Symbolic

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ON INVESTIGATING THE SYMBOLIC POWER OF EDUCATIONAL ENTERPRISES IN NTT PROVINCE: A LITERATURE REVIEW

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Abstract

From a Bourdieuan perspective, the production of knowledge in the form of empirical studies validates the symbolic power of certain groups. It is arguably proposed that the more empirical studies published in particular groups of people, the more robust the symbolic power of the respective group it is. This study is set to reveal the degree of academic productivity of East Nusa Tenggara as a symbolic power owned by scholars in the area, as demonstrated by empirical studies conducted to investigate educational issues in the area. Two research questions were proposed namely: (1) what areas of inquiries did the researchers pursue; and (2) what are their major findings? Sixty-four scholarly articles related to the English learning-teaching (published from 2016 to 2021) were analysed using document analysis methods to identify the most up-to-date research themes. The results indicated that teaching strategies and material developments are the highest numbers with 41 articles; factors that affect the English language learning were 14 articles; the teaching competencies were 4 articles, and the perception of English learning-teaching were 5 articles. The conclusion is that academic production is low, cross-validating that low symbolic power correlates to more concrete components (i.e., high-degree of poverty).

Keywords: educational enterprises, review of literature, NTT Province, symbolic power

Introduction

The rationale of this study is grounded a Bourdieuan perspective of "symbolic capital as a crucial source of power" (Cattani, Gino, Ferriani, Simone & Allison, 2014) in the form of socio-cultural artifacts of certain groups of people. A realist, Bourdieu sought to elaborate the interplay among social, economic, and cultural capital as symbolic power accumulation (Bourdieu, 1984), which will decide actors' ability to impose on their cultural replicas. He claims that a symbolic system like this is critical to the perpetuation of dominant social institutions.

In depth, Bourdieu (1984) contends that the aspects of social, economic, and cultural capitals have interacted with one another and establish the way how people perceive and react to the social world, which is also called habitus. A habitus reflects on how group culture and personal history affect the body and mind; and it "contributes towards reproducing the power relations" (Bourdieu & Passeron, 1977, p.31). According to Bordieu (1984), the struggle for symbolic dominance takes place between groupings, which are characterized by specific sets of capitals and their relationships to one another.

Further elaborations on symbolic power, especially with regards to the academic productivity of scholars in a particular place, gain more relevance in today's knowledge-based society. On the one hand, given the vast amount of information available in the moment, knowledge transmission model of learning is no longer relevant to the coming generation (Betts & Smith, 2005). Central to the knowledge-based society is the notion of academic literacy skills, i.e. the capacity to problematize certain issues found in society, frame them within certain conceptual frameworks, and write them in academic papers (Lillis & Scott, 2015).

Looking into the Indonesian context, we discover various discrepancies across provinces. The provinces in Java, Bali, and Sumatra islands have been considered to get more privileges than others. This has been proven by the researchers that the provinces in Java are more developed than provinces outside of Java, which can be ascribed in part to earlier development plans that typically focused on Java, especially under Suharto's rule (Frankema & Marks, 2010). Furthermore, Kurniawan, de Groot, and Mulder (2019, p.90) stated that in terms of socioeconomic development, Indonesia is split into two primary divisions: a reasonably developed western region (Sumatra, Java, Kalimantan, and Bali) and a relatively undeveloped eastern region (Sulawesi, Maluku, Papua, West Nusa Tenggara, and East Nusa Tenggara).

This study focuses on one of Indonesia's poor eastern areas, the East Nusa Tenggara (NTT) Province, in terms of academic production, as a means of bolstering the region's symbolic power. To begin with, a variety of elements influence NTT province's symbolic strength, including socio-economic, socio-cultural, human resources, and, most notably, a lack of academic production. East Nusa Tenggara Province was characterized by Barlow & Bellis (1991) in Barlow, Bellis, & Andrews (2017, p.1) as one of the poorest areas of Indonesia due to its arid environment, inadequate communications, and poorly constructed infrastructure. This fact is proven by the socio-economic data from the Central Bureau of National which showed that NTT province ranks 3rd lowest out of 34 provinces nationally (Human Development Index of 2019 was 65.23).

This high degree of poverty affected the other aspects of life including the educational condition of NTT Province. For example, Barlow & Gondowarsito (1991) in Barlow, Bellis & Andrews (2017, p.22) on socio-economic features and potentials, noted that educational facilities in the NTT province are once again underdeveloped, with most rural people seldom completing primary school and illiteracy being a severe problem in remoter areas. Consequently, human resource in NTT is one of the weaker aspects. For instance, Siburian (2017) found that the residents of Belu Regency in NTT who live in the shackles of poverty, caused mostly by "the low quality of human resources" that obstacle them to be more creative, innovative, and productive. These are the reasons why NTT is categorized

into the *3T (tertinggal, terdepan dan terluar)* areas which means the most left behind, the foremost, and outermost (*cf*. NTT, Muhammad, Hafizha, Setyaningrum & Zahra, 2020). These facts prove that NTT province still has daunting challenges to be faced. One of the powerful solutions proposed by Barlow & Bellis (1991) in Barlow, Bellis & Andrews (2017, p.4) is that to achieve the potential for change and growth in NTT province, the people of NTT require assistance in the form of better technology, guidance, and improved infrastructures, both physical and social. Although these remedies have been applied, the task of improving NTT's educational quality continues.

When contrasted to educational circumstances in other regions of Indonesia's western hemisphere, Sanda, Setyosari, Widiati, and Kuswandi (2016) contended that the NTT region's educational conditions may be judged to fall short of national norms. One of the realities is that NTT consists of 67 Higher education institutions: 14 universities (public and private), 2 institutes, 36 colleges, 6 polytechnics, and 9 academies (Dunia Perkuliahan, 2021). Moreover, data posted by Sari (2015) revealed that the huge majority of higher education institutions are accredited B and C, and there is only one institution accredited A (S1-Pendidikan Theology-STKIP Santo Paulus, Ruteng – Manggarai, Flores). Besides the accreditation grade, the empirical studies produced by those higher education institutions are still very low. Thus, one of the intentions behind this research is to encourage researchers and educators to produce more empirical findings in the NTT context that functioned as the decision-making in strengthening the educational quality of the area.

To proceed to a deeper elaboration of academic productivity as a basic element of symbolic power, the Bourdieuan perspective of symbolic capital is applied. Drawing from such a realistic perspective, this study sets out to reveal how symbolic power is exercised in terms of academic research in the English language learning and teaching process. We now refer to it as "Knowledge-Based Society", a society in which knowledge is utilized to empower and improve people's lives on a cultural and material level, as well as to develop a more sustainable society (World Science Forum - Budapest, 2003). That means knowledge is constructed through a systematic effort (research) that can be validated or falsified.

Moreover, in the knowledge-based society, the idea, like information, is not only fundamental, but it also takes precedence, manifesting itself as ineffable and tangible, necessary and real, useful and productive (World Science Forum - Budapest, 2003). Therefore, we claim that in the context of a knowledge-based society nowadays, scientific research becomes a symbolic power to confirm how the transformation of the socio-cultural aspect exists in society. If in case, the research is lacking then the one that takes charge of the decision-making in the area is not the empirical findings but rather, the traditions (environment and indigenous leaders) and the authorities (states offices and religious leaders).

In clarifying the issues raised in the rationale part, the support theories regarding the role of scientific research are explored. Then, the notions of the knowledge-based society, self-actualization, and the relevance of English language acquisition in the context of educational development are explained.

Symbolic power in the form of scientific research

The concept of "symbolic power" may be backtracked to the idea of mistaken consciousness proposed by Friedrich Engels. According to Engels, things and social

ties are endowed with a societal worth that is established by the persons participating in interactions (Marx and Engels Correspondence, 1893). It was further expanded by Louis Althusser in his writings on Ideological State Apparatuses, in which he argued that the latter's authority is partially founded on symbolic repression (Althusser, 1972). That is to say, power is assessed in terms of material possession; the more you possess, the more powerful you become.

Initially, the notion of symbolic power, also known as symbolic dominance, was first proposed by Pierre Bourdieu to argue that cultural roles matter more than economic reasons in determining how power hierarchies are positioned and reproduced across cultures. Maintaining supremacy in a system involves both status and economic prosperity, rather than merely possessing the means of production. Bourdieu believed that symbolic power is the basic goal of social existence, and that it is depicted as an endeavour to achieve everything, namely notoriety, respect, honour, glory, authority, and everything else that is associated with symbolic power as acknowledged power (Bourdieu, 1984, p.251). According to Bourdieu, cultural reproduction is the major role of the education system.

Therefore, to have more influence in an area, its educational system needs to be improved. With this in mind, scientific research becomes one of the aspects that helps to develop the symbolic force of a region's educational culture.

Knowledge-Based Society

A knowledge-based society is imaginative and devoted to lifelong learning (World Science Forum - Budapest, 2003). According to Lungu (2019), the knowledge society is a grace condition in which people's imaginations blend reason with passion, calculus with inspiration. In a knowledge-based society, where all types of knowledge are disseminated in innovative ways, the population's equitable access to knowledge is critical.

In terms of society and environment, research and scientific knowledge must remain 'human', including moral responsibility and the preservation of humanity's cultural and linguistic past, as well as variation in creativity. Concerning ourselves with the rights and duties of other living creatures in the environment is also an ethical aspect of the study (World Science Forum - Budapest, 2003).

Self-actualization

In his book The Organism (1939), Goldstein coined the word "self-actualization," which he defined as "the impulse to actualize, as much as possible, individual potential." Later in his hierarchy of requirements, Maslow (1968) coined the term "self-actualization" to represent human beings' ultimate wants and highest-level desires. However, as self-actualization is a lifetime process (Rogers, 1961), a way of life (Gowan, 1972), and a challenge of living, several supportive variables should be addressed (Kerr, 1991).

Maslow (1968) believes that in order to realize oneself, one must first meet one's basic needs (e.g., physiological, safety, belonging, and esteem). While according to Hanlon (1968) point of view, schools as the principal educational organizations, are accountable for equipping students to broaden their worldview and picture their self-actualization aspirations. Gopinath (2020) went on to say that the willingness to become self-actualized should start in the classroom.

In brief, Maslow (2011) maintained that self-actualization refers to a person's "full human development," and thus, "self-actualization improves and impacts the quality of life" (Tripathi, 2018) that lead to the possessing of symbolic power as individuals or collective.

The role of the English language in educational development

Today, the English language appears to have become a required skill for students and professionals alike since it is an international language to utilize while talking across countries. Crystal (2005) said in this regard that English is used as a foreign language to communicate between countries, particularly in the domains of political, social, educational, and economic development. Hence, in the context of NTT Province, which is neighbouring to the country of East Timor, the English language is very useful as a means of interaction. Noge, Wau & Lado (2020, p.2), the researchers from NTT, argued that English is not an enhancer in life, but it is obligatory, without good skills, proficiency, and good knowledge of English, then one will experience various difficulties in achieving success. Moreover, in academic literacy studies, Widyawati (2021) noted that the majority of high-quality literature is written in English and has not been translated into Indonesian. Consequently, to expose more to the original texts written in English, one should understand better the English language that is used.

Based on these values, then learning English is beneficial for self-actualization. We now claim that the more English language is practiced in an area, the better educational development of that area is enhanced. This is a way of establishing symbolic power by learning English as an international language that opens for a broad insight and knowledge gaining (Reddy, 2016).

Method

Research design

This is a review that synthesized some of the scholarly articles from which the conclusions were taken in a holistic interpretation based on the reviewers' own experiences, beliefs, and models (Campbell Collaboration, 2001). A qualitative approach was applied in this study which tried to examine anything based on the data gathered (Darmalaksana, 2020, p.5) or to study the content or message of various published article documents. The researchers reviewed all relevant articles on the context of English language learning and teaching reality in the East Nusa Tenggara (NTT) Province.

Journal articles

Articles taken were published in the period of 2016-2021, to identify the most up-to-date research topics/themes as suggested by Bowen (2009), that when conducting qualitative document analysis, we collect a variety of quality documents.

Data collection

Data collection techniques were performed through *Google Scholar* search, by searching per-regencies (in 22 regencies of NTT). The total number of publications related to English language learning and teaching in NTT was sixty-four (64), based on the articles received.

Data analysis

The researchers used document analysis to analyse the data. In doing so, the data processing was done by analysing each abstract in the articles collected. To gain a deeper understanding, each article was read multiple times to gain a more comprehensive understanding of them. The findings of the analysis were organized into relevant themes and validated by the second researcher to guarantee that its interpretation was accurate.

Findings

There are a total of 64 basic results of previous studies linked to the English language learning and teaching reality in the NTT Province, (see figure 1).

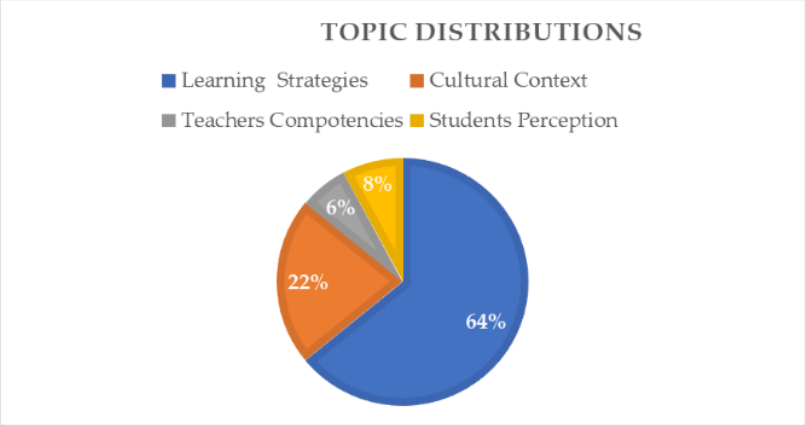


Figure 1. Topic distributions

Overall discovery, learning strategies, and materials are 41 articles (64%); socio-cultural context is 14 articles (22%); teachers' competencies are 4 articles (6%); students' perceptions on English learning are 5 articles (8%).

Table 1. The summary of major findings

No.	Author(s)	Major Findings
Learning-teaching strategies and developing learning materials		
1	Balan & Djuniadi (2016).	The purpose of a computer-based English subject test for 2nd grade students in vocational high schools near the border with East Timor is to develop familiarity with computers and the internet.
2	Yanpitherszon (2016).	COW (Collect, Organize, Write) Strategy was used to enhance the 11th graders of SMAN 1 Soe, TTS
3	Erfiani (2017).	In Universitas Timor, a storytelling technique can help second-semester students enhance their speaking skills.
4	Pada, Setyosari, Degeng & Widiati (2017).	When compared to the Direct Learning Model, the Interactive Learning Model for English Discourse Reading Comprehension Grade VIII in Kupang is superior.

5	Ribak, Syamsiyah & Lema (2017).	At SMA Muhammadiyah, Maumere, there is a favorable effect of using image series in teaching writing method text to students in the 10th grade.
6	Salem (2017).	The use of mind mapping effectively improved 10th grade of SMA N. 4 Kupang student's writing ability.
7	Tafuy & Banu (2017).	Strategies of STKIP Soe in translating short stories: literal, direct and free translation, transposition, omission, modulation, compensation by splitting even doing Google translate.
9	Yumelking (2017).	Students at Kupang's state secondary schools can improve their listening skills by using a storytelling method.
10	Benu (2018).	Code-switching (English - Indonesian, and vice-versa) is effective in enhancing a meaningful English learning.
11	Janggo (2018).	The cooperative script technique helped 8th grade students at SMP N Kewapante in Maumere improve their reading comprehension.
12	Leoanak & Amalo (2018).	Teachers at Rijalul Ghad Islamic School in Kupang used waste products (papers and mineral water bottles) to teach English utilizing instructional media.
13	Leoanak & Bonik (2018).	High School instructors in Kupang apply pedagogical values of code-switching in EFL teaching and learning processes.
14	Neno & Erfiani (2018).	At Timor University in TTU regency, the Jigsaw Method can improve students' interactions with teachers and other students.
15	Ota (2018).	The importance of communicative learning resources for Flores University's elementary teacher study program students.
16	Yanpitherszon (2018).	Interview strategies is helpful to teach simple present tense at SMAN 1 Soe, TTS.
17	Yumelking (2018).	Under Frater Private Junior High School, Maumere, instructional materials in the bilingual model include both English and Indonesian as mediums of instruction.
18	Basoeki, Sari & Saragi (2019).	Students at Kupang State Polytechnic can enhance their English skills by listening to English songs or watching English movies.
19	Bire, Bustan & Semiun (2019).	The English language learning framework was created using Sabunese folklore and realized as a learning media in the form of a Learning Preparation Plan (LPP).
20	Daar (2019).	For the three learning styles, students at health vocational schools in Ruteng use a medium language learning strategy: cognitive strategy, metacognitive strategy, and social strategy.
21	Dheghu & Rosdiana Mata (2019).	It was adequate to produce an English textbook for Junior High School students that was based on the social-cultural of Ngada Flores and included photos and illustrations.

22	Liunokas (2019).	Think-pair-share strategy to develop English vocabulary among 4th-semester students of English Education Department, UNDANA, Kupang.
23	Malelak, Eky, Bargaihing & Plaituka (2019).	The English Games method assisted students in class 8th at SMP Negeri 6 Kupang in learning activities and improving their English-speaking ability.
24	Rahas (2019).	At SMAN 2 Kupang, the fishbowl approach was used to assist students enhance their speaking abilities.
25	Sakan & Utanto (2019).	Students' learning motivation is increased using Audio Learning at Junior High School, Kupang.
26	Taka (2019).	Grade 10th students in SMA Kristen Mercusuar Kupang used pair-teaching to expand their vocabulary.
27	Yanpitherszon (2019).	The English Education Department at Nusa Cendana University, Kupang, used a think-pair-share technique to help 4th-semester students improve vocabulary.
28	Hamidah (2020).	The use of flashcards in the classroom to teach English vocabulary to Grade VII students at SMPN 2 Kupang has had a favourable impact.
29	Jimun, Ilyas & Nasar (2020).	In SMP Negeri 1 Ende, learning activities employing the gallery learning technique contribute to students' learning outcomes.
30	Lao (2020).	When made English composition, students at SMA Negeri 1 Kupang used translation techniques by mentally translating Indonesian into English.
31	Maromon (2020).	Using elicitation strategies in the classroom can help students in West Timor become more engaged, raise their concentration, stimulate involvement, and improve their understanding.
32	Metboki & Hambandim (2020).	In Kupang, using the Grammar-Translation Method, Contextual Language Teaching, and Total Physical Response can help housemaids improve their basic English.
33	Napitupulu (2020).	Google Classroom was used to help with online learning throughout the pandemic Covid-19 at Universitas Timor.
34	Noge, Wau & Lado (2020).	Fun Tutoring is a way to improve children's ability to understand English at SDI Kolokoa, Ngada.
35	Nomleni (2020).	Employed Direct Method in teaching vocabulary to the 1st year of SMA Sudirman Kupang has served a positive influence.
36	Sadipun (2020).	The English language abilities of Ende's English Lover Community (ELC) participants improved as a result of the community service activity.
37	Sampebua, Marisa & Sampebua (2020).	An English Vocabulary Learning Application to enhance meaningful learning among students at the Liliba Public State Elementary School, Kupang.
38	Semiun & Luruk (2020).	The content validity of an English summative test administered at a public junior high school in Kupang was high.

39	Tanau, Tosi & Metboki (2020).	Children at Kupang City have followed the initiated tutoring and show good performance in basic English.
40	Liwun & Alinda (2021).	At SMA Negeri 1 Maumere, using Pictures Media might successfully improve students' speaking abilities.
41	Pali, Mbabho & Wali (2021).	English for the Beginners through joyful learning methods have a positive impact on learning interest and improved English skills for participants at SDI Turekisa, Ngada.
Factors that influence the English language learning and teaching		
1	Sudaryono (2016).	The low ethnic complexity in the Belu Regency and South-Central Timor Border Region represents a natural linguistic phenomenon in social life dimensions.
2	Jempol (2017).	For 11th grade students with High Achievement of SMA N 4 Kupang, social elements as compromising variables to succeed in English learning.
3	Lao (2017).	The interference of the first language (L1) in 12th grade students of SMA Negeri 1 Kupang English writings resulted in mental processes in the students' brains.
4	Malaibui (2017).	Common problems encountered by the 7th Semester Students at Tribuana University, Alor in doing translation text were the lexical problem, syntactical problem, and the cultural problem.
5	Noge (2017).	Different systems between Utetoto (Nagekeo Regency) and English Verbal Sentences that caused some difficulties for Utetoto students in learning English.
6	Vinhas & Darmawan (2017).	Students in the 8th semester at IKIP Muhammadiyah Maumere m[illegible]e a variety of grammatical mistakes, including: Interlingual error, intralingual error, learning context, and communication strategy are all terms that can be used interchangeably.
7	Jem & Semana (2018).	Because of the surroundings, narrative scenario, cultural linkages, and lack of English understanding among Manggarai Senior High School students, [illegible]mmon interference in phrases and tenses arises.
8	Darmawan & Suryoputro (2019).	Final stops and sibilants, initial and final affricates, and interdentals were the most common pronunciation problems among Sikka Maumere EFL participants.
9	Latupeirissa & Sayd (2019).	Identification of grammatical errors in preparations, pronouns, and pluralization, articles, conjunctions, and subject-verb agreements by students of State Polytechnic in Kupang.
10	Malaikosa & Sahayu (2019).	The challenges in implementing EFL curriculum 2013 in Alor regency: making lesson plans, implementing the scientific approach in the classroom, doing authentic assessment, and lack of learning resources.
11	Rafael (2019).	Interferenc[illegible] intra-lingual, and developmental mistakes by first semester English Education

		Department students at STKIP CBN, Kupang are among the reasons of pronunciation difficulties.
12	Daar & Ndorang (2020).	Students mainly undertake the teacher-designed English learning activities, but they are not involved in learning autonomy, which leads to a self-learning habit.
13	Do Nacimento (2020).	Only one out of every eight Atambua students had a multilingual background, using three languages to achieve the highest level (3), despite learning English during the golden period.
14	Malaikosa & Taopan (2020).	Too many students, inadequate time, and a lack of teaching resources were all issues with applying scientific processes to teach English in junior high school in rural locations (especially Alor).
The teaching competencies and the role of English language teachers		
1	Ja (2017).	In the EFL Class of Ende's Public Senior High Schools, all English teachers have a little part in encouraging learners' learning autonomy.
2	Lao, Kaipatty & Jeronimo (2017).	At SMA Negeri 2 Kupang, four English teacher competencies were identified.
3	Ginting & Kuswandono (2020).	A favorable attitude about creating HOTS tasks among Flores Island instructors, as well as the problems they confront.
4	Sulaiman (2021).	The role of English teachers at SMA Negeri 1 Kupang is enough to help students explore their potentials to master English competencies.
Perceptions on the English language learning and teaching		
1	Penton & Abor (2017).	Students in the English Study Program at Tribuana University, Alor, contended that singing English songs might help them improve their English vocabulary.
2	Lawa & Liwulangi (2019).	Differences between 10th grade students of boys and girls in learning English in terms of scores, discipline, self-confidence, and home assignments at a private high school in Kupang.
3	Lomi & Mbato (2021).	Pre-service English teachers in an NTT undergraduate program were motivated by altruism to become English instructors.
4	Taopan & Siregar (2021).	the preparatory period English teachers at a university in NTT get an understanding of the importance of technology by observing their lecturer's usage of technology.
5	Wanti, Alur, Oktaviana & Daar (2021).	SDI Karot - Manggarai Regency pupils were ecstatic to participate in English learning activities involving Vocabulary Games.

Discussions

Based on the published research articles investigated, it is clear that: first and foremost, the themes that had been raised tend to be micro-level in nature (English

learning: strategies and materials, socio-cultural context influences, teacher's roles, and students' perceptions). Surprisingly, there is no discussion that raises discourse more broadly to the field of policy framework, such as curriculum policies, etc., that situated a less connection with the national discourse. In fact, one of the key issues encountered by EFL teachers is the conflicts in the application of the latest EFL curriculum (2013) in rural parts of NTT province. For instance, in Alor Regency, the researchers have proven that there were some problems in implementing the EFL curriculum 2013: Teachers have difficulties in making lesson plans, implementing the scientific approach in the classroom, doing an authentic assessment, and lack of learning resources (Malaikosa & Sahayu, 2019). In addition, Malaikosa & Taopan (2020) found that other problems in using the scientific steps on teaching English were too many students, limited allocation time is given, and lack of teaching sources. Therefore, the competencies of EFL teachers in NTT need to be promoted and developed in order to improve the quality of education in the area.

Secondly, a number of relevant research topics for today, perspective educational psychology, haven't been explored much by the researchers or not even considered as urgent to be emphasized, such as learner autonomy, metacognitive strategies, self-regulated learning, self-efficacious learning, and learning motivation. There were two papers that referenced autonomous learning (Ja, 2017; Daar & Ndorang, 2020), but this material was insufficient to promote awareness about the relevance of autonomous English language learning methodologies in the NTT environment. The fact is that *learning autonomy in the area is still* lacking that needs to be promoted since it emphasizes learners' motivation to achieve their goals. According to Wulandari (2017), autonomous learning refers to students' readiness to undertake learning activities that are motivated by a force inside them in order to reach goals that are deemed worthwhile and beneficial. Autonomous learning is connected to the metacognitive strategy which is stated by Daar (2019) as lower than cognitive strategy in English learning. Therefore, being an effective learner means being autonomous, metacognitive, efficacious, regulated and a motivated learner as well. All these values will be contributed to learning success when the learners are informed and recommended to do so.

Third, the sexy issues since 2015, such as character education (CE), and technology adoption (TPACK) were also less explored. There are indications related to progress (relevance) of the use of technology, such as Google Classroom (Napitupulu, 2020), Audio Learning (Sakan & Utanto, 2019), Pictures Media (Liwun & Alinda, 2021), English vocabulary Learning Application (Sampebua, Marisa & Sampebua, 2020), computer-based test (Balan & Djuniadi, 2016), listening to English songs or watching English movies (Basoeki, Sari & Saragi, 2019; Penton & Abor, 2017), technological awareness in ELT (Taopan, & Siregar, 2021). But basically, the use of technology has not been developed much. In reality nowadays due to the pandemic situations, technology plays an important role in the educational system which can be over regarded by neither teachers nor students. Hence, it is critical to provide competent teachers with the necessary technology skills in order for them to lead their students.

Fourth, some topics used in the field of English learning and teaching of NTT context are already outdated, such as first language (L1) interference (Lao, 2017; Jem & Semana, 2018), the bilingual model of English learning (Yumelking, 2018),

and Grammar Translation Method (Metboki & Hambandim (2020). These approaches are no longer used since we have been living in the Post-Method Era (Kumaravadivelu, 1994) since the 1990s, which has forced us to rethink our approach to language instruction and teacher education (Kumaravadivelu, 2006a). Therefore, this review is important to give a critical viewpoint that raises awareness to update our English learning and teaching methods based on the Post-Method Era.

Fifth, the number of 64 articles for publication on the field of EFL studies in 22 regencies of NNT province is considered as low empirical studies. Therefore, symbolic power has become an issue that needs to be strengthened to support self-actualization. That means the traditions and authorities were dominant means of decision-making. The problem is that the traditions can be biased by the claims, not empirical data. Because of that, the truth can be manipulated by the authorities and traditions. In other words, the cultural transformation is very much hampered because of traditions and established power in the area. That is why scientific data are more valid and accurate in relation to decision-making since they speak of data findings. Therefore, when scientific research is lacking, then the symbolic power of the area is also weak.

Finally, the total number of them is sixty-seven (67) Higher Education Institutions in the East Nusa Tenggara Province-Indonesia (14 universities, 2 institutes, 36 colleges, 6 poly techniques, and 9 academies) haven't been much instrumental in creating research habitus (in Bourdieu's point of view). Moreover, the majors of these institutions in general, are accredited B and C, except one major that is credited A. This confirms what Sanda, et.al claimed that the NTT region's educational conditions are below national norms (Sanda, et.al., 2016).

Looking at these realities, the urgency for more scientific studies is demanded of the Higher Education Institutions to be developed to improve the education quality in NTT province. Because, according to realist Bourdieu, the more scientific researches are developed, the more symbolic power in a particular area is established and developed.

Conclusion

This review was held to find out the area of inquiries that the researchers pursued; and to discover their empirical findings related to English learning and teaching reality in the East Nusa Tenggara Province- Indonesia. The document analysis data revealed that there were 64 publications published between 2016 and 2021, which were divided into four categories: First, the highest number is in the area of teaching strategies and material developments with 41 articles; then, the socio-cultural context which affects the English language learning is the second highest with 14 articles; followed by the students' perception of English language learning and teaching consisted of 5 articles; and concluded by the teaching competencies and the role of teachers with 4 articles. To sum it up, NTT's high level of poverty, lack of human resources in different areas, get along with a limited number of scientific researches, resulted in a low symbolic power that impacts other components of self-actualization. The findings of this study should serve as a reminder to teachers, lecturers, and researchers of the relevance of the English learning and teaching process in the educational setting as it relates to the NTT province's symbolic power.

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