

ENGLISH LANGUAGE IMPERATIVE LEVEL IN INDONESIA

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Abstract

In general language is a tool for communication that every people use it, and as we know there are many languages especially in Indonesia. It is regional or local language that people use for their daily activities with their family or with their local people, Indonesia language as official language that people use on, they daily activities on formal places or with work partner. Indonesia government already make some regular or policy to manage the language use also the regulation about English as foreign language. But the use of English language is not optimal especially in the world of education even though English has become the lingua franca in the world. For such a stance, the writer has no goal to blame any culture nor suggests that English culture is not meant to be learnt. The writer concerns 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 peer communication. 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 Indonesian students tend to speak in Bahasa Indonesia (Indonesian Language) or their local language. For that, the writer give some proposed solution after analyze some literature, The writer used the Systematic Literature Review framework from (Okoli, 2015) to perform this review of the literature.

Keywords: Language, Management, Policy, SLR

1. INTRODUCTION

The diversity of more than 240 million of the Indonesian population consists of more than 700 local languages and ethnicities across the Indonesian archipelago (Badan Pusat Statistik, 2014). Such diversity resulted in tensions among local identities. On the other hand, since then the number of international students enrolling in Indonesian higher education increased in recent years from 6200 students in 2011 to over 7000 international students in 2012 coming from 73 different countries (Ministry of Education and Culture, 2014). Considering both factors, to maintain a national identity on the one hand, and to learn other cultures and to engage globally, on the other side, become contributing factors perpetuating the implementation of bilingual education in Indonesia. But along with the strength of Indonesian as a National Language, as well as the swift flow of globalization which requires mastery of English, in various provinces in Indonesia, the way how it is handled attract attention. From 652 regional languages that have been recorded and identified, only 71 languages have been mapped in vitality or life force (based on the study of language vitality in 2011-2017). As a result, 11 languages are categorized as extinct, 4 critical languages, 19 endangered languages, 2 languages have suffered a setback, 16 languages are in a vulnerable (stable, but endangered) condition, and 19 languages are safe (Ismadi, 2019). 581 other regional languages still need to be studied more deeply.

2. THEORETICAL FRAMEWORK

2.1. The Regulation of Language Management in Indonesia

Paying attention to the shifting position of Regional Language to a depressed level, some efforts to protect the language in the regions are regulated in Law No. 24/2009 and PP 57/2014 that it is not optimal yet and get some obstacles. In this connection, the regional government is indeed to be responsible for the development, fostering and protection of regional languages and they are obliged to report the results of these efforts and evaluations to the Minister of Interior

Recognizing the deteriorating position of Regional Language during this disruption period, several local governments from 2013 until now have begun to make policies that increasingly emphasize their support for the preservation of regional languages. We can see the

DIY Governor Regulation No. 64 of 2013, Governor Regulation of West Java No 69 of 2013, Governor Regulation of Bali No. 20 of 2013, Governor Regulation of Lampung No. 39 of 2014, East Java Governor Regulation No. 19 of 2014, Regional Regulation NTB No. 4 of 2015, South Sulawesi Regional Regulation No. 2 of 2016, and South Kalimantan Regional Regulation No. 3 of 2016, which in general regulates the compulsory Local Content of Regional Languages to be taught from elementary to high school levels, minimum 2 hours of lessons per week plus additional extracurricular. The learning is arranged in each governor regulation to be held pragmatically, attractively, creatively, and pleasantly, as well as to be useful for student life and come from the cultural values of each region.

However, in Law No 24 2009 article 43 and on President regulation No 63 2019, there is also a policy to facilitate the learning of foreign languages and where to use it. The existence of English is certainly no longer something fancy, it even seems to be a norm and an obligation to be mastered in the current era of globalization. Being able to master English is no longer an added value, but it becomes a necessity and a need if you want to develop in all aspects of life. English is not only an academic requirement for limited mastery in aspects of language knowledge, but with English mastery, we will be able to master other sciences easily such as science and technology. It seems that mostly English is used, and even a variety of documents and technical guidelines for the use and improvement of devices that can speak English.

Moreover, since 2015, when the ASEAN community has agreed to implement. Of course, in ASEAN Economic Community, English mastery becomes the basic capital. Iriance (2018) explains that recent developments indicate that working languages in countries in the ASEAN region have been conditioned that the use of English is used as a lingua franca language. With this application, sell and buy activities can be done in ASEAN market. Certainly, English must be mastered both as an oral language and written language.

The role of higher education especially in English education is very important and needed by the community to actively communicate with English, both written and oral in official communication as well as communicating with others regionally and internationally. Iriance (2018) emphasizes that in general, there are three big reasons why English is important to be mastered by the community in the competition of the MEA (AEC) as stated in the Asean

Secretariat (2015). First, English is used as a medium for seeking knowledge. With good and correct English language skills, someone can easily understand and gain new knowledge in certain fields. Second, English helps get a decent job. Many national and international companies require participants to be able to communicate in English fluently and have a TOEFL score of 550 and IELTS at level 6. Third, English helps someone promoting local products on the international scene.

In the level of international interaction, most people choose English as a 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 not English (Jenkins 2000; 2009; Kirkpatrick 2007; 2010).

This circumstance clearly proves that the use of English is not only limited to communicating 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 a stance, the writer has no goal to blame any culture nor suggests that English culture is not meant to be learnt. The writer concerns 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 peer communication.

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 Indonesian students tend to speak in Bahasa Indonesia (Indonesian Language) or their local language. Such a situation directly affects the Indonesian students' English mastery (Lie, 2004). The teaching of the English language in Indonesia has been labeled as being 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.

3. REVIEW METHOD

The writer used the Systematic Literature Review framework from (Okoli, 2015) to perform this review of the literature. The review was done systematically over several articles

and references. Also to obtain the appropriate publication, the research employed utilizing document collection as the primary technique of data collection. Documents relating to Indonesian language policies, reading lesson plans, and curricula. Additionally, an empirical analysis of several research was conducted to ascertain the policy and curriculum's implementation.

4. FINDING AND DISCUSSION

English is a compulsory subject in schools in Indonesia (Lauder, 2008; Mattarima & Hamdan, 2011). Although the country was not colonized by the British, the language has become a significant part of the nation's institutions. The exigencies of the language's import in transacting business and communicating with neighboring countries such as Singapore, Malaysia, India and other countries in the opinion of Lauder (2008) makes the learning inevitable.

The school-based curriculum, comprising English curriculum, as endorsed by the Department of National Education of the Republic of Indonesia has recently been implemented from Elementary to High Schools in the country. However, English as a subject remains an optional subject in elementary schools. Better acquisition of skill and effective language learning will be achieved if the curricula, syllabi, materials, and activities are enhanced and improved (Richards & Rodgers, 2001). They agree with Gattegno (1976) that enhanced students' role and autonomy in the class will improve the learning process.

The learning process is divided across three years or three grades in Senior High Schools or SMA (Sekolah Menengah Atas) with milestones of minimum competences which students should reach in each grade to ensure competence. Competence standards of teaching and speaking in Senior High Schools are done through oral expression of the meanings of interpersonal and transactional discourse in formal and non-formal communication. This is achieved by using recount, narrative, news item, procedure, descriptive, report, analytical exposition, spoof, hortatory exposition, discussion, explanation, and review in daily life contexts. The aptitude to communicate in English is a very difficult mission in Indonesia because of the emphasis on the national language. The fear of making mistakes has affected the rate of personal expression so much that not all the students in an EFL (English as Foreign Language) speaking class have the courage to speak. Many of the students feel anxious in a speaking class

(Padmadewi, 1998); and some are likely to keep silent to avoid making mistakes (Tutyandari, 2005).

5. CONCLUSION AND PROPOSED SOLUTION

Indonesia has many regional languages, which are spread in each region according to the data discussed on the previous page. As well as Indonesian as a unifying language, every level of leadership at the central, regional, and village levels needs to be prepared for global competition which demands skills, one of which is communication skills in a foreign language, especially English Language. So, the solution that can be offered or the proposed solution is that Indonesia needs to have more detailed regulations from all levels regarding the use of foreign languages and maximize them in the world of education. Also, the fear of making mistakes has affected the rate of personal expression so much that not all the students in an EFL (English as Foreign Language) speaking class have the courage to speak. To decrease this, we can take analyze more opinion from Richards & Rodgers (2001) that better acquisition of skill and effective language learning will be achieved if the curricula, syllabi, materials, and activities are enhanced and improved. Other proposed solution is given learners some instruction to make review about they activities in daily life contexts, that can increase their habit to use English language.

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