



## Development, Implementation, Evaluation, and Comparison Toward ELT Curriculum (A Case in Indonesia)

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### Abstract

*The study aims to shed light on the multifaceted landscape of English Language Teaching (ELT) curriculum in the context of its development, implementation, evaluation, and comparative analysis. The first phase of the study delves into the developmental aspect of ELT curriculum, examining the underlying theories, methodologies, and best practices that inform its construction. Through content analysis, and document review, the research seeks to uncover the pedagogical innovations, curricular adaptations, and the development of ELT curriculum. In the subsequent phase, the study investigates the practical implementation of ELT curriculum within the classroom environment. By employing classroom observations, content analysis, the research scrutinizes the translation of curriculum design into instructional practice, including the strategies used, the learning materials selected, and the student-centered approaches employed. The third phase of this study centers on the evaluation of ELT curriculum effectiveness. It utilizes assessment tools, outcome measurements, and student and teacher evaluations to gauge the impact of the curriculum on language proficiency, teaching effectiveness, and learning outcomes. Through a systematic review of different curriculum models, the study seeks to identify disparities, strengths, and weaknesses in diverse ELT approaches. This comparative perspective helps inform recommendations for potential improvements and adjustments in curriculum design and implementation. In summation, this qualitative study contributes to the ongoing discourse on ELT curriculum by unraveling its development, implementation, evaluation, and comparative aspects. By gaining a deeper understanding of the intricacies and variations within ELT curriculum, educators and policymakers can make informed decisions to enhance the quality of English language education.*

**Keywords:** ELT Curriculum, Curriculum Development, Curriculum Implementation, Evaluation, Comparison

### Introduction

The field of English Language Teaching (ELT) has witnessed significant changes in recent years due to advancements in technology (Liando et al., 2023), pedagogical approaches (Kumayas & Lengkoan, 2023), and the need to cater to

diverse learner needs (Nur et al., 2023). The development, implementation, evaluation, and comparison of ELT curricula play a crucial role in ensuring effective language learning outcomes. This study will explore the importance of these four components and highlight their significance in creating successful language programs. The

development, implementation, evaluation, and comparison of ELT curricula are vital to meet the evolving needs of learners, promote effective teaching practices, and foster continuous improvement in language education.

English Language Teaching (ELT) curricula play a pivotal role in shaping the language learning experiences of students, influencing their language proficiency, and ultimately, their ability to communicate effectively in a globalized world (Moybeka et al., 2023). The development, implementation, evaluation, and comparison of ELT curricula are critical components of the educational process, as they directly impact the quality of language instruction. The field of ELT curriculum design has evolved significantly over the years, with various approaches, methodologies, and resources being employed to cater to the diverse needs and aspirations of language learners (Rorintulus & Wuntu, 2023). It will examine the factors that influence curriculum design decisions, the identification of learning objectives, and the incorporation of relevant pedagogical strategies to ensure effective language acquisition.

Implementation is another vital phase of the ELT curriculum, where the carefully designed plans and materials are put into practice (Suoth et al., 2023). The success of implementation is contingent upon the alignment of the curriculum with teaching methodologies, the competence of educators, and the adaptability to the learners' needs. Evaluation is an indispensable component of the curriculum development process (Wuntu et al., 2022). A well-structured evaluation mechanism helps educators, institutions, and policymakers gauge the effectiveness of the curriculum, leading to informed decision-making for further improvement. Furthermore, the comparison of ELT curricula from different

contexts and regions can shed light on the relative strengths and weaknesses of various approaches, highlighting best practices and areas for improvement.

A curriculum often consists of general learning objectives and a list of courses and resources. Some curricula are more like lesson plans, containing detailed information about how to teach a course, complete with discussion questions and specific activities for learners. Curriculum is a plan developed to facilitate the teaching and learning process under the direction and guidance of a school, college, or university and its staff members (Komariah in Wahyuni, 2016). The curriculum is at the heart of the education process: it sets out what is to be learned, and how and when it is to be taught. It underpins all other parts of the system: it guides the day-to-day experiences of the classroom, it forms the basis for teacher training programmes, the content of textbooks and other materials, it determines how learning is assessed through the examinations systems, how standards are developed and how performance is monitored through school inspection and supervision systems. The curriculum is a major determinant of what graduates from the education system bring to the world of work.

Curriculum and teaching are two inseparable dimensions of education. A teacher will have guidance in conducting his instructions if he has clear comprehension on what is stated in curriculum. In other words, the curriculum takes place as the road mapping of an instruction and the instruction is the implemented of curriculum. Curriculum is dynamic, changing over time. The changing is important to keep up with the development of society, the demands of the students' need, and the progress of science and technology. The curriculum change is the logical consequence of the change of political

system, social and cultural, economic and science. On the basis of the curriculum-change, stakeholders in education design curriculum development for the improvement on the quality of education (Yohaningsih, 2021). This study discusses the analysis of curriculum in English Learning and Teaching. This issue also had been discussed by the previous scholars, such Sofiana, N., Mubarak, H., & Yuliasri, I. (2019); Thoyyibah, N., Hartono, R., & Bharati, D. A. L. (2019); Ratih, I. A. M. (2017); Mappiasse, S. S., & Sihes, A. J. B. (2014) and others. Hopefully, this study can enhance further information regarding the issue

### Review of Literature

The term curriculum comes from the Latin, Curricula which is interpreted as the distance that must be travelled by a runner. The implementation of this term in education is defined as the period of time taken by students in obtaining a diploma. This term from time to time continues to experience shifts and changes. These changes can be seen from the understanding of the curriculum which has changed into a number of subjects that must be taken by students to acquire some knowledge. The meaning of the curriculum is increasingly changing and adapted to the developments and needs that underlie the implementation of educators (Purba et al., 2021). The curriculum history is a journey of past curriculum implementation that can be used as an experience and lesson in thinking about the development and preparation of current and future curriculum. To avoid misunderstandings in its implementation, for example, the strategy of socializing curriculum design to teachers and educational institutions is effective and efficient (Persky et al., 2019).

In this sense, the curriculum is related to subjects, namely the subject curriculum as a guidelines of learning

activities for certain subjects to achieve educational goal. In general, the curriculum structure includes four main components, namely learning objective, learning material, teaching and learning processes and evaluation. In this regard, Law Number 20 of 2003 emphasizes that the curriculum is a set of plans as a guideline for implementing learning activities with the main components namely objectives, content / material, teaching and learning activity and evaluation (Adriantoni & Syafrudin in Mukhlasin & Wibowo, 2018).

The subject curriculum contains a meaning as a guidelines of learning activities for certain subjects and contains components in the form of: learning objectives to be achieved, content/ material, learning strategy and learning evaluation. Development is an activity that produces a tool or a way of revising something that already exists to be better and is considered good for use. In this regard, development is the process of translating the design specifications into physical form (Richey & Seels in Septiani & Putra, 2020); (Andries et al., 2019); (Hampp et al., 2021).

The fact that English is an international language makes mastering it critical. People must be able to communicate effectively in English to compete in the job market and other fields such as science and technology in the globalization era. A well-thought-out syllabus and curriculum in English language teaching are required to help students achieve this goal. Syllabus design and curriculum development are commonly used in language teaching and learning.

### Method

The research employed a descriptive method, which involved qualitative research techniques. This method focuses on a specific topic and then provides the research

results. Based on some research articles, the writers present the discussion in the form of timelines and interpretations. The subject at hand is analysis of curriculum in English learning and Teaching. This qualitative research employs three stages of activity: collection, evaluation, and analysis. Cresswell (2007) stated that qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. As a conclusion, a qualitative approach used to explore the phenomenon in order to understand the practice and behaviour in real social situation for small individuals' problem.

Data collection, specifically data collection from books and research journals on the <https://scholar.google.com> portal relating to analysis of curriculum in English learning and Teaching. The following step is evaluation, which involves determining the suitability of the data obtained with the questions and research objectives. Books and research journals published in the last fifteen years, from 2009 to 2023, must include descriptions of analysis of curriculum in English learning and Teaching.

## Findings and Discussion

### Findings

In this comprehensive exploration of Development, Implementation, Evaluation, and Comparison within the realm of English Language Teaching (ELT) curriculum, the culmination of an in-depth descriptive qualitative study unveils a rich tapestry of insights, challenges, and innovations. The study has diligently navigated the intricate path of curriculum design and the multifaceted phases of implementation, evaluation, and comparison, providing a detailed map of the landscape of language education. By delving into the nuances of these critical processes, the findings offer a

compelling narrative that sheds light on the complex and dynamic world of ELT curriculum development and implementation, promising to influence both practice and policy. This research not only captures the essence of the diverse approaches and practices but also highlights the factors shaping the past, present, and future of ELT curriculum development and, by extension, the language learning experiences of students. The findings unveiled herein beckon the reader to explore the intricate threads woven into the fabric of ELT curriculum, beckoning us to scrutinize the present while envisioning an ever-evolving future of language education.

The Researchers conducted an analysis of some studies. It can be identified that fifteen studies are analyse the development of curriculum in ELT, the implementation of curriculum in ELT, the evaluation of curriculum in ELT, and the comparison of curriculum in ELT as seen in the following diagram as follows:

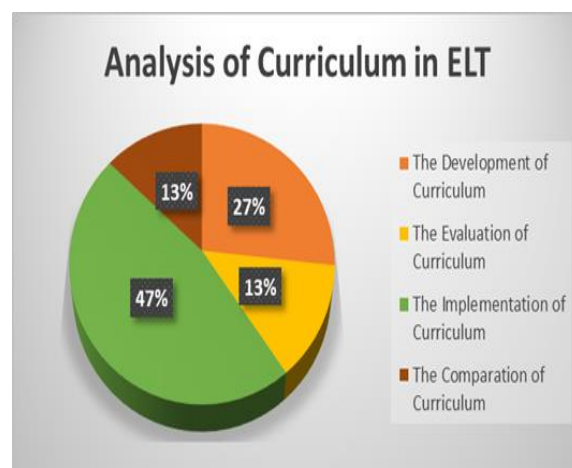


Figure 1. Analysis of ELT Curriculum

There are previous researches that analyzed the curriculum in English learning and teaching. In the table below, the researchers show the results of research from several articles that discuss about analysis of curriculum in English learning and teaching. From the result we can find out the kinds of curriculum design in English

learning and teaching which has been implemented by several institutions, these can be seen in the description below:

Chamnong Kaewpet, (2009), (A Framework for Investigating Learner Needs: Needs Analysis Extended to Curriculum Development). This paper presents a framework for investigating the English for Specific Purposes (ESP) needs of Thai engineering students who will study ESP in an English as a Foreign Language (EFL) environment. The theoretical research originates from an aspiration to update and improve an ESP course. The review of literature indicates that learner needs will have to be addressed if the course is to be successful. The literature suggests important principles for investigating learner needs, specifying that attempts should be made to meet those needs in actual teaching and learning situations, which further involve attention to curriculum development.

Sitti Syamsinar Mappiasse & Ahmad Johari Bin Sihes, (2014). (Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review). Findings show that the current program requires upgrading, while a lot of administrative adjustments are required to encourage students learning the language as part of the curriculum. It was further concluded that the only way to improve quality of graduates and make them useful in the international labor market is to incorporate English as part of the curriculum and as medium of teaching in Indonesia.

Sandy T. Soto, (2015). (An Analysis of Curriculum Development). This work aims at exploring the social and educational forces that impact any curriculum. It also provides an overview about how culture, ethnicity, linguistics, politics, economy, and history have impacted the curriculum in Ecuador in the past and today.

Intan Siti Nugraha and Didi Suherdi, (2017). (Scientific Approach: An English

Learning-Teaching (ELT) Approach in The 2013 Curriculum). The findings show to some extents. First, the finding shows that all the five stages of scientific approach were completely executed in four meetings of delivering one material or one Basic Competence (KD) eventhough the five stages were not always conducted in every meeting which was different from lesson plan made. The teacher provided plenty activities in each stage. Scientific approach implemented by the teacher could engage students in active learning activities and develop various students' contributions.

M. Enamul Hoque, (2016). (Teaching to the EFL Curriculum or Teaching to the Test: An Investigation). The study indicates that the curriculum corresponds to the textbook, while the EFL public examination does not represent the curriculum and textbook that there is a negative washback of the HSC examination on EFL teaching and learning. The areas mostly influenced by washback are found to be those related to the immediate classroom contexts: (i) teachers' choice of materials, (ii) teaching methods, (iii) classroom tasks and activities, (iv) perceptions of teachers and the learners on the examination, (v) teaching strategies, and (vi) learning outcomes.

Fatma Özüdoğru & Oktay Cem Adıgüzel, (2016). (The Analysis of the Views of English Teachers about 2nd Grade English Language Teaching Curriculum). Research findings indicated that teachers found the strengths of the 2nd grade English language teaching program as benefits of English teaching in the 2nd grade, applicability to the 2nd grade students, focus on listening and speaking skills and the learning-teaching process whereas they found applicability of the program in different learning contexts to be the weakness. In addition, it was found that teachers had problems due to teaching at the 2nd grade for the first time and not

getting any in-service training about the program.

I. A. M. Ratih, (2017). (The Analysis of Classroom Character Education in English Lessons Based on the 2013 Curriculum). Result of the analysis indicates that the teacher inserts the character values in indicators, learning materials, learning steps, and assessment instrument in lesson plans. In teaching and learning activities, character values are also implemented. However, the character values which are inserted in learning activities are different from one with another. It depends on the topic and indicators that will be achieved. In the evaluation, the strategies which were used by the teacher were in the form of advice and scoring rubric to assess character education in the process of teaching and learning

Maulidia Rachmawati Nur & Ahmad Madkur, (2017). (Teachers' Voices On The 2013 Curriculum For English Instructional Activities). The present paper is aimed at providing a picture of challenges, opportunities and teachers' perception on the use of this curriculum in English teaching. The data were collected through in-depth interview to six English teachers in six pilot schools in Bogor and Lampung. The analysis shows that most teachers accepted the curriculum. However, according to them, the curriculum should be evaluated and further developed.

Nina Sofiana, Husni Mubarak & Issy Yuliasri, (2018). (English Language Teaching in Secondary Schools: An Analysis of the Implementation of Indonesian ELT 2013 Curriculum). The results showed that the planning stage conducted by teachers was in accordance with the principles of the 2013 curriculum by taking into account the core competencies, basic competencies, graduate competency standards, materials and learning activities, the selection of learning strategies and assessment. The teaching and

learning process of the 2013 curriculum in English subject was well implemented. The process was also based on the principles of applicable curriculum by promoting a scientific approach.

N. Galloway & T. Numajiri, (2020). (Global Englishes Language Teaching: Bottom-up Curriculum Implementation). This article reports on a study with preservice and in-service TESOL practitioners taking a Global Englishes for Language Teaching (GELT) option course in a 1-year Master's in TESOL programme at a Russell Group university in the United Kingdom. The study explores attitudes towards GELT but also towards the proposals for, and barriers to, curriculum innovation as well as factors influencing such attitudes. GELT curricular innovation is complex, particularly due to the conceptual transition that it requires, but this should not deter TESOL practitioners from considering the relevance of GELT for their contexts. TESOL practitioners' attitudes are important in the curriculum innovation process. This study examined their views on the proposals and barriers being discussed in the literature and it is imperative that any innovation be considered with reference to the wider context within which it will take place, rather than bombarding them with new ideas and practices.

A. K. Pertiwi & R. Pusparini, (2021). (Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum). After being analyzed, the results showed that not all teachers understand the concept of Merdeka Belajar. The finding also showed that the implementation of a one-page lesson plan (RPP 1 Lembar) had not met the expectation of Merdeka Belajar. What was being stated by participants was different from what was being told during the interview and this affects the final results. However, all

participants fully support the implementation of this new curriculum.

Mimi Sri Irfadila & Winda Noprika, (2022). (The Importance of Needs Analysis in Curriculum Development Language Learning). This resulted in curriculum development not achieving educational goals. This article aims to discuss needs analysis as a basic reference before carrying out curriculum development. This article also aims to describe the views and stages in carrying out a needs analysis to develop a curriculum in language learning. The method of writing this article uses a literature study technique by presenting theories from experts and reviewing research results related to the needs analysis of curriculum components.

Y. Hermawan, E. Pratikno, & A. L Arifin, (2022). (Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education). The result showed that the human resources in Indonesian, independent from curriculum design to implementation in schools, found significant obstacles where the government was successful in designing the curriculum but it was constrained in implementation. It can be seen quite a lot has been achieved and a lot has not been achieved. Thus, these results were helpful for the subsequent study.

K. Kasman & S. K. Lubis, (2022). (Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum). The results of this study indicated that the design of the teacher performance evaluation instrument in the new learning paradigm of the Merdeka Curriculum take into account teachers' planning, implementation and assessment of the learning. Lesson planning is evaluated based on the comprehensiveness of the components

contained in the teaching modules composed by a teacher. The teaching module must contain indicators of general information and core components. The instrument utilized is a documentation review using a checklist sheet with a Guttman scale. The implementation of the learning is evaluated based on the teachers' learning practices, using the indicators of the teachers' skills in preliminary activities, core activities and closing activities.

Siti Rahimah & Hesty Widiastuty, (2023). (2013 Curriculum and Merdeka Curriculum In English Learning In this research, differences and similarities were found in the use of the 2013 Curriculum and Merdeka Curriculum in English Learning). The 2013 Curriculum introduced as a national curriculum in Indonesia in 2013, aims to facilitate holistic student growth, encompassing cognitive, emotional, and psychomotor aspects. Beside it, the Merdeka Curriculum introduced as a national curriculum in Indonesia during the pandemic COVID-19 in 2021, aims to guide the development of students' potential and competencies. The Merdeka Curriculum is a self-directed learning approach currently being implemented as the basis of student education. The improvement of student learning outcomes is closely related to the teaching and learning processes carried out by teachers and students, and curriculum development also focuses on enhancing learning in schools.

### ***The Development of Curriculum in ELT***

The development of an ELT curriculum involves a systematic process that considers various factors such as the learners' needs, learning objectives, teaching methods, and assessment strategies. It is essential to align the curriculum with national or institutional standards and take into account the cultural and contextual aspects of the learners. For

instance, considering the use of technology in language learning can enhance engagement and foster autonomous learning. Curriculum developers must also consider the integration of language skills, grammar, vocabulary, and cultural awareness to provide a comprehensive language learning experience.

Based on the research results above, we can see that every year there are updates related to the curriculum, including the curriculum for teaching and learning English. Apart from that, updates in the English language teaching curriculum are not only happening in Indonesia, but in every country because English is an international language which is very important for communication between countries. In research conducted by Kaewpet (2009), the framework described in this paper is created for the investigation of learner needs which is integrated into the curriculum, and implemented and evaluated while the course is underway to establish if learner needs have been met. This framework is for a needs analysis which is extended to curriculum development. The investigation starts from an analysis of communication and learning needs, and proceeds through the spiral and iterative stages of curriculum development. Prior to classes, learner needs are established as a result of individual interviews with key stakeholders from five groups. After the interviews, the identified needs are assessed in terms of their suitability for the context under investigation. Based on the identified needs and preliminary reflections, a new curriculum is designed for the first part of the course by the teacher researcher. The curriculum design process includes: context analysis and course planning; establishing the principles of teaching and learning; formulating aims and objectives; designing of syllabus and instructional materials; and, in conclusion, assessment.

Other studies that analyses the curriculum development are conducted by Soto (2015) and Irfadila & Noprika (2022). They both analyze curriculum developments even though they are in different countries. Soto (2015) analyzed curriculum development in Ecuador. In this study, researchers revealed that several are the factors that influence education throughout the globe. As time passes, what is taught to the citizens in a country depends on the changes and advances of a particular generation and philosophic currents that dominate the population of that country in that particular time. Culture, Ethnicity, Linguistics, Politics, Economy, and History as Social Forces Impacting the Ecuadorian Curriculum. After having identified the social and educational forces that impact curriculum as well as the common needs of the curriculum worldwide, it is important to provide an overview about those agents who participate in the development of the curriculum. As conclusion, the researcher states that curriculum development is not a simple and steady process. Instead, it is a complex, changing, and ongoing process that requires lots of analysis from curriculum developers. Therefore, curriculum developers have to consider many aspects when developing curriculum. They must analyse the social forces such as politics, economy, culture, history, technology, and religion as well as the educational forces. The educational forces include philosophers and their philosophical currents, the curriculum developer's philosophy as well as the students, society, and the subject itself that impact the curriculum in the time it is being developed. Also, they must have a broad understanding about the needs of the curriculum. These needs involve the society, students, and the subject's needs at a specific time as life and time advance.

Different from Irfadila & Noprika (2022), who analyzed the curriculum



development in Indonesia. The research revealed that the stages of analyzing student needs do not just appear. This stage is examined based on certain objectives in the learning process carried out. For example, in learning Indonesian, student needs analysis is seen in the learning objectives of students being able to read comprehension. The purpose of learning is to achieve reading comprehension abilities and skills for students. So, it takes a number of things that need to be analyzed to achieve these goals. Needs analysis in the curriculum can also be carried out based on curriculum development models, one of which is based on the EDDIE model. This curriculum development model is classified as simple in its distribution, but is quite detailed in the description of the steps. Furthermore, in curriculum development, situational analysis is carried out through context analysis by utilizing SWOT analysis. Matters included in the scope of the curriculum development situation analysis include: 1) Vision, mission and school goals, 2) identification of graduate competency standards/ learning outcomes, 3) internal studies or school conditions (students, educators and staff education, costs, and school programs), 4) external studies or school situation (committee schools, education councils, education offices, professional associations, the world of industry and the world of work, natural resources, socio-culture, regional, national and international development potential and demands). Beside it, Environmental analysis is needed in curriculum development. Apart from being an input in curriculum development, environmental analysis is also very much needed in developing programs that will be implemented by a school. Therefore, environmental analysis is an integral part of curriculum development. From the results of study, the researchers conclude that the study of needs analysis is an important thing

to do. The involvement of teachers as the spearhead in conducting curriculum analysis is very necessary. Curriculum analysis is important because it becomes a foundation for teachers and stakeholders to improve quality and improve curriculum implementation. It is also needed as a source to carry out curriculum development in achieving educational goals.

### ***The Implementation of Curriculum in ELT***

Once the curriculum has been developed, its successful implementation is crucial. Teachers play a pivotal role in delivering the curriculum effectively. They need to be trained adequately to understand the curriculum's goals, content, and teaching strategies. Providing professional development opportunities for teachers can enhance their pedagogical skills and ensure proper execution of the curriculum. Additionally, the availability of resources, materials, and technology also contributes to the successful implementation of the curriculum.

Within a period of fifteen years, analysis of curriculum implementation was the most research conducted. Research that analyzes curriculum implementation in ELT includes research from Nur & Madkur (2014), Özüdoğru & Adigüzel (2016), Nugraha & Suherdi (2017), Ratih (2017), SofianaMubarok & Yuliasri (2019), Galloway, N. & Numajiri, T. (2020), Pertiwi, A. K., & Pusparini, R. (2021), and Kasman & Lubis (2022). Based on several studies, we can understand how important it is to carry out analysis on curriculum implementation in ELT. Analyzing the implementation of a curriculum is essential for ensuring its effectiveness, making improvements, aligning with educational goals, optimizing resource allocation, and ultimately providing a high-quality learning experience for students.. By analyzing the implementation process, educational institutions can assess

how well the curriculum is being delivered and whether it is achieving its intended outcomes. This assessment helps in identifying strengths and weaknesses, enabling necessary adjustments for improvement. Moreover, implementation analysis helps in identifying the challenges faced during the execution of the curriculum. These challenges could be related to resources, teaching methods, student engagement, or any other factors. Recognizing these challenges is the first step in finding solutions.

Education is an evolving field. Analysing the curriculum implementation allows educators and policymakers to understand what works and what does not. This knowledge is essential for making informed decisions about curriculum revisions and updates, ensuring it remains relevant and effective. Beside it, curriculum implementation analysis helps in ensuring that the teaching methods, assessments, and learning activities align with the educational goals and objectives. This alignment is essential for providing a coherent and meaningful learning experience to students. By understanding how the curriculum is implemented, institutions can allocate resources effectively. This includes not only financial resources but also human resources, technology, and other necessary tools for successful implementation.

Analysing the implementation process generates valuable data. This data can be used for evidence-based decision-making. Educators and policymakers can use this data to identify trends, make predictions, and implement strategies that enhance the learning experience for students. Monitoring the implementation of the curriculum ensures that the quality of education remains high. Consistent analysis helps in maintaining standards and ensures that the curriculum meets the necessary

benchmarks of quality education. Analysing the implementation process often involves feedback from various stakeholders, including teachers, students, parents, and administrators. Engaging with these stakeholders fosters a sense of ownership and collaboration, leading to a more effective learning environment. Through analysis, educators can identify whether the curriculum meets the needs of diverse learners. It helps in understanding if the curriculum is inclusive and accessible to students with different learning styles, abilities, and backgrounds.

### ***The Evaluation of Curriculum in ELT***

The evaluation of an ELT curriculum is an ongoing process that helps identify strengths, weaknesses, and areas of improvement. Evaluation can be done through various methods such as classroom observations, student feedback, and assessment results. Regular assessment of the curriculum helps gauge its effectiveness and makes necessary adjustments to meet the learners' needs. Evaluating the curriculum also allows for continuous professional development of teachers, as they can reflect on their teaching practices and make improvements accordingly.

Mappiasse & Sihes (2014) conducted research on Evaluation of English as a Foreign Language and Its Curriculum in Indonesia. In this research it was explained that the adoption of English language by Indonesia has brought about a tremendous change in the educational policies of the country. Consequently, some pedagogy relating to English language teaching, namely, the methodology, curriculum, and evaluation is been given substantial attention so as to improve the competency of its usage in the country. Based on the critical review and evaluation of English language as part of the curriculum in Indonesia, it was observed that there is

adequate need of regular evaluation of the both educational system and curriculum so as to ensure uniformity in dissemination of knowledge. This will give a way of measuring the efficacy of the system. Through evaluation, accountability will be given to external stakeholders. From the result of research, it can be concluded that there should be constant re-training of teachers and students in order to level up with international standard and make business transactions and dealing easy for Indonesians. Improving on the English language as part of the curriculum will also give an additional advantage to the graduates to be able to get job opportunities at international levels. It is therefore very paramount to evaluate the English and a foreign language as part of the curriculum in Indonesia.

Hal tersebut sejalan dengan penelitian yang telah dilakukan oleh Hoque (2016), yang mengemukakan bahwa testing is one of the basic components of any curriculum, and plays a pivotal role in determining what learners learn. In Bangladesh, English language is taught as a foreign language (EFL), and practiced within a context-restricted environment in which the determiners of language learning phenomenon depend on classroom activities, determined by the classroom teacher. Higher School Certificate (HSC) level students study English subject comprising two papers carrying 200 marks; and they sit for the public examination at the end of two years of study. It is often assumed that washback exists to influence teaching and learning to a certain extent. So, it needs to examine whether this public examination influences English language teaching and learning. And the result of the study, revealed that the teachers were found using examples from textbooks that primarily emphasized the skills used in taking the HSC examination. Therefore, a conclusion may

be drawn that most of the teachers (80%) teach to the test using commercially produced material such as guide book, suggestion book, test papers, etc. Thus, the syllabus, curriculum and their objectives are ignored in the classroom on the pressure of test preparation.

### ***The Comparison of Curriculum in ELT***

Comparing ELT curricula provides valuable insights into the strengths and weaknesses of different approaches. It enables educators to identify the most effective teaching practices and adapt them to their own context. Comparisons can be made across different institutions, countries, or even within the same institution. By analyzing the similarities and differences, educators can make informed decisions about curriculum design and implementation. Additionally, comparing curricula fosters collaboration and knowledge sharing among language educators, leading to continuous improvement in the field of ELT.

The last analysis is a comparison between the old curriculum and the new curriculum in ELT. We can find out the benefits of this analysis from research conducted by Pratikno & Arifin (2022) and Rahimah & Widiastuty (2023). From the results of these two studies, it can be concluded that comparing the old and new curriculum in ELT is instrumental in identifying areas of improvement, incorporating best practices, adapting to changing needs, enhancing relevance, improving teacher training, promoting innovation, facilitating data-driven decision making, and ultimately enhancing student outcomes in language learning.

Comparative analysis also helps in identifying gaps between the old and new curriculum. These gaps might be related to content, teaching methods, assessment strategies, or learning outcomes.

Recognizing these gaps allows educators to address specific areas that need improvement. By comparing the old and new curriculum, educators can assess the effectiveness of the changes made. They can evaluate whether the new curriculum leads to better student engagement, improved learning outcomes, and enhanced language proficiency compared to the old curriculum.

Comparative analysis allows educators to identify best practices from both the old and new curriculum. By integrating successful teaching methods and approaches from the old curriculum into the new one, educators can create a more comprehensive and effective learning experience for students. Language teaching methods and language use evolve over time. Comparing old and new curricula helps in understanding how language learning needs have changed. Educators can then adapt the curriculum to meet the evolving requirements of language learners in a contemporary context. The analysis helps in determining whether the new curriculum is more relevant to the current socio-cultural context and the needs of the learners. A curriculum that is culturally sensitive and addresses real-life language needs is more likely to engage students and facilitate effective learning.

Comparative analysis provides insights into the skills and competencies required for effective implementation of the new curriculum. This information can be used to design targeted training programs for teachers, ensuring they are well-equipped to deliver the curriculum effectively. Analysing the differences between the old and new curriculum encourages innovative thinking. Educators can identify innovative teaching methods, technologies, and materials that can be integrated into the new curriculum, making the learning experience more engaging and dynamic.

Furthermore, comparative analysis generates data that can be used for data-driven decision making. Educators and policymakers can use this data to assess the impact of curriculum changes and make informed decisions about future modifications and improvements. By addressing the shortcomings of the old curriculum and incorporating effective elements into the new one, the comparative analysis ultimately contributes to enhancing student outcomes. Students are more likely to achieve language proficiency and other learning objectives when the curriculum is well-designed and effectively implemented.

In conclusion, the development, implementation, evaluation, and comparison of ELT curricula are essential for effective language teaching and learning. By considering the learners' needs, aligning with standards, providing proper training for teachers, conducting regular evaluations, and comparing different approaches, language programs can be designed and delivered more effectively. This leads to improved language proficiency, learner engagement, and the overall quality of language education. As the field of ELT continues to evolve, it is crucial to prioritize these four components to meet the ever-changing demands of language learners and promote excellence in language education.

### **Conclusion and Suggestion**

This present paper shows that the reviewer categorized fifteen studies into the form of a diagram and a table that contain of analysis the development of curriculum in ELT, the implementation of curriculum in ELT, the evaluation of curriculum in ELT, and the comparison of curriculum in ELT. The curriculum and syllabus are introduced briefly in language and explained in straightforward terms, such as those found in the articles. The findings of this study based on the discussion presented in the

form of the table timeline, are: (1) the curriculum in English learning and teaching has been implemented as much as possible by the teachers, (2) even though the composition of the curriculum is always changing and developing, the teachers are still up to date following the development of the curriculum in every period, (3) the material in every researches are presented systematically which starts from the basic theory of the curriculum and then the steps in conducting curriculum design and in material development, and (4) comparing the old and new curriculum in English Language Teaching (ELT) offers several advantages that contribute to the improvement of educational programs and student outcomes.

Based on the discussion of previous qualitative studies above, the writer suggests that future researchers of curriculum in English learning and Teaching conduct further studies on the analysis of curriculum in English teaching and learning. The research topics might deal with factors supporting the learning process of development of curriculum, the newest curriculum, and the effectiveness of curriculum. Meanwhile, English teachers also should create a conducive atmosphere for effective, learner-centred in English learning and teaching, as suggested by the latest English subject curriculum. In this way, the teachers will have ample opportunity to remain success in apply the curriculum in the teaching and learning process.

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