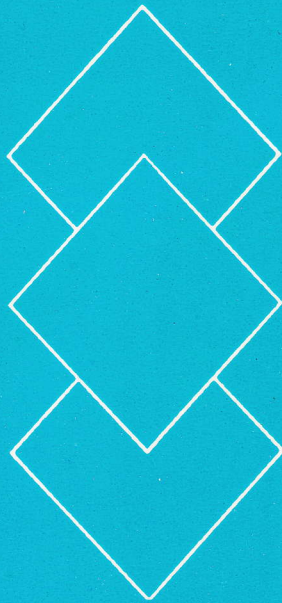


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# CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH  
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# THE IMPLEMENTATION OF ENGLISH AS A MEDIUM OF INSTRUCTION IN RSBI AT KEDIRI RESIDENCY

Saiful Rifai

**Abstract:** International standard school (SBI) is a new project in education that needs to be evaluated in order to get a better result in its development. One of the requirements of its implementation is the use of English for the medium of instruction in the SBI classes, especially to teach some subjects, science and mathematics. The problems arise when the schools do not have teachers who are ready to teach those subjects using English. Therefore, this research was conducted to answer the question: *"How is the implementation of English as a medium of instruction in RSBI at Kediri Residency?"* The research design is a survey since the researchers want to know the information happening and it covered large area. The data were collected from the school head masters, the science and mathematics teachers, and the RSBI students. As the data got in the form of quantitative and qualitative data, the researchers used the mixing approach to analyze the data. The results of the study are: firstly, most of the teachers have difficulty to use English as a medium of instruction. Secondly, from the teacher point of view, almost all the teachers who teach mathematics and science state that it is really difficult to apply English as the medium of instruction even with simple English. Then, from the students' point of view, most of the students refuse the use of English as a medium of instruction. They are confused when the teachers speak English. Finally, from the school head masters' point of view, they have problem to run RSBI. In one hand, it is a must since the Law of education no 20 year 2003 states there must be one school with International Standard in every city in every level of education,

and their school was appointed as RSBI. On the other hand, they do not have mathematics and science teachers who are competent in English.

**Key Words:** Implementation of English, Medium of Instruction

English has become the world language. Around one in five the world populations speak English. It becomes the language of international commerce, popular culture, and internet. A great deal has been said and written in academic article in recent years about the English language and its role in the globalization era. Based on the fact above, the government has been motivated to have the standard that is equal with the international standard. The fact that the government concerns with the project is by making of law number 20, year 2003 about national education system. In chapter 50, verses 3, the law says: *Pemerintah dan atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan, untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.*

Based on the above statement, the government, in this case the central government provides funding to support the program to almost all the city in Indonesia. Therefore, it is not wondering that *Rintisan Sekolah Berstandart Internasional (RSBI) dan Sekolah Berstandar Internasional (SBI)* have been spread all over the city.

The National Education Department also states that RSBI/SBI use global communication language, English. To be able to have the international standard, the language that should be used is the global language, so English becomes the means of communication between teachers and students especially in the teaching learning process.

In Kediri Residency there is no International Standard School but there are some *Rintisan Sekolah Berstandar Internasional (RSBI)*. Those schools are prepared to be International Standard Schools (ISS/SBI). Knowing the fact, that there are some differences between the regular schools and *RSBI*, the researchers are eager to know the process of teaching-learning in the *RSBI* classes, especially the application of English as a medium of instruction in *RSBI* classes.

## RESEARCH QUESTIONS

Based on background of the study above, the main question is formulated as follows: "How is the implementation of English as a medium of instruction in RSBI at Kediri Residency?" From this question the researchers can elaborate into details as follows:

1. How is the implementation of English used as a medium of instruction by non English teachers?
2. What problems faced by the non English teachers and students when English is applied in the *RSBI* Classes?
3. What effort that should be done by the school management?

## **RESEARCH METHOD**

The research design is a survey since the researchers want to know the information happening and it covered large area. The subjects of this study were mathematics and science teachers, the first and second grade students, and the headmasters of RSBI in Kediri Residency. There were four schools from different areas at Kediri Residency. The researchers collected the data by giving questionnaire to the teachers and students, interviewing the headmasters, and observing during teaching-learning process in the classroom. The data of this study was analyzed by arranging the data corpus which is in line with the purpose of the study that is all the data dealing with the implementation of English as a medium of instruction.

## **RESEARCH FINDINGS**

Here are the research findings which are classified based on the the research questions above.

## Implementation

### *Quantitative analysis from the teachers' point of view*

No.	Aspects in Questionnaire	Results
1.	The frequency of using English during the teaching-learning process	Always 5,5% Sometime 41,7% Never 52,8%
2.	Difficulty faced by the teachers in presenting the materials in the class	Difficult 69,4% A bit difficult 30,6%
3.	The use of English in question-answer	Always 2,8% Sometime 38,9% Never 58,3%
4.	The frequency of using English for students' home works	Always 11,1% Sometime 30,6% Never 58,3%
5.	The frequency of using English in examination's instruction	Always 16,7% Sometime 38,9% Never 44,4%
6.	The use English reference books	In English 8,3% Bilingual 52,8,7% In Indonesian 38,9%
7.	In service training	Always 33,3% Sometime 55,6% Never 11,1%



### Quantitative data from the students' point of view

No.	Aspects in Questionnaire	Results
1.	The frequency of using English during the teaching-learning process	Always 2,8% Sometime 38,9% Never 58,3%
2.	Difficulty faced by the teachers in presenting the materials in the class	Easy 11,8% A bit difficult 30,5% Difficult 57,6%
3.	The use of English in question-answer	Always 1,1% Sometime 30% Never 68,9%
4.	The frequency of using English for students' home works	Always 3,4% Sometime 25,1% Never 71,4%
5.	The frequency of using English in examination's instruction	Always 6,9% Sometime 26,1% Never 67%
6.	The use English reference books	In English 16,7% Bilingual books 60,1% Indonesian 23,2%
7.	Students' feeling when the teachers use English	Happy 3,5% Not really happy 44,8% Not happy at all 41,75%

### Qualitative data from the teachers' point of view

All teachers think that there are a lot of advantages of the application of English as a medium of instruction in the non English subject classes. Those are: a) it encourages teachers to improve their English ability; b) when the teachers are good at English and actively use it to communicate with their students, it can help the students to continue their study abroad; c) it can help the students to compete with other schools in the national Olympiad event; d) it encourages teachers and students to understand the technical terms on some subject matters, like mathematics, physics, biology and chemistry; e) it can make the students and teacher feel accustomed to use English in the class-



room; f) both students and teacher feel proud to communicate in English and it can motivate the students to study all subject matters.

However, there are many problems faced by the teachers, and this is the weakness of the application of English as a medium of instruction in RSBI classes. Those are: a) some teachers have problems to present the materials in English, especially when they have to explain the concept or certain theory of the subjects they teach; b) this will influence the smoothness of the teaching-learning process; c) they were afraid if the students would not understand their explanation; d) teachers are not confident to speak English in the class as they feel that their English is very poor; e) students get difficulty to accept the teacher's explanation so that it could make misunderstanding between students and teacher; f) it takes much longer time than using *bahasa Indonesia*.

### **Qualitative data from the students' point of view**

Why most of the students were not really happy when they were taught science and mathematics using English as a mean of learning instruction are: a) when the teacher does not master the vocabulary and the grammar he used, it made the students confused, both students and teacher did not understand what they were talking about; b) Sometimes the teacher spoke with strange vocabulary, of course the students got confused; c) The students felt that the teacher did not teach the subject matter but they practiced to speak English; d) the materials ran very slowly because the teacher stressed on how to speak English rather than concentrated to teach the subject matter; e) the interaction did not run smoothly and sometimes the class was very passive, it may be caused there was no interactive communication- the students did not understand the teachers' explanation and the teachers felt that the students understand their English.

### **Qualitative data from the Headmaster' Point of View**

One of the goals of RSBI is that the students could socialize globally by using English. That is why English become one of the subjects that should be mastered by teachers and students. The development of RSBI is oriented to academic quality, and should have comparative output. Some effort done by the headmasters: a) give the teachers training on English and ICT intensively; b) send some Science and English teachers to study in S2 in line with their major from S1; c) Invite some experts to upgrade the teachers' competence; d) motivate the teachers and students to use English in and out of the class.

The headmasters state that most teachers are still facing some difficulty to speak English, they still have very limited vocabulary even they feel very difficult to express the technical terms dealing with their own subject, the latest average TOEFL test score for non English teachers are between 250 up to 350, even the schools have run RSBI Program more than two years for SMAN 1 Blitar and SMAN 2 Kediri, it means two years later their TOEFL test score should be at the average of 500, if the schools want to be promoted become *Sekolah Berstandar Internasional* (SBI).

### PROBLEMS IN THE IMPLEMENTATION

The problems the teachers face: a) some teachers had problems to present the materials in English, especially when they had to explain the concept or certain theory of the subjects they taught; b) they were afraid if the students would not understand their explanation; c) teachers were not confident to speak English in the class as they felt that their English was very poor; d) students got difficulty to accept the teacher's explanation so that it could make misunderstanding between students and teacher; e) it took much longer time than using *bahasa Indonesia*; f) it was a bit difficult for the headmasters to force some senior teachers to teach using English as a medium of instruction; g) it was difficult to change some of the teachers mind set, which were very traditional, to modern one. They thought that teaching in RSBI program was tiring; h) RSBI is really expensive, the students' parents have to pay much to fulfill the requirement, because the central, regional and local governments can support those schools totally, and of course it needs some more financial support from the school committee.

### EFFORTS

The efforts that should be done are as follows: a) there must be a special and intensive training on English dealing with the instructional terms; b) for teachers who are still low at English, they should use a very simple English, such as greeting, simple instructional terms, and closing; c) all subject matters should be in bilingual, in this way the teachers and students could learn English from the books; d) in the process of teaching and learning it is suggested to use mixing language, in teaching the core subjects they use *bahasa Indonesia*, but in simple instructional terms they can use English; e) to accelerate the capability to speak English, it is better that the school determine an English day; f) before the teachers teach English, it is better when they study hard until



they understand what they are going to teach in English; g) All teachers must apply English when teaching, because there are some who still use bahasa Indonesia; h) the teacher should always add vocabulary, especially the special terms dealing with the materials; i) the teachers should give the students the special terms for the subjects they teach, so that the students will easily understand the terms; j) although it is really difficult for teachers and students, when English is used as a medium of instruction, it is a must because they are teaching and learning in RSBI classes.

## CONCLUSION

The results of the study are classified based on the teacher, student, and the headmaster points of view. First, based on the teacher point of view, most of teachers – non English teachers - have problems to present the materials in English, especially when they have to explain the concept or certain theory of the subjects they teach, they use English only for greeting (opening stage) and saying good bye (closing stage). They rarely use English when they explain the materials even though the schools provide bilingual books. Secondly, almost all the teachers who teach mathematics and science state that it is really difficult to apply English as the medium of instruction even with simple English.

From the students' point of view, the teacher did not master the vocabulary and the grammar he used, it made the students confused, both students and teacher did not understand what they were talking about, sometimes the teacher spoke with strange vocabulary, of course the students got confused, that is why most of the students refused the use of English as a medium of instruction. They were confused when the teacher spoke English. Furthermore, using English as a medium of instruction bother much their concentration to accept the materials.

From the school head maters' point of view, most teachers were still facing some difficulty to speak English, they still had very limited vocabulary even they felt very difficult to express the technical terms dealing with their own subject, the latest average TOEFL test score for non English teachers are between 250 up to 350, even the schools had run RSBI Program more than two years. Since the RSBI have been carried out for 1 up to 5 years, the researchers could assume that this RSBI program would run to serious failure to be the SBI when it is met with the regulation which says: "The headmasters, the teachers teaching in SBI should be able to use English both in written and orally with the TOEFL score 500".



## SUGGESTIONS

### For Policy Makers

Since the Law of Education no 20 year 2003 states there must be one school with International Standard in every city in every level of education, they should provide teachers who are competent in English, to teach science and mathematics subject matters. They should select the schools appointed to RSBI which fulfill the requirements, such as the schools should have non English teachers who are competent in English. The policy makers also evaluate the concept of RSBI/SBI program, especially the objectives of this program.

### For the Headmasters

They should motivate the non English teachers to apply English as a medium of instruction, and provide the experts to train their English skill, especially English for instruction in teaching. It is better to send the non English teachers to continue their study to the university which provide the English program for non English teachers.

### For the School Committee

They should control the application of RSBI at Kediri Residency so that the results will be satisfied.

### For Other Sschools

They should prepare well before applying this program, for example by evaluating the human resources at their schools and the school facilities, such as bilingual reference books.

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