

CHAPTER I

INTRODUCTION

A. Background of the study

The excellent human resources are determined by how well person's English language competence. It can be proven with current admission on academic and formal positions that demand fluency in English (Haidar, 2019). High English ability demand also supported by advancement of human life and other than that regulation on economic, technology, and science come from developed country which spoken English. Due to this, non-native English speakers have to learn the English language in order to keep up with global competition trends (Aalayina, 2021).

Globalization has led to the use of English as a common language by individuals from a variety of nationalities and tongues or it called as English as Lingua franca (ELF). But it's concerning that a rising number of individuals are showing a desire to learn and use English for international communication every year. There are numerous varieties of English spoken around the world because different people use it in various ways. ELF is a developing field that focuses on and acknowledges the fact that non-native English speakers increasingly use English to communicate with one another under global Englishes, which encompass all varieties of English used worldwide (Boonsuk & Ambele, 2021).

Indonesia is one of countries that concern in learning English language. English position in Indonesia only as foreign language. The term English as a foreign language (EFL) is frequently used to describe students who are studying general English at a school or institution in their home country (Brown, 2000). It means, English is only learn in a variety of educational settings from elementary school through high school and even in tertiary institutions (Maghfiroh, 2016). It makes EFL students get limited access to comprehend English because English only learns twice or even once a week with ninety minutes per meeting (Lestari et al, 2019). As a result, students unconscious the important of English.

The limited access of English language knowledge because of lack uses in classroom potentially effect students' English learning process. The situation is causing unnecessary feelings to learn English (Hibatullah, 2019). The insight that learning English are unnecessary and barely use in daily life can alter learning English mindset. The attitudes toward learning in the classroom are impacted by this shift in insight. The most obvious effect is the lack of interest in learning English. Students feel less motivated to study as a result of their diminished interest. The results in terms of English language value and competency are still far from adequate (Harmanto & Rahmawati, 2022).

However, English is crucial because the world has changed to become more competitive. English competence is ticket to open career opportunity that can be built through learning and teaching (Haidar, 2019). For instance, education increasingly

focused on English competence. It starts with the university acceptance which includes a basic English test in order to achieve Indonesia universities goals to become global. Moreover, English proficiency test also held at the end of program to give certificate of student's English competence. This certificate is necessary because a lot of companies give a special credit or even accept to who are have better English competence.

English competence that must be possessed in language learning and teaching divide into two categories of languages skills there are receptive skills and productive skills with each of micro skill within. The ability to express and use language codes to transfer information commonly associated with speaking and writing is referred as productive skills. The capacity to comprehend and understand language code is known as receptive skills, and it is frequently connected to listening and reading abilities (Harmer, 2001). Those skills should achieve certain level in order to get a good mark in English language competence that can use in many purposes.

The English language measurement that commonly use to assess students' stage is CEFR. The CEFR is shorten for The Common European Framework of Reference for Languages. It is standardized system for evaluating and describing language proficiency. Six levels of proficiency, ranging from A1 (beginning) to C2 (mastery), make up the CEFR. Each level is determined by a set of specific language and communication skills, including the ability to understand spoken and written language, speak and write, and participate in a range of situations (Council of Europe 2020).

Recognizing the importance of English that must be achieved in good level while access and interest are limited, schools in Indonesia are starting to innovate to use English as medium of instruction in school. The word English as medium of instruction or EMI refers to the use of the English language to instruct academic subjects in nations or jurisdictions where English is not the majority language (Dearden, 2014). This situation undoubtedly gives students and teachers more exposure to the language and more opportunities to use it, both of which constitute vital conditions for foreign language acquisition.

The primary objective of EMI is instruction content (meaning) rather than theoretical implies that a foreign language can be acquired unintentionally. This idea is supported by Krashen's Monitor Model (1982), which holds that acquisition, rather than learning give a significant impact for language development. It means EMI can help students improve their English better when they exposed gradually. There could be increased career opportunity, and students could better prepare for an international career (Oktaviani, 2019). Over the past 20 years, EMI has been implemented in Indonesia in a variety of ways, though the terms "bilingual classes" or "international classes" are frequently preferred, for a variety of reasons.

The international class program or ICP is gained popularities lately. The ICP is a program that adopted international curriculum, meanwhile bilingual is translated subject to English but only use national curriculum. ICP students especially learn several subject such as English, mathematic, biology, physic, chemistry (Galloway et

al., 2020). It means that lesson plan and learning objectives are adhere to international curriculum that implemented. Basically, the curriculum is different from Indonesia national curriculum but the government give permission to public school to develop it side by side with the national curriculum. There are a lot of benefits in carry on international class program that students can get.

International curriculum in ICP give students a huge portion to keep in touch with English language which can lead to improve students' English competence. It also provides original experience to learn subject like native in a classroom. This means Indonesia EFL students shaped to see everything globally that lead increasing critical thinking, problem solving and creativity from the global point of view. More than that, the SICP facilitated students with international test and the result can be enroll in prestigious institution in the world. Furthermore, ICP also give students huge opportunity to gain many skills through school.

The greatest benefits served by ICP make many schools implemented it. One of school that currently develop ICP with the English as medium of instruction is SMAN 3 Ponorogo. This is the first high school that open the ICP class in order to prepare students in global competitive career. It means supporting students to adjust with university objective to compete in global scale and long-term plan is for better career. SMAN 3 Ponorogo ICP class or being called as SICP (SMAGA International Class Program) use Cambridge International Curriculum as guidance in classroom

learning. Not only learning English in classroom but also built students English competence through English fun learning and laboratory practice for science subject.

Above all considerations, it arouses interest to do a study especially on students' perception of English as medium instruction in SICP class. Students' perception is notable to examine because it contains students' response even evaluation after being exposed by EMI in SICP classroom. This study intends to portray and understand how the students' point of view about SICP program with the English as medium of instruction towards students' English competence and to what extends of students' English language competence or ability that increase after attend SICP classroom that use the English as medium instruction.

B. Statements of the problem

Based on the background study that conveyed above, raising the following statements of the problem below:

1. How is the EFL students' perception about English as medium of instruction towards English competence on SICP classroom at SMAN 3 Ponorogo?
2. To what extent dos students' the English competence increases after taking SICP Class with the English as medium of instruction?

C. Purpose of the study

Based on statement of the problem that has been serve above, here are serve the purpose of this study:

1. To find the EFL students' perception about English as medium of instruction towards English competence on SICP classroom at SMAN 3 Ponorogo.
2. To find the students level of English competence that increase after attend SICP Class with English as medium of instruction.

D. Significance of the study

The study's findings are expected to provide some benefits to teachers, students, and the researchers. The study made the following significant contributions:

1. For the educators

This study gives teacher information about the students' accomplishment level of SICP class in English competence that has been planned and also provides data that can be used to maximize chance achieved learning objective.

2. For Students

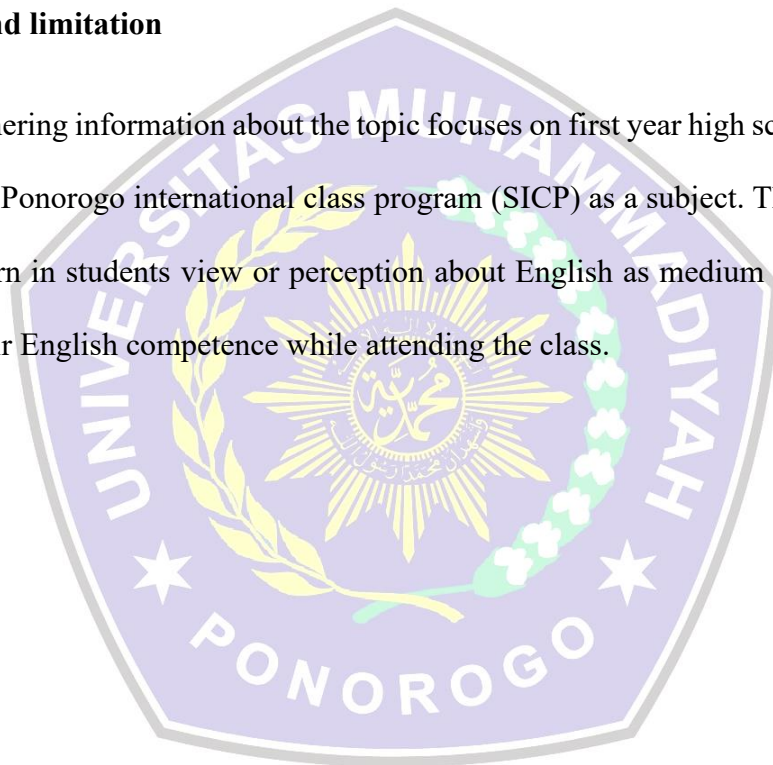
This study gives overview students individual abilities regarding the SICP class that uses English as medium of instruction on students' abilities. Then it makes students aware and can improve their English competence.

3. For researchers

This study is expected to serve for future study about international curriculum which is use English as medium of instruction and perception from students view about the program. It also gives several insights about English as medium of instruction relation to student's English competence.

E. Scope and limitation

Gathering information about the topic focuses on first year high school students at SMAN 3 Ponorogo international class program (SICP) as a subject. The research is more concern in students view or perception about English as medium of instruction towards their English competence while attending the class.



F. Definition of key terms

Perception : Perceptive is psychological process using the information provided by the five senses and people can interpret responses as either positive or negative perceptions (Matthen 2015).

English as Medium of Instruction : The English as medium of instruction or EMI refers to the use of the English language to instruct academic subjects in nations or jurisdictions where English is not the majority language (Dearden, 2014)

English Competence : consist of an outline of the fundamental abilities, information, attitudes, and behaviors needed to complete a task or activity in the real world (Richards and Rodgers, 2001).

