

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Nowadays, English has important role as an international language. It is because through English, people in around the world can have interaction in some areas, such as: communication, education, etc. In communication, people use English to communicate by sharing or asking for the information with the foreigners. While in education, people use English as a medium to learn or take new information from people in other countries. Moreover, in the decree of Indonesian government no. 32/2013 related to national standard of education stated that foreign language especially English is an international language which is important because of its usefulness on global interaction. These roles of English indicate that English plays significant role in human activities.

Considering to the significant roles of English, Indonesian government implements English Course as a compulsory subject which taught in junior and senior high school in order to enhance Indonesian English mastery. It was stated in Indonesian government decree no.19/2005 about English is one of subjects that included in national examination in senior high school. In spite of implementing English as a compulsory subject has been done, Indonesian students' English mastery is still not quite good (Lie, 2004; Thalal, 2010; et al). There are several reasons that cause this case. First, English is a foreign language in Indonesia. It means that in Indonesia, English is rarely used in daily activities and it is only

used in English course instead. The second is low of English practice. In this case, practicing English skills is important in order to enhance students' English mastery. However, most of students do not practice optimally inside and outside the classroom. It is why students' English mastery cannot be improved properly. The last is lack of English teachers' competencies in modelling English skills especially on delivering instruction in classroom. Most of English teachers still mostly use Bahasa Indonesia in teaching English. It renders the students cannot learn more the English skills from their English teachers.

Referring to these problems related on the lack of Indonesian English mastery, one of the ways to solve this problem is by improving on how the English teachers deliver spoken or written classroom instruction that should be mostly delivered in English. It is because by delivering English as a medium of Instruction can give some advantages, for example: the students can get some information by reading the written instruction or listening to the spoken instruction from their English teacher. It will give benefits for students because after the instructions told, students have to be used to understand some English words through those instructions. After mastering some words in English, students can implement it to improve their English skills in the classroom or in their daily activities. Besides, another advantage of using English as a medium of instruction is teacher can be a role model for the students when giving the instruction because students can get the examples on how the way English words should be pronounced or written.

At the recent years, many Indonesian teachers use English to deliver instruction when teaching in English class especially in state junior and senior high school. However, after zones system (sistem zonasi) is applied in all state schools in Indonesia, management in delivering instruction still need to be considered. It because in zones system, the students who can be accepted in state schools are only students who live in certain area near to the school. They are not accepted based on academic achievement but based on zone instead. It means that the students have different level of academic achievement and not all of them have good English mastery especially the Indonesian students who are in social class that usually have lower achievement than science class. Based on the writer's experience when joining internship program as a teacher trainee in SMAN 2 SEMARANG, it was found that in this state senior high school especially at social class (eleventh grade) which included in zones system, some of the students got low grade based on national examination result on English subject in the junior high school. It indicated that they have low understanding in English subject. Because of the low understanding of English, the students sometimes seem did not understand with the instruction that was delivered at English lesson. It is why the writer would like to conduct a study about the use of English as a medium of instruction at English class in SMAN 2 SEMARANG particularly in eleventh grade of social class. Through this study, the writer wants to know about students' thought and material understanding in English learning related on use of English as a medium of instruction.

## 1.2 Reason for choosing the topic

The topic about students' perception on the use of English as a medium of instruction has been chosen because through studying about this topic, English teachers will be able to know the students' thought about the instruction which delivered by teachers. It should be done in order to optimize the use of English for enhancing students' understanding on English material.

## 1.3 Statement of the Problem

The study about students' perception on the use of English as a medium of instruction was conducted on the eleventh grade of social class at SMAN 2 Semarang academic year 2020/2021. The case on this class was when the teachers deliver instruction in English the students sometimes seem did not understand with the instruction that was delivered at English lesson. The problems of this study can be identified as follows:

1. What are students' perceptions toward the use of English as a medium of instruction by teachers in teaching English?
2. What are students' perceptions about the effect of applying English as a medium of instruction on the students' material understanding in English class?

#### **1.4 Objectives of the study**

Considering to the problem statements of the study stated above. The objectives of this study can be defined as follows:

1. To find out students' perceptions toward the use of English as a medium of instruction by teachers in teaching English.
2. To investigate students' perceptions toward the effect of applying English as a medium of instruction on the students' material understanding in English class?

#### **1.5 Limitation of the Study**

This study focuses on students' perception on the use of English as a medium of instruction. This study is designed to investigate the students' perceptions at the eleventh grade of social class SMAN 2 SEMARANG.

#### **1.6 Significance of the Study**

This study is expected to give significances in two areas, practical and pedagogical.

Practically, this study is expected be useful for teachers and future researchers. For the teachers, the result of the study can help them to conduct study about students' perceptions on the use of EMI to their students. For the future researchers, this study provides additional information for the researchers who want to conduct the similar study.

Pedagogically, this study has significance to increase the English teachers' knowledge about EMI thus they can evaluate the use of English to be optimally used to deal with students' needs.

## 1.7 Definition of Key Terms

### 1.7.1 Students' Perception

Perception is a process of interpreting and organizing the impression of sensory to give significance to the surrounding (Robbins, 2001; Zainura, 2019). It means that perception is a personal opinion of deep thought about something to be expressed for giving benefit. According to Gibson (1996), perception is a process on individual cognitive to interpret a thing. It indicates that perception depends on the personal perspective. It will be different on each person.

Students' perception is personal thought and impression of students on a thing. In this case is about students' perception of the use of English as a medium of instruction at the eleventh grade of social class SMAN 2 SEMARANG.

### 1.7.2 English as a Medium of Instruction (EMI)

According to Conrad (1996), English is a language used to communicate widely by the people around the world. This means that English is usually used by people in around the world to build communication. While English as a medium of instruction (EMI) is English used as a medium for delivering the instruction to teach in a course in countries which English is not their first language. In this

case, English as a medium of instruction is the use of English to be the medium to deliver the instruction in teaching learning process.

### **1.8 Organization of the Study**

This paper consists of three chapters.

Chapter one contains background of the study, reason for choosing the topic, statements of the problems, objectives of study, limitation of the study, significance of the study, definition of key terms and organization of the study.

Chapter two presents reviews of related literature. Firstly, it explains about theories of key term that consist of Perception and English as a medium of instruction. Secondly, it presents about previous investigation of related research and its contents.

Chapter three presents about the method of the study. It covers about general description of the study design that is descriptive, subject of the study, data for the study, instrument, technique for collecting data, data collecting procedure, and data analysis.

Chapter four is about result and discussion. It contains closed-ended and open-ended questionnaire result and its discussion.

Chapter five presents conclusion and suggestions.

For the last part are bibliography and appendices.