

CHALLENGES AND CONSTRAINTS FACED IN INDONESIAN EFL INSTRUCTION: WHAT RESEARCH SAYS

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It is the fact that the HDI of Indonesia is now still in the low position among the Asian countries. The Indonesian education profile, as one of the HDI indicators besides health and economy is in critical condition. This situation is clearly portrayed by some research reports conducted by international organizations which concern on the educational matters. The first report was published by the Political Risk Consultant (PRC). According to PRC, the Indonesia HDI was at the rank of 12 out of 12 in Asia after Vietnam (National Coordination Forum Education for All, 2003; Al-jawi, 2012).

As the HDI is closely determined by the quality of the education of the country (Coleman, 2011), therefore, Coleman highlighted and criticized the educational development in Indonesia, especially relating to the implementation of the international standard school which was still lack of learning quality. In line with the Coleman's critical finding, the similar unsatisfying situation of the educational quality of the country was clearly shown by 8 out of 146.052 elementary schools in Indonesia which were accredited globally as the primary years program (PYP). At the same time, only 8 out of 20.918 junior high schools in Indonesia were accredited as the Middle Years Program (MYP) and only 7 out of 8.036 senior high schools were accredited as Diploma Program (Balitbang, 2003 as cited in Al-jawi, 2012). These phenomena suggest that the process of the education programs of the country is still disappointing.

The other unsatisfying learning process of the country was then recently reported by the three-yearly assessment of Programme for International Student Assessment (PISA). Again, the results of the study of the 2009 PISA reconfirmed the less competitive learning achievement among Indonesian schools amongst the other countries. The report shows the low literacy skill among Indonesian students, i.e. in reading ability. It shows that Indonesia comes at 56th place out of 64 countries. Indonesia has 402 score comparing to Thailand with

421, and to Singapore with 526 (Coleman, 2011). However, the latest publication which was released on the December 3rd, 2013, Indonesian students were reported at the second lowest out of 65 countries which took part in the PISA. The score was 390. This was the worst students' achievement (OECD, 2013) since this country's involvement in the assessment. This report suggests that Indonesia is now at a critical point of its learning process (Mailizar, 2013). Reading performance, for PISA, measures the capacity to understand, use and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society (OECD, 2013). In short, the students indicate that they hardly solve their complex problems faced as language learners (Lengkanawati, 2016). Thus, the areas of learning and instruction among Indonesian schools should be criticized.

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