CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important languages which are being spoken globally. Stevenson in Wheaton stated that it is estimated that "the number of native English speakers is 300 million to 450 millions." [1]More than one billion people are believed to speak some form of English. As Rohde, Campbell, Guardian, Economist, Rezendes pointed out, although the numbers vary, it is widely accepted that hundreds of millions of people around the world speak English, whether as a native, second or a foreign language. English, in some form, has become the native or unofficial language of a majority of the countries around the world today. "In 20 to 30 countries around the world, English is merging with native languages to create hybrid English."

In Indonesia itself, English is as a foreign language. It has even been taught in all levels of education such as Elementary School, secondary schools, College, and University. English as a medium of instruction (EMI) applied mostly in college and university, but it is also done at school.

English foreign learners of Indonesia must be accustomed to English either in the class or outside of the class. This is because of language is about habit. The more they practice, the better they improve. The ability of students in accepting the course given by lecturer will try to accustom English to the students. It should be done constantly for the better of students toward En   1

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[1] H. Anne Wheaton. English as the Global Language on the World Wide Web. http://iml.jou.ufl.edu/projects/students/Wheaton/page1.htm (online May 20 2015)

There is a fast-moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. EMI is increasingly being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people and policy decisions in non-Anglophone countries. Yet little empirical research has been conducted into why and when EMI is being introduced and how it is delivered. What are the consequences of introducing EMI on teaching, learning, assessing, and teacher professional development?[2]

Traditionally, students have learnt English as a Foreign Language (EFL) at school, i.e. English in its own right as a subject. At what point should EMI take over from EFL, with English becoming a vehicle or medium of instruction of another academic subject and not the sole objective or even the objective at all? Some policies set out which subjects were to be taught through EMI and at what age EMI should start.[3]

In any other case which is happening at IAIN Palangka Raya Campus, the learning activities used Bahasa Indonesia as medium of instruction. Based on the observation on several students, and self experiences studying at IAIN Palangka Raya since 2011 till now, it was found that Bahasa Indonesia was still used in the reality of Medium-Instruction. The usage of Bahasa Indonesia was used to compensate English. However, although mixed-mode teaching or code-switching in the classroom sometimes helps to make teaching and learning processes become more efficient, it should not be used to serve as a transition to a full EMI program, because it

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[2] Julie Dearden,*" English as a medium of instruction – a growing global phenomenon: phase 1",* Department of Education, University of Oxford, April 2014, P.2.
[3] Julie Dearden*," English as a medium of instruction – a growing global phenomenon: phase 1",* P.5

may inhibit the process of acquiring English and undermine the very existence of an EMI program.[4]

English Medium Instruction (EMI) students and teachers will learn not 'about' English (as a subject) but 'through' English (as a medium). As a medium, English is likely to be used to perform academic tasks involving various classroom-related communicative activities like gaining information (listening & reading) and conveying information (speaking & writing). This situation certainly provides students and teachers with more exposure to the language and more chances to use it, which are important conditions for second language acquisition. The fact that EMI will allow students and teachers to read in English (textbooks) more extensively can contribute to the success of acquiring the language. Krashen stated in Jusuf[5] also believes that second language acquisition can occur only when there is comprehensible input. If the input contains forms and structures just beyond the learner's current proficiency level in the language ('i + 1'), then comprehension and acquisition will take place. Thus, textbook-reading is certainly a good source for rich language input for students, which is a potential source for intake or language acquisition. EMI offers students and teachers more opportunities to speak English (e.g. in lectures, comments, discussions, presentations, interactions, tests, etc.) means that it is a source of comprehensible output, another component responsible for second language acquisition.

The general assumption underlying EMI implementation at Indonesian universities that it will improve students' and teachers' general proficiency in English is not entirely wrong, because using English as a medium to teach content subjects (EMI) allows students and teachers more

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[4] Ibid jusuf Ibrahim "*The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions*" P.16
[5] Ibid jusuf Ibrahim "*The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions*" P.3

exposure to the language (comprehensible input) and opportunity to use it (comprehensible output) rather than teaching English as a subject.

From the explanation above, it can be concluded that English as a Medium of Instruction will improve the ability of students in English, and also for the lecturers who teach it. However, the use of medium of instruction at IAIN Palangka Raya itself is still Bahasa Indonesia, only some classes that use EMI. Of course, this is not match with the explanation above. Therefore, this research seeks to uncover to what extent of the implementation of English as a medium of instruction used in English class of IAIN Palangka Raya.

B. Problem of the Study

The problem of study of this research was what is the students' perception of English as a Medium of Instruction in the English Class of English Education Study Program at IAIN Palangka Raya?

C. Objective of the Study

The objective of the study of this research was to uncover the students' perception of English as a Medium of Instruction in the English Class of English Education Study Program at IAIN Palangka Raya.

D. Significance of the study

The significance of this study was to give information as a consideration of a base of policy making in the field of education. This was for the English lecturers at IAIN Palangka Raya who teach English.

E. Scope and limitation

This study belonged to survey research. It took place at IAIN Palangka Raya, specifically English Department Students. The research was conducted in the class of

English subjects such as Pronunciation Practice, Speaking, Language Teaching Media, and Computer Assisted Language Learning in the English Education Study Program at IAIN Palangka Raya. English subject at another Study Program at IAIN Palangka Raya was not included on this research.

F. Definition of key term

Perception: Barnhart in Dr A Lewis stated that etymologically, the term ``perception'' is derived from the Old French language term *percepcion* and literally referred to the collecting of rents by feudal landlords. [6] Fundamental to perception is that there is an experiencing person or perceiver; secondly, that something is being perceived (either an object, person, situation or relationship); thirdly, there is the context of the situation in which objects, events or persons are perceived and finally, there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of percepts.

English as a Medium of Instruction: Taken at 'face value' EMI simply describes the practice of teaching an academic subject through English which is not the first language of the majority population.[7]

Medium of Instruction: The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.[8]

Experienced Student: experienced students are a term used to express the students who are in academic year of 2012/2013.

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[6] Dr A Lewis, *"The issue of perception: some educational implications"* p.4&5.

[7] Julie Dearden*,'' English as a medium of instruction – a growing global phenomenon''.* p.7.

[8] https://www.teachingenglish.org.uk/knowledge-database/medium-instruction (online 5/11/15 10.31 am)

First Years' Student: is the student in academic year of 2015/ 2016.

Second Years' Student: is the student in academic year of 2014/ 2015.

Third Years' Student: is the student in academic year of 2013/ 2014.

Fourth Years' Student: is the student in academic year of 2012/ 2013.

G. Framework of discussion

The systematic of the discussion of this study was as follows:

Chapter I: Introduction that consisted of background of the study, research problem, objective of the study, significance of the study, scope and limitation, definition of key term, and framework of discussion.

Chapter II: Review of related study.

Chapter III: Research methodology that consisted of research type, research design, place and time of the study, population and sample, instruments, data collection procedure, and data analysis.

Chapter IV: Result of the Research and Discussion

Chapter V: Conclusion and Suggestions.