

**THE IMPLEMENTATION OF EXTENDED-LEARNING TIME (ELT)
ON ENGLISH CLASSROOM FOR THE 10TH GRADERS AT XAVERIUS
2 JAMBI**

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ABSTRACT

The aim of this research is to investigate the implementation of Extended Learning Time (ELT) program in English classroom for the 10th graders at Senior High School Xaverius 2 Jambi. The participant of this research was the English teacher who teaches in class X of Social Science at Senior High School Xaverius 2 Jambi. Data were collected through two steps. In the first step, the researcher conducted classroom observation to investigate the strategies and activities carried out by the English teacher during the Extended Learning Time program. In the second step, the researcher interviewed the English teacher in order to find out how he perceives his implementation of Extended Learning Time program.

The results of this research show that Extended Learning Time in class X of Social Science at Senior High School Xaverius 2 Jambi was implemented based on lesson plans for Specialization Class (Program Peminatan) as regulated in the National Curriculum of 2013. The Specialization Class (Program Peminatan) became the target of extended learning time at Senior High School Xaverius 2 Jambi. This research also found that there were no differences in strategies used by the teacher during Extended Learning Time and the regular English classroom. However, the differences were observable in terms of learning materials. The materials for Extended Learning Time program were taken from English textbook published by Publisher Erlangga that follows the Curriculum of 2013 for Specialization class. Furthermore, the learning themes for the Extended Learning Time class were focused more on various topics related to job applications, for example job interviews and application letters for companies, banks, and agencies. The interviews with the teacher confirmed that learning materials and activities given during ELT helped students to build more understanding and skills related to the English subjects.

1. INTRODUCTION

The recent 2013 curriculum has been claimed as a response to the previous school-based 2006 curriculum. The Indonesian government has implemented this new curriculum emphasizing more on competence and character building (Kemendikbud, 2013). The government has also increased the school hours, so for example the tenth graders previously had 38 hours a week now they have to spend 42 hours a week at school, and the eleventh and twelfth graders before only spent 38 hours a week now they have 48 school hours a week (Kemendikbud, 2013). In addition to the extension of school hours, several schools have also implemented extended learning time (ELT) program. Extended learning time is considered as one of the ways to accommodate learning progress (Benedetto-Nash & Tannock, 1999). According to Benedetto-Nash and Tannock (1999), Extended Learning Time (ELT) refers to any educational program or strategy that increases the amount of students learning hours, intended to improve students' academic achievement and test scores, and reducing learning loss, gaps and achievement.

The addition of extra hours to study means that students have extra times to repeat the same learning activities which are expected to improve their memories, as Anderson (2008 as cited in Haryanto, 2011) said that improving students' intellectual memory is an effective strategy to improve learning outcomes. Similarly, Farbman (2012) argued that students' achievement can be improved by studying the material that has been studied repeatedly so that the material is more easily remembered. With repetition, the materials retained in students' mind, making it easier to reproduce. The extended learning time usually conducted in the afternoon after the school hours is over. Therefore, by providing students' extra hours to learn this strategy is expected to improve the outcome of the learning process.

In a particular case of Jambi province context, Xaverius 2 senior high school is the example of the school that has implemented extended learning time (ELT) strategy. English is one of the subjects that have become part of this ELT project. From my experience as a pre-service teacher in Xaverius, the researcher witnessed that the school has 5 times of 45 minutes a week for English subject. In my personal interview with the English teacher of class X of social science on the 18th of July 2017, the researcher understands that the ELT was implemented because of the curriculum of 2013 policy. The extended learning time is implemented

based on consideration that the study hours in Indonesia is shorter than other countries. Furthermore the addition of learning time will make students stay longer at school, so that it is expected to provide schools to have more opportunities to build students' character and moral.

These insights have triggered the researcher to investigate more on how English teacher of class X of Social Science at Xaverius 2 implemented extended learning time (ELT) as a strategy to enhance his students' learning. This study also investigated the effects of this extra hours on learning conditions in his class. Therefore, the researcher endeavours to conduct a research entitled **THE IMPLEMENTATION OF EXTENDED LEARNING TIME (ELT) ON ENGLISH CLASSROOM FOR THE 10th GRADERS AT SENIOR HIGH SCHOOL XAVERIUS 2 JAMBI.**

1.1 Research Questions

The research questions of this research is how did the English teacher class X of Social Science at Xaverius 2 Jambi implement extended learning time (ELT) in his classroom and to what extent has the extended learning time (ELT) affected learning condition in English class for the 10th graders of Social Science stream at Xaverius 2 Jambi ?

1.2 Objectives of this research

This research will investigate how the English teacher in class X of Social Science at Xaverius 2 Jambi has implemented the extended learning time (ELT). This research is also aimed to examine whether the extended learning time (ELT) strategy has affected students' learning condition in class X of Social Science at Xaverius 2 Jambi.

2. REVIEW OF RELATED LITERATURE

2.1 English in Indonesian Educational system

The status and function of English in Indonesia in this globalization era is as the first foreign language which is being taught in educational context. Based on the Regulation of Ministry of Education and Culture Number 096/1967 (Kartono, 1976: Alwasilah, 1997) which regulates about the status and function of English in Indonesia, it states that English has been used as the first foreign language in Indonesia since 1955. Marhum (2009) argued that English has some official functions in Indonesia: (1) Means of communication among Nations (2) means of development supporter of Indonesian language to become modern language, and (3) means of science and technology transfer for national development.

English has several functions in the globalization era. Firstly, many nations all over the world have a growing rate of interdependence (Alwasilah, 1997). International relation is not only limited to the economic and political area, but also it operates in many other aspects of life. Their functions include the establishment of close relations with other nations and the implementation of foreign policy as regulated on the Regulation of the Ministry of Education Number 096/1967. Secondly, globalization brings about an increase in international competition. The mastery of science and technology becomes the key to win the competition. For that reason, English should be functioned as an instrument of applying and advancing science and technology to accelerate the developmental process (Crystal, 1997; Ingram 1993). This function includes the acquisition, use, and development in a general sense. This function also covers the use of English as an instrument of development that supports the use of Indonesian as a modern language (Alwasilah, 1997; Huda, 2000).

2.2 English in Secondary Schools

In the early of 1950, when a foreign language has to be chosen for the school curriculum nationwide (either Dutch or English), policy makers in Indonesia were well aware that English could serve a very important role as a tool in the development of the country, both for international relation and scientific-technological advancement. English was chosen over Dutch despite the fact that the Dutch had colonized Indonesia for three and a half centuries. As well as recorded in our history, the official status of English in the country which has been the first foreign language and the political stance of Indonesia's government is quite firm: "English is not and will never be a social language nor the second official language in Indonesia" (Sadtono, 1997:7).

In secondary schools, where the students receive the bulk of their English language instruction, English is as a required subject. In lower secondary schools, it is taught four times a week (45 min. per lesson). In upper secondary schools, English is taught twice a week in the first and second years. In the third year, it is taught four times a week in the science and social studies strands, and 10 times a week in the language strand. One academic year is 36 weeks, so lower secondary school students receive up to 136 lessons a year and 368 lessons in three years. Thus, during their schooling in the lower and upper secondary schools, the students get some 736 hours of English instruction in a very significant number of hours devoted to a foreign language.

2.3 Extended-Learning Time

Extended learning time can take a variety of forms, but it generally falls into one of two categories: 1) programs that add hours or days to the regular school schedule using existing staff and facilities; and, 2) out of school programs (after school or summer school) that are operated separately from the regular school day or year (Garcia & Nylén, 2010). This research will focus on adding hours for learning in a day because the object school is implementing that kind of extended learning time.

The definition of extended learning time can encompass a multitude of programs and options. For the purposes of this report, we examined extended learning time options formally incorporated into the school day or school year; for example, if a school moves from a 6-5 hours school day to an 8-hour school day or adds 20 school days to the school year. This report does not review opportunities for extended learning time such as supplemental programs offered before or after school. In addition, it does not include research focused on year-round school programs because those programs generally do not add days to the calendar but are merely a redistribution of the existing number of school days. (REL Midwest 2010).

There is a growing consensus that our education system needs to increase the students' time to spend in school or school sponsored learning activities. This is especially important in low-income communities, where students may not have access to enrichment activities or academic supports outside of school.

The term "extended learning time" is used to refer to everything from after-school tutoring to comprehensive school reorganizations that expand and align a wide range of academic and non-academic offerings (Grant, 2012). Some districts focus on lengthening the school day, others on adding days or even weeks to the school year. Using extended learning time to restructure schools can help to build the kind of alignment and support structure to enhance the delivery of a strong career and college prep curriculum.

3. METHODS

This research was designed to be a qualitative research which aims to investigate how English teacher of class X of Social Science at Xaverius 2 has implemented extended learning time (ELT) and how the extended learning time (ELT) strategy has affected learning condition in English class. Qualitative study, as Baxter and Jack (2008) explained, is an approach of research that facilitates exploration of a phenomenon within

its context, using a variety of data sources such as interview and document analysis. There are several categories of case study. Yin (1984) notes three categories, namely exploratory, descriptive and explanatory case studies ,descriptive case studies set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them. The goal set by the researcher is to describe the data as they occur. McDonough (1997) suggest that descriptive case studies may be in a narrative form. An example of a descriptive case study is the journalistic description of the Watergate scandal by two reporters (Yin, 1984). This ensures that the issue is not explored through one lens only, but rather with a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood.

4. FINDINGS AND DISCUSSIONS

This section presents about how the teacher implemented extended learning time program in his class. What kind of activity which teacher and students do in this class. This section also explains about material which the teacher uses in this Extended Learning Time class.

4.1.1 Learning Activities

a) Initial Activity

In this section the teacher started to open the lessons. The teacher entered the classroom and greeted with greetings. Then learners greeted the teacher and recited the prayer before starting the learning process. Then the teacher checked the attendance of their students. There was one of the student who was not present at the time because he was in Yogyakarta.

The next activity was preparing teaching and learning equipment. Teachers with learners prepared textbooks and other learning supplies. In this case learners borrowed books provided by the library SMA Xaverius 2. So at that time another students waited for the book, because borrowing books in the school library should be following the regulation process first. However the teacher could manage the class well before the book comes, the teacher invited students to discussed previous lesson. After teaching equipment has prepared. Teachers began to repeat a bit of previous learning materials. Here, the teacher asked about the previous material and checked how far the students' understanding about the material. This activity was done by the teacher to see how far the material is well controlled by the students so that the teacher can continue the next lesson.

b) Core Activity

In core activity teacher explained the subject matter. After discussing the matter on the previous material, the teacher began to explain

the next lesson material that is about "filling out forms in banks, companies or agencies". The teacher explained the text structure on the stuffing forms used in companies, banks, and agencies by displaying images. The teacher asked students to observe the form sheets and form samples. Teachers provided material / questions to develop learners from interactive media related to the structure on the form fields used in companies, banks, and agencies. The teacher mentioned detailed information and certain information from the form fields used in companies, banks, and agencies.

In the next activity teacher conducted question and answer. The process of questioning between teacher and students is done when the teacher explained and when the teacher has finished explaining the subject matter. After that the teacher gave training to all his students. In this case the teacher took practice from the printed book provided by the school. In his practice there was a form filling format in companies, banks or agencies.

After the teacher gave the exercises, students discussed the answer. In doing the exercises the teacher provided an opportunity for students to discuss with their friends in order to more easily understand the teaching materials presented by teachers. While waiting for students to do the exercises, teacher go around to monitor the students who do not do the exercises.

While the teacher monitor the students ,students worked on the answer at writing. Then the teacher asked some students who have completed the exercise questions, to write their work on the board and discussed together by the teacher and students.

If still encountered learners who do not understand well how to do the questions that have been given the teacher immediately approached and directed the learners. Then the teacher gave back the exercise question from English textbook about the specialization, for additional work of the students at home.

c) Final Activity

In the final activities, the teacher with students concluded learning materials. At the end of the lesson the teacher with the students recaptured the lesson learned previously. Then the teacher closed the classroom meeting by saying good-bye and leaving the classroom.

4.2 DISSCUSSION

This section discusses about the explanation or discussion about the findings of learning activities, the effectiveness of Extended Learning

Time, the cost and challenges of Extended Learning Time program in addition the definition of Peminatan class in curriculum of 2013.

4.2.1 Learning Activities

The learning activities applied by the teacher have followed the proper sequence, starting from the introduction, core activities and closing. All activities are done well based on the learning sequences.

a. preliminary

The teacher's introduction beginning with greeting and checking student attendance, but the teacher did not address the learning objectives, so students did not know what is the learning objective for that day. Teachers only provided motivation to make students are enjoy and interest in learning English such as never stop trying to use English in the English classroom even the English performances of the student is not well “ you need to try to use English in this class, wheater the sentence is wrong”. So that students are motivated to use English in the classroom. However the teacher should convey the purpose of learning so that students can know what the purpose of studying the material. The teacher started the lesson by asking the assignments about filling out forms in the school when the students enter Xaverius 2 Senior High School that have been given at the previous meeting, and discussing them together with the students.

b. Core activities

The teacher explained the material from Erlangga's book on Peminatan program "filling out forms in banks, companies and agencies". The teacher explained briefly how to fill out the form. After the teacher has finished explaining, the teacher gave the students time to ask if there is anything did not understand from the teacher's explanation. Then the teacher invited his students to rewrite the material that has been described. As students noted, teachers pay attention to the students by going around, this is done by the teacher to avoid having students who do not take notes. The teacher gave some examples of problems done by students and discussed together by teachers and students, so that students play an active role in the learning process. Then the teacher also gave the exercise questions that are done in discussion with a friend and asked some students to do it on the board. so that students can play an active role in the learning process.

Teacher assessed the results of the work of students and teacher provided rewards to students who can do the exercise questions, by providing additional value in the activation class. And teachers provided reinforcement to students who have not been able to complete the practice

questions provided by the teacher. This is done so that the students can re-learn that they are able to complete the training questions.

c. Final activities

In the final activity, the teacher gave back the exercise question from English textbook for additional work of student at home. The teacher with the students concluded the material which has been learned. This activity has very good value because the teacher run the sequence of learning activities well. Then the teacher closed the classroom meeting by saying good-bye and leaving the classroom.

Further, based on the observation there is no differences strategies used by the teacher in Extended Learning Time program and regular class. They are different from material , material for the Extended Learning Time program is from Erlangga's book for class of Peminatan (specialization) .

d. Classroom Setting

Classroom X IPS 1 observer is quite comfortable because the classroom is clean, wide enough, bright and there are two fans those does not make students hot, and the class is only filled with 38 students, so students can learn well and teachers can easily to control the students if they are doing the tasks assigned by the teacher. When viewed in terms of student seats, female students sit with female students, as well as male students sitting with male students. This meant that there would not be too much commotion between male and female students.

Initially the atmosphere of the classroom while the lesson was under control. But in the middle of the lesson, there are students who tap into the classroom to make things rowdy because all the students laugh. Many students, especially those in the back row, are busy talking to friends nearby and not working on the given questions. According to the researcher, teacher who teach in this class is quite respected so that students are afraid to be rebuked.

In terms of mastery of the material, teacher success in bringing their students to actively learning and understand the material provided. This is seen from the number of students who raise their hands when asked to go forward to solve the problem in front of the class, when the teacher provides an exercise on how to fill forms in companies, banks and agencies.

Again classroom that used by the students is also same with regular class , There is no special place for students who follow the Extended Learning Time program. The school just add time and material for this

classroom without think about a new place or environment to make students enjoy and comfortable with the classroom.

4.2.2 The Effectiveness of Extended Learning Time

The extended learning programs examined in this review were largely beneficial to the students who participated in them, at least to some degree. The programs overall were more likely to produce positive student outcomes than to have insignificant or negative effects. We can see from the statement of the teacher in question number 8:

"Effective or not can be seen from its output, because for the class that is currently only the first year. I have not been able to see the effectiveness of it in the field. Because according to the material taught will be used in the world of work later. But the results of student learning can be said to have an increase. especially insights on form filling in companies and banks. "

How effective the programs were in promoting academic achievement varied, both within and across the different types of programs. In general, however, the different types of programs did not produce markedly different outcomes and no single program type emerged as the most effective. In addition extended learning time having a positive effect on student learning, it has been shown that being out of school with nothing to do can have a negative effect (Harvard Family Research Project).

Extended Learning Time Program, which included full-day school and academically focused after-school programs, were largely beneficial for students, but the effects tended to be small. In this review, the findings for those programs were positive and about half demonstrated effects ranging from moderate to large in size.

4.2.3 The Cost and Challenges of Extended Learning Time program

There is no general fee for participation in the after-school program. Participation is based on both open-enrollment and referral. Students are identified as eligible to participate based on low academic performance. It was explained by teacher in the answer of question number 10 :

"There is no general fee to be paid by the students for participation in the after-school program. Also there is no money will be received by the teacher in this program. However, if the government think about the teacher and students need in this program it will be better".

Schools may need to initially offer incentives and/ or recognition to teachers to encourage greater participation in ELT programs, or require

participation on a limited basis, to maintain an optimum balance between highly trained teachers and other support staff and volunteers. More time on publicizing the program and obtaining buy-in from teachers is needed in the earlier years of program implementation.

The expansion from a one-hour to a two-hour after-school program meant that more snacks were needed for students, more transitions for students occurred between activities, and an office staff person was needed to sign students out for parents who chose to pick up their children rather than using the late bus. A longer program also made it more difficult to recruit teachers to stay and staff the after-school program, so more ed techs were hired to fill this need.

Based on teacher opinion there are some challenges in doing this program. Managing disruptive students' behaviour and finding time for new staff training are also two challenges for the after-school program. For some teachers who generally have less experience and training to manage student behaviour than regular classroom or special education teachers, making it more difficult to enforce consistent behavioural management strategies from the school day to after-school. The program does spend time orienting all staff and volunteers at the beginning of the year and reinforcing rules and expectations with students. Some students have difficulty controlling their behaviour in a less-structured environment and must be dismissed after the homework assistance hour or withdraw from the after-school program. In answer of question number 11 :

“Yes there is, first is to control the behaviour of students which after implemented the program is expected to change student attitude so much better. And the toughest challenge is to be self-made to make this program interesting and useful because there is no collaboration or assistance from the department in terms of material was late given.”

The biggest challenges facing the Learning Works program are the initial collaborative effort with the participating school districts ensuring the two organizations work together to support students transitioning from the school day to the ELT program, as well as the uncertainty of financial sustainability in the future.

5. CONCLUSION

Based on the finding and discussion in the previous chapter, the conclusion can be stated as follows:

1. Senior High School Xaverius 2 implement Extended-Learning Time (ELT) because of the curriculum 2013' policy. ELT program is implemented in xaverius 2 for Peminatan Class.
2. The teacher implemented ELT based on lesson plan “ PEMINATAN class” in curriculum 2013
3. There is no differences strategy used by the teacher in this program with daily classroom (regular) They are different from material & textbook.
4. Additional learning process of class X IPS 1 learning with optimal and conducive. This is because teachers have considered the right method or strategy used for the subject matter in the learning process. So that students pay attention and follow the learning English well.
5. Extended Learning Time program used to for teachers to work and plan together to strengthen instruction.
6. The ELT program is Time for students who need it to get specific, intensive remediation on subjects where they're struggling. After the implemetation of that program the knowledge of the students about fill in form of bank, agencies increase.

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