

CHAPTER I

INTRODUCTION

This chapter covers 5 points. They are background study, reasons of study, research questions, the aims of study, clarification of study, and contribution of study.

A. Background of Study

A curriculum in Indonesia emphasizes in personal experience through the process of observing, questioning, reasoning, and trying to increase the students' creativity included in English teaching learning process in Junior High School. In 2015, Ministry of Education and Culture said that English subject will be taught started in Junior High School so the role of the teacher at that time is very important to support and make permanent change in a behavior of the students in English learning process through some practices like Kimble and Garnezy in Hardeep Kaur Shergill (2012) explained "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". Therefore, hopefully the teacher can conduct an English learning process well which can make the students understand about English itself. Undoubtedly, some improvement from the teachers in English Learning Process is very needed.

Evidently, some problems happen in English learning process. For the example, according to Istiqomah Nur Rahmawati (2012 : 4) many opinions from some English teachers about using first and second language even there are some teachers who state L1 should not be allowed in order to exposure the target language and others think that L1 can be used under certain conditions. The role of L1 has been debatable in the FL learning and teaching process. Undoubtedly, L1 is generally maintained for life, with little over effort on the part of the teachers. This is because first language is often woven into the personal and sociocultural identities of the native speaker, and we usually use the language to think and to interact with family and other

members of their cultural or ethnic group. Yi-chun pan and Yi-ching pan (2010:88) explain that L1 used is a common occurrence in foreign language teaching contexts despite the fact that it often the L1 can be used to explain difficult concepts, to make the situation more comfortable, to check comprehension, to define new vocabulary items and to switch the language when they fell lost and not confident. Students also felt that L1 used makes understanding the instructions and explaining assessment requirements easier also helps them more confident in asking questions because it reduces the risk of misunderstanding between the teacher and the students.

Otherwise with FL, if the teacher uses foreign language as an instruction in the classroom it will support the quality of English learning process and it has also shown that the teachers' FL used affects the learners' achievement Moeller & Robert in Kami Kulhman (2017). Generally, it is important to focus on how the teachers use English as medium for giving instruction to the students. For example in the questioning strategy, how the teacher do initiation, how the student responses and how the teacher gives feedback to the students using English. These three parts structure were first put forward by Sinclair and Coulthard in Andrew Atkins (2001) and are known as the IRF (Initiation, Response, Feedback). They are about the pattern of discussion between teacher and the students in exchanging information and the way how the teacher and the students do communicating. Andi and Ande (2017) explain that initiation (I) is the movement in which the teacher initiates an interaction, According to Van Lier in University of Birmingham (2010) , depending which questions are asked, the initiation stage may require students merely to recite previously learned so it is about the effort of the teacher in pushing the students to do some communication or interaction using English.

Secondly is response (R), it is about what actually performed by the students following the initiation which produced by the teacher. The response is represent the teacher initiates in response of initiation move by participants act so in response the students do interact to response the

teacher's stimuli. Response here will be appeared after the teacher gives initiation.

Last is feedback, it is about a turn which aims to give feedback to students' response. Hall in Rikma Laktri (2016) stated that feedback, accommodates learning in terms of the cognitive and affective aspects. The cognitive aspect can be argued when the feedback requires more students' elaboration on the particular subject. The elaborations, such as reasoning, help students become more critical. For the affective aspect, it can be observed when teachers use encouraging words like "That's right" or "Good". They increase students' motivation during the teaching and learning process. Therefore, IFR here can provide a useful framework for developing meaningful communication in a controlled form.

Considering the background above, the researcher interested to dig up more information about the Teachers' Strategies in Using English as Medium of Instruction in EFL class.

B. Reasons of Study

The reasons why the writer chooses the topic Teachers' Strategies in Using English as Medium of Instruction in EFL class which becomes her concern in choosing the topic are because English as Medium of Instruction is important because of :

1. English is taught as both material to learn and a medium of instruction to use.
2. Most English teachers in which English becomes the Foreign Language (FL) tend to use both first language (L1) and English as Medium of Instruction.

C. Research Questions

The research questions of this study are :

1. What are the teachers' strategies in using English as Medium of Instruction in EFL class?

2. What are the teachers' problems in using English as Medium of Instruction in EFL class?

D. The Aims of Study

The purposes of this study are :

1. to reveal the teachers' way on using English as Medium of Instruction in EFL class.
2. to dig up the teachers' problem on using English as Medium of Instruction in EFL class.

E. Clarifications of Study

There are some terms that will be clarified in this research :

1. English as Medium of Instruction is very important for the teacher and the students. According to Julie Dearden (2014:4), the definition of English as Medium of Instruction (EMI) is the use of English language to teach academic subjects in countries or jurisdictions where the L1 of the majority of the population is not English. EMI is increasingly being used in universities, secondary schools, even in primary schools and it is sometimes confused with teaching English as a Foreign Language (EFL) through English, meaning that the interaction and texts used for instruction in EFL should avoid any recourse to the students' first language. In any teaching and learning situation, the language of instruction plays a very vital role in facilitating learning of subject contents so it is necessary for the teachers and learners to use the language of instruction appropriately for enhancing effective teaching and learning.
2. Teacher's strategy is about how the the teachers are encouraged to use their professional judgment to review the suggested strategies and decide on the most appropriate for meeting the needs of their students and deliver the essential content. Kemp in Gili N. (2017), defines teacher's strategy is teaching activities that must done by the teacher and the

students so that the purpose of teaching reached effectively. The teaching strategies and activities that the teacher chooses to engage students should be matched with the course learning outcomes you have identified during the teaching and learning process. Most teachers want their students to be capable of doing more than rote memorization of facts. Instead, they want students to be able to apply, synthesize, and evaluate course material of English.

F. Contribution of Study

The result of this research may give beneficial contribution for :

- a. the English teacher

The teacher will know how to optimize the use of English as Medium of Instruction in teaching learning process.

- b. public schools

The school will evaluate about the use of English as Medium of Instruction by English teachers in teaching learning process.

