

CHAPTER II

LITERATURE REVIEW

This chapter elaborates 4 points. They are English classroom, English as Medium of Instruction, Teaching strategies in using English as Medium of Instruction (EMI), and Previous Research Findings.

A. English Classroom

Undoubtedly, the classroom is one of places which the students spend much time rather than the other places because the classroom is where they learn various skills. In the classroom, the students are taught many subject included English. Related to language learning in various social contexts, classroom as one of social contexts, is a small society consisting of teacher and students with a specific cultural system in which roles, functions, and goals are different among them. According to Seedhouse & Jenks (2015:267), language classroom is a place that aspects of language are learnt and taught, method, syllabus and materials are applied, theories and practices are met, social identity and affective factors are affected, and classroom is a site where interaction and education unite.

In the classroom, controls are on the teacher' hand as the knower. They modify and simplify their utterances to help students understand the language easily. They frequently gives feedback or correction when students make errors then the common interaction pattern follows the moves on teacher initiates communication, students respond and teacher gives feedback. Then, everything in the classroom requires the use of language. Walsh (2011:158) stated that learners access new knowledge, acquire and develop new skills, identify problems, and establish also maintain relationship through language in interaction. Particularly in language classroom, interaction is viewed as central of language learning and teaching. The language used is as both the object of study and the medium of instruction. The teacher and students use the language in interaction in the classroom as the learning goal.

English classroom as well as other classrooms requires certain elements that are necessary to make it useful and interesting for both the teacher and the students. The use of English classroom is a good beginning step for encouraging students to feel comfortable in a foreign language and for them to begin to think in that language. The more times they use the phrases, the comfortable they will be. The goal is to get students to react in English, rather than in Bahasa Indonesia. For example, the teacher can start to say a greeting before the lesson, beginning the lesson, asking questions, and ending the lesson using English as Medium of Instruction in English classroom.

So in this part comprises 3 sub points to elaborate. They are English as Medium of Instruction (EMI), Teachers' strategies, problems of using English as Medium of Instruction, and below is the description of each.

B. English as Medium of Instruction

English is an international medium of communication that being used as the foreign language in Indonesia so English is an important language for us. Therefore, in education of Indonesia, English as a obligatory subject started from Junior High School. Meanwhile, based on Hadiza AlHassan Ibrahim, Shafaatu Muhammad Anka, and Nafisat Umar Yabo (2017:64) explained that English as Medium of Instruction as “the use of English language to teach academic subject in countries where the first language of the majority of the population is not English” so it means the instructional medium of English is one of the instructional planning that should be prepared by teachers before coming in the classroom.

Actually, there are many benefits in using EMI in Indonesia. But, there are problems and challenges too for the teacher in using it. For examples, in Nigeria as a multilingual nation adopted English language as the second language (L2). Hence, the federal government of Nigeria provided a policy for using EMI. During teaching practice supervision have shown that the language of instruction in some primary schools in Zamfara state lacks

proper coordination and guided implementation. Although, the language policy for instruction at primary school level is clearly stated in Nigeria's National Policy on Education, there has been no attempt made to explore the challenges of using EMI at the primary education level in Zamfara state. Hence, it is worth while to explore the current challenges of using EMI at the primary school level in Gusau local government area of Zamfara, Nigeria.

Then, in Hongkong universities, English and Chinese are used as a mixed code of languages in content instruction so the achievement was not as good as expected. According to Tang in Cam Ngo (2018) two codes of languages used simultaneously in content instruction caused neither of those languages to be employed effectively. Besides, some universities see an opportunity to attract a wider range of students and they feel that EMI strengthens their offer to those students who believe studying in English will make them more employable in a world where a quarter of the population speaks English.

EMI also improves the quality of teaching and learning process itself because in any teaching and learning situation the language of instruction plays a very vital role in facilitating learning of subject contents. It is necessary for the teachers and learners to use the language of instruction appropriately for enhancing effective teaching and learning like in Zimbabwe, Ethiopia, South Africa, and Tanzania, those schools which already used English as Medium of Instruction.

C. Teaching strategies in using English as Medium of Instruction (EMI)

Teacher has the most important role in improving the quality of education. As a teacher, knowing the appropriate strategy is very important thing. They can select the alternative strategies or adapt those suggested to deliver the content. The successful non-native speakers or EFL's teachers in achieving the English proficiency is because they have strategy to learn English. Strategy is a method to achieve the certain aim so if the teacher will

success in solving the problem, it can be seen based on what strategies they are used.

Most teachers want their students to be capable of doing more than rote memorization of facts so the teacher should pay attention to their strategy. According to Kemp in Gili N. (2017), 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 which have identified during the teaching and learning process. These are the examples of teaching strategies as follows :

1. Questioning strategies

The roles of questioning classroom are very important strategy. Questioning strategy can encourage the students to be more curious about the material which they will learn. According to Kathleen Cotton (2001:2), a question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional clues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.

Alex Quigley (2018) also explains that questioning is the very cornerstone of philosophy and education to annoy pretty much everyone by critiquing and harrying people with questions. It has been central to our development of thinking and our capacity to learn. Indeed, it is so integral to all that we do that it is often overlooked when developing pedagogy but it as crucial to teaching as air is to breathing.

The roles of classroom questioning are the instruction which includes posing questions or encouraging the question to the students during lessons is more effective in producing achievement gains than instruction carried out without questioning students (Kathleen Cotton 2001:3). The respond of the teacher warmly also influence the students to become more confidence in answering the question again. Not only that, the teachers also should give the feedback to the students. It is about a

turn which aims to respond and give feedback in the questioning strategy related to the Sinclair and Coulthard in Andrew Atkins 2001).

So in conclusion, questioning should be used to achieve well-defined goals. A teacher should ask questions that will require students to use the thinking skills that he or she is trying to develop.

2. Instructional strategies

Instructional strategies are techniques of the teachers used to help students become independent and strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. The purpose of giving instruction is to motivate the students and help them in focusing attention, to organize information for understanding and remembering, also monitoring their learning.

According to Carnegie Mellon University (2016) we need to think about the various instructional activities which we will use to engage students with the material and enable them to meet the objectives. Many instructional strategies are flexible, and can be used in service of several learning objectives. In most cases, we will need to use a combination of instructional strategies.

To become successful strategic learners students need step-by-step strategy instruction such as explicit instruction that should systematic, engaging and successful. According to Houck Educational Services (2012), a variety of instructional approaches and learning materials, appropriate support that includes modeling, guided practice and independent practice, opportunities to transfer skills and ideas from one situation to another. Instruction are often not clear as their students as they are to themselves (English Teaching Forum, 2017:12) so the teachers need to present the instruction without feeling nervous and uncomfortable.

The existence of positive English language teaching and learning environment are important aspects for the teachers to support the success of English learning in the classrooms setting especially in the instruction.

Based on Amrina Rosyada *et al* (2018:241) stated that the teachers should encourage the students by using positive language to promote the positive language teaching classrooms. The teachers ask students to answer some questions and appreciate all the answers positively. In the classes, the teacher also chooses appropriate words to express appreciation to students regarding their engagement in the learning process. In conclusion, the effective instructional and learning strategies can be used across grade levels and subject areas, and can accommodate a range of student differences. Amanda Robb (2003) also defines the teaching is better to use instructional supports, like multimedia, libraries, and dictionaries to improve student learning. For example by using video, slides, etc effectively in the classroom.

3. Explaining strategy

Explanations tell us about why things work, what something is, or how things happen. Based on Garry F Hoban (2015:2), an explanation is a statement or set of statements that clarifies the reasons, causes, context, or principles that underpin a particular phenomenon. The word derives from the Latin term *explicatus*, which means to provide reasoning for. Explanations are to provide explanations that lead to a deeper understanding of various phenomena.

One of the examples of explaining strategy is making the explanation explicit. One way is for teachers to make what is required in an explanation explicit according to a five step procedure (McNeill and Krajcik, 2008:122) such as, making the framework explicit by being clear to students the type of structure of explanation needed, modeling and critiquing explanations whereby teachers show students examples of good explanations, providing a rationale for creating explanations so that students know why they need to be clear about their reasoning, connecting to everyday explanations meaning that the reasoning is based on common sense and assessing and providing feedback to students meaning for example encourages the students to correctly pronounce a word that will

only improve their explanations if they get explicit suggestions on the strengths and weaknesses of their reasoning. Besides, according to Sonja Bieg (2013 : 4) explained the information function of teaching is fulfilled in so far as students perceive more clarity and show more attention with related humor so the teachers' sense of humor is very useful in creating a classroom climate and the development of learning processes that are more healthy and enjoyable when giving the explanation.

In conclusion, the main objective of explanation in teaching is to enable the students to take intelligent interest in the lesson, to grasp the purpose of what is being done by communicating a sense of enthusiasm toward and interest in course content, and to develop their own insight and understanding of how to do it by explaining the points of the material clarity. In addition, Trevor in R.J. Odora (2014) argues that for an explanation to be good the explanation must be valid in the context in which it is used and must also be understood by the listener. This implies that for an explanation to be understood, the teacher should be spoke clearly with no distracting mannerism.

From the explanation above about teachers' strategies in using English as Medium of Instruction we can know that English as medium of instruction (EMI) determines the success in future in order to meet the students' global and future needs. Therefore, EMI has some purposes.

First is improving professional knowledge and English proficiency for the teacher (Jusuf Ibrahim 2001:121). Actually it is not as simple as changing a language code, it also requires many other changes from learners including how the way of teacher's strategies itself. But the fact that, the important role of English would motivate the teachers and students to learn the language.

Second, EMI can affect the learner's achievement (Moeller & Robert in Kami Kulhman, 2017). It means, EMI can improve the qualities of the students in English. The students are to change themselves from a passive role where the teacher is a controller into the active role for

creating all kinds of communication, the standard English into the English as lingua franca (a language systematically used to make conversation possible between people not sharing a mother tongue), and communicate English only within the classroom into communicating with nonnative speakers from Indonesia.

How the teachers optimize English as Medium of Instruction is about the nature of teaching and learning such as about their conceptions about the subject matter that they teach, how students learn, how to facilitate students' learning, as well as possible. But, according to Yero (2002), individual teachers through their conscious or unconscious participation have the power to make or break reform efforts. They shape the curriculum according to their own beliefs, teach their own personal values, and operate their classrooms in accordance with their own particular definitions of teaching and learning.

In conclusion, In implementing the strategies in teaching, the teacher should be accordance with the curriculum in Indonesia is emphasizing in personal experience through the process of observing, questioning, reasoning, and trying to increase the learners' creativity. Evidently, by using English as Medium of Instruction in the classroom the teacher can increase the creativity of the students in mastering English.

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

As the implementers of the curriculum, the teacher, who translate the curriculum into practice, teachers are often confronted with many contextual problems like forcing them to make decisions, which are not fully consistent with the aspiration of the mandated curriculum. This kind of condition, in turn, drives the teachers to create and internalize their own maps. Consequently, there are gaps between the English as Medium of Instruction and the realities what the teachers do that is implemented in their daily teaching and learning process. This practice can lead to different levels of completion in attaining the main goals of the English teaching and learning process. According Elizabet

Luttah Waseka (2016) the problems that often faced by the teachers are from academic and non-academic factors, as follows :

1. Academic Factors

Without any doubt, an initial action of the EMI process at any schools focus on an academic factors of the teachers themselves. The academic factors will be explained some factors which are going to be and why. What is important is that schools take responsibility to create a powerful and in using English as Medium of Instruction in the class. Once identified and appointed, the teachers of the EFL class should constantly know why they can't use English as Medium of Instruction consequently. Evidently, there are some academic factors that influenced teachers in using English as Medium of Instruction, such as, knowledge factors, skills factors, and affective factors. Etsy in Gerald N. Kimani *et al* (2013) study in Ghana found that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi.

a. Knowledge Factors

Everybody wants teachers to be knowledgeable. As Ball in Philip M.S *et al* (2013) explained the teachers can not help children learn things if theirselves do not understand. Here, the teacher should have the knowledge about why using English as Medium of Instruction is important in teaching learning process. First is, because EMI can improve professional knowledge and English proficiency for the teacher. Second, EMI can improve the ability's qualities of the students in English. Yi-chun pan and Yi-ching pan (2010:88) explain L1 used is a common occurrence in foreign language teaching so sometimes the teacher usually use first language to think and to interact with their students.

b. Skill Factors

Skill was also needed by the teachers in using English as Medium of Instruction. According to Zuniga (2017), the teachers'

performance, emphasizes that the skills of a teacher involve two dimensions, training and experience which give teachers technical competence. Consequently, these two dimensions help teachers to attain the success of the class. Hence, they need to be prepared to deal with the problems in the classroom. Additionally, Norma Nel and Helene Muller (2010:637) explained that learners' learning is affected by teachers' limited English proficiency since English language errors are transferred to students.

The importance of teachers' professional development can be achieved through continuous training on the language and teaching skills. According to Pablo A. (2017:2), many English teachers who are currently working in Educational institutions, have a low language proficiency level and very poor teaching skill, which don't allow them to successfully achieve the teaching goals. Also, this lack of skill does not allow them to use English as Medium of Instruction in achieving the target language in the classroom in a high percentage, which is an important aspect, since it is in class where students have the only opportunity to be in contact and produce the language.

c. Affective Factors

Affective factors are emotional factors which influence learning. Affective factors may be as important for successful language learning. Teachers can reduce negative factors and develop positive ones by doing activities to build a positive group dynamic, by including students in deciding aspects of the course and choosing activities that are motivating for the age and interests of the learners. As the teachers, making good atmosphere to support teaching and learning process is needed by the researcher.

The teacher sometimes forgets what she or he should do first before inviting the students to follow the material that will be given. As the teacher, the first thing that should be watched is, have all of the students been ready to join the material that will be taught. In

teaching, it will be better if the teachers pay attention in their attitude, language anxiety, and give the motivation to the students (Ramona Henter 2014:373).

Motivation is one of the affective variables that can influence language learning, it appears as predictor of the performance in a foreign language in a remarkable number of articles. The model, as explained by its author himself, Masgoret & Gardner in Nasser & Majid (2011) shows that integralization and attitude towards learning situation are two correlated variables that support individual motivation to learn a foreign language. Therefore, motivation is one of the psychological factors that can affect student learning achievement.

Secondly is attitude. Attitude is very important when you become a teacher, Oroujlou & Vahedi (2011:213) emphasize that attitude is important to realize that it is mandatory to take into account the place of the English language in the world today as the foundation of an attitude towards this language. With a positive attitude from the teachers, it can help the students in interacting with the native speaker. A positive attitude also helps the students maintain their language skills after classroom instruction is over.

Another factors that may interfere with learning a foreign language is language anxiety, a factor which has a devastating effect on performance in oral communication. The influence of anxiety caused by the use of a foreign language is relatively recent in studies on factors affecting the results in learning a foreign language. Gardner & MacIntyre in Xiaoyan Du (2009) see language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient".

2. Non-Academic Factors

a. Students' Characters Factors

Characters is one of the attributes or features that make up and distinguish an individual. Evidently, one student to one student

has different characters. There are the students who respect to what the teacher said and what the teacher asked to them. It means, they are being tolerant of differences, using good manners and appropriate language, not threatening, hitting, or hurting anyone, and dealing peacefully with anger, insults, and disagreements. But, according to the author's experience who ever taught the students of Junior High School, evidently many students in EFL Class didn't like if their English teacher using English as Medium of Instruction during the lesson. They didn't care about what the teacher said and they felt lazy to hear if the teacher uses FL in giving instruction. Although, the teacher already tried to ask them in speaking English in teaching and learning process but almost of them always refuse to do that. Based on Beryl Exley (2005 : 7) talks about what an ingrainedness about the L1 of the students, that is, recognize that there are many sub-cultures within Indonesia and suggest that they are drawing on a particular theory or interpretation of cultural identity to the demonstration of particular learner characteristics.

b. Students' Social Background Factors

Other factors that influence teaching learning process is the students' social background. The influence comes from different conditions, as home language, family structure, and school events within the gang of schoolmates (Cecilia Van 2015: 31). On home language, the focus was on language the student speaks at home and the language used for academic purposes. Family structure also plays a significant role in students' academic performance. Therefore, the students have to deal with the absence of father and mother figure. Another influences are unsatisfactory development and mastering of certain material. Students' social background is a very important role is played by student's individual properties.

E. Previous Research Findings

Teachers' strategies in using English as Medium of Instruction 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.

The first research comes from Dk Yusimah Pg Hj Amjah with her journal entitled *A Study's of Teachers' Strategies so Develop Students' Interest Towards Learning English as a Second Language* (2014), a case study in primary schools in Brunei Darussalam. In her thesis, she discussed about teachers' strategies in her research site. The objective of the study is to investigate teachers' strategies on how attract to students' interest in learning English as a second language. The researcher took 45 students and 2 English language teachers in two of primary schools in Brunei as the participants. The instrument that the researcher used was survey questionnaires consisted of both open-ended and close-ended questions. The result of the research explained that almost of the students were prefer if the teacher used ICT as her strategy or media because it will make teaching learning process more fun also make them more excited to learn English more. Besides, the students can enjoy what teachers said with media that they showed. But, there were the students too who didn't show any interest in English because they had difficulty in understanding the teachers' instruction especially in creating sentences with correct grammar. While, the result also showed that almost of the teachers used ICT as their strategies because it can make the students understand the lesson better although the teacher used English during the lesson.

The second research was conducted by Hadiza AlHassan Ibrahim, Shafaatu Muhamamad Anka, and Nafisat Umar Yabo with her journal entitled *English as a Medium of Instruction : Challenges to Nigerian Primary Schools* (2017). This journal discussed about the challenges of using English as Medium of Instruction in both public and private primary schools in Gusau

local government area of Zamfara state with the participants were 206 primary schools included 152 public schools and 54 private primary schools. They were looking for about how the pattern of using English as a medium of instruction, what the teacher challenges of using English as a medium of instructional, and how English as Medium of Instruction affects the students' learning process. They used descriptive survey design as their methodology of research. The data of this research used observation checklist. The observation checklist consisted of four clusters such as demographic information, pattern of using EMI, teachers challenges of using EMI, EMI and students' learning process. The result of this research were evidently, the teachers had the lack of ability to use EMI due to influence of local or indigenous languages and the complex nature of some features of English language. Besides, based on this research also depended on the students' characters. The students in the classroom used different languages such as Hausa and English as well as code mixing and code switching during lessons in the classroom.

Third research comes from Cam Ngo and Lavelle Hendrick from Vietnam. They did the research entitled *Teaching Content Using English as a Medium of Instruction at Universities in Vietnam : Issues and Solutions* (2018), a survey method in Universities in Vietnam. It talked about the problems in using English as a medium of Instruction. The instrument that used was observation. By observing 40 students in Universities in Vietnam, the researchers become know some problems that faced by the teachers in using English as a medium of instruction such as because of students' English proficiency, students' learning content instructors' English proficiency, teaching content in English methodologies and the teaching and learning environment.

From the explanation above about some previous researches, it contributes much to this study since they provided about how the teachers' strategies in using English as a medium of instruction and some problems that the teachers' often faced when they used English as a medium of instruction

while there are also the differences between previous study and my research in choosing instrument. In previous study that I have described, almost of them only used observation as their instrument but in my research I used observation and interview to collect the data.

