

THE POSSIBILITY OF TEIL IN INDONESIA

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Abstract: The English teaching in Indonesia so far has been well known as the Teaching English as A Foreign Language in Indonesia (TEFLIN). The successful of the teaching English as a foreign language has been debated among the English practitioners and teachers. Although the English curriculum has been revised many times and the new teaching methods have been introduced and trained to the teachers, it seems that the result is still unsatisfactory. One proposed effort here to make a successful English teaching and learning in Indonesia is by introducing the Teaching English as International Language (TEIL) in Indonesia. This article discusses the possibility of TEIL in Indonesia.

Keywords: Teaching English as International Language

The use of English as a global or international language is widely well-known even in Southeast Asia; English acts an important role in many field of life such as in the situation of academic, diplomatic and economic matter (Kachru & Nelson, p. 181).

Kelly (2004) argues that in the post-colonial age, mastery in English is meant to have link to jobs, overseas study and migration opportunities and to the popular countries namely the United States, Australian, New Zealand and Canada. Moreover, he says that:

‘Even at the lower end of the employment structure English is needed in the newly expanding areas of the human services sector such as tourism, hospitality, domestic service and the expanding sex work industry in South East Asia. The promise of wealth and prosperity that is imagined by many who crave English proficiency is partly fuelled by the imagery of consumption and gratification that represents "mainstream" Anglophone popular culture in music, movies and computer based entertainment.’
(Kelly, 2004) p. 5)

As part of Southeast Asia, the status of English is also important as the most popular foreign language, even though Indonesia does not take advantage from the colonial era as Indonesia was not colonized by British or American which usually results in having basic usage of English such as Malaysia, Singapore or Philippines (Alisjahbana, 1990, p. 320).

With the status of English as a global language which is actually still taught in Indonesia as a Foreign Language, this article elaborates the possibility of teaching English as an international language (TEIL). Taking consideration of

TEIL in Indonesia is essential to promote the Indonesian people to be part of global community.

This paper begins with the history of English Language Teaching (ELT) in Indonesia which talks about the linguistic background of Indonesian people, the history of ELT and curriculum used, and the information about the students' outcome so far. In next part, the current trend of ELT in Indonesia will be discussed. Then, ELT and the impact of globalization of English will be explained in the following section. Lastly, the discussion is about the possibility of TEIL in Indonesian context in relation to some important points that need to be taken into account.

THE HISTORY OF ELT IN INDONESIA

Linguistic Background of Indonesian People

Indonesia is a republic nation that consists of more than 16,000 islands where more than 500 languages are spoken (Alisjahbana, 1990; Kachru & Nelson, 2006); Alisjahbana, p.315)

There are three categories of language used in Indonesia, as follows: the vernacular languages, called *bahasa daerah* (local languages) the national language, Bahasa Indonesia, and the foreign languages (Darjowidjojo, 2000).

Indonesia has many local languages with uncountable dialect. It means that one local language spoken in a certain part of Indonesia may differ to the same language used in another part. Lamb and Coleman (2008) mention Javanese (Jawa) as the most used language in Indonesia. The figure below gives the illustration of ten most widely used local languages in Indonesia (Gordon, 2005, as cited in Lamb and Coleman, 2008, p.191)

| Language | spoken mostly in | Speakers (in Million) | Year of Survey |
|----------|-------------------|-----------------------|----------------|
| Jawa | Java Island | 75 | 1989 |
| Sunda | Java Island | 27 | 1990 |
| Madura | Java Island | 14 | 1995 |
| Minang | Sumatera Island | 7 | 1981 |
| Batak | Sumatera Island | 6 | 1989-1991 |
| Banjar | Kalimantan Island | 5 | 2001 |
| Bali | Bali Island | 4 | 2001 |
| Bugis | Sulawesi Island | 4 | 1991 |
| Aceh | Sumatera Island | 3 | 1999 |
| Betawi | Java Island | 3 | 1993 |

From the table it can be seen that people in an island of Indonesia may speak different vernacular languages. Although it is mentioned that Javanese (Jawa) is mostly used by the people who inhabited Java Island, however, it is still possible to meet people outside Java island who speak Javanese as some people move from one island to another.

Bahasa Indonesia or Indonesian language was announced for the first time in 1928 when Indonesian youth conduct a congress and produce a slogan 'one country, one nation, one language'. Bahasa Indonesia actually adopted from Malay. Malay was chosen to replace Dutch, the language of the colonist, as

Malay was the lingua franca used widely in Southeast Asia for about years (Kachru & Nelson, 2006, p. 185; Alisjahbana, 1990, p. 316)

In addition, Kelly (2004) contends that:

'Depending on how the notion of regional language is expressed and imagined Bahasa Indonesian/ Malay both have an important status as a regional languages spoken by an estimated 600 million people in a geographic reach that spans one eighth the size of the globe from Southern Thailand, across the archipelago to West Papua and the Australian territory of Christmas Island.' (p. 3)

Before announcing Bahasa Indonesia as the language of the nation, Dutch was taught at school but for limited group of people. Then, during war world II, when the Japanese military occupied Indonesia, Dutch was prohibited language to be used. (Kachru & Nelson, 2006, p.185; Alisjahbana, p 136) but at that time many people had already understood and used Bahasa Indonesia. After the proclamation of Independence Day, the new Indonesian Constitution announced that Bahasa Indonesia was the only national and official language of the country.

English is noticed as the 'first foreign language' of Indonesia which became compulsory subject taught at secondary schools soon after Independence Day until now. Lamb and Coleman (2008) point out that English has got the 'authority and prestige' in Indonesian society (Lamb and Coleman, 2008, p. 192-193).

Beside English some other foreign languages taught in Indonesia are German, French, Japanese, Arabic and Mandarin. Mandarin is getting popular nowadays, while Arabic is widely learnt and used in many part of Indonesia as the language to perform Islamic religious worship as it is known that Indonesia have a large number of Moslem population.

Historical Background of ELT, The Curriculum, and Approaches

Teaching English as one of foreign language taught in Indonesia began in 1945 after Independence Day when Dutch and Japanese are no longer the compulsory languages learnt by the students. The government do not choose Dutch as a compulsory subject because it was the language of the colonist and also that it does not have stature in the world as Netherlands is only a small country in Europe.

Indonesian government has changed the English curriculum for many times since it was announced as a compulsory foreign language taught at junior and senior high schools.

In 1945 to 1950, the teaching and learning process was not optimal because of the political situation. At this time, English was taught using grammar translation method. Dardjowidjojo (2000) and Jazadi (2004) said that because of having lack of human and material resources, Indonesia continued applying the method of teaching left by the Dutch. The curriculum used was known as Curriculum Gaya Lama (Old Style Curriculum).

In 1958 the New Style curriculum was announced where the teaching of English used the Oral approach. The using of this approach was resulted from

the training program and material project done by Ford Foundation. A group of American Linguists started preparing textbooks for high schools in a town of Salatiga in Central Java (Dardjiwodjojo, 2000, p. 24).

In 1975, the government set a Revised New Style Curriculum from Oral approach to Audio lingual methods. At this time English teaching were divided into four skills namely listening, speaking, reading and writing – ‘in this order’ (Dardjowidjojo, 2000).

After implementing the curriculum for about nine years the centre of curriculum developer produced a new curriculum in 1984 which utilized structure based curriculum using communicative approach.

In 1994, because of the national research on the outcomes of students achievement showed unsatisfied result, the new curriculum which is called Revised meaning based curriculum were implemented. The approach used was meaningfulness approach which was actually based on – still- communicative approach.

Since this time English has been permitted to be taught in Elementary school, officially for the first time, as one of local subject, based on the education minister decree no. 60 in 1993, the curriculum used communicative language learning approach. English as one of local subject means that the material and things related to the subject were determined by the local government in the level of province, city or suburb, where the school located. In implementing English as one of the subject taught, school should consider the involvement of district government, expert, public figure and the condition of social, culture and nature resources.

Some improvements of the curriculum were made and in 2004, Indonesian government announced a new, and well known as a try-out, curriculum called competency based curriculum which still used communicative approach. However, the government designed a set of basic competencies and competency standards to achieve, and every element of the curriculum was controlled by the central government.

In 2006, the government made another change for its national curriculum, by the reason that Indonesia wants to keep up to date teaching process and to give new guideline for its educational system. In this curriculum as well as in the previous curriculum, English is still part of local subject, additional subject; therefore English is not yet a compulsory subject for elementary school students in Indonesia.

The recent curriculum is called Kurikulum Tingkat Satuan Pendidikan (KTSP) or school based curriculum, which is actually under the previous curriculum, competency based curriculum, but the difference is that schools now have more authority to create and modify their own curriculum elements such as materials, methodology, assessment etc based on what is needed with the guideline from national education department by giving some competencies to achieve. This is decentralized curriculum where the principle, school committees and subject teachers have to be more creative and think about what the students in their school need.

The national education department state that by 2009/ 2010 this curriculum must be implemented in all educational setting in Indonesia, therefore this has been started to be implemented since 2006.

Students' Outcomes

ELT in Indonesia has been started earlier, although it is not compulsory at elementary school level, and it might be assumed that when students come to study in the university they should have already been able to communicate in English or at least in a very simple communication. However, in the reality, it is students' proficiency in English at university are very poor (Alisjahbana, 1990, p. 320). A research shows that the approximate vocabulary mastered by university is lower than the amount of vocabulary should be master by senior high school students – about 4000-5000 words. (Mantiri, 2004).

This condition mentioned as the failure of ELT in Indonesia which is in line with Lee's (2004) argument when she contends that start teaching other languages early does not a guarantee for a successful of later communicative proficiency but the early exposure to the languages with interesting and exciting experience may bring positive memory, build fair basic foundation and encourage the enthusiasm to learn more about the languages in later stage (Lee, 2004).

THE CURRENT TREND OF ELT IN INDONESIA

There are three categories of education in Indonesia in which ELT can be found such as: 1. Formal education, 2. Informal education, 3. Non formal education.

Formal education includes nine years of compulsory education which are six years of primary school and three years of junior high school, three years of senior high school, and University level – about four to seven years. English teaching in formal school depends on the government, especially for government school, in term of curriculum and funding. Although based on the new curriculum where schools have more power and autonomy in creating and modifying the curriculum, teachers still have to stick and not going too far from what the provincial government has decided on the material and assessment for their students or parents and students may blame the teachers if at last students get bad score on their final national examination.

Informal education for teaching English, especially private English courses, takes higher places than formal education. Dardjowidjojo (Dardjowidjojo, 2000) categories that students who attends English formal classes in formal education as those who have to study English while others who are called as those of need it may surely include students who choose English courses as the place for learning English.

Private English courses are mushrooming in Indonesia. Mantiri (Mantiri, 2004) claims that there are about five thousand registered English courses in Indonesia. There might be more number of unregistered courses than the registered ones. Some of the private courses are based on American, British or Australian English programs, which are the three top favorite English varieties; while some others are just from local people who take the advantage of the fever of mastery English in Indonesia.

There is even a special village in East Java called Pare in which many people come to study English. There are many private English courses in the village and some people who have been there say that the atmosphere and nuance of the village is very encouraging since most of the people study English so that they have more opportunity to practice the language. Besides, the cost of the course and the living expense are not as expensive as compared to the big cities.

For the last category of education, non formal education refers to individual education including home schooling where those who choose to be educated in this way may prepare their own curriculum, materials, and so on, including English learning, based on their needs and ability. There are increasing numbers of home schooling in Indonesia now since it has been approved by the government recently.

ELT AND THE IMPACT OF GLOBALIZATION OF ENGLISH

Impact on Policy and Practice

The government seems to have effort to develop the teaching and learning English as it is still considered as failure in many part of Indonesia by changing the curriculum into school based curriculum where schools and teachers are expected to gain more independence in choosing the material and modify the curriculum based on their need. However, in the classroom practice, many teachers still find difficulties in understanding the curriculum and some of them see the independence as a burden that they have to prepare everything or then just follow what the provincial government provides to the schools.

Impact on Attitude and Perception towards EIL

Even though English is not used as common language in most communication in Indonesia, some natural exposures to English can be found through newspapers, where at least there are two popular English newspaper distributed nationally (i.e Jakarta Post and The Indonesian Observer), and national televisions and radio stations that have many programs such as news and entertainments in English (Jazadi, 2004).

Besides, people may easily be exposed to English in other ways such as when they read job advertisement which usually required good ability in spoken and written English, or even in many T-shirt or other places there can be found English words used as a slogan although the persons who wear or write it do not always understand what the words mean.

Zacharias (Zacharias, 2003) in her research found that according to some tertiary teachers, as respondents of her survey, mention the belief that English is seen as 'a door to a better employment and a higher status'. English is required to be a part of globalization and they believe that Indonesian people would be left behind and not be able to compete if they do not know English.

Learning English is believed to be very important, however the low knowledge and exposure to the variety of Englishes may cause teachers to have negative attitude toward the diversity of Englishes out of inner circle countries. Most of the English teachers prefer not to teach students the variety of Englishes

although they say that they do not mind in introducing such diversity to the students (Zacharias, 2003).

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ELT in Indonesia still faces many problems which Mantiri (Mantiri, 2004) categories that into software and hardware problem. The first one includes policies, curriculum and education systems and the second is including facilities, facilitators, teachers and students and so on.

However, moving direction from teaching English as a foreign language to teaching English as an international language is possible when we take into consideration some following points.

Nativeness of English

In her research, Zacharias (2003) found some English teachers in Indonesia believe that native speaker is not the best teacher of English although in reality some English courses and institution prefer native speakers as the teachers in order to gain more students (Zacharias, 2003)p. 26). The presence of native speakers might be preferred in some cases but their number in Indonesia is low and they are known as too expensive and many of the native speaker teachers around are volunteers and they may do not have teaching qualification (p. 72), or they even just tourist who want to travel to Indonesia.

Standard of English and Issues of Intelligibility

Deterding and Kirkpatrick (Deterding & Kirkpatrick, 2006) did a research on Southeast Asian Englishes and intelligibility. They recorded conversations of twenty English language teachers from ten ASEAN country when they attended a course at the SEAMEO Regional Language Centre (RELC) in Singapore. The twenty teachers include Brunei, Vietnam, Philippine, Thailand, Singapore, Laos, Myanmar, Cambodia, Malaysia and Indonesia. Based on their finding they conjecture that 'most of the speech was found to be highly intelligible by the other participants'. There are few misunderstanding among participants but they seemed to use let it pass strategies whenever they found something they did not understand. (Deterding & Kirkpatrick, 2006, p. 392)

From the research above we may be optimistic of teaching the students how to make sure of the intelligibility when communicate in English without achieving native speaker pronunciation and accent which are actually also varied. However, the problem might be in finding people from other countries to practice the intelligibility as not many foreigner come to the rural part of Indonesia. It might be possible for big cities such as in Bali Island where there are many tourist come for visit or in other city such as Jakarta.

Talking about the issue of Standard English, it is better to raise students' awareness that English is not anymore the property of a certain country which then can set a standard for communication. Indonesia may even have our own standard in using English. However, it is again problematic for those who have a low exposure to other Englishes than British, American and Australian as those three Englishes have widely used where the language named English is spoken.

It would not be easy to change what have already believed by many people around.

Issue of Culture

Teaching culture is important to be explicit when the teaching of a language occurs. Peterson and Coltrane (2003) point out that 'culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes' (p. 1). They suggest some instructional strategies for teaching culture in the classroom are through first, authentic material such as film and news broadcasts, but Then teachers can adapt the materials depends on the students' age and language proficiency level.

Second, proverbs 'as a way to explore culture also provides a way to analyze the stereotypes about and misperceptions of the culture'.

role plays, here students can act out based on cultural differences or communalities.

Third, 'Culture Capsules', in this way students can present objects (e.g., figurines, tools, jewelry, art) or images that originate from the target or other cultures and they may do a research or investigation on the object. Literary texts can help students to gain insight into other cultures. (Peterson & Coltrane, 2003)

The strategies mentioned above actually to teach a target culture of a certain English which more likely to the culture of native speaker as Mckay (2003) points out some common assumption on ELT pedagogy which one of them is that 'the cultural content for ELT should be derived from the cultures of native speakers' (p. 3)

However, those strategies may also be applied in teaching multicultural and transcultural just by changing the content and the material of each point. Jazadi (2004) argues that it is very important to have cross cultural understanding in teaching English as a global language. The teaching of cross cultural understanding is using multicultural and transcultural approach that he explains as:

'The multicultural approach develops from recognition that several cultures may coexist within a society or nation, then the focus of cultural teaching is on introducing learners to and making them familiar with the diversity of languages, cultures and social values so that a democratic society can be achieved... The transcultural approach to language education assumes that the culture is not fix, but consist of dynamic and fluid entities and that cultural understanding largely depend on interaction by individuals or group' (Jazadi. 2004. p. 10)

A combination of strong multiculturalism and transculturalism would be the most effective approach to deal with cross-cultural consideration in Indonesian ELT'. (Jazadi, 2004. p, 11). The cultures content may not only from other other countries but even for many cultures exist within Indonesia.

Issue of ELT Methodology

The methodology of teaching English in Indonesia changes many time without many evidence of 'better result' (Priyono, 2004), even for the approach

used now which is communicative approach which is assumed as the most productive approach. McKay (McKay, 2003) mentions one of ELT assumption pedagogy is 'the culture of learning that informs communicative language teaching (CLT) provides the most productive method for ELT'.

CLT is found to be both problematic and solution in Indonesia that many teachers inform that students feel bored with the activities and teachers become frustrated, but other teachers argue that ELT become more interesting and motivating after the introduction of CLT (Mantiri, 2004).

In considering the notion of TEIL, the methodology used should not adopt from the West just the way it is. The methods should be adapted based on the learners' need and culture and also the material available. Jazadi (2004) points out that 'Indonesian ELT should capitalize on students' access to English on their immediate environment as recourse for independent learning' (p. 12) and the learners should be encourage to learn outside the school by themselves. (Lamb & Coleman, 2008, p. 203)

Students' Motivation

Motivation is very important to be success in learning a foreign language especially when the learners do not have enough opportunity to practice the language. The problem of motivation and attitude toward English can be considered as one of crucial factor in determining the failure of ELT in Indonesia (Mantiri, 2004). Students seem to learn English as an obligation to pass the exam and then forget all about it.

Lamb and Coleman (2008) suggest that learners' motivation is needed to be put into emphasis in the curriculum (p. 203). It is expected that by having motivation in learning English, especially as an international language, will be able to bring successful to ELT in Indonesia.

ELT Materials

Teaching materials is one of the problems faced in Indonesia. 'A state education system struggling to provide the basic requirements for developing literacy in English' (Lamb & Coleman, 2008). In their research in one part of Indonesian city called Riau, Lamb and Coleman found more than half the students do not have their own textbook in English, and school libraries are almost not exist. (p. 196). In this point, it does not talk about whether the material is locally or internationally produce but in general.

In tertiary level, Zacharias (Zacharias, 2003) in her research found the gap between what the English teachers' belief of using materials to the practice in the real classroom. The teachers believe of the important of using and preferring locally published materials but in practice they still prefer using materials form English speaking countries.

Teachers

Jazadi (2004) argues that ELT in Indonesia still have narrow perception of English as a foreign language and teachers as the curriculum provisions. Many people blame teachers proficiency as the cause of the failure to ELT in Indonesia but Lamb & Coleman (2008) claim the close connection of low proficiency to the

problem of low salaries as teachers are paid very low they may have less attention to their teaching. (p.195)

Teacher should have equal chance to get teacher training as what happened to day is that the teacher training seem to be part of business and limited to those who have close connection to some important person in the governance.

CONCLUSION

ELT in Indonesia is still facing many challenges and problem in term of curriculum implementation, students' motivation, materials, methodology and teachers' proficiency. It must not be easy to make any significant change to what have already happened and moreover in raising the awareness of the notion of teaching English as an international language in Indonesia. However, there is always possibility in doing so. As now more Indonesian people become more open minded and have more expose to the globalization era, they will likely soon or later accept the notion of TEIL and even the practice of it. It is important that regions, schools, and teachers are mandated to initiate change even when these are not followed through the national levels ((Jazadi, 2004) p. 12).

Therefore, as teachers and educators we should dedicate ourselves in raising the awareness of students and other people who are concerned with teaching English in this country to the important of the English as international language so that there will have more confident in using English as they also may own it and then become part of the global community, the global village.

As always it will not be easy to make a change but a wise man in this country said that to make a change we should do three S, which is Start from a very little thing, Start from yourself and Start from now.(in original version – in Bahasa Indonesia is three M means Mulai dari hal yang kecil, Mulai dari diri sendiri and Mulai saat ini).

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