

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents six topics related to this study. The content covers the background of the study, the formulation of research questions, the purposes of the study, the significance of the study, the scope and limitations of the study and the definition of key terms.

### **A. Background of The Research**

Language has an important role to make a relationship with others. Therefore, due to people use the language every time to communicate with others, language develop and create a variations. English plays a role to facilitate communication between peoples in this world. One of them is to facilitate communication between the International people and Indonesian. In this modern era, several universities in Indonesia already have international students. These foreign students come from student exchanges, overseas scholarships, or independently. The most international students in Indonesia are from Thailand, Philippines, East Asian, and etc. (Aisyah, 2014). The majority international students who study in Indonesia have difficulty with the use of language. The mother tongues that they used are different with Indonesia.

Several International students majored in art of English or English education at Indonesian universities. In the process of learning English, most international students have many difficulties (Sofian Hadi et al., 2020). The

difficulties faced by foreign language learners generally occur due to their lack of understanding of lectures using Indonesian conducted by lecturers (Nuraseekin, 2019). This happens because the material presented by the lecturer cannot be accepted because the foreign student has difficulty translating or receiving language symbols due to differences in mother tongue.

Learning a language carried out by a foreign student at a university with a different mother tongue has difficulty imitating the sounds or expressions of the lecturer (Marudin et al., 2018), the lack of mother tongue skills for foreign students, the existence of cross-culturalism between the university and the student's area of origin, and limited time (Pratiwi, 2018). This can happen because the majority of learning in university still uses the lecture method (Yayi et al., 2020).

The lecture method implemented in learning English at several Indonesian Universities has several shortcomings. Weaknesses in the lecture method include: students tend to be passive during the learning process because during the learning process students tend to only listen, not all students can listen well (Prasetyo, 2013), the students tired in listening (Disman& Rudin, 2021), students' incomprehension of the lecturer's speech, especially if there are differences in the language used in explaining (Hera et al., 2018).

This obstacle is also experienced by international students who are majoring in English Education in Indonesia. They have difficulty in understanding the explanations of lecturers who used Indonesian (Samalee&Jati, 2017). This can happen because the majority of

international students are not fluent in using Indonesian, besides that their mother tongue that also has some significant differences with Indonesian (Azizah et al., 2019).

The difficulties experienced by international students were also experienced by international students who majored in English at Sayyid Ali Rahmatullah State Islamic University Tulungagung (UIN SATU) (Mahamdee, 2018). Based on the results of a pre-research interview with one of post graduate students of UIN SATU from Nepal, Iloosha Judda stated that the main difficulty was because he did not understand some of the teacher's words and especially when they explained using Javanese. In addition, he also stated that the majority of references both online and offline used Indonesian, so he feels he must understand two languages at once, that are English which he takes and Indonesian to understand the teacher's explanations and learning resources (Interview, 2022).

This difficulty is also supported by the majority of lecturers in English study programs who are not very fluent in another language, thus international students can only communicate with lecturers fluently using English or Indonesia. This was stated by one of post-graduate students of UIN SATU, namely when communicating, asking questions, or consulting with lecturers he preferred to use English because according to her, she still did not understand Indonesian fluently (Interview, 2022). In dealing with the obstacles faced by international students during English learning, the lecturers certainly have strategies in teaching. The learning strategy is certainly different from the strategy applied to teaching English to Indonesian students.

This is because the that students have different backgrounds so that special learning strategies are needed to improve their learning outcomes to the maximum (Mahamdee, 2018).

A similar case also occurred at the University of Nottingham, England. At the university, there are several students consisting of several nationalities that are English, French, Chinese, Korean, and Vietnamese who study Indonesian for two months to one year. The Indonesian teachers at the university provided examples of different letter pronunciations based on the students' mother tongue. For example, British and French students put more emphasis on sounding the letter "r" at the end of the sentence, while Chinese or Korean students put more emphasis on clarifying the pronunciation of their vowels (Pratiwi, 2018).

There have been many previous researchers who conducted study on the analysis of teacher strategies to teach English into international students. The first previous study, (Samalee&Jati, 2017) stated that the teacher's strategy in teaching English to international students was to form groups consisting of international students that have same nationality or mother language. Furthermore, the teacher paid more attention to the group, besides that the teacher also tried to communicate through international students who were the most fluent in Indonesian to better convey the teacher's message to his friends. This is because the majority of international students are more comfortable asking their friends than the teacher.

The second research, (Hadi et al., 2017) stated that the teacher's strategy in teaching English to international students was teach them used

more English instead of Indonesia. In other hand, (Agustinah, 2016) stated that the teacher's strategy was develop the material to fit well to international students. The teacher chooses materials that are suitable for international students. Thus, they have no trouble finding learning references and can easily convey them to their classmates during presentations.

In similar with that, the next previous study stated that the strategy that used to teach English speaking to international students that be more friendly to them (Sofian Hadi et al., 2020). The teachers provide more space for all students to express and practice all the material they have learned so that students have a place to practice English during learning. In line with this, (Ferdiansya et al., 2020) stated that in online English learning, International students are given excessive motivation and continue to provide opportunities for students to practice the material obtained on the Zoom application.

Based on these previous studies, researchers are interested in examining the strategies of post-graduate of UIN SATU teachers in maximizing English learning for international students who have a different mother tongue from Indonesian students. Thus, researchers are interested in conducting research with the title "Strategy of The English Lecturers at Post-Graduate of UIN SATU in Teaching English to International Students".

## **B. Statement of The Research Problem**

Based on the background of the research, the researcher formulated research problems as states below:

1. How are the lecturer strategy implemented in teaching English to International students in English Education Department at post-graduate of UIN SATU?
2. What are the factors that support and hinder the lecturers in applying the study teaching English to International students in English Education Department at post-graduate of UIN SATU?

### **C. Research Objective**

Based on the statement of the research problem before, the aims of this study are:

1. To find out the lecturer strategy implemented in teaching English to International students in English Education Department at post-graduate of UIN SATU
2. To find out the factors that support and hinder the lecturers in applying the study of teaching English to International students in English Education Department at post-graduate of UIN SATU

### **D. Significance of The Research**

This research found the strategy implemented and the factors that support and hinder the lecturer in applying teaching English to international students.

The result of the research give significance as follows:

1. For the English Education Department students

This research found the ELT Strategy implemented in teaching English to international students. These results can be used as a reference

either in micro teaching or in student teaching practices when dealing with students who have a different mother tongue.

## 2. For the English lecturer

This research found the ELT Strategy that used by lecturer in post graduate of UIN SATU to teach English to international Students. It is hoped that this research can provide an overview of the ELT Strategy that is suitable to be applied in teaching English to students. This research can also be used as a reference to maximize students' English learning and eliminate the gap between Indonesian students and foreign students especially international students that studying in Indonesia.

## 3. For the other researcher

This research found the ELT Strategy that used by lecturer in post-graduate UIN SATU to teach English to international students. It is hoped that this research can provide the base strategy that used to teach English to international students. On the research can used this strategy to find out another strategy that used to teach English to another foreign student in Indonesia.

## **E. Scope and Limitation of The Research**

In order to avoid the deviation from the purpose of the study, this study only focuses to analyze the strategy implemented in teaching English to international students in English Education Department at post-graduate of UIN SATU and the factor that support and hinder. The strategy that analysis in this research only based on ELT Theory by Willy (2016). This theory

focused on analyzed the ELT based on modern era, in other hand ELT Strategy that used by teachers in this era should suitable with the technology that exist in modern era.

#### **F. Definition of The Key Terms**

In order to avoid misunderstanding and misinterpretation between researcher and the readers, the following key terms are defined:

1. International students are international students who come from several country. The student attends post graduate of UIN SATU majoring in English Education Department.
2. English learning Teaching is the process of transferring someone else's English material to another in order for them to absorb, master, and then develop the material, which may include telling and showing students how to do something, complimenting and rewarding students when they do well, and scolding or punishing them when they do wrong. Where the role is solely for the benefit of the students (Karo, 1975).
3. ELT Strategies is overall plan for the orderly presentation of language material, none of which contradicts and is all based on the chosen approach. A method is procedural, whereas an approach is axiomatic. Many methods can exist within a single approach. The ELT Strategies conclusion is defined here as an overall plan for a systematic presentation of English language learning based on a chosen approach. (Anthony, 1963).