CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) an overview of percpetion (2) an overview of EMI, (3) the concept of Cambridge class, (4) previous related study

2.1. AN OVERVIEW OF PERCEPTION

The theories that will be explained are about perceptions, process of perceptions, aspects of perceptions, and the importance of perception.

2.1.1 Definition of perception

Perception means an observation of certain situation or environment. It can be a concept or an environmental element. Perception takes place when a person receives a stimulus from the outside which is captured by the auxiliary organs, then enter into the brain. The following are some definitions of perception. Acording to Nurlisa, Sada, and Ikhsanudin (2019) perception is translating an event that occurs in a certain environment and it is seen from someone's point of view. Everyone has their own understanding to feel the things which happens around them. In an event, everyone will certainly recognize the information which is obtained from surrounding environment, then that person responds with their own point of view to interact with other people in a social environment. This can be interpreted, even though the information received the same way, but each person's interpretation will vary based on the understanding or the way that person interpreted it. Therefore, it can

be said that perception is the ability of someone to interpret the information that has been obtained and after that how the process is manage or understand the information.

Perception is also related to gathering new and old information. The collection of information is collected through the five human senses, then stored in the brain. It means an old information can be compared with new one and it is called perception. In understanding an event will take a long time and a certain experience to understand it. If someone interpret an event, then he or she will also recall the information in the past based on his or her experience.

In gathering information, it takes five senses of physical stimulation as stated by Maymand, Amadinejad, and Nezami (2012) humans have 5 senses: hearing, sight, taste, smell, and sense of touch. Those five senses is the most important role in human life in the process of gathering certain information, and then a people perceives an event from the information that they get.

In this study, perception belongs to the observation, idea, and point of view of the students on the use of English as medium of intruction in MAN 3 Palembang.

2.1.2. Aspects of Perception

According to Mc Doweell and Newell (as cited in Hariyanto, 2013) there are 2 aspects in perception, among others:

a   Cognitive, includes ways of thinking, interpreting, recognizing, and the existence of a stimulus regarding individual views based on information from the five senses, and views or experiences seen in everyday life.

b   Affection, includes how the individual's assessment through their feelings and emotions towards the learning component of the stimulus based on the values and influence their perception.

2.1.3. The Importance of Perception

Perception plays an important role before individuals understand information about their environment through the five senses and it is the basis for thinking for a person (in relation to learning), then perception also has an important role. Siregar (2004) perception is rarely mentioned in related writings in learning process, even though the way of thinking, interest or potential can develop well if one has adequate perception. For example, in the learning process regardless of who is studying, the material, location, level of education or age of the learner is always influenced by the perceptions of themselves. It is hoped that through the perception exploration, it can change perceptions to be positive, especially perceptions in educational learning on the use of EMI so that it affects students to be motivated and active in participating in learning.

2.2. THE CONCEPT OF CAMBRIDGE CLASS

The concept of Cambridge class basically uses the Cambridge curriculum or the Cambridge International curriculum. This curriculum was introduced several years ago, and now it has undergone several adjustments, then as the name implies the curriculum is part of the non-profit organization Cambridge Assessment, University of Cambridge England. The Cambridge curriculum is also designed so that students can explore their knowledge from what to how or in other words students are required to think critically. While other curricula require students to be successful in all subject areas, the Cambridge curriculum focuses on students' interests and talents. This makes students' specialized abilities more deeply honed. According to Widyastono (2010) Cambridge curriculum is an international-scale curriculum that refers to the curriculum issued by Cambridge University. The Cambridge curriculum provides all the needs for implementing a learning program from planning to evaluation in the learning itself. Cambridge Curriculum for the primary or elementary school stage is available to mathematics, natural sciences and English. The Cambridge curriculum emphasizes the development of understanding, knowledge, and student skills.

However, in this case it is a little different between the Cambridge curriculum and the Cambridge program at MAN 3 Palembang. The concept of implementing Cambridge program at MAN 3 almost matches the use of the Cambridge International curriculum which ensures students

are fluent in English, have an international perspective, get the latest and modern education, as well as have the opportunity to study exposure English. Other than that, why are students required to be fluent in English? Because, it is believed that the ability to speak English will create and train children's mentality so that they can compete globally. It also provides opportunities for children to study at the best universities in the world. Meanwhile, the implementation of curriculum at MAN 3 is the same as the common school curriculum in Indonesia, namely the K13 revisi which has a planning, implementing, and evaluating learning in accordance with pedagogic competencies with the general curriculum (Widyastono, 2010).

2.3. AN OVERVIEW ENGLISH AS MEDIUM OF INSTRUCTION (EMI)

2.3.1 English as Medium of Intruction (EMI)

English is not only used for academic purposes but also as the language of instruction. Dearden and Macaro (2016) stated that English which is not first language in this country can be used in teaching as medium of instruction. It is used by most countries in the world, while the rest of them use their first language as a medium of instruction.

All activities are inseparable from communication, including teaching activities. EMI is the language that use in the classroom as the target of language, it is always used by teachers to give instructions to

their students. For example, the teacher instructs to read a text, repeat a word, and even when the teacher explains the material.

English is chosen as an instructional language because it is the international or global language used to communicate with people around the world and it can be called as a visa which can be used to enter the global world. People can use EMI to expand their relationships or career in the global world and as a key to open a gate in a globalized world. Even though their first language is different, everyone can still communicate with each other by using English. However, EMI's term that will be exposed in this study is "teaching and learning by using English as a medium of intructions, not as a national language".

2.3.2 Procedure of using EMI

In Cambridge class, not only English teachers implement EMI or target language in the classroom also their science teachers. They explain, communicate, and give an intruction with thier students by using English. In addition English teachers and students at MAN 3 Palembang who teach science are also encourage them to use EMI in learning process and provide the instructions that are useful in improving students' language skills in Cambridge class program at MAN 3 Palembang.

The procedures of implementing EMI must meet the requirements in order to be maximally implemented. First, the abilities of students and teachers must be sufficient so that there are no difficulties in implementing it. Second, the school must support or facilitate the implementation of EMI

in teaching and learning activities (Williams, 2015). In addition, Huang (2013) said that success in implementing EMI depends on the knowledge of the language of the teacher and the quality of the curriculum design. In this case, MAN 3 Palembang has supported the implementation of EMI as its program, they provide the conference for students to familiarize of implementing of English in learning process. Before the students follow this program, they will be tested to participate in this program, as well as science and English teachers who have the ability to teach using English.

2.3.3 The Strengths of using EMI

In the previous explanation, it can be seen that there are great opportunities on the use of English in learning activity. Chang (2010) stated the strengths of using EMI, including:

a. Increase interest and motivate students

The benefits of learning English for students will have a major impact on fostering enthusiasm for learning. Often students are inactive, shy, reluctant and even avoid using foreign languages at school because they do not understand what benefits it will bring them if they want to practice.

b. Improve students' English prificiency

By mastering English in written form, you will be able to make it easier for students to communicate on social media. English, both spoken and written, should be mastered verbally active by students because English has become a means of communication globally

c. Improve their competitiveness in the job market.

Language is dignity for some people. Dignity in here means something that can improve a value of the speaker in the eyes of others. Ability to speak foreign languages increase the "sale value". That's why many parents include their children early on to learn English because they know the needs of their children in the future.

2.3.4 The Weakness of using EMI

Chang (2010) also points out the disadvantages or discourage of using EMI. The weaknesses of using EMI in English lesson can also involve greater difficulties in understanding the content of lesson and it can obstruct students in expressing themselves in the classroom. In the implementation of EMI can also cause problems for students whose first language is not English and maybe the students are comfortable in using their first language. Thus it tends to lead in academic failure.

2.3.5 The use of EMI

The use of target language is essential in studying process. Afterwards, EMI is chosen in learning activities used in every class activity, such as giving instructions and explaining the material to students in the teaching and learning process. Madhavan, McDonald, and Paris (2014) said that basically, EMI refers to teaching by using English where it is not a national language in that country. Furthermore, in teaching activities, the teachers who apply EMI do not specifically utilize

instructional techniques to improve students' language proficiency. EMI is also not a new phenomenon in education, nor is not it undesirable in Indonesia. However, the policies indirectly implemented help provide higher education courses while using English as a foreign language. Therefore, in this case, it is illustrated that the extent of English used in the teaching-learning process from pre-teaching until post-teaching activity is based on students' perspectives. According to Nasution et al. (2018), the use of EMI in teaching-learning activity can be divided into three activities; in pre-teaching, whilst teaching, and post-teaching activities.

a   Using EMI in pre-teaching activities

Pre-teaching is a warm-up activity before starting the lesson which will be explained by the teacher. The teacher must stimulate students' knowledge first, such as giving a greeting, reviewing the previous study, and activating the prior knowledge of the current topic. This activity will motivate and generate students' interest about the topic that will be explained in order they pay attention and understand the material because they are interested in what their teacher give at the beginning of studying by using English.

b   Using EMI whilst teaching activities

This is the most important activity in the teaching-learning process while using the target language in the classroom. Teachers need to use feasible language to make their students understand the materials. In this case, the teacher uses English as medium of

instruction or their target language. Suppose the teacher uses language that the students do not understand, and they could be confused in understanding the material content. Then it makes them difficult to get the point of the lesson, and they prefer to use Bahasa Indonesia as their medium of instruction in the classroom. Thus, teachers must also understand and adapt to students' abilities if they want to use EMI during the teaching and learning process.These activities are carried out in teaching using EMI to explain, discuss, give examples of the lesson, deliver questions, and answer questions using English in the teaching-learning process in the class.

c   Using EMI in post-activities

This is the last activities in the learning process in the teaching and learning process to terminate the lesson. Several activities are carried out when using English in these post-activities, namely giving conclusions and closing the lesson..

2.3.6 The use full or partial EMI

While using EMI, students will have a preference as the target language that will be used in teaching and learning activities. According to Ibrahim (2001), in implementing EMI, students will feel a dilemma about the language used during learning to understand the lesson's content that the teacher explains. He also said the use of EMI would undoubtedly be difficult for students who are not proficient in English. Therefore, before determining the use of EMI that the teacher and students will use, it is

necessary to know the conditions or conflicts that will be faced in its implementation because, as is known, the students' mother tongue is Bahasa Indonesia. Furthermore, in implementing EMI, the teacher not only teaches about English subjects, but also to use English as instruction in class. Thereby, the students have to know what language is suitable to be used as the language of instruction in class so that there is no more significant conflict in its use. Ibrahim (2001) added preferences from implementing EMI, namely the effect of its use and things that students must consider in using full EMI or partial EMI in the teaching and learning process.

    a   The use of full EMI

In using EMI, students will have a dilemma in implementing it, whether they will become full EMI or partial EMI. According to Swain & Johnson (as cited in Ibrahim, 2001), full EMI means no native language used by the teache and it does not implement their mother tongue language in teaching and learning activities. At the same time, partial EMI is a program of using instruction in learning with little or less than 50% of the second language used in the curriculum. In this case, Ibrahim explained that full EMI would have a significant conflict or problem if the participants had low skills, either from students' or teacher's English proficiency. He stated that unsupportive in implementing EMI because of the lack of language proficiency

between teachers and students. The use of full EMI seems unusable, while partial EMI is the right choice, and it can be considered in various things.

b   The use of partial EMI

Partial means not complete; it can be concluded that it refers to something that just a part, not totally/full (Cambridge Dictionary, 2021). In using partial EMI Ibrahim (2001) stated that the use of partial EMI is a feasible option to be used as a medium of instruction for students.. He has considered the dimentions of using partial EMI in the classroom. First, it refers to the effectiveness in teaching and learning for teachers and students; second, it has a scope that must be considered in using partial EMI (including the use of EMI in a subject and type of assignments); the last, students' grade levels also need to be considered if they want to use partial EMI.

2.4. Previous Related Study

The first related study was conducted by Rahmadani (2016) entitles Students' Perception of English as a Medium of Instruction (EMI) in English Classroom. In the previous study, it is different to my recent study; I interviewed and did observation checklist to get data on students' perceptions, while this previous study used questionnaire survey that is conducted in 4 schools, namely MAN model, MA Muslimat NU, SMAN 4, and SMKN 2 in Palangka Raya. The similarity between my current

research and this previous study that examine the use of EMI in English subjects and aim to find out students' perceptions and the extent of students' expectations on the use of EMI. The results of this study indicate that most students agree when the teacher applies the dominant EMI in English subjects. EMI can improve students' ability to learn English, help understand English articles or textbooks, and increase their confidence to speak English. This positive response can be seen from the results of the percentage score, namely 50%, consisting of 67 states 'agree' and 25% consisting of 34 students who say 'strongly agree'. This survey also proves that by using English as the language of instruction (EMI) students are motivated to learn more English and communicate with it.

The second related study has been done by Belhiah and Elhami (2014). This research was conducted at 6 universities in big cities in Dubai, Abu Dhabi, Sharjah, Ajman, Al Ain, and Al Khaimah entitled English as a Medium of Instruction in the Gulf: when students and teachers speak. The similarity between this previous study and my recent research is that the participant is selected who have taken the placement test which is TOEFL/IELTS with a minimum score of 450 for TOEFL and 4,5 for IELTS to take part in the program of using EMI in teaching and learning process, but the student at MAN 3 Palembang especially for Cambridge class has done placement test as their school policy. Furthermore, this previous related study and my recent research are applied in English courses or subjects. Meanwhile, the difference is I used qualitative

research with interviews and observation checklists to get the data, while this previous study used a mixed-method with interviews and questionnaires and it is looked at the views from teachers and students in implementing EMI in the classroom. This related study has several findings and implications in its use, the first provides several benefits when implementing EMI in the classroom, such as improving reading, listening, writing, and speaking skills in English and is beneficial for students in increasing readiness to enter the workforce. EMI also has the disadvantage that students have to struggle when understanding the content of lessons, they prefer to use bilingualism as the instruction in the class; English and Arabic as their mother tongue.

The last previous related study has researched by Nasution et al. (2018) with title The use of English as a Medium of Instruction (EMI) at PGMIPA-U in University of Jambi. The similarities between this related study and my current research are aimed to investigate students' perceptions on the use of EMI by observing the process from beginning until the end of learning. The research method used qualitative method which used interviews and classroom observation as instruments of the research. Meanwhile, the difference is this related study research was conducted at the University especially for mathematics and science subjects, while my research is only conduct on English subjects. This previous related study showed the application of full EMI and partial EMI during the teaching and learning process in the classroom, and the results

of this study revealed almost all students do not understand when the lecturer used full EMI in the classroom, while students understand little of the material that is explained.