

## **Chapter 1: Introduction**

This chapter presents the background of the problems which describes English as a foreign language in English department. This research also explores English as medium of instruction and how English as medium of instruction in English foreign language classes. Regarding this study, the research question, the research objective, and research significance are necessary to discover the teachers' and students' perception on the use of English as the medium of instruction.

### **Background**

One of the foremost goals of any national education systems is to make individuals obtain knowledge, values, and skills necessary for earning their own living, and to make them participate into the labour force as employable people (Gürüz, 2008) cited in Wong (2010). The increasingly outstanding one of these target skills nowadays is the ability to communicate in a foreign language. In fact, in a globalizing world, one of the key competencies required in the labor force of the global knowledge is said to be the ability of oral and written communication in one mother language and at least one foreign language, especially in English. English is now considered global language and it is developed year by year.

English has become one of the most important and the most needed languages to support our life in order not to be left behind from other countries. It has an important role since most of the information resources are in English. It has been learned and considered the first foreign language used in every aspect of modern life such as communication, commerce, education, politic, science, technology, economic and etcetera. Bottery (2000) cited in Arung (2015) claims that globalization is mostly associated with English language supremacy. English as

the international language becomes more and more associated with academic achievements for the teachers and the students in many fields.

As an international language, English is very important and has many interrelationships with various aspects of the human being. Learning English covers four skills: listening, reading, speaking, and writing. All of the skills are learned in order to achieve integrated skill.

Nowadays, teaching and learning English is one of the most important subjects. As a result, teaching and learning English have been placed in a very crucial position and have been taught in almost all countries around the world.

In Indonesia for example, English becomes a foreign language which the term of English language as a foreign language and used for non-native English speakers. Learning English in a country where English is not commonly spoken or English as a foreign language or EFL is usually learned in environments where the language of the school and the university is not English. English was introduced as a taught foreign language not long after Indonesia's independence in 1945. As school subject in Indonesia, English is generally taught from the grade of junior high school up to the first year of university or college based on the decree No.96/1967 stated by the minister of education and culture.

In Gorontalo state University, especially at English department, English language is learned as foreign language. Generally, English language is used by teachers and students in the classroom. Teachers use it to instruct the students, and the students use it as medium of communication or interaction between them or even with the teacher. The target of the department is either teachers or students has to able to write grammatically and clearly also in communicative fluently. In addition, most of the language learners who study English language are expected to master English language. To teach and learn English as foreign language in classroom, teachers and students must use English language as medium of

interaction. However, teaching and learning English as foreign language are not an easy task. So that many teachers and students get problems with that. Either the way of the lecturers in teaching the language or the students knowledge of English language is low. This phenomenon have been shown year by year and it is proven by the researchers' observation since semester 1.

Those problems are occurred in the same time in the classroom. The problem of the way teachers teaching is one of the parts to make the students gets bored even they did not understand the lessons. First, the concept of the teachers in teaching the students is not creative and sometimes the teachers used old-style teaching. In reading class for example, the teachers only give the text and the students must read all the time and at the end of meeting, then the students must answer some questions related to the text which is not a match-method for them. The students will not be interested in learning if the technique is too monotonous. The students will be bored because the teaching methods are not interesting. So that, teachers must upgrade their standard of teaching. Their knowledge and expertise in methods and techniques of teaching English language should be a reasonably high standard (Aydogdu, 2007). Second, the lack of using English language is a trend phenomenon. In learning process, some teachers used mother language or Bahasa. The use of Bahasa is not to make the students understand but it is used by teachers to explain the material when they do not know the words. Bachman (1990) cited in Fatsah (2004) claims that the ability to use language communicatively involves knowledge or competence in the language, and the capacity for implementing, or using this competence. Additionally, teachers language knowledge and teaching skills, together with a suite of other complex skills are important in the teaching of EFL (Burns & Richards, 2009). This problem can affect the use of English language itself as medium of interaction in the class.

On the other hand, there are several problems affect the use of English language as medium of interaction to the students when they learn English language. As mentioned by Verghese (2009) that self-confidence, motivation, classroom conditions and environment affect the process of learning English as foreign language. Low self-confidence and low students motivation to learn English language are the problem of students at English Department lately. Many students are low in self-confidence because of lack knowledge of the language itself. In speaking class for instance, the students are too afraid or not confident to speak English because of poor vocabulary, wrong pronunciation/spell, and problem in fluency. It has been proven that many students will be embarrassed and afraid to produce the language because they do not have enough confidence, They will think that whether their produce language is in the right place or not which related to vocabulary, pronunciation or even fluency. However, their self-confidence to learn the language is needs motivation. They believe that their motivation will rise up if the way of teachers teach is creative. Furthermore, classroom condition and the environment are needed to rise up their motivation. Thus, good facilities and environment will help their confidence to practice, so that those problems are connected each other. If they work together, the use of English as medium of interaction in EFL class will be achieved.

All in all, both teachers and students definitely affect negatively to the use of English as medium of instruction in EFL classes at English Department. They tend to use Bahasa or Indonesian language in teaching and learning in EFL classes. On the other side, the term of English as a medium of instruction or EMI itself essentially refers to the activity in the classroom is using English language as medium of interaction. Teaching and learning deeply about English language should be effective if the teachers and students use English as medium of instruction in the classroom. It is challenging to investigate what teachers and students feel or perceptions about the use of English as medium of instruction in classrooms.

There are several previous studies that have been conducted related to the perceptions about the use of English as medium of instruction in the classroom. First research was from Galih Kusumastuti which described students perception on the use of English as medium of instruction in school. The second research was from Elizabeth Joice Griffiths which described a critical exploratory study of lecturers' perspectives and practices on the use of English as medium of instruction in Education Institution. Based on the previous study that had been done, this research conducts a research in different view that is to combine both teachers' and students' perceptions on the use of English medium of instruction.

All in all, based on those reasons this research explores more scientifically teachers' and students' perceptions on the use of English as medium of instruction in EFL classroom at English Department.

### **Research Question**

- a. What are teachers perceptions on the use of English as Medium of Instruction in EFL classrooms at English Department?.
- b. What are students perceptions on the use of English as Medium of Instruction in EFL classrooms at English Department?.

### **Research Objective**

Based on the research questions, This research has two objectives, they are:

- a. To discover teachers' perceptions on the use of English as Medium of Instruction in EFL classrooms in English department
- b. To find out the perception from students related to the use of English as Medium of Instruction in EFL classrooms in English department

## **Research Significance**

This research is expected to contribute scientifically to the idea of EFL classrooms management, in terms of the significance of English exposure for students in particular. It is known that the way of teachers teach is an important aspect for the students because teachers play the main role in the classroom in teaching-learning process. The result of this research is expected to contribute the quality of teaching and learning English language especially can enhance the effectiveness and creativity of the teachers and the students at English department.

Moreover, the further researcher can develop this research as a source of new perspective for them who are interested in the same field or can be their source of reference.