

CHAPTER I

INTRODUCTION

In this section, the writer describes the background and the problem of the study, research focus, objectives and significances of the study, the definition of key terms and the frame of the discussion.

A. Background of the Study

English education in some countries are limited as situate English language as the subject which all students in certain level are compulsory to take it. For instance almost Asian countries, English language has not been thought in primary school where the rest just started at the secondary level. Nevertheless, some countries regulate the English language as medium of teaching and compulsory right from primary school. The use of English language as medium of instruction (EMI) is a policy that implemented in some countries where there is a tradition of using English in daily life or otherwise.¹ Some Southeast Asian countries such as Singapore, Philippine, and Malaysia, even though they have their own national language and English as second language for them, still strive to have policy that regulates the subjects in the secondary level taught using English language.²

¹Nazarudin, 2013. *Language Policy in Indonesia and Its Influences in Malay Countries A Historical Point of View Between Colonial and Post-colonial Era*, the University of INHA

²*Ibid*,Nazarudin, 2013. *Language Policy in Indonesia and Its Influences in Malay Countries...*

English in Indonesian is only a foreign language (EFL), not a second language (ESL).³ However, English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc. In Indonesian society certainly can impose a barrier towards efforts in acquiring the English language.⁴ Should English as a medium of instruction be implemented, students and teachers are likely to get exposure to English as comprehensible input and opportunity to use English as comprehensible output only in the classroom, while the general atmosphere (macrocosm) may act as a pressure against it?⁵

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).⁶ In the fact of field that EMI will allow students and teachers to read in English (textbooks) more extensively can contribute to the success of acquiring the language. EMI offers students and teachers more opportunities to speak English (e.g. in lectures, comments, discussions, presentations,

³ *Ibid*, Nazarudin, *Language Policy in Indonesia and Its Influences in Malay Countries...*

⁴ Syahrir Idris, *Language Policy and the Construction of National and Ethnic Identities in Indonesia*, University of Texas at San Antonio, San Antonio, USA.

⁵ *Ibid*, Syahrir Idris, *Language Policy and the Construction of National and Ethnic Identities in Indonesia*,....

⁶ Jusuf Ibrahim “*The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions*” P.16

interactions, tests, etc.) means that it is a source of comprehensible output, another component responsible for second language acquisition.

Although using English as a medium of instruction or as the target language by the English teacher can cause some stress, but it is very important to do so for the process of language learning. Dickson stated the importance of using target language in the classroom. First, the use of the target language in the classroom greatly increases the students' exposure to the target language. This is very important, especially in foreign language classrooms where the target language is not heard outside of the classroom context. The goal is to make the context as close to a second language context (where the target language would be heard outside of the classroom) as possible in order to give students maximum exposure to the language. Secondly, by using the target language in the classroom, students are receiving more comprehensible input thus leading to more complex language structures. By using the target language, students are not only learning 'about' the language but also learning 'through' the language. Certain classroom commands or common expressions can be acquired through routine use. Lastly, using the target language in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language. If the teacher is able to show proper use of the language daily, students can use that teacher as an example or model for production. In addition, if the teacher treats the language as more than

just a subject for study but shows the value of the language by using it, students will be more likely to gain a better appreciation for the language.⁷

Academically, teachers and students low proficiency may lead to inefficient and ineffective teaching and learning processes. Most of the teachers have relatively limited proficiency in English.⁸ Teacher who cannot speak English fluently and accurately will probably be rendered incompetent to perform one of their chief traditional roles, teaching. Pauses, hesitations, circumlocutions, wordiness, and grammatical, lexical, and pronunciation inaccuracies may characterize much of their explanation, and this certainly will slow down or even hamper their students' grasp of the content of instruction. In addition, teacher poor reading comprehension of English textbooks, an essential source of information for them, may cause them a lack of understanding or even a misunderstanding, which in turn may result in misinformation, an effect damaging to students' academic development.⁹

In any other problem which is happening at several Senior High Schools in Palangka Raya. Based on the observation on some students and teachers, and self-experiences teaching in one of Senior High School in Palangka Raya, it found that Bahasa Indonesia still used in the reality of medium instruction in the English class. The usage of Bahasa Indonesia is used to compensate English. However, although mixed-mode teaching or code-switching in the classroom sometimes helps to make

⁷ Dickson, Peter, 1996. *Using the Target Language: A view from the classroom*, National Foundation for Educational Research.

⁸ Pena Pendidikan 2009; Sundusiyah 2010; Kustulasari 2009

⁹ Ibid jusuf Ibrahim "The Implementation of EMI in Indonesian Universities....."

teaching and learning processes become more efficient, it should not be used to serve as a transition to a full EMI program, because it may inhibit the process of acquiring English and undermine the very existence of an EMI program.

From the explanation above, this study aim to finding the answer to what actually the students expect from their English teachers especially in the form of the English use in the classroom. By doing this study, hopefully that the English teachers might be able to understand better what their students actually expect from them. Therefore, this research was seeks to uncover to what extent of the **”students’ perception of English as a medium of instruction in teaching Englishat senior high schools in Palangka Raya”**.

B. Problem of the Study

What is the students' perception of English as a Medium of Instruction in teaching English at Senior High Schools in Palangka Raya?

C. Objective of the Study

The objective of the study of this research is to uncover the students' perception of English as a Medium of Instruction in teaching English at Senior High Schools in Palangka Raya.

D. Significance of the Study

The significance of this study theoretically is to give information as a consideration of a base of policy making in the reality of education at Senior High Schools in Palangka Raya. Practically, this research give the contributions for the English teachers at several Senior High Schools in Palangka Raya by measuring the students' response of English as a medium of instruction used by the English teacher in the class, hopefully they can be developing to teach a good variety of things by this type of situation in the future.

E. Scope and Limitation

According the background of the study, the writer were make the scope and limitation of the research object in order for making focus the topic. The scope of this study on the students' perception of the English as a medium of instruction used by

the English teachers in the classroom of their Schools. The writer limited the study on second grade only.

F. Operational Definitions

There are some operational definitions in this research that namely:

1. Students' Perception

Students' perception is the students' opinions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement.

2. English as a Medium of Instruction

English as a medium of instruction is English used in teaching a subject which English not the official language of the country or territory.

G. Frame of Discussion

Chapter I	Introduction consists of background of the study, the problems of the study, the objectives of the study, the significances of the study, scope and limitation, the definition of key term, framework of the discussions.
Chapter II	Review of related literature consists of previous studies, EMI (English as a Medium of Instruction), perception, measuring perception, teaching language methodology, survey items.

ChapterIII	Research method consists of the research type and design, place and time of the study, research population and sample, instrument to collect the data, Endorsment of the data, data collecting procedure and data analysis.
Chapter IV	Findings and discussion consists of the description of data and the research discussion.
Chapter V	Closing consists of the research conclusion and suggestion.