

**THE CORRELATION BETWEEN STUDENTS'
TIME MANAGEMENT AND STUDENTS' MASTERY IN
CONTENT SUBJECTS OF EMI CLASSES AT
SMP NEGERI 1 PALEMBANG**

A Thesis by

GIMAN WAHYUDI

Student Number 06011281520079

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

PALEMBANG

2019

**THE CORRELATION BETWEEN STUDENTS' TIME MANAGEMENT AND
STUDENTS' MASTERY IN CONTENT SUBJECTS OF EMI CLASSES AT
SMP NEGERI 1 PALEMBANG**

A Thesis by

Giman Wahyudi

Student Number 06011281520079

English Education Study Program

Language and Arts Education Department

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG**

2019

Approved by,

Advisor 1,



Soni Mirizon, M.A., Ed. D
NIP. 196711041993031002

Advisor 2,



Drs. Muslih Hambali, M.L.I.S.
NIP. 19578261984031001

Certified by,

**Coordinator of Language and Arts
Education Department,**



Dr. Didi Suhendi, M. Hum
NIP. 196910221994031001

**Coordinator of English Education
Study Program,**



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

**The Correlation between Students' Time Management and
Students' Mastery in Content Subjects of Emi Classes at SMP
Negeri 1 Palembang**

Giman Wahyudi

Student's Number: 06011281520079

This thesis was defended by the writer in final program examination and was approved by examination committee on:

Day : Thursday

Date : May 9th, 2019

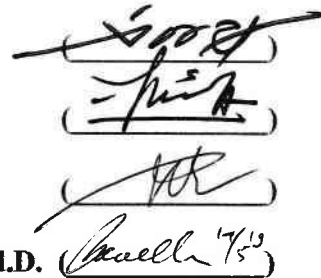
EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Soni Mirizon, M.A., Ed. D.

2. Secretary : Drs. Muslih Hambali, MLIS.

3. Member : Erlina S.Pd., M.Pd., M.Ed.

4. Member : Machdalena Vianty, M.Ed., M.Pd., Ed.D.

Handwritten signatures of the examination committee members, each enclosed in a rectangular box. The signatures are: Soni Mirizon, Drs. Muslih Hambali, Erlina S.Pd., and Machdalena Vianty.

Palembang, May , 2019

Certified by

Coordinator of English Education
Study Program

Handwritten signature of Hariswan Putera Jaya.

Hariswan Putera Jaya, S.Pd., M.Pd.

NIP 197408022002121003

DECLARATION

I, the undersigned,

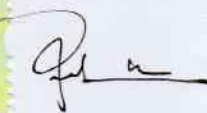
Name : Gimán Wahyudi
Student Number : 06011281520079
Study Program : English Education

Certify that this thesis entitled “ The Correlation between Students’ Time Management and Students’ Mastery in Content Subjects of EMI Classes at SMP Negeri 1 Palembang” is my own work and did not do any plagiarism or inappropriate quotation against the ethics and rules commanded by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve the court if I am found to have plagiarized this work.

Palembang, May 2019

Undersigned




Gimán Wahyudi
NIM. 06011281520079

ACKNOWLEDGEMENT

Alhamdulillah all praises to Allah SWT for His blessing, the writer could finish the thesis as the final requirements in obtaining his Undergraduate Degree (S1) at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. The writer would like to express his gratitude to his two advisers, Soni Mirizon, M.A., Ed.D. and Drs. Muslih Hambali, M.L.IS, for guiding him throughout the process of writing this thesis. Your advice, comment, and suggestion were valuable for the writer during and after writing this thesis. The writer also would like to express his gratitude for the Dean of the Faculty of Teacher Training and Education, Sriwijaya University and the staffs for their assistance in administrations matters, the Coordinator of Language and Arts of Education Department, and the Coordinator of English Education Study Program of Sriwijaya University. The writer would also like to express his gratitude to the Headmaster of SMP Negeri 1 Palembang, the staffs and the students of grades 8 and 9 at SMP Negeri 1 Palembang for their cooperation in helping the writer during the research. The deepest respect and love were aimed for writer's parents, siblings, nephew and niece, best friends, close friends and friends for their love, support, motivation and words of wisdom.

Palembang, May 2019

The Writer

GW

DEDICATION AND MOTTO

This thesis is dedicated to :

- Allah SWT, The all Mighty who has blessed, guided, and given me the opportunity to complete my thesis.
- My beloved parents, Suwitorejo and Jumiye, who always give their unlimited love, support, patience, and encouragement in completing this thesis and in anything. Thank you so much for your endless love and pray for my entire process of life until at this point. Your sacrifice are beyond everything for me and it keeps me awake to give my best in my thesis and everything. Again, thank you so much for letting me born in this world and being part of your life. Mamak and Bapak, I LOVE YOU.
- My advisers, Soni Mirizon, MA., Ed.D. and Drs. Muslih Hambali, M.L.IS, who have guided and advised my thesis during my research. Thank you for your patience and supports in helping myself to finish my study.
- All of my lecturers who had taught and guided me during my years of studying at English Education, Sriwijaya University
- My wonderful brother and sisters, Asih, Atik, Supreh, Romlah, Rondiah, and Jumari, who had gave their full support and love to me in order to finish my higher education.
- My nephew and niece who always make me happy when I was stressed during my research.
- My aunt, Bi Yani, who always support and understand myself. Thank you for trusting what I do.
- My thesis partner, Nadya Emelda, who always share the joy and sorrow during the thesis project.
- My best friends, Dicky, Caisar, My beautiful Nanda, and My Beautiful Renny who always stay in my side. Thank you for being part of my collage life, my partner, my craziness, my stupidity, and my sorrow. Your presence give me a super power in finishing this thesis.
- My beloved beautiful friends, Lafely and Masda, who always presistence give funny jokes and make me happier. Your presence make me feeling confident and handsome.
- My wonderful friend, Kartika, who always support and be in my side. Thank you to listen every story of my life, my struggle, and my joy. Thank you for being a good listener.
- My thesis in crime, Bioantika and Yusuf, who always did our thesis together. Thank you for your stories and your jokes during the process of this thesis.
- My friend of B and A classes, thank you for being my part of story in finishing this thesis and study.

MOTTO

“ Love yourself no matter who you are”

“Struggle is not a pain but it is a JOY”

“You are the ruler of yourself”

THE CORRELATION BETWEEN STUDENTS' TIME MANAGEMENT AND STUDENTS' MASTERY IN CONTENT SUBJECTS OF EMI CLASSES AT SMP NEGERI 1 PALEMBANG

ABSTRACT

The objectives of this study were to find out whether or not there was any significant correlation between students' time management and students' mastery in math and science, and to find out whether or not there was any significant contribution of students' time management to their math and science mastery in EMI classes at SMPN 1 Palembang. The sample of this study was 123 students of SMPN 1 Palembang grades 8 and 9. Furthermore, in collecting the data the writer used two techniques, using time management questionnaire and using documentation from the content subjects score. The data were analyzed by using Pearson Product Moment Correlation Coefficient and Multiple Linear Regression in SPSS version 24. The results of this study showed that students mastery in math and science in EMI classes was below average. Furthermore, there was a significant correlation between time management and students' mastery on content subject of EMI classes because the p-values of math and science were the same, 0.000 lower than 0.05. Additionally, the result from the regression test of math and science subject showed that there was 39.5% contribution of time management toward students' math mastery and 37.2% contribution of time management toward students' science mastery in which the domain of short range planning was significantly contributed in determining students' mastery.

Key Words: *Correlation, Time Management, English as Medium of Instruction (EMI), Students' Mastery in Content Subjects*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Gimani Wahyudi
Students Number : 06011281520079
Advisors : 1. Soni Mirizon, M.A., Ed.D.
2. Drs. Muslih Hambali, M.L.I.S.

Palembang,

2019

Approved by,

Advisor 1,



Soni Mirizon, MA., Ed.D.
NIP. 196711041993031002

Advisor 2,



Drs. Muslih Hambali, M.L.IS.
NIP. 19578261984031001

Certified by,

Head of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

TABLE OF CONTENTS

TITLE PAGE.....	i
CERTIFICATION PAGE.....	ii
DECLARATION.....	iv
ACKNOWLEDGEMENT.....	v
THESIS DEDICATION.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
I. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Problems of the Study.....	6
1.3 Objectives of the Study.....	7
1.4 Significances of the Study.....	8
II. LITERATURE REVIEW.....	9
2.1 Concept of Time Management.....	9
2.1.1 Time Planning.....	9
2.1.2 Time Attitude.....	10
2.1.3 Time Wasters.....	10
2.2 English as Medium of Instruction (EMI).....	11
2.3 EMI for Secondary Education in Indonesia.....	12
2.4 Time Management and Students' Mastery on Content Subjects of EMI Classes.....	13
2.5 Students' Mastery and EMI Classes.....	14
2.6 Previous Related Studies.....	14
2.7 Hypotheses of the Study.....	18
III. METHODOLOGY.....	
3.1 Method of the Study.....	20
3.2 Operational Definitions.....	20
3.3 Variables of the Study.....	21
3.4 Population and Sample.....	22

3.4.1 Population.....	22
3.4.2 Sample.....	22
3.5 Techniques for Collecting the Data.....	24
3.5.1 Questionnaire.....	24
3.5.2 Documentation.....	25
3.6 Validity and Reliability of the Instruments.....	25
3.6.1 Validity and Reliability of the Questionnaire.....	25
3.6.2 Validity and Reliability of the Documentation.....	28
3.7 Techniques for Analyzing the Data.....	28
 IV. FINDINGS AND INTERPRETATIONS.....	 30
4.1 Findings of the Study.....	30
4.1.1 Results of the Questionnaire.....	30
4.1.2 Results of the Documentation in Content Subjects.....	36
4.1.2.1 Results of the Documentation in Math Subject.....	36
4.1.2.2 Results of the Documentation in Science Subject.....	37
4.2 Results of Statistical Analyses.....	39
4.2.1 Normality Test.....	39
4.2.2 Correlation Coefficient Analyses and Regression Analyses.....	40
4.3 Interpretation of the Study.....	49
 V. CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions.....	53
5.2 Suggestions.....	54
 REFERENCES.....	 55
APPENDICES.....	60

LIST OF TABLES

Table 1	: Population of the Study.....	22
Table 2	: Sample of the Study.....	23
Table 3	: Results of CFA Test.....	27
Table 4	: Interpretation of the Correlation Coefficient.....	28
Table 5	: Results of Time Management Questionnaire.....	31
Table 6	: Results of Short Range Planning Domain.....	32
Table 7	: Results of Long Range Planning Domain.....	33
Table 8	: Results of Time Attitude Domain.....	35
Table 9	: Results of Time Management Domain.....	36
Table10	: Results of Documentation of Math Subject.....	37
Table11	: Results of Documentation of Science Subject.....	38
Table12	: Results of Normality Test.....	39
Table13	: Results of Correlation Test of Time Management and Math Subject.....	40
Table14	: Results of Correlation Test between Time Management Domain and Students' Mastery in Math Subject.....	41
Table15	: Results of Correlation Test of Time Management an Science Subject.....	42
Table16	: Results of Correlation Test between Time Management Domain and Students' Mastery in Science Subject.....	43
Table17	: Results of Regression Test of Time Management to Math Subject.....	44
Table18	: Regression Analyses : Contribution of Each Time Management toward Students' Math Mastery.....	44
Table19	: Coefficient of Regression Test of Students' Math Mastery.....	45
Table20	: Results of Regression Test of Time Management to Science Subject.....	46
Table21	: Regression Analyses : Contribution of Each Time Management toward Students' Science Mastery.....	47
Table22	: Coefficient of Regression Test of Students' Science Mastery.....	48

LIST OF APPENDICES

Appendix A	: Usul Judul Skripsi
Appendix B	: Surat Keputusan Pembimbing Skripsi
Appendix C	: Surat Keputusan Seminar Proposal Penelitian
Appendix D	: Surat Keputusan Hasil Penelitian
Appendix E	: Surat Keputusan Ujian Akhir S-1
Appendix F	: Approval to Take Part in Research Design Seminar
Appendix G	: Approval has Conducted Research Design Seminar
Appendix H	: Approval to Take Part in Preliminary Research Report Seminar
Appendix I	: Approval has Conducted Preliminary Research Report Seminar
Appendix J	: Approval to Take Part in Final Exam
Appendix K	: Approval has Conducted Final Exam
Appendix L	: Research Design Seminar Suggestion List
Appendix M	: Preliminary Research Report Suggestion List
Appendix N	: Final Exam Suggestion List
Appendix O	: Daftar Hadir Mahasiswa dalam Seminar Usul Penelitian
Appendix P	: Daftar Hadir Mahasiswa dalam Seminar Hasil Penelitian
Appendix Q	: Daftar Hadir Mahasiswa dalam Ujian Akhir Program S-1
Appendix R	: Surat Izin Melakukan Penelitian di SMP Negeri 1 Palembang
Appendix S	: Surat Telah Melaksanakan Penelitian di SMP Negeri 1 Palembang
Appendix T	: Time Management Questionnaire
Appendix U	: Daftar Nilai Ujian Semester Ganjil SMP Negeri 1 Palembang
Appendix V	: Thesis Consultation Card
Appendix W	: Results of Statistical Analysis of SPSS 24

CHAPTER I

INTRODUCTION

This chapter introduces: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background

English is a language platform for many nations, people, culture and so on that connect their interaction. Consequently, it becomes *lingua franca* for all countries in this centuries. Moreover , considering the globalization of English, many states are giving their best effort to prepare their citizens in facing English as the main media of language interaction. The adequate starting point for the citizen is in their school because it is a home for them to enhance their skills and knowledges. Carr and Modzeleski (2014) mention that school has a critical role in saving children life in their critical age, giving significance impact in their development, helping their social relationship, transferring an applied society norm and place for them to apply their academic learning to their lives. Therefore, countries are implementing various curriculum models to support student's English proficiency such as by using English Medium Interaction (EMI).

EMI (English as Medium Instruction) is enabling the classroom to operate English as a main interaction either in explaining the subject or in communicating. According to Dearden (2014), "EMI is the use of English language to teach academic subject in countries or jurisdictions where the first language (L1) of the majority of the population is not English." Moreover, EMI has already implemented in several countries whose basically English status is ESL or EFL, for example in China, Korea, or Hongkong. In line with this Chia, Johnson, Chia, and Olive (1999) states that EMI implementation incresingly rises up in Asian countries due to it prompts the global competitiveness of the nation and individual. Occasionally, Paulsrud (2014) writes how EMI works for the student in Sweden ; First, the presence of EMI gives English exposure for students, hence it helps them to enhance their proficiency. Second, globalization and internationalization

are the ground reasons to help students to compete in the future realm. Third, it is a right platform for students to enhance their competitiveness by immersion program.

On the other hand, EMI carries undeniable disadvantages. Its context of teaching and learning process require English as instruction language. Spolsky (2009) pointed out that using language practices refers to the way individual used and did the language as their mean of interaction. In EMI's context this belief is being adopted in a less extent. The result of the study in China University shows that the system locked teachers and students English competency in mastering the subject (Hu, Li & Lei, 2014). This problem might put students in worse learning possibility. A good learning environment should assemble students' emotional engagement, i.e students' responses toward teacher, content learning, peers, class and to the specturm of attitude, interest, and values (Gunuc, 2014). This situation barely happened in EMI context because students must retain to comprehend the subject. Thus, students' participation to create ideal circumstances sway away by student's burden in EMI class.

EMI's students are expected to foster their English proficiency since their daily learning and teaching process are settled within English circumstances (Hu, et al. 2014) . Additionally, the parameter of English proficiency is not only how better individual manages to spell word by word but also how other measurements are counted, such as vocabulary, grammar, pronunciation etc. Meanwhile, according to the study of Martirosyan, Hwang, and Wanjohi (2015) about English proficiency in enhancing academic success through TOEFL or IELTS are not reliable predictors for measuring their proficiency. For EMI class, it is a new barrier for them to cope with this problem, and yet many instructors in which not native teachers are less concerned in giving feedback, nor correction of incorrect English usage (Byun, Chu, Kim, Park, Kim & Jung, 2010). Furthermore, students often do code switching to alternate the communication with their teacher. Therefore, the aim of EMI in escalating English proficiency is misleading due to that reasons (Hu, et al. 2014).

EFL's students have less English exposure so that their language proficiency performance are not as expected because of the unsatisfied capability of English in general, well-trained teacher, and expert (Hasan & Akhand, 2014). Hence, their English experience does not gain much transfer for its communication purpose. Understanding that case, EMI's implementation will be miss-leading in teaching and learning process. As the research done by Ratna (2017) EMI implementation is burdening students due to their inadequate speaking skill, vocabulary, culture and mother tounge that bound them in their old learning behaviour. Thus, teacher might focus on subject matter and student might focus in percieving a contextual meaning of subject explained. This interaction is not an ideal way in which both classroom stake holders are only setting their focus for their goal in order to meet the standard of EMI's system.

EMI and EFL's students can meet the standard of EMI by confirming prerequisite of its implementation, such as student's English proficiency level, EMI's teacher, facility and so on. In line with Korea policy to support EMI implementation, schools or colleges' teacher must have been teaching the class by English and students should have been taking English class for ten courses (Biyun, et al. 2010) Eventhough all requirements are applied, students must be ready with their new fiddle, i.e managing their standard report as EMI's student. This assertion is the same as the result of study in Hongkong secondary school that EMI students perform lower score in their science test rather than CMI's (Chinese as Medium of Instruction) students because they get stuck in mastering some scientific terminologies and developing higher cognitive skill and conceptual comprehension (Yip, Tsang & Cheung, 2003). Thus, a proper mechanism for this alibi is being disciplined in managing students' time allocation in order to leap their end outcomes. Similarly, Britton and Tesser (1991) believe in student's intellectual achievement needs time. Furthermore, the study of time management in Somalia by Dahie, Osman and Mohamed (2015) also revealed that short time planning fosters students' achievement rather than long time planning. However, it is still being a serious concern for students because skill of managing the time of each individual is diverse (Britton & Tesser, 1991)

The term time management refers to how individual manages themselves according to the time. Moreover, time is something that can not be negotiated due time always run forward (Roe, 2005). In other words, time is the scariest resource of the manager, if it is not managed nothing else can't be managed (Cyril, 2014). He also defines management in a picturization of organization that the core of agency or organ need to coordinate activities and efforts of diverse human being into one vision and mission, thus they can work effectively as a team. Hence, it deals with person who runs their priority in order to settle their time management as well.

Moreover, learning success is always set at the end of learning process. However, the blame of its failure often goes on students daily learning performance. The vivid problem is that students often procrastinate their tasks which affect their time and effort in studying that can make their academic performance become less (Paola & Scoppa, 2014). In other words, students normally have more hours in a day in order that they are able to utilize this change to do their tasks. Hence, students can not set their number of priorities. Therefore, this management will help students to meet their academic achievement.

Meanwhile as students, managing the time for learning is an essential factor in determining the learning success. It is because they have a burden to do their duty as students in which it requires a lot of effort such as attending the class, finishing the assignment, studying for exam and yet their daily activities or extraculicuar (Cyril, 2014). For junior high school students, their responsibility will be higher than that of elementary school students. Moreover, in this education stage, students of secondary education meet various problems regardless families' socioeconomic status or home neighbourhood that affected their *identity formation or individualization* (Polirstok, 2017). Additionally at this stage, students are going through a period of significant physical, cognitive and emotional change, such as teenagers' gradual increase in reasoning abilities and management of abstractions; their intellectual growth demands challenge, problem-solving activities and thought-provoking tasks where linguistic information, real-life knowledge and procedures need to be put into practice

(Mora, 2005). Therefore, as secondary students, they have to meet a best time and place to manage this development while improving their academic mastery.

Furthermore, 2013 curriculum in Indonesia has a high standard expectation for students' achievement that students become the center of learning. Literally, they are required to be active and innovative in constructing meaning and communicating the result of their learning (Suyanto, 2017). Hence, students will be trained to be independent. According to Broad (2006) independent learning is the ability of individual to make a particular decision in order to meet the learner's needs. Therefore, students need to operate their time management wisely in order to evolve their learning success.

According to the description above, the writer wanted to know the relationship between time management and students' achievement in content subject (math and science) of EMI classes especially in SMP Negeri 1 Palembang that one of the school with international standard because of implementing bilingual class or English as Medium of Instruction for math and science. The used of this system was under RSBI (Rintisan Sekolah Berstandar Internasional) or known as International School. The policy was shutting down due to several issues such as degrading the value of national languages (Dearden, 2014). However, SMP Negeri 1 Palembang still retain to implement this system and change it under the local policy that each school has power to decide their own policy for the improvement of education and students. Furthermore, the used of English as main language in teaching and learning process was not full 100% but it only used English 50% and bahasa 50 %. It means that students still have some issues of using English as their language interaction and to master their subject. However, the implementation of EMI was stopped in the last year of 2018 because it did not help students mastery in content subjects. Most of the students were not able to pass the passing grade under this system. According to students opinion, they felt that this system were making the study worse because they have to deal with mastering the subject and language issues. Hence, the writer had conducted a research entitled “ **the correlation between students' time management and student mastery in content subjects of EMI classes at SMPN 1 palembang.**”

The reason behind that topic was to know the correlation between both variables at SMPN 1 Palembang. Therefore, the result of this study helped students to enhance their academic mastery, to help the school to prepare the students to use this system and to help other stake holders to improve the used of EMI in junior high school.

1.2 The Problems of the Study

Based on the background above, the problems of this study were formulated into the following questions :

1. What was students' mastery in content subjects of EMI classes look alike at SMPN 1 Palembang?
2. Was there any significant correlation between students' time management and students' mastery in content subjects of math of EMI classes at SMPN 1 Palembang?
3. Was there any correlation between time management domains and students' mastery in content subjects of EMI classes at SMPN 1 Palembang?
4. Was there any significant contribution of students' time management to their mastery in content subjects of math of EMI classes at SMPN 1 Palembang?
5. Was there any significant contribution of students' time management to their mastery in content subjects of science of EMI classes at SMPN 1 Palembang?
6. Was there any significant correlation between students' time management and students' mastery in content subjects of science of EMI classes at SMPN 1 Palembang?
7. Was there any significant contribution of students' time management to students' mastery in content subjects of science of EMI classes at SMPN 1 Palembang?

1.3 The Objectives of the Study

In relation to the problems of the study above, the objectives of the study were :

1. to find out students' mastery in content subjects of EMI classes look alike at SMPN 1 Palembang.
2. to find out whether or not there was any significant correlation between students' time management and students' mastery in content subjects of math of EMI classes at SMPN 1 Palembang.
3. to find out whether or not there was any significant correlation between students' time management and students' mastery in content subjects of science of EMI classes at SMPN 1 Palembang.
4. to find out whether or not there was any significant contribution of students' time management to their mastery in content subjects of math of EMI classes at SMPN 1 Palembang.
5. to find out whether or not there was any significant contribution of students' time management to their mastery in content subjects of math of EMI classes at SMPN 1 Palembang.
6. to find out whether or not there was any correlation between time management domains and students' mastery in content subjects of EMI classes at SMPN 1 Palembang.
7. to find out whether or not there was any contribution of time management domains to students' mastery in content subjects of EMI classes at SMPN 1 Palembang.

1.4 The Significance of the Study

It is expected that this study will be beneficial for the following parties. First, it will proliferate teachers' insights of SMPN 1 Palembang to understand the concept of time management in order to escalate students' mastery. Moreover, the writer wishes that the teacher of SMPN 1 Palembang will have a new spectrum to help their students in ordering set of priorities so that students will be able to

manage their time. Second, it will encourage students of SMPN 1 Palembang to enhance their academic performance because they have a notion to settle some things up. Occasionally, students will be able to enjoy their study because they have a sufficient time to learn and to play, so that they have a balance school-life. Last, it helps future researchers to elaborate their study and as information source. Thus, other researchers will get an accurate data for their research. In brief, this study is expected to help teachers of SMPN 1 Palembang, students of SMPN 01 Palembang, and others.

References :

- Agboghoroma, Tim E (2014). Mastery Learning Approach Secondary Students Integrated Science Achievement. *British Journal of Education*. 2 (07), p.80-88.
- Act of the Republic of Indonesia, Number 20 Year 2003 on National Education System. http://www3.bkpm.go.id/file_uploaded/Indonesia_Education_Act.pdf.
- Alay, S & Koçak, S. (2002). Validity and Reliability of Time Management Questionnaire. *Hacettepe University*. 22, p. 9-13.
- Arikunto, S. (2010). Prosedur penelitian: Suatu pendekatan praktik. (Edisi Revisi). *Jakarta: Rineka Cipta*.
- Balkis, M. (2013). Academic Procrastination, Academic Life Satisfaction and Academic Achievement : The Mediation Role of Rational Beliefs About Studying. *Journal of Cognitive and Behavioral Psychotherapies*. 13(1), p.57-74.
- Britton, B. K & Tesser, A (1991). Effects of Time Management Practices on College Grades. *Journal of Educational Psychology*. 83 (03), p.405- 410.
- Britton, B, & Glynn, S.(1989). Mental management & creativity: A cognitive model of time management for intellectual productivity. *Handbook of creativity*, New York. 429-440.
- Broad, J. (2006). Interpretations of Independent Learning in Further Education. *Journal of Further and Higher Education*. 30 (02), p. 119- 143.
- Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. Transformation in language education. *Tokyo: JALT*. P, 328-334.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2010). English- Medium Teaching in Korea Higher Education: Policy Debates and Reality. *Springer Science+Business Media B.V*, 62(4), 431-449.
- Carr, D & Modzeleski, B. (2014). How School Work and How to Work with School : A Primer For Those Who Want To Serve Children and Youth In Schools. *National Association of State Boards of Education: Arlington, Virginia*.
- Chia, H.-U., Johnson, R., Chia, H.-L., & Olive, F. (1999). English for College Students in Taiwan: a Study of Perceptions of English Needs in a Medical Context. English for Specific Purposes. *English for Specific Purpose : Elsevier Science Ltd*. 18(2), 107-119. [https://doi.org/10.1016/S0889-4906\(97\)00052-5](https://doi.org/10.1016/S0889-4906(97)00052-5)
- Civan, A., & Coşkun, A. (2016). The effect of the medium of instruction language on the academic success of university students. *Educational Sciences: Theory & Practice*, 16, 1981-2004..
- Cresswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4thed.). *Boston, MA: Pearson*
- Cyril, A. (2014). Time Management and Academic Achievement of Higher Secondary Students. *I-Manager's Journal on School Educational Technology*. 10 (03), p.

- Dahie, A. M., Osman, A. A & Mohamed, R. A. (2015). Time Management and Academic Performance: Empirical Survey From High Education In Mogadishu Somalia. *International Journal in Management and Social Science*. 12(03), p. 376-388.
- Dearden, J. (2014). English as a medium of instruction – a growing global phenomenon. *Going Global 2014, Interim Report, Oxford: Department of Education, University of Oxford*., (April), 1–8. <https://doi.org/10.1080/0013191610140107>
- Etikan, I. Musa, S. A., Alkassim, R. S. (2015). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*. 5(1). doi: 10.11648/j.ajtas.20160501.11. p. 1-4.
- Gracia-Ros, R. Perez-Gonzales, F. & Hinojosa, E. (2004). Assessing Time Management Skills as an Important Aspect of Student Learning: The Construction and Evaluation of a Time Management Scale with Spanish High School Students. *SAGE Publications*. 25(2). DOI: 10.1177/0143034304043684, p. 167-183.
- Gunuc, S. (2014). The Relationships Between Student Engagement and Their Academic Achievement. *International Journal on New Trends in Education and Their Implication*, 5(4), 216–231.
- Haryanto, E. (2012). Listening to Students Voice: A Survey of Implementation of English as Medium of Instruction in an International Standard School in Indonesia. *Journal of Education and Practice*. 15(3), p. 111-119.
- Hasan, M & Akhand, M. (2014). EFL Student's English Language Proficiency and Their Academic Achievement. 32. 64-70.
- Heaton, J. B. (1988). Writing English Language Tests: *Longman Handbook for Language Teachers (New Edition)*. London: Longman Group UK Ltd.
- Huang, D. (2015). Exploring Effectiveness of English Medium of Instruction Courses: *The Student's Perspectives*. Southern Taiwan University of Science & Technology. p, 143-164.
- Hu, G., Li, L., & Lei, J. (2014). *English-medium instruction at a Chinese University: Rhetoric and reality*. *Language Policy*, 13(1), 21–40. <https://doi.org/10.1007/s10993-013-9298-3>
- Ibrahim, J. (2001). The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions. *49th International TEFLIN Conference in Bali*. 3 (02), p.121-138.
- Ifamuyiwa, Adebola S & Rosanwo, Iyabode E. (2016). Improving Mathematics Achievement of Junior Secondary School Students Using Mastery Learning Instructional Strategy. *International Journal of Innovation in Science and Mathematics*. (4) 2, p. 58-65.
- Johnson, B., & Christensen, L. (2012). Educational research: Quantitative, qualitative and mixed approaches, (4th ed.). Thousand Oaks, CA: SAGE Publication.
- Karim & Mitra, K. (2015), Time management skills impact on self efficacy and academic performance. *Journal of American Science*, 7(12).

Kelly, M. (2004). Get time on your side, *Careers & Universities*, 24 (4), p.28.

Karim., & Mitra, K. (2015), Time management skills impact on self efficacy and academic performance. *Journal of American Science*, 7(12).

Kimberlin, C. L & Almut, G. W. (2008). Validity and reliability of measurement instruments used in research, 65, 2276-2284. *Gainesville, FL: American Society of Health -System Pharmacists, Inc.* doi: 10.2146/ajhp070364

Kong, S., & Hoare, P. (2010). English as the language of instruction at secondary level: Challenges and pedagogical implications. *The Journal of AsiaTEFL*, 7(2), 91-122.

Mahasneh, M. A., Al-Zoubi., Zohair H., Batayeneh, O. T., Al-Sawalmeh, A. A., & Mahasane, A. M (2013). Attitude University Students Towards Time Management Skills. *European Journal of Sciences*. 38 (3), p. 392-399.

Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of English Proficiency and Academic Performance of International Students. *Journal of International Students*, 5(1), 60–71. <https://doi.org/10.2307/3586734>

May, S., Hill, R., & Tiakiwai, S. (2004). Bilingual/immersion education: Indicators of good practice. *Final Report to the Ministry of Education*, New Zealand.

McMillan, J. H., & Schumacher, S. (2010). Research in education: Evidence based inquiry (7thed.). *Englewood Cliffs, NJ: Pearson Education, Inc.*

Mirizon S., Wadham B., Curtis D.D. (2016) Teaching Mathematics and Science in English at a University in Indonesia. In: Orrell J., Curtis D.D. (eds) *Publishing Higher Degree Research. Higher Education Horizons*. Sense Publishers, Rotterdam. https://doi.org/10.1007/978-94-6300-672-9_13, 127-136

Miqdadi, F. Z., ALMomani, A. F., T, Mohammad., & Elmousel, N. M. (2014). The Relationship between Time Management and the Academic Performance of Students from the Petroleum Institute in Abu Dhabi, the UAE. *ASEE 2014 Zone I Conference*. p, 1-5.

Mora, F. M. C. (2005). Individual characteristics of secondary school students, in McLaren, N., Madrid, D. and Bueno, A. (eds.): *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada. (pp. 79-110)

Mwinsheikhe, H. M, (2009). Spare no means: Battling with the English/Kiswahili dilemma in Tanzanian secondary school classroom. In B. Brock-Utne and I. Skattum (eds), *Languages and Education in Africa: A comparative and transdisciplinary analysis* (223-235). UK: *Symposium Books*.

Nteli, A & Zafiri, M. (2017). The Development of Speaking Skills using the Immersion Teaching Model: A Case Study of a 5th Grade Greek Primary Class in a EFL Context. *Open Science Journal*. 2 (4), p. 1-27.

Owu-Ewie, C & Eshun, E. S. (2015). The Use of English as Medium of Instruction at the Upper Basic Level (Primary four to Junior High School) in Ghana: From Theory to Practice. *Journal of Education Practice*. 03 (06), p 72-82.

Paola, M. D & Scoppa, V. (2014). Procrastination, Academic Success and the Effectiveness of a Remedial Program. *University of Calabria & IZA*. 8021, p 1-21.

- Paulsrud, B. A.Y. (2014). English-Medium Instruction in Sweden; Perspectives and Practices in Two Upper Secondary Schools. (*Doctoral dissertation*). Department of Language Education, Stockholm University. ISBN 978-91-7447-901-0 p.1-250.
- Polirstok, S. (2017). Strategies to Improve Academic Achievement in Secondary School Students: Perspectives on Grit and Mindset. *SAGE Journal*. <https://doi.org/10.1177/2158244017745>, p 1-7
- Professional Testing Inc. (2006). How do you determine if a test has validity, reliability, fairness, and legal defensibility?. Retrieved from http://www.proftesting.com/test_topics/test_quality.php
- Ratna, A. (2017). Controversy behind Applying EMI (English as the Medium of Instruction) among EFL Students. *Atlantis Press+Advances in Social Science, Education and Humanities Research (ASSEHR)*.82 (9), p.58-63.
- Razali, S N A, Rusiman, M. S., Gan, W. S & Arbin, N. (2017). The Impact of Time Management on Students' Academic Achievement. *Journal of Physics : Conference Series*. doi :10.1088/1742-6596/995/1/012042, p.1-7.
- Roe, A. (2005). A Review of the Time Management Literature. *Emerald Group Publishing Limited*. 36 (02). DOI10.1108/00483480710726136. p.255-276.
- Rogier, D. (2012). The Effects of English-Medium Instruction on Language Proficiency of Students Enrolled in Higher Education in the UAE (*Doctor of Education TESOL*). *The University of Exeter*.
- Romaine, S. (1995). Bilingualism (Second edition). *Oxford, UK: Basil Blackwell Ltd*.
- Saragih, Erikson. (2014). The Practice of Bilingual Instruction of Math and Natural Science at International Standard Schools in Indonesia. *The 2-nd International Conference on Educational and Social Science*.
- Sarwono, J. (2006). Metode penelitian kuantitatif dan kualitatif. *Yogyakarta: Graha Ilmu*.
- Shzia, N & Khan, M. S. (2015). The Impact of Time Management on the Students' Academic Achievements. *Journal of Literature, Languages and Linguistics*. 11, p. 66-71.
- Spolsky, B. (2009). Language management. *Language Management. Cambridge University Press*. (pp. 1–320). <https://doi.org/10.1017/CBO9780511626470>
- Stern, H. H. (1972). Introduction. In M. Swain (Ed.), *Bilingual schooling: Some experience in Canada and the United States*. *Toronto: OISE Press*. P 1-6
- Subraiman, A. (2016). Time Management and Academic Achievement of Higher Secondary School Students. *International Journal of Research Granthaalayah*. 12 (04), p.6-15
- Suyanto. (2017). A Reflection on the Implementation of a New Curriculum In Indonesia: A Crucial Problem on School Readiness. *The 4th International Conference on Research, Implementation, and Education of Mathematics and Science (4th ICRIEMS) + AIP Publishing*. 100008, p.1-9.
- Tuckman, B. W. (1978). Conducting educational research (2nd ed.). *San Diego, CA: Harcourt*

Brace Jovanovich, Inc.

Vu, N .T .T & Burns, A. (2014). English as a Medium of Instruction:Challenges for Vietnamese Tertiary Lecturers. *The Journal of Asia TEFL*. 11 (03), p1-31.

Watkins, D. (2009). Student Evaluations of University Teaching. *A Cross Cultural Perspective' Research in Higher Education*. Vol. 35(7) pp. 2 51-66

Yip, D.Y., Tsang, W. K & Cheung, S.P. (2003). Evaluation of the Effects of Medium of Instruction on the Science Learning of Hong Kong Secondary Students:Performance on the Science Achievement Test. *Bilingual Research Journal*. 27 (2), p. 295-331.

Zhao, J & Dixon, L.Q. (2017). English Medium Instruction in Chinese Universities: *Prespectives, Discourse, nd Evaluation*. Routledge Taylor & Francis Group ; London and New York.

