

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

Language is a means of communicating, sharing experiences, and improving intellectual abilities. According to Burns and Richards (2009) as cited in Damayanti (2022), learning new languages is a guide to second language acquisition. Learning a language is also learning how to use language either in written or spoken form and how to think the way native speakers think. In other words, language learning is the process which the language capability develops in an individual. It is the way through which we share our feelings, views, ideas, and thought with others.

English is seen as an international language which it has greatly contributed to the advanced of learning. Therefore, English is very important to teach because it is used widely throughout the world. The importance of English cannot be denied and ignored since English is the greatest common language spoken universally, because it is the international language. International language refers to English as being used and developed in the world, not just by native speakers, but by all those who come to use it. 1,5 billion people speak English as a their mother tongue or first language, and 375 million people speak English as a second language and 750 million people speak English as a foreign language, establishing international relations is therefore very

helpful for communication and exchanging ideas with other nations. (Gaytos et al., 2020)

English Language Teaching (ELT) refers to the various approaches, techniques, and methods involved in teaching English to people with English as a first language, as well as those who use English as a Second Language (ESL), or English as a Foreign Language (EFL) (Kholisoh et al., 2021). English Language Teaching (ELT) refers to the theory and practice of teaching English as a second or foreign language to non-native speakers. ELT materials are published by many large editorial companies, and ELT courses are offered by language schools and universities around the world.

The effective learning in classroom management minimizes disruptions and maximizes the time available for instruction. This ensures the teacher can cover the curriculum more thoroughly and students have more opportunities to engage with the material. Moreover, well-managed classroom allows for differentiated instruction, where teachers can tailor their teaching strategies to meet the diverse needs of their students. Clear and well-structured instruction is essential for maintaining order and ensuring that students understand expectations. English as a Medium of Instruction is (EMI) also known as the language of learning and teaching in the classroom, between the teacher and the students. English has served as a medium of instruction not only to improve local learners' English competence, but also to attract international students. According to Ghafar & Raheem (2023), the complicated issue of language support for both EMI practitioners and learners is linguistics factor of interaction using English. Interaction requires multiple stages before speaking. Speaking English is challenging as it requires people to have a thorough understanding of various important abilities,

including pronunciation, grammar, vocabulary, fluency and comprehension. If we cannot hear the sounds of a language correctly, we may have difficulty understanding what others are saying.

English language teaching in Indonesias' education system is a significant aspect of the curriculum, reflecting the countrys' recognition of the global importance of English proficiency. In Indonesia, English is officially taught as a foreign language in schools and educational institutions, through this subject, students will encounter the differences in language and culture. In Thailand, Germany, France, Spain, English is also as a foreign language. In English language teaching (ELT), the term “foreign language” is different from the “second language”. A foreign language is a language that is not used to communicate in the country where it is taught, while a second language is a language that is not the main language but is one of the languages commonly used in that country. However, foreign languages are usually taught as one of the subjects in schools with the aim of teaching basic communication skills and mastery of four language skills (listening, reading, writing, and speaking) within certain limits. Due to its status as a foreign language, English is not required in public places or in educational institutions. Indonesian English learners do not have ready access to using English as a communication tool in daily live outside the classroom. It is only used in certain situations, for example to communicate with foreigners and used for international activities.

In the English as a Foreign Language (EFL) teaching, it is the responsibility of the teacher to expose students to the language and provide them opportunities for learning through classroom activities (Nurmaisa & Arsyad, 2022). Expected be able

create a positive learning environment in the classroom. It can enhance the teaching and learning language process. English language teaching is integrated into the national curriculum to all levels, from primary school through to higher education. The curriculum includes specific objectives and standards for English language proficiency at each educational level. Meanwhile, in other countries such as Philippines, India, Malaysia, Singapore and Pakistan, English is used as a second language. These countries and many others in Africa and North America were once under British rule. This means that English is used actively in social life such as commerce, business, and education. People in these countries are used to speaking English. They have no difficulty conversing in English even though the British government left these countries decades ago. Educational institutions in these countries use English as the language of communicating for delivering learning material from the teachers to the students in class.

Previous researchers have done similar research. Alhawsawi (2013) conducted a research to investigate students' experiences of learning English as a foreign language in a preparatory program in a Saudi University. On the other hand, the researcher of that study has personal experiences of EFL teaching in Saudi higher education. The researcher states that believed that students learn through naturally gifted abilities, by using the language for communicative purposes and from the way the teacher teach them.

Another research (Merç, 2011) examined the language anxiety of 150 Turkish EFL students teacher that analyzed by the teaching experiences. It was revealed that following are the sources of EFL student teachers anxiety: students and class profiles,

classroom management, teaching procedure, classroom observation, mentors, and miscellaneous.

Based on the researcher's experience while participating in the Sea Teacher Program Batch-9 2023, the researcher would explore the teaching practice experienced by students at English study program who got opportunities to teach English at Sea Teacher Program in Philippines. The researcher rise a topic through this research entitled **"Teaching Practice Experienced by EFL Students of English Study Program at Sea Teacher Program"**.

1.2. The Research Question

The ideas of the background of study will be formulated the research question as followed:

1. What are challenges faced by EFL students in practice teaching experiences using English as a Medium of Instruction (EMI) in ESL class at Sea Teacher program?
2. What are EFL students' strategies in using English as a Medium of Instruction (EMI)?

1.3. Objective of the Research

The objective of this study is to figure out the challenges and strategies using English as a medium of Instructions (EMI) EFL students' experiences of English education study program in practice teaching English at the Sea Teacher Program Batch 9 in Philippines with the different proficiency of English.

1.5. Limitation of the Research

This research will be focus on EFL students' practice teaching experiences in teaching English as a medium of instruction in ESL class at Sea Teacher Program Batch-9 in Philippines. The researcher will explore on the pedagogy and content knowledge experiences from EFL students of English education study program, Universitas Jambi. This research will be concern on the challenges and strategies of communication by EFL (English as a Foreign Language) students using EMI (English as a medium of instruction) to teach ESL (English as a Second Language) in Philippines.

1.6. Significance of the Research

There are two significances of the research; they are theoretical significance and practical significance. The explanation is as follow:

1.6.1. Theoretical Significance

The findings of this research are expected to provide knowledge about how the EFL student teachers teaching English as a medium of instruction to ESL students. Beside the theoretical significance, the researcher hopes this research able to give practical significance to the students, the EFL teachers, the readers and English education study program. This research can be used to give information and description about the challenges and strategies in teaching using English as a Medium of Instruction (EMI) in cross-cultural background. Also that can improve the EFL teacher's teaching practice performance and enhancing their teaching practice efficacy and confidence. The researcher hopes that this research also can contribute as a reference for the readers who want to teaching practice with English as a Medium of

Instruction (EMI) in the class and to give additional information for other researcher who wants to conduct further research on the related field. The research provides practical recommendations for English education study program to be better prepare the EFL student teacher for the realities of the EFL classroom and also this research can be useful for supports accreditation of English Education Department study programs Universitas Jambi because it has students who have taken part in international standard program.

1.7. Definition of Key Terms

- Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000, p. 7),. Three approaches to defining practice in initial teacher education are considered here: the separation of theory and practice; the reform of teacher education around core practices; and social definition of practice that embraces the emotional and transformative nature of teaching and learning to teach (Danner, 2014). So, from the combination of these two understandings, definition of teaching practice or teaching practicum is the transition period into real teaching profession (after theory learning) in which student teachers gradually assume the responsibilities of an educator.
- English as a Foreign Language (EFL) is a study of English by people who live in places in which English is not used as a means of first language communication. EFL also refers to the teaching of English where the students are studying English in their own country or are engaged in short courses

conducted in English. With that understanding, EFL students refer to the students who are currently studying in English education major as a second language.

- Sea teacher program is a program initiated by SEAMEO for the universities in Southeast Asian countries to work together to provide opportunities for education students to practice teaching within a period of 1 month. SEA Teacher Program is a regional initiative focused on fostering collaboration among Southeast Asian countries in the field of education. The program aims to enhance the quality of education and promote cultural understanding among member nations.
- English as a Medium of Instruction (EMI) refers to classrooms where English is used as the primary language for teaching academic subjects, rather than the students' native language. Effective classroom management in an English as a medium of instruction context requires attention to language proficiency, clarity in communication, fostering participation, providing targeted feedback, cultural sensitivity and ongoing teacher development.