

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Classroom**

School is a place where students spend their time studying and learning things they don't get when studying at home. Therefore here is a place that has always been a place where they used to play, joke, and learn that is in the classroom. In the classroom students can learn various abilities in learning, such as learning that requires them to interact with their peers in class, with their peers and also with their teachers. In the classroom there are also many students who have high abilities and students who have less ability. As with English subjects, there are usually several students in the class who are interested in the subject, the rest only follow the schedule set at school. With the EMI method, many students are expected to be interested in learning English.

According to Kang (2005) examined students' understanding of EMI in the field of educational engineering and noticed that students who were proficient in English were more positive about the results of learning using EMI, and students who were less able to believe they needed more support from teachers who taught. In addition, capable students show a higher level of understanding of content with lower anxiety, and they tend to use supplementary materials such as translators or dictionaries. EMI learning has been applied in Europe and other EFL countries in the general

belief that frequent exposure to target languages facilitates language learning (Krashen & Terrel, 2000), and content-based learning positively motivates students to acquire language and subject content, which leads to increased learning outcomes and increased competitiveness in the labor market (Coleman, 2006; Deller & Price, 2007). Graddol (1997) long before realizing that the course of content taught through English media is one of the most significant educational movements in the entire world, and this phenomenon has been accelerated by the rapidly evolving intercultural exchange and globalization in Indonesia by every aspect of life (Brumfit, 2004; Coleman, 2006; Gradt & Huppaf, 2004).

## **B. English as medium of instruction**

English is an international communication medium that is used as a foreign language in Indonesia so English is a very important language for us as a second language. Therefore English learning must be in school since Kindergarten, so that when children have grown up they will not be foreign to hear or learn English in their studies. Many governments believe that the EMI program will improve students' English language proficiency, and will produce intelligent students who are more fluent in English. EMI looks to give students a double benefit: knowledge of their subjects, plus English skills. By being accompanied by competent teachers, students will more quickly grasp the learning provided by the teacher. Before learning begins, usually a teacher will warm up to students or something that will

attract the attention of students to be more enthusiastic in starting English lessons.

The language of instruction in the learning process in the classroom is very important (Martin, 2003; Seated & Jawar, 2012). The use of language is 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 spoken and written language used when explaining, giving instructions and feedback, managing the class, and evaluating the learning outcomes. The language used not only must be correct and in accordance with the level of language development of students, but also must be a language that is well understood by students (Baker, 1988). But usually there are difficulties for students in understanding what the teacher explained in the classroom as the case in China (Shohamy, 2012) has identified the most prominent is linguistic competence in learning English. Meanwhile a teacher is obliged to give an explanation of foreign languages as a second language after his first language in Indonesian. To increase students' knowledge so that they are broad-minded.

### **C. Students' Strategies Of Using EMI (English Medium Of Instruction) In EFL Classes'**

In a learning class, students have their own way to understand the learning given by their teacher. Like various strategies on how to get rid of

laziness in learning in the classroom, they will try to listen to what the teacher says in various ways they do such as disturbing their friends, and talking that results in noise in the classroom. But sometimes if a teacher conveys his learning in a fun way at the beginning students will usually feel happy and interested in participating in the learning and what they will get after taking the lesson. Student's strategies of using English media instruction in the classroom also follows what the teacher has taught in individual assignments, group assignments and homework. With the many tasks that the teacher gives, a student will feel the responsibility of how to work with various strategies in order to be able to complete the task the teacher gives.

If in the classroom, they can ask directly with their teacher to better understand the assignment given. Moreover they can also discuss with each other, or ask a friend who has the highest ranking in the class. Usually in the classrooms, they have study groups in which there is a student who has more intelligence to guide other friends. Using this strategy, students will feel more confident to ask about the difficulties they face in attending foreign language learning. Then, they will share strategies for how to quickly master a lot of vocabulary, good and correct pronunciation, and be able to translate a sentence or word Megawati and Mandarani (2016). However if the task has been taken home for homework, usually students will work in various ways such as using an online media dictionary or asking questions with the closest person.

However sometimes a school will bring a native speaker to attract students' attention to make their sense of responsibility for learning a foreign language in the classroom. That way students will feel that "how do I understand what he says while I don't have many vocabulary words that I know of". After students feel that way, usually they will make various strategies to make a list to add vocabulary and feel more interested in learning foreign languages in the classroom. Following are various strategies of students in attending foreign language learning in the classroom.

#### 1. Using Internet

If in the past learning was only done in the classroom by listening to the teacher's explanation, working on the assignments given, answering questions and discussing. This method is still used in current curriculum learning, but the difference is that it involves students to be more active and innovative in learning (Agodini, Dynarski, Honey, and Levin, p.4, 2003). It is not only the teacher who always feeds students with the material, but before the learning a teacher prepare, they will ask students to look for material that will be discussed at the next meeting.

Such things will make students better prepared to understand the learning that will be taught at the meeting that day. In this way, it will make students look for a lot of reference material assigned. In this day and age, it is not difficult for students to look for learning material.

Due to the large amount of media that is very supportive for students to get what they want. Internet also has a variety of positive sides for children's learning today, many webs education that they easily access to get material or journals. Examples are pinterest web, Academia.edu web and Teflin web. The examples such as handheld telephone. Every student may already have a mobile phone that they always carry wherever they go, like going to school.

Many schools now allow students to bring personal communication tools, Scimic (2008). If you have entered final level school, students will easily use their mobile phone at rest. Which is can help them in completing tasks that are not over, for example if previous learning the teacher provides a task that requires translating sentences into Indonesian. According to (Hartoyo, 2005,pg.22) They will not be hesitate to use an online dictionary, to help speed up their work. With internet, students can also discuss with friends without having to meet with friends or ask about the difficulties faced by using online group media, also with the development of technology to make students feel learning is not only formal in class, but they also can learn fun by looking at footage of educational films that aired at the beginning of class learning.

## 2. Groups work

In a learning definitely requires a tutor or study companion to help students solve their difficulties. Moreover if in general the students

who have been educated at the final level are like 6 grade elementary school, 9 grade junior high school, and 12 grade high school. They will definitely be in groups - grouped by schools to form a study group, in one group containing various types of children's characteristics such as intelligent, moderate and low levels. This study group aims to help students who do not understand the lesson so they can understand and understand by being accompanied by their peers. So, if sometimes there are students who feel embarrassed because he/she is not smart in the classroom, then the solution is a classmate who can help to guide how fun learning without having to feel burdened with the problems.

Sometimes children will feel more comfortable if they share their stories or problems with their peers, and if group learning is carried out continuously it will increase the results of English learning achieved by students. There are also have other factors related to the use of language learning strategies are the individual learning styles of students themselves. Reid (in Zhenhui, 2004) states that each individual learns the language in different ways.

### 3. Question and answer

Often times we meet when in class, students ask their friends. Even-though they know that their friends understand or not with the material that the teacher has taught. However the nature of children is to feel much comfortable asking their peers than asking directly with the teacher. Although there are many of the students who dare to ask

the teacher if they feel difficulties. The existence of a question and answer session in the classroom is also very helpful for interaction between teachers and their students to be closer. Sometimes students if given assignments related to English they will surely ask the teacher to repeat the instructions given, whether they are repeated using English or mixed with instructions using Indonesian. The question-answer relationship (QAR) strategy helps students understand the different types of questions. "The Right Way" in the text, students who recognize that they must first consider the "Right There" in the text, that some answer require to "Think and Search". question before developing an answer.

According to Rafael and Au (2005: 208) QAR can to help solve four problems to increase students' literacy rates: (1) The need for shared language to create a largely invisible process that underlies reading and listening comprehension, (2) The need for a framework for organize question and answer activities and instructions for understanding in and across classes and school subjects; (3) The need for reform of all accessible and direct schools for literacy teaching oriented to higher level thinking, (4) The need to prepare students for high-risk exams without destroying a strong focus on high-level thinking with text.

#### **D. Problems of using English as Medium of Instruction (EMI)**

The problem faced by students in implementing EMI is how students must follow the curriculum applied by the government. How they have to adapt to accepting learning that the teacher uses using English. Students must be active and continue to ask the teacher so that students do not have difficulty in taking English lessons in the classroom. Then, sometimes the thing that causes difficulties is on themselves, which is just to shut up even though they don't understand.

However if something like that happens, then the role of the teacher here must be very responsive to the students, namely, can be given a question, or just repeat the explanation that has been given by the teacher. Sometimes the most common problem in the classroom is the presence of English subjects at the end of class. The atmosphere is hot, tired, sleepy, it is often the reason for students not to be excited about learning. The role of EMI is here to help teachers make their students feel happy like learning at the beginning of the lesson. So, here are some problems that are often faced by students when learning English in the classroom.

##### **1. Don't Understand The Meaning**

Most students if they hear or learn English they will surely complain "do not know the meaning". This problem is most commonly found in various English classes, because English is not the everyday language they use, (Chi 2006: 23). Moreover with the presence of English

learning in the classroom, it will train students to be able to interpret word for word by practicing listening, seeing, translating words. By learning a lot of the vocabulary they use it will quickly learn many words, sentences or instructions given by the teacher using English.

## 2. Pronunciation

According to Hasan (2000) states that the difficulty faced by many students of English as a foreign language is the lack of understanding of English pronunciation expressed at normal speed through listening subject matter. With the native speaker's speed in speaking on audio that is played when listening learning makes students experience less understanding of what the audio means. Sometimes students are also not too able to pronounce words using pronunciation properly and correctly, such as using British English which is quite difficult. Sometimes students only hear some of the sounds in the audio, then they match the answers available on their answer sheet.

## 3. Grammar

According to Barbara Dykes (2007: 5) in her book *Grammar For Everyone* mentioned that the simplest understanding of grammar. According to him, "Grammar is a language to talk about language". Because from grammar, we can learn how to communicate with language not related to learning grammar; starting from vocabulary and function, sentence patterns, expressions and their meanings. Many students think that learning grammar is difficult, which prevents them from learning

English. And grammar is also often used as an excuse for students not to be able to speak English because they are afraid of being wrong.

According to Michael Swan (2005: xix) in his book *Practical English Usage*, his opinion regarding the definition of grammar. According to him grammar is "The rules that show how words are combined, are arranged or changed to show certain kinds of meaning". What can be interpreted that Grammar is a rule that explains how words are combined, arranged or changed to show several types of meanings. By always learning and practicing, it will make students become accustomed to using grammar in pronunciation in their daily lives.

#### 4. Vocabulary

In addition to grammar, other factors that make students feel that English is difficult are vocabulary or vocabulary, according to (Linse, 2005: 121). Vocabulary is a collection of words that someone knows. Vocabulary also directs students to be skilled in speaking fluent English. With a lot of medias that really supports students to learn a lot of vocabulary, such as watching movies using English subtitles, listening to English songs. Will make students become a lot of new vocabulary acquired.

According to "(Cameron, 2001: 74) the vocabulary of development is an ongoing process, not only adding new words but also building knowledge about words that are already known in part". Things like that

will make students become accustomed to finding new words in every day's activities.

#### 5. Opportunity

Opportunity is one of the important things in the learning process in the classroom because with the opportunity students can ask things they don't understand. However, if the teacher's understanding of the learning material is considered less, students will also experience difficulties in absorbing the material. As we often find many teachers who are not right in reciting the words according to good and correct pronunciation. Things like that will make students also follow what the teacher says. According to Poly Keynes (2010: 245) also talks about what determines national opinion at any time, not only when the occurrence of full employment opportunities. Like teachers who have to give students the opportunity to use English in class, they also feel less, because they do not use it in every learning activity that uses English. It is better if the English class takes place the teacher gives the opportunity to students to communicate using English in the classroom, although not every day they use it but they will later get used to interacting using English.

#### 6. Motivation

Motivation is very necessary in every individual. Because of motivation also can affect us in a better life. Like the relationship between parents and students, peers, and teachers. With the existence of a motivation that is given by the teacher to the students in the class will

surely foster a feeling like having to change into a good person. Motivation that is indispensable for students is mainly by their parents who should have a very important role to make a sense of wanting to know students about foreign languages that they do not use in their daily lives. Like when there is a student in a class that is not too clever with English lessons, surely they will ask how to learn the correct strategy so that it can be sampled, so we should not be oppressive or ridicule it. Instead we have to motivate it to change and want to learn a little so that it is not too difficult.

With very interactive motivation on students can also be studied second language for social purposes, and to become members of society that are accepted in the wider community (Yule, 2006: 167-168). Sometimes students will really want to be like their smart friends, by asking what they are learning and why they are so absorbed in learning. That way indirectly the students also get motivation by their friends in the class. According Uno Hamzah. B (2008: 10) someone's indicator is motivating in learning, among others. (1) the desire to do activities, (2) the existence of encouragement and the need to carry out activities, (3) the existence of hopes and ideals, (4) appreciation and respect for oneself, (5) the existence of a good environment, (6) interesting activities.

## E. Previous Research Findings

Students' Strategies Of Using EMI (English Medium Of Instruction) In EFL Clases' is being interested topic to conduct it as a research. The researcher has their own style to write their ideas, to collect the data, to generate their findings, and to draw the conclusion. The researcher found out some researchers that relates to the topic. It derived from education journal and thesis.

The first research comes from Luh Putu Artini with her journal titled *Penggunaan English as Medium Of Instruction (EMI) Dan Konsekuensinya Terhadap Proses Pembelajaran Ditinjau Dari Persepsi Siswa*. In her thesis, she discussed about Persepsi siswa tentang Bahasa Inggris sebagai bahasa pengantar. The objective of the study is to investigate students' strategies of using EMI on how attract to students' interest in learning English as a second language. The researcher took 80 students from Senior High School from class Math and Sains. And the result, 34% from the students feel happy using EMI in their class. Although most students consider that EMI learning is interesting, but 75.39% of students say that the teacher's explanation is lacking or unclear. In addition, around 53% of students think that using English as EMI is not special (normal). The second research come from Fika Megawati her journal titled *Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris secara Efektif*. In her thesis, she discussed about Memaparkan kesulitan-kesulitan yang di hadapi siswa dalam belajar bahasa inggris dan faktor penyebabnya. The object of the study is angket, in

this research she distribute angket to knowing the response of students about the experience of learning English for two semesters including difficulties experienced in the learning process. The researcher also collected data through recording at the end of the semester were asked to describe their idols in the form of video footage for approximately 7 minutes. In the study, the subject of the study showed the difficulty of learning English in the skills in the most difficult order to the easiest. Factors causing difficulties in learning English are greatly influenced by the level of mastery English in each students.

