

CHAPTER I

INTRODUCTION

A. Background.

Language is essential for human communication for us to function in society. Knowing a language allows us to communicate with others, convey information, participate in activities, and express thoughts and feelings orally or in writing. English is a foreign language vital for connecting with people from all over the world in areas like education, technology, social interaction, and culture, among others. As a result, English has recently been taught to students in many schools and universities.

In the twenty-first century, despite variances in customs, civilizations, traditions, regions, and distinctive characteristics, the entire world has shrunk, become accessible, shareable, and grown more acquainted to all inhabitants due to the prevalence of English as a common language. Due to its shared characteristics, Speakers of hundreds of other languages have recognized English as a global language. The rapid flow of globalization has transformed the world into a global village, where English is becoming the most commonly used language for communication across countries and cultures. (Suwartono, n.d.).

As science and technology advance, massive changes are taking place in the lives of people all over the world. As a result, the world has become a global village, and its residents must preserve solid interpersonal ties.

Furthermore, business, trade, and commerce have become globalized, with most companies having offices in most countries.

English is a global language and a common language to maintain worldwide links in science, technology, business, education, travel, and tourism. It is the language of choice among scientists, corporations, the internet, higher education, and tourism. Because English dominates virtually all fields in today's globalized world, it is vital to discuss its status as a global language.

From an Indonesian historical perspective, learning English presents numerous obstacles for pupils. The Indonesian government did not prioritize literacy growth as part of a growing knowledge of academic writing until the late 1990s. Even today, "despite this lengthy legacy of writing," only the affluent in Indonesia had access to reading until recently (Lowenberg, 2000, p. 139). Lowenberg may make provocative statements, yet the statements may reveal the true state of literacy in the nation. In addition, Peter Lowenberg asserted, "Concerning writing abilities, many educators complain that pupils receive little training and practice in writing, partly because few professors of language or other courses assign writing or collect or revise the assignments they do assign" (Lowenberg 2000).

Most Indonesians today would contend that English is considered the most significant 'other' language. However, English was not consciously introduced to Indonesian society as a second language. Due to the pressures of the Industrial Revolution and the global world, curriculum modifications have

occurred in Indonesia. As a result, the outcome of ELT in Indonesia is unsatisfactory. According to the most recent EPI data, Indonesia ranked 13 among the Asian nations and number 51 overall out of 88 countries. Indonesia scores, on average, 51.58, placing it in the "poor proficiency category." The issue worsens when teaching in a setting that is considerably different from a classroom and an environment where ESL is used naturally. Indonesian students hardly utilize English in the actual world, let alone for basic tasks. Students' accomplishment of English proficiency is influenced by their lack of enthusiasm and exposure to English in daily discussions (British Council, 2021). Due to crowded classrooms and inadequate learning environments, instructors face additional challenges in achieving the aim. Indonesian English language schools confront ongoing difficulties. The key to conducting good ELT is the instructor.

In Indonesia, both classroom instructors and their students face several difficulties when it comes to the study and practice of linguistics. Both students and educators of English are to blame for the problems (Songbatumis, 2017). Many students, even those who have studied English for a long time, still struggle with the language, especially when it comes to speaking, which requires them to convey their thoughts and other abilities via oral presentation (Abrar et al., 2018). Due to the challenges, lack of adequate learning tools, and scarcity of practice chances, many students lack the motivation to study English. More importantly, English instructors need to work on their students' motivation if they want to get them involved in the

classroom. As a result, motivating pupils to follow their example and actively participate in class is one of a teacher's most significant problems.

The primary English program at UMP is called the English Enrichment Program, which is handled and organized by the Language Development Centre (LDC). Intensive Courses and TOEFL Preparation are among the programs available at the Language Development Center. Students begin participating in the program in their first year. According to the writer's initial observations at the Language Development Center, students demonstrate significant progress in understanding a wide range of everyday vocabulary after enrolling in the program. That is shown by the final exam results, which are given after each program level. All of these demonstrate the importance of the English teaching technique utilized by the instructors in the teaching and learning process in the ELT classroom.. LDC began introducing new service areas at the tail end of 2012, concurrently with establishing a new organizational structure within LDC. These new service areas include the English Enrichment Division, the Language Training Division, the Language Testing Division, and the Translation Division.

The impact of overcrowded English courses on teaching and learning pr Songbatumis, 2017). According to Badriah (2019), overcrowding in the classroom is a well-known challenge while teaching English. As a result, the instructor may encounter additional issues, such as poor class management, a loud classroom, and an inability to provide individual attention to each student.

Higher education graduates, especially from Universitas Muhammadiyah

Purwokerto, are expected to be able to converse in English because they live in a global world. Can it meet demand if students only learn it for two credits while studying at universities? What can students learn from two English credits? What should students be taught? Teaching English in such circumstances might be perplexing for professors. Offering two English credits to higher education students is merely a formality.

Based on the interview with five LDC instructors, university enrollment is growing yearly. There are now hundreds of students studying English. More students attend the program, and there can be more problems in handling the class, especially in achieving the program's goals. The instructors should implement some strategies to promote the use of English by the students. This research is necessary to be conducted since this EEP is compulsory and essential for the students to equip them with English competencies.

Therefore, this study aims to explore language learning techniques in ELT classrooms following strategy training. English language learners must be exposed to a variety of tactics so that ELT teachers do not have to "spoon-feed" their students. It is hoped that this study will spark additional research in this area. This research could also assist students in identifying language-learning methodologies that would indirectly aid them in their lifelong learning and professional environments. Thus, this study used a descriptive approach, which meant it described the existing phenomena as they were, without providing any therapy to bring about the data. It was carried out as part of an in-service instructor training course that sought to increase the trainees' ELT strategy knowledge and their command of the teaching language.

This study also enables students to evaluate the efficacy of strategy training by providing recommendations for further enhancing language acquisition. Then, teachers would be able to comprehend the affective domains of their pupils and

Students would become independent second language learners.

B. Research Questions

This study addresses the following questions as follows:

1. What strategies are implemented by the LDC Instructors in promoting the use of English in the English Classroom-UMP?
2. How are the LDC instructors implementing the strategies to promote the use of English in the English enrichment classroom?

C. Research Objectives

Based on the research questions of the study above, the objectives of the study are:

1. To investigate the teaching strategies utilized by the LDC Instructors in promoting the use of English in the English enrichment Classroom-UMP.
2. To describe the implementation of the strategies for promoting the use of English in the English Enrichment Classroom.

D. Significance of the Study

Both theoretical and practical implications underlie the investigation.

a. Theoretically,

The study's findings will support the ideas behind teaching students in LDC-UMP. It can be used as a productive technique for increasing students' vocabulary and language in English.

b. Practically.

This study is anticipated to help instructors better understand how to teach students vocabulary, writing, and reading skills, improving the efficiency of English language teaching and learning. It is hoped that this study will be a resource for educational institutions, particularly university students conducting fieldwork in other universities, to select the best teaching strategies and set up lesson plans.

E. Scope and Limitation.

This case study examines ways UMP Language Development Centre English instructors can promote English in English enrichment sessions. The study examines the Language Development Centre at UMP (LDC) and how instructors encourage students to use English in class. The study offers educators practical advice to improve their pupils' English language skills. However, this study has limitations:

- a. **Generalizability:** This case study's findings and recommendations may only apply to the UMP Language Development Centre. Different institutions' characteristics, student profiles, and instructional methodologies may affect the strategies' efficacy.
- b. **Sample Size:** The study mainly focused on UMP Language Development Centre English instructors. The researcher collected data from only six instructors due to practical limitations such as time constraints, availability of resources, and the specific focus of the study. While a larger sample size would generally provide more

comprehensive insights, there are several reasons why the researcher may have chosen a smaller sample in this case, which may limit generalizability. The study's sample may not reflect all teachers, restricting perspectives.

- c. Time Constraints: The study's timeframe may limit data collection. Instructors' tactics and obstacles in promoting English in the classroom may be impossible to describe.
- d. Language Proficiency: The study assumes students know basic English. Students with limited English may not benefit from the suggested methods.
- e. Instructor Perspectives: This study only included the English instructors who taught at the UMP Language Development Center. However, it does not have student participation.
- f. Resource Constraints: The study may overlook resource constraints affecting strategy execution. Classroom size, educational materials, and technology resources may affect strategy feasibility and efficacy.
- g. External Factors: The study will focus on internal dynamics in English enrichment classrooms. This study will not examine external elements like students' motivation, cultural influences, or socioeconomic backgrounds, which may affect strategy success.

These constraints must be acknowledged to guarantee that the case study findings and recommendations are applied to the UMP Language Development Centre.