

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Nowadays the government of Indonesia is developing a pilot project for international standard schools or *Rintisan Sekolah Bertaraf Internasional* (RSBI). The government issued Act (no. 78 year 2009) that regulates the pilot for international standard schools.

The government selects at least one school from the junior and senior high schools in each district to be the pilot for international standard schools. The selected schools are the schools that already fulfill the eight Standards of National Education. They are the standards of graduate's competency, learning process, content (curriculum), teacher, facility, assessment, management, and budget. The pilots for international standard schools are expected to enrich the eight Standards of National Education with Standards of National Education of advanced countries. In terms of the enrichment in the learning process, the schools are expected to implement an English immersion program. The schools that apply the English immersion program use English as the medium of instruction in mathematics and science subjects.

Teachers of the two subjects are required to deliver the materials in English, but most of the teachers in Indonesia are not able to explain the materials in English well. Therefore, the teaching and learning process cannot run well. In order to have a

good teaching and learning process in the two subjects, the teachers must master English. Therefore those teachers need to learn English.

There have been efforts made to make those teachers master English. There are already training attended by those teachers. In addition, there are also some books specially written for them. However, the training and the books are insufficient for the teachers to learn English.

The training for those teachers is insufficient because it is usually given in a limited time. With the limited time, the materials delivered are insufficient. The knowledge they get is not enough. In addition, they are not able to learn many things in the short time. Learning a language needs much practice, and they cannot practise much within the short time. Outside the training, they will find it difficult to practise on their own because there is not enough facility and environment that can facilitate them in practising English.

The books developed by the government are also insufficient because the materials presented in the books are so limited. Not all essential materials are covered in the books. For example, in the pronunciation section of the book, phonetic transcripts are provided, but not all teachers are able to read the phonetic transcripts. Although the instructors in the training have told them how to read the phonetics transcripts, it is very hard for the teachers to memorise them. As a result, the teachers may pronounce words incorrectly.

The problems presented above need to be solved. The researcher believes that one of the ways in supporting the teachers to study English better is by developing an

interactive learning multimedia for them. Mishra and Sharma (2005: iv) state that interactive learning multimedia can give good effects on cognitive load on teaching, training, and learning. Therefore, the researcher proposed to develop an interactive learning multimedia of 'English for Year VII Science Teachers'.

## **B. Identification and Limitation of the Problem**

Science teachers who study English are categorised as English for specific purposes learners. They have a specific purpose in learning English. To develop an interactive learning multimedia of 'English for Year VII Science Teachers' which can help the science teachers learn English better, the interactive learning multimedia must meet their specific needs. The following paragraphs explain about what must be considered in making the interactive learning multimedia so that it meets the needs of the science teachers in learning English.

As teachers of RSBI, they are demanded to do their teaching activities in English. They must make the syllabus, lesson plans, worksheets, evaluations, and conduct the teaching learning processes in English. They were not prepared for teaching science in English demanded by the government because the RSBI program is relatively new. Since English is used as a medium in teaching science to the students of RSBI, the science teachers must master the subject matter, technical terms in studying science, and classroom management expressions in English (Classroom English).

The interactive learning multimedia must include enough topics and science technical terms in English so that the science teachers can learn much from the

interactive learning multimedia. It should provide enough tasks that can make them learn many technical terms and common words.

Classroom English must also be provided in the interactive learning multimedia so that the science teachers can learn how to manage their classroom in English well. The teachers will, for example, know how to give questions to their students in English, or how to express that he/she is satisfied by the students' work in English.

The interactive learning multimedia must also include all the language skills; listening, speaking, reading, and writing. The teachers need to master listening and speaking so that they can listen and speak well in English. Hence, they can deliver the materials clearly. The teachers need to master reading and writing so that they can do their paper work such as the syllabus, lesson plans, and evaluations well in English. Having good ability in the four skills, the teachers will be able to do their job as a teacher professionally.

Much practice of using English in teaching science must also be provided in the interactive learning multimedia. Various kinds of practises are good for the science teachers. The science teachers need much practice because they need to get used to use English so that they can use it in the class as well.

All of points above need to be considered in developing interactive learning multimedia. Due to the short time, the researcher only develops three units for biology teachers for the interactive learning multimedia of 'English for Year VII Science Teachers'. The interactive learning multimedia is based on the book "English for Year VII Science Teachers" that is already published by the government (Ministry

of Education and Culture). It is based on that book because the book was developed based on the Indonesian curriculum. Therefore the materials will be suitable for the Indonesian science teachers.

### **C. Formulation of the Problem**

The formulation of the problem in this research is:

How can the interactive learning multimedia of 'English for Year VII Science Teachers' be developed?

### **D. Objective of the Research**

The objective of the research is to develop interactive learning multimedia of 'English for Year VII Science Teachers'.

### **E. Significance of the Research**

This research can give advantages to:

#### 1. Science teachers

The science teachers can study independently at any time and any place they like. They can practise English as much as they wish in their free time.

#### 2. Other teachers

The other teachers like the English teachers can also use the interactive multimedia to study English for science. After studying it, they can explain materials of the English for science better to the science teachers.

3. The researcher herself

The researcher will know how to develop an interactive learning multimedia of 'English for Year VII Science Teachers'.