**CHAPTER 1**

**INTRODUCTION**

This chapter deals with the background, problem statement of the research, objective of the research, significant of the research, and scope of the research.

1. **Background**

Teachers play crucial role in the classroom since it has been known that teachers as key persons who are not only teaching the particular subject but also developing students’ critical thinking with their different competence, intelligence, and motivation. The existence of the teachers may become the essential one for teaching and learning activity in the classroom. Hanson (2009) stated that teaching is about the concept which has the approach that learners learn from in such a way that they experience a positive development of their oral language skills and their motivational dispositions towards learning.

For most EFL teachers, the primary focus of attention is the classroom, what actually happens there, what kinds of personal encounter occur there—and teaching is very much a matter of personal encounter—and especially what part teachers themselves play there in facilitating the learning of the language. Broughton et.al (2003) in their book revealed on teaching English as a foreign language assumed that by teaching in a foreign language, teachers face the world from a slightly different standpoint and structure it in slightly different conceptual patterns. Some of the educational effects of foreign language learning are achieved—albeit subconsciously—in the first months of study, though obviously a ‘feel’ for the new language, together with the subtle impacts on the learner’s perceptual, aesthetic and affective development, is a function of the growing experience of its written and spoken forms. Clearly, the broader aims behind foreign language teaching are rarely something of which the learner is aware and fashionable demands for learner-selected goals are not without danger to the fundamental processes of education.

The language used by teachers in the language class becomes a major source of input for foreign language learners. Teachers lead, organize and monitor activities in the classroom providing ample occasions for students to listen to or engage in dialogues with them. Since they are regarded as expert users of the target language, teachers become models to show how the language works. Harmer (2007) explained that the way teachers talk to students resembles how parents talk to kids: adapting their speech to learners at lower levels, using physical movements and gestures, and trying to gain reassurance about the efficiency of students’ communicative efforts by becoming sensitive to the signs of comprehension. These are skills that new teachers need to acquire. Similarly, the emotional climate of learning situations can also affect teachers’ efforts to interact with students by means of the foreign language: “In an environment where learners feel anxious or insecure, there are likely to be psychological barriers for communication” (Littlewood, 1984, p. 58). EFL teachers need to know that their students understand their speech and feel confident enough to attempt communication with their peers. In connection with the previous issue, Bell (2005) determined that several of the most acceptable behaviours of effective foreign language teachers are related to their competent use of the target language, their use of it as the predominant means of classroom communication, their provision of opportunities for students to use the target language (both within as well as beyond the school), and their encouragement of foreign language learners to speak in the target language in the class.

However, using the target language as the instructional language in the classroom to achieve the goal that language class needs is not always easy for the EFL teachers. Teachers need to consider the language they use in delivering the knowledge. This becomes a major problem for some EFL teachers.

EFL teachers sometimes face difficulties in using English as the instructional language in the class. For Indonesian EFL teachers for instance, they usually hard to use English as the instructional language when teaching in the classroom otherwise students need to get used to listen to or speak the English itself. This problem includes pronunciation, teaching instruction, the language environment, and being a good model in using English appropriately. These may lead teachers to mix their language into Bahasa Indonesia to get them easier to talk to their students in delivering the material. The researcher is considering the factors they have cause those difficulties, they could be; their language proficiency, their students’ level competence, ect.

Reducing the difficulties that EFL teachers face in using English in the classroom, they may have their own strategies they usually use when teaching EFL. This is what the researcher tried to find. According to Kumaravadivelu (2003) strategies can be used as the awareness that the artificially created dichotomy between theory and practice that has been more harmful than helpful for teachers, an awareness that teacher transmits a body of interested knowledge to produce effective teaching professionals and an awareness that teacher beliefs, teacher reasoning, and teacher cognition play a crucial role in shaping and reshaping the content and character of the practice of everyday teaching. To shape the practice of everyday teaching, teachers need to have the understanding of what happens in their classroom. They need to systematically observe their teaching, interpret their classroom events, evaluate their outcomes, identify problems, find solutions, and try them out to see once again what works and what does not. Moreover, EFL teachers have to become strategic thinkers as well as strategic practitioners. As strategic thinkers, they need to reflect on the specific needs, wants, situations, and processes of learning and teaching. As strategic practitioners, they also need to develop knowledge and skills necessary to self-observe, self-analyse, and self-evaluate their own teaching acts. A lot of research revealed only on students’ difficulties in learning foreign language has been done, but research focus on EFL teachers’ difficulties seem rarely to be studied. Thus, the researcher analysed the difficulties of some EFL teachers in using English as the instructional language in language teaching and their strategies to overcome those difficulties.

1. **Problem Statement**

Based on the research background, the researcher presents research questions that will be explored as follows:

1. In what condition do teachers use English as the Instructional language in the classroom?
2. How do EFL teachers use English as the instructional language in the classroom?
3. What are the difficulties faced by the EFL teachers in using English in language classroom?
4. In what ways do EFL teachers overcome difficulties in using English as instructional language in the classroom?
5. **Objectives of the Research**

Related to the research problem and research questions stated above, the objectives of the research are:

1. To know when the teachers use English as the instructional language in the classroom.
2. To explore the teachers’ ways of the use of English as the instructional language in the classroom.
3. To know the difficulties most commonly EFL teachers have in using English in language classroom.
4. To explore the ways they use to overcome their difficulties in teaching English.
5. **Significance of the Research**

This research is expected to provide benefits in English education field, both in theoretically and practically.

1. Theoretical benefits
2. It is expected to provide the facts that EFL teachers’ difficulties have in common in using English as the instructional language in the classroom, thus this research can be a literature for new and non-experienced EFL teachers to increase their awareness and readiness to teach EFL in language classroom.
3. It is expected by reading this research, EFL teachers understand their own difficulties in teaching EFL thus they can find and apply their strategies to overcome those difficulties by themselves.
4. Practical benefits
5. It is expected that the result of the research will provide useful information for enriching the understanding of EFL teachers’ in using English as the instructional language that covers their difficulties and strategies in language classroom, therefore they can assist themselves to be aware of their teaching process.
6. The result of this research will be helpful for EFL teachers to reduce the difficulties in teaching English.
7. This research is also expected become a reference for those who want to conduct a research of similar topic.
8. **Scope of the Research**

This research is under discipline of Teaching English as a Foreign Language (TEFL). The researcher limited the problems that were discussed. The researcher limited the content of this research on the use of English as the instructional language by the EFL teachers. By discipline, this research dealt with the discussion about difficulties that EFL teachers have in common and also their strategies that they used to overcome their difficulties.