

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important thing in human being. It impacts the daily lives of members of any race, creed, and region of the world. Language helps us to express our feelings, desires, and queries to the world around us. Self-consciousness in the use of language has been developed, especially in the twentieth century, and became one of the philosophical characteristics of the age. This development is not limited to a superficial interest in words, but also includes in its scope beliefs related to the basic issues. Furthermore, language has proven to be the most important factor in conceptualizing all the aspects of reality in our communication with our environment.

In this respect, language is one of thousands categories that mentioned in the Holy Koran. This, language, is referred to in chapter (30), surat Ar-Ruum [The Romans], in verse (22).

وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَةً لِلْعَالَمِينَ

Thus, language helps people to get more understanding each other in terms of communication. Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global society. Language is such a key aspect to setting up children for success in their future professional endeavors that high schools across the nation require at least two years of studying a foreign language.

Language is not the expression of unique individuality, but is constructed by and manifest in socially specific contexts. This is corroborated by Hinkel (1999, pp. 23) who states that language cannot be analysed separately from culture, as members of a community share systems of beliefs which give meaning to their worlds and which are ultimately communicated through language. This establishes a connection between language and the culture of a community.

What then is language? The main objective of conceptualisation, is “simply communication” (De Vos et al., 2005, p. 45), which, within the context of language and from the perspective of Boyle, (1971, p. 29) will rest with the definition as the “intentional transmission of a meaningful message”; used to interact with one another and to maintain interpersonal relations. According to De Vos et al., (2005, p. 46) the fact that concepts can be expressed in words allows us to think about them and communicate them to other people. It is a means whereby we can interpret and represent the world for one another and for ourselves (Matthiessen & Halliday, 2003, p. 56).

For many years, a distinction between people who study English as a foreign language and those who study English as a second or other language, it has been suggested that students of EFL (English for Foreign Language) tend to be learning so that they can use English when traveling or to communicate with other people, from whatever country, who also speak English.

English as a foreign language is the traditional and modern terms for the use or study of English language by non-native speakers in countries where English is

generally not a local medium of communication. Because of this importance, Allah said in the Holy Koran chapter Ibrahim verse 4 as follows:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Learning another language gives the learner the ability to step inside the mind and context of that other culture. Without the ability to communicate and understand a culture on its own terms, true access to that culture is barred. It is explained how important to learn languages especially learning English as a foreign language.

By seeing this context of study, the researcher then attempts to implement the further research on language proficiency at high school students (*SPK SMAN BANUA Bilingual Boarding School KALSEL*). In this context, this bilingual school takes English as the foreign language, or in this regard as the second language, to be the medium of instruction in teaching the science subjects.

It is thought to be English as the medium of instruction gain more access to the vast scientific literature and communication anywhere in the world, so this school focuses more in science subjects (Math, Biology, Physics, and Chemistry) than other subjects. Moreover, English is now also used in almost exclusively as the language of science. Thus, this school actively use English in teaching science subjects even though the use of English creates distinct challenges for their students who are not native speaker of English.

Furthermore, there appears to be a fast-moving worldwide shift, in non-anglophone countries, from English being taught as a foreign language to English

being the medium of instruction for academic subjects. The need of worldwide in mastering English is exceedingly higher. This fact can be seen as the increase of Indonesian learners who study in this subject in order to improve their skills toward the necessity.

Harmer (2004, p.1) claims that “English seems to be one of the main languages of international communication.” Since English is used in every part of the world, the people interest to learn it has grown rapidly. “As Indonesian government realizes this situation, thus, they decide English as a compulsory subject to be taught in formal schools.” (BSNP, 2006, p.3)

Besides, a large numbers influence the learners in studying English. They want to be able to apply English in their real context. They also have expectations which are associated to their needs in the future. In addition, Wachter and Maiworm as cited in Doiz (2012, p.7) states that “the impact of English means in many international educational contexts there is rapidly growing tendency for English to be adopted as the medium of instruction, even when majority of the population speaks a local language.”

According to Richards and Rogers (2003, p.12), “Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency.” This assumption causes the parents decide to ensure their children for getting the best education from a well-known school that they believe as the top one. In this perspective, bilingual education has been chosen as a trusted formal way to achieve their claim headed for their children aptitude. Although

some experts already stated bad effects of bilingualism, adults keep believe that learning through bilingual language is an effective one.

Regardless, this paper examines the implementation of a recently introduced the tenth grade students of *SPKSMAN BANUA BBS* South Kalimantan by using methodology of English as Medium of Instruction (EMI) in Science Subjects. Since the tenth graders are fresh graduate from junior high school, they have to be accustomed or adapted towards the teaching and learning process in years to come. It can be inferred that the core reason for having the teaching and learning take place in English was because the school wanted its students to learn English intensively. This could be rationalized by the need to compete globally in a world in which English has become the language of sciences, education, economics, politics, and tourism. In this regards, the school uses science subjects as means to obtain the school purposes.

Thus, in order to achieve the goals, *SMABanua* students are encouraged to exhibit a minimum level of equivalent English-language proficiency based on an internationally recognized exam. Students get to study English subject alone in along fourteen hours a week in the first semester, and twelve hours a week in the second semester.

This intense studying focuses on meeting a level of English for getting along of science subjects in which are taught in English. This may lead to the assumption by the students that once they meet the benchmark of their English is sufficient and there is no need for further improvement while they pursue their undergraduate studies in years to come. There may be little focus and support for

students who may struggle with the language skills needed to study effectively in a second language once they have been admitted. While the science subjects of the students will be taught in English, second language research shows that this may not be enough to maintain or increase students' language proficiency in English which is often one of the goals of using the language as a medium of instruction.

Furthermore, along with the implementation of EMI, there is a belief that language learning will take place during content delivery in a second language. The author begins by analysing the context of Indonesian local students in South Kalimantan and forces driving the adoption of EMI.

Using interview data, she then investigates key challenges facing the teachers, who are key players in achieving the EMI language policy goals. Based on these findings, recommendations to promote teachers' agency and improve the implementation of EMI policies are made. Research in the field of language learning teaching supports the idea that a second language is learned most effectively when used to convey content that is interesting and relevant to the learner. EMI does not explicitly focus on language teaching even though often the underlying rationale for using EMI is to improve students' language skills while content is being delivered.

Moreover, theories underpinning the rationale for EMI instruction as a means of learning a second language while delivering content are largely based on assumptions that second language acquisition is similar to first language acquisition. Assumptions that EMI will increase language ability are often used to

justify the large investment in human capital and material resources required for EMI in countries where the first language is not English, even though little empirical evidence exists regarding the effects of EMI on language development in these contexts.

The researcher takes reviews of related literature from the other research as comparison. The first review related to the research entitled “The Use of English as Medium of Instruction at the Upper Basic Level (Primary four to Junior High School) in Ghana: From Theory to Practice” by Charles Owu-Ewie, PhD.

This research describes about the current language policy of education in Ghana which makes it mandatory to use English as medium of instruction from Primary four to the JHS. The study also sought to examine the factors that militate against the use of English as medium of instruction in the upper primary to the JHS classroom and ways the use of English as medium of instruction in this sector of the educational system can be enhanced. The study was conducted in ten (10) schools in the Ajumako-Enyan-Essiam District in the Central Region of Ghana. The population for the study were pupils and teachers in Upper Primary and Junior High Schools in the selected district.

Here, the researcher attempts to compare the study between the previous research. The similarity of both research are aiming at examining how the use of English as medium of instruction from Upper Primary to the JHS is practiced. To gain access to the participants, the researcher went to the selected schools and had oral discussions with the headteachers and teachers in the selected schools for their consent and willingness to use their schools and also to participate in the

study. Moreover, there are some differences between both research, one of them is the students are measured in before and after one year academic school where in the previous research there was no any test for the students.

The second review related to the research entitled “The effects of English-medium instruction (EMI) on language proficiency of students enrolled in higher education in the UAE by Dawn Rogier. This research seeks to discover what happens to students’ English language skills while studying in English-medium classes in UAE universities, and to look at how this compares with what instructors and students think happens to students’ English proficiency during the four years of study. This is explored through a retrospective panel study using a test/retest method to investigate score gains on the IELTS exam after four years of undergraduate study.

Although the subject of both research are same, about English Medium of Instruction, the object of both research are in different level or age. The previous research was conducted for the students who have graduated from high school. While in this research is conducted the students from the very beginning of high school, so in terms of maturity is quite different.

Furthermore, students and teachers’ beliefs about how English-medium instruction (EMI) affect language proficiency, the need for language support after admission, and the selection and delivery of course materials are discussed in conjunction with the research findings, leading to recommendations for institutions whose primary goal in using EMI is to increase proficiency. This research continues the exploratory research of Elder and O’Loughlin (2003) and

O'Loughlin and Arkoudis (2009) regarding score gains in IELTS after a course of study, but this study is situated in a society where the language of instruction is not the language of communication for the students outside the university and at home.

The research findings indicate that there is a statistically significant score gain in all four of the English-language skill areas that are tested by the IELTS exam after four years of EMI for the participants in this study. The most gain occurred in the area of speaking, followed by reading, writing and then listening.

Results from questionnaires and interviews indicate that students and teachers have different perceptions regarding language ability and the problems associated with the use of English for instruction. Students generally do not feel that studying in English causes problems for them, and they rate their ability in listening, reading, writing and speaking as good to excellent. On the other hand, teachers do not feel their students' language ability meets expectations for students studying in an English-medium environment and think that their students are especially weak in the areas of writing and listening. Teachers feel that they must make adaptations to course content and assessment criteria due to students' language ability.

In other words, the learner may fail for non-conformity to test writers' wants, although the answers may be right from other perspectives. "Research findings show that there are no relationships between reading ability" (Edelsky, 1991, p. 93). "It has been advocated that test scores do not mean the same thing from one period to another, presumably because test scores improve as learners

become familiar with format and context of tests because teachers' focus and materials are geared to the test" (Edelsky, 1991, p. 145). For these reasons, it is argued that tests and examinations as they are used today do not adequately assess learners' academic performance. It is argued that various other factors, such as intelligence, aptitude and language proficiency, impact on academic performance in ways which are not necessarily assessed.

Therefore the researcher used alternative assessment procedures to establish what she terms a multi-tiered approach whereby both the product and process data should be collected. Furthermore, the research indicates that institutions whose goal it is to increase language proficiency through EMI need to have clear instructional goals in place for language development along with support systems for teachers and learners throughout the entire educational experience and not just in pre-academic support programs.

The data collected in the form of statements and suggested by the experts and past research which related to the using English in bilingual schools in teaching science subject. Besides, the author also accesses various references through website on the internet. Furthermore, the data collected are read and written in this study as supporting idea. The result of various theories are elaborated and discussed to find out the answer to the problem earlier stated in the background of this study.

It has been argued that critical literacy, concerned with teaching learners understanding and management of the "relationship between language and power", is required for successful academic performance (Janks in Ralfe, 2009, p.

306-307). Hall (in Ralfe, 2009, p. 29) cautions that without basic literacy, critical literacy is not possible and thus basic literacy enables critical literacy. It is also argued that learners must become proficient in four related areas of language in order to become truly literate, namely, code-breaking; text participation; text usage and text analysis (Luke & Freebody, 1997, p. 43). Ralfe (2009, p. 78) contends that critical literacy requires learners to make use of all these skills.

Thus Bharuthram (2006, p. 55) has argued that, although a student may have good word recognition skills, with poor inferencing skills one still encounters difficulties with comprehension because he/she “will not be able to fill in the missing links in a text”. Pretorius (in Bharuthram, 2006, p. 55) has argued that poor readers are “generally poor scholastic performers”.

Furthermore, school decided to implement EMI in their science subjects because this school is one out of ten schools in Indonesia which has the same method in their curriculum. The situation here especially in South Kalimantan, English language proficiency of the tenth grade students are very low, even the basic grammar they did not much understand. Therefore, the implementation of EMI in *SMA BANUA* gives more benefits towards the students. By doing this, their English language proficiency will get soon better.

In addition, the school provides matriculation lesson a week before academic semester begins. At that time, those new fresh students learn the basic of four skills in si days; reading, writing, listening and speaking. So, perhaps there's preparation just before the classes begins. After a week of matriculation learning, there's a test for them. This question test was made by the teachers to

see the result of their learning process. Later on, after one academic year has done, the ten grade will be tested again to compare how much their English language proficiency improves. The data will be used by the teacher to implement more effective strategies to be used for the next year students.

There are some reasons why the researcher choose this topic. First, it is hoped that this research will increase the knowledge of the effects of EMI in high school 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 high school teachers in EMI environments that will be beneficial to the students in terms of English language learning in contexts where the goal of EMI is to increase language proficiency. Another reason, the need to teach some subjects in English, rather than the national language, is well understood: in the sciences, for example, up-to-date textbooks and research articles are obtainable much more easily in one of the world languages and most readily of all in English.

Based on the previous observation and interview there and also the explanation above, the researcher is interested to conduct a research with the title “The Effects of English-Medium Instruction (EMI) on Students’ English Language Proficiency in Teaching Science Subjects at the Tenth Grade at *SPK SMAN BANUA* Bilingual Boarding School in School Year 2017/2018.”

B. Research Problem

In this study, the researcher will formulated the problem as follow :

1. What is the effects of English-Medium of Instruction (EMI) on students' English language proficiency in teaching science subjects at the Tenth Grade at *SMAN BANUA* Bilingual School in School Year 2017/2018?
2. How do the teachers overcome or solve the students' problems or difficulties in the application of EMI in teaching science subjects?

C. Objective of the Research

This research is to know whether there are effects or significant improvement on language proficiency of the students who are taught by using methodology of English as Medium of Instruction (EMI) in Science Subjects at the tenth grade of *SMAN BANUA* Bilingual Boarding School South Kalimantan.

Thus, the aim of this study is to investigate the effect of EMI in the context of high school in *SMAN Banua* Bilingual Boarding School South Kalimantan. It investigates language proficiency comparing actual score gains to what instructors and students think happens to students' English proficiency after one year of academic study.

D. Significance of the Research

1. For the teachers

The result of this research may help the teacher to improve their methods in teaching learning process in the classroom. So the problems that students and teachers face in the teaching learning process can be minimized. In addition, teachers can apply an appropriate method in their

classroom to make the teaching more interesting and enjoying for both extrovert and introvert.

2. For the students

This research may help students make them more comfortable in learning, because they know and understand about the problem in learning and how to solve it

3. For the university

This study can be a starting point to develop the teaching method which is applied in the educational institution.

4. For the researcher

The result of this research hopefully would be useful for the other researcher in the next study.

E. Definitions of Key Terms

1. **EMI (*English as Medium of Instruction*)** : Language, which is English, used by the teacher to teach certain subjects in the classroom.
2. **The effects of EMI** : A change that somebody or something (in this respects, using English as Medium of Instruction in the classroom) in somebody or something else (the students) as a result.
3. **Language proficiency** : Able to use a language well because of practice and training.
4. **Bilingual School:**

- a. ***Bilingual*** : Using or able to use two languages, especially with equal or nearly equal fluency.
- b. ***Bilingual School*** : Using two languages in some proportion in order to facilitate learning by students in a school who have a native proficiency in one language and are acquiring proficiency in the other: bilingual training; bilingual education.

(<http://www.thefreedictionary.com/bilingual>)

- 5. **Science Subject** is subject in schools in which learn about the knowledge of structure and behaviour of the natural and physical world, based on facts that you can prove, for example by experiments. In this regards, science subjects which are taught in English at *SPK SMAN BANUA* are Math, Biology, Physics, and Chemistry.