

Chapter One

Introduction

This chapter is going to discuss the background of this research, the statement of the problem, the objective of the research, the research question, the significance of this research, and the outline of this research.

Background of the research

The English language is a familiar subject that has been taught and part of education in Indonesia. It has been studied at the elementary school level to senior high school level for 12 years, both in formal and informal contexts, which makes it well-known by most society. It gives a value-added aspect for those who seek a job or pursue further studies. However, since 2013 English has been removed from the elementary school curriculum and thus it becomes an additional or optional subject provided at school. The students can choose what kind of foreign language that they want to learn. Joko Widodo as the President of Indonesia said that “it is better for elementary school students to learn their mother language than foreign languages, a foreign language can be learned starting from junior high school.” (Luqman Rimadi, journalist of Liputan 6 news, 2013, <https://bit.ly/3iujbOx>, 11 December 2013). Before the regulation was set, The level of English taught in elementary school was for beginners’ level. At this level, students learn basic components of English such as alphabets, numbers, vocabularies of animals, vegetables, and other simple vocabularies which can be used in daily activity, and the students learned how to make a simple sentence that relates with the students' daily basis. The second level to learn English is at Junior High School. The students at Junior High School learn the

English structures. At this level, the students have to write a sentence in the correct form. The vocabularies learned by students are more advanced than the first level. The last level to study English in the formal school is at Senior High School. At this level, students learn a variety of text and strategies to write good paragraphs based on the grammatical rules that they have learned.

English as International language is one of the study programs offered at the university level. Universities in Indonesia have English programs at their faculty of language, in terms of education or literature. In University, English is categorized both as a major or a course. In a private University in Yogyakarta, English is the major that belongs to the language education faculty as well as the course in other faculties. English as a course is learned once a week. The credit of English is different in each faculty. Some of the faculties have two credits in each semester, starting from the first semester until the fourth semester. Meanwhile, other faculty have one credit in the first and second semesters. This difference is caused by the priority of English being mastered or not.

On the other hand, English as a study program is learned for about eight semesters which has 144 credits including *skripsi*. Each semester, it consists of 23 credits. The students study English from the basic to advanced level. The first semester includes subjects ranging from a generic structure, basic reading and writing, academic reading and writing, and listening and speaking for daily conversation. Listening and speaking for academic purposes, reading and writing for career development, interpretive reading, and argumentative writing are the courses learned in the following semester. In the third semester, the students study and engage in theoretical aspects in English learning. The students learn English as a second language. In the next three semesters, the courses being taught are language assessment and evaluation,

curriculum design, material design, instructional design, research method, and language research. Finally, in the seventh and eighth semesters, students do not any longer study theories-related subjects. Instead, they focus on doing their thesis which is part of the final assessment at the university level.

English is the most interesting program in the language education faculty. This is based on the regulations that are implemented in the study program of the English education department. It is not only a regulation that advocates using English as medium instruction but the lecturers are also demanded to use English in the teaching and learning process in the class as well. Graddol (1997) cited by (Chang, 2010) explains that English is one of the popular languages that will be used as a medium of instruction in most of programs in the world. It is also strengthened by Coetzee, 2004; Coleman, 2006; Crystal, 2004; Flowerdew, 1994; Graddol, 1997; Kirkgöz, 2005; Kurtán, 2004 that is cited by Chang, (2010), stating that English as a medium of instruction has become a trend in higher education around the world. Therefore, this research will discuss the benefits and the strategies of using English as a medium of instruction in teaching and learning programs.

The Statement of the Problem

In implementing English as the medium of instruction is not difficult for lecturers of the English education department of Islamic Private University in Yogyakarta. They are already competent in using English with a good educational background. English as a medium of instruction in the teaching and learning process is already implemented in the English education department of an Islamic Private University in Yogyakarta. Most of lecturers frequently use English as a medium of instruction in their class. Usually, happen in the first semester. Some lectures do not always speak English during teaching because they combine English and Bahasa Indonesia to help students in the first semester understand. Most of the lectures already use English as a medium of instruction in their classroom. Using English as a medium of instruction is one of the ways to motivate students. The students will get the input of English as much as possible from their lecturers. It can increase students' proficiency in learning English and the students will be familiar with English. It shows that using English as a medium of instruction can give some benefits to the learners. This will be easily achieved with the ability of the lecturers to implement English as the language of instruction. This research is going to find out the benefits and strategies in implementing English as a medium of instruction in the teaching and learning process.

The Delimitation of the Problem

The research will be focused on investigating the benefits and the strategies in implementing English as a medium of instruction in the teaching and learning process in the classroom from the students' side. The reason why the researcher chose the students of Islamic Private University in Yogyakarta is they are required to take an internship program from the first semester. The researcher assumes that the students already learned briefly regarding the strategies in implementing English as a medium of instruction as well as understand some benefits of using English as a medium of instruction in the teaching and learning process.

The Research Questions

Based on the statement of the problem, there are two research questions:

1. What are the benefits of implementing English as a medium of instruction in the teaching and learning process?
2. What are the strategies in implementing English as a medium of instruction in the teaching and learning process?

The Objectives of the research

There are two points which become the objectives of this research:

1. To find out benefits in implementing English as a medium of instruction in the teaching and learning process
2. To find out strategies in implementing English as a medium of instruction in the teaching and learning process.

The Significance of the Research

The result of this study is beneficial for lecturers, students, and institutions.

Lecturers. The lecturers will consider what kind of language they want to use in the teaching and learning process. The lectures are also able to know the benefits of using English as medium instruction. The lectures can get strategies in the teaching and learning process when they use English as medium instruction.

Students. The students will know the benefit of implementing English as a medium of instruction. It can build students' motivation to use English in or outside the class to improve their ability.

English Education Department. The result of this study can improve the regulation in using English as medium instruction in the teaching and learning process.

Pre-service teachers. This study will be beneficial for the pre-service teachers at EED of Islamic Private University in Yogyakarta who do the internship program. They may use English as a medium of instruction in their teaching and learning activities to improve their students' abilities.

The Outline of the Research

This study consists of five chapters. The first chapter explains the background, the formulation of the problem based on the background, the statement and delimitation of the problem, the research question, the purpose/objectives of the problem, and it concludes with the significance of the problem. Chapter two presents the literature review related to this study. It covers, teaching-learning English, implementation of English, the benefits and strategies in the implementation of English as a medium of instruction, and previous related studied conceptual framework. Chapter three discusses the methodology of this research, research design, the setting, and participants the data collection methods and data analysis. Chapter four explains the finding and discussion. The last chapter concludes the whole findings and presents a suggestion.