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The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum

ABSTRACT

This article presents the teaching constraints of English as a Foreign Language (EFL) in the Indonesian Senior High School context outlined by the development of recent English curriculum (school based curriculum). It discusses teaching constraints of EFL speaking in recent school based curriculum, constraints on understanding learners' differences, constraints in learning material resources, constraints on classroom activities, constraints on teaching methods, and constraints on speaking assessment. Based on the discussion, this article also provides some solutions on what teachers of EFL speaking can do in order to achieve a higher quality of EFL speaking teaching and to improve the speaking skill of EFL students in Indonesia. Finally, the issue of the contribution of inserting learners' differences in curriculum design to promote independent or successful learners becomes important in the implementation of school-based curriculum as current curriculum with focusing on learner centered instruction in large and mixed ability class and in other old paradigms in EFL teaching and learning in Indonesia.

Key words: *Teaching constraints, English as a Foreign Language, learner differences, and school-based curriculum in Indonesia.*

INTRODUCTION

The teaching of English has become increasingly important as a foreign language in Indonesia. It is the first foreign language in Indonesia. It is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools (Lauder, 2008). English also has been taught in Elementary Schools as an elective subject since the implementation of the 1994 Curriculum. It seems the development of English language teaching in Indonesia touches the recent English curriculum objectives. The general standard objectives of English language teaching at Senior High Schools in Indonesia are determined as follows: (1) Developing communicative competence both in oral and in written in order to reach the level of informational literacy; (2) Raising awareness of the nature of English as a foreign language in order to compete with other countries in global community; and (3) Developing

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comprehension of students about the relation between language and culture (Depdiknas RI, 2006).

Ironically, there are still very limited numbers of students who are able to communicate simple in English, although they have been studying English for about six years. In this context, M. Thalal (2010) stated that there are many cases happen where students' expectations do not match with the reality of learning result showing that their English proficiency is still very low or no significant English ability after many years of study. Moreover, students of foreign language education programs are considered successful if they can communicate effectively in the language (Riggenbach & Lazaraton, 1991). The parameter used to revise the English teaching program in well-design syllabus, lesson plan, and material design that the students' success or lack of success in EFL (English as Foreign Language) is judged by the accuracy of the language they produced. In order to improve the accuracy of English communicative competence based on recent English curriculum objectives, the teaching of speaking skill has become increasingly important in the English as a foreign language context.

From the basic features, it is evident that school based curriculum in English is based on the functional, transactional, and interactional perspective of the nature of the target language. It seeks to teach language in conjunction with social contexts in which it is used. Consequently, this curriculum changes its emphasis from what the students can know or understand about language to what they can do with it or can use it.

This article presents a review of teaching constraints of EFL speaking in the Indonesian context within the broader perspective of EFL language teaching methodology in recent English curriculum. It aims to show whether or not the teaching of EFL speaking has been performed on the objectives of recent curriculum (school-based curriculum).

CONSTRAINTS ON ENGLISH SCHOOL BASED CURRICULUM

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 although it is still an optional subject in elementary schools. J.C. Richards and T.S. Rodgers (2001) claimed that by improving the curricula, syllabi, materials, and activities or by putting a more emphasis on students' autonomy, more effective language learning will take place.

The important features of School-Based Competence are competence standards and basic competences. Competence standards in English curriculum are speaking, listening, reading, and writing. Each competence standard has several basic competences. Those basic competences are distributed into three years or three grades in Senior High Schools or SMA (*Sekolah Menengah Atas*). Those are the minimum competences which students should reach in each grade. To

reach the basic competences in each grade, teachers formulated some teaching and learning objectives in particular meetings (Depdiknas RI, 2006).

The focus of English language teaching in Senior High School based on English school-based curriculum is as follows. *First*, discourse ability is students' competence to understand and produce oral and written texts in relation to four language competences (listening, speaking, reading, and writing). *Second*, students' competence to comprehend and produce various short functional and monolog texts, and essay texts such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. *Third*, other competences are linguistic competence (grammar, vocabulary, spelling, and written rules), social cultural competence (language expression based on the community context), strategic competence (problem solving in communication occurred), and discourse maker competence (Depdiknas RI, 2006).

Competence standards of teaching of speaking in Senior High Schools is to orally express the meanings of interpersonal and transactional discourse in formal and non-formal communicative context by using recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life contexts. Because the ability to speak English is a very complex task, considering the nature of what is involved in speaking, not all of 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 (Tutyandari, 2005).

Based on her research, N.N. Padmadewi (1998) found out that students attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time. Meanwhile, C. Tutyandari (2005) mentioned that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. In order to cope with students' limited knowledge, she advised speaking teachers activate the students prior knowledge by asking questions related to topics under discussion. She also mentioned that students' self-confidence can be enhanced and their anxiety reduced by giving them tasks in small groups. Both N.N. Padmadewi (1998) and C. Tutyandari (2005) emphasized the importance of tolerance on the part of the teacher. More particularly, C. Tutyandari (2005) recommended that the teacher acts as a teacher-counselor who provides supports and supplies students' needs for learning, rather than as one who imposes a predetermined program; while N.N. Padmadewi (1998) suggested that there should be a close relationship between the teacher and the students.

The problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section

suggests that teachers have an important role in fostering learners' ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction.

CONSTRAINTS ON UNDERSTANDING LEARNERS' DIFFERENCES

On the Learners' Attitude. Attitude means views to something by involving mental position relative to something like a way of behaving, thinking, and acting toward something. Bad or good views toward things have great potency to create positive attitudes toward the things. Attitudes mean beliefs and opinions about objects and events like management, union, empowering, and training that support or inhibit behavior. Changing one's beliefs and opinions about one object or event can change desirability toward the object or event. One who has a positive belief or opinion to learn things has a high potential to achieve his/her desirability toward the things.

Attitude is important to every event or object. In training or learning, attitudes affect motivation. Attitudes motivate ones to perform or learn more effectively. Motivation generally refers to the goals that people choose the activities they use in achieving the goals (Blanchard & Thacker, 2007). Based on P.N. Blanchard and J.W. Thacker's opinion, if students have positive attitude to learn certain courses, they will have high expectation and desirability toward those courses.

In terms of learning English as a foreign language, M. Lamb's study (2008) found that students in Junior High Schools in Indonesia had positive attitudes toward learning English. Hence, M. Lamb's study revealed that students had positive signs of making progress in English, efforts to develop their willingness to use English in everyday conversation and efforts to maintain their English learning activity by attending private English courses. More recently, F.L. Siregar's study (2010) at 108 students of English literature and at Maranatha Christain University in Bandung, Indonesia, found that Indonesian's students had positive attitude toward learning English, especially American English and British English; and his study recommended that contribution of language attitude in learning the foreign language is significantly important in understanding the sociolinguistic phenomenon and language learners' feelings, stereotypes, expectations, and prejudices of the target language (Siregar, 2010).

Two studies indicate that attitude can become a great constraint if teachers didn't give maximum effort to increase their teaching competence and to understand learners' differences in learning. High expectation and desire to know English and to maintain positive view about English should be supported by creating positive students' attitude toward English. How students have good abilities in English if they don't have positive attitude.

On the Learners' Motivation. The motivation of EFL (English as Foreign Language) learners is still a problem in Indonesian schools context. The problem

is that many students in Indonesia show low motivation in learning English. They come to class to fulfill their attendance list. Most of them are passive in teaching and learning process. Only few are brave to communicate in English. They are shy to speak English. They feel hesitate that they produce a lot of mistakes when they communicate in English. Almost none of them practice English outside the classroom, especially in rural areas. Some learn English in order to gain their good English grades. They do not think what advantages they are able to get from their good English proficiency.

In Indonesia, most of English learners have bad motivation and have negative effects to the teachers' instructions in teaching because of misguided assumptions on the nature of English. Those assumptions are English is the most difficult language in the world, and the nonnative speakers' speech organs and ear might not match English. H. Panggabean (2007) suggested that some useful activities to motivate learners to manipulate their potentials to learn English are listening to English radios and televisions, joining English speaking gatherings, taking to English native speakers, and getting access to internet.

M. Marcellino's study (2008), with a survey of six classes at five Senior High Schools, concluded that at least three primary reasons why students were normally passive in class and only respond to the teacher's questions when asked are: *first*, the students previous trainings do not expose this sort of interactive learning model to them; *second*, their cultural values and beliefs somehow do not encourage them to challenge neither their teachers nor their classmates as it may somewhat indicate that they are showing off; and *third*, the survey shows that their command of English is relatively very poor-lack of vocabulary and expressions as well as mastery of grammar-so as to make them speak Indonesian most of the time in class settings. The language environment as well as the students' motivation to learn the language still becomes the core problems that English teachers have to confront in the context of implementing school based curriculum.

Diah Sri Lestari (2007) pointed out that English teaching learning process in unsuccessful in Elementary School. It can be seen from the result of the test of final examination in the school which does not show satisfactory result. It is caused by the low motivation and interest in learning English. M.Y. Samad (1989) concludes that the first semester students of English Education Department of FPBS (*Fakultas Pendidikan Bahasa dan Seni* or Faculty of Language and Arts Education) IKIP (*Institut Keguruan dan Ilmu Pendidikan* or Institute of Education and Teacher Training) Ujungpandang, South Sulawesi, Indonesia had low motivation and low achievement in speaking. Suyuti *et al.* (1985) also state that the students of English were frequently vacuum and passive in English communication. In relation with the English learning process, there are many ways that can be used to get the high achievement. Giving motivation and growing interest in learning is one of the ways to increase the students learning achievement.

It is expected that students will be more active and they can complete with their friends to get high achievement. Accordingly, M. Marcellino (2005) further state that attitude and motivation are another problems beside textbooks, class size, assessment, language environment, teachers' qualifications, school facilities, and students' mastery of the language in applying English language teaching and learning.

Based on the previous findings, most of the students as EFL learners are passive. A lot of them are shy to use English in real communication. Many of them pay attention to forms and rules when they communicate with others. Most of them do not practice English in real communication and situations. Only few practice English in the classroom. Most of the learners fail in acquiring English because of lack of motivation.

On the Learners' Strategies. Language learning strategies are specific activities that students implement, often intentionally, to improve their ability in foreign language. Language learning strategies are defined as specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval, and application of information for language learning and acquisition (Oxford, 1990). Learning strategies is one of powerful factor in EFL (English as Foreign Language) teaching and learning by using appropriate strategies, students can learn quicker and more effective. R.L. Oxford (1996) stated again that teachers can help their students recognize the power of using language learning strategies for making learning quicker, easier, and more effective.

Strategies offer a set of options from which learners consciously select in real time, taking into account changes occurring in the environment, in order to optimize their chances of success in achieving their goals in learning and using the target language. As such the term, strategy characterizes the relationship between intention and action, and is based on a view of learners as responsible agents who are aware of their needs, preferences, goals, and problems (White, 2008).

Implementation of school based curriculum of English with student-centered learning and communicative approach (Depdiknas RI, 2006) makes a new and hard challenge for English teachers, especially in Secondary Schools. In student-centered instruction, it is a must for teachers to understand their students' individual differences. One of them is language learning strategies. Language learning strategies is a must in learning English as a foreign language to actively involve students in language learning process. Language learning strategies directly involve students to understand and gain a large measure of responsibility for their own progress, and there is considerable evidence that effective strategy use can be integrated with the lesson which is taught.

M. Marcellino's study (2008), as an example in using learning strategies with a survey of six classes at five Senior High Schools, concluded that one from three primary reasons why students were normally passive in class is

the survey shows that their command of English is relatively very poor-lack of vocabulary and expressions as well as mastery of grammar-so as to make them speak Indonesian most of the time in class settings. This condition indicates that students in learning English did not apply learning strategies effectively. J.M. Green and R. Oxford (1995) found greater use of learning strategies among more successful learners and higher levels of strategy. The results of K. Manurung's study (2005) also indicate that different EFL proficiency students cause learning strategies differently.

In Indonesia education context, formal schooling, for example in Secondary Schools, has very crowded students in a classroom. Every classroom has 30 to 45 students with mixed ability in English. This real condition indicates that students with mixed ability in one classroom employing different learning strategies. Teachers from preparing materials, preparing teaching methods, and assessment should be careful because they face multistrategies from different levels of students.

CONSTRAINTS ON LEARNING MATERIAL RESOURCES

A crucial aspect of speaking materials is how students are prepared to speak. This deals with the importance of materials for communicative activities in the classroom. A conventional way which teacher prepares the materials is just adopted from some textbooks from private publishers and government. Most teachers still focus on using particular textbooks in English teaching and learning without selecting the textbooks before using them.

English textbooks still dictated the teaching and learning process. English textbooks which seem the essential requirements of school based curriculum in English lesson to assess the students' competencies consisting of basic skills, knowledge, attitudes, and behaviors are not available yet. It is not employed for effective performance of a real-world task or activity. The textbooks which should have been verified by comparing to basic competences and competence standards to be reached, student levels, and student needs would be used as supplementary resources. They suggested their students to buy particular English textbooks in order to make them understand the lesson. Using particular textbooks in the classroom is not effective and not efficient because they have unsuitable material level, too difficult or too easy, too long or too short, and irrelevancy of themes.

Because of the need of school based curriculum to activate class participations, its implementation may then become more complicated, especially when related to the students' motivation, the teacher's instruction, and the teaching materials. The implication of these views in classroom contexts is that it is not only enough to have the effectiveness of a particular teaching approach, well-designed curriculum, syllabus and teaching materials, but it is also affected by the efficacy of the students' learning strategies. Many other complicated problems are textbooks, class size, assessment, language environment, teachers'

qualifications, attitudes, motivation, school facilities, and students' mastery of the language.

School based curriculum in Indonesia doesn't acquaint mandatory textbooks in schools from Primary to Senior High Schools. Both textbooks published by the government and by private publishers are supplementary textbooks. Textbook is one of resources in developing learning materials. By selecting and having various textbooks, teachers are expected to develop well-design syllabus and learning materials in order to use in the classroom. Teachers should adjust their materials with basic competences and competence standards to be reached, student levels, and student needs. Learning materials which teachers have created by their own creativity or by a collaborative work are possibly used in one or more teaching meetings.

Speaking materials mainly depends on the teacher's decision making. The most teachers are barrier to design tasks for the speaking activities, choose types of materials, and determine the media for presenting the materials. As the students get the materials for speaking when they are in the classroom, they are likely to be more confuse when expressing messages. They cannot express their ideas spontaneously. The materials are not interesting to them.

Due to the importance of speaking materials in the classroom, the materials would be supplied for speaking activities have to be interesting to students. Teacher must be opened. Teacher has to discuss to the students in order to design interesting materials. Creating interesting and innovative learning materials is flexible although teachers are strongly expected to develop them by enclosing authentic and contextual materials and appropriate methods. In this context, U. Widiati and B.Y. Cahyono (2006) emphasized that materials can be prepared either by the students based on specific tasks assigned by the teacher or provided by the teacher alone. However, they stated that the materials prepared by the students may result in memorized or prefabricated utterances, while those prepared by teacher are likely to enhance spontaneity in students' speaking performance (Widiati & Cahyono, 2006).

The materials enable to be derived from various textbooks, newspapers, magazines, pamphlets, CD, and other resources. Teaching and learning materials, at least, consist of a competence standard, a basic competence, a learning objective, student activities, methods, materials, and assessment. In formulating the materials, teachers can incorporate suitable material level and appropriate methods in order to ease students to reach suggested competence.

CONSTRAINTS ON CLASSROOM ACTIVITIES

Classroom activity is another constraint that teachers encounter, particularly with respect to turn taking. The teacher frequently gave a student a question one at a time. Accordingly, the rest of the class was chatting. The students were asked for the second chance just reviewed the previous answers. It undoubtedly brings about the ineffectiveness of the teaching-learning interactions and

the minimum language acquisition. As teachers stood most of the time at their desks, they could not spread their attention to the class. As a result, those sitting a little bit far away from the teachers or at the back of the class did not pay attention to the lesson.

Students' attention is very important in the classroom in order to naturally focus on the practicing of the target language in language learning process. The teaching of EFL (English as Foreign Language) speaking, for example, should be focused on either training the students to speak accurately or encouraging them to speak fluently. Although in current English language teaching classroom practices in Indonesia, there is a trend issue that time is often devoted away from two English competences (speaking and writing). In other words, teachers provide more instructional time on commonly tested areas on developing English listening competence and reading competence of students. Afrianto (2007) further argues that in English teaching context, a student may develop a narrow view of English learning. Teachers focus on teaching two skills (reading and listening) because they are tested skills in National Examination. This way leads students to learn all four skills equally.

The activities, usually teacher-centered, include repetition and substitution drills which are essentially used to activate phrases or sentences that learners have understood. Teacher-centered instruction is still more used in English class. Most teachers still dominate the class in order to convey the materials and to make students understand some language forms in English National Examination (e.g. tense, sentences, or dialogues). Teachers' dominance of the class is quite obvious in that they spent most of the class time talking to their students. They still apply to the old paradigm, in which teachers play a significant role in class as a model. In school based curriculum, teachers have to shift their role, not as a model, but as a facilitator, co-communicator, or advisor so that the class has ample time and opportunities to actively participate in class discussions.

Most students just listen what materials teacher explains every meeting. Students have less opportunity to practice the target language. The former is considered to be form-based instruction while the latter is considered to be meaning-based instruction (Murdibjono, 1998). Each of these focuses of instruction has its own characteristics. Form-focused instruction aims to provide learners with language forms (e.g. phrases, sentences, or dialogues) which can be practiced and memorized so that these forms can be used whenever the learners need them.

In contrast, meaning-focused instruction, usually student-centered, gives the students more opportunity to practice the target language, inspires various activities in the classroom. It aims to make learners able to communicate and the teacher, therefore, plays a role more as a facilitator than a teacher. On the teaching of EFL speaking in Indonesia, meaning-based instruction (student-centered) should be given more emphasis and it is conducted through various

classroom activities. While many activities in the classrooms have been oriented to speaking for real communication (Rachmajanti, 1995); some activities are conducted merely for giving students opportunities to practice speaking, such as to speak through games (Murdibjono, 1998); or through repeating patterns (Hariyanto, 1997). Interestingly, activities described in those reports are usually based on the teaching experience of the authors. Although these types of activities are not necessarily based on keen research analysis, to a certain extent they seem to have a degree of reliability as they are based on observation following learners practice.

CONSTRAINTS ON TEACHING METHODS

M. Marcellino (2005) stated that many teachers still use the audio lingual method in English speaking classes, an approach that has a different set of tenets and beliefs from that of school based curriculum. As a result, teachers use a lockstep approach that consumes the whole class time—drilling and reinforcing a dialogue. The teacher plays the role of A and the students of B. In this case, the students have no opportunity to interact in group work.

Teachers frequently use Indonesian language to discuss the topic and, to some extent, to explain the grammatical rules of the Target Language (TL). The reason why they speak the *Bahasa Indonesia* (Indonesian language) is that their command of English is poor. Dardjowidjojo (2003) affirms that “*even at the university level, English lecturers have not reached a mature level of language use*”. On the contrary, teachers and students in applying school based curriculum of English are expected to communicate in the TL and not to dominantly account for grammatical components and/or formulas.

Besides, High School learners only have an average of four contact hours a week, each lasting for forty-five minutes. With respect to language environment, students learn English only in class and outside the class. They communicate either in their national language, the *Bahasa Indonesia* (Indonesian language), or in their vernaculars. Consequently, they normally do not acquire the target language even after they completed the school program.

A variety of teaching methods with interesting teaching materials appear to have been used to deal with these problems and these efforts have contributed to the increase in the learners’ enthusiasm and interaction their speaking classes. However, as the results are not yet satisfactory, attention should be given to other factors that might inhibit or facilitate the production of spoken language. For example, learners need to be given more sufficient input for acquisition in the classroom through tasks reflecting the application of information gap feature of natural communication. Furthermore, due to the status of English as a foreign language, learners need to be encouraged to use English both in and outside the classroom.

CONTARINTS ON SPEAKING ASSESSMENT

Another constraint is the way to be assessing the English language competences in English language teaching. The four skills of English should be assessed with appropriate assessment tools. Some English teacher assessed the students with the wrong way. They used, for example, written test to investigate the speaking skill of students. Students completed or formulated particular sentences as a test. How students speak or present oral communication is a test for speaking skill.

Authentic assessment is the popular issue in school based curriculum. Roy Killen (2004) stated that authentic assessment is sometimes called performance assessment, performance-based assessment, or direct assessment. Roy Killen further argued that although authentic assessment has many advantages, but there is still another value in using traditional forms of assessment to complement authentic assessment (Killen, 2004). For example, it is often useful to test students' knowledge and understanding in traditional ways before asking them to solve real problems by applying their knowledge and understanding in authentic situations.

While teaching, teacher is also assessing the students by directly observing the language tasks. School based curriculum focuses on continuous and ongoing assessment in order to holistically evaluate the students' language performance. The procedures and detailed criteria of its measure should be formulated in order to get the authentic and objective results. When discussing language teaching and acquisition, it is somehow to be related to time allotment and language environment.

School based curriculum focuses on continuous or ongoing assessment. Once the standards for students speaking proficiency have been determined and the language functions included in the instructional materials, the next thing to do is to test the students speaking proficiency. N. Mukminatien (1995) stated that speaking tests may be classified into two: (1) *direct approach*, which aims at measuring students speaking proficiency by asking them to speak; and (2) *indirect approach*, which requires them to give or choose best responses for a speech situation.

According to I. Yuliastri (2005), to increase objectivity, or reduce subjectivity, teachers are recommended to use alternative assessment, which is the antithesis of the standardized assessment or traditional assessment. In speaking, alternative assessment refers to continuous assessment, a form of evaluation of students speaking proficiency based on day-to-day record of evaluation. An important part of this type of assessment is the criteria to judge students performance (e.g. students speech comprehensibility, organization of the spoken materials, and the way the messages are delivered) and the quality categories of the students' performance (e.g. superior, advanced, intermediate, and novice). Then, I. Yuliastri (2005) suggested that the clarity of these two components of alternative assessment will reduce subjectivity in assessing students speaking proficiency.

The teaching of EFL (English as Foreign Language) speaking as presented above shows that helping learners speak English fluently needs carefully prepared appropriate instruction in order to solve the constraints. Those constraints in developing oral English proficiency have been the concern of researchers and educators in Indonesia. The discussion of various aspects of the practice also suggests the complex nature of what is involved in developing oral proficiency in a foreign language context. It indicates that by designing an appropriate curriculum, syllabi, and lesson plan, teaching constraints could be reduced. The other important thing is to understanding students' differences like attitude, motivation, and strategies before designing curriculum, syllabi, and lesson plan. This effort possibly reveals the better connection among lesson plan, teaching materials, teaching techniques, and students' needs.

CONCLUSION AND RECOMMENDATION

From the previous discussion, it can be concluded that the implementation of school based curriculum of English in EFL (English as Foreign Language) speaking class in Indonesia still faces many constraints. Generally, the constraints cause the failure of EFL speaking although English is first compulsory foreign language in Junior High Schools and Senior High Schools. There are many factors causing the constraints.

First, the government is not well and accurately informed about the feedback of its implementation for limited time. Consequently, the government directly judges the success of the curriculum without evaluating the failures in several aspects.

Second, the class management and teaching preparation are inadequate. Most English teachers restrict their learning resources or materials to the certain textbooks. They rarely formulate their own syllabi, lesson plan, and modules in their class. Most teachers also used monotonous approaches or methods.

Third, inappropriate assessments are applied to assess students' language skills create the contra productive in the result. Students get a good mark but they are not able to simply speak English. Authentic assessment with complementing traditional assessment to evaluate students' performance and knowledge are available to get more objective result.

Some recommendations are suggested for reducing or minimizing constraints in English language teaching and learning process in the classroom and in the design of syllabi and lesson plan of English in Senior High Schools. There are as follows:

First, teachers should understand their students' individual differences such as attitude, motivation, and learning strategies in relation to the improvement of their students' expectation and students' desire to learn English.

Second, teachers should continuously achieve their students' positive attitudes, achieve students' motivation, and understand students' learning strategies by involving interesting and dynamic teaching procedures and

designing their lesson plan, in using interesting and dynamic techniques, and in managing interesting class.

Third, teachers must connect those sources of positive attitude, high motivation, appropriate choice of learning strategies in designing syllabi, lesson plan, and in deciding teacher's techniques and teaching media.

Fourth, in implementing learner-centred approach in language teaching and learning in the context of English as a foreign language, teachers should consider students' interest and desire in learning English.

And finally, *fifth*, teachers as front curriculum designers should contribute students' individual differences in order to develop their curriculum design, syllabi, and lesson plan.

The issue of the contribution of inserting learners' differences in curriculum design to promote independent or successful learners becomes important in the implementation of school based curriculum as current curriculum with focusing on learner centered instruction in large and mixed ability class and in other old paradigms in English Foreign Language (EFL) teaching and learning in Indonesia.

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