

RETHINKING CONTENT AND LANGUAGE INTEGRATION: A REVIEW ON INDONESIAN INTERNATIONAL STANDARD SCHOOL PROJECT

Mohammad Fajar Mediyawan Gintings
Universitas Pamulang
Email: dosen02556@unpam.ac.id

Abstrak:

Studi ini bertujuan untuk mengkaji secara kritis implementasi Proyek Sekolah Standar Internasional Indonesia sebagai salah satu bentuk pendidikan kedinasan dengan integrasi muatan dan bahasa Indonesia. Dalam studi ini, kasus proyek RSBI dibahas melalui konsep integrasi konten-bahasa dan budaya sebagai sistem representasi Stuart Hall. Studi ini menemukan bahwa terdapat dua tantangan utama selama pelaksanaan proyek RSBI, pertama, pencapaian pembelajaran bahasa Inggris hanya menunjukkan sedikit peningkatan. Kedua, penolakan penggunaan bahasa Inggris sebagai bahasa pengantar dalam proyek RSBI yang berujung pada penghentian proyek itu sendiri. Sebagai kesimpulan, penelitian ini menawarkan dua saran sebagai pemikiran ulang program integrasi konten dan bahasa di Indonesia. Pertama, pertimbangan mendalam tentang prioritas pembelajaran bahasa di Indonesia. Kedua, kesiapan pemangku kepentingan dan agen akar rumput di tingkat sekolah. Pada akhirnya, disarankan agar implementasi program integrasi konten dan bahasa harus dimulai dengan pertimbangan yang mendalam dan hati-hati pada aspek budaya dari konteks langsung.

Kata Kunci: *Integrasi konten-bahasa, RSBI, Budaya, Kurikulum*

Abstract:

This study aims to critically examine the implementation of Indonesian International Standard School Project as a form of official education with content and language integration Indonesia. In this study, the case of RSBI project is discussed through the concepts of content-language integration and culture as a system of representation of Stuart Hall. The study found that there are two main challenges during the implementation of RSBI project, first, the attainment of English language learning only shows slight increase. Second, the rejection of using English as medium of instruction in RSBI project which results to the discontinuation of the project itself. As a conclusion, this study offers two suggestions as a rethinking of content and language integration program in Indonesia. First, in depth consideration of language learning priority in Indonesia. Second, the readiness of stakeholders and grassroots agents at school level. Ultimately, it is suggested that the implementation of content and language integration program should begin with a deep and careful consideration on cultural aspect of the immediate context.

Keywords: *Content-language Integration, RSBI, Culture, Curriculum*

Introduction

Globalisation has an immense impact to countries around the world, even in the aspect of political decision on nation policies. One of the most evident impacts of globalisation is the rapid spread of English and its position as lingua franca of the world. This leads to English being agreed as the language to use internationally in research, commerce, business, tourism, and communication between governments. As a result, the fluency in English becomes an important tool to effectively participate and compete in global and international level. In several developing countries, the enhancement of English language mastery is considered as a national mission.¹ This can be seen on the commitment of developing countries in promoting English fluency through education system or even official status of English.

In Indonesia, the commitment on promoting English mastery reached its peak when the government attempted to internationalize education system through the project named *Rintisan Sekolah Berbasis Internasional* or 'Pioneering' of International Standard School (hence RSBI). The RSBI project was known for the requirement to conduct the teaching and learning process in bilingual mode with English alongside Bahasa Indonesia. Moreover, the project also put emphasis on the promotion of utilizing technology in teaching and learning processes. However, in 2013, the RSBI project was abolished by the constitutional court through the petition from teachers and parents who opposed the RSBI project. The proposed objection on the RSBI project concerned on the issues of wider social gap and distortion of national identity as the result of bilingual mode and internationalization of standards on education provision.

After the cancellation of RSBI project, in the late 2013, the government released a curriculum amendment called Kurikulum 2013 or 2013 Curriculum. In the 2013 curriculum, the time allotment for English subject in senior high school was halved and in primary level English was eliminated.² The reason behind these reduction and removal of English was almost similar to the charge on the use of English as the medium of instruction in RSBI project which is the fear that English will disrupt the acquisition of Bahasa Indonesia.³ The 2013 curriculum can be considered as the polar-opposite of the RSBI project but coming from the same producer—the government.

The case of how the RSBI project was accused to have the potential to distort national identity calls for a discussion and rethinking on the content and language integration in Indonesia. Therefore, this study attempts to critically examine the case of RSBI project as a form of content and language integration program in Indonesia. Furthermore, this study attempts to provide some recommendation through rethinking of some important factors in adopting content and language integration education in Indonesia.

¹ Hamid, Obaidul. "Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh," in *Current Issues in Language Planning*, 11, no. 14 (2011): 289-310; Hamid, Obaidul. "Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh," in *Current Issues in Language Planning*, 11, no. 14 (2011): 289-310.

² Panggabean, Himpun. "Problematic approach to english learning and teaching: A case in Indonesia," in *English Language Teaching* 8, (2015): 35-45; Putra, Kristian Adi. "The implication of curriculum renewal on ELT in Indonesia," in *PAROLE: Journal of Linguistics and Education*, 4, (2014): 63-75.

³ Putra, "The implication of curriculum renewal on ELT in Indonesia,"

Content Language Integration

The practice of integrating content and language in learning process is in fact a long-established tradition. It is found to be as old as more than 2000 years.⁴ In this sense, the practice of learning that integrates content with a language that is not the students' native language is not necessarily a new innovation in education. The integration of content and language is continuously developing through adaptations in different contexts which has the mean to accommodate the distinct sociocultural needs.⁵ The instances of successful and long-standing practice of integrating content and language can be seen in the Canadian Immersion Programmes and Content-based Approach of USA. Afterwards, the success of these two programs were "borrowed" by the European to develop their own bilingual education program—the Content and Language Integration Learning (hence, CLIL).⁶ Although the development of Immersion, Content-Based Approach and CLIL were distinguished by different rationale and purposes according to the sociocultural context of each program, these programs agree on the view that learning would be benefited by meaningful use of language, especially when the learner is at the adept level of language proficiency. In addition, these dual language education programs are supported by the idea that challenging situation of learning using the language that is not theirs could result in successful learning outcomes. In this sense, the main goal of integrating content and language in learning is to enhance the learning outcomes of both content and language.⁷

Content-Language Integration Learning (CLIL)

The view on content language integration mainly revolves around CLIL for several similarities with Indonesian international standard school project—the RSBI. First, CLIL is the official initiative of bilingual education in Europe that is supported by high level policy actors—the European Union. The European Commission endorse CLIL for its contribution to the social cohesiveness and both individual and collective growth in European community.⁸ The supports are realised through the funding of research, material development and teacher training.⁹ The RSBI project in Indonesia was an official initiative from the Ministry of Education of the Republic Indonesia that was mandated from several national education policies. Second, CLIL is a content-driven approach with an additional language alongside.¹⁰ In this sense, CLIL should not be viewed only as a form of foreign language education alternative but rather an approach where content and language are conceptualised on a continuum rather than separated learning subject.¹¹

⁴ Coyle, Do., Hood, Philip., & Marsh, David. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press, 2010.

⁵ Turner, Marianne. "CLIL in Australia: the importance of context," in *International Journal of Bilingual Education and Bilingualism*, 16, no. 4, (2013): 395-410.

⁶ Coyle, Do. Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10, no. 5, (2007): 543-562.

⁷ Coyle et al., "*CLIL: Content and Language Integrated Learning*,"; Turner, "CLIL in Australia: the importance of context,"

⁸ Ioannou-Georgiou, Sophie. "Reviewing the puzzle of CLIL" in *ELT*, 66, no. 4, (2012); 495-504

⁹ Ioannou-Georgiou, "Reviewing the puzzle of CLIL"

¹⁰ Coyle et al., "*CLIL: Content and Language Integrated Learning*,"

¹¹ Coyle et al., "*CLIL: Content and Language Integrated Learning*,"; Dalton-Puffer, Christiane. "Content-and-language integrated learning: From practice to principles," *Annual Review of Applied Linguistics*, 31, (2011): 182-204; Nikula, Tarja. "Hands-on tasks in CLIL science classrooms as sites for subject-specific language use and learning," in *System* 54, (2015): 14-27.

Language as a Representation

One of the reasons RSBI was discharged is the use of English as the medium of instruction that was feared to disturb the construction of national identity. In relation to this, this study draws the relationship between language, culture and identity from the concept of culture as representation system from Stuart Hall which is used to examine the case of RSBI project.

Language plays the role of medium in the circuit of culture. Hall explains that we utilize language to make sense of the world through the production and exchange of meaning which occur within the circuit of culture.¹² Language as itself is meaningless except it is organized by human to represent ideas, concepts, and feelings.¹³ In this sense, meaning will not exist in the world without language and vice versa. However, the relationship between languages and meaning is not essential without the representation process done by human towards the world. It is because language work through representation and “languages are system of representation”.¹⁴

Hall further explains that culture ‘works like language’ that for two people to belong to the same culture, they should share same representation and interpretation using ‘the same language’.¹⁵ The term of ‘same language’ refers to many languages in the world including images, sounds, gesture, expressions, colours, etc. These many forms of languages are significant because they function as signs which stands for the meaning we give them based on our representation.¹⁶ In other words, culture comprises of languages signifying meanings which are based on similar, or even agreed, representation and interpretation among the members. This signifying practice is reflecting the establishment of identity which will be discussed below.

Language, Identity, and Cultural Difference

In relation to identity, languages (as signifying practice) are an important indicator of difference which is vital in the establishment of identity.¹⁷ Identity is located within the circuit of culture, in which Hall explains, identity is always constituted within the process of representation.¹⁸ In this sense, the establishment of identity is also included in the production of meaning, especially in the signifying practice where differences between meanings are being marked out. The importance of difference in the production of meaning and identity is discussed by Hall through four frameworks from the perspective of linguistics, language, anthropological and psychoanalytic.¹⁹

First, from the aspect of linguistics, difference matters for its essence to meaning. Saussure (as cited in Hall) argued that meaning is relational that, for example, white exist because of its contrast with black.²⁰ Second, the framework that view differences as the way to construct meaning which is happened through the dialogue with the other.²¹ In this view, identity is complete if it comprises both the view from oneself and from other towards us.

¹² Stuart Hall, “Introduction,” in *Representation: Cultural Representations and Signifying Practices*, ed. Stuart Hall (London: Sage Publications, 1997), 1-11.

¹³ Hall, “Introduction,”

¹⁴ Hall, “Introduction,” 1.

¹⁵ Hall, “Introduction,” 1.

¹⁶ Hall, “Introduction,” 2.

¹⁷ Hall, “Introduction,” 1.

¹⁸ Hall, “Introduction,” 1.

¹⁹ Hall, “Introduction,” 1.

²⁰ Hall, “Introduction,” 1.

²¹ Hall, “Introduction,” 1.

This view of identity is complete that we consider identity not only constructed within ourselves but also from other people. Third, the anthropological view is presenting a complex version of the binary oppositions from Saussure. Meaning in this view is placed in classification system where each meaning has its difference with other meaning²² Fourth, psychoanalytic view of difference proposes by Sigmund Freud in which meaning is constructed through the subjectivity which one constructs from the internalization of difference from the other. In other words, meaning and identity construction depends on our symbolic and unconscious relations with the other.

Although these four frameworks of difference analysis are located on different level, these frameworks emphasis the significant role of 'difference' and 'otherness' in the construction of meaning and identity. As a conclusion to these frameworks, Hall explains that difference is ambivalent that it is important in meaning production, construction of language and culture, for social identities and subjective sense of a self as a sexed subject.²³ However, difference also responsible to produce negative feelings comes from separation, hostility, and aggression towards the 'other'.

The discussion of language and identity relates to the existence of cultural difference. Therefore, the term cultural difference (or in general, culture) will be presented through its relations with language and identity. First, language is the core to establishment of culture since it carries cultural values and meanings.²⁴ Language as signifying practice identify different meanings which then could be used to recognize culture and even different culture. Conversely, culture provide context for language as the representation system to produce meanings. In other words, cultural difference will result in different context for the production of meaning through language. In relation to identity, the word 'culture', in anthropological definition, refers to the distinct 'way of life' of a social group.²⁵ This means that culture display differences and establish identity which then belong to the culture. Therefore, the difference between culture is what makes culture difference.

In this sense, the concept of language, identity and cultural difference are interrelated in the circuit of culture. These concepts could not be understood as an independent process in the circuit of culture but instead through the connection of each with the other. First, language is the medium in the system of representation which is the system producing meanings. Second, languages work through the practice of signifying which marked out difference that is vital for identifying identity. Third, identity is what makes us possible to claim common 'way of life' and consequently establish a culture and cultural difference. Furthermore, the conceptualization of identity, especially cultural identity, should take account of the history of a culture and consider its journey of transformation.

Research Method

This study is a critical review which employs a combination of secondary data analysis and document analysis. In secondary data analysis, research began with investigation of data analysis collected by other researchers in the relevant field to identify the existing knowledge and possible exploration of knowledge in a particular field. In relation to this study, literature review in the field of content-language integration program was conducted to analyze the case of RSBI project of Indonesia. The analysis in this study

²² Levi Strauss as cited in Hall, "Introduction," 1.

²³ Hall, "Introduction,"

²⁴ Hall, "Introduction,"

²⁵ Hall, "Introduction,"

was conducted in several steps. First, the author developed a research question to direct the analysis of the case. Second, the author collected related literature about content and language integration and the RSBI project in Indonesia. Third, the author analyses and evaluates the gathered data based on the research questions. Fourth, the author presents the discussion of the findings to answer the research questions. Finally, the author critically draws conclusions and recommendations from the discussion.

Result and Discussion

Overview of RSBI Project

Prior to further discussion of RSBI project, brief overview of the RSBI project covering the policy behind, implementation and evaluation. The drive behind the RSBI project is mandates that the central and local government develop international standard schools throughout Indonesia at every educational.²⁶ In 2009, the government released the official regulation as guidance for the implementation of RSBI project.²⁷ The regulation put emphasis on nine criteria to be complied by RSBI candidates which covers the aspect of accreditation, curriculum, and graduates' competence, teaching and learning processes, evaluation, teacher qualification, principal qualification, infrastructure, management and financial.²⁸ Furthermore, the government also published the guidelines and detailed RSBI handbook for the implementation of international standard schools.²⁹ The official mandates and regulations from the government make RSBI project reflects the feature of CLIL of being supported by high level policy actors of European Union. Moreover, the feature of CLIL is also reflected in RSBI project through the integration of English as additional language in the classroom. In relation to this, English also becomes the key indicators of three quality assurance areas of RSBI schools, which are learning and teaching process, teachers, and headteachers.³⁰

The implementation of RSBI project began with identifying the schools which met the national education standards published in 2005 and declared them as "pioneering" RSBI or called as Rintisan Sekolah Bertaraf Internasional (RSBI).³¹ The schools with the status of pioneering RSBI were generously funded and allowed to ignore the free-education policy by charging tuition fee as the mean to fulfil the nine compliance criteria of the RSBI.³² Based on five years implementation, the candidate schools were identified to encounter difficulties in

²⁶ Departemen Pendidikan Nasional. "Department of National Education Strategic Plan 2005-2009"; Departemen Pendidikan Nasional. "Quality Assurance Handbook of International Standard Schools/ Madrasah of Primary and Secondary Level"; Republik Indonesia. "Law Number 20 Year 2003 on National Education System"; Republik Indonesia. "Government Decree Number 19 Year 2005 on National Standards for Education"

²⁷ Departemen Pendidikan Nasional. "Minister Regulation Number 78 of 2009 on Implementation of International Standard School"; Yuliantoro, Dwi Agus. "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity."

²⁸ Departemen Pendidikan Nasional. "Minister Regulation Number 78 of 2009 about the Implementation of International Standard School"

²⁹ Departemen Pendidikan Nasional. "Guidelines for Implementation of 'Pioneering' International Standard Primary Schools"; Departemen Pendidikan Nasional. Guidelines for the Implementation of International Standard Junior High School (SMP-SBI).

³⁰ Depdiknas, "Quality Assurance Handbook of International Standard Schools/ Madrasah of Primary and Secondary Level"

³¹ Education Sector Analytical and Capacity Development Partnership [ACDP]. "Evaluation of International Standard Schools in Indonesia"; Yuliantoro, "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity."

³² ACDP. "Evaluation of International Standard Schools in Indonesia"

fulfilling some of the criteria of RSBI schools, which are the use of English as a medium of instruction, fulfilment of international accreditation, the adoption of international curriculum, 20 percent enrolment from low-income students, and the average of 20 percent teachers with master/doctoral degree qualifications.³³ Unfortunately, in 2013, the RSBI project was cancelled by the constitutional court with the charge of bringing potential harm to national identity through the international standards and using English as the classroom language and contribute to the social gap and inequality in education.³⁴

As a summary, one of the important characteristics of RSBI project is that the requirement of English as medium of instruction as it was perceived as the “language” of globalization. However, in the evaluation, English was instead becoming one of the challenges in the implementation of RSBI project and even worst, criticized as detrimental to the development of national identity.

Scrutinizing the Indonesian RSBI Project

During the implementation of RSBI project, there were several issues in integrating English in content subject learning. First, English as a barrier to achieve better learning outcomes. Second, the threat from the decision of English as medium of instruction to formation of national identity on Indonesian youth. The discussion of these issues involves the theories of representation from Stuart Hall.

1. English as a barrier to learning

The RSBI project required English as the medium of instruction in teaching and learning process of secondary school level. English should be used as language of instruction to teach the sciences, mathematic, and vocational subjects.³⁵ The integration of new language to content teaching was expected to equip students in embracing globalization and compete at international level.³⁶ However, the regulation regarding the ratio on the amount of English in classroom was not very clear. The policy on the implementation only stated that the use of English instruction should be staged with 25 percent usage in first year, 50 percent in second year, and 75 percent in third year.³⁷ The vague guidance on the use of English as medium of instruction was agreed by the teachers and principals as one of the challenges to fulfil the compliance of RSBI project.³⁸ Moreover, in relation to learning outcome, it was found that there was no significant change in the content subject and merely slight increase of English score in the national examination score.³⁹

The implementation of language policy is strongly related to teacher as the agent implanting the policy at grassroots level, especially the use of English as language of

³³ ACDP. “Evaluation of International Standard Schools in Indonesia”

³⁴ Yuliantoro, “Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity.”

³⁵ Depdiknas, “Quality Assurance Handbook of International Standard Schools/ Madrasah of Primary and Secondary Level”

³⁶ Departemen Pendidikan Nasional. “Minister Regulation Number 78 of 2009 on Implementation of International Standard School”

³⁷ Dharma as cited in Zacharias, Nugrahenny T. “Navigating through the English-medium-of-instruction policy: Voices from the field,” in *Current Issues in Language Planning*, 14, no. 1, (2013): 93-108.

³⁸ Coleman, Hywel. “Allocating resources for English: The case of Indonesia’s English medium International Standards Schools,” in *Dreams and Realities: Developing Countries and the English Language*, ed, Hywel Coleman (London: British Council, 2011), 87-112; Zacharias “Navigating through the English-medium-of-instruction policy: Voices from the field,”

³⁹ ACDP. “Evaluation of International Standard Schools in Indonesia”; Sultan, Borland, H., & Eckersley, B. “English medium of instruction in Indonesian public junior secondary school: Student’s language use, attitude/motivation, and foreign language outcomes”

instruction. This is in line with the report that the challenges in utilizing English as language of instruction in RSBI project were mainly caused by the lack of competence of teachers to teach in English.⁴⁰ This was evident in the study conducted by Sultan et al. which found that 80% from 40 RSBI teachers scored between 2.5 to 3.5 and 20% got between 4 to 4.5 in IELTS test.⁴¹ This result confirmed the case studies of Nunan on English as medium of instruction in Southeast Asian countries that teacher readiness to implement English as medium of instruction is very low and instead results to an obstruction to attainment of better learning outcome quality.⁴²

In the practice, regardless of the lack competence in English, teachers in RSBI schools struggled to use English in the classroom as they perceive it is their civic duty as the government official.⁴³ Teachers perceived their identity as a civil servant in which they tend to perceive themselves as government employees rather than professional teachers.⁴⁴ As a result, the use of English as the medium of instruction tended to be implemented in a safe practice perspective where teachers use Bahasa Indonesia to explain difficult concepts in a lesson to compensate their lacking English competence.⁴⁵ This view of safe practice would lead to failure in achieving the essence of the RSBI project of using English as medium of instruction.⁴⁶ In this sense, teachers' representation was not in accordance with the substantial aim of RSBI project to use English as the medium of instruction.

In the light of Hall's representation theory, the teaching and learning process is a practice of culture where teacher and students are constantly share meaning through interaction.⁴⁷ Hall argues that in order to enable the exchange to be meaningful, the participants in the interaction should share the linguistic codes or in another word – "speaking the same language".⁴⁸ The issue in RSBI project was that the requirement of English as medium of instruction results to unnatural classroom interaction because of teachers and students are lacking proficiency in the language being used to share meaning⁴⁹ This is explained by Hall through the concept of language as a sign which has no clear meaning but rather stand for the meanings we represent and transmit them to the receiver.⁵⁰ Therefore, the lack of proficiency in English from both teachers and students lead to a broken transmission of meaning or even meaningless exchange of language.

As a summary, RSBI project results to a drastic change to the commitment on the enhancement of English competence by upgrading its status to be the medium of instruction

⁴⁰ Kustulasari, Agustina. "The International Standard School Project in Indonesia: a Policy Document Analysis." Unpublished Master Thesis, Ohio State University, 2009; Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"

⁴¹ Sultan et al. "English medium of instruction in Indonesian public junior secondary school: Student's language use, attitude/motivation, and foreign language outcomes"

⁴² Nunan, David. "The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region," in TESOL Quarterly, 37, no. 4, (2003): 589-613.

⁴³ Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"

⁴⁴ Bjork, Christopher. "Indonesian Education: Teachers, Schools, and Central Bureaucracy," New York: Routledge, 2005.

⁴⁵ Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"

⁴⁶ Martin, Peter. "Educational discourses and literacy in Brunei Darussalam. *International, Journal of Bilingual Education and Bilingualism*, 11, no. 2, (2008); 206-224.

⁴⁷ Hall, "Introduction,"

⁴⁸ Hall, "Introduction,"

⁴⁹ Lie, Anita. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities," in *TEFLIN Journal*, 28, no. 1, (2017): 71-92.

⁵⁰ Hall, "Introduction,"

in mainstream classroom. However, this language policy change did not show a significant impact on English language competence instead showed no improvement in the content subject learning outcome. This stems from the teachers' unpreparedness to teach content subjects through English. Moreover, in the light of Hall's theory of representation, teacher and students were using the language which is not their representation system that leads to a meaningless interaction. Thus, the requirement of English as medium of instruction leads to burden and misconception experienced by teachers raises the question whether the language planning and policy on English should be drastically changed as being the medium of instruction in mainstream education. Kirkpatrick (2011) answered by arguing that the use of English as a medium of instruction in South-East Asian context is considered rather ill-advised and having the potential to disrupt the construction of national identity.

2. English as a threat to national identity

The use of English as a medium of instruction was also accused to disrupt the construction of students' national identity. Moreover, this accusation was also one of the reasons why RSBI project was cancelled based on the ruling of constitutional court. The discussion of how RSBI project impacts national identity was discussed by Yuliantoro and Shakiyya through their studies. In his study, Yuliantoro discussed how the government and some stakeholders had different view on the idea of national identity.⁵¹ Meanwhile, Shakiyya presents the discussion on how RSBI project leads to the emphasis on Indonesia's identity as a post colonialism country.⁵²

According to Hall (1997), identity shapes culture and reversely culture gives context which shapes identity. In terms of national policy, this is explained by Bhabha as the political potential of identity which depends on the capacity of the nation to mediate and negotiate both internal problems and external pressure of global world.⁵³ In this sense, the drive of RSBI project as a national policy was coming from the view of the government towards national identity of Indonesia. In her study, Shakiyya explained that the justification of doing internationalization on education standards through RSBI project was coming from the view that Indonesia's education was falling behind the standards of Organization for Economic Co-operation and Development (OECD) countries as the benchmark of global level competition. The view on OECD countries standards of education becomes the reasoning behind the RSBI project decision of using English a medium of instruction.⁵⁴

However, RSBI project as a government method of building the nation identity was perceived to endanger the national identity. Meanwhile, the government drive behind RSBI project policy was based on the national identity. According to Yuliantoro, this reflects the contesting visions on the national identity between the government and the stakeholders who opposed the RSBI project.⁵⁵ The practice of using national language is a symbolic practice which gives meaning to the idea of national culture and consequently identifies national identity.⁵⁶ This aligns with the concept of national identity emergence explained by Anderson through his paper entitled 'imagined community', that the idea of a nation might

⁵¹ Yuliantoro, "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity."

⁵² Sakhiyya, Zulfa. "Interrogating identity: the International Standard School in Indonesia," in *Pedagogy, Culture & Society*, 19, no. 3, (2011): 345-365.

⁵³ (1997 as cited in Sakhiyya, 2011)

⁵⁴ Sakhiyya. "Interrogating identity: the International Standard School in Indonesia,"

⁵⁵ Yuliantoro, "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity."

⁵⁶ Hall, "Introduction,"

emerge with the printed language which agreed upon to mediate language diversity.⁵⁷ In this sense, the relationship between national language and national identity can be considered as legitimate. Bahasa Indonesia, in this case, is viewed as the national language that consequently becomes a part Indonesian national identity. In relation to RSBI project, this perspective on national language was being challenged and contested.

In the light of Hall's theory on cultural difference, this contesting vision can be considered as a different representation of the concept of culture and identity. Hall explains that people belong to the same culture if they share the same way to interpret signs from a language.⁵⁸ Bahasa Indonesia as the national language took this concept of culture where it was made to unite Indonesian people which consists of different tribes and local languages. In this sense, Bahasa Indonesia was made so these different people from different tribes feel belong and share the same identity, Indonesian. In relation to the case of RSBI, the government view of Indonesian identity is rather unfixed in which through RSBI project, the national identity could be 'upgraded' to be able to compete in the global level. This was reflected in the criteria of RSBI project which required schools to import international standards, use English as language of instruction, and promotion on the use of technology.⁵⁹ The government was trying to add the culture of 'global village' so Indonesia would share the same identity with the developed countries and will belong to 'the global village'. However, the objecting stakeholders view that expanding national identity through the addition of English as Indonesian identity, even culture, would lead to attrition on the use and preservation of Bahasa Indonesia. The stakeholders view that this will result to a disturbance on national unity built by Bahasa Indonesia in which all Indonesians share as people from the same (national) culture.⁶⁰

In another perspective, the contesting perspectives between the government and stakeholders are reflecting the concept referred to as 'access paradox' by Lodge.⁶¹ The access paradox is conceptualized as a condition where there is a contention between the responsibility to provide English as an important capital and the need to challenge the hegemony of English for it might harm the own language as a part of national culture or identity.⁶² In relation to the case of RSBI project, the conflicting view between the importance of providing a quality English language education and the view that the country should avoid the hegemony of English language. These two different views were coming from different sides. On the one hand, the government, as the RSBI project producer, belong to the side which decided to intensify the provision of English language education and unconsciously legitimize the hegemony of English. On the other hand, the stakeholders are

⁵⁷ Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, 1983.

⁵⁸ Hall, "Introduction,"

⁵⁹ Tsui, Amy B., & Tollefson, James W. "Language Policy and the Construction of National Cultural Identity," in *Language Policy, Culture, and Identity in Asian Contexts*, Amy B. Tsui & James W. Tollefson, (New Jersey: Lawrence Erlbaum Associates, 2007), 1-21.

⁶⁰ Lie. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities,"; Yuliantoro, "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity."

⁶¹ Lodge as cited in Joseph, Michael, & Ramani, Esther. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession," in *English in The World: Global Rules, Global Role*, ed. Rani Rubdy & Mario Saraceni (New York: Continuum, 2006), 186-199.

⁶² Joseph, & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession,"

on the side that is aware of the potential danger in form of devaluation to Bahasa Indonesia as the national language and even the language that unifies Indonesians.

In summary, besides as being a barrier to learning and teaching process, English as the medium of instruction in RSBI project was also alleged to the disturbance to the construction of national identity. This issue stems from the different vision from the government and stakeholders to the idea of national identity. In another view, this issue is also reflecting the access paradox, a position where there is a need to provide access to English but there is also a fear that English might depreciate the value of Bahasa Indonesia as an important part of Indonesia national identity.

Rethinking the Content-Language Integration in Indonesian Context

Building from the discussion above, the integration of English as medium of instruction in content teaching led to several issues in the perspective of English as a barrier to learning and English is harmful to national identity. This section will move to the rethinking of content-language integration education in the context of Indonesia through the discussion of several factors that need to be considered in integrating content and language in mainstream classroom. The two factors that will be discussed below are derived from the discourse of content and language integration education program, especially CLIL. The discussion will cover priorities of language learning and teachers' readiness.

1. Priority of Language Learning

The success behind all popular content-integration programs is always the reason to be agreed upon and gain sufficient support from all stakeholders. In the case of CLIL in European context, the movement of content-language integration is supported by the European Union (EU) for its contribution to the social cohesiveness and enhancement working competence of individuals in European community.⁶³ In Canada, the immersion program was initiated with the reason for the students to achieve literacy in both French and English and appreciate both culture.⁶⁴ Both of these programs depart from the concern on mastery of language and gain support from all stakeholders, including society. Furthermore, both CLIL and immersion aim to integrate language to content teaching without any negative impact on content learning outcomes.⁶⁵

In relation with RSBI project, the documents are filled with the statements of RSBI project was established to prepare students to be able to compete in global level.⁶⁶ The topic of competitiveness and globalisation were represented by the government to be in line with the needs to strengthen the commitment with English and the urge to put English as medium of instruction. However, there was no single statement about the aim for the students to achieve bilingualism or biliteracy.⁶⁷ Moreover, Coleman argued that the RSBI project did not have an apparent explanation on the relationship between the concepts of globalisation and the urge to use English as medium of instruction.⁶⁸ In this sense, the language policy and language planning from the RSBI project was not complete with the absence of important

⁶³ Ioannou-Georgiou, "Reviewing the puzzle of CLIL"

⁶⁴ Baker, Colin, and Wright, Wayne E. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2017.

⁶⁵ Turner. "CLIL in Australia: the importance of context,"

⁶⁶ Depdiknas. (2009). "Minister Regulation Number 78 of 2009 about the Implementation of International Standard School"; Republik Indonesia. "Law Number 20 Year 2003 on National Education System". 3

⁶⁷ Coleman. "Allocating resources for English: The case of Indonesia's English medium International Standards Schools,"

⁶⁸ Coleman. "Allocating resources for English: The case of Indonesia's English medium International Standards Schools,"

connection between English as medium of instruction and globalisation, especially with no strong evidence on the learning outcome. The vague language policy and planning of RSBI project results to the unconvinced society which then objected the use of English as medium of instruction.

In another view, the unconvinced stakeholders were still holding the belief that English will bring harm to the acquisition of Bahasa Indonesia as the national language.⁶⁹ According to Turner, the monolingualism views that believed first language as the most important also happened as a challenge of implementing CLIL in Australia.⁷⁰ This relates to the strong position of Bahasa Indonesia as the language which contributes to the struggle of nation-state building. This important role of Bahasa Indonesia to the country results in a tendency to put aside the importance to master English, even in this globalization era.⁷¹ However, Lie also explains that the concern is reasonable with Indonesia as a multilingual country which consists of 700 local languages and 17,000 islands that physically separated.⁷²

The over emphasis on national language can be seen in the recent case of English language teaching in Indonesia is the reduction of learning hours according to the new curriculum – 2013 Curriculum. In its early implementation, English subject was omitted from the elementary school curriculum and the learning hours in the senior high school level were reduced from two to one meeting per week. The reason of omitting the English subject from the elementary school level was driven by the fear that learning English will interfere the acquisition of Bahasa Indonesia.⁷³

This reduction of exposure to English with the reason to secure Bahasa Indonesia acquisition and preserving national identity can be seen as the effort of the government to resolve the occurring access paradox.⁷⁴ However, the decision to reduce significant amount of exposure to English is rather excessive and ignoring the notion of multilingualism which also upholds the idea of diversity. However, this latest revision of curriculum also raised objections from English teachers assigned in elementary and senior high school levels.⁷⁵

As a summary, in addressing the issue of content and language integration, it is worth to consider the priority of language learning in the mainstream education system. This relates to the awareness of the access paradox concept which has already used to discuss the issue of English as a threat to national identity in the case of RSBI project. As discussed above, the concept of access paradox in RSBI project was reflected from two different sides, which are the government and stakeholders. However, in order to go beyond the access paradox, these two opposing views on English language have to be in parallel. In this sense, the government and the stakeholders must come to an agreement that the negative impact from hegemony of English should be avoided but the access to English still need to be provided. This could be done through the provision of an excellent English language

⁶⁹ Lie. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities,"; Yuliantoro, "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity."

⁷⁰ Turner. "CLIL in Australia: the importance of context,"

⁷¹ Lie. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities,"

⁷² Lie. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities,"

⁷³ Putra. "The implication of curriculum renewal on ELT in Indonesia,"

⁷⁴ Joseph & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession,"; Tsui & Tollefson. "Language Policy and the Construction of National Cultural Identity,"

⁷⁵ Panggabean. "Problematic approach to english learning and teaching: A case in Indonesia,"

program that come together with an excellent national and local language program to address the access paradox.⁷⁶

2. Teachers' Readiness

The second factor to be discussed is the readiness of teachers in embracing the system of education where English is integrated to the learning of content. According to CLIL successful factors, one of the keys to successful content-language integration is competent and qualified bilingual teachers.⁷⁷ This is because teachers act as the agency in implementing language policy in localized context of school and classroom.⁷⁸ In another perspective, Tollefson argues that teachers experience most of the consequences emerge from language policy.⁷⁹

As mentioned earlier, in the case of RSBI project, teachers' readiness and support was insufficient to hold a content-language integration system of education.⁸⁰ The implementation of RSBI project found that most of Indonesian teachers were not proficient in English.⁸¹ This stems from the insufficient English training of RSBI project which focus on daily use of English rather than English for specific purposes and content-language integration teaching.⁸² This might lead to the development of creolized English while being reticent in using Bahasa Indonesia.⁸³

In addressing the issue of teachers' readiness, the most appropriate rethinking would be on teacher training. Teachers as enactors of RSBI project should be equipped with sufficient knowledge and skills to effectively implement the policy.⁸⁴ Since it was found that the teachers' development program of RSBI project was lacking in the aspect of utilizing English as medium of instruction and to carry out the teaching and learning processes and teaching strategies.⁸⁵ Moreover, school principals and teachers are suggested to initiate professional learning environment which facilitate collaboration, self-reflection and evaluation.⁸⁶

⁷⁶ Guo, Yan., & Beckett, Gulbahar. "The Hegemony of English as a Global Language: Reclaiming Local Knowledge and Culture in China," *Convergence*, 40, no. (2007); 117-132.

; Joseph, & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession,"

⁷⁷ Naves, Teresa. "Effective Content and Language Integrated Learning (CLIL) Programmes," in *Content and Language Integrated Learning: Evidence from Research in Europe*. ed. Yolanda Ruiz de Zarobe & Rosa María Jiménez Catalán, (Bristol: Multilingual Matters, 2009), 22-40.

⁷⁸ Liddicoat, Anthony J., & Baldauf, Richard B. Language planning in local contexts: Agents, contexts and interactions. In A. J. Liddicoat, & R. B. Baldauf (Eds.), *Language Planning and Policy: Language Planning in Local Contexts*, ed. Liddicoat, Anthony J., & Baldauf, Richard B (Clevedon: Multilingual Matters, 2008), 3-17.

⁷⁹ Tollefson, James W. "Critical theory in language policy," in *An Introduction to Language Policy: Theory and Method*, ed. Thomas Ricento, (Malden: Blackwell, 2006), 42-59.

⁸⁰ Hadisantosa, Nilawati. "Insights from Indonesia," in *Learning Through English: Policies, Challenges and Prospects*, ed. Richard Johnstone (Malaysia: British Council, 2010), 24-26.

; Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"

⁸¹ Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"; Sultan et al. "English medium of instruction in Indonesian public junior secondary school: Student's language use, attitude/motivation, and foreign language outcomes."

⁸² Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"

⁸³ Lie. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities,"

⁸⁴ Martin. "Educational discourses and literacy in Brunei Darussalam. *International*,"

⁸⁵ Bax, Stephen. *Researching English Bilingual Education in Thailand, Indonesia and South Korea*. Kuala Lumpur: British Council, 2010; Zacharias "Navigating through the English-medium-of-instruction policy: Voices from the field,"

⁸⁶ ACDP. "Evaluation of International Standard Schools in Indonesia"

In addition to the training which focuses on the teaching competence, shift of paradigm to a multilingual view would be helpful to address the unawareness of the essence of content and language integration. According to Joseph and Ramani, this could be done through the exposure to the politics of English, language and cognition theories and contextual policy implementation.⁸⁷ First, teachers would benefit from the exposure to the discourse of politics of English such as hegemony of English, multilingualism and multiliteracies.⁸⁸ This awareness on the politics of English would lead to awareness of access paradox where caution is being paid to the danger of English domination to national language while at the same time democratizing English to be accessed as a free resource.⁸⁹ Second, teachers should be familiar with the theories of cognition in language learning which involve the notions of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Understanding the concepts of BICS and CALP would be very helpful in implementing the content and language integration education where students are not only learning the content but also an additional language. BICS are the less cognitively demanding language skills which relate to daily activities while CALP refers to the cognitively demanding language skills being used to navigate in schooling.⁹⁰ These two concepts will be helpful for teachers in scaffolding a complex task accordingly to match the students' proficiency in the new medium of instruction.⁹¹

Third, teachers should be made aware of the need to contextualize a policy rather than directly implement any mandate from the government. According to Liddicoat and Baldauf, teachers hold the important role of negotiating policy to the local context.⁹² Therefore, teachers should be aware of contextual and personal limitations in implementing a policy and request support to be equipped with the required knowledge and skill to effectively implement the policy.⁹³ As a result, the exposure to the politics of English, language learning cognition and contextual policy implementation, argued by Joseph and Ramani, could shift teacher's identity to challenge the hegemony of English while promoting a form of "globalism" which acknowledge multilingualism and diversity.⁹⁴

In summary, rethinking content and language integration in Indonesia should include the topic of teachers' readiness for they are the agent who will enact the policy. Teacher should be well-prepared through the development of learning community and focused training on English competence and teaching strategies. Moreover, teachers should also be exposed the concepts related to politics of English, language learning cognition and contextual implementation which will shape them to be critical in teaching through English.

⁸⁷ Joseph & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession,"

⁸⁸ Joseph & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession,"

⁸⁹ Joseph & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession,"; Tsui & Tollefson. "Language Policy and the Construction of National Cultural Identity,"

⁹⁰ Cummins, Jim. "BICS and CALP: Empirical and theoretical status of the distinction" in *Encyclopedia of Language and Education*, ed. Nancy Hornberger (New York: Springer, 2008), 71-83.

⁹¹ Coyle. "Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies."

⁹² Liddicoat and Baldauf. "Language planning in local contexts: Agents, contexts and interactions."

⁹³ Martin. "Educational discourses and literacy in Brunei Darussalam. *International*,"

⁹⁴ Joseph & Ramani. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession," 197.

Conclusion

This study has examined the case of Indonesian international standard school project, the RSBI project, as an attempt of rethinking the possibility of implementing content-language integration in Indonesia. This study provides the scrutiny of English as medium of instruction in Indonesian RSBI project which covers two challenges, first, the decision of English as medium of instruction only results to a slight performance increase in English subject score and no impact seen on content subject national exam score. Second, the charge to English as medium of instruction in RSBI project as disrupting the national identity construction on youth through the dominance to Bahasa Indonesia.

As a response to the case, this study offers the rethinking of content and language integration through two topics which are related to the two challenges of English in RSBI project. First, this paper call to reconsider the priority of language learning in Indonesia, especially English as the agreed lingua franca of the global world. Second, the rethinking on teachers' readiness to embrace the teaching of content and language integration. Furthermore, the study of content and language integration in Indonesia through the case study of the RSBI project bring up one important question of to how exactly the integration of English in mainstream classroom will impact students' national identity.

Regardless of the contention on content-language integration and national identity, Indonesian government should carefully consider the priority and balance of language learning of both Bahasa Indonesia and foreign language, in this case English, rather than intensifying one language from another. The inconsistency of education and language policy in Indonesia always attract objection from the stakeholders which is evident in the case of RSBI project and the latter, 2013 curriculum which briefly discussed in this essay.

REFERENCES

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1983.
- Baker, Colin, and Wright, Wayne E. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2017.
- Bax, Stephen. *Researching English Bilingual Education in Thailand, Indonesia and South Korea*. Kuala Lumpur: British Council, 2010.
- Bjork, Christopher. *Indonesian Education: Teachers, Schools, and Central Bureaucracy*. New York: Routledge, 2005.
- Coleman, Hywel. "Allocating resources for English: The case of Indonesia's English medium International Standards Schools," in *Dreams and Realities: Developing Countries and the English Language*, ed, H. Coleman (London: British Council, 2011), 87-112.
- Coyle, Do. Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10 , no. 5, (2007): 543-562, doi:10.2167/beb459.0
- Coyle, Do., Hood, Philip., & Marsh, David. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press, 2010.
- Cummins, Jim. "BICS and CALP: Empirical and theoretical status of the distinction" in *Encyclopedia of Language and Education*, ed. Nancy Hornberger (New York: Springer, 2008), 71-83.

- Dalton-Puffer, Christiane. "Content-and-language integrated learning: From practice to principles," *Annual Review of Applied Linguistics*, 31, (2011): 182-204, doi:10.1017/S0267190511000092
- Departemen Pendidikan Nasional. Rencana Strategis Departemen Pendidikan Nasional 2005-2009 [Department of National Education Strategic Plan 2005-2009]. Jakarta: Departemen Pendidikan Nasional. 2005.
- Departemen Pendidikan Nasional. Pedoman Penjaminan Mutu Sekolah/Madrasah Bertaraf Internasional Jenjang Pendidikan Dasar dan Menengah. [Quality Assurance Handbook of International Standard Schools/ Madrasah of Primary and Secondary Level]. Jakarta: Departemen Pendidikan Nasional. 2007.
- Departemen Pendidikan Nasional. Panduan Penyelenggaraan Rintisan Sekolah Dasar Bertaraf Internasional [Guidelines for Implementation of 'Pioneering' International Standard Primary Schools]. Jakarta: Departemen Pendidikan Nasional. 2008.
- Departemen Pendidikan Nasional. Panduan Pelaksanaan Pembinaan Rintisan Sekolah Menengah Pertama Bertaraf Internasional (SMP-SBI). Jakarta: Departemen Pendidikan Nasional. 2008.
- Depdiknas. (2009). Peraturan Menteri Pendidikan Nasional Nomor 78 Tahun 2009 tentang Penyelenggaraan Sekolah Bertaraf Internasional Pada Jenjang Pendidikan Dasar dan Menengah [Minister Regulation Number 78 of 2009 about the Implementation of International Standard School]. Jakarta: Departemen Pendidikan Nasional.
- Education Sector Analytical and Capacity Development Partnership [ACDP]. *Evaluation of International Standard Schools in Indonesia*. Jakarta: Balitbang. 2013.
- Guo, Yan., & Beckett, Gulbahar. "The Hegemony of English as a Global Language: Reclaiming Local Knowledge and Culture in China," *Convergence*, 40, no. (2007); 117-132.
- Hadisantosa, Nilawati. "Insights from Indonesia," in *Learning Through English: Policies, Challenges and Prospects*, ed. Richard Johnstone (Malaysia: British Council, 2010), 24-26.
- Hall, Stuart. "Introduction," in *Representation: Cultural Representations and Signifying Practices*, ed. Stuart Hall (London: Sage Publications, 1997), (pp. 1-11)
- Hamid, Obaidul. "Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh," in *Current Issues in Language Planning*, 11, no. 14 (2011): 289-310, doi:10.1080/14664208.2011.532621
- Ioannou-Georgiou, Sophie. "Reviewing the puzzle of CLIL" in *ELT*, 66, no. 4, (2012); 495-504. doi:10.1093/elt/ccs047
- Joseph, Michael, & Ramani, Esther. "English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession," in *English in The World: Global Rules, Global Role*, ed. Rani Rubdy & Mario Saraceni (New York: Continuum, 2006, 186-199.
- Kirkpatrick, Andy. "English as a medium of instruction in Asian Education (from primary to tertiary): Implications for local languages and local scholarship" in *Applied Linguistics Review* (2011): 99-120, doi:10.1515/9783110239331.99
- Kustulasari, Agustina. "The International Standard School Project in Indonesia: a Policy Document Analysis." Unpublished Master Thesis, Ohio State University, 2009.
- Liddicoat, Anthony J., & Baldauf, Richard B. Language planning in local contexts: Agents, contexts and interactions. In A. J. Liddicoat, & R. B. Baldauf (Eds.), *Language Planning and Policy: Language Planning in Local Contexts*, ed. Liddicoat, Anthony J., & Baldauf, Richard B (Clevedon: Multilingual Matters, 2008), 3-17.

- Lie, Anita. "English and Identity in Multicultural Contexts: Issues, Challenges, and Opportunities," in *TEFLIN Journal*, 28, no. 1, (2017): 71-92.
doi:<http://dx.doi.org/10.15639/teflinjournal.v28i1/71-92>
- Martin, Peter. "Educational discourses and literacy in Brunei Darussalam." *International Journal of Bilingual Education and Bilingualism*, 11, no. 2, (2008); 206-224.
doi:10.2167/beb494.0
- Naves, Teresa. "Effective Content and Language Integrated Learning (CLIL) Programmes," in *Content and Language Integrated Learning: Evidence from Research in Europe*. ed. Yolanda Ruiz de Zarobe & Rosa María Jiménez Catalán, (Bristol: Multilingual Matters, 2009), 22-40.
- Nikula, Tarja. "Hands-on tasks in CLIL science classrooms as sites for subject-specific language use and learning," in *System* 54, (2015): 14-27.
doi:10.1016/j.system.2015.04.003
- Nunan, David. "The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region," in *TESOL Quarterly*, 37, no. 4, (2003): 589-613.
- Panggabean, Himpun. "Problematic approach to english learning and teaching: A case in Indonesia," in *English Language Teaching* 8, (2015): 35-45. doi:10.5539/elt.v8n3p35
- Putra, Kristian Adi. "The implication of curriculum renewal on ELT in Indonesia," in *PAROLE: Journal of Linguistics and Education*, 4, (2014): 63-75.
- Republik Indonesia. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [Law Number 20 Year 2003 on National Education System]. Jakarta: Sekretariat Negara. 2003.
- Republik Indonesia. (2005). Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan [Government Decree Number 19 Year 2005 on National Standards for Education]. Jakarta: Sekretariat Negara.
- Johnstone, Richard. "*Learning Through English: Policies, Challenges and Prospects*," Malaysia: British Council, 2010.
- Sakhiyya, Zulfa. "Interrogating identity: the International Standard School in Indonesia," in *Pedagogy, Culture & Society*, 19, no. 3, (2011): 345-365.
doi:10.1080/14681366.2011.607841
- Tollefson, James W. "Critical theory in language policy," in *An Introduction to Language Policy: Theory and Method*, ed. Thomas Ricento, (Malden: Blackwell, 2006), 42-59.
- Tsui, Amy B., & Tollefson, James W. "Language Policy and the Construction of National Cultural Identity," in *Language Policy, Culture, and Identity in Asian Contexts*, , Amy B. Tsui & James W. Tollefson, (New Jersey: Lawrence Erlbaum Associates, 2007), 1-21.
- Turner, Marianne. "CLIL in Australia: the importance of context," in *International Journal of Bilingual Education and Bilingualism*, 16, no. 4, (2013): 395-410.
doi:10.1080/13670050.2012.691086
- Woodward, Kathryn. *Identity and Difference*. London: Sage Publications, 1997.
- Yuliantoro, Dwi Agus. "Rintisan sekolah bertaraf internasional (RSBI) court case and contesting visions of Indonesian national identity." Doctoral Dissertation, Michigan State University, 2016. <https://doi.org/doi:10.25335/M5QJ4M>
- Zacharias, Nugrahenny T. "Navigating through the English-medium-of-instruction policy: Voices from the field," in *Current Issues in Language Planning*, 14, no. 1, (2013): 93-108.
doi:10.1080/14664208.2013.782797