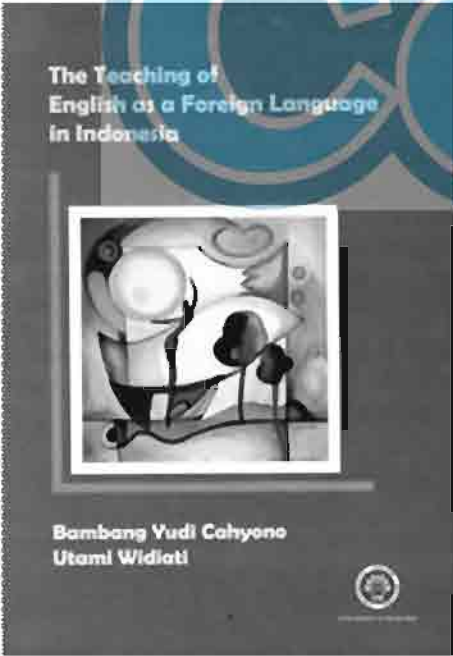


**A BOOK REVIEW:  
THEORY AND PRACTICE OF ENGLISH  
LANGUAGE TEACHING IN INDONESIAN  
CONTEXT**

**Reviewed by  
Shirly Rizki Kusumaningrum<sup>1</sup>**

	<p><b>The Teaching of English as a Foreign Language in Indonesia</b></p> <p><b>Bambang Yudi Cahyono and Utami Widiati</b></p> <p><b>Malang: State University of Malang Press. 2011, 182 + xii pages</b></p> <p><b>ISBN: 979-495-957-X</b></p>
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## **INTRODUCTION**

Few days before I had my thesis examination, I met my Professor. He offered me to type some manuscripts to be published in a book. With pleasure, I accepted his offer. By the time I read the manuscripts, I got lots of information about English Language Teaching in Indonesia. Finally, the time comes; and the manuscripts are compiled into a book entitled “The Teaching of English as a Foreign Language in Indonesia.” This book is actually a compilation of manuscripts written by Bambang Yudi Cahyono and Utami Widiati, two professors at English Department of State University of Malang. There are 9 chapters in this book in which the content is about English Language Teaching in the Indonesian context. Therefore, in this review, I will discuss the contents of the book, as well as highlight the benefits of this book related to English Language Teaching in Indonesia.

## **THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA**

As what have been mentioned before, there are 9 chapters in this book. Seven out of 9 chapters have been published in some accredited national and international publications. However, Cahyono and Widiati thought that it was important to compile the manuscripts into a book. Actually, this book is primarily designed as a textbook for undergraduate students, majoring in English Language Teaching program, who attend Teaching English as a Foreign Language (TEFL) and/or Applied Linguistics courses in State University of Malang. The authors expect that this book will provide the students better understanding of the English Language Teaching in Indonesia as in the future they are expected to be English language teachers. Basically, this book offers itself as a means to achieve these following objectives:

(1)...to put together a comprehensive understanding of the teaching of English as a Foreign Language (EFL) in the Indonesian context. (2) ... to set out with the goal of maintaining a balance between theory and practice; (3) ... to provide necessary background information, relevant research studies, and practical ideas that have been reported in various publications and conferences; and (4) ... to become teaching resources and writing references for teachers as well as specialists and practitioners in English Language Teaching (ELT). (Cahyono and Widiati 2011:iv)

In line with the objectives, this book not only offers the theory of English Language Teaching in Indonesia, but also shows the real practice in the field. Therefore, chapters in this book commonly start with a discussion of theoretical background about issues raised in this book, followed by explanation of what have been done in the field, and finally some generalizations are drawn to give contribution to the development of English Language Teaching in Indonesia. Here is the outline of the book.

In Chapter 1, the discussion focuses on the development of English curriculum in the Indonesian education system. Starting from 1945, there have been a number of curriculum developed: 1947 Curriculum, 1952 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum, and School-Based Curriculum. This development of curriculum, of course, brings English syllabi to the betterment in education system as such development is aimed to meet the growing challenges of educational goals of the respective years.

In the next four chapters, the authors highlight the importance of teaching English Language Skills in Indonesia. In Chapter 2, the authors strengthen the importance of teaching EFL listening in Indonesian context. The discussion is started by explaining the origin

of listening skills followed by reviewing theoretical background about listening process, listening instruction, and historical development of listening instruction. Going further, the discussion is specified into the teaching of EFL listening in Indonesia. Finally, some recommendations are proposed for the development of teaching EFL in Indonesia. In Chapter 3, the authors review the teaching of EFL speaking. It firstly presents ESL/EFL speaking and language teaching, the nature of communication, and communicative competence in ELT. Then, the discussion is focused on the teaching of EFL speaking in Indonesia including problems in the teaching of EFL speaking, activities performed in EFL speaking classes, materials usually used in EFL speaking classes, and assessment of oral English proficiency. This review provides some insights on what teachers can do to improve the speaking skill of Indonesian EFL learners. Similar to the previous chapters, Chapter 4 which reviews recent development in the EFL reading presents the theoretical background of EFL reading followed by the real practice of teaching EFL reading in Indonesian context that give beneficial recommendation for the future development of the teaching of EFL reading in Indonesia. To end up the discussion about the teaching of English language skills, Chapter 5 presents the teaching of EFL writing in the Indonesian context. This chapter discusses current development of EFL writing research and teaching, and elaborates the future trends of this area of investigation.

The next three chapters focus on the importance of teaching English language components in Indonesia. Chapter 6 that reviews the teaching of EFL grammar in Indonesia provides issues in grammar teaching, framework for grammar teaching, followed by the real practice of teaching grammar in the field. It then ends up with some recommendation for the development of teaching grammar in the future. In Chapter 7, the importance of EFL vocabulary teaching is strengthened. The chapter starts with some theoretical perspective about EFL vocabulary and it ends up with some beneficial insights

that can improve EFL vocabulary teaching in the future. Chapter 8 highlights the importance of pronunciation as one of the language components. Since English pronunciation and Indonesian pronunciation is different, this chapter starts the discussion by comparing those two showing the differences between them.

Finally, Chapter 9 strengthens the use of Internet as a language learning resource. In this chapter, the authors integrated Internet in two courses: Argumentative Writing and Introduction to Linguistics Courses. This experiment showed the enhancement of the students' skills in using Internet as their learning resources.

## **FINAL REMARKS**

I personally think that this book can be used as a good reference not only for the students who attend TEFL and/or Applied Linguistics Courses in State University of Malang, but also for the other students, English language teachers/practitioners, as well as for future researchers. I said so as this book is different from common book which usually covers some theoretical perspective about an issue. In this book, of course, you will be able to find out not only the theoretical background of an issue, but also the real practice in the field that can provide insights for the betterment of English Language Teaching in Indonesia.