

Language Policy and Practice of The Implementation of English As Medium of Instruction : A Case Study on SMP Tazkia IIBS Malang

Aida Fitrihanah Zen

University of Islam Malang

Aida.fitrihanahzen17@gmail.com

Abstract

This research reports in-depth investigation based on classroom observation related to the practice of English as medium of instruction in teaching academic subject matter and how often the teacher spoke English in class. The data were obtained in ten times observation with the science and math teachers as the participant of the research. Observation sheet checklist was used to measure the frequency of English spoken by the teacher. The finding revealed that the school adopt Cambridge international curriculum. Moreover, the practice of EMI was underachieved. Both of the teachers preferred to use mix language than English fully. Moreover, students' self-anxiety was occurred as the barrier in successful EMI class. This study suggests that the administrator should emphasize the English language policy communicatively to the teacher therefore they will understand of what teachers ought to do. Further, it is very necessary to implement various teaching strategies to emerge the students' motivation.

Key words: Policy, practice, English as a medium of Instruction

INTRODUCTION

In this recent decade, the phenomenon of English as a medium of instruction potentially developed rapidly in all level of educations and educational arrangements (Dearden, 2015:4). This phenomenon initiative happens because of the requirements of the global challenges. Hence, this situation is wielded by the stakeholders to exert English as an International language to promote their education institution as well.

As the consequence, English become one of the major of successful indicator for international attainment especially in education level. Kustulasari (2009: 53) stated that English as a language of instruction is very crucial for students to struggle with global rivalry and continue their study overseas.

Implementing EMI as a language in content-based learning, for most students, is quite difficult to be accepted because this is not the major language of communication. Moreover, the position of English in Indonesia as foreign language taught at school (Lauder, 2008: 17). It means that there is no obligation for the Indonesian people to speak English for communicating with the same local interlocutor because the foreign language status.

Notably, even the trend of teaching content academic subject through English as the medium spread widely, but it still uncovered the adequate practice of EMI. As a various study conducted prior, most of the findings reveal that the implementation of EMI encounters broad threats and difficulty. Although many school administrators' beliefs that teaching mathematics and sciences through the English language will help them to get information source globally and allow them to learn English better in the content of subject matter.

Bolton, Botha, & Shone (2017) conducted research entitled "English-Medium Instruction in Singapore Higher Education: Policy, Realities, and Challenges". This research purpose of the study is to the specific difficulties in academic communication, the difficulty level between undergraduate and graduate student, part of communication most needed to increase, and the policymakers' mandate of the practicing of English as the only medium language in the University. The findings have proven that all the students' levels at undergraduate and postgraduate met the difficulties with EMI instruction.

This study aims to provide in-depth classroom observation to assert the practice of English language and the frequency of English spoken by the content academic subject teachers with comprise math and science teachers in SMP Tazkia IIBS Malang as the participant.

The researcher proposed several research questions as follows:

1. What kind of English language policies implemented by the school?
2. Does the teacher implement the language policy properly?
3. How the frequencies of English speaking by the teachers?

METHODOLOGY

Math and science teachers of SMP Tazkia IIBS Malang were enrolled as the participant of the study. To obtain in-depth investigation on the implementation of EMI and the frequency of the practice, the observation classroom was conducted with observation sheet checklist. Ninth grade class was included as the place to take data of observation. It was taken ten times to held the observation. There were 12 teaching activities included in observation sheet.

In the process of observation, the researcher stances as participant observation by participating actively through attending the class under natural settings to gain a clear data information of the atmosphere case under study. The collected data was analysis qualitatively to address the questions of the research. The observation recorded digitally in mobile phone video recorder and note book. Furthermore, the collected data then organized and familiarized, coded and reduced, and interpreted and represented. Those stages were applied to declare the themes of the information.

RESULT

This research pointed out several result of the study. Those are the English language policy, the practice of English as the main language instruction, and the practice of EMI by teachers.

The English Language Policy Used

The observation yielded that the school was adopted Cambridge international curriculum. It was proven by letter of evidence given by the school administrator of SMP Tazkia IIBS Malang. The curriculum also stated in website of SMP Tazkia IIBS Malang, where in that website explained that the school use Cambridge as the international curriculum.

The Practice of English as the Main Language Instruction

Moreover, the practices of EMI by the teachers in class actually revealed that they were already implementing English as mandatory language by the institution. However, it still underachieved. The use of English couldn't optimally heeded by the students. Although the teachers are required to convey the material in English, but they still need first language as the comprehensible communication to clarify students' comprehension.

The Frequency of EMI by the Teachers

Among the occasional of observations, the study indicated that the science teacher was intense in using English language than math teacher. The activities which very common occur is while giving an instruction to answer the question such this excerpt below.

The cuboid has length 12 cm and width 3 cm. Calculate the height of the cuboid!

Also, the frequency of mixed language was shown dominate by science teacher. When the teacher usually used mix language in discussing the course.

Excerpt 2:

T: Ok, what is the answer for B1? Qoriro..kamu mengerti maksud pertanyaanya. Kira-kira menjawab dengan Bahasa Indonesia sudah? You can answer based on the data. Look at the beaker E disitu ada starch, saliva, water, kemudian beaker B dia tanpa itu tanpa..eh...tanpa saliva ..kalau yang dia C hanya berisi saliva. Look at the table, bahwa di baker E, such found in the back, was sugar found in the back, jadi awalnya yang hanya dia berupa

starch disitu starch sama saliva kemudian ada palagi..ditemukan apa..sugar..berarti starch nya sudah di breakdown oleh ..enzyme amylase . kan gitu logikanya. Karena pati sudah dicerna oleh enzyme kamu boleh melanjutkan menjadi become sugar atau the starch digest by enzyme.

The frequencies of English used by math and science teacher are described in this table below.

Tabel 1. The frequencies of English used by math and science teachers

No	Subject	English language	Mixed language	The teacher did not do this activity	Total number of activities of English used
1	Math	12 (33,3%)	24 (66,6%)	-	36 (50%)
2	Science	16 (44,4%)	27 (75%)	-	43 (59,7)

According to the table above, the science teacher is dominantly use English while teaching process. In the other hand, the teacher of math is preferred to use mixed language for intensive communication with the students.

DISCUSSION

The Language Policy Used

According to approval letter given, SMP Tazkia IIBS Malang certainly adopts Cambridge as international curriculum. The aim of this adoption is to have international standard qualification by attempting the students have a good English proficiency as well as develop their education level.

Dearden (2014:12) stated that beside fulfill the national standards; the school might develop the education of the school by taking the standard of education from one of the Organization for Economic Co-operation and Development (OECD). It is very crucial aspect for international standard school to meet the qualification of international standard guidance through the adoption of international curriculum.

The Practice of English as an Intermediary of Instruction

The practice of English as teaching content subject instruction is still inadequate to cover the objective of the policy. Most of the teacher is less to use English as the main instruction. In opposite, Dearden (2015: 4) stated EMI as the use of English in teaching academic subjects for the country which the official language is not English. Therefore, it is very clear that the teachers should speak in English to convey the material.

They are inclined to use mix language in teaching process. Substantively, the teachers already fulfill the qualification of English proficiency, because the teachers were graduated

from reputable university in the country of Anglophone country. As stated by Dearden (2014:24) that the significant characteristic of international standard school should have some sufficient qualified English proficient teachers.

The Use of L1

From the observation finding, it found that the teacher prefer to use mix language rather than English fully. Although, the curriculum adopted by the school emphasized that English should be prominent language used in class. But, in the real situation the teachers didn't use English fully because the consideration of students understanding as the barrier of the teaching using English.

The barrier of CLIL refers to the students' language ability and their cognitive (Coyle at el, 2010:43). If the students have a good language acquisition they will have a good comprehension of the content subject. As to avoid this matter, the teacher utilizes first language in some activities to explain the specific concepts. This statement supported by the argument from Ewie & Eshun (2015:80) that the teacher need to use Bahasa to enhance the students' comprehension, perform actively, and increase their English ability.

Moreover, students' actually have a good English ability, but they sometimes get difficulty to utter their intention or opinion. The situation certainly builds negative feeling of students such feeling anxious and reluctance in expressing their opinion as well (Mwinsheikhe, 2009). In one situation, they discussed about some exercises from their teacher and when they asked to answer the question they felt anxiety. It indicates that they worry to say and use their own language; even they know the mean of the questions and answer it. Harada, et al (2017) invented that intruder factor of discussion task in EMI course caused by the English speaking anxiety. They also found that the students feel nervous when they need to speak English without arrangement.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In this study, it is clear that this school is adopting Cambridge as an International curriculum with the approval letter from the school and as well as stated in website of Tazkia IIBS Malang.

The study pointed out that one of the barriers of teaching subject matter through English is the students' self-anxiety. From the observation, most of the teachers get difficulties to convey their opinion/explanation of the questions.

Furthermore, the teacher already practices EMI for content academic subject even it showed rarely. In the practices result, the mix language is dominantly used by the teacher boost the students' in comprehending the concept and term of the content subject. This dilemma really becomes problematic of the need to use English by the teacher as mandated language policy. Most of the students consider that it burdensome to learn English. As Coyle, et al (2010) implies that it is needed to have local language to emerge their idea of the material given. For the international standard school, the students should be able to acquire the international education level. However, according to the Floris (2014) a medium of instruction should not be as the barrier of the students' academic performance. It implies that use of a specific language instruction should encounter the students' viewpoint of the lesson.

Suggestions

The research proposes some suggestions for the policy makers, teachers, and further researcher. Since, the policy makers adopt international language which make it as main mandatory language even the teacher did not use English fully, so the administrator should regard to the use of optional language such first or local language in conveying the lesson. Hence, the administrator initially has to enclose the clear regulation to the teachers about the possibility of mergering of local language and English properly. The teacher also use L1 judiciously related to the goal and the attainment of the course. Therefore, the clear rule of what they ought to do is important in carrying out their duties and avoiding the misleading conception of the mandate.

Meanwhile, the content subject teachers of mathematics and science should aware of the regulation made by the school. It also suggests that the teachers should devise teaching strategies to help the learners balance in mastering the content and language through fascinating atmosphere.

In addition, the further researcher can investigate the actual perception of EMI and how the design of the syllabus and lesson plan of the EMI Class.

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