

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.