

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 4th 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:

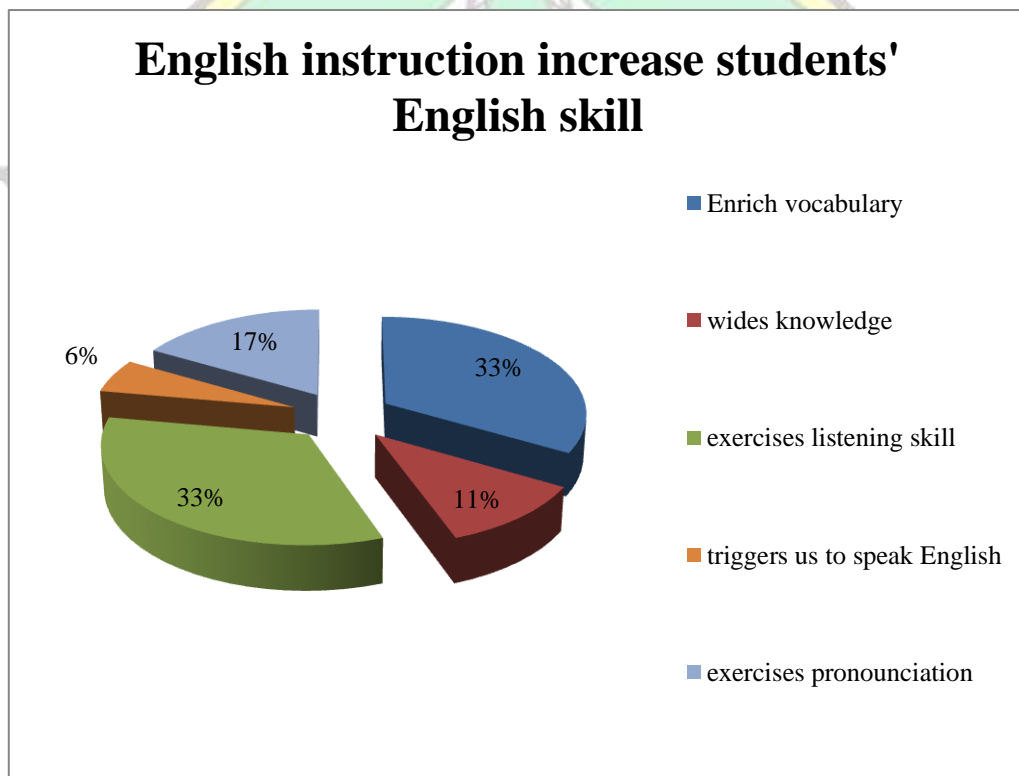


Figure 4.1 English instruction increase students' English skill

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:

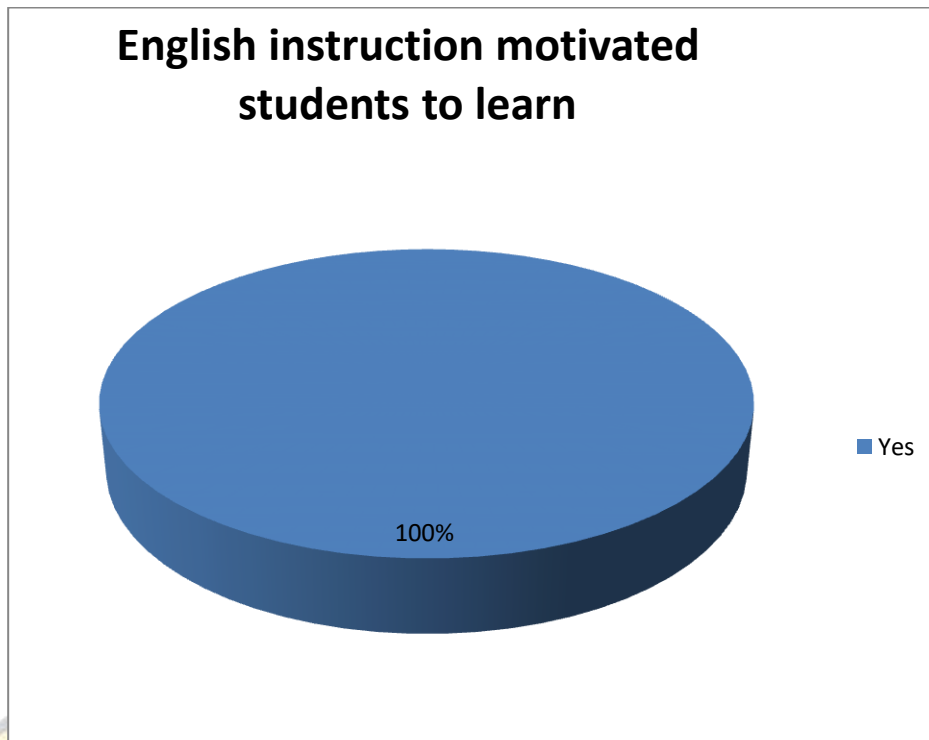


Figure 4.2 English instruction motivated students to learn

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:

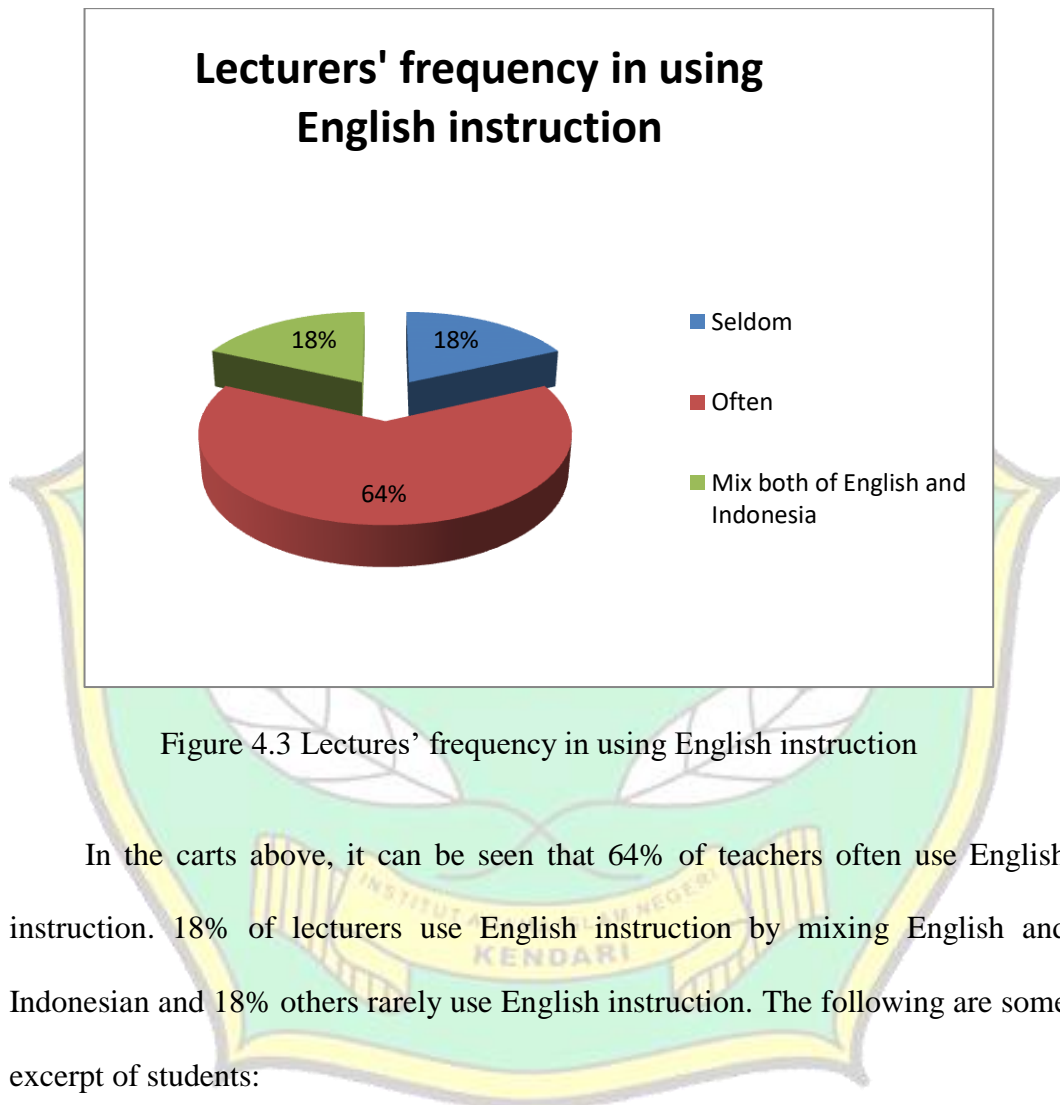


Figure 4.3 Lectures' frequency in using English instruction

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;

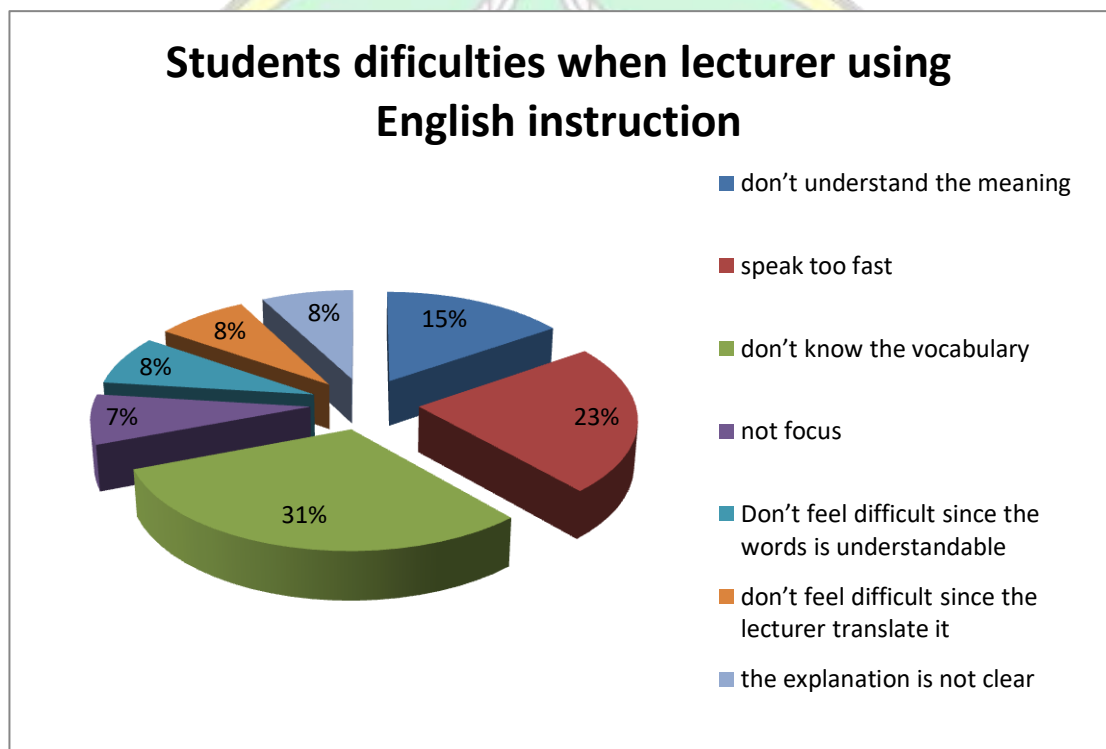


Figure 4.4 Students difficulties when lecturer using English instruction

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

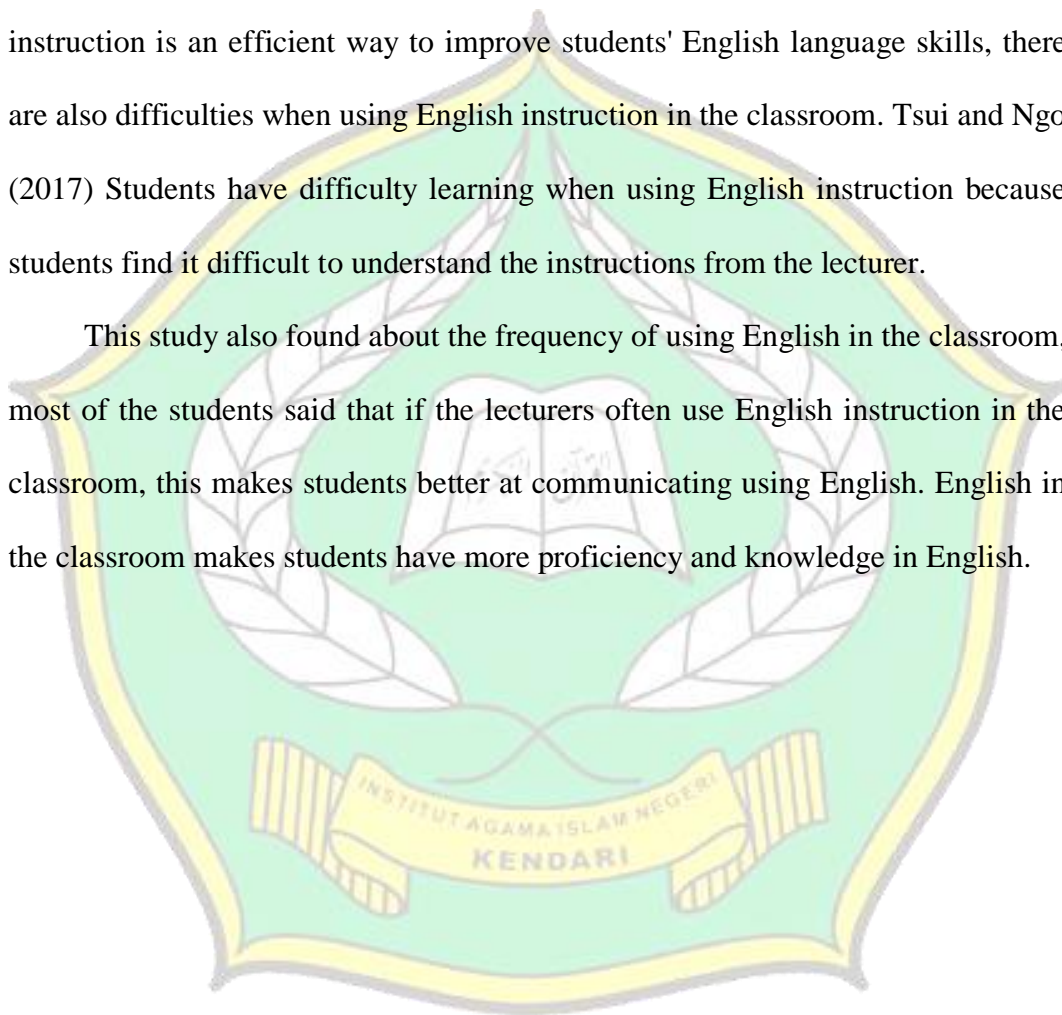
This section presents a discussion of the research results. The results from interviews and several experts stated the data were the same and supported each other. This study describes students' perceptions of the use of English instruction in the classroom. Based on the use of English instruction by 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.

REFERENCES

- Anna, P. T. & Hang, Y. N. (2014). Students' perception on the use of English-medium instruction in Hong Kong University. *Journal of Further and Higher Education*, 33(5), 57-78.
- Artini L. P. (2011). Persepsi guru dan siswa terhadap penggunaan bahasa Inggris di kelas bilingual disekolah menengah atas berstatus RSBI di Bali. *Journal Ilmu Pendidikan*, 17(4), 307-312.
- Barry, 1998. *A Study of Students' Perception in English Classes*. Vol. 33 No.2. Retrieved on March, 2nd 2017.
- Charmaz, Kathy. 2014. *Constructing grounded theory*: Sage
- Chee MW, Hon NH, Caplan D, Lee HL, Goh J. 2002. *Frequency of Concrete Words Modulates Prefrontal Activation During Semantic Judgments*. *Neuroimage*.
- Civan, A. & Coskun, A. (2016). The effect of the medium of instruction language on the academic success of university students. *Educational Sciences: Theory & Practice*, 16(6), 1981- 2004.
- Crandall, J. (1998). Collaborate and cooperate; *Educator Education for Integrating Language and Content Instruction*, 36(2), 5-13
- Cresswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, Inc.
- Creswell, J. W. (2009). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Dearden, J. (2014). *English as a medium of instruction- A growing global phenomenon*. London: British Council.
- Dearden, J. (2015). *English as a Medium of Instruction: A Growing Global Phenomenon*. University of Oxford.
- Dickson, P. (1996). *Using the target language a view from the classroom*. Slough: National Foundation for Educational Research.
- Ebad, R. (2014). The role and impact of English of English as a language and a medium of instruction in Saudi Higher Education institutions: Students-Instructor Perspective. *Study in English Language Teacher* 2(2), 140-148

- El-Fiki, H. A. (2012). *Teaching English as a foreign language and using English as a medium of instruction in Egypt: Teachers' perceptions of teaching approaches and sources of change.*(Unpublished doctoral dissertation). University of Toronto. Toronto: Ontario.
- Feldman, R. S. (2011). *Understanding psychology.* McGraw Hill Companies.
- Feldman, R. S. 2011. *Understanding psychology.* McGraw Hill Companies
- Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13 (1), 57-72.
- Gazda. (1984). *Human relations development: a moment for educators.* Boston: Allyn and Bacon.
- Gillani, I.G., Khurshid, K., Jumani, N. B., & Rahman, F. (2010). A comparison of students' achievement in the subject of English: A Pakistani context. *Language in India: Strength for Today and Bright Hope for Tomorrow*, 10(8), 146-152.
- Haryanto, E. (2012). Listening to students' voice: A survey of implementation of English as a medium of instruction in an international standard school in Indonesia. *Journal of Education and Practice*, 3(15),111-119
- Ibrahim, J. (2014). The implementation of EMI (English medium instruction) in Indonesian Universities: its Opportunities, its Threats, its problems, and its possible solutions, *Journal of Petra Christiani University*, 3(2), 7-10.
- Idris, S. (2014). *Language policy and the construction of national and ethnic identities in Indonesia.* San Antonio: The University of Texas at San Antonio.
- Idris, S. *Language Policy and the Construction of National and Ethnic Identities in Indonesia.* University of Texas, San Antonio, USA.
- Karvonen, H. (2017). *English as medium of instruction.* Unpublished Thesis University of Turku, Turku.
- Koksal, D. & Tercan, G. (2019). English as medium of instruction and international posture: From the perspective of students. *Journal of Language and Linguistic Studies*, 15(1), 262-375
- Leavit, C. 2002. *Classroom Research: students Perception.* Aila Review, Fifth Edition. Retrieved April 6, 2014.

- Lindsay, Peter and Donald A, Norman. 1997. *Human Information Processing*. An Introduction to Psychology.
- Marsh, D. (2006). English as medium of instruction in the new global linguistics order. *Global Characteristics, Local Consequences, METSMaC*, 29(4),107-123.
- Millikan. R. G. 2004. *Varieties of Meaning*.MIT Press.
- Natalia, M. Libakova, & Ekaterina, A. S. (2015). The method of interview as an effective research procedure of studying the indigenous people of the north. *Journal of Siberian Federal University*, 1(8), 114-127.
- Nazarudin. (2013). *Language Policy in Indonesia and Its Influences in Malay Countries A Historical Point of View Between Colonial and Post-colonial Era*. The University of INHA
- Nguyen V.T & Nguyen T.K. (2009). A study of water hyacinth (*Eichhornia crassipes*) as a feed resource for feeding rabbits. *International Conference on Livestock, Climate Change and the Environment, An Giang University*, 24,(2)16-18.
- Norrahman, A. (2016). *The students' perception on English usage as the medium instruction used by the English teachers at SMAN-1 Palangka Raya*. Undergraduate thesis, IAIN Palangka Raya.
- Nunan, D. (1999). *Second language teaching & learning*. Boston: Heinle & Heinle Publisher.
- Owu-Ewie, C., & Eshun, E. S. (2015). The use of English as medium of instruction at the upper basic level (primary four to junior high school) in Ghana: from theory to practice. *Journal of Education and Practice*, 6(3),72-82.
- Punch, K. F (2013). *Introduction to social research: Quantitative and qualitative approaches*. SAGE Publications.
- Rahmadani, D. (2016). Students' perception of English as a medium of instruction (EMI) in English classroom. *Journal on English as A Foreign Language*, 6(2) ,131-144.
- Rakhmat, J. (2005). *Psikologi komunikasi*. Bandung: PT. Rosdakarya.
- Robbins, S. (2001). *Organizational behavior*. Upper Saddle River, NJ: Prentice Hall.

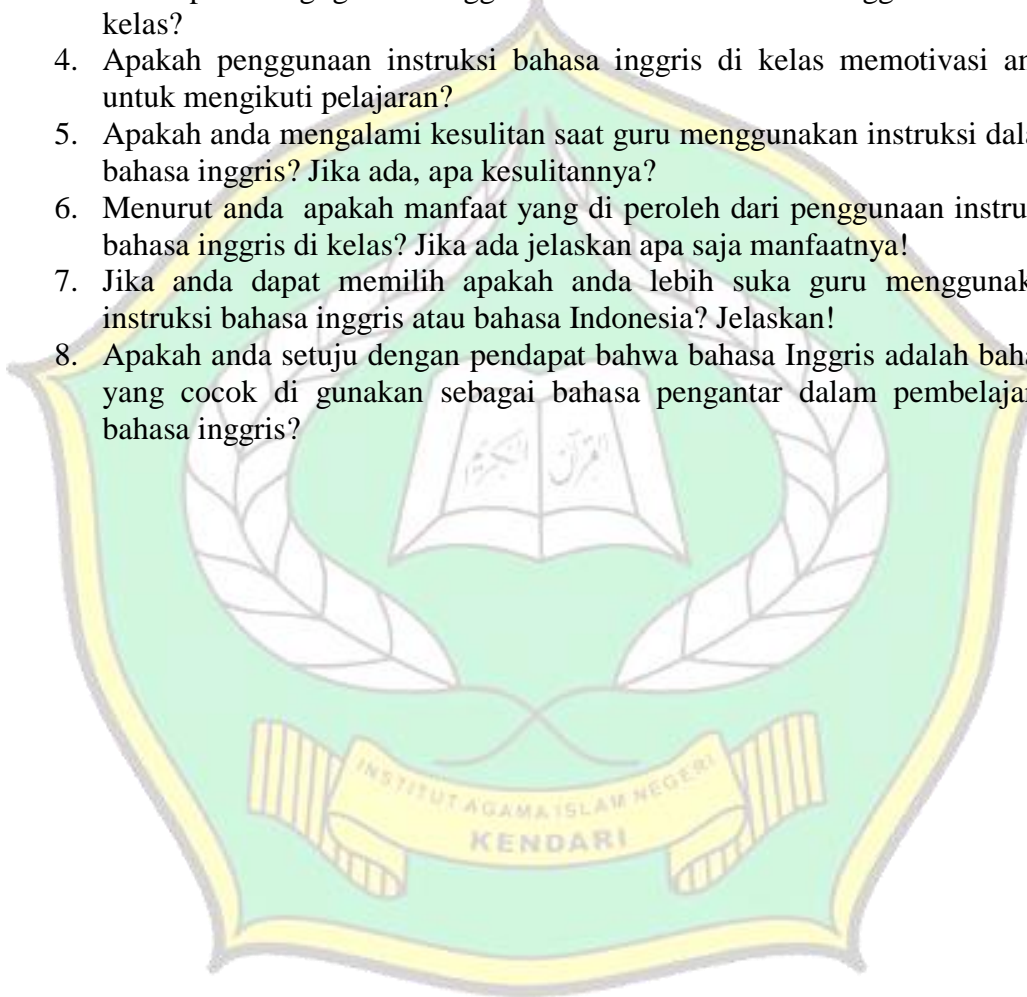
- Robbins. 2003. *Organizational Behavior Prentice-Hall International Editions*. Prentice Hall.
- Rose. 1995. *Human, Psychology of Adjustment and Human Relationship*. New York: Random House.
- Schmidt, J. C. (2002). Longman dictionary of language teaching and applied linguistics. *Pearson Education Limited (Third Edition)*, 33(5),391-403.
- Semiun, A. (2014). The importance of the use of English by EFL teachers viewed from the theories of language learning, language teaching and classroom interaction. *Jurnal Ilmu Pendidikan Bahasa*, 1(3), 1-17
- Simanu-Klutz, F. (1999). *Language of instruction: Choices and consequence*. Honolulu, HI: Pacific Resources for Education and Learning.
- Slameto.2003. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Cet. X; Bandung: Alfabeta
- Taha, M. (2013). Investigating critical factors influencing the success of E-Learning. *Paper presented at PwD Doctoral Symposium, Brunel University and Ahlia University, Bahrain*, 8 (1),28- 29.
- Thirunavukkarsu, K. 2013. Reintroduction of EMI in Sri Lanka. *International Journal of English Language and Literature Studies*.
- Unumeri, G. O. (2009). *Perception and conflict*. Abuja: National Open University of Nigeria
- Utomo, P. R. (2013). *Students' perception toward the use of English in teaching English for first Grade of Vocational High School of SMK Negeri 1 Salatiga*. Unpublished Thesis Satya Wacana Christian University, Salatiga.
- Wu, W. S. (2006). Students' attitudes toward EMI: Using Chung Hua University as an example. *Journal of Education and Foreign Language and Literature*, 4(3), 67-84
- Zainura, S. (2019). Students' perception on the use of English as a medium of Instruction. Thesis of Faculty of Education and Teacher Training Islamic State University of Ar-Raniry Banda Aceh, Banda Aceh.
- Zeni, M. (2009). Students' perception on the teachers use of english at an efl context: a case study at one state senior high school in Yogyakarta. *Bachelors Nonpeer Reviewed Book. Institute Universitas Pendidikan Indonesia. Gedung Perpustakaan Universitas Pendidikan*,24(3),5-13

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. menemukan 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 kosa kata	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 instruksi 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
Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

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
5. Status : Student
6. Address : Baruga
7. Phone Number : 082260331387
8. Email : 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