

An Approach to the Teaching of English in Indonesia

Willem Saragih
Fakultas Bahasa dan Seni
Universitas Negeri Medan

ABSTRACT

Due to its great role which is now globalizing, to be able to communicate in English well is a dream of all people over the world, including Indonesians. However, it is not easy for non-English people to learn the language, especially for those whose native language is so greatly different in terms of the pronunciation, spelling, and grammatical features. For Indonesian people, generally, English is not easy to learn that efforts to facilitate the learners' English language acquisition have been made from time to time for example by changing or evaluating the English Curriculum, the teaching methods, etc. Until now, there has not been a single method or technique known to be truly effective and efficient to use in teaching the language to the Indonesian students. This article presents some views which need considering for the success of the learning of English in Indonesia. That intrinsic learning motivation which results from self-awareness of the English language great role in everyone's study or career is advisable to be possessed by the learners is one main factor for their good success in learning the language. Therefore, it should be socialized to the children as early as possible. In learning the English words, the teacher should familiarize the students with how every word is used in context, not in isolation as words actually do not carry clear meanings in isolation. The meaning of a word is determined by its context, so it should be contextually studied. The aspects of grammar to be dealt with also should be based on the dominant grammatical mistakes in the sentences made by the learners so as to arouse their curiosity and interest in acquiring the language. The outdated thinking that one who is using English at public places is regarded as showing off or conceited, and the language should be used only in the classroom or at certain occasions, should be eradicated now since it hampers language acquisition.

Key words: self-awareness, motivation, word in context, communication tool

INTRODUCTION

In Indonesia, where English is only used as a foreign language. the coverage of the use of English has been getting wider from time to time, particularly since last few years. Really it is evidently important. That English plays an important part in academic lives and job opportunities is not in doubt these days. Thus, students, employees, businessmen, politicians, researchers, preachers, and other types of occupations need English ability. This trend is in line with the fast development of science and technology. It is not an exaggeration to say that the language has been truly globalizing, since it is no longer only greatly needed in the English speaking countries but also in non-English speaking ones, like Indonesia. This global language is believed to benefit everyone in his or her preparation for the future life. With good English language skills in addition to his or her specialization or expertise, his or her chance to compete becomes greater compared to those who are not able

to communicate in the language. However, how many per cents of the whole population of Indonesia, especially those who are now studying at schools and universities have actually realized the importance of the international lingua franca in their lives?

This question is necessarily raised because most of Indonesian people do not live in big cities, but in small towns and villages where information as such may be difficult to obtain. The fact that the mastery of English is so demanding not only for students but also for job seekers, employees and even for those who are in good positions to have, probably, is not realized by many yet. Not many people know that due to its status at the international level, which is a global language, and to the growing interdependence of countries all over the world, the so called globalization era, a lot of companies especially the big ones have to allocate their budget for their staff's English language development. The question is "Why do those companies do that?" The answer most probably is "Better late than never!" They can not avoid facing the global challenges or competition. I myself have been teaching English since 1978 and ever-since have taught the language to learners with a wide range of ages and backgrounds, from young kids to late adults at houses, non formal institutions like English Courses in Medan and in Jakarta, government and private offices, state-owned companies, and formal institutions. What I am trying to say is that the ability to communicate in English must be possessed by everyone in this country so as to enable them to compete with other nations in this globalization era. Now, the companies are willing to spend money on their staff's English improvement, because they have no choice. But later, the recruitment will only be made available to those who have good command of that language. So, this is tough "homework" for the government of Indonesia, the ministry of education and the English teaching practitioners in particular. One big question to raise and to answer perhaps is "What can be done to enable the Indonesian students to communicate in English before the time comes for them to find a job?"

If only the government could consider a change of the status of the language from English as a foreign language (EFL) to English as a second language ESL in a few years to come. Prior to this wish, however, one important thing to do is to make the people fully aware of the importance of the language to them, and that learning the language takes a long time. One way to overcome this problem is to improve the quality of teaching, to facilitate the learners' way of learning, and to start learning it earlier than before. That the mastery of the language is important to have can be seen from the its role in bringing most of the career people, especially those in the private sectors or enterprises to their great success which has been triggered by their English ability. All these important things have not been realized by many but only by a small percentage of the population as can be seen that only certain groups of parents prepare their children to study the language at an early age. Anticipatively, however, among the Chinese ethnic group, this early start is now growing. Many families of this ethnic now send their children to kindergartens where English is taught. This ethnic group usually has set a plan to send their children, after they have graduated from Senior High School, to study in English speaking countries, like Australia which is their favourite. I have noticed from the Australia's education exhibitions which are normally held twice a year in Medan for which I have been working as an interpreter since 1997.

In this article I would like to present some ideas for the enhancement or progression of the learners' English learning achievement to all parties, particularly to the teachers of English in this country. How early English should be studied, Learners' learning foundation building, Significance of teachers' motivation, Communicative language, The learning of vocabulary and grammar in context are covered in the discussion.

II. DISCUSSION

2.1 How Early Should English be Studied?

The fact that most of Senior High School and even university graduates are not able to communicate well in English after studying for more or less 10 years, and as a result they have to study the language again although they have been working, is an indication that studying the language for 10 years is not enough. This is based on the assumption that those for whom money has to be allocated for the improvement of their English are the products of 10 years' learning. Similarly, this suggests that longer time is needed for studying the language apart from the methods of teaching and learning used..

In line with this awareness of its importance and the fact that it is so time-consuming to learn it, the government via schools actually has given a positive response to this matter. Chasanah (2004), for example, has observed that in primary schools in Indonesia today there is a trend to begin the teaching of English language much earlier. Meanwhile, according to the decree of the Ministry of Indonesian Education (No. 060/U/1993), English in Indonesia can be introduced to the fourth grade learners of primary schools as a local content subject. However, due to the limited means and sources, this policy may not have been implemented to the maximum yet throughout the country. Also, the result of its implementation has not been known much as there has not been any publication of research finding about the level of ability of Indonesian university graduates as done by Sadtono (1988). Theoretically, with the three years additional length of time, which makes 14 years of learning, there should be a better result since the students who received that teaching of English at grade four of primary school have now graduated from tertiary level of education.

1. In terms of the rate of acquisition some studies indicate that older learners tend to be more efficient and effective learners, and that they generally achieve higher scores on performance tests with an equivalent exposure time. This statement was brought up by Ausubel, 1964; Asher and Price, 1967; Oller and Nagato, 1974; Snow and Hofnagel-Hohle, 1978 as cited by (Sharpe, K and Patricia Driscoll, 2000). However, what Krashen et al (1982) uncovered in their research is necessarily paid attention to. They said that:
2. Adults proceed through early stages of syntactic and morphological development faster than children (where time and exposure are held constant).
3. Older children acquire faster than younger children (again, in early stages of syntactic and morphological development where time and exposure are held constant.).
4. Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults. (Sharpe, K and Patricia Driscoll, 2000: 78-79).

The above research findings may confuse us as to at what age or how soon Indonesian learners of English would rather start to learn the language for a successful acquisition. For a good choice, probably, it is wise for the competent policy makers to make a decision based on experience and the theory of language learning. It is known from experience that to study English due to its status which is only as a foreign language in this country, takes such a long time and that it is not easy to learn it due to the differences in the sounds, the spelling as well as the grammatical structures of Indonesian and English, I would rather recommend to adopt Krashen's finding. Krashen et al's finding is a good input for making us realize how early the language should be studied at schools. It suggests that the language should be studied as early as possible. How to equip graduates of Senior High School with adequate English language skills, receptively and productively, for daily need purposes should be our great concern. Or they should satisfy the minimum requirement of English proficiency for a university study in an English speaking country. One way to meet that target is to start learning the language earlier than at present as well as to intensify the teaching and learning process. The reality is now urging us to employ the method of learning our native language in learning English as far as possible. Even, if the parents can use the language at home to their children at an early age, why not? Such a method of learning should be encouraged. The view that using English is only at school or at certain occasions is out-dated. Also, using the language in public should not be regarded as showing off or overacting. On the contrary, for the sake of good English language acquisition, the people should be pushed to use the language at any place and at any time they like.

2.2 Learners' Learning Foundation Building

One essential thing but not yet fully realized in the English language teaching and learning in this country is the learning foundation of the learners. The subject is merely taught to them by the teacher without first making them aware of the great importance of mastering it. Learners of English in this country should have a strong intrinsic motivation as their learning foundation to stand on. Ideally, prior to the study of the language in the classroom, they should understand why they have to study it because at this time they already have a language with which they can communicate, and so, would not choose to use the new language unless they are forced to do so. In order for them not to feel like it is a force for them to study it, but because of its value, practical explanation should be given to them. Gradual and appropriate explanation for their age should be given. Instead of forcing them to study the language it is better to make them aware of its added value for their success in the future. Also, that learning the language is a long process so it must be started early in order to be able to use it fluently when they have finished their studies should be informed to them. To pursue a study overseas or to get a good job for instance one must have good command of English which is presently still so tough for most job-seekers in this country.

As a matter of fact, there is a discrepancy between the status of the language and its role. On the one hand the status of the global language is only as a foreign language which means that it is not used as a medium of instruction at school but only as a subject. Its range of use is so limited. On the other hand, its role for the people's survival is so big. In real life situations, English is now a tool for competitive jobs.

When they are at university they actually will find out all its importance by themselves. Their life situation and living demand make them find out and aware of the reason why the mastery of English is important to them for their studies, work, social activities, etc. But, when they only start studying the language at that point of time, in spite of the big intrinsic motivation they have, the result would not be so satisfactory.

Self-awareness creates motivation and interest which play a big role in language learning success. This implies that in teaching and learning activities, learning motivation is necessarily established prior to the activity itself. Similarly, the building of awareness of the usefulness of the language to learn should be clearly realized by all parties involved in the language learning process, especially by the students in order for them to have a learning foundation. In other words, those who want to learn English as a foreign language should be intrinsically motivated before they begin to study it. They should not merely rely on their teacher about this case, but make the extrinsic motivation secondary. This way of getting motivated to learn would be more effective in their language acquisition process. In other words, their language acquisition would be faster as long as they are adequately facilitated by qualified teachers who are a model for them in the way they use the language.

2.3 Teachers' Motivation Significance

In addition to the learning foundation which supposedly has been possessed by the students, certainly, the teacher should do his or her best to make the students interested in the language he or she is teaching. One way to make them interested in the subject is that the teacher concerned should be creative in designing and presenting the materials. For example, he or she should find out the students' interest and needs and based on this finding, he or she may create activities in a lively way. Situations for communication practice with various ranges of topics which are appropriate to their level, for instance, should be prepared. The tasks and experiences given must be selected in accordance with the students' stage of development cognitively, emotionally and experientially. This is to compensate for the language acquisition barriers as a consequence of its status of being a foreign language in which time, space and atmosphere are limitedly available for the learners to practise producing and receiving information in the language. It means that the teachers are demanded to maximize the students' chance to use the language during the language learning process in the classroom and school.

When the students are already intrinsically motivated to learn the language, they should be more easily guided to learn and would follow what the teacher advises them to do. The teacher can now set up rules for the learners or students to follow while learning the language. For example, they should commit not to use any other language but English in the classroom except for certain expressions that might not be present in the language. Or they may use another language only when they have to, that is after consulting with their teacher. After socializing this idea to the learners and both sides have agreed to perform so, then the teaching may begin. First of all, topics with the words related to the topic concerned should be provided by the teacher. It means that words which are needed to talk about one topic should be anticipated and made available by the teacher for the students to use during the classroom activities.

Needless to say that during the learning process, the teacher has a responsibility to increase the learners' existing self-motivation by giving psychological encouragements, for

example by explaining that they should not be too worried to make mistakes while using the language, and that making mistakes is unavoidable in language learning and it is not a sin. Rather, it is a process of learning. Just like the way a young child acquires his or her mother tongue, at the beginning the utterances he or she produces are unintelligible but this unintelligibility do not last long, probably only two years the longest. Adult learners need to learn from this children's language acquisition as affirmed by Krashen (1985). The principle of: "Using is learning, not using is losing" needs stressing. This is particularly important for adult learners as they are usually too sensitive to criticisms, be they come from their peers or from the teacher. They should realize that such thinking actually hampers their progress; therefore, it should be avoided. On the contrary, the students need encouraging to keep using the language. With this teacher's encouragement, however, the learners who are intrinsically motivated would attain more greatly than those without any intrinsic motivation at all. That is to say that the Indonesian government also should take part in socializing the big role of the language to all the learners and their parents.

Next, speaking of English language learning, teachers of English in this country may need to learn from how English teaching is done in an English Teaching Program such as the one in Sydney-Australia which organizes, prepares and offers English classes for international students. Students in every classroom comprise adult people who come from different countries in which all the class participants speak different languages. The main goal of the course is for the students to meet or satisfy the required English proficiency prior to their studies at universities in that city. To study the language they are combined in one classroom, and the teacher does not speak their national languages and neither do the students speak their class-mates' languages. Such language teaching arrangement works effectively and has successfully taught students studying there.

In my observation, the fruitfulness of that teaching strategy is caused by the fact that language is fundamental for human beings' existence. This also applies to the students. The organizers of the institution realize that interaction and mutual needs among them are unavoidable so they create such a classroom situation which forces them to communicate in English. There is no choice but English since each of them speaks a different language. Such practice of language does not only happen in the class but also outside the classroom. So there is a continuity of the English speaking practice which enhances their language learning. Their good awareness of the fact that interaction is needed by every individual since no one can live alone and that it is a language that enables two or more people to interact with one another seems to become the primary principle of their teaching strategy. One definitely can not fulfill his or her needs in order to survive a whole life. These needs from other people, willy-nilly, force one to interact with other fellow human beings. What someone has, be it knowledge about something or material things, may not be possessed by others, yet they need them. Or we can say that what someone cannot do, probably can be done by someone else; or the other way round. This, surely, makes them need each other, all of which can be realized through interaction between them using a language. So, in this case, language is a means or tool for interaction and communication which enables them to share their needs or anything that they want to share. It is this kind of thing that makes such a language learning successful. The students need to talk to one another with all the means that they have, and the encouraging creativities of the skillful teacher. In our context,

therefore, for a better and more fruitful result of the English language learning and teaching in this country, such a strategy of teaching needs taking into account.

2.4 Communicative Language

Language which is composed of words and their arrangements in meaningful units is

like a transmitter, transmitting information from the speaker to the listener or from the writer to the reader. In this article, for simplification of understanding, I would call both the words and their arrangement “language factor”. Another aspect involved in the success of communication, I would call “context factor” which includes things other than language such as the topic, the participants, the situation, the setting, etc. The basis of the statement is that it is not only the words and their good arrangements that play a role in making the intended meaning conveyed to the listener or the reader but the good knowledge about the topic, the situation, the participants’ relationship, as well as the setting. What I am saying is that in a communication or language interaction if the interlocutor is only familiar with the words and the grammar used, without knowing at least the topic of the communication itself, he or she will not be able to catch the intended meaning. Pragmatically, the sentence “It is Friday today” may mean a number of things to different people, depending on their degree of familiarity with the context factor related to the words used in the sentence. To one, it may mean a reminder to do something, but to go to the mosque, to pay back a sum of money borrowed previously, to tell that it is not a Monday or another day, to another. For example, when it happens between two people one of whom borrowed money and promised to return that money a week later which is a Friday, and the day is coming, that utterance would mean a reminder to return the money. At the level of word understanding, for example is given by Wallace (1982:14) by saying that it is the context of the sentence which shows the meaning of the words used in the sentence. This is particularly important for words of the same form but of different meanings as shown in these two sentences:

1. Jack was sitting on the bank of the river, fishing.
2. I am going to the bank to cash a cheque.

The word *bank* in sentence 1 has a very different meaning from the meaning of *bank* in sentence 2. *Bank* in no 1 is the raised ground along the edge of a river or lake; whereas, *bank* in no 2 means as institution where people or businesses can keep their money and which also offers services such as lending, exchanging or transferring money (COUBUILD English Language Dictionary) What tells us that the two words are totally different in meaning is the contexts where the same form of word is used. So, it is clearly shown that it is the context where a word is used that determines the meaning of it. Butar-butur (2007) once said while teaching translation to his students in class that on average an English word has 16 meanings. This could make the learners of it frustrated when relying on the single word per se. Again, it is the context of it that helps us know the meaning of it.

So, what does this explanation mean to language teachers? Basically, as said earlier that language is words which are arranged according to its rules and must carry meaning. Then, it is the vocabulary and the rules or called the grammar of English that an English teacher should teach to his or her students. However, the words to be taught must not be presented in isolation because a word meaning can not be precisely known when it is not in context. When the meaning is not understood as intended by the speaker or writer, we can

not say that the language used has functioned as a communication tool. Communication occurs only when the meaning is shared by both sides. And, such sharing of meaning is due to context availability. This depicts that the context for every word to be learned by the students must be provided by either the teacher or the students or by both sides before they try to use the word concerned. This would train the students to use the language meaningfully.

Another important thing to consider when using a language as a tool for communication is the role of the culture. For communicative purposes the knowledge of the relationship between language and culture is fundamentally important. The teacher should make clear to the students that speaking another language, in this case English, is not merely a question of one-to-one relationships. Jones (2000) said:

“Language and culture are inextricably linked when social relationships are involved. Two cultures may, for example, have politeness forms which not only have to be learned as language but which also have to be used appropriately. Often subtle social and cultural awareness is needed if good human relationships are to be fostered.”

Sometimes some cultural aspects in one nation are not present in another nation. Let's take English and Indonesian as an example to show that. For instance, ‘masuk angin’ in sentence “Kuenya sudah masuk angin, jangan makan lagi” can not be equivalently said in English: The cake has entered wind or the wind has entered in the cake. This is due to the absence of that aspect of culture from the culture of English people (Saragih, 2007). Lim, K.B. (1975) said that *meanings are closely related with culture, and objects, ideas or institutions present in one culture may be absent from or exist in a different form in another culture*. Further, the meaning of “Anda mau ke mana?” can not always be translated into English “Where are you going?” because in Indonesian culture it often means “a greeting”; whereas, in English it really asks about destination. Or a response to a compliment, for example: Bajumu cantik sekali! which means “your dress is so beautiful!, in Indonesian culture it is common to say “Tidak, ah, or masak? which means no, is it so?; meanwhile, in English culture, they usually say “Thanks! or Terima kasih.

This third point probably is a hard thing to do for most teachers of English in Indonesia since most of the English teachers have not had any experience staying in an English speaking countries. This is to say that their knowledge of the English culture which is obtained from texts or other sources may not be fully authentic. What can be done to help such a teacher prepare his or her students for that cultural understanding purposes according to is that he or she should involve the students in (a) working with authentic materials in the target language including some from ITC-based sources (for example handwritten texts, newspapers, magazines, books, videos, satellite television, texts from the internet; (b) communicating with native speakers (for example in person, by correspondence); (c) considering their own culture and comparing it with the culture of the countries and communities where the target language is spoken; (d) considering the experiences and perspectives of people in these countries and communities. This implies that for the success of the English language teaching in Indonesia every teacher or lecturer of English in the country is obliged to study the culture of English native speakers otherwise, the language which is taught to the students would not function communicatively. Speaking of English language as a tool for communication, the

vocabulary and grammaticality, the context, and the culture, are worth considering by the teachers in teaching the language to their students.

2.5 Teaching Vocabulary and Grammar in Context

In language learning we realize that basically it is the words and the grammar of the language that should primarily be studied (Wilkins, 1976) although in order to keep the communication running well between the users of it, both the producer and the recipient should also share the same understanding about the context of the communication itself as well as its culture as mentioned above. The first two elements which I call “language aspect” should not be separated from context so as to produce meaning which is shared by both sides in communication. A word, when not in context does not contain meaning in a real sense. Therefore, students should be trained to use the words to study in context. To do so, the teacher can introduce a topic with a list of words which are related to it to be studied by the students; then, provide the context for each of them, for example by giving who communicates with whom, the topic of the communication, where the communication takes place, the mood, etc, all of which gives the situation of the communication itself. According to Wallace (1982) to know a word may mean: (a) recognize it in its spoken or written form; (b) recall it at will; (c) relate it to an appropriate object or concept; (d) use it in the appropriate grammatical form; (e) in speech pronounce it in a recognizable way; (f) in writing spell it correctly; (g) use it with the words it correctly goes with, i.e. in the correct collocation; (h) use it at the appropriate level of formality; (i) be aware of its connotations and associations. These components of context would guide the students to produce a relevant sentence, so the sentence would be both grammatically and contextually acceptable. It is this kind of sentence which is expected in actual communication. Also, in order for them to produce the types of sentence pattern required to study, the type of sentence, be it simple or complex, in statement, question, command or request form, as well as the minimum number of words that must be contained in the sentence to make, can be decided by the teacher. After the sentence is made, the teacher and the students may discuss both the relevance of content and the grammaticality of it. When the topic for example is about Budgeting, expenditure is one of the so many words related to the topic. The following is an example:

Word	: expenditure
Pronunciation	: /iks'pendit /
Meaning	: the amount of money that is spent on a particular thing or in a
Participants	particular situation
Situation	: a husband who is a taxi driver and his wife
Sentence	: the wife is going shopping; meanwhile, it is has been so difficult to get passengers : I think we have to cut down our expenditure as it is becoming more difficult to get passengers lately.

From the example above we can see that the word to learn is expenditure. The students should be made familiar with all the aspects of the word concerned. Meanwhile, to

learn a word means to know how to write it (spelling), how to say it (pronunciation), what it means (meaning/concept) and how to use it in context (Saragih, 2007). Also, based on the context provided, the relevance and the grammaticality of the sentence are measurable. Hence, it can be brought into discussion, is it relevant and grammatical? Obviously, such a discussion or explanation of grammar and relevance would be more useful to them because that is what they need so as to fulfill the communication purpose. When, there are mistakes in the sentence made by the students, and corrections over the mistakes are given with detailed explanation, they will truly learn and retain that explanation. Pedagogically, something which is given to someone when he or she is really in need of it will appreciate and remember it highly and well. In the case of words which are not yet familiar to the students but need them in order to express the total intended meaning in addition to the word to practise using based on the context given, they will have to consult their dictionary or ask the teacher what each is said in English. They should benefit from this case, particularly the retention of the words given, since they get the word(s) when really needed. Besides, they will continue to develop their vocabulary which at the same time creates learning continuity. Thus, this contextual learning of vocabulary is advisable to do in teaching the language to students.

Briefly, as far as good English receptive and productive skills are concerned, the four aspects of every word, at least, pronunciation, spelling, meaning/concept, and use) must be mastered. In teaching its pronunciation the teacher should not only get the students to produce the right sound but also the correct stress. Further, in order to know the stress, the number of its syllables should be made clear. For the word expenditure, it is the second syllable to be stressed. In English, as long as intelligibility is concerned, getting the correct stress is often extremely important, since the stress pattern of a word determines the pronunciation of the individual vowel sound which tends to get its full value. Thus, if a word is stressed on the wrong syllable, it can become almost impossible for the native speaker to catch in a flow of speech. English is a language in which one distinguishes stressed and unstressed syllables (Wells, J.C and Colson Greta, 1971). It was for this reason, probably, that my pronunciation was once corrected by an English native speaker. For the word European, I stressed the first syllable, which then he corrected by saying “You mean /jur pi n/?” He was stressing the third syllable instead. Whereas, attention also should be paid to the English spelling due to discrepancies between the sounds and the orthography, unlike the spelling of Indonesian words which are generally corresponding to their pronunciation. In this regard, Brinton, Laurel J. (2000) said that writing is often an imperfect means of representing speech is perhaps most obvious in the well-known inadequacies of English spelling.

Still in connection with the study of words, Kalivoda (1987:5) stated that students tend to remember subject matter that organizes or chunks units into larger ones. To him the idea of studying words in context is to be supported. To study verbs in context for example, he collected a list of verbs that he names Motor Verb List in which the meanings of the words are easily conveyed through motor activity. For example for the word cover, the context given is your face with your hands so the complete use form is *Cover your face with your hands*. Delete (verb) the last number on the list (context); Muss (verb) your hair (context); etc. Meanwhile, he added that the development of motor verb activity can be based on highly restricted contexts, called Verb Groupings by Topics. Here, verbs that

identify with certain topics are listed. For example, for the word hair the verb *brush, comb, curl*, etc are used; for cleaning (topic) the verbs are *clear off dust, move, pick up, polish, scrub, shine, sweep, wash, wipe*. According to him, the strength of associating verbs with a topic can build the learners' retention of the words they have learned.

This way of presenting words for the learners to learn shows us that for grammar, it is important for the teacher to make the students familiar with both what we call content words and function words. How content words: a noun, a verb, an adjective as well as an adverb and function words, like prepositions and articles are used in English are so essential to know. This is a traditional view of grammar, but as far as mastery learning is concerned, to me, it is fundamental and not out-dated.

Conclusion

An in depth discussion and elaboration of the learning and teaching of English in Indonesia is urgently needed. This is caused by the role of the global language in shaping a good future for this nation. The status of the international lingua franca in this country which is as a foreign language has made Indonesian students unable to acquire it in the allotted time, which is 10 to 14 years. Therefore, a breakthrough needs making. Besides improving the teaching methods, the curriculum, the learning materials, etc, psychological encouragements seem to be advisable as well as the learners' awareness of the role that the language plays in their lives, which would then trigger their intrinsic motivation. Even prior to learning the language it is also recommendable especially for their parents who can speak the language to push their children to use the language at home. Also, instead of merely teaching their students, the teachers should motivate them to learn it by carrying away their worries which would bring about both intrinsic and extrinsic motivation. For example, they should change the old view about using the language which only suggests the learners to use the language in the classroom and at special occasions, but not in public places. That view is absolutely outdated. On the contrary, the learners should be encouraged to use the language any place and time. This is to make the best use of the learning period. Certainly, the earlier the language learning starts, the better. Meanwhile, in classroom teaching, the language taught should be contextual, orally and in writing. This is to make the learners get used to using every single word meaningfully. Above all, words and grammar should be taught according to context; thus, context of use must always be made available for the learners to practise using the language.

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