



THE ENGLISH THRESHOLD

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Foreword

As a trained English teacher, I strongly connect with the articles included in this anthology. The issues discussed are latent problems faced by English teachers in both formal and informal educational institutions. Additionally, I have found answers to questions I had not previously pursued. For example, the book discusses why Indonesian students have low English proficiency despite spending hundreds of hours learning English from junior high school to university. This problem has led to the stigma that English Language Teaching (ELT) in schools has been a total failure.

The book delves into the root causes of this issue, examining various factors that contribute to the low proficiency levels. One major factor is the significant difference between the linguistic features of Indonesian (L1) and English (L2), which poses a challenge for students in mastering English phonemes that do not exist in their native language. For instance, Indonesian students often struggle with the phonemes /v/ and /f/, commonly substituting them with /p/, which negatively impacts their speaking and listening skills.

Another critical factor is the pedagogical practices employed in English language teaching. The book highlights that many English teachers possess limited content knowledge and pedagogical skills, resulting in rigid and uninspiring classroom practices. This lack of effective teaching methods contributes to students' disengagement and poor language acquisition. Furthermore, the book provides a comprehensive analysis of the broader educational and socio-cultural context in Indonesia, which also plays a role in shaping the effectiveness of English language instruction. By exploring these dimensions, the anthology offers valuable insights into the systemic issues and potential solutions for improving ELT practices in Indonesia.

For English education students, English teachers, ELT researchers, and ELT policymakers, this book serves as an essential resource. It not only presents a detailed overview of the challenges faced but also suggests practical strategies for enhancing English language teaching and learning. The diverse perspectives presented by the articles make this anthology a significant contribution to the field of English language education.

As I read through the various contributions, I appreciate the authors' efforts to address these complex issues thoughtfully and thoroughly. The book has enriched my understanding of the multifaceted dimension of ELT in Indonesia and inspired me to reflect on my teaching practices. I hope this anthology encourages ongoing dialogue and collaboration among educators and stakeholders to achieve meaningful improvements in English language instruction. In addition, this anthology offers a well-rounded exploration of

the persistent challenges faced by ELT practitioners. The contributors, who are postgraduate students supported by the LPDP Scholarship from the Ministry of Finance of the Republic of Indonesia, have demonstrated their ability to analyse and articulate these issues effectively. I look forward to seeing more scholarly work from these talented individuals in the future.

To the writers, keep pushing the boundaries of academic inquiry and contributing to the field. To the readers, I hope you find this anthology as enlightening and thought-provoking as I did. While the writings may not yet rival those of renowned researchers, they are undoubtedly of high quality and offer valuable insights for the advancement of English language education in Indonesia.

Editor

Ahmad Aprillah, M. Ed



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Introduction

M. Zaenal Abidin, S.Pd.

A. Background and Rationale

English language skills have become one of the fundamental aspects in academic contexts and in our society. Not only as a world language, but English is also the main requirement for applying for a job in large companies in Indonesia and in ASEAN. For example, in an academic context, if a student wants to continue his/her studies to the Bachelor, Master or even Doctoral level, especially abroad, the ability to speak English is one of the mandatory requirements. Therefore, English language skills which include speaking, writing, listening and reading are needed.

With such rapid development, the changes that happen are also increasingly massive. I note, in the Indonesian context, the implementation of free trade in

the Association of Southeast Asian Nations (ASEAN) region known as the ASEAN Economic Community (AEC) in 2015, many foreign companies have developed. This means that the use of English is also necessary for employers and job seekers. Put simply, (Iriance, 2018) in her article entitled "English as a Lingua Franca and the Position of English Proficiency of Indonesian Communities Among AEC Members". He explained that one of the most fundamental things in the success of AEC is the mastery of English. Recent developments related to the identity of the working language in countries in the ASEAN region have also agreed that the use of English is used as a lingua franca in the region.

In addition, English is the main language in daily social interactions that are expressed from various different language backgrounds. The ability of English as a language of instruction applies in almost all universities, including in Indonesia. For example, three countries in the ASEAN region that have the highest scores (60.33 - 63.52) in using English, namely Singapore, Malaysia and the Philippines. Meanwhile, Vietnam, Indonesia, Cambodia and Laos have scores ranging from 38.45 - 54.06. In fact, Indonesia, Vietnam and Thailand are categorized as very low in English proficiency. As the information, English is already the official language of instruction of 42 countries in the world and is a very popular language studied



THE ENGLISH THRESHOLD

Explore the transformative journey of English language education in Indonesia with “The English Threshold.” This insightful book delves into the relentless issues and multifaceted challenges faced by students and educators in mastering English. From pronunciation hurdles and vocabulary struggles to curriculum design and pedagogical innovations, this anthology provides a comprehensive overview of the current state of English language education in Indonesia.

Authored by English language postgraduate students and supported by the Kelurahan LPDP Universitas Negeri Yogyakarta, “The English Threshold” combines critical theoretical reviews with practical recommendations. Each chapter uncovers the intricate layers of linguistic, educational, and cultural factors influencing English Language Teaching (ELT) in Indonesia. Whether you are an English Education student, English teacher, ELT researcher, or ELT policymaker, this book serves as an essential resource for understanding the unique challenges of English language education in Indonesia.

Immerse yourself in the collective work of emerging scholars as they pave the way for a brighter future. “The English Threshold” is not just an anthology—it is a call to action for continuous improvement and innovation in English teaching and learning.

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