

Chapter One

Introduction

This chapter consists of background of the study, statement and limitation of the problem, and research question. The objective of the study and significance of the study are also presented.

Background of the study

Learning language cannot be run effectively without language inputs. Krashen (1995) said that language is best acquired through extensive exposure to comprehensible second language inputs. It means that when learners get samples of language called input they will add some languages absorbed to their memory and produce it as language output. From examples that the learners get, they can develop the inputs into a new form of language. So, they can use the same forms of language derived from the input in a circumstance appropriately. It can also make their language rich.

In order to get as much language inputs as possible, learners should receive and practice the target language extensively. In line with it, Gladwell (2008) explained that 10,000 hours of practicing any skill is sufficient to make us become an expert. Gladwell (2008) also explained that there is a level of practice hours. The first level is incompetent in which the learners passed around 3285 hours of practicing their skill. The second level is proficient, where the learners passed around 6,570 hours. The last is expert where the learners passed 10,000 hours.

The students of EED UMY are required to pass 147 credits of English subject in four years. The students have 50 minutes in every credit to learn English. It means in four years, students have 7,200 hours as their effective time to get valuable inputs in the classroom and improve their language proficiency to become proficient in English. It can be inferred that the students of EED UMY are expected to be in proficient level according to standard set by Gadwell (2008). It is important to give the students opportunities to learn English, because in 7,200 hours the students should learn other subjects that do not require them to use English.

In order to support the language learning process and support the students' competence in the classroom, teachers plays an important role. Nunan (1989) says that teacher is the primary source of comprehensible input and as the role model in the classroom. It means that teacher needs to have higher language proficiency than the students. It is because language of instruction that is used by the teacher can give inputs for the students.

Based on the researcher's experience as a student of EED UMY, however, there are many students who feel unconfident to express their opinion using English in the classroom. Students are afraid to make mistakes when they speak English. If the students are allowed to choose between English and Indonesian language as a medium of instruction in the classroom, they have a strong preference to use Indonesian language. When the students feel unconfident to use English and afraid to make mistakes, it will make them lose their chance to learn and practice English. Learning and practicing is important for the students in order

to get input. When they do not get sufficient inputs, it makes them cannot produce their English optimally. Because of that, it is a need to evaluate the use of English as a medium of instruction, its significances, its challenges and suggestion through the students' perception. Based on the background and facts mentioned earlier, there is a need to conduct this research.

Identification and limitation of the problem

Long (1981) argued that the most effective way to improve students' language inputs is when they do more interaction with the teacher who has good language proficiency. The students will get new forms of language from the teacher during teaching and learning. The teachers will help students understand the target language when they use it as much as possible. Thus, the teachers will support the students to improve their language input through interaction between the teacher and the students.

Based on the researcher's experience during her studying at EED UMY, the researcher found that many students feel afraid and shy to use English in the classroom. They also often use Indonesian language in the classroom. It can be seen that the use of EMI at EED UMY is not optimum. Because of that, it needs to be evaluated. Then, this study focused on the students' perception on the activities of the students and the teachers through EMI, the use of English as a medium of instruction, its significances, and its challenges at EED UMY based on Berg and Ros (1999) suggestion that because teachers are the grass roots implementers of policy and students are the receiver end of the new product, the

perspectives of both are necessary to demonstrate either the success or the failure of the very new product (which, in this case, is EMI).

Research Question

This research is intended to answer the following question:

1. What are the activities of the students and the teachers through EMI based on the students' perception?
2. What is the students' perception on the use of English as a medium of instruction at EED UMY classes?
3. What is the students' perception on the significance of EMI at EED UMY?
4. What is the students' perception on the challenge of EMI at EED UMY?

Objectives of the Study

Based on the research questions, the purpose of the study are as the following:

1. To investigate the activities of the students and the teachers through EMI based on the students' perception
2. To explore the students' perception on the use of English as a medium of instruction at EED UMY classes
3. To explore the students' perception on the significance of EMI at EED UMY
4. To explore the students' perception on the challenge of EMI at EED UMY

Significances of the Study

This study is likely to give some benefits for researcher, students, teachers, institution, and other researcher.

For the researcher. After doing this research, the researcher will get some additional knowledge about the use of English as a medium of instruction. In addition, the researcher understands about the significances and challenges of English as a medium of instruction for the students. Then, the researcher can implement the use of English as a medium of instruction in the teaching activity later.

For the students. This study is expected to give some advantages for the students. The students can be more interested in learning English through English as a medium of instruction. Then, it motivates them to practice English as much as possible in order to improve their English skills.

For the teachers. The researcher hopes that the result of this research enriches knowledge of the teachers of English Education Department at UMY about the students' perception on the use of English as a medium of instruction. It can also be used as reference or reflection for the teachers about the significances and the challenges of English as a medium of instruction to the students. Thus, the lecturers can use English as a medium of instruction during teaching-learning process effectively.

For institution. Considering the result of this study, hopefully the institution will make a language policy that effectively makes the students get