

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language skills are considered essential for educational achievement and full participation in society, so education systems around the world strive to strengthen their language education according to Cummins (2008).

Language performs numerous functions, the most basic of which is communication. Language serves many functions, the most basic of which is communication. It is a social product that emerges with the first community, evolves with the increasing needs of culture and sophistication, and fades away when society disappears. As a result, language serves as a barometer of progress. According to Fagerberg (2006), language is an indicator of a society's progress, and the longer a society exists, the richer the language becomes.

The Indonesian government has recognized the value of qualified education in the country. As a result, the government must make concerted efforts to improve the quality of national education. People's increasing desire for qualified education demonstrates that education has evolved into one of the most powerful and authoritative social life institutions, as well as playing an important and strategic role in the country's development.

The school context, according to Ball, Maguire, and Braun (2012), is more than just a backdrop against which schools must operate. Schools differ in terms of location, school culture, teacher team composition, resources, and the number of ethnic minority students enrolled. As a result, it is not surprising that school contextual characteristics

influence policy design and implementation in schools. Some policies may be more feasible in one school or address a more pressing need in another. As a result, the school context can be defined as "the institutional setting consisting of formal and informal social constraints that regulate the implementation process in a given educational system as Viennet and Pont (2017) explained.

Suherdi & Kurniawan (2005) stated that government has many innovations to improve education quality and create qualified students to continue to higher and better education. One of the educational initiatives undertaken by the government is the establishment of schools that adhere to international standards through the implementation of regulations governing the use of international languages. The language policy in Indonesia regarding the teaching and learning of English in schools has changed in recent years, and English is now included in the curriculum of the majority of schools. Many schools have instituted English instruction for their students not because they believe the students need it or are interested in learning English, but rather due to parental pressure and a desire to boost the school's prestige.

Many studies into the role of the school context in policy execution in the classroom have so far taken the form of qualitative and quantitative case studies. These studies revealed the impact of language policy in education as well as the results of language policy implementation in education. One of them is Marieke Vanvuel and Kris Van Den Branden's research into the impact of school-based language policies (2020). The findings indicate that one SLP element, team indicative capacity for language lessons, improves students' reading word recognition. The effects did not differ between low-risk and high-risk students.

According to Van den Branden (2010), SLP is described as a strategic and structural try by a rest of the school team to adjust their teaching experiences to their students' linguistic need and in order to promote their (language) learning development. Encouragement of students to use their native languages, language-across-the-curriculum initiatives, and literacy instruction are examples of preventive measures. In theoretical contributions, schools are deemed to be have effectively implemented an SLP if those who prove precondition in the promotion of language acquisition with all students, cooperation for language between all team members, reflective team ability on the teaching and learning of languages, and take into account it a priority for the school, as demonstrated by Corson's research (1999).

MAN 2 Model Medan is the one of Senior High schools based on Islam at Jl Williem Iskandar No 7A, Medan. This school is specifically intervened to improve quality. Man 2 Model was established as a magnet school which is expected to transmit its success to other Islamic school in the vicinity. To a certain extent this Man 2 Model program has succeeded in building a positive image of Islamic School. MAN 2 Model Medan is one of the Islamic school that has shown success, including; an increase in the quality of teachers through various educational programs (S2 and S3) and training programs. The improvement in the quality of graduates as seen by the small gap in achievement between students and general school students.

The increasing interest of parents to send their children to this school, the formation of networking between school and various universities, especially in PTAIN and others. Such conditions indicate an increase in product performance (output) of school so as to create an image for the quality of education, produce products (outputs) to meet customer satisfaction or internal and external stakeholders.

Based on the observation, MAN 2 Model Medan has also made many achievements both at regional and national levels in academic and non-academic fields. The language used for delivery is also customized by this school. English is also used as a daily language in and out of the classroom, both by teachers and students. The goal is to familiarize students with English and to improve students' and teachers' English language skills. Thus, the researcher realizes that there is a need for research to find out how teachers perceive the application of the rules for the use of English so that more in-depth information can be obtained about the implementation of the use of English in this school.

Following Law No. 24 of 2009 on Flags, Languages, State Emblems, and National Anthems, and Law No. 23 of 2014 on Regional Government, the Provincial Government of North Sumatra, as an autonomous region, should prioritize Indonesian and the Protection of Regional Languages and Regional Literature. As the motto "Prioritize Indonesian, Preserve Regional Languages, and Master Foreign Languages" demonstrates.

Furthermore, the use of foreign languages in Indonesia is governed by Article 29 number 2 of Law No. 24/2009 concerning the Flag, Language, State Emblem, and National Anthem. According to the law, to help students improve their ability to speak foreign languages may serve as the language of instruction in educational units. Teachers will be able to be using English to help their students learn English in addition to other languages other than Indonesian.

Language policy in MAN 2 Model Medan requires teachers' perceptions. After learning about teachers' perspectives, appropriate changes can be made to ensure the

success of language policy in MAN 2 Model Medan. As a result, the researcher conducted a study titled "Teachers' Perceptions of Language Policy in MAN 2 Model Medan."

1.2 Problems of the Study

And based on the study's background, the following problems are formulated:

1. What types of teachers' perception on English language policy in MAN 2 Model Medan?
2. How is the English language policy applied in MAN 2 Model Medan?
3. Why the English language policy in MAN 2 Model Medan applied as the way it is?

1.3 The Objective of the Study

In the line with the problems of the study, the objectives of the study are:

1. To investigate perception do teachers have on English language policy
2. To elucidate the English language policy applied
3. To explain the reason of English language policy in applied as the way it is

1.4 The Scope of the Study

The scope of the study are the types teachers' perception, elucidate the English language policy applied and reason of English language policy applied in MAN 2 Model Medan.

1.5 The Significance of the Study

This research will eventually serve a purpose. The writer carry out this study in order to contribute to the field of applied linguistics. As previously stated, the importance of the study was both theoretical and practical.

a. Theoretically

The study's findings can be regarded as resources for teachers in Language Policy Analysis, particularly for students who are studying this field and are looking to observe the material of language policy in education and contributing to linguistics knowledge.

b. Practically

The results are expected to be beneficial to both the writer and the reader's research experiences by expanding the variety of language research and encouraging critical attitudes.

The results are expected to help the school improve teacher professionalism in implementing English language policies throughout the school. Aside from that, the English language policy will be a material consideration. Last but not least, as part of an effort to improve teaching quality through English language policy.

