

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English has begun to be introduced by the community to children since they were toddlers or fives to higher schools. Although since childhood they have learned English, but what they get in English language learning education is gradual like in kindergarten, they are taught in basic ways such as numbers, letters, animals, objects, and fruit. Then gradually until elementary school, in elementary school students like grades 1 to 3 grade get material such as, introduction of family, animals, and color. For higher class levels like grades 3 until 6 grade usually get the knowledge of learning English like, introducing, knowing verbs, adjectives and nouns. Until entering junior high school, usually in junior high school students also learn English with material that is more extensive as in class 7 students will get material like telling day, date, month, and time. In class 8, students were given material about invitation someone, giving instruction, greeting card, describing people animals and things. In 9 grade got more difficult material, namely is recount text.

From the start, students have received material about English or foreign languages in the classroom, they will always remember the foreign language because they rarely hear it in their daily lives. That way will make students become interested in learning and getting to know about English. English as the

main capital of students to get to know about the foreign world, by learning the language and the meaning of a sentence contained in learning and non-learning. A teacher first introduces students to learn a foreign language after their parents are at home. Learning English in the classroom will make students smarter to use foreign languages by learning a lot of vocabulary and learning to translate word by word or sentence.

In learning English speaking is a very important thing. Because of, if in a class there is no interaction between the teacher and the student, the teacher who provides learning about English will not know whether the student, understands, or is confused with the instructions the teacher gives. Many of them also easily understand the instructions that the teacher deliver, but also there are students who answer without knowing the questions or directions from the instructions from a question the teacher convey, and some students also prefer to remain silent without reacting because they are afraid to answer or carry out the command of the instruction. In the classroom, the interaction between teacher and student should be closely intertwined, why is that? Because of, if there is no communications between students and teachers, then students will find it difficult to learn English, which is not their daily language.

Interaction between friends is also very influential for a student to be more advanced and eager to learn English. Learning English in the classroom also has a very interesting learning media that teachers convey so that students can easily understand what the teacher means. In teaching activities that use EMI, schools usually have different strategies. A school may prefer the team teaching model or

assistance from experts both from within the country and abroad. This effort aims to ensure learning of quality and internationally oriented students.

The use of foreign languages is very directly related to the process and learning outcomes because the teacher as a learning facilitator has the responsibility of delivering students to the achievement of competencies through oral and written language that is used when explaining, giving instructions and feedback, managing the class, and evaluating their learning outcomes. The teacher can make the classroom atmosphere fun by using media such as holding games as opening lessons or brainstorming by directing interesting instructions or EMI aimed at the material. So that students have a curiosity about what they should do, with the use of instructions using English. That way will make a positive effect for students so that they learn to understand, translate, and implement.

The fact is that there are still many problems that are often faced by students today. Students often complain that English is difficult, there are several factors that are caused namely. Namely external factors (family environment, community, even peers) and internal factors (personal self itself). The lack of students' understanding of English, students assume that English is difficult, the lack of vocabulary students have, not the use of grammar, and an environment that does not support students using English.

With the use of EMI in the class, there are also many students among those who are still having difficulty receiving instructions that the teacher gives, as in the game "Simon says" which requires good hearing and can understand the instructions given so that errors do not occur. The use of EMI in class also focuses

students so that they think faster and act like they often do in EMI in the classroom as in the game "Binggo binggo bum bum" which requires students to mention various words after being appointed by the teacher who gave instructions. Then after a student mentions one word, the teacher will appoint one student to continue the back number in the word that was mentioned by the friend who was earlier as, for example. Student A mentions the word *east* then the friend who is appointed will then mention the word beginning with the end of the word by student A, *t, tomato*. In the game "Binggo Binggo Bum Bum" really needs a speed of thinking and concentration.

However, if students find it difficult to accept the game to think quickly, they can be categorized as weak students in the vocabulary. Students need a strategy to be able to master an EMI in the classroom and help the students' difficulties, namely by increasing knowledge about vocabulary, paying attention to the teacher who is giving instructions and not speaking alone when the teacher is explaining instructions and asking for explanations if he still does not understand .

## **B. Reasons for Choosing the Topic**

The reasons why the writer is interested in choosing the topic were:

1. The researcher thinks that EMI will be able to help students' ability to understand the instructions that the teacher gives.
2. The researcher thinks that English is not the material to learn only but it is also a medium of instruction.
3. Through optimizing the use of EMI, both teacher and students will be

able to develop the quality of learning.

### **C. Problems of the Research**

This research matter will be conducted into two questions, the formulation questions are :

1. What are the students' strategies of using EMI in EFL classes?
2. What are students' difficulties in using EMI in EFL classes?

### **D. The aim of the Research**

The aims of this research are to know what the question types used by students' strategies of using EMI in EFL classes

1. To reveal the students' strategies of using EMI in EFL classes
2. To find out the students' difficulties in using EMI in EFL classes

### **E. Contribution of study**

The result of this research may give beneficial contribution to both the teacher and the students to optimize the use of English as Medium of Instruction (EMI) during the English learning process. Moreover, the use of EMI will support the quality of English learning process.