

Chapter Two

Literature Review

This chapter deals with several theories correlated to the research variables which can support the researcher's opinion. Several other research results are also integrated to support the research. This research talks about English as a medium of instruction, students' speaking skills, and correlation between English as a medium of instruction and students' speaking skills. This chapter also shows conceptual framework of the research and the researcher's hypothesis on this research.

English as a medium of instruction

The use of English as a medium of instruction. English as a medium of instruction is very important to be applied in teaching and learning process, and it may be able to force the students to often try talking in English. Dearden (2014) highlighted that English as a medium of instruction has very significant implications for the education of young people. English as a Medium of Instruction can be a way to make students get used to hear words about English so that they can improve their ability in English, especially in speaking skills. Parveen (2007) demanded that learner should be familiar with the medium of instruction for sound learning. In another side, English as a Medium of Instruction hopefully can be a motivation for the students and they will not only show their positive aptitude but also their positive attitude to English. It was also espoused a statement by Ibrahim (2001) that the use of English of a medium of Instruction is very significant, because it has role to motivate students to learn the language. To support the use of English as a medium of instruction, it should be good if

students and lecturers do research on the use of English as a medium of instruction, so there will be more new evidences that prove the effectiveness of using English as a medium of instruction in learning and teaching process.

The implementation of English as a medium of instruction. In the implementation of English as a Medium of Instruction, English will not only be taught as a subject, but English will also be a device in teaching and learning process like for communicative activities. Mansor, Badarudin, and Mat (2011) explained that an attractive classroom is environment which can encourage learning. Thus, the lecturers might need to apply a policy for the students to always use English in classroom, because they may need little compulsion to get used to talk in English. In the first time, the lecturers should consistently deliver contents of the subjects in English and it means that the lecturers should also invite the students to respond in English indirectly by showing the real model, because the students might feel more comfortable when they give response in English to the lecturers who always use English as a medium of instruction. On the other hand, the students may be going to find difficulties when the lecturers deliver materials using English all the time, like difficulty in understanding some words, so the lecturers can re explain those words in first language if the students truly get trouble on it, then the lecturers should continue using English when the problem is solved.

Enacting only English as a medium of instruction and strictly allowing minimal first language usage is one of ways that can support the students to practice English more. It can be the first policy that can be done by the lecturers to encourage the students to use English as much as possible, because in learning a

language if the students want to be able master the language well they may be able to not only learn theory of the language but also to practice the language.

Gökmenoğlu and Burakgazi (2013) asserted that “EMI (English-medium instruction) can be considered as a demand and supply process” (p. 18). So, the students have to be able to think that to speak English as much as possible in the learning process can be one of ways to improve speaking skills, and they have to also be sure that the use of English to speak in routine may be able to help them to remember many vocabularies even to enrich vocabularies. Hence, it expects that the students can improve their ability in English by always practice and they will have both good attitude and aptitude toward learning process which is supported by the lecturers.

There are certain different roles that can be played by lecturers in the use of English as a medium of instruction. Firstly, the lecturers should be the first people who decide to use English as a medium of instruction in classroom and to begin strictly implementing it. Also, the lecturers are as the controller, so if the lecturers implement it well, students might follow the way the lecturers do. Wong (2009) stressed that applying the English-only environment can enhance the students’ confidence in using English. So, it means that the lecturers need to provide class as English area to make the students can decrease their anxiety to speak English. Hence the students should be good executors to take benefit of the chance, because when the lecturers have already applied the policy of the use of English as a medium of instruction, the students should be aware that it might give good influence to their speaking skills. Collier (1988) defined that two of some factors that can affect learning in L2 are learner’s social and formal

schooling in primary language. Therefore, it means that when the students are studying a language in formal school which English is used as a medium of instruction there, it can give influence to their language learning. Secondly, there are many teaching activity that can be offered to the students through English for instance in giving instruction, so the lecturers need to consider why EMI should be implemented well. Ibrahim (2001) stated that EMI offers students and lecturers more opportunities to speak English (e.g. in lectures, comments, discussions, presentations, interactions, test, etc.)” (p. 124). So, it means that the students and lecturers will have more chances to improve their English when English as a medium of instruction is implemented properly. Wong (2009) also stated that if the students are required to use English in class, they will be more active in class contribution. It means that the students will not only be able to enhance their ability in English but they will also be able to be active students who give positive contribution in class.

Speaking skills

Speaking skills. Speaking skill is one of language skills (reading skill, listening skill, and writing skill), and Speaking is a productive skill. Speaking is a productive skill in the verbal mode (Bashir, Azeem, & Dogar, 2011). As we know that English is a foreign language which is learned by the students, therefore, when they often use it orally, it can increase their speaking skills. Moreover, Egan (1999) stated that “foreign language proficiency is measured by the ability to communicate in the language” (p. 278). So having good skill in speaking can be one of ways to describe how the students master the language.

Speaking skills can be considered as the main purpose of learning a language. When it is found that there are several students who can speak a language well and fluently, they can be considered as students who master the theory of the language well. So that is possible happens in English, and some students who are learning English may realize that when they have not had knowledge about English more, they cannot speak in English well and fluently moreover for they who seldom practice English.

Factors influencing speaking skills. Studying a language must be demanded to be able to apply the language to communicate, so language proficiency has important role in studying a language. Arua and Magocha (2002) stated that language proficiency is commonly defined as the use of fluent communication. Therefore, the students should have good ability in speaking, because they should be able to use the language they learn well to communicate. In addition, the students might need lecturers who frequently talk in English as models to serve English conversation so it might help the students to be able to speak English fluently and it might also be able to improve their pronunciation by imitating the models. When the students are able to speak English fluently with a good pronunciation, their speaking skills are going to be more perfect.

Often doing practice to speak English might also improve the students' communicative strategy, because when they are used to speak up, they might feel calmer to speak so they can think clearly what they want to say. One of factors that can influence learning to speak is the anxiety generated over the risks of making mistake or incomprehensible (Brown, 2001). Self-motivating is very needed by the students to often try to speak, even to speak in front of many

people, and they have to know that making mistake in speaking is never mind, instead it might decrease their anxiety. Xiuqin (2006) added that students are afraid of mistakes and ridicule, which make them to feel frightened to get negative evaluations from their friends. However, they should increase their self-confidence to speak up. When the students want to have good skill in speaking, they might be have to know the use of grammar or structure well, then they might also be have to be used to read and listen to English if they want to be able to speak with a good pronunciation. Thus, speaking is possibly significance for most students of English (Florez, 1999).

Roles of speaking skills. Speaking skills take an important role in learning a language, especially English, and pronunciation, vocabularies, and grammar can be important factors to be emphasized in enhancing speaking skills. Speaking skills can also be performed differently when it happens in differing circumstances, for instance in informal situation or formal situation. Lucas (2001) asserted that when a speech is only for general everyday conversation is not really taken into consideration, but it is going to be more complicated when a speech involves an audience. Thus, students can strengthen their speaking ability by practicing in different situation, and lecturers can provide the activities and facilitate them. In the other side, speaking skills can enhance students' confidence, so it means that by having good speaking skills can decrease the students' anxiety in learning. Boonkit (2010) also supported that "Confidence and competence usually lead to strengths of English speaking skills" (p. 1306).

The correlation between English as a medium of instruction and students' speaking skills

In learning English, the students are demanded to have skills in speaking, so to have that skills, practice the language as much as possible can be one of strategies that can be done. Therefore, the progress of students' speaking skills can be better if the students reinforce themselves to speak English in learning continuously which can also be supported by the lecturers, because like English environment may be needed by the students. Walberg (1991) stated that a beneficial environment was always important and effective for learning. In addition, good learning result does not only depend on the teaching methodology but also on aspects such as students' capacity and aptitude, linguistic proficiency, and the precise attitude toward learning (Talib, Luan, Azhar, & Abdullah, 2009).

The use of English as a medium of instruction can make teaching and learning process effective if the use of English as a medium of instruction is appropriately applied. It is supported by Wilkinson (2012) who averred that if instructional techniques of English Medium of Instruction (EMI) are adapted well and most of the programs are offered in EMI, EMI can leads to effective content learning. However, the students should be aware that the strategy of the use of English as a medium of instruction is applied for them to improve their speaking skills, so they have to be able to take benefit to the use of English as a medium of instruction which is applied by the lecturers. On the other hand, Hargreaves and Cristou (2002) advised that teaching methodology should be planned not only to legalize the programs, but to support learning by concentrating on the teaching and learning practice at the program level. Hence, it is going to be better if

teaching and learning process is conducted not only to learn the theory but also to present activity to practice.

Review of related studies

The researcher found a few studies that related to enhancing students' speaking skills through English as a Medium of Instruction.

The first study is from Shahzad, Sajjad, Ahmed, and Asghar (2013) by the title 'The Role of "Radical Change" in Medium of Instruction and Its Impact on Learning'. This study had 300 students of Gujrat University as sample.

Furthermore, this study used quantitative research. Questionnaire was used as a main instrument in this study. One of the research aims of this study is to identify and confirm the factors those are paramount for student's concept development in a second language. The result of the study showed that almost half of selected students think that by improving the speaking skills of English language, they can enhance their overall learning through English as a Medium of Instruction.

Therefore, the researcher can conclude that the students who accept the use of English as a Medium of Instruction can increase the students' speaking skills.

The second study is from Bashir, Azeem, and Dogar (2011) and the title is 'Factor Effecting Students' English Speaking Skills'. The instrument used was questionnaire and the questionnaire was divided into two questionnaires which are proposed for students and teachers. The population of the study was all teachers teaching English to classes 9th to 10th and all 9th to 10th grade students of public school in the province of Punjab, and for the sample were twenty students and eight teachers from each school which were selected randomly. The research aims to investigate the factors effecting students' English speaking skills at secondary

level. Moreover, the research used quantitative method. The result of the study told that more than half of the teachers use English as a medium of instruction, and it also happens to the students. Additionally, teachers as well as students have the view that English is better medium of instruction to enhance students' speaking skills. Hence, this study empowers that teachers use English as a medium of Instruction in teaching and learning process can improve students' ability in speaking.

Conceptual Framework

In learning a second language or foreign language, the lecturers should emphasize to provide situations and activities for students to practice, so they can improve their skills on the target language, especially for communicative skill. It is also supported by Zhang (2009) that students usually have limited opportunities to practice talking English outside class when they are learning English as a foreign language.

For the first research question, this research attempts to investigate the use of English as a medium of instruction at EED of UMY. A variety of circumstances and frequent speaking tasks have a significant role in the development of students' fluency when speaking, so it should be provided for students (Tam, 1997). Therefore, it might be better for lecturers to give activity more that can train students' speaking skills like English role play, and providing different places to practice may also be great for students' experience in showing their speaking skills, for instance going to a place that there are some tourists can be met.

For the second research question, this research attempts to investigate the students' speaking ability at EED of UMY. EED students of UMY mostly use English more when they are presenting materials in front of class, yet they sometimes combine with other languages such as Indonesian or Javanese. Zaremba (2006) stated that the most important skill required for communication seems speaking skills from all the four macro English skills. Hence, more activities are required by the students to improve their speaking skills by often practicing.

For the third research question, this research tries to find out the correlation between English as a medium of instruction and students' speaking skills. When the language is used to communicate which is also used continuously, it may increase automatically. Krashen (1982) also believed that by using English as a medium of instruction in teaching and learning process of a language, it will be 'acquisition' rather than 'learning' which happens in language development. So, when English is implemented as a medium of instruction, the students will not only listen but also speak the language, and hopefully they will not only learn the language but also acquire the language which can make them remember it easily.

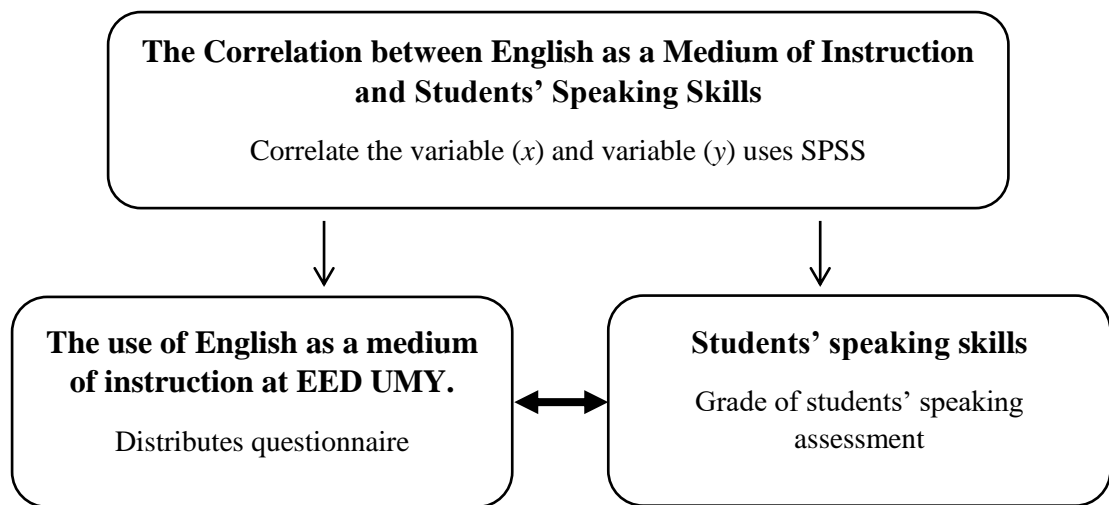


Figure 1 Conceptual Framework

Hypothesis

There is a hypothesis in this research:

H₁: There is positive correlation between English as medium of instruction and students' speaking skills at English Education Department of UMY.