TEACHERS' STRATEGIES IN USING ENGLISH AS MEDIUM OF INSTRUCTION

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Abstract

Teaching English is not merely delivering the knowledge of it. Teaching English covers how the material is presented and applied in the real practicess. To realize the idea of teaching English, an English teacher should be able to present English as both a material and a Medium of Instruction (hereafter is EMI). This research was aimed at revealing the teachers' ways and problems in using EMI in EFL Classes. This is a case study in which the data from the field was analyzed descriptively. Four English teachers participated in this research. To investigate the way of the teachers in using EMI, both observation, and interview (interview 1 and interview 2) were used. The two interviews provided a result that all teachers used EMI in the English learning process eventhough the use of L1, Bahasa, still occured. The result of the observation showed that the teacher implemented different interesting strategies in using EMI. They are showing the video of English related to the material, giving games, and providing songs. However, the teachers still found difficulties in implementing EMI because they can't avoid the use of their first language during giving the instruction. In addition, not all students were able to understand what the teachers explained using EMI. The last, answering questions from the teachers in English is still considered difficult for the students.

Keywords : classroom interaction, english learning process, first language, foreign language

I. INTRODUCTION

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 Garmezy (as cited, 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 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 students' achievement Moeller & Robert (as cited 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 (as citied, 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 Lier (as cited, 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 (as cited , 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.

B. English Classroom

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 students access new knowledge, acquire and develop new skills,

identify problems, and establish also maintain relationship through language in interaction. Moreover Seedhouse & Jenks (2015:267) argue that language classroom is a place where 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.

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.

C. English as Medium of Instruction

English plays two imortant rolesin a earning process. One is as the material to learn and the other is as a medium of instruction. Ibrahim, Shafaatu, Anka, and Yabo (2017:64) explain 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. It supports in helping students to gain awareness and importance of respectful relation with the others.

The benefits of EMI come up together with challenges for the English teachers to implement it. Tere are still many teachers who hesitate to use English o interact and communicate with the students. The problems deal with the depth of material which is considered difficult to deliver if the teacher use EMI. However, EMI improves the quality of teaching and learning process itself. This is because in any teaching and learning situation the language of instruction plays a very vital role in facilitating the learning process of subject contents. It is necessary for the teachers and students to use the language of instruction appropriately for enhancing effective teaching and learning.

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

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. This is in line with Kemp's (as cited, Gili N. 2017) idea that teaching activities will make the teaching process react effectively. These are the examples of teaching strategies:

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 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.

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. Questions which focus student attention on salient elements in the lesson result is better comprehension than questions which do not. 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 give feedback to students' response.

2. Instructional strategies

Instructional strategies are techniques of the teachers used to help students become independent and strategic students. 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 theirs learning.

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 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.

3. Explaining strategy

Explanations tell us about why things work, what something is, or how things happen. Based on 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 central to the discipline of science as one of the goals of the discipline is 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 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.

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

The use of EMI is not as easy as what is expected by the teachers. There are two factors which influence the use of EMI in English classes; Academic Factors and Non-academic Factors. Below is the description of each:

1. Academic Factors

    Etsy (as cited 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 (as cited, Philip M.S *et al 2013*) explained that the teachers can not help children learn things they 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, EMI can improve professional knowledge and English proficiency for the teacher. Second, EMI can improve the qualities of the students in English. In contrary, sometimes the teachers usually use the first language to think and to interact with their students. This is supportd by Pan and Pan (2010:88) who explain that L1 used is a common occurrence in foreign language teaching contexts despite the fact that it often receives criticism.

    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 on the skills of a teacher involve two dimensions, training and experience which give the teachers' technical competence. Consequently, these two dimensions help teachers to attain the success of the class. He also states that good teachers should foresee the deficiencies in the curriculum, materials, or resources, hence, they need to be prepared to deal with those problems in the classroom. Additionally, Nel and Muller (2010:637) explained that students' learning is affected by teachers' limited English proficiency since English language errors are transferred to students.

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 students. 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.

2. Non-Academic Factors
   a. Students' Characters Factors

   Character 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. Exley (2005: 7) supports that there are many sub-cultures within Indonesia which affects to he students' attitude in using both L1 and English at once.

   b. Students' Social Background Factors

   The influence of students' socialbackground exerted by different conditions, as different sequence or single events in student´s life, family events, school events within the gang of schoolmates, and of course their actual state of preparation. Another influence can be exerted by unsatisfactory development,

maturity needed for grasping and mastering of certain material. A very important role is played by student´s individual properties.

F. METHOD

This research is intended to find out how the way of teachers' strategies in using English as a Medium of Instruction. Due to the purpose of this research, a case study is chosen as the method. Due to this research is a case study, it uses descriptive qualitative method. Descriptive method is a method about the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present's research. Based on Koh (2000:219), in qualitative research, the researcher seeks to develop hypotheses from observations. Qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe. Four English teachers in two Junior High Schools particiated n this researc. The research was conducted in the academic years of 2016/2017. The researcher used Interview and Observation as the instruments for collecting the data.

G. RESULT AND DISCUSSION

Based on the theory which proposed in the chapter two, there are three strategies of the teachers in using English as Medium of Instruction. There are questioning strategy, instructional strategy, and explaining strategy.

1. Questioning strategy

The use of questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject

matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose in the classroom. According to Larx (2002:13), "questioning learning method is asking some questions that are not understood about what they observe or add some information about it". In the result of interview 1, observation, and interview 2, four teachers did asking some questions in using English as Medium of Instruction to the students based on the material that they will learn at that moment. The teachers used this strategy to check the students' knowledge about how far they master the material before the teachers teach in the beginning of lesson.

2. Instructional strategy

Instructional strategies are techniques of the teachers used to help students become independent and strategic learners. 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. In the result of interview 1, observation, and interview 2 the teachers apply the various instructional in their teaching learning process. Each teachers has their own instructional strategy in using English as Medium of Instruction. To become successful strategic, the teachers need step-by-step strategy instruction, 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 meaningful connections between skills and ideas, and real-life situations, opportunities to be independent and show what they know encouragement to self-monitor and self-correct, tools for reflecting on and assessing own learning. The teacher 1,2,3, and 4 gave example first before they gave the instruction to the student and when they thought that the instruction is quiet complicated so they will repeat in Indonesia. After giving the instruction, they gave the independent practice to the students.

3. Explaining strategy

Explanations tell us about why things work, what something is, or how things happen. 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 that will only improve their explanations if they get explicit suggestions on the strengths and weaknesses of their reasoning. From the result of interview 1, observation and interview 2, all of the teachers as a good modelling for the students.

The teacher 1 explained the material fluently and she used around 85% in using English as Medium of Instruction. She also often to connect the material that she taught with real life for example when she asked to the students about their daily activities in simple present tense material. Not only that, the teacher 1 also provided the feedback to the students when she revised the students' pronunciation. Furthermore, the teacher 2 also provided explicit explanation with around 75 %. He was often nervous or uncomfortable when teaching such as he wrote the wrong words and wrong explanation. Then, the teacher 2 also connected the material with real life for example when he asked to the students about the age in comparison degree material. However, the teacher 2 gave the feedback to the students rarely for example he seldom to revise the students' pronunciation. On the other hand, the teacher 3 used English as Medium of Instruction around 70 % because sometimes she still used Indonesia when giving instruction and explaining the material. She also often to gave the example first to the students when explaining the material and she sometimes corrected the students' pronunciation while

the teacher 4 also used English as Medium of Instruction around 60 % because she often used the Indonesia even Javanese language then she also gave the example which was related to the material. However, she seldom to give feedback to the students in revising their pronunciation.

The results revealed from the interview 1, observation, and interview 2 showed a clear understanding that the use of English as a Medium of Instruction by the teachers contributes to the success of English learning process. Moreover, through the use of EMI in English class, the students were facilitated to use English optimally.

H. CONCLUSION

Teaching and learning process deals with how both the teachers and students interact and communicate optimally. The interaction is affected by how the strategy used by the teacher in optimising the use of English as a Medium of Instruction (EMI). The four teachers have applied strategy to make student enjoy and active in teaching learning process.The use of the strategies should be interesting to make the students interested in their learning processes in which English is used as a medium of instruction. Based on the result displayed in the chapter IV, the teachers stimulated the students with three interesting strategies such as showing the video of English related to the material, giving some games, and providing song. Based on the result of observation and interview 1, the teachers also faced at least two problems. First, the teachers' factor. The teachers were often not

able to avoid their first language in teaching learning process. Second, the students' factor, sometimes the students still found difficulties in answering the questions from the teacher with English. These two problems made the teachers cannot optimally use EMI in English classes.

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