instruments designed by the teacher.

Singapore

Teachers will assist students in making effective use of English by using a principled blend of first language (L1) and second language (L2) teaching methods. There was a heightened concern with “democratization” and “student-centeredness” in secondary education. Speak, write, and represent in grammatical, fluent, mutually intelligible English (Standard English) that is appropriate for various purposes, audiences, contexts, and cultures. Teachers will assist students in making effective use of English by using a principled blend of first language (L1) and second language (L2) teaching methods to strike a balance between: (1) systematic and explicit instruction to build a strong foundation in language skills, grammar and vocabulary; and (2) a contextualized and holistic approach to learning that will provide a rich language learning environment for the development of language skills, grammar, and vocabulary. Teachers will assess students both formally and informally on a schedule determined by the school. The range of assessment modes and tasks includes informal tests and quizzes which can be given in the form of nontimed, independent assignments at the end of a few units of work.

The Philippines

The English curriculum's goal was to assist students in developing highly developed literacy skills. The curriculum's goal was to produce graduates who apply language conventions, principles, strategies, and skills learned from global literature in interacting with others, understanding and learning other content areas, and sustaining themselves in any endeavors they may undertake. The English curriculum's content learning objects were from Anglo-American literature. Students in the Philippines learn through literary works.

Their English curriculum named Language Arts and Multiliteracies Curriculum in which it does not mean art course is incorporated in an English subject. Each of the four meetings in English took 60 minutes. They were used to assess knowledge and skills through six assessments. Students who did not meet the mastery-learning target were given remediation as a follow-up.

Based on Curriculum Components Analysis (The Aim and Objectives, Content or Subject Matter, Methods or Procedures and Evaluation or Assessment) can be concluded that The Middle School EFL Curriculum in Indonesia toward Malaysia, Singapore and Philippines has their own similarities and differentiates, weaknesses and strengthen. The similarities are in the curricula's goals and objectives; their curricula aim to improve English communicative and literacy skills.

Table 5. Summary of ELC Similarities, Differentiates, Strengths and Weaknesses.

Indicators	Indonesia	Malaysia	Singapore	Philippines
Similarities	Curricula are designed to help students improve their	are Curricula help students have the ability to think objectively	Curricula are designed so that pupils will be able to communicate	Curricula are designed to assist students in developing strong

	communicative and literacy skills.	and creatively, interact, and communicate efficiently.	effectively.	communicative and literacy skills.
	Took students centered in the teaching and learning processes	Took students centered	There was a heightened concern with "democratization" and "student-centeredness"	Develop students who are communicatively competent and multi-literate.
	Indonesia uses standards to set goals, aims, and objectives, which gives them an advantage in goal setting.			The Philippines is Establishing standards in goal/aim and objectives to give themselves a chance.
Differences	The scientific approach in the 2013 Curriculum maintains the existing learning in constructivism theory. Specifically, activities such as observing, questioning, reasoning, and experimenting with the scientific approach exhibit constructivism learning characteristics. The scientific approach is comparable to the constructivist approach.	The students did not take the summative exam.	They will assess pupils both formally and informally.	They were used to assess knowledge and skills through six assessments. Written tests, oral tests, projects, and presentation tasks. Observation, anecdote journal, peer-review, and self-report were used to assess the attitude. Score and predicate were assigned to the outcome of knowledge and skill. The Philippine Curriculum necessitates a constructivist approach supported by integrative teaching, reflective, collaborative, and inquiry-based approaches.
Strengths	We have a solid foundation in reading, writing, listening, and speaking because we have practiced	In Malaysia and English is a familiar language and is featured at various levels of society.	Every student learns English as an everyday language as a way to unite the diversity of	In Philippines, students not only learn English from their surroundings, but they also use English in and out

	and been taught these skills.		characteristics, races, and cultures in Singapore.	of the classroom because their environment allows it.
Weaknesses	We don't focus on one skill since they were taught four skills (reading, speaking, writing, and listening) so that English in Indonesia grows slowly.	They lack foundational knowledge of reading.	They lack foundational knowledge of reading.	none

4 Conclusion

Based on the theory and curriculum components, several things can be concluded. *First*, in terms of objectives, the secondary school curricula in the four ASEAN countries studied were designed to equip students with the ability to communicate in English. This is related to the status of English in ASEAN as an international language and lingua franca as well as regional identity. There is a slight difference in objectives, more so because of the choice of policy priorities of each country to make English the first language (L1) or English as the second language (L2). *Second*, from teaching materials, ASEAN countries teach general English skills in the form of listening, speaking, reading, and writing. However, in the emphasis, there is a difference because there are countries that choose one aspect as a priority. On the other hand, there are also ASEAN countries that provide additional material on aspects of English as a daily language, academic language, or the language of the world of work. *Third*, from the aspect of high school learning methods, ASEAN countries choose to use a student-centered approach. With this approach, the teacher facilitates students to actively achieve learning objectives. Collaborative learning in the form of group learning is the main choice. The difference between countries lies in the portion of learning in the classroom and outside the classroom. Likewise, with the duration of studying at a different school each week. Another difference lies in the aspect of language skills that you want to train. There are countries that emphasize cognitive aspects, but there are also countries that emphasize psychomotor and affective aspects of learning. *Fourth*, in the aspect of assessment, in general, the assessment is carried out with school-based assessments to see students' knowledge and skills in English. In general, assessments are designed, checked, and given feedback by teachers with reference to the standards set by the Ministry of Education of each country. However, between countries, there are differences in the choice of formal and non-formal exams, orally or in writing, in the form of tests or non-tests, and in independent or structured assignments. In general, ASEAN countries still use written tests, projects, and student performance tests.

The curriculum is basically a set of plans to achieve the learning goals or national educational goals of a country. Therefore, an effective curriculum design is one that is able to make language a part of habits and culture because the essence of language is culture. Differences in the achievement of middle school students in the countries studied are related to experience, human resource support, and the learning environment. Countries with good English experience will be faster to implement effective learning. Likewise, countries that have

the highest quality English teachers will more quickly make students skilled in English. Finally, related to the learning environment, for countries that use English as a language of communication on a daily basis, it will be easier for students to improve their abilities. Therefore, state policies in the preparation or revision of the curriculum must be able to accelerate and synergize the three aspects above.

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