

CHAPTER I

INTRODUCTION

Introduction is the first chapter of the thesis introduces the readers to the study, the objective and why it is important to be investigated. This chapter consists of (1) The background of the study (2) Statement of Problem; (3) Objective of Study; (4) Significance of Study; and (5) Definition of Key Terms.

A. Background of Study

Language is a system of communication used by a particular country or community. Every countries or communities have their own language. One of those language is English. It can be used in every field such as education, economy, politic, etc. In this case, Allah SWT said in the holy Qur'an, Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّغَاتِكُمْ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Based on the verse, it means that Allah SWT creates to us the whole universe. Such as the heavens, the earth, and the whole variations of languages, colors, etc.

In education, English is a special foreign language that is usually taught as a subject in many schools especially in Indonesia. Although, Indonesian language is also an important language (not just a vernacular) dominating important functions such as science, technology, economic,

academic, social, etc. In society, it can certainly impose a barrier towards efforts in acquiring the English language.

Advancing into the year 2006 represented a significant milestone in the development of education in Indonesia, with the introduction of an innovation to bring selected Indonesian schools up to an international standard. The Ministry of National Education established a program known as the Pioneer International Standard Schools.

These schools were not newly established institutions but instead they were existing schools that had been selected and provided with grants to implement teaching and learning processes that complied with the international standards of developed countries. As a part of this innovation, these schools were directed to develop English language skills through English bilingual education in mathematics and science subjects and to promote habitual English use inside school (Atas, 2009, p. 8).

The promotion of English in the Pioneer International Standard Schools means that English bilingual education was established in selected government-owned schools, with science and mathematics subjects being taught in English alongside Indonesian, and other subjects being taught only in Indonesian. The use of English can be the tools in teaching particular content area subjects for teaching and learning activities in the classroom.

There are many educational settings in which ‘content’ is taught in a language other than the home language of the students. These cover all the phases of education, pre-school, primary, secondary and tertiary as well as any specially designed classes for particular groups of students (e.g. migrants). In North America the phenomenon is sometimes labeled ‘immersion’ or ‘content-based learning’ or ‘content-based language learning’ or ‘content-based language education’. In Europe, but not exclusively in Europe, it is usually labeled ‘content and language integrated learning’ (CLIL) or ‘integrating content and language in higher education’ or ‘English-taught programs’.

The students are receiving more comprehensible input thus leading to more complex language structures. By 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. Using English as a medium of instruction (EMI) as the target language in the classroom is very important to do so for the process of language learning. (Dickson, 1996, p. 11) stated that the use of the target language in the classroom greatly increases the students' exposure to the target language.

English as a medium of instruction (EMI) is defined as the use of the English language to teach academic subjects and implemented in some countries where the first language of the majority of the population is not English. EMI is also increasingly being used in universities, secondary

schools and even primary schools. English as a medium of instruction (EMI) is a term used ubiquitously geographically and, usually but not exclusively, applied.

The EMI phenomenon it is highly unlikely that the majority of countries, certainly in the tertiary phase, will seek to reverse the decision to push forward with even more courses taught in English which. If the phenomenon cannot be slowed down to a speed that will allow reflection, then at the very least it is incumbent on researchers and teachers alike to strive to make the experience for their learners as enabling and as rewarding as possible.

EMI students and teachers will learn is not ‘about’ English but ‘through’ English but as a medium. (Ibrahim, 2014, p. 123) stated an English as a medium, English is likely to be used to perform academic tasks involving various classroom-related communicative activities like gaining. In the fact of the 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 which 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.

Academically, teachers and students medium proficiency may lead to inefficient and ineffective teaching and learning processes. Most of the

teachers have relatively limited proficiency in English although the teachers are selected by using comprehension test. (Ibrahim, 2014, p. 126) said that 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 may characterize much of their explanation, and this will certainly slow down or even hamper their students' grasp of the content of instruction. In addition, a teacher who has a 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 especially in learning Physics Science.

Rahmadani's (2016) study found the following:

Bahasa Indonesia is 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 teaching and learning processes becoming more efficient, it should not be used to serve as a transition to a full EMI program. It may inhibit the process of acquiring English and undermine the very existence of an EMI program. (p.134)

There are several reasons why the writer choose this topic. First, the writer hopes that EMI can influence in high school especially on language proficiency where the native language is not English. It is

anticipated that the research findings will lead to awareness and improved practices among the students especially in learning Physics. And also, EMI has the benefit to the students in terms of English language learning in contexts where the goal of EMI is to increase language proficiency.

The writer chooses SMAN Banua Kalsel as the place in which the research will be conducted because the teaching and learning process are using full English for the science subjects especially Physics. The writer interested to research the students and wants to know what are their attitudes in learning Physics that it is used English as the instruction. Besides, SMAN Banua Kalsel is only bilingual boarding school in South Kalimantan.

B. Research Questions

Based on the background of the research, the research problem is formulated as:

1. What are students' attitudes on the use EMI in learning Physics?
2. What problems do students face while learning Physics using EMI in the classroom?

C. Objectives of Study

1. To investigate the attitudes of 11th Grade students towards using EMI in learning Physics.
2. To identify problems raised by 11th Grade students concerning the use of EMI in learning Physics in the classroom.

D. Significance of the Study

The findings of this study will redound to the benefit of society considering that English as a Medium Instruction (EMI) plays an important role in educational field today. It can be greater demand for students and teachers for more effective life-changing teaching approaches. This research also explores and puts into question the very concept of EMI through reporting on students learning experiences that are mostly affected by the EMI policy but whose insights are not considered in language education policy planning. In particular, this research aims to shed some light on the psychological effects which the EMI policy could have on students which in turn could have an impact on their learning experiences an area especially related to Physics Science which has been rarely addressed in the literature.

E. Definition of Key Terms

The terms used in the study are defined as follows:

1. Students' Attitudes

Students' Attitudes are refers to the student's mental and their individual's view to all objects and situations with which it is related to their experience in learning Physics in the classroom and how it can be affected to their achievement.

2. English as a Medium of Instruction (EMI)

English as a Medium of Instruction is defined the use of English language to perform academic tasks involving various classroom-related communicative activities in Physics class.

3. Learning Physics

Learning Physics is defined the main activities and that the writer focuses in this research and the eleven grade students of SMAN Banua Kasel as the subject who learn Physics in the classroom and they are used English as the main medium of their learning activities.