

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the era of globalization, every country in the world is required to have strong competitiveness in human resources (HR). Related with this, the government needs to prepare and create superior and qualified human resources by repairing National Education System. Automatically, schools in Indonesia should increase their quality. One of the ways is by conducting SBI (*Sekolah Berbasis Internasional*) or Internationally-based School. These kinds of schools are established based on the Law No. 20 of 2003 which stated the effort to improve the quality of education, especially in article 50 paragraph 3 "*The government and or local governments hold at least one unit of education at all levels of education, to be developed into an international educational unit*". One realization of quality education services is to organize *Rintisan Sekolah Berbasis Internasional (RSBI)*.

According to Stella (2008: 1) *Rintisan Sekolah Berbasis Internasional (RSBI)* is the national schools which prepare the students based on national standards of education (*SNP*) and the international quality so that its graduates have a quality international level as well. To achieve the *RSBI*, the school has to follow the election process from *SSN (Sekolah Standard Nasional)*, *RSBI (Rintisan Sekolah Berbasis Internasional)* and finally is *SBI (Sekolah Berbasis Internasional)*. Based on *Kemendiknas*, the number of

schools in Indonesia reached 1110 *RSBI* schools consisting of 997 schools and 113 private schools. From that amount, *SD RSBI* recorded 195 schools, 299 *SMP RSBI*. *SMA RSBI* 321 schools, and vocational schools *RSBI* is 295.

As consequence of the *RSBI*, the school should be able to increase the mastery of Mathematics and Science, Physics, Biology, and Chemistry. In addition, the Quality Education Study Community states that the key success of global society is based on the knowledge to create dynamic generator for economical improvement which is started by strengthening education in science (Hidayat et.al.: 2009). Hence, science education plays an important role in creating the students to be able to perform critical and creative thinking skill as well as innovative ability. Physics is one of the subjects in which the material is delivered in English. Hence, the teacher has to master the material which is presented in English.

Teaching Physics by using English as a medium of instruction belongs to something new in Indonesia's education. There are many problems faced by the teachers to reach the maximal output competence and knowledge. They have to prepare and delivery well, in order to get the maximum result. In this case, teaching method is very important to teach the material by using English as medium of instruction that more emphasize in content than language. Teaching Physics uses English in *RSBI* class is one of model of Content-Based Instruction (CBI).

Content-Based Instruction (CBI) is a teaching method that emphasizes learning a subject or content through language rather than learning about

language (Fauziati, 2009: 190). Content-Based approaches suggest that optimal conditions for learning a second or foreign language occur when both the target language and some meaningful content are integrated in the classroom. Furthermore, in CBI, the teacher should create the situation where the students can acquire material as well, although it is taught in second language.

Based on the interview with Physics' teacher and observation in *SMP N 1 Purwodadi* it is known that the realization of *RSBI* has been taken place for 3 years. In 2011/2012, it is entering the fourth year. There are several teachers of Science and Math, who are sent to join in workshop in RESCAM in Penang, Malaysia. Even though it runs almost for four years, teaching physics uses English as the medium of instruction and also as one of standard of *RSBI* is still difficult to make students understand and master the material well. Thus, teaching Physics by using English which is implemented in the first years of Junior High School needs to be improved.

Up to now, teachers make several efforts by implementing many techniques to improve the students' capability to learn Physics. However, the results does not change significantly. The teacher uses English in teaching Physics in opening, giving question and closing. The students are also asked to answer the question in English. It means that the teacher hopes that the students can speak fluently in English. In teaching learning Physics process in *SMP N 1 Purwodadi*, every student has a bilingual book which consists of Indonesia and English. The students are given keywords before teacher

delivers the material. Besides the teacher has to focus in presenting material to the students, the teacher also prepares material, syllabus, and media that will be used in teaching Physics.

Given these conditions, the researcher is interested in conducting a research on how the teachers use English as the medium of instruction in teaching Physics and learning process to support bilingual system so that the writer knows the use of English as medium of instruction in teaching Physics and its strenghts and weaknesses. This makes the researcher interested in conducting the research entitled *The Implementation of Content-Based Instruction for the Teaching of Physics at RSBI Class in SMP N 1 Purwodadi: A Micro Ethnography*.

## **B. Problem Statement**

The problem statement of this study is stated as follows.

1. How is the implementation of Content-Based Instruction for the teaching of Physics, at *RSBI* class in *SMP N 1 Purwodadi*? This general question is specified into following subsidiary questions:
  - a. What are the learning objectives?
  - b. What are the material given?
  - c. What is the syllabus?
  - d. How is the teaching learning procedure?
  - e. What are the classroom activities?
  - f. What is the media?

2. What are the roles of the students and the teacher?
3. What are the strengths and weaknesses of the method?

### **C. Objective of the Study**

In carrying this research, the writer describes the objective of study as follows:

1. Describing the implementation of Content-Based Instruction (CBI) for the teaching of Physics, especially on objective of learning, the material, the syllabus, teaching learning procedure, classroom activities, and media.
2. Describing the roles of the students and the teachers.
3. Finding out the strengths and weaknesses of the method used.

### **D. Limitation of the Study**

In this research, the writer wants to limits the problem of the study:

1. The description of this study is limited to describing the implementation of CBI for the teaching Physics of *RSBI* class.
2. The subject of the research is the students of the first grade of *RSBI* class of *SMP N 1 Purwodadi* in academic 2010/2011.

### **E. Benefit of the Study**

There are some expected benefits that could be taken from this research. They are as follows:

1. Practically

- a. Government ( Diknas )

- As one of the evaluation of how the process teaching - learning in *RSBI* class.

- b. Headmaster

- As an illustration to determine the success of teaching Physics using English of *RSBI* class.

- c. Teacher

- As input to minimize or eliminate the weaknesses and constraints that exist in teaching – learning Physics in the classroom *RSBI*.

- d. Student

- This result can be used as the rules and knowledge in the use English in teaching Physics.

2. Theoretically

- The writer hopes this research can be used by other researchers to open the other analysis related to the research on the implementation of Content-Based Instruction (CBI) for the teaching Physics at *RSBI* class..

## **F. Research Paper Organization**

The writer organizes this research paper in order to make the readers easily understand the paper. The following shows the content covered in this research.

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature. It covers review of previous study and theoretical review consisting of Content-Based Instruction (CBI) and Learning Components.

Chapter III presents research methods. It deals with the research method covering the type research, data and data source, subject and object of the study, method of collecting data and method of analyzing data.

Chapter IV deals with research result and discussion. The research result elaborate with implementation of CBI, teacher and student roles, and strengths and weaknesses of the method used.

Chapter V is the last chapter. It presents conclusion, implication and suggestions.