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THE IMPACT OF ENGLISH AS AN INTERNATIONAL LANGUAGE ON ENGLISH LANGUAGE TEACHING IN INDONESIA

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ABSTRACT

This study aims to analyze the impact of English as an International Language on English Language Teaching in Indonesia. In analyzing the impact of English as an International Language, the writer analyzed how cultural issues are presented in English textbooks, and revealed the teachers' perspective about learning English in Indonesia. The data were collected from SMP N 1 Wiradesa, Pekalongan. The study revealed that the English textbooks in SMP N 1 Wiradesa mostly represented the local cultures. Some teachers of SMP N 1 Wiradesa preferred textbooks that deal with the life and culture of various countries around the world and the rest of them chose the content that deals with local cultures. Textbooks have played a very important role in the teaching and learning process. This study shows that, basically, local cultural content has become the purpose of EFL teaching as seen from the textbooks but some teachers still believe that foreign cultures are the suitable target of learning English.

Key Words: Cultural Content, English Language Teaching, English as an International Language, English in Indonesia

INDTRODUCTION

The demand of English learning has risen along with English proliferation globally. The practice of English was no longer only limited to international purposes but also local communication. Therefore, the trend has shifted from only copying the native speaker style to successfully communicating by using English. People who live in the countries of English as Foreign Language (EFL) like Indonesia tend to talk in English more with their friends rather than with native speaker of English. Crystal (1997) stated that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. This statement is supported with the fact that approximately 380 million people speak in English as an international language, such fact has proven that English is now globally utilized. Moreover, English is also used by over one billion people who speak English as their second (or additional) language to communicate with other second language users regardless of different culture and linguistic features. In conclusion, the control of international use of English is now shifted from English speaking countries people to wider global community and the native speakers has turned to be the minority among English language users.

This study, therefore, aims to analyze the impact of English as an International language on English language teaching in Indonesia. Specifically it analyzes whether English teachers in Indonesia still teach the cultural content of native speakers (information about the culture of native speakers), or Indonesian culture in English (information about Indonesian culture).

Today, English becomes one of the most spoken languages by world citizens. It is slightly lower than Mandarin with overall speakers up to 1,5 Billion people. In addition, it is the most studied language in the world (Crystal 2003a; Crystal 2003b). There are approximately 325 million native speakers of English, around 425 million English speakers as the second language, and other 750 million people are learning English as the a foreign language (Crystal 2003a: 68; Crystal 2003b: 108; Nettle & Romaine 2000 in Mckay & Bokhorst-Heng 2008: 18).

Crystal (2003a) also argued that the success of English as the most influential language has been determined by two factors; the powerful British colonialism and the skyrocketed business growth of United States of America. These factors have driven English to be the communication medium in most world regions as a native, second or foreign language (Crystal 2003a; Jenkins 2009). This also led to the flourish of many different styles of English than the native one because English speakers came from various background and cultures.

The proliferation of English in the world can be categorized into three Circles; the Inner, the outer, and Expanding Circles (Kachru 1992). The native speaker's countries whose mother tongue is English such as the United Kingdom, the United States of America, Australia, and New Zealand are clustered into the Inner Circle. People of those countries are called as monolingual English speakers or English native speakers. In another hand, several countries like South Africa, Singapore, Malaysia, Filipina, India, Pakistan, and Bangladesh are counted into the Outer Circle. This is caused by the fact the citizen of these countries utilize English for daily communication along with their local language as mother tongue language.

The last one, the expanding Circle, covers the countries that view English as a foreign language. In these countries, English is only practiced in several occasions, for example, academic places, foreign offices, and particular event like seminars, conferences, and meetings and it is mainly studied at schools or language institutions. Some countries like China, Saudi Arabia, Egypt, Indonesia, Thailand, Germany, Poland, Italy, and Russia belong to the Expanding Circles (Kachru 1992; Crystal 2003a; Kirkpatrick 2007; Mckay & Bokhorst-Heng, 2008).

As the time flows, the concept about English speakers is progressed quickly. English Speakers are not only clustered into various native English speakers (such as American English versus British English), or native English speakers and non-native speakers, but also non-native English speakers and other non-native English speakers.

In the level of international interaction, most people choose English as communication medium which is generally known as English as a Lingua Franca. This is the example of English utilization performed by many people with various backgrounds such as the speaker from English as second or foreign languages, this happened because

English is commonly understood by many speakers despite their native language is not English (Jenkins 2000; 2009; Kirkpatrick 2007; 2010).

This circumstance clearly proves that the use of English is not only limited to communicate with English native speakers. In addition, in learning English particularly in Expanding Circles, non-native speakers should not prioritize English culture as an important point. For such stance, the writer has no any goal to blame any particular culture neither suggests that English culture is not meant to be learnt. The writer concern more on the idea that in learning English, the culture of learners is more urgent than English culture since the use of English is around on peer communication.

Unlike other countries, Indonesia took a different stance by putting English as its foreign language while neighbor countries such as Filipina, Singapore, and Malaysia view English as the second language. In Indonesia, English is only utilized in several fields for example in foreign companies, educational institutions, and foreign offices. It is hard to find the use of English in daily conversation in Indonesia.

Due to the notion that English is an international language and as the most spoken one by global citizen for various purposes, the government later oblige people to learn it in all secondary level schools and other private schools have actually taught English from elementary to tertiary level education or higher degree. In addition, some private institutions introduce compulsory English for students from elementary level and some other used it as instructional language in all classes (Kirkpatrick 2010).

It is relieving that today society starts to be aware of the significance of learning English, not necessarily because of its role in knowledge, science, and technology but more because of the role of English in economic activities and career progress. This trend is accommodated by the increase of schools that use English as teaching medium, job promotion written or published in English, and television programs like news is now broadcast in English (Alip 2007: 160-161). Immediately, these phenomena caused greater demand in Indonesia to use and be proficient in English.

Nevertheless, as it has been explained in the previous part, there is demand to master English in Indonesia in respect to interact with non-native speakers of English. Thus, English Language Teaching in Indonesia should be adjusted to such condition.

The awareness of English as an International language and as a language of science is responded with mandatory English teaching in Junior High school to varsity level. However, with the status as a foreign language, English is occasionally used outside the classroom. Even during the class, instead of speaking English the Indonesia students tend to speak in Bahasa Indonesia (Indonesian Language) or their local language. Such situation directly affects the Indonesian students' English mastery (Lie, 2004; Thalal, 2010).

Generally speaking, the teaching of English language in Indonesia has been labeled as to be far from successful. This can be seen from the fact that after the school ended, most Indonesian students cannot use English properly in their communication.

In order to increase the quality of English proficiency, the students then

decided to take an English course outside their school class or joining special English training for special purposes, English conversation, TOEFL, or IELTS, etc. It is common to find a typical Indonesian student who scores very high in English proficiency test but with very least speaking skills. However, as it has been said that the target of English curriculum is mastering communication skill, we cannot undermine the ability of students to effectively use English after the learning process. Therefore, encouraging the students to tell the story of local culture in English is highly recommended. By talking about their local culture, student will get two benefits; raising the awareness of their culture as well as improving their skill in using English since the topic is quiet familiar to them.

METHODOLOGY

The type of research is descriptive-qualitative and simple quantitative. Rather than measuring the quantity of case, this study measured the quality aspect of a case. That is why it is called as a qualitative study. This point focused on how strong the influences of English on English Teaching in Indonesia through written discussion with no numerical data analysis. This means that the current study focused more on data explanation instead of presenting statistical result.

The collections of data were accomplished by several methods;

1. Questionnaire.

The writer spread the questionnaire to English teachers in SMPN 1 Wiradesa. The answered questionnaires were then analyzed to compile the data.

2. The English textbooks.

English textbooks were analyzed by the writer as the sources of data. The selected English textbooks were published by the Ministry of Education and Culture. They were as follow.

a) *Wardiman. A. dkk. (2008). English in Focus (for grade VII Junior High School SMP/MTs. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*

b) *Priyana. J. dkk. (2008). Scaffolding (English for Junior High School Students Grade VIII. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*

c) *Susilohadi. G. dkk. (2008). Contextual teaching and learning Bahasa Inggris, SMP/MTS Kelas IX Edisi 4. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*

RESULTS AND DISCUSSION

The results of this study were discussed in two parts: questionnaire analysis results and textbooks analysis results. The writer collected the data from SMPN 1 Wiradesa, Pekalongan by giving questionnaire to all of the English teachers in that school related to English Language Teaching. SMPN 1 Wiradesa is one of National Standardized School in Central Java, located in Wiradesa, Pekalongan.

The writer sees that the impact of English as an International language in Indonesia affected the development of English curriculum, communicative learning or communicative method in English language teaching process was being developed in English syllabus in Indonesia. These appeared because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other

people around the world. In some teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role play. These were done as ways of increasing the students' communication. With regard to cultural content, in the Junior High school to university level, the Indonesian students are commonly required to take English as a compulsory subject. The focus of learning is on developing reading skills, translation into Indonesian language and sometimes on writing in English, mostly.

If English is used primarily for communication between non native speakers of English, then the cultures and backgrounds of those people become more important than any culture traditionally associated with native speakers. The English language teaching in Indonesia needs to give information about cultures of native speakers. It is also important that the students must be prepared to be able to use English to talk about their own cultures. If

English in Indonesia and Asia is used primarily for communication between non native speakers of English, then the way those people speak English becomes more important than the way native speakers speak English (Kirkpatrick, 2007).

In this study, the writer also analyzed the cultural content of English textbooks used as English modules in English Language Teaching in Indonesia, especially English textbooks for Junior High School students at SMPN 1 Wiradesa. This book is one of English textbooks recommended by Ministry of Education and Culture of the Republic of Indonesia.

In collecting, analyzing and evaluating the cultural content of English text books, the writer chose Byram's checklist criteria. It is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure. Criteria for text book evaluation (focus on cultural content) shown in the following list:

Table 1. The Analysis of English text book (English in Focus for grade VII Junior High School)

No	Byram's Criteria	Details	Position	Number	Percentage
1.	Social identity and social group	What is your name? What should I buy? What do you do? My hobby	Page 1 Page 57 Page 101 Page 139	4	33,33%
2.	Social interaction	Greeting and introducing Asking and giving information Describing people Asking and responding clarification expression	Page 8 Page 27 Page 107 Page 143	4	33,33%
3.	Belief and behavior	Work out	Page 123	1	7,69%
4.	Social and				

No	Byram's Criteria	Details	Position	Number	Percentage
	political institutions				
5.	Socialization and life phrase	Let's go to school Family life	Page 39 Page 83	2	16,67%
6.	National history				
7.	National geography	Things around us	Page 19	1	7,69%
8.	Stereo types and national identity				
	Total			12	100%

Based on the Byram's criteria, for the English text book entitled **English in focus for grade VII Junior High**

School, the discussion about Indonesian cultures are displayed on the page 1, 57, 101, and 139, the focus of the discussion is about personal identification, the percentage of it is about 33,33%. Social interaction is also discussed, for example about greeting, introducing, asking and giving information, describing people, etc. this discussion reaches 33.33%

The next point is about belief and behavior which are also presented in this text book. There is around 7.69% of the total cultural points being discussed in the text book which focuses on belief and behavior. The writer did not find any discussion about social and political issues in this text book. However, the discussion about socialization and life reaches around 16.67%. The example of this discussion is about family life and going to school or school life.

National historical issues are also not available in this text book. However, there are around 7.69% portion for discussing National geographical issues, it is covered in the discussion about things around us. The other point which is not covered in this text book is stereo types and National identity.

Table 2. The Analysis of English Text Book (Scaffolding, English for Junior High School Students Grade VIII)

No	Byram's Criteria	Details	Position	Number	Percentage
1.	Social identity and social group	Describing things and animals My gorgeous idol My unforgettable holiday My first experience Once upon a time A friend in need is a friend indeed	Page 1 Page 21 Page 61 Page 79 Page 141 Page 161	6	46.15%
2.	Social interaction	Asking for, giving and refusing goods and services Agreeing and disagreeing something Asking for and giving opinions Starting, extending and ending a conversation on the telephone	Page 1-20 Page 41-60 Page 62-79 Page 103	4	30.77%
3.	Belief and behavior	Life performances	Page 103	1	7.69%
4.	Social and political institutions	Celebration around the world	Page 123	1	7.69%

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No	Byram's Criteria	Details	Position	Number	Percentage
5.	Socialization and life phrase				
6.	National history				
7.	National geography	Wonderful places	Page 41	1	7.69%
8.	Stereo types and national identity				
	Total			13	100%

Based on the Byram's criteria, for the English text book entitled **Scaffolding English for Junior High School Students grade VIII**, the discussion about Indonesian cultures are discussed on the page 1, 21, 61, 79, 141, and 161, the focus of the discussion is about describing something, the percentage of it is about 46,15%. Social interaction is also discussed, for example about asking for something, giving and refusing goods and services, agreeing and disagreeing something, asking for and giving opinions, etc. This discussion reaches 30.77%

The next point is about belief and behavior which is also presented in this Textbook. There is around 7.69% of the total cultural points being discussed in the text book which focus on belief and behavior. The writer found any discussion about social and political issues in this text book, there is around 7.69%. The example of this discussion is about celebration around the world. However, the discussion about socialization and life phrase did not find in this text book.

National historical issues are also not available in this text book. However, there is around 7.69% portion for discussing National geographical issues, it is covered in the discussion about wonderful places. The other point which is not covered in this text book is stereo types and National identity.

Table 3.The Analysis of English text book (Contextual Teaching and Learning, Bahasa Inggris, SMP Kelas IX)

No	Byram's Criteria	Details	Position	Number	Percentage
1.	Social identity and social group	Are you sure?	Page 1	8	72.73%
		How do you do it?	Page 24		
		What a pity?	Page 41		
		What are they?	Page 55		
		Really?	Page 71		
		What is it like?	Page 90		
		Could you?	Page 107		
		Long long time ago, there was	Page 121		
2.	Social interaction	Expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder.	Page 2	3	27.27%
		Expressing and responding to bad news.	Page 42		
		Responding to good news and expressing opinions	Page 72		
3.	Belief and behavior				

4.	Social and political institutions		
5.	Socialization and life phrase		
6.	National history		
7.	National geography		
8.	Stereo types and national identity		
	Total	11	100%

Based on the Byram's criteria, for the English text book entitled *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama Kelas IX*, the discussion about Indonesian cultures is displayed on the page 1, 24, 41, 55, 71, 90, 107, and 121, the focuses of the discussion are about personal identifications, the percentage of it is about 72.73%. Social interaction is also discussed, for example about expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder, expressing and responding to bad news, responding to good news and expressing opinions, etc. this discussion reaches 27.27%

The next point is about belief and behavior which is unavailable in this text book. The writer did not find any discussion about social and political issues in this text book and the discussion about socialization and life phrase also did not find in this textbook. National historical issues and National geographical issues are also not available in this textbook. The other point which is not covered in this text book is stereo types and National identity.

The writer sees that English textbooks in Indonesia, especially in SMPN 1 Wiradesa, have adapted the growing issue in the world. It can be seen from the way the English textbooks presented some reading texts and vocabulary. Some texts are about Indonesian cultures, such as Borobudur, Batik, etc. The vocabulary used in the texts are also related to the content of texts being discussed.

It shows that the focus of learning English in Indonesia is to enable students to talk about their own culture in English as the target language. It is significantly different from the previous syllabus which drove students to focus more on performing or imitating native like performance by having English speaking countries culture.

It also shows that communicative ability is more important in learning English than nativelikeness. However, the syllabus still emphasizes the correctness of language such as pronunciation based on native performance, even though it focuses more enabling students to be communicative in English.

With regard to the cultural content employed in the teaching process, the majority of the English teachers (based on the questionnaires) preferred cultural content that deals with the life and culture of various countries around the world and some of them chose the cultural content that deals with local culture.

The use of local cultural content give reasons such as it is important to preserve the local culture especially for young people and to reinforce the values of our culture. Those who supported the use of content from native English-speaking countries cited the need to know the origin of the language. Finally, they preferred the use of various

cultures with the reasons such as this may help students feel that they can use English everywhere and in any situation, and students have a global vision of the world. Related to the students' interests in learning English, most of teachers' perspective answered that the students are interested in content that deals with local places and people in Indonesia, with the reason that the students can understand the culture and apply them in their daily life.

Talking about cultural information in English textbooks, all of the English teachers know all of the cultural information on the English textbooks well, because the cultural content of he English textbooks generally deal with local culture and local information.

CONCLUSION

The writer concludes that English has now become an International language used by both native and non native speakers. So, because of this fact, English is no longer related to native English-speaking cultures only.

The impact of English as an International language in Indonesia has affected in the development of English curriculum, communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people around the world. In some teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role play. This is done as a way of increasing the students' communication.

Related to the English language teaching in Indonesia, and English language teaching in SMPN 1 Wiradesa has adapted the growing issue in the world. It can be seen from the way the English textbooks presented some reading texts and vocabulary. Some texts are about Indonesian culture, such as Borobudur, Batik, etc. the vocabulary used in the texts are also related to the content of texts being discussed.

This result supports Kramsch and Sullivan (1996) finding which says that point out an appropriate pedagogy for the teaching of English as an International language depends upon local English language teaching professionals thinking globally but acting locally.

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