

# CHAPTER I

## INTRODUCTION

This chapter exposes discussion that underlie this study. It stands for the background of the study, scope of the study, research question, purpose of the study, significance of the study, and definition of key terms.

### 1.1 Background of the Study

English education in some countries are limited as situate English language as the subject which all students in certain level are compulsory to take it. For instance almost Asian countries, English language has not been thought in primary school where the rest just started at the secondary level. Nevertheless, some countries regulate the English language as medium of teaching and compulsory right from primary school. The use of English language as medium of instruction (EMI) is a policy that implemented in some countries where there is a tradition of using English in daily life or otherwise. Some Southeast Asian countries such as Singapore, Philippine, and Malaysia, even though they have their own national language and English as second language for them, still strive to have policy that regulates the subjects in the secondary level taught using English language (Nazarudin, 2013).

English in Indonesian is only a foreign language (EFL), not a second language (ESL). However, English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an

important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc. In Indonesian society certainly can impose a barrier towards efforts in acquiring the English language. Should English as a medium of instruction be implemented, students and teachers are likely to get exposure to English as comprehensible input and opportunity to use English as comprehensible output only in the classroom, while the general atmosphere (macrocosm) may act as a pressure against it (Idris, 2014).

English as a medium of instruction in the classroom have been conducted by many researchers (El-Fiki, 2012; Macaro, Walter, Derden, & Zhao, 2013; Po-yung & Hang-yue, 2014; Eshun, 2015; Rahmadani, 2016). English instruction is the language used by the teacher in the teaching learning process. Using English as the medium of instruction in the classroom is very important for the teacher in the teaching learning process (Rahmadani, 2016). The use of the target language in the classroom greatly increases the students' exposure to the target language (Dickson, 1996).

Although using English as a medium of instruction by the teacher in the classroom is very important to do so for the process of language learning. Dickson (1996) stated that the importance of using English instruction in the classroom are: first, the use of the target language in the classroom greatly increases the students' exposure to the target language. Using English as a medium of instruction students and teachers will learn is not about English as a subject but English as a medium (Rahmadani, D 2016). According to Crandall (1988, as cited in Artini, 2013) the use of English instruction could be regarded as an effort to

renewal in the field of learning which targets the attainment of two objectives at once, both of these subject competence and language competence.

In relation to the use of English instruction in the classroom there are some problems, students only use their English skills in the classroom. Nunan (1999) certifies that students in foreign language classrooms are rarely encouraged to make use of their language skills in the real world. The use of English instruction in the classroom is poorly understood by these students causing students difficulty in doing the assignment. This argument is in accordance with Crandall (1998) who says that learners may fail to understand academic concepts through the language they are still learning because their subject content teachers are incapable of assisting them to do so.

To overcome those problems through using English as a medium instruction, students are easy to understand the use of words and with more guidance about language structure from the teacher which is a modelling for students in producing language. Zainura (2019) stated that a teacher as a facilitator of learning has a responsibility of students learning outcomes through oral or written language use in explaining, giving instruction and feedback, managing the class and evaluating students' learning outcomes. According to Ibrahim (2014) English instruction to be used to perform academic tasks involving various classroom activities like gaining information (listening and reading) and conveying information (speaking and writing).

From the use English as a medium instruction in the classroom the researcher want to know the students perception. Feldman (2011) stated

perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. There are also some factors that influence someone's perception it includes internal and external factors. For internal factors, the perception of an individual will be influenced by psychological factors of someone, thought, feeling, motivation, and attention. On the other hand, for the external factor it is influenced by outside factors such as stimulus, environment, culture, and belief (Walgito, 2001). Based on Rahmadani (2016), Students' perception can be influenced by teacher's strategy in using English instruction.

### **1.2 Scope of the Study**

According to the background of the study, the researcher needed to make the scope and limitation of the research object in order to focus on the topic. In this study the researcher examined English instruction in the classroom. This study only focuses on the student perception of the use of English instruction in the teaching and learning process.

### **1.3 Research Questions**

Based on the background above, the research is as follows: What are the students' perceptions on the use of English as a medium of instruction by their teacher in the classroom?

### **1.4 Purpose of the Study**

Based on the research background, this study is to investigate the students' perception on the use of English instruction by their teacher in the classroom.

### **1.5 Significances of the Study**

The findings of this study are expected to be able to share information to English teachers about the students' perception on the use of English as a medium of instruction in the classroom. Thus, they know student's difficulties in the use of English as a medium of instruction in the classroom. Moreover, this study provides some additional information to anyone who is interested in investigating the same area of study. Furthermore, it provides valuable information to local governments, especially in Indonesia, to improve English teacher's skill in oral communication by giving them the opportunity to take training or workshop that provide them a space to practice their English communication.

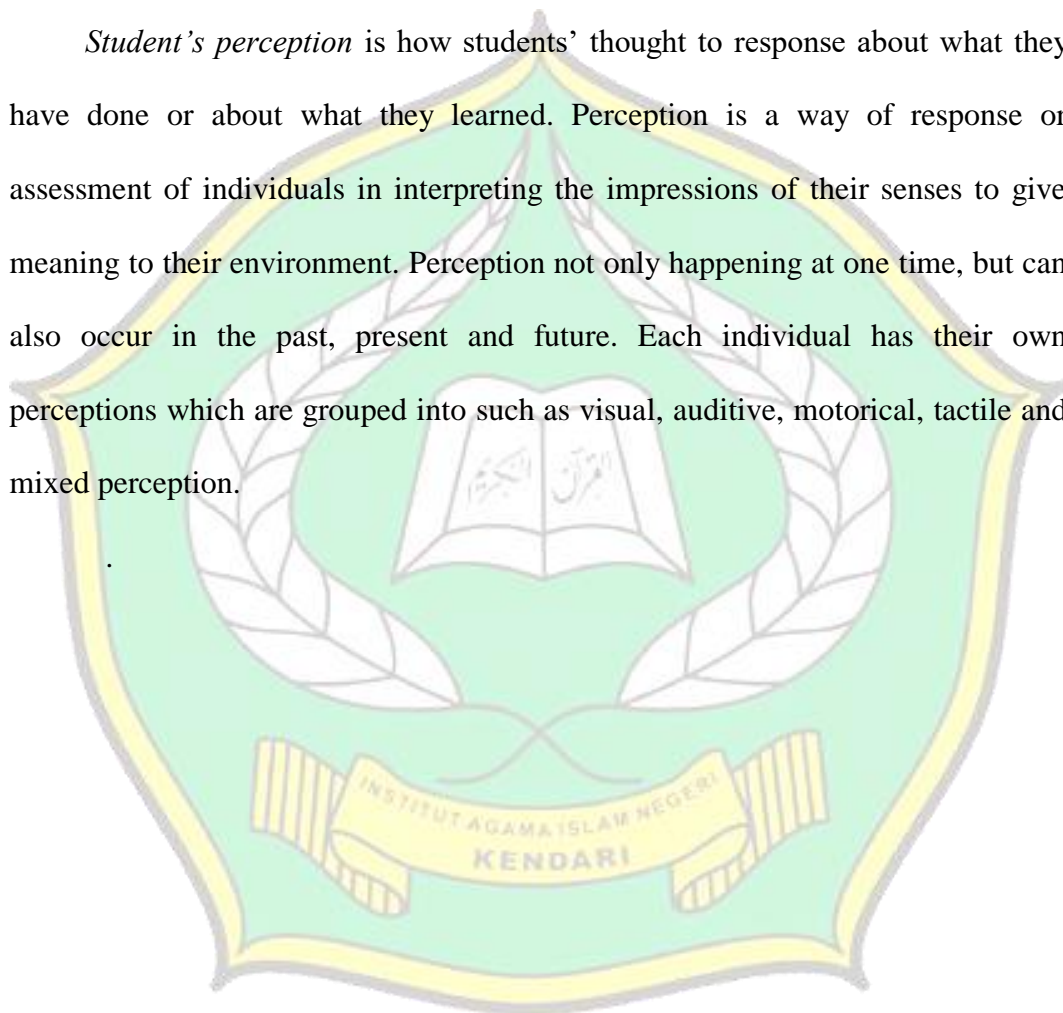
### **1.6 Definition of Key Terms**

*English* is considered to be the lingua franca as the most widespread language in the world. English is only a special foreign language usually taught as a subject in schools. Learning English is developing English language skills in a contextual and acceptable manner according to the context, conditions and situation of students daily lives. This is to produce from of learning English that is more effective for the language needs of students.

*English instruction* is the language used by teachers in the teaching learning process as an instruction in the classroom. In EMI, teachers use not only English language as an instruction in English subject but also in other subjects such as mathematics and etc. English instruction is not a method, but it is actually a process through which students will learn not only English as a language but

also the subject in which they are doing their major. So that, besides students getting knowledge about the subject being taught, also can increase a student's English proficiency. The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.

*Student's perception* is how students' thought to response about what they have done or about what they learned. Perception is a way of response or assessment of individuals in interpreting the impressions of their senses to give meaning to their environment. Perception not only happening at one time, but can also occur in the past, present and future. Each individual has their own perceptions which are grouped into such as visual, auditive, motorical, tactile and mixed perception.



## CHAPTER II

### REVIEW OF THE LITERATURE

This section contains some actual supportive theories used as references that relate to this study and previous studies dealing with the students' perception on the use English instruction in the classroom. The content is as follows: students' perception, English instruction, and the problem of the use English instruction.

#### **2.1 Students' Perception in EFL Context**

##### **2.1.1 The Notion of Students' Perception**

Barry (1998) in his study reveals that perception is the set of process by which we recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto (2003) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information

from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Perception is defined variously by different scholars as Chee (2002) has stated that the reception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.

According to Leavit (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Rose (1995) said that in the science of psychology, there are terms of processing the information received from the observations, one of term is perception. Perception is a psychological function that starts form the sensation, continued multiple stimuli at once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.

There are some researcher which attempt to study the topic related to the students' perception on the use of English as medium of interaction in the class



which line to this research. Ibrahim (2014) stated an English as a medium, English is likely to be used to perform academic tasks involving various classroom-related communicative activities like gaining information (listening and reading) and conveying information (speaking and writing).

Idris (2014) states that English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc. Feldman (2011) stated perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Thirunavukkarsu (2013) said that the main aspect of the way in which English is used as a medium of instruction is that in government schools some subjects are taught in English while some other subjects are taught in Tamil.

According to Rakhmat (2005), perception is someone's experience about objects, events that are obtained by collecting the information and decoding the messages. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the messages given. As a result, they can have an opinion whether that is good or not. In addition, Chambers dictionary as cited in Unumeri (2009) defines perception as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand.

Unlike several definitions above, Lindsay and Norman as cited in Pickens (2005) believed that “perception is closely related to attitudes. Perception is the process by which organize interpret and organize sensation to produce meaningful experience of the world”. Pickens then concluded that people interpret the stimuli into something meaningful based on their prior experiences. In short, it can be defined that perception is a process of decoding the messages about objects, events, people, things, etc. by using sense organs: eyes, ears and nose.

Based on Musen (1994) as cited in Zeni (2009), perception is the involvement of interpretation of information toward the stimulus which is acquired through the sensory receptors (eyes, ears, nose and skin). It is then transformed into a percept of what we think, see, hear, smell, taste, or touch. He also said that perception is a process combining both sense and 9 interpretations. In such a way, students know what they saw, heard, and respond to the situation in a meaningful context. Further, sterling exemplified that if students perceive the teachers’ use of English as stimuli hereafter the information comes through their sense and they use their sense to an attractive stimulus that is addressed to them.

According to Schmidt (2002), in the Longman dictionary of language teaching and Applied Linguistics, perception is the recognition and understanding of events, object, and stimuli through the use of sense (sight, hearing, touch, etc). Several different types of perception are distinguished they are visual perception, auditory perception, speech perception, person perception, social perception and perception of situation.

## 1. Visual perception

The perception of visual information and stimuli received through eyes. This perception is the earliest perception developing in humans and affects humans to understand their world. Visual perception is the main topic of discussion of perceptions in general, as well as perceptions that are usually most often discussed in everyday contexts.

## 2. Auditory perception

The perception of information and stimuli received through the ears. Auditory perception requires a listener to detect different kinds of acoustic signal, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation.

## 3. Speech perception

The understanding of comprehension of speech. Based on the explanation above, the authors can conclude that perception is an interpretation, judgment or opinion of someone about an object. The purpose of the perception itself is to help humans recognize and understand how the conditions were. If someone has a good perception of an object, it will affect his attitude toward those objects, because perception can influence someone's point of view of things in a different context.

## 4. Person perception

Person perception refers two those process by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our

manageable view of the social world extend to which we attribute stable traits and enduring disposition to the others people. We feel that we are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them.

#### 5. Social perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer, or loved one closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment. Sustained patterns of interaction or social relationship require us to retain information, as the situation require. Without memory we should react to every events as if it we unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

#### 6. Perception of situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time, and give a place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

To be able to conclude a perception then we must know the characteristics of perception. Nelson and Quick's (1997) clear description of the three main characteristics that influence the perception:

a. Perceivers-Specific Characteristics

Perceivers-Specific Characteristics consist of some determinants, they are: familiarity, perceiver's attitude, moods, self-concept and cognitive structure. Familiarity implies that perception got through a deep observational which leads to decisions about a particular situation. In this case, someone will not judge or make a decision about something before doing an observation.

Nelson and Quick (1997) state that "In perceiving someone or something accurately, we must have generated accurate data on that person or things during the stage of observation". This is because the relationship between familiarity and accuracy is not all ways direct. As they say, "sometimes, when we know a person well, we tend to screen out information that is inconsistent with what we believe the person is like" (Nelson and Quick, 1997).

One of the most important characteristics of the perceiver that influences his or her target is experience. Past experience leads the perceiver to develop expectations and these expectations affect current perception. As Altman et al (1985) and Warga (1983) remark, "past experience makes someone familiar with something. This affects someone in perceiving things and in dealing with those things". Another factor that influences social perception is the perceiver's attitude. This perception appears due to the tendency of attitude towards something which has no empirical foundation. According to Nelson and Quick (1997), mood is

another important factor that affects the way one's perceives the others. Generally, the difference in a reaction to situations is a function of the state of happiness or sadness in which called moods. Thus, people tend to more easily remember information that identifies with the moods than those that do not. Accordingly, whenever people are in negative moods, they generally tend to form negative impressions of others.

The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others.

Therefore, a greater understanding of self allows us to have more accurate perception of others. Nelson and Quick (1997) state that the cognitive structure that is "a person's thought pattern of thinking equally determines his/her perception in significant ways". Some individuals tend to perceiving physical characteristics such as height, weight, and appearance others pay more attention to central traits or personality dispositions. However, they are people that are capable of perceiving all these traits at the same time instead of focusing on only one aspect.

#### b. Target-Specific Characteristics

As Perceivers-Specific Characteristics above, this point also has some factors which can influence some perception, includes: physical appearance, nonverbal communication, and mention. Someone's physical appearance greatly influences perception of others. Height, weight, estimated age, race and gender

become a strong factors towards the way people perceived. More importantly, Michener (2004) adds that perceivers find it is easier to pick out those appearance traits that are unusual or new. Common examples of unusual personality traits include a very tall person, an “overacting” child as well as newcomers within a community. Besides, verbal communications of someone, for instance, voice tone, accent and related factors, also affect his/her perception.

On the other hand, nonverbal communication contains a lot of information which is perceived by an individual. Eye contact, facial expressions, body movements and posture are features that guide the perceiver’s impression of the target. But, factly, there appears any challenge that the cultures may influence the impression of perception due to the differences meaning of nonverbal communication in each culture (Nelson and Quick, 1997).

c. Situation-Specific Characteristics

According to Nelson & Quick (1997), this is a very significant factor that affects the impression which is formed about someone or something by an individual. Its mean that a perception is strongly affected by the situation context. Thus, there are particular situations that influence the behavior of an individual, which do not necessarily affect the disposition of that individual.

According to Robbins (2001), every perception occurs in some situational context and this context can affect what one perceives. The most important affect that the situation can make is adding information about the target. The press of time will literally force the manager to overlook some details, to rush certain

activities and to ignore certain stimuli such as request from other managers or from superiors (Gibson 1985).

Those are the definition and the characteristics of perception. Related to the teacher in classroom activity, they must have their own perception towards the students personally and academically and also towards the assessment in the classroom. The perception is built through empirical experiences in playing their role at the classroom. Obviously, it must be carried out objectively.

#### a. Indicators of Perception

According to Robbins (2003) there are two indicators of perception they are acceptance and understanding. Acceptance / Reabsorption, the process of acceptance or reabsorption is indicator of perception in physiology stage it is about the function of the five sense in grasping external stimulus. Understanding / Evaluation, the external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

#### b. General Characteristic of Perception

General characteristics of perception which is contained in the sensing process in the way interpreting against an object by Shaleh (2004) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics are;

Modality Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so



on). Dimensional space perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others. Dimensional time the perception world has the dimension of time, such as slow fast, young old, and others. Contextual structure overall fused, objects or phenomena in the world has a structure that blends observation context. The structure and context of a unified whole. The meaningful of word perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.

### **2.1.2 The Influencing Factors of Perception in Classroom**

The previous experience as well as different needs lead everyone to have different perceptions. Gazda (1984) mentions that student's perceptions are influenced by several factors: the needs of students' background and efforts to protect themselves. In such a matter, the students who think learning English is important will exhibit a positive attitude toward English language learning as well as to their teacher performance in classroom interaction. Teachers who use the English language in classroom interaction are receiving more attention and appreciation than those who are not. In addition, Gazda (1984) notes that negative perception will emerge the effect of interpersonal conflict that affects the relationship between the individuals.

According to Taha (2003), there are three factors which influence the accuracy of perception. These are: internal factor and external factor

1) Psychological factor

People's perception of something is influenced by mentally or psychological conditions. Mental experience is one of the factors on how a person evaluated and solved the problem. Psychological conditions help him or her has the rational thoughts. Because of that, he or she can form a good perception.

## 2) Family factor

Family is the first place for someone to learn everything about perception and holds an important role in broadcasting, religion and culture. The children learned about the truth, the regulations, respecting people, feeling about something, and avoiding bad social intercourse. Those are the heritage from their parents. In line with Taha, Idris said that "someone wasted most of his/her time staying at the rather than at other places. They are always at home until nine years old. At that time placed someone's personality base" (Idris, 1997 p.58). It means that children under ten years old will learn everything from their parents or the environment in their house.

## 3) Culture Factor

Culture and environment where someone grows and expands are also factors which form someone's perception. The values of morals and etiquette in a society is different, depending on their own culture in understanding something widely or absolutely. The values of the culture determine someone's perspective of right and wrong.

Gibson (1995) provides more specific discussion of factors that influence the perception, these are:

- a) Physiological, where information entered through the sensing devices, then the information obtained will influence and complement efforts to give meaning to the surrounding environment. Capacity senses to perceive each person is different so the interpretation of the environment may also be different.
- b) Attention, the condition where individuals require a certain amount of energy spent to pay attention or focus on physical form and mental facilities that exist in an object. Energy of each person is different to one's attention to the object is also different and this will affect the perception of an object.
- c) Interest, perception of an object varies depending on how much energy or perceptual vigilance driven to perceive. Perceptual vigilance is the tendency of a person to pay attention to a particular type of stimulus or may be regarded as interest.
- d) Needs. This factor can be seen from how strong an individual looking for objects or messages that may provide answers to suit her.
- e) Experiences and memories. The experience can be said to depend on memory in terms of the extent to which person can recall past events to determine the stimuli in the broad sense.
- f) Mood, emotional state affects a person's behavior, mood shows how one's feelings at the time which may affect how a person in receiving, responding and remembering.

Based on the explanation above, it can be concluded that someone perception is influenced by several factors, those are internal factors such as physiological, experience, needs, mood and external factor such as family and culture factor. All these factors relate to each other and influence the individual's perspective on the issues at hand.

## **2.2 English Instruction**

### **2.2.1 The Definition of Medium of Instruction**

Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. If the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction.

The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.

English is used from the beginning of a course as the main language in class, and the teacher adapts their methodology to support meaning, by using a lot of visual information and non-verbal communication to support meaning.

The question of which medium of instruction to use, and the impact on learners and learning, is a complex one. It is useful to consider how the language used supports the aims of the class. For example, it may fit the aims to give all classroom instructions in English in a low level class, because this is useful

exposure to new language and will be learnt, but explaining the methodology behind an activity to the same group might be done in L1.

Based on the explanation above, the researcher concludes that using English as the medium of instruction as the target language in the classroom is very important to do so far the process of language learning. English as a medium of instruction can be defined as the use of the English language to teach academic subjects in countries or jurisdictions and implemented in some countries where the first language of the majority of the population is not English.

### **2.2.2 The Use English Instruction In The Classroom**

Language of instruction is the language used in the teaching and learning process. According to Simanu-Klutz (1999), instructional language is the language of the classroom. It means that the language is used for all activities in the classroom. For example when the teacher gives instruction to do the assignment, to sit in pairs, or when the teacher explains the material, and controls the students.

By Norrahman (2016), It is a language used when teaching or can be said in Indonesia language “Bahasa Pengantar”. The medium of Instruction is used as teaching by teacher inside classroom. On the one hand, It can be used to teach other subjects besides English at school.

English is an example as a medium of instruction in classroom. Teaching English as a foreign language, which is also known as teaching English to speakers of other languages or English language teaching involves the process of

teaching the English language to students whose first language is not English. Krashen's input hypothesis, Long's interaction hypothesis and Swain's output hypothesis all provide evidence to suggest that the use of students' target language in the classroom is crucial for language learning.

If a teacher refers to insert its first language to teach the target language in the classroom. So, teacher's bilingual language use in this study is interpreted as two languages of classroom teaching applied by the teacher in English instruction or it means as well to insert students' native language in English language learning.

In other words, bilingual approach uses two or more languages classroom instruction as media in studying second language or foreign language in which it is used in a class where the students have similar language. Furthermore, the definition of the bilingual approach above is in accordance with the Indonesian context in which English is existed as a foreign language and where the students learn English as a learning subject. In Indonesia, the term of bilingual approach is commonly known as the use of students' first language (L1) in second or foreign language learning.

In Indonesia, native speakers' existence is seldom as well as English is considered as the foreign language after the national language of Indonesia. Students can acquire a second language through interaction with a second language speaker, either a native speaker or an advanced non-native speaker. If only native speaker or an advanced non native speakers exist in Indonesia the language of English would be always the second language acquisition. These

findings show that many students have negative attitudes towards using the target language during instruction. Many (32%) of the factors that caused difficulties with target language use involved the students.

These problems included, from most to least important: (1) a negative attitude; (2) a lack of motivation; (3) frustration; (4) high anxiety; and (5) low attention span. Teachers described students who “shut down” or “tuned out” whenever teachers used the L2, and consequently they felt insisted in speaking the L1. Additionally, students’ lack of comprehension, or frustration, and the teacher’s lack of confidence in students’ ability to understand L2 input, prompted many teachers to provide clarifications in the L1.

A large-scale investigation on the implementation of EMI in 55 countries around the world identified testing and assessment as a “problematic” area (Dearden, 2015). One major challenge is that students are assessed through a language they are still learning. Therefore, it is very likely that their performance will be affected by their English proficiency and the assessment will fail to truly reflect their acquisition of academic knowledge. Indeed, previous studies have found an L2 effect on students’ academic performance.

For example, Robinson (2010) showed that young Spanish learners of English performed significantly better on a math assessment when it was conducted in their L1. Lee & Wu (2018) studied Exploring assessment for learning practices in the EMI classroom in the context of Taiwanese Higher Education. The EMI Classroom Assessment Practices questionnaire was developed and administered to 40 EMI (English as a Medium of Instruction)

university teachers in Taiwan with the aim of meeting EMI teachers' needs to conduct learning-oriented classroom assessment.

Krashen summarizes his comprehensible input hypothesis in the simple and elegant expression  $i+1$ . Here, the letter  $i$  stands for input, which is the student's current language ability level. The '+1' is exposure to slightly more advanced language that leads to acquisition. When we combine both parts of the statement into  $i+1$ , we give students a task that is challenging yet achievable.

Comprehensible input is described in the following statement: "When students are studying a second language, they should be able to understand the essence of what is being said or presented to them." Students learn more through comprehensible input than through the more common teaching methods of memorization and language immersion programs, which have students only hearing the second language without any meaningful or helpful information. It is important for educators to understand that learning a new language is not as simple as immersing a student completely in the new language, there must be actual comprehension before anything of meaning can be retained.

Language is one of the media to communicate with others and language of instruction also known as a medium of instruction. It can be seen from the definition of medium. Schmidt (2002) stated that the medium is something that is used to convey the message from person to others. In line with this, Oxford learner's pocket dictionary (2011) defines medium as a way of communicating information from someone to others. Language is something that is used to transfer the message, idea and information to someone.



In classroom context, the use of foreign language particularly English as a medium of instruction has become an interesting issue that attracts the attention of researchers. Marsh (2006) claims the English language is continuing to establish itself as a global lingua franca in a period of unprecedented globalization. In the period 1995-2005 educational systems worldwide have shown interest in the adoption of English as a medium of instruction.

The claim above shows that English is a worldwide instructional language for educational systems. English as the instructional language is not only used in English spoken or English as a second language country, but also English as a Foreign Language country such as Indonesia. Haryanto (2012) wrote in his PhD study stated that:

The increasing trend towards English as medium of instruction has become a global phenomenon in education system shifting from non-English instruction to English instruction is no exception to Indonesian government to which the government of Indonesia developed new act on its educational system in 2003 which “the government and local government shall organize at least a unit of education at all levels of education, to be developed as a unit having international standard of education” (No. 20, year 2003 on education system: 26-27).

English as the language of instruction is used by most countries while the rest of them use their first language as the instructional language. English is chosen as an instructional language because it is the international or global language used to communicate for people around the world. Furthermore, English is also the language of sciences and technology. Nowadays, there is no single

country in the world where English cannot be understood. English as the language of instruction is also used in Indonesia.

English in Indonesia is only a foreign language, not a second language. According to Dearden (2013), until the year 2003 international EMI schools operating in Indonesia were restricted to the children of expatriates. As Idris (2014) states that English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc.

### **2.2.3 The Effectiveness of English Instruction**

To become a language of instruction, a language should follow some characteristics. Farani as cited in Gillani (2010) describes the characteristic of a language to be adopted as the instructional language.

- 1) The language should be lucid and understandable for the teacher and taught.
- 2) It should be possible to promote advance research work in that language
- 3) It should have a simple grammatical structure, not a complicated one.
- 4) It must have a rich vocabulary
- 5) It should be considered language, spoken and understood all over the country.

Based on the characteristics mentioned above, the researcher concluded that English is qualified to be one of the instructional languages. English has rich vocabulary, simple grammatical structure, understandable language, and it is used for academic purposes. Nowadays, there are so many journals and academic writings are written in English.

Furthermore, National Association of District Supervisors of Foreign Language Programs (NADSFL) wrote the characteristics of effective second language instruction as follow.

- a. The teacher uses the target language extensively and encourages the students to do so. The teacher should use the target language (English) as much as possible to teach the students and allow the students to speak with it. The teacher then should encourage the students to speak in English. As the result, the students are getting used to speaking in English and English can become the language of instruction.
- b. The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that stimulate real-life situations. When communicating in English, the teacher should provide the real-life situation or in short the real context of using it. For example the teacher needs to put the students in a real situation where English is used. Indeed the real-life situation is necessity because the students will experience it in their daily life.
- c. Most activities are student-centered.  
Students-centered means that the communication in the classroom majority held by the students not the teacher, of course by using English. It aims to make students familiar with English so that it can be used as the instructional language for teaching.
- d. The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities which focus on communication. The teacher should use implicit correction to correct the student's error when

communicating, but when teach them the accuracy especially in grammar the teacher should use explicit correction.

- e. The physical environment reflects the target language and culture. In line with point b, the teacher also needs to create the situation and the culture where the target language comes from as real as possible.
- f. The teacher uses a variety of print and non-print materials including authentic materials. To create such a real situation, authentic target language materials are needed to support the students to be familiar with the target language. From the authentic materials, the teacher can facilitate the students to know the target language and everything about it. To sum up, English can become a language of instruction because it is qualified according to its characteristics. It has rich vocabulary and simple grammatical structure. Moreover, it becomes the most understandable language, the global language for communicating and nowadays it is used as academic purposes.

#### **2.2.4 Types of English Instruction**

Instruction or giving instructions are things that contain elements of commanding or giving orders in English addressed to the person we are talking to. Instruction can also be said as an imperative sentence which means ordering, asking and giving instructions to the other person to do something. Imperative sentence there are 3 types of imperative sentences, namely commands, request, and direction. Command is a sentence that usually ends with an exclamation point (!) which contains a command or prohibition for example: Open the windows!,

Close your eyes, Follow me!. Request is a sentence that contains a request. It can usually be a command but is a bit more subtle without the exclamation point for example: Could you tell me the truth?. Can you ask my mother to come here?, Would you give me some eggs?. Directions are sentences that contain instructions for doing something such as in procedural text which contains sequential orders and also in text with directions for example: Turn right and you find my house then, boil some of water a view minutes, if the water is already put noodles until done.

In the teaching and learning process the teacher will order, ask for or give statements in class using English these sentences are called instructions. Instructions are useful for directing or telling what we should do in the teaching and learning process (Jarwar, 2012). Use of the instruction directly related to the process and learning outcomes because the teacher is a facilitator learning has a responsibility lead students to competence achievement through language spoken or written used at the time explain, give instructions and feedback, managing classes, as well evaluate learning outcomes. Language used not only must be correct and according to developmental level learner's language, but also must is the language understood by the teacher. There are 2 types of instructions they are verbal instructions and nominal instructions

#### 1. Verbal Instructions

Verbal instruction is an instruction sentence that uses a verb or verbs. Here is the formula: Verb 1 + Object + ! examples of the verbal instruction: Open your book!, Turn on your computer!, Write a narrative text regarding your experience!

Using verbal instructions, you can also add the word please or add the word can you in front of verb 1, so that it sounds more polite. Or you can use let to sound more familiar For example: Please open your book! Please turn on your computer! Please write a narrative text regarding your experience!

## 2. Nominal Instructions

The difference between verbal instruction and nominal instruction is that the nominal instruction does not use a verb or verb, but an auxiliary verb or to be. To make an example of an instruction sentence, the formula is: Be+adjective/noun/adverb+! The example of nominal instruction sentence: Be careful! Be honest! Be quiet!

### 2.3 The Problem of The Use English Instruction

#### 2.3.1 Inadequate Level of Students' English Proficiency

Cheung (1984) shows that most of the secondary students entering English-medium schools had a low vocabulary level and grammatical competence in English and they were unable to read textbooks of content subjects with understanding. The weakest students could not understand even very simple texts written in English. Their style of learning basically consisted of translating content words in a text written in English by looking up the dictionary and writing down the characters alongside the English vocabularies in their notes or textbooks.

In order to prepare for tests and examinations, they had to commit to memory terms and isolated chunks of texts in English that they did not fully

understand. In such conditions, it was very unlikely that these students could develop an intrinsic interest and motivation in learning. Given the poor English standard of the students as well as the pressure to cover syllabuses heavily loaded with factual content teachers considered the use of Cantonese and mixed code for classroom instruction as inevitable or even desirable.

### **2.3.2 Lack of Motivation**

It was noticed that most students had failed to learn a target subject due to lack of motivation and similar other variables. Gardner RC, Lalonde RN, and Moorcroft R. (1985) add that motivation influences language achievement. Gardner RC and Mac Intyre PD. (1991) opine that integrative approach might exert positive interest towards learning a language due to increased motivation level. As mentioned earlier, motivation plays a highly significant role in encouraging learners to come up to the desired level.

As teaching is considered as an interactive and two- way process, the concerned teacher must deliver the material to the learners, and they must receive the teacher's delivery. The teacher's and learner's motivation also interact with each other to yield better results; or else the entire activity will be somewhat futile. In another study Deci E, Vallerand R, Pelletier L, and Ryan R. (1991) said that learning skills and behavioral patterns have close connections and affect each other during the teaching learning activities.

Internal and external motivation are important in a given context of education. Sometimes, external motivation affects the internal motivation of the teachers as well

as the students. Intrinsic (internal) motivation is highly important which creates a basis for other forms of motivation. It has been best understood as the sense of satisfaction which learners obtain during the process.

On the other hand, extrinsic motivation is the outcome of those external factors that encourage participation in the classroom. So that, according to Brewster, et al (2007), a teacher must work hard to maintain that feeling of excited (feeling of enthusiasm) learners in order to optimize the quality and results of the study.

### **2.3.3 The Additional Workload for Teacher and Students**

Student's poor command of English is considered the biggest problem of content instruction using English as a medium instruction. Nguyen et al (2009) conducted a survey at Vietnamese universities that said that students' proficiency level of oral English that was not good enough for expressing professional knowledge and concepts. Such poor command of written and oral English originates from improper teaching and learning methods of English as a Foreign Language (EFL) programs at high schools in Vietnam.

So that, teacher and student concentrate on how to solve common exam problems. Teachers try their best to teach so students can pass exams and students try to study as hard as possible so that they will be able to pass exams. In addition, while EFL learning objectives are focused on vocabulary and comprehensive reading, English grammar and structure are tested at the end of programs. The contradiction between what students are learning and the content in which they are being tested makes EFL learning boring and ineffective.



#### **2.3.4 Lower Quality of Knowledge Transfer**

Academically, teachers and students' low proficiency may lead to inefficient and ineffective teaching and learning processes. Most of the teachers have relatively limited proficiency in English.

As Ibrahim (2014) says that teacher who cannot speak English fluently and accurately will probably be rendered incompetent to perform one of their chief traditional roles, teaching. Pauses, hesitations, circumlocutions, wordiness, grammatical, lexical, and unclear pronunciation may cause the students difficulty in understanding the instruction. In addition, a teacher who has a poor reading comprehension of English textbooks, an essential source of information, may cause students lack of understanding or even a misunderstanding, which in turn may result in misinformation, an effect damaging to students' academic development.

#### **2.3.5 Availability of teaching materials in English**

The availability of textbooks in schools can inhibit or decrease motivation of students and teachers. The students show mostly the lack of subsidiary course materials and having difficulty in understanding what to read in English as the other problems encountered in the English language learning and teaching (Çelik & Kocaman, 2016; Akdoğan, 2010, Peker, 2007, Oğuz, 1999) in the literature. For example, at university of Vietnam, Nguyen et al (2018) conclude that the teacher and student at the University of Vietnam's shortage of learning materials and

learning resources in English language to serve as a reference for assignments, work, and research.

Therefore, the capacity of the library must be improved by increasing book-counts, materials, and magazines concerning the programs of teaching content in English as well as electronic libraries of all teaching and learning professions.

In Indonesian context, based on the result of research conducted by Choji (2017) at SMKN 1 Sidoarjo, all teachers use the textbooks as their guide in providing instructional materials. Some teachers and students are having problems due to lack of availability of textbooks for them, not all students have the textbooks so that they have to share with other students and the teachers also do not have guidelines which books are worth as well as meet the standards for use as learning material in the class.

In conclusion, EMI is English used by teachers as a language of instruction in the classroom, not only for English lessons, but also for all the lessons in the schools. In fact, the role of the language of instruction in a formal learning context in class is very important (Martin, 2003).

The language used should not be true in accordance with the context of a language native speakers, but should be appropriate with the level of language proficiency learners. If teachers use language outside of the range of students' language, is certainly learning process less successful because students are less able to get messages or information by the teacher. Likewise, when teachers do not have adequate ability in English language, students will experience confusion in understanding science delivered by his teacher.

## 2.4 Review of Previous Studies

Study about students perception of the use English instruction in the classroom has been conducted by some research over the world. Such as research conducted by Koksai and Tercan (2019) showed that the use of English instruction was an effective way to improve students' English language skills. Wu (2006) also said that English instruction was seen as an opportunity to develop students' English.

Furthermore, in the similar context, this research was conducted by Rahmadani (2016) which aims to find out how far students' expectations for the use of English instruction in the classroom. The results of this study indicate that the use of English instruction in the classroom can improve students' English skills, motivate students to learn English, increase students' confidence in speaking English, help students understand English textbooks or articles, and help students understand international culture.

In addition, Utomo (2013) found that the strategy of using English instruction was more to make students have more proficiency and knowledge in English. Senimun (2014) also found that the use of English is a good way to help students speak English easily.

Nur Arifah Drahati (2018) with the title “ Preservice English teachers” perceptions of English as an International language in Indonesia and Korea”. She discovered that Indonesian preservice teachers reported a higher level of perceived capacity to employ effective crosscultural communicative strategies in comparison to their Korean counterparts.

These findings revealed that Indonesian preservice teachers, compare with the Korean counterparts, held more positive perceptions of their ability to employ communicative strategies for crosscultural communications. This study means that Indonesian preservice teachers were perceived as having a higher degree of ownership over their own English accents in comparison to the Korean preservice teachers.

The next research came from Sumiati (2018) which entitled Students' perception on english as medium of instruction used by english lecturers in iain palangkaraya. Students few agree or have the positive voice within it, 90,2% the English perceived by the students. And the one hand, the lecturers use English to explain something difficult or under students' insight.

In English classroom teaching, the Bahasa and English are two languages always applied. Accordingly, we as both students and teachers can not refute that they both are essential. It would be happening to impact students English ability if they are taught mostly both in English and Bahasa.

The third study came from Retno Wulan, Eddy Haranto and Urip Sulistiyo (2017), with a theme "EFL Pre-Service Teachers' Perception of Language Use for Medium of Instruction in English Classroom". They stated that were exciting to have English as the medium of instruction in their classroom. Anyway, they also want their L1. On top of that, they liked having English even though it is same with their L1, therefore, using bahasa and English should be balanced.

Students' or EFL students had positive feeling within using English as the medium of instruction whether than who dislike. They have distributed

questionnaire to students. Thus from some questions on it there are two found written things asked to participants whether they like or dislike. From 57 students found who dislike using bahasa are 29 meanwhile the others are 28 students who like. On the other hand who like using English found 39 from 57 students. In short the English use is liked by 39 than 18 students. Otherwise, the Bahasa is liked by 28 than 29 students.

The fourth previous study was conducted by Roijmans (2017) in his study Students' Perceptions of English-medium Instruction at Dutch Universities. The quantitative research design with an online survey was applied. From the finding can be said that students' perception towards EMI is positive. Otherwise, students had less positive about teachers' level of English at Dutch university.

The fifth previous study was studied by Denni Rahmadani (2016) with title is "Students' perception of English as a medium of instruction (EMI) In English classroom". The study resulted most of students in line to say that EMI applied by English teacher to teach English subject is positive. It can be seen that the study employed a survey research method which being conducted at the four high schools around Palangkaraya. It revealed that most students regarding a positive answer of EMI taken both by 67 in an admissible and 34 strongly admissible.

The sixth research came from Nursanti (2016) which being title with Students' perception of teacher's bilingual language use in an English classroom". It was to investigate the perception of students toward the use of two languages of instruction (English and Indonesian) by the teacher in an English classroom and to find out its benefits for students in learning English. It sounded that students show

their positive perceptions to the use of bilingual language done by the teacher as language instruction in their English classroom.

It opens six advantages of teacher's bilingual language use for pupils in studying English, first, it makes them easy to understand what the teacher explained in English lesson, second they feel comfortable during the class, third they are not difficult to understand new vocabularies in English, fourth is to help them to do exercises, the fifth is to help them to ask and answer something during the class, and the last is to help them to read something in English correctly.

The next research was from Norrahman(2016) which researched "The students' perception on english usage as the medium instruction used by the english teachers at sman-1 palangka raya" to find out the students' perception on English usage as the medium of instruction used by the English teachers at SMAN-1 Palangka Raya. The researcher used both quantitative and qualitative method to collect the data. The researcher took 47 students as the sample for questionnaire to answer first problem of the study and the researcher took 2 teachers to be interviewed who taught the two classes.

The first result, students do not agree or have the negative answer to use EMI in the class practically it was due to the ability was low to get teachers' explanation, the second one is that 38 students do agree to use the national language in the classroom. Teachers should balance to use English as a medium of instruction.

Even though in different view of this last previous study was different, conducted with title Instructors' Attitudes towards English Medium Instruction in

Turkey, by Kiliçkaya (2006) found from questionnaire it agrees the instruction delivered by their Indigenous language. By doing this it promotes pupils learning better. Even though like that however, Instructors sound to be in line that mixing Turkish and English is as well beneficial while lecturing although most of the current practices are to do one's best to avoid the use of Turkish.



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents methodology that is conducted in this study. It consists of research design, setting and context, participants, data collection and procedure, and also data analysis.

#### **3.1 Research Design**

Determining research design is an essential thing in a study. Gay and Airasian as cited in Griffiee (2012) stated research design describes the basic structure of the research. In this research, the researcher used a qualitative research design as a method for finding answers to all research questions.

This research uses a qualitative approach. Creswell (2018) states that qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an ever-expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the methodological integrity or accuracy or validity of the data collected.

Qualitative research is a type of research that collects and works with non-numerical data to interpret meaning from the data (Punch, 2013) The researcher chooses qualitative as a research method because qualitative research focuses on



understanding social events from the perspective of the human. This research talks about the students' perceptions on the use of English as a medium of instruction.

### **3.2 Setting and Context**

This study was conducted in the second semester of the academic year of 2019/2020 that consist of 10 female students. They are majoring in English Education Department at one of the Islamic higher institution in Kendari. Even though the students are majoring in English, they can use English language only if the lecturer is in the class as the requirement of their task or when the teacher asks to speak in English. Likewise in using English instruction, students only use English instruction in the classroom.

### **3.3 Participant**

The participant of this study consisted of 10 female students. They are majoring English education Department at IAIN Kendari. They are a native speaker of Indonesia and only speak Indonesian or their language at home. English is only their foreign language. The researcher chooses this class because this class uses English instruction the most. 10 of the students will be interviewed. These 10 participants have been recruited based on their ability and they can understand the use of English instruction in the classroom. It makes them easy to answer the interview. In selecting participants, the researcher asked the lecture to determine their ability in speaking skills. This selection was called purposive

sampling purposive sampling aims to produce a sample logically that can represent the population.

### **3.4 Data Collection**

This research requires the data from the participant who are students in 4<sup>th</sup> semester in speaking class. In collecting the data, the researcher applies semi-structured interviews. Sinaga (2018) said that, the guideline of interview made based on the questionnaire that still quantitative dimension. So, interview used to deepen and clarify the student's perception and opinion that collected through questionnaire. Ary, Lucy, Jacobs & Asghar (2002) and Ryan, Coughlan, Cronin & (2009) explains that to gather the data on student's opinion, behaviors, experiences, beliefs, and feelings about the situation on their own words, the researcher can use interview.

The researcher applies for an interview because from the interviews the researcher can gather information from the interviewees which the questions are systematically listed and directly answered by the interviewee. Interview questions were designed for participants. Each Participant was asked the same questions, using the same wording, yet the only differentiation was in following up questions that were used to clarify interviewee responses.

The interview guideline is used to help the researcher to get information about the effectiveness of the action of the teacher and student. The step of the interview is the researcher chose 10 participants to be interviewed. After that participants will be interviewed via whatsapp using voice note to avoid physical

contact due to pandemic. The researcher asked some questions . The last step, the researcher transcribing voice note data from the interview session to analyzed. The result of the interviews is in the form of interview transcript (Kurniawati 2013).

### **3.5 Instruments**

The data for the study was be collected using one instrument, that was interview due to it let the respondent describe their experience (Cresswell, 2018). He also added that interview could help explain confusing, contradictory, or unusual survey responses. Besides, using interviews aims to obtain accurate information from participants by asking questions to participants. Ary (2002) and Coughlan (2009) explain that to gather the data on a student's opinion, behaviors, experiences, beliefs, and feelings about the situation on their own words, the researcher can use the interview.

The reason for choosing an interview was because doing an interview could help and ease the researcher to get the data. In the interview, the researcher asked some questions about how student's opinions and perceptions toward using English instruction in the classroom. The researcher interviewed 10 participants via whatsapp using voice notes due to pandemic, furthermore the researcher try to apply social distancing. The interview is about how student's opinion and perception toward the using English instruction in the classroom. The researcher makes the transcript by listening to the recorder repeatedly.

### 3.6 Data Analysis

Data analysis is a technique that researchers do in managing information obtained from samples in order to describe the data so that it can be understood by the researchers themselves and others. Sunday (2015) states it is the processes and procedures whereby we moved from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we were investigating.

Data analysis is a process of finding and preparing data systematically that were obtained from interviews, field notes and documentation from observation by organizing data into categories, verifying into units, synthesizing, organizing into pattern, choosing the important one that will be studied, and making a conclusion that easily understood by ourselves and others (Sugiyono, 2008).by using the concept of Miles and Huberman (Alhojailan & Ibrahim, 2012). The steps are as follow:

The first step in analyzing qualitative data reduction. the researcher collected data about students perception of the use English instruction in the classroom. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

The second step is data display. The researcher make a categorize from the transcript interview. This step is done by presenting a set of information that is

structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

The third step of qualitative data analysis is conclusion drawing and verification. Conclusion are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the students perception of the use English instruction.

After getting the data, the researcher continued by doing data analysis. Data analysis is carried out by coding process. Coding is a process in which research data is categorized or grouped with a shorter name which also shows similarities with other data. coding is similar to how the craftsmanship of the stroke, the mixing of colours and the preparation of a canvas are conducive to the artfulness of both abstract and figurative painting. As such, structuring the data and achieving an overview of it, carefully considering the relevance, meaning and importance of segments of data, and making the data easily accessible for subsequent data analysis are all likely to constitute good practice and to enable good analytical work in most of the approaches used in qualitative research.

Coding also shows how research data are separated, selected and sorted by researchers to start the analysis process. Coding is an important step in moving from the raw data to the findings, as well as being a means to maintain coherence

between the objective and the results. Coding is a way to ensure that the questions asked are the questions that have been answered. Even though the questions asked initially can change throughout the research process, especially in inductive approaches (Charmaz 2014)

Furthermore, the researchers continued the coding process called focused coding. Focused coding requires a decision on which initial codes can make the most analytic meaning in order to make the categories of data clear and complete. And then the data is analyzed through coding. Coding is the activity of coding the data segments. In doing the coding, the researcher divides the work into three columns. One column for raw data, one column for starting code, and another column for ending code. Column 1 contains the raw data. Column 2 contains the code per sentence in the raw data, while column 3 contains the code from the data segment as a whole. The last step in analyzing the data is to present the results of the student interviews in a paragraph and make interpretations to explain the meaning of the findings. Below is an example of the coding process:

Table 3.1 The example of coding process

No	S1	S2	S3
1	sangatlah bagus, Karena kita dapat berbaur bersama teman-teman sekelas.	Pengarahan kepada siswa/mahasiswa(i) untuk melakukan sesuatu	bagus. Karena kita harus terbiasa mendengarkan instruksi bahasa inggris.
2	ya. meningkatkan b.inggris, memahami pelajaran	meningkatkan kemampuan bahasa Inggris terbiasa, meningkatkan pengetahuan kosa kata cara pengucapannya, ketepatan dalam mendengar kata, dan juga ekspresi yang tepat.	mengembangkan bahasa inggris, kosa kata baru

3	jarang	Ada beberapa dosen yang sering ada juga yang tidak.	Sangat sering
4	ya. menambah wawasan, memperbanyak kosakata baru	ya	Sangat memotivasi. saya akan mendengarkan dengan seksama.
5	susah memahami bahasa instruksi. cepat	kosa kata yang saya belum tahu artinya, saya tidak fokus	kata yang tidak terlalu susah. Selain itu, jika ada kata yang baru, biasanya dosen memberi tahu arti dari kata tersebut.
6	menambah vocabulary, pengetahuan dan wawasan.	Meningkatkan pengetahuan kosakata. Melatih skill mendengar(listening). Membuat kita terbiasa mendengar Bahasa Inggris. Memotivasi untuk terus belajar bahasa Inggris.	terbiasa mendengarkan tidak akan merasa kaku
7	bahasa inggris, akan mudah mengerti tentang apa yang diinstruksikan.	bahasa Inggris tapi pada topik yang tepat.	bahasa inggris. Namun, jika ada kosa kata akademik alangkah baiknya dosen menjelaskan arti dari kata tersebut.
8	ya..lebih mengerti dan terbiasa	Menurut saya, saya setuju jika bahasa Inggris digunakan sebagai bahasa pengantar dalam pembelajaran.	Setuju, meningkatkan kemampuan bahasa inggris

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the results of the study. It is divided into two parts, namely research findings and discussion of finding. These findings are related to research question about students' perceptions of the use English instruction in the classroom.

#### **4.1 Findings**

This research aims to show the results of the research. In this section, the researcher describes the research finding of student perception of the use English instruction in the classroom. Data obtained by conducting a qualitative interview. Presenting several discussions related to data collection through student interviews to find out students perceptions.

Research findings from interview are divided into four categories. The first is English instruction increase students' English skill. The second category is English the third instruction motivated students to learn. The fourth category is lectures frequency in using English instruction students difficulties when lecturer using English instruction. The following will discuss in detail each of the interview.



#### 4.1.1 English Instruction Increase Students' English Skill

The results of the data from student interviews on the use of English instruction in the classroom that all students feel the use of English instruction can improve students' English skills. By using English instruction in the classroom can enrich students vocabulary and widest knowledge. The following the details from the result:

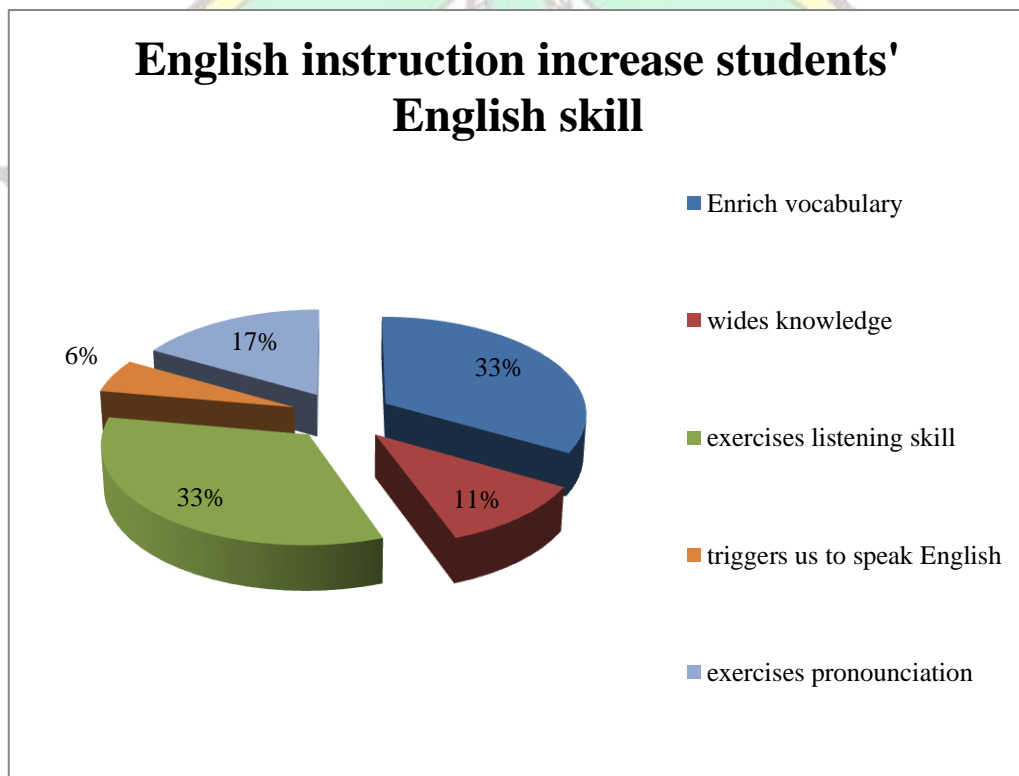


Figure 4.1 English instruction increase students' English skill

The conclusion in the diagram above shows that students reveal that the use of English instruction in the classroom is very good for improving listening skills.

The use of English instruction can also make students speak English often and practice their pronunciation.

*“I think the use of English instruction in class can increase vocabulary, knowledge and insight”. (S1)*

*“Benefits such as training students to be familiar with instruction in English. the use of English in the classroom will trigger students to use English when they want to ask questions or talk to the lecturer, and students will avoid using Indonesian. Besides that, English instruction can increase vocabulary. Third, the use of English instruction makes students accustomed to hearing English vocabulary. which makes students accustomed to hearing these words”. (S2)*

From the statement above, it can be seen that the use of English instruction in the classroom is very efficient to improve students' English language skills.

#### **4.1.2 English Instruction Motivated Students to learn**

The results of the data from student interviews showed that all students felt motivated to learn when using English instruction in the classroom. students' feel motivated to respond and ask the teacher using English instruction. Below are the details of the results:

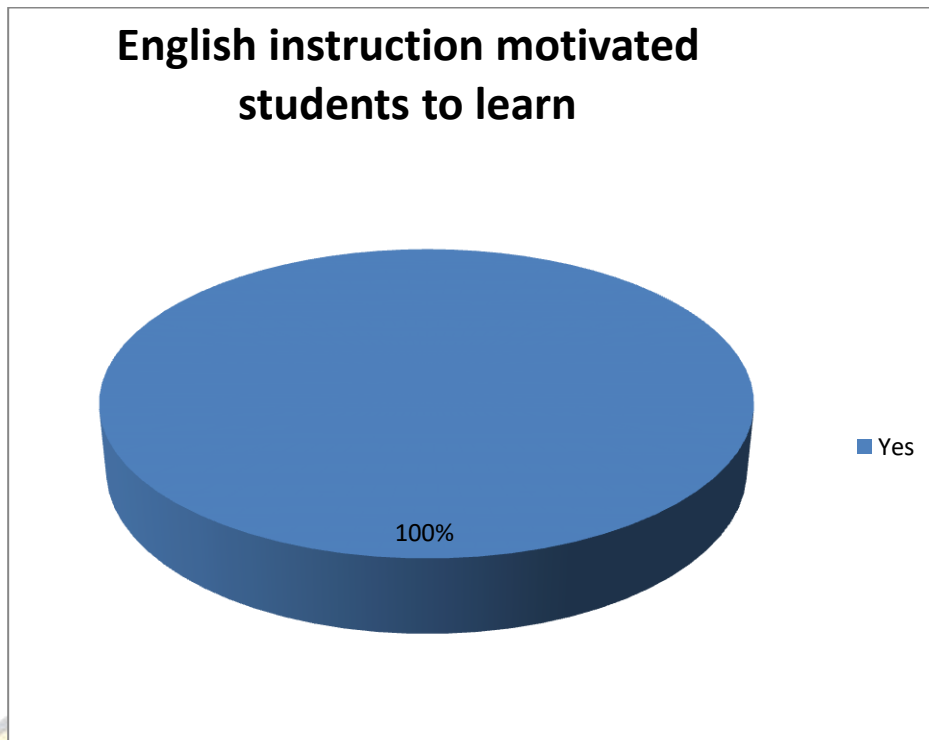


Figure 4.2 English instruction motivated students to learn

Learn when the teacher uses English instruction in this class because students feel accustomed to listening to English instructions so they are motivated to speak, respond and ask questions using English.

*“Think the use of English instruction is very motivating because it can add to my insight to study harder, and also the use of English is very interesting to increase new vocabulary in the learning”.* (S1)

*“Im motivated. Because I like it when the lecturer explains using English, it makes me more enthusiastic in learning”.* (S2)

From the statement above, it can be seen that the use of English instruction in the classroom can greatly motivate students to learn English.

### 4.1.3 Lectures Frequency in Using English Instruction

This study analyze the frequency of lectures using English instruction in the classroom, the results will be describe in the graph below:

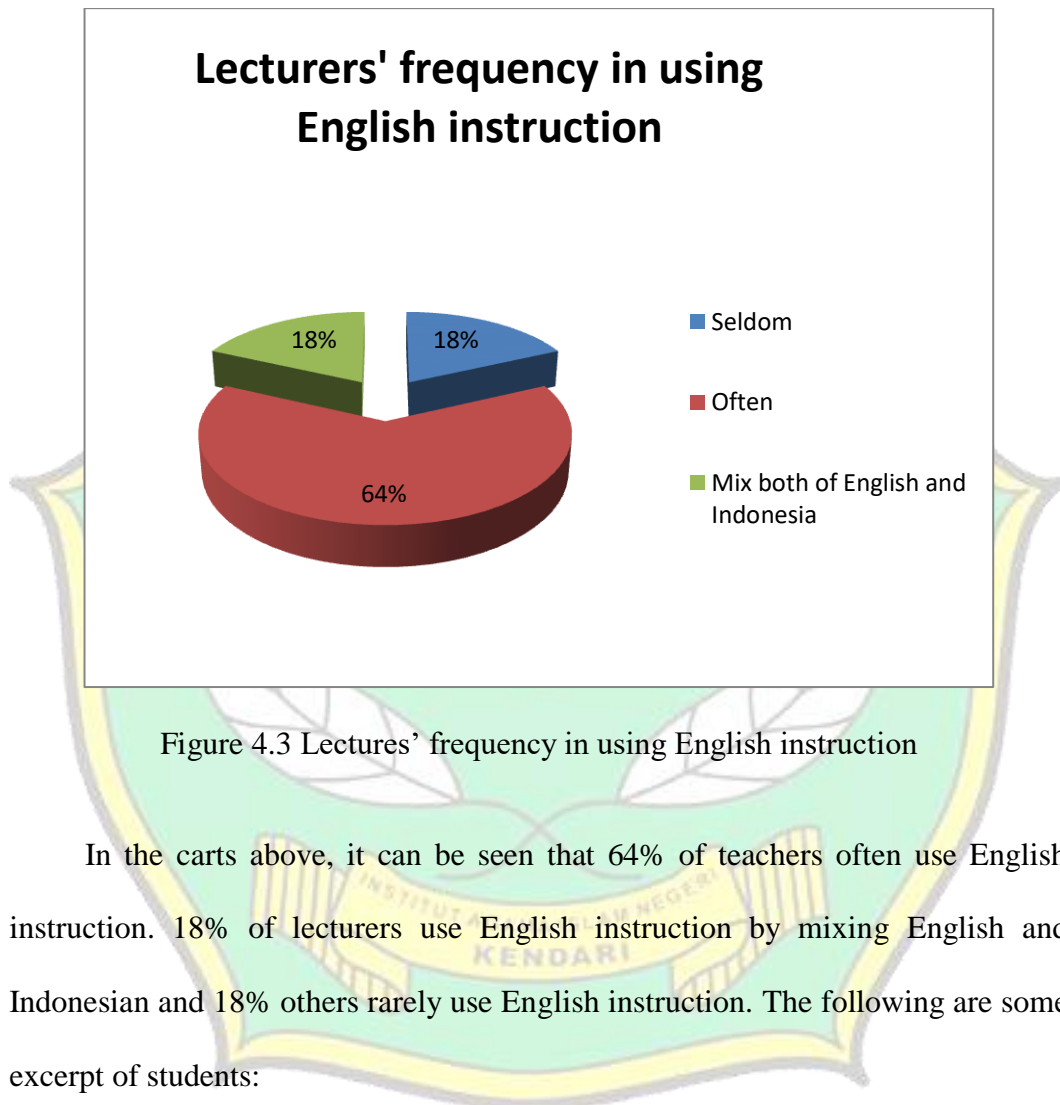


Figure 4.3 Lectures' frequency in using English instruction

In the carts above, it can be seen that 64% of teachers often use English instruction. 18% of lecturers use English instruction by mixing English and Indonesian and 18% others rarely use English instruction. The following are some excerpt of students:

*“Very often especially when it comes to courses majoring in Englis” (S4)*

*“Lecturers usually mix the language when explaining using English then translate it again into Indonesian so that it is easy to understand”. (S6)*

*Very often, probably because we're already in the fourth semester. Changes in the use of instructions that at the beginning of the*

*“Semester still use little English later, nowadays all lecturers almost full use English to give instructions”. (S3)*

From the statement above, it can be concluded that the frequency of using English instruction in class is more often used.

#### 4.1.4 Students Difficulties When Lecturer Using English Instruction

In the use english instruction in the classroom there are several difficulties experienced by students. The results will be explained in the chart below;

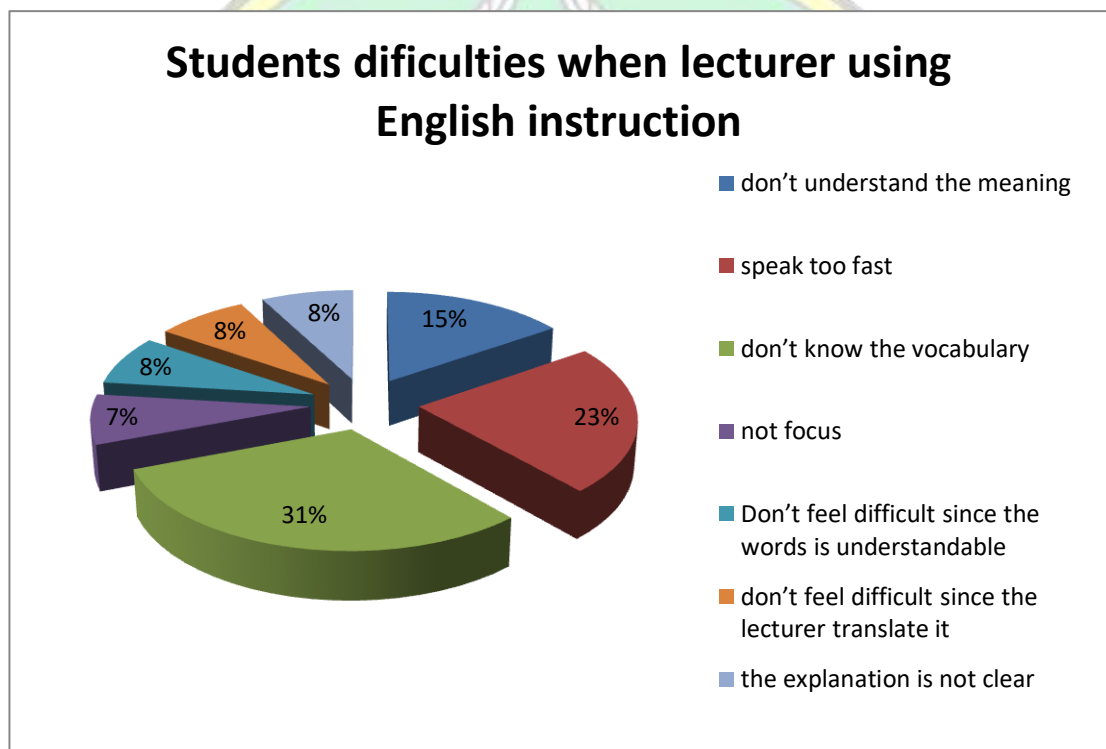


Figure 4.4 Students difficulties when lecturer using English instruction

In answering this section, data was obtained that there are various difficulties of students in using English instruction, namely 31% of students did not know the vocabulary spoken by the lecturer, 15% did not understand the

meaning of instruction from the lecturer, 23% also said the lecturer spoke too much fast and 7% of students are not focused. Sometimes There are some

*“Because the lecturer will use English quickly so we don't understand what will be instructed”. (S1)*

*“If the lecturer speaks too fast”.(S7)*

*“The difficulty I face usually lies when the lecturer speaks and there are some vocabulary words that I don't know the meaning of, sometimes I don't focus so I don't know what the instructions have been given, or what often happens is a lack of understanding of the explanation given”. (S2)*

difficulties in salad, the other is difficult to understand the language of instruction.

Here are some student quotes:

Besides that, there are 8% who said that the explanation given was unclear, 8% of students said they did not find it difficult if the words used could be understood and 8% of students also did not find it difficult if the lecturer translated into Indonesian. Here are some student quotes:

*“The obstacle that I experienced when the lecturer used English instruction was that when the lecturer explained haltingly or not fluently it made me less understanding what the lecturer meant and when the lecturer explained rambling or at length it also made me less clear about what he meant instructed”. (S10)*

*“So far, the instructions given by the lecturer have used words that are not too difficult or rather words that I have heard frequently / never heard of. In addition, if there is a new word, usually the lecturer will tell you the meaning of the wor”. (S3)*

## 4.2 Discussion

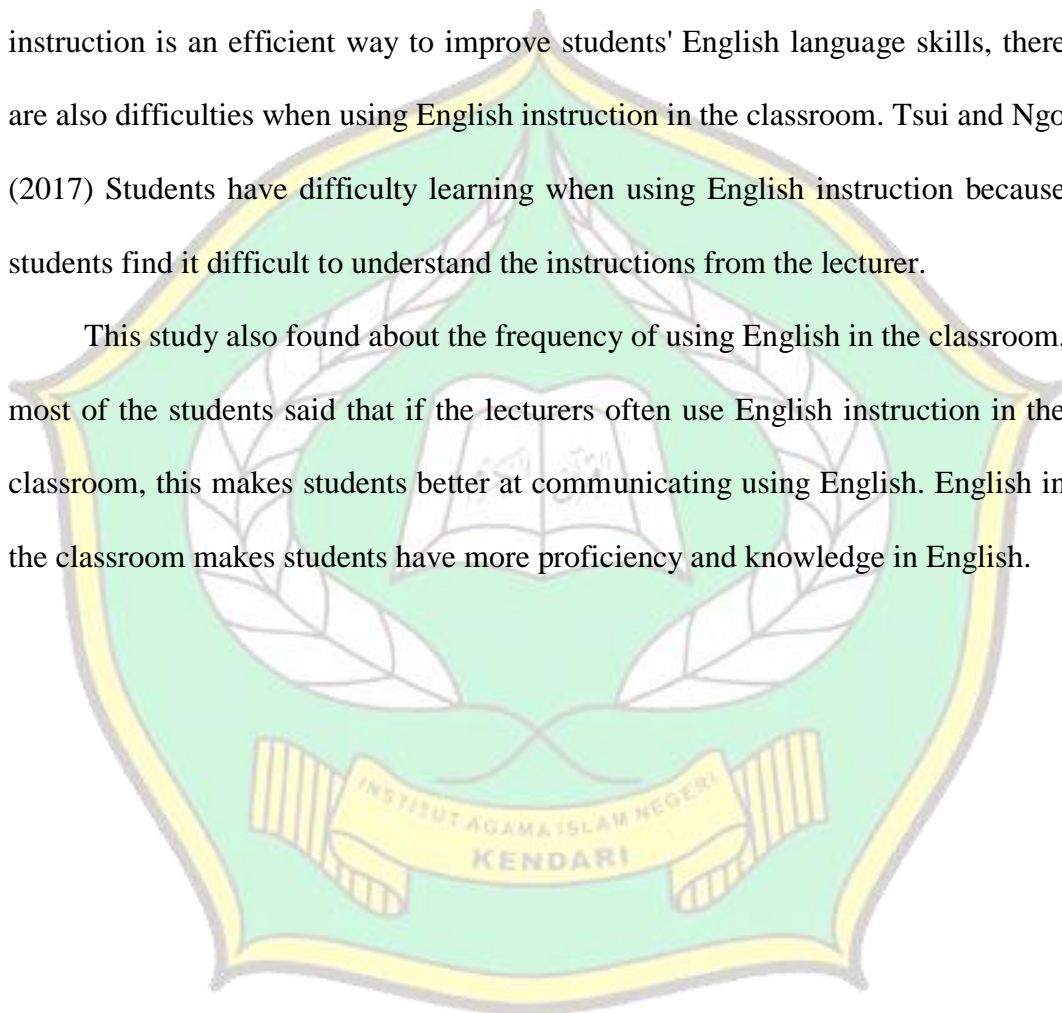
This section presents a discussion of the research results. The results from interviews and several experts stated the data were the same and supported each other. This study describes students' perceptions of the use of English instruction in the classroom. Based on the use of English instruction by the teacher in the classroom, it was revealed that it gave a positive response to students. Most students agree that the use of English instruction is an effective way to improve students' English language skills. The results of this study showed similar results to the research conducted by Koksa and Tercan (2019) which showed that the use of English instruction was an effective way to improve students' English skills. Related to this, Semiun (2014) also explains that the use of English is a good way to help students speak English easily.

The researcher also revealed that the use of English instruction in the classroom was divided into four categories, namely improving students' English skills, increasing learning motivation, students' difficulties in using English instruction and the frequency of teachers using English instruction in the classroom. This can be seen from the results of student interviews. This is related to the first category which states that students feel that the use of English instruction in the classroom can improve students' English language skills. This is in line with Civan's research (2016) which says that teaching using English instruction is a useful strategy to improve students' English skills. Ryhan (2014) argues that English instruction is important so that students can communicate using English.

In addition, in this study, all students felt that the use of English instruction could motivate students to learn English. In line with research conducted by Rahmadani (2016), the use of English instruction in the classroom can improve students' English skills, motivating students to learn English.

On the other hand, although this study explains that the use of English instruction is an efficient way to improve students' English language skills, there are also difficulties when using English instruction in the classroom. Tsui and Ngo (2017) Students have difficulty learning when using English instruction because students find it difficult to understand the instructions from the lecturer.

This study also found about the frequency of using English in the classroom, most of the students said that if the lecturers often use English instruction in the classroom, this makes students better at communicating using English. English in the classroom makes students have more proficiency and knowledge in English.





## CHAPTER V

### CONCLUSION

This chapter set out to present the conclusion, limitations, recommendation and pedagogical implications of this research.

#### 5.1 Conclusion

Based on the results of this research, most students agree with all items that English as a Medium of Instruction increased their English skills and motivate the students to learn English more. It also improved their confidence to speak up, helped them to understand more of English textbook or article and also international culture. These results can be seen from the cumulative result of the statements of „Agree“ and „Strongly Agree“ are higher compared to the statements of „Disagree“ and „Strongly Disagree“. The data results of mean, median, and mode can also indicate the results of the study. In this case, all the data results of mean, median, and mode showed values of 3 or higher, and there is no item that showed mean, median, and mode values below 3. Therefore, it can be considered that perception of the students toward English as a medium of instruction in teaching English are mostly positive.

Students' perceptions about the use of English instruction in class are very good for improving students' English skills. This is based on students' statements from student interviews, they state that the use of English instruction in the classroom is very effective for learning English because it uses English instruction. students can add vocabulary, improve listening skills, increase

learning motivation and students are accustomed to using English in the classroom. In addition, most students agree that English is used as instruction in the classroom. However, students have difficulties when using English instruction in the classroom, namely the lack of student vocabulary causes students sometimes do not understand what is being instructed by the teacher.

All the conclusion of the results of this research above were in line with Sultan's theory that stated the EMI students achieved a higher frequency of English language use both at home and at school, a more positive attitude toward English and higher motivation to learn English. Sahika Tarhan's theory also stated that a positive correlation was found between perceptions of English and perceptions of English-medium instruction for each group. Another theory stated by Dornyei said that evidence that EMI students more proactively seek opportunities to learn English, even though their motivation is more instrumental than integrative.

Thus, English as a medium of instruction has a very positive impact for English students by the English instruction teacher to help the students get motivated in studying English and to make them become more confidence in using English in English Subject or even in their daily life.

## **5.2 Limitations**

In doing this research, the researcher experienced several obstacles in collecting data, first the students had a less supportive response to the interview questions given by the researcher. Second, in collecting the data, the researcher took a long time to wait for students who could be interviewed besides the researchers had difficulty when making the transcripts of the results Interview. The three researchers did not make classroom observations to see directly the students' responses when using English instruction due to the pandemic COVID-19.

## **5.3 Recommendations**

The findings of this study have a number of important recommendations for further research, teachers and students alike. The researcher recommended to the English teachers that in teaching English subject, one must dominantly use English as the medium of instruction in the class. If the English teacher is able to show proper use of the English daily, students can use that teacher as an example or model for production. On the other hand, the English teacher is the main provider of the target language in the class of English subject. Even when the students still have low proficiency in English, using it daily as a medium of instruction is very important to do for the process of learning English.

The researcher encouraged the students to practice their English as much as possible, whenever and wherever. This is very important as it will greatly impact the students in a good way. Such as, increasing the students' English skills,

exposing them more to the English environment, making them more comfortable speaking in English, etc.

The researcher realized that this study is far from being perfect. There are still many weaknesses that can be found in this study. Generally, for other researchers who want to conduct similar research, they are suggested to improve this research with better design and different object in order to support the results finding. Specifically, the researcher also suggested the future researchers to elaborate deeply about the „why“ of the objective and the problem of the research.

#### **5.4 Pedagogical Implication**

The evidence from this study implies that the use of English instruction is effective for improving students' English language skills, even though students find it difficult when the teacher uses English instruction in the classroom but it makes students more motivated to learn English, this can be seen from the students' preference English is used as the language of instruction. Therefore, it can be concluded that the use of English instruction in the classroom is an effective way to improve students' English skills and has a positive impact for students and teacher.

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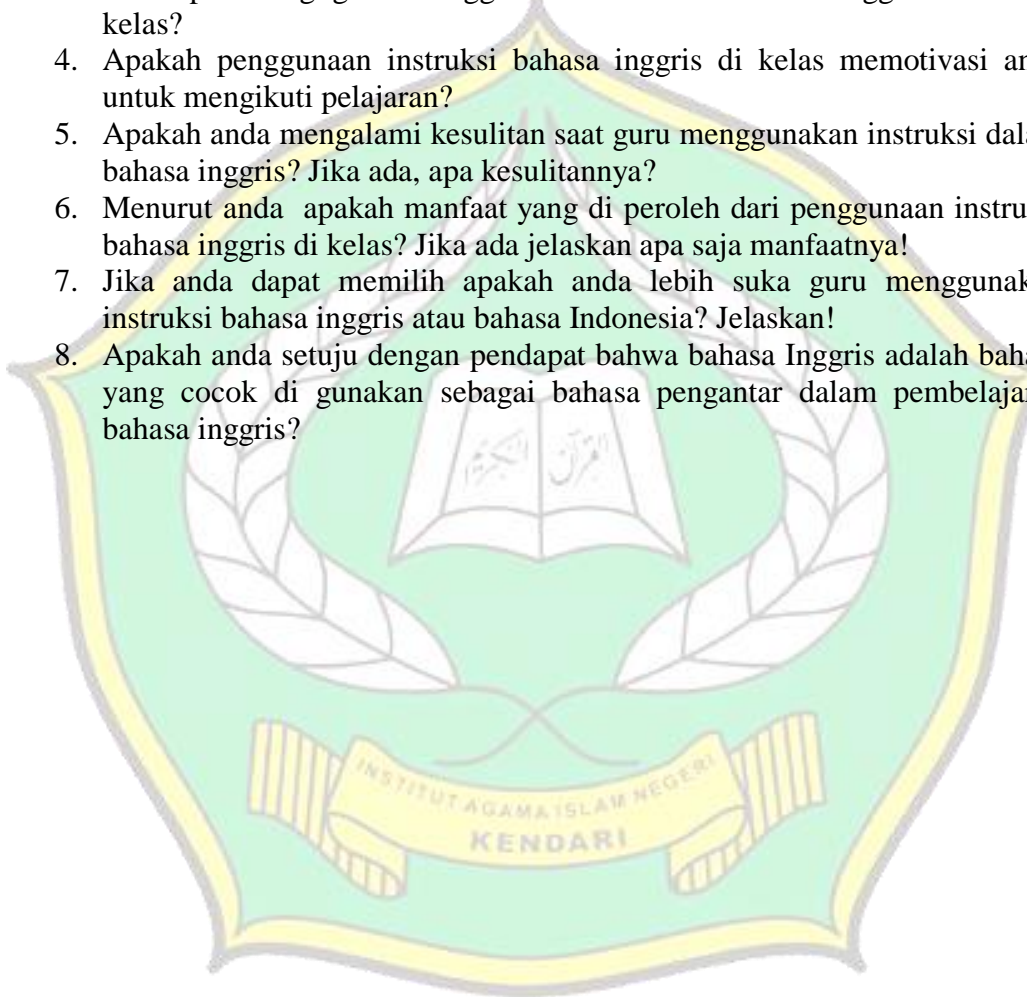


## **Appendix 1**

### **Interview Question**

#### **Students' Perception of The Use English Instruction In The Classroom**

1. Bagaimana pendapat anda tentang penggunaan instruksi bahasa inggris di kelas? Jelaskan!
2. Apakah dengan menggunakan instruksi bahasa inggris di dalam kelas dapat meningkatkan kemampuan berbahasa inggris anda? Mengapa!
3. Seberapa sering guru menggunakan instruksi bahasa inggris di dalam kelas?
4. Apakah penggunaan instruksi bahasa inggris di kelas memotivasi anda untuk mengikuti pelajaran?
5. Apakah anda mengalami kesulitan saat guru menggunakan instruksi dalam bahasa inggris? Jika ada, apa kesulitannya?
6. Menurut anda apakah manfaat yang di peroleh dari penggunaan instruksi bahasa inggris di kelas? Jika ada jelaskan apa saja manfaatnya!
7. Jika anda dapat memilih apakah anda lebih suka guru menggunakan instruksi bahasa inggris atau bahasa Indonesia? Jelaskan!
8. Apakah anda setuju dengan pendapat bahwa bahasa Inggris adalah bahasa yang cocok di gunakan sebagai bahasa pengantar dalam pembelajaran bahasa inggris?



**Appendix 2**  
**coding process of transcript students' interview (stage 1)**

Name	1	2	3	4	5	6	7	8
S1	sangatlah bagus, Karena kita dapat berbaur bersama teman-teman sekelas.	ya. meningkatkan b.inggris, memahami pelajaran	jarang	ya. menambah wawasan, memperban yak kosakata baru	susah memahami bahasa instruksi. cepat	menambah vocabulary, pengetahuan dan wawasan.	bahasa inggris, akan mudah mengerti tentang apa yang diinstruksikan.	ya..lebih mengerti dan terbiasa
S2	pengarahan kepada siswa/mahasiswa(i) untuk melakukan sesuatu	meningkatkan kemampuan bahasa Inggris terbiasa, meningkatkan pengetahuan kosa kata cara pengucapannya, ketepatan dalam mendengar kata, dan juga ekspresi yang tepat.	Ada beberapa dosen yang sering ada juga yang tidak.	Ya	kosa kata yang saya belum tahu artinya, saya tidak fokus	Meningkatkan pengetahuan kosakata. Melatih skill mendengar(listening). Membuat kita terbiasa mendengar Bahasa Inggris. Memotivasi untuk terus belajar bahasa Inggris.	bahasa Inggris tapi pada topik yang tepat.	Menurut saya, saya setuju jika bahasa Inggris digunakan sebagai bahasa pengantar dalam pembelajaran.

S3	bagus. Karena kita harus terbiasa mendengarkan instruksi bahasa inggris.	mengembangkan bahasa inggris, kosa kata baru	Sangat sering,	Sangat memotivasi . saya akan mendengarkan dengan seksama.	kata yang tidak terlalu susah. Selain itu, jika ada kata yang baru, biasanya dosen memberi tahu arti dari kata tersebut.	terbiasa mendengarkan tidak akan merasa kaku	bahasa inggris. Namun, jika ada kosa kata akademik alangkah baiknya dosen menjelaskan arti dari kata tersebut.	Setuju, meningkatkan kemampuan bahasa inggris
S4	sangat mempengaruhi para mahasiswa agar lebih terbiasa menggunakan dan mendengar bahasa Inggris.	Iya. mempelajari kata-kata baru	sangat sering	Iya. berharap saya bisa seperti mereka.	kata bahasa Inggris yang baru	terbiasa mendengar, memotivasi diri	bahasa Inggris. belajar secara perlahan dari intruksi, lebih semangat belajar	setuju, terbiasa menggunakan dan mendengar bahasa Inggris
S5	bagus dan penting. agar kita terbiasa dengan instruksi-instruksi dalam bahasa Inggris.	iya. mudah dipahami, susunan kata	selalu	Iya. Karena saya senang dan lebih semangat dalam belajar.	kata atau istilah yang tidak familiar	terbiasa dengan instruksi dalam bahasa Inggris.	bahasa Inggris. Namun sebenarnya saya menyukai jika menggunakan bahasa Inggris maupun bahasa Indonesia.	cocok digunakan

S6	sangat bagus. melatih siswa agar terbiasa dengan bahasa Inggris	Karena apabila sering digunakan dalam kelas saya akan berusaha menjawab atau berbicara dengan bahasa Inggris. menemukkan kosa kata baru	mix.	Iya. menambah semangat	Iya, kosakata baru	membangun komunikasi yang baik antara dosen dan mahasiswa	keduanya karena di dalam kelas hanya sebagian kecil saja yang mengerti bahasa Inggris full	\sangat setuju
S7	sangat bagus. meningkatkan kemampuan berbahasa	ya. kosa kata baru	di setiap pembelajaran	ya tentu saja	berbicara terlalu cepat	lebih mengetahui banyak kosakata	bahasa Inggris, membuat saya lebih bersemangat dan lebih berkonsentrasi lagi	ya saya setuju tetapi sesuai dengan kemampuan yang dimiliki oleh siswa.
S8	sangat menarik. terfokus untuk turut menggunakan bahasa Inggris sepanjang kelas berlangsung.	iya, menggunakan bahasa Inggris ketika hendak bertanya atau berbicara kepada dosen, menambah kosakata dari kosakata yang digunakan dari dosen, terbiasa mendengar, melatih pendengaran.	sangat sering	Iya, saya akan merasa tertantang untuk memahami dengan baik semua yang dikatakan	Iya, saya tidak mampu menangkap dengan baik kata-kata apa yang dikatakan	memicu mahasiswa untuk menggunakan bahasa Inggris, meningkatkan kosakata, terbiasa mendengar	bahasa Inggris namun dengan tetap menyertakan arti dari intruksi tersebut.	setuju, terbiasa menggunakan bahasa Inggris

S9	sangat baik. meningkatkan kemampuan berbahasa inggris, memperkaya vocabulary	iya, memperkaya kosakata, melatih pronunciation.	dosen mengunakan bahasa inggris, setelahnya di terjemahkan lagi ke dalam bahasa Indonesia	iya. semangat belajar. cara pronunciation yang baik dan mendapat kosakata baru	Iya, kosakata yang asing	memperkaya vocabulary, mendapatkan ide baru juga melatih pronunciation	mix campur bahasa inggris dan bhs Indonesia. bisa tau artinya sesuai konteks seperti apa	kesulitan di karenakan keterbatasan vocabulary.
S10	sangat efektif dan sangat membantu saya memahami dan mengembangkan pembelajaran kami.	Iya, mendapatkan kosakata baru, terbiasa	sering.	Iya, melatih berbahasa inggris kami	menjelaskan secara terbata bata atau kurang lancar. menjelaskan bertele tele atau panjang lebar	terbiasa mendengarkan, termotifasi untuk berkomunikasi berbahasa inggris, meningkatkan kemampuan berkomunikasi	bahasa inggris tapi ada kalahnya saya juga butuh penjelasan dalam bahasa Indonesia	sangat setuju



**PEMERINTAH PROVINSI SULAWESI TENGGARA**  
**BADAN PENELITIAN DAN PENGEMBANGAN**  
Kompleks Bumi Praja Anduonohu Telp. (0401) 395690 Kendari 93121  
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Kendari, 27 April 2021

Nomor : 070/1397/Balitbang/2021  
Lampiran : -  
Perihal : Izin Penelitian

K e p a d a  
Yth. Rektor IAIN Kendari  
di -  
KENDARI

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 0979/FATIK/TL.00/04/2021 tanggal, 26 April 2021 perihal tersebut di atas, Mahasiswa di bawah ini :

Nama : MITHA AGUS PRATIWI  
NIM : 16010106016  
Prodi : S1 Tadris Bahasa Inggris  
Pekerjaan : Mahasiswa  
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Kantor Saudara dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

**"STUDETS' PERCEPTIONS OF THE USE OF ENGLISH INSTRUCTION IN THE CLASSROOM"**

Yang akan dilaksanakan dari tanggal : 27 April 2021 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undanganyang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan pemerintah setempat.
4. Wajib menghormati Adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sultra Cq Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian Surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA  
KEPALA BADAN PENELITIAN & PENGEMBANGAN  
PROV. SULAWESI TENGGARA

  
Dr. H. SUKANTO TODING, MSP, MA  
Pembina Utama Muda, Gol. IV/c  
Nip. 19660720 199301 1 003

Tembusan:

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FATIK IAIN Kendari di Kendari;
3. Ketua Prodi. S1 TBI FATIK IAIN di Kendari;
4. Mahasiswa yang bersangkutan.

## CURRICULUM VITAE

### PROPOSAL DATA

1. Name : Mitha Agus Pratiwi
2. Place/date of birth : Kendari 14 Agustus 1999
3. Gender : Female
4. Religion : Islam
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7. Phone Number : 082260331387
8. Email : [mithaaguspratiwi@gmail.com](mailto:mithaaguspratiwi@gmail.com)



### PARENTAL DATA

1. Name of Parents
  - a. Name of Father : Lintar. L
  - b. Name of Mother : Nining. S
2. Name of Brother
  - a. First : Dhini Diva Puspa
  - b. Second : Dhani Devri Prasetia
  - c. Third : Adithia Arya Praja

### EDUCATIONAL BACKGROUND

1. SD : SDN 14 KONSEL
2. SMP : SMP Negeri 14 KONSEL
3. SMA : SMK Negeri 5 KONSEL
4. College : Institute Agama Islam Negeri Kendari