

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, (4) significance of the study

1.1. Background Of Study

One of the most influential sectors in global communication is language. In this world, all humans use language as an exchange communication tool that can connect between countries and also has a function as a medium to unite the nation. Goodwyn and Branson (2005) stated language is the most important tool for everyone in society, because the use of language can show the personality of that person. Meanwhile, there are many languages that are used as a means of communication and these languages certainly have their own characteristics, and one of them includes English.

In social reality, English is an international language that has become global communication between countries. According to Mauranen and Ratna (2009), English has the official position and status as the language of communication between speakers where it is occupying an important role outside of other countries. Besides, English is a foreign language that occupies an important position for Indonesian people in Indonesia. It could be seen by government regulations that make English a compulsory subject for students to learn from elementary until high school levels, even in university. All study programs provide English courses for

the first or second semester, although its major is not related to English major. Thus, it shows the importance of mastering English.

Then, what causes people can not speak fluently in English whereas it has been taught since elementary school. It is because the students do not have supportive environment. They only learn and practiced English at school and rarely use it outside of school. Musthafa, Hamied, and Zein (2018) stated that in learning Bahasa Indonesia and regional languages, the students use regional language naturally instead of Bahasa Indonesia, it is because they always exposed in a social environment. It is similar with English, the students only use their mother tongue insted of English. The students will be able to learn English at school, but when they have graduated, their abilities are lost. Therefore, in utulizing it, the students need to use the target language in learning activities at school. By using English as Medium of Instruction (EMI), the students will be accustomed to hearing and using it in teaching-learning activities. Dearden (2014) defined the use of English as the language of instruction for teaching academic subjects in several countries where English is not the first language. In this case, classroom is the right place to use EMI as the target language because students will be actively involved in its use.

Concerning the use of English in the classroom, Nunan (1999) certified that foreign language learners do not encouraged to use their English language skills in the real world. It is not surprising in foreign

language contexts in which opportunities to use the language is limited. In addition, the teacher has essential role in producing language and attitude towards a language, then the students can be familiar in implementation of EMI and also have many opportunities to actively use English in learning activities. The statement indicates that the role of a teacher as a language model should expose English as much as possible. Sequeira (2012) revealed that teaching is an occurrence that is outside of students, and it is planned to support the internal learning process at school. The teacher's learning process is an essential asset in educating students; the more they know, the greater their resources (Cohen, 2011). Therefore, in this case, they must demonstrate basic skills about teaching, which can affect students' ability to grasp the lesson and speak English in the class.

Language target as a medium of instruction is very important in the teaching-learning process, its medium of instruction is the teacher's language in learning process, meanwhile, EMI can be defined as medium that is used by the teacher in the classroom. As a facilitator of learning, the teacher is responsible for students learning outcomes through oral or written language used in pre-teaching until post-teaching activities such as greeting, explaining, giving instruction, giving feedback, managing the class, and evaluating students learning outcomes. Furthermore, the role of teachers during learning process also will be influential. The students can have difficulty grasping the concept of the lesson and what the teacher says, and it will impact their understanding. Archana and Rani (2017),

besides parents, there is also a significant role in developing children's interest in a subject or language, that is, a teacher. The teacher's essential task is to teach well using EMI, which can impact students' abilities and interests. The use of EMI has various views. Phuong and Nguyen (2019) stated four advantages of EMI: exposure to English, cognitive excellence, availability of resources, and more opportunities for students to get a job. In addition, the students will have many opportunities to be active in using the foreign language and produce a good attitude towards a language. On the other hand, if the teacher doesn't implement EMI optimally, students will be difficult to grasp the ideas which are conveyed by their teachers, so that they are not confident in expressing their opinions in front of the class. In line with Coleman (2010), if the teacher uses the language of instruction outside the language range of students while teaching activities at school. There will certainly be problems, the students will be less able to capture messages or understand the information conveyed by the teacher.

The researcher did a preliminary study by interviewing English teacher also as a coach of Cambridge class on September, 18th 2020; her name is Mam Umayah. According to her, MAN 3 Palembang is a high school that uses target language to develop the intensity of exposure of English with their classmates and teachers; it is referred to as Cambridge class. In that class, students and teachers use EMI. Before joining this program, other students will carry out a placement test that the school conducts; the teacher also told the difference between regular class and

Cambridge class at MAN 3 Palembang. In Cambridge class, students and teachers will use English in the teaching-learning process whether students want to ask questions, talk to teachers or their friends, or when the teachers teach and give instructions to students. In science subjects such as mathematics, physics, biology, and chemistry, students and teachers are required to use EMI in the teaching and learning process. Still, students are not required to use full English in these subjects. It is different from English subjects; students and teachers must use full English in the teaching and learning process and actually it based on students' grade. Meanwhile, for regular class, both of the students and teachers, they used first language (L1) as usual.

In another chance, the researcher asked the students via whatsapp to ensure the implementation of EMI in Cambridge class. The researcher asked one of the students named Terry in XI IPA 9 Cambridge. She said that the use of EMI in Cambridge class was an obligation and there would be sanctions if other students did not follow these rules. Thus students who take a part in this program is really able and willing to follow teaching and learning process by using full English.

Researcher has found three previous studies that are related to this research. The first related study was conducted by Rahmadani (2016) He said that students have positive perceptions or agree on the use of EMI, it can increase their standard and confidence in speaking English and have high motivation. Another relevant research was conducted in Gulf by

Belhiah and Elhami (2014) in this study they stated about teachers' and students' perceptions on the use of EMI was able to improve students' English skills, but he gave suggestions the instruction was delivered by using English and their mother tongue to improve students' linguistic and biliteracy skills.. Furthermore, the research was written by Nasution (2018) in this study describes students' perceptions on the use of EMI in mathematics and science in University of Jambi.

According to explanation above, the researcher is interested to get more information on the use of EMI in MAN 3 Palembang and only a few schools implement EMI in learning activity. Thus, the writer conducts this reserach in MAN 3 Palembang to find out students' perceptions on the use of English as a Medium of Instruction in Cambridge class.

1.2. Research problem of study

Based on the explanation above, the reseracher attempts the problem of the research formulated as follows :

What are students' perceptions on the use of English as Medium of Instruction in Cambridge class by their English teacher?

1.3 Objectives of the Study

Based on the problems formulated above, the objectives of this study is to identify the students' perceptions on the use of English as a medium of instruction by their teacher in Cambridge Class.

1.4 Significance of Study

a Theoretical

By conducting this research may enhance insights to the researchers in particular and to readers in general.

b Practical

1) For researcher,

The results of this study can be reference for rseracher in understanding students' condition on the use EMI in the process of teaching English.

2) For students,

From the result of this study, students are expected to increase their self-motivation in using EMI at school as the tool of communication in learning process.

3) For teachers,

The result of this study are srtudents' perceptions, which are expected to know how much English should be used and also can evaluate themselves what are students get difficulties along the learning process.