

**STUDENTS' PERCEPTION ON ENGLISH AS MEDIUM OF  
INSTRUCTION USED BY ENGLISH LECTURERS IN IAIN  
PALANGKARAYA**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
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2018 M/1439 H**

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INSTRUCTION USED BY ENGLISH LECTURERS IN IAIN  
PALANGKARAYA**

**THESIS**

Presented to State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



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used by English Lecturers in IAIN Palangkaraya

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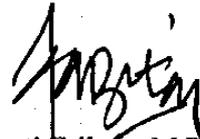
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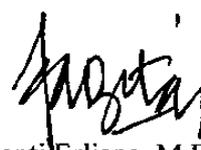
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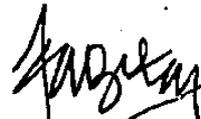
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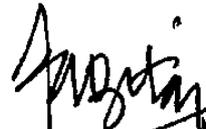
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Assalamualaikum Wr. Wb

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Thank you for your attention.

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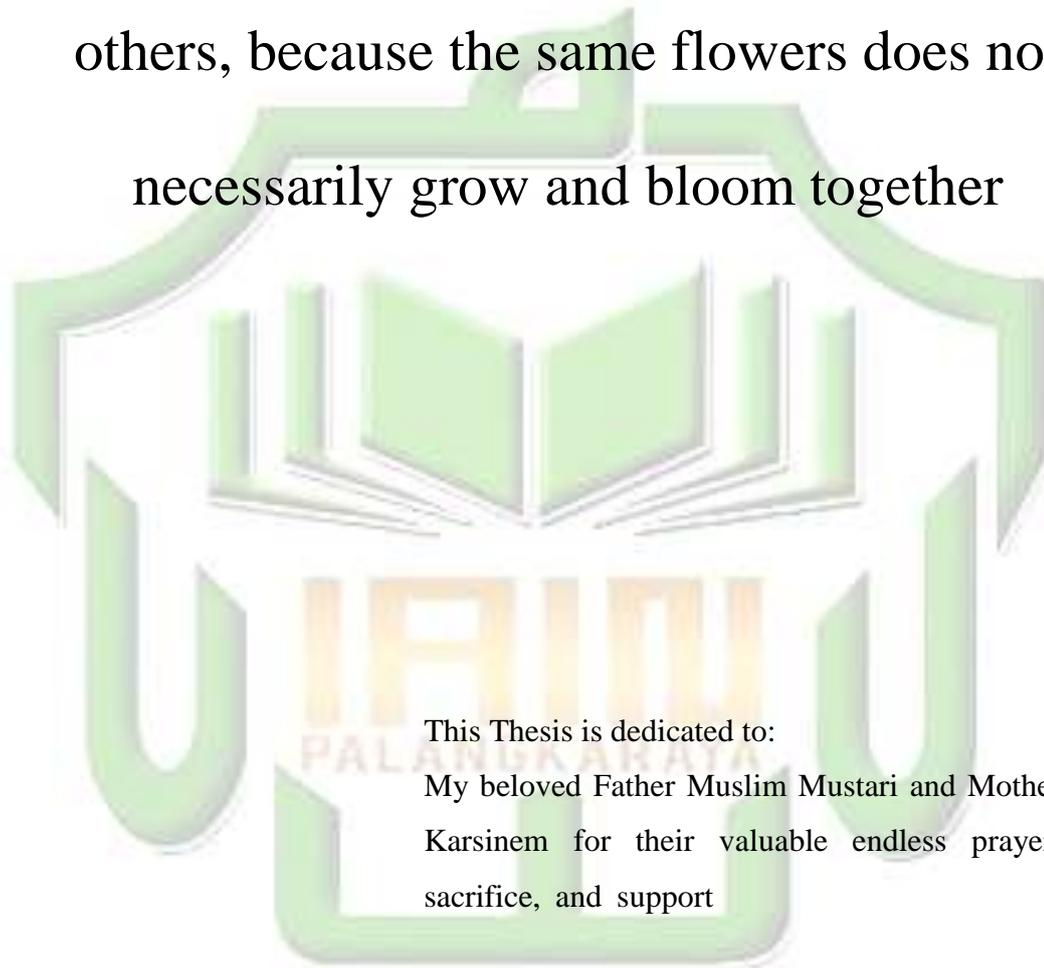
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## MOTTO AND DEDICATION

Dont compare your process with others, because the same flowers does not necessarily grow and bloom together



This Thesis is dedicated to:  
My beloved Father Muslim Mustari and Mother  
Karsinem for their valuable endless prayer,  
sacrifice, and support .

## DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 5<sup>th</sup>, June 2018

Yours Faithfully



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## ABSTRACT

Sumiati. 2018. *Students' Perception on English as Medium of Instruction used by English Lecturers in IAIN Palangkaraya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) Hj. Apni Ranti, M. Hum; (II) Santi Erliana, M.Pd.

Key Words: perception, medium of instruction, english as medium of instruction.

The objective of the study were to find out the students' perception on English as medium of instruction used by the English lecturers in English Study Program of IAIN Palangkaraya and the extent of lecturer use English in classroom.

This study used both quantitative and qualitative method to collect the data and belonged to survey research. The population of the study was the English students generation 2016-2017 at IAIN Palangkaraya. The writer took 41 students as the sample for questionnaire to answer first problem of the study and the writer observed 3 classes in order to solve the second problem.

The main research findings showed that: (1) Most of students agreed the usage of English as medium of instruction used by lecturers in English class (90.2%). Because they felt that it accustomed them to hear and to be taught in English. Another reason because they were English students in English Education Study Program, so the learning activity should be in English. But there were some students disagreed (9.8%) the reasons were generally same, it was because the ability and comprehension to understand the explanation of the lecturers was low, they afraid could not understood well when the lecturers totally used english in class. (2) the lecturers used both English and Indonesia in classroom. But, the lecturers used English dominantly and used Indonesia to explain in certain difficult things.

## ABSTRAK

Sumiati, 2018 *Persepsi Mahasiswa Terhadap Bahasa Inggris sebagai Bahasa Pengantar yang digunakan oleh Dosen Bahasa Inggris di IAIN Palangkaraya*. Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum; (II) Santi Erliana M.Pd.

Kata Kunci: Persepsi, Bahasa Pengantar, Bahasa Inggris sebagai bahasa pengantar

Penelitian ini bertujuan untuk mengukur persepsi siswa terhadap penggunaan bahasa Inggris sebagai bahasa pengantar yang digunakan oleh dosen bahasa Inggris di Program Studi Bahasa Inggris di IAIN Palangka Raya dan sejauh mana dosen menggunakan bahasa Inggris di kelas.

Penelitian ini menggunakan metode kuantitatif dan kualitatif dan termasuk kedalam penelitian survey. Populasi penelitian ini adalah mahasiswa bahasa Inggris angkata 2016-2017 di IAIN Palangkaraya. 41 mahasiswa sebagai sample untuk menjawab soal angket guna menyelesaikan tujuan penelitian. dan mengamati 3 kelas untuk memecahkan masalah kedua.

Hasil dari penelitian menunjukkan bahwa (1) sebagian besar mahasiswa setuju terhadap penggunaan bahasa Inggris sebagai bahasa pengantar yang digunakan oleh dosen di kelas Bahasa Inggris(90.2%) Karena mereka mereka bahwa itu membuat mereka terbiasa mendengar dan diajarkan dalam bahasa Inggris. Alasan lainnya karena mereka adalah mahasiswa bahasa Inggris di Program Studi Pendidikan Bahasa Inggris , jadi kegiatan belajar harus dalam bahasa Inggris. Tetapi ada beberapa mahasiswa yang tidak setuju (9.8%) alasannya umumnya sama, itu karena kemampuan dan pemahaman to memahami penjelasan dosen rendah, mereka takut tidak dapat memahami dengan baik ketika dosen menggunakan bahasa Inggris secara penuh di dalam kelas.(2) dosen bahasa Inggris menggunakan bahasa Inggris dan Indonesia di dalam kelas. Tetapi, para dosen menggunakan bahasa Inggris secara dominan dan menggunakan bahasa Indonesia untuk menjelaskan hal-hal tertentu yang sulit.

## ACKNOWLEDGMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.

5. Hj. Apni Ranti, M. Hum the first advisor, for her valuable guidance, suggestion, and encouragement.
6. Santi Erliana, M.Pd the second advisor, for her valuable guidance, suggestion, and encouragement.
7. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
8. All English lecturers and staff of IAIN Palangka Raya for their help and support.
9. All of English students generation 2014 who has given the writer support and contribution.
10. All of students generation 2016 to 2017 at English Education Study Program who helped the writer in completing the research.
11. Mr. Muslim Mustari and Mrs. Karsinem her beloved parents for all everything that she cannot to mention one by one.
12. Turyanti Indriani and Agus Setiono, her beloved sister and brother and Muhammad Haikal Firdaus Al-Ghazali and Adinda Putri Balqis, her nephew and niece who always support and pray for her.
13. Her best friends, Nur Rifal Laili, Siti Komariah, Maria Ulfah, Rianti Fatmala Sari and Sagita who always support and help the writer in completing the requirement of the thesis.
14. Her special friend M. Ariton Kholiq, S.Pd who always support, help and spent his time for her.

15. Her beloved friends musyrif-musyriah 4<sup>th</sup> generation in Ma'had Al-Jamiah
16. Her beloved friends MENWA IAIN Palangkaraya, especially WIRA 26
17. Last, all of her friends who have helped the accomplishment of the thesis.

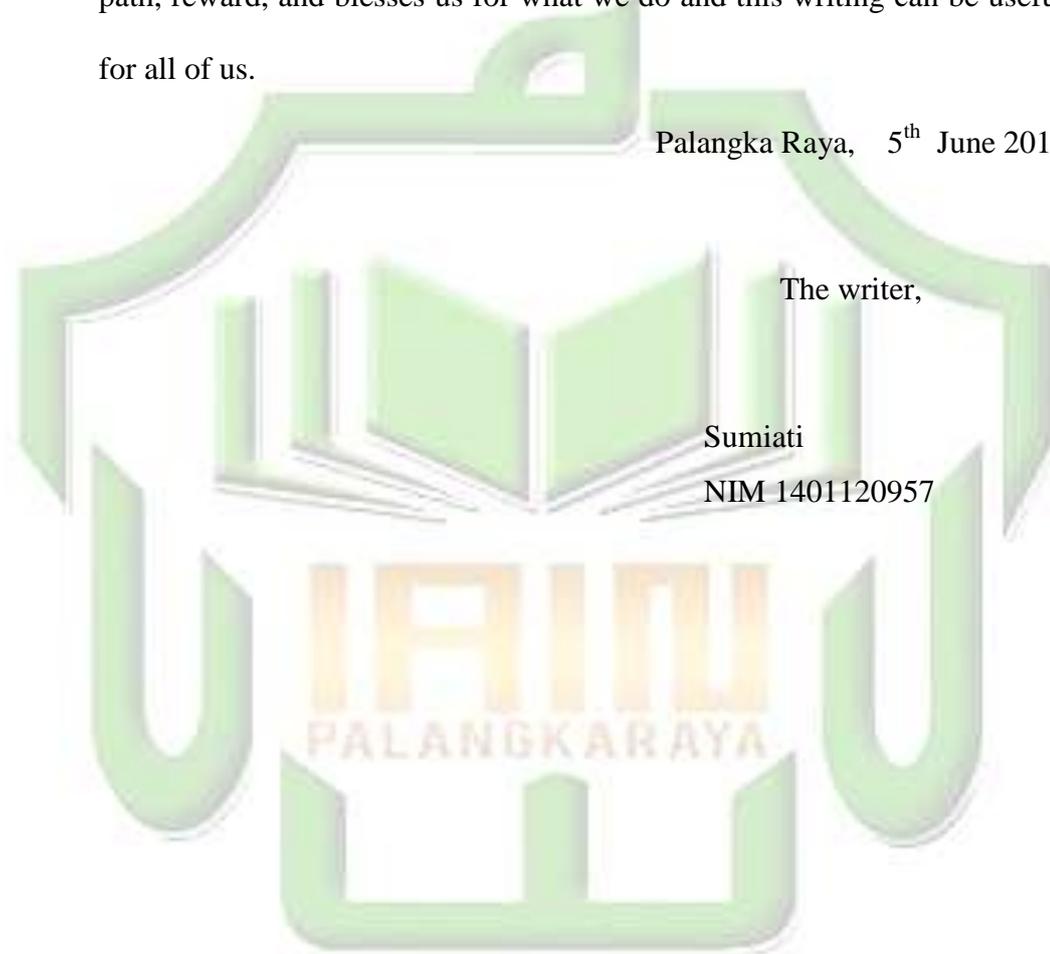
The writer hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, 5<sup>th</sup> June 2018

The writer,

Sumiati

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# CHAPTER I

## INTRODUCTION

This thesis presents a study of English Students' Perception on English As Medium Of Instruction By English Lecturers In IAIN Palangkaraya. This chapter discusses about Background of study, Problem of Study, Limitation of Study, Objective of Study, Assumption of Study, Significance of Study and Operational Definition.

### A. Background of The Study

In Indonesia, English is as a foreign language. English is only a little part of daily life and even just a point in education system. It is not realized how important English is (Norrahman, 2016, p. 14). 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 (Rahmadhani, 2016, p. 2).

In relation to the use of English in the classroom, Nunan says that students in foreign language classrooms are rarely encouraged to make use of their language skills in the real world. The only practice they have is in class. Wheaton stated that English foreign learners of Indonesia must be accustomed to English either in the class or outside of the class. This is because of language is about habit. The more they practice, the better they

improve. Then Allford stated that the use of target language inside the classroom by the teacher who trains will make the students to through the language directly. Dickson in Denni (1996, p. 3) also stated the importance of using target language in the classroom. First, the use of the target language in the classroom greatly increases the students' exposure to the target language. This is very important, especially in foreign language classrooms where the target language is not heard outside of the classroom context. The goal is to make the context as close to a second language context (where the target language would be heard outside of the classroom) as possible in order to give students maximum exposure to the language. Secondly, by using the target language in the classroom, students are receiving more comprehensible input those leading to more complex language structures. By using the target language, students are not only learning 'about' the language but also learning 'through' the language. Lastly, using the target language in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language.<sup>3</sup>

The statements indicates that teacher or lecturer, as a language model, should expose English as much as possible (Nunan, 1999) Therefore, the students have a great opportunity to imitate and mime (Broughton, et al, 1980) and finally they can produce English as the target language being taught in a classroom. Allfor (1999) also added that an English teacher

needs use as much English as possible for installation because it can be a model for students.

The statement above is related to what Brown says that teachers or lecturers might do well to be as deliberate, but meaningful, in his communication with students as the parent is to the child, since input is as important to the EFL learner as it is to the first language learner. Furthermore, Harmer also explains that when teachers or lecturers use their voice to produce language, it means that they have modeled the language (Harmer, 2002, p. 67). This thing is a basic and important teaching skill that may influence students' ability and achievement in English. At the very least, that lecturer will surely need to be able to handle the English language, but they will also need to present concepts and ideas to students of various first language, negotiate input and check comprehension while taking account of all the cultural differences in the room and potentially different language levels (Dearden, 2014, p. 6). As Oflaz (2009) states in his thesis, mother tongue may contribute to foreign language learning process. Greggio and Gil (2007) also mention in their study, teachers may use the mother tongue when they need under different circumstances. In their study, a teacher was found out to be using mother tongue to a) explain the grammar, b) give instructions, c) help the students/check them, d) correct the activities. In the same study, it was seen that even less than the beginning levels, mother tongue was also used in the more advanced levels (Greggio and Gill, 2007, p. 376). But using L1 more than necessary may

result in desire for students to turn back to it all the time, which is a situation not appreciated by lecturers (Karaagac, 2015, p. 18).

In other case which is happening at IAIN Palangka Raya Campus is the teaching and learning activities use Bahasa Indonesia as medium of instruction. Based on the observation on several students, and self experiences studying at IAIN Palangka Raya since 2014 till now, Bahasa Indonesia is still use in the reality of medium of instruction. The usage of Bahasa Indonesia is used to compensate English. However, although mixed-mode teaching or code-switching in the classroom sometimes helps to make teaching and learning processes become more efficient, it should not be used to serve as a transition to a full EMI program, because it may inhibit the process of acquiring English and undermine the very existence of an EMI program (Rahmadhani, 2016).

From the statement above, therefore a big question on students' perception then appears. Although the lecturers of English produce the target language in classrooms a lot, it means nothing if the students have negative perception on it. A teacher or lecturer who uses English as a medium of instruction while teaching English shows that he or she is professional and has a good knowledge in the subject being taught.

With all of the statements, the students are the major and significance source to know whole activity in classroom. They have their time to see, listen, and feel how the lecturers contributes to the class, by giving the material, explaining something, and including the language used by

lecturers in the classroom. Therefore, it is the right men in the right place if it is ask to them all occured between the students and the lecturers.

That observing is not enough to make and declare the real condition as the writer says. It needs more researching than just asking person to person. It must be in collaboration with students who know the real of those. Based on the excuse, the writer is appealing to investigate deeply about the usage of English as medium of instruction entitled: **Students' Perception On English As Medium Of Instruction Used By English Lecturers In Iain Palangka Raya.**

#### **B. Problem of The Study**

In this research, the writer tries to conduct research about English as Medium of Instruction of English Lecturers from the english students' perception. So, the main problem of the study are

1. How do the students perceive English as medium of instruction used by English lecturers in IAIN Palangka Raya ?
2. To what extent do the lecturers use English in classroom?

#### **C. Limitation of The Study**

To limit the scope of this study, the writer was discuss about English students' perception on English as medium of instruction used by English lecturers in English Study Program of IAIN Palangka Raya where it will be taken place at Grammar classes.

#### **D. Objective of The Study**

The objective of the study based on the problem formulation above were :

1. To investigate how the students perceive english as medium of instruction used by english lecturers in english education study program of IAIN Palangka Raya.
2. To investigate what extent do the lecturers use English in classroom

#### **E. Assumption of Study**

The writer has assumptions based on the fact and conviction: The students have different perceptions about the usage of English as Medium Instructions used by English Lecturers in grammar classes.

#### **F. Significance of Study**

The writer expects the findings of this study were expedient among others :

1. For the writer, after conducting this research, the showing of the data will take along the writer to consider the situation in the class and what language should be chosen in classroom interaction between students and the lecturers.
2. For the lecturers and students, it can be an important thing for them in order to use English in classroom activity. Especially for lecturers who are motivators and models for the students.
3. To Department of Language Education, the results of this research can be as a hold and also the data that should be in concern and consideration in making a regulation and policy.

## **G. Operational Definition**

### **1. Perception**

Perception is the acquisition and processing of sensory information in order to see, hear, taste, or feel the objects in the world also guides an organism's action with respect to the objects. It means that perception is a process which involve the senses in responding something or someone. Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

### **2. Medium of Instruction**

Medium of instruction is language that used as instruction by lecturers inside the classroom. It is easy to understand that medium of instruction is classroom language practiced by the lecturers where the communication between lecturers and students use that language. Furthermore, medium of instruction is the language used to teach other subjects.

### **3. English as Medium of Intruction**

English as a medium of instruction (EMI) 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. Using

English as the medium of instruction as the target language in the classroom is very important to do so for the process of language learning.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, there were three main things that will be talked about. They are previous study, concept of perception, and medium of instruction.

#### A. Previous Studies

There are several previous studies that related with this research. These previous studies give insight about the issues discuss in the study.

First of all, study of Mangasa Aritonang (2014) about "*Motivation and Confidence of Indonesian Teachers to Use English as Medium of Instruction*". This research was investigated the motivation and confidence of Indonesian teachers of non-English to learn and used it as medium instruction. This research used qualitative method which undertaken using an interpretive research paradigm and case study approach. The finding revealed varying increase in the levels of motivation and confidence of the participants and transformation of extrinsic to intrinsic motivation appeared to occur. The last result is some factors give contribution to increase the motivation and confidence. He wants to know about the motivation and confidence of Indonesian Teachers using English as medium of instruction.

Then, Denni Rahmadani's study (2016) about "*Students' Perception of English as a Medium of Instruction (EMI) in English Classroom*". This study aims to uncover the students' perception of EMI in the classroom at Senior High School level. This research used

descriptive quantitative which the approach is a survey research. The result of his study shown that the most students agree to applied English as Medium Intruction in teaching and learning process in English class. It can increasing and motivating the students to learn English.

Next, Karunakaran Thirunavukkarsu (2011) about "*Reintroduction of English as Medium of Instruction in Sri Lanka: With Special Reference to JAFFNA*". This study is purely based on qualitative method and exploratory in nature. Data was collected from two schools: Jaffna Hindu College and Vembaddi Girls' High school. All together 80 subjects participated in this study. As a result, it can be concluded that English medium education has received support in the Tamil community in Jaffna because English is considered as a prestige language and English is a tool through which one can reach the horizon of the world but the successful operation of the program still has a long way to go to address the expectation of the Tamil community in Jaffna.

Then, Sultan Sultan, Helen Borland and Bill Eckersley (2012) about "*English Medium of Instruction in Indonesian Public Junior Secondary School: Student's Language Use, Attitude/Motivation and Foreign Language Outcomes*". The writers used multiple case study research design in their study. For sample, the writers used 3 SBI junior secondary schools in South Sulawesi Province. The results of the study: First, Most of the students of EMI improved their English because they have extra time to develop their skills outside the schools. Second, the data indicated

that EMI students use English more often than their counterpart in no-EMI programs both at home and at schools. Together with that, students in urban areas speak more in mix between English and Indonesia than students in rural areas. Third, most of students responded that they learn English based on instrumental orientation. It is clear to make dissidence. Sultan et al, did the investigation toward the result of the applying english as medium instruction and make comparison with the students who do not use english in classroom.

Another related study by Da-Fu Huang (2012) about “Exploring and assessing effectiveness of English medium instruction courses: The students’ perspectives”. The writer used quantitative research. This paper investigates students’ perceptions of the English medium instruction courses at Southern Taiwan University of Science & Technology (STUST) in terms of their learning motivation, learning anxiety, and learning achievement. There are 157 students that including 93 local and 63 foreign students. The major findings of the study are as follows: (1) most participants were motivated to take EMI courses to strengthen English ability and professional knowledge, (2) most participants agreed with the helpfulness of EMI courses, (3) interactions with students of other nationalities motivated learning,(4) major anxiety experienced by local students stemmed from self-perceived low English proficiency, (5) there exists significant reverse association between learning anxiety and achievement or motivation, and (6) there exists significant differences

between local and international students in measures of motivation, anxiety, and achievement.

Then, Abdul Majeed Mohamed NAVAZ (2013) is study entitled about “a study on perception of lecturer-student interaction in english medium science lectures”. This study was undertaken in the context of English medium science lectures at a small faculty in a Sri Lankan university where English is spoken as a second language (ESL). This study focuses on investigating lecturer-student interaction as a remedial measure to overcome the problems faced by students in ESL science lectures, in particular the students’ lecture comprehension difficulties and limited oral language proficiency in their second language (i.e. English). This study used a mixed methods approach. The research finding that almost all the students (97%) mentioned that they did not answer questions asked by the lecturer. The major reason (reported by nearly three-quarters of the students) was fear of giving a wrong answer. In addition, nearly two-thirds of them (63%) stated that they had language problems too. The results of the survey showed that the great majority of students (80%) stated that they did not ask questions in the classroom. As reasons (see table 2) students stated that they did not ask questions because they thought that they could solve their comprehension problems with their colleagues (57%). An equal percentage (57%) of the students felt that among students there was a culture or rather a collective behaviour, developed mainly by senior students during the ragging period that prevented them from asking

questions of lecturers in the classroom. I explain ragging further under emerging themes in section B of this paper. As another reason a significant number of students (47%) said that they had language problems. Two-thirds of the students preferred a mixed language of Tamil and English, while one-third stated that they preferred only English. Interestingly none of the students selected the option of the mother tongue (Tamil) only.

Finally, Sahika Tarhan's study (2003) entitled that studied about "*Perceptions of Students, Teachers and Parents regarding English-Medium Instruction at Secondary Education*". Results indicated that students, teachers and parents do not favor English-medium instruction at secondary education. Regardless of their position on English-medium instruction, participants underscored problems of implementation of English-medium instruction at Anatolian high schools. A positive correlation was found between perceptions of English and perceptions of English-medium instruction for each group. Results also showed that all groups perceive English positively as a foreign language, and support the teaching and learning of English. According to students' and teachers' perceptions, English-medium instruction influences the instructional process in math and science in Anatolian high schools, and poses problems particularly in the learning of the subject matter.

To make it simple, the writer made in table form that including the similarities, difference between the previous study and this study and its weakness in table 2.1 as follows :

**Table 2.1**  
**Previous Study**

<b>Previous study</b>	<b>Similarities</b>	<b>Difference</b>	<b>Weakness</b>
Mangasa Aritonang about " <i>Motivation and Confidence of Indonesian Teachers to Use English as Medium of Instruction</i> "	Investigate the reason of using EMI	He used qualitative method. He used recorded interviews and online interaction script to obtained the data.	He did not explain about the instrument related the online interaction script, how was the instrument obtained the data.
Denni Rahmadani about " <i>Students' perception of english as medium of instruction in nglish Classroom</i> "	Investigated the use of EMI by english teachers in classroom	Used quantitative method.	I can not found the questionnaire
Karunakaran Thirunnavukkarsu " <i>Reintroduction of english as Medium of Intruction in Sri Lanka with Special Reference to JAFFNA</i> "	Investated the use of EMI by english lecturers.	Used qualitative method	He did not mention how to collect the data and his instrument.
Sultan Sultan, Helen Borland and Bill Eckersley about " <i>English Medium of Instruction in Indonesian Public Junior Secondary School: Student's Language use, Attitude/Motivation and Foreign Language Outcomes</i> "	Used quantitative and qualitative for data collection.	Used cased study. He investigate in matchs & science teachers who teach in EMI programs.	He did not mentioned his instrument.
Da-Fu Huang about "Exploring and assessing	Used likert scale questions.	Used quantitative method.	He did not mention how to analys the data and the

effectiveness of English medium instruction courses: The students' perspectives"			questionnaire.
Abdul Majeed Mohamed NAVAZ about "a study on perception of lecturer-student interaction in english medium science lectures"	Used mixed method	His focus was in interaction of students and science lecturers of used English medium of instruction.	He did not include the questionnaire.
Sahika Tarhan that studied about " <i>Perceptions of Students, Teachers and Parents regarding English-Medium Instruction at Secondary Education</i> "	This study was used mix method, used likert scale and open-ended questions.	He investigate among students', teachers' and parents' percception.	He did not mention the step to determine the sample of his study.

## B. Concept of Perception

Perception is a process of using information and your understanding of the world so that sensation become meaningful experiences. Perception is more than a passive process of absorbing and decoding incoming sensations. Perception is so quick and familiar that it is difficult to appreciate the processes that allow you to turn sensory signals into our personal experiences of reality. By shaping experience, perceptions influence thoughts, feelings and actions. But before something can be perceived, it must be sensed (Douglas A. Bernstein & Peggy W. Nash, 2008, p. 86).

Perception is a process introducing or identification about something using the five senses. Impression on each individual depends on the experience.

Experience gained from thinking and learning process, also it has influenced by the internal factor (Herwinda, 2010, p. 14-15).

In other hand, perception is the sorting out, interpretation, analysis, an integration of stimuli carried out by the the sense organs and brain. Percepton occurs when we integrate, organize, and interpret sensory information in a way that is meaningful (Don H. Hockenbury and Sandra E. Hockenbury, 2013, p. 88). So, every single person has perception about everything in this world. But beside that, individuals perceive something in different way.

### **C. English as Medium of Instruction**

Medium of instruction has a meaning “bahasa pengantar” in Indonesian language. Thinking about the meaning of MOI (Medium of Instruction) is not really hard to analyze but it has to be disclosed plainly. Medium of instruction is language that used as instruction by teacher or lecturer inside the classroom (Ahmed, et al, 2013). It is easy to understand that MOI is classroom language practiced by the teacher where the communication between teacher and students use that language. Furthermore, MOI is the language used to teach other subjects (Homby, 2010, p. 923).

Using English as medium od instruction as the target language in the classroom is very important to do so for the process of language learning. Dickson in Denni (2018, p. 3) stated that the use of target language in classroom greatly increas the students’ exposure to the target language. 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 (Gilby, 2011, p. 1).

Although using English as a medium of instruction or as the target language by the English lecturers can cause some stress, but it is very important to do so for the process of language learning. Dickson (1996) stated the importance of using target language in the classroom. First, the use of the target language in the classroom greatly increases the students' exposure to the target language. This is very important, especially in foreign language classrooms where the target language is not heard outside of the classroom context. The goal is to make the context as close to a second language context (where the target language would be heard outside of the classroom) as possible in order to give students maximum exposure to the language. Secondly, by using the target language in the classroom, students are receiving more comprehensible input those leading to more complex language structures. By using the target language, students are not only learning 'about' the language but also learning 'through' the language. Lastly, using the target language in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language (Rahmadhani, 2016, p. 4).

## 1. The use of English as Medium Of Instruction

Indonesia is an interesting country that the move towards EMI was being reversed. The national language of Indonesia is Bahasa Indonesia and there are more than 700 vernacular languages. Until 2003 international EMI schools operating in Indonesia were restricted to the children of expatriates. Education Law Number 20 of 2003, article 50, relaxed these restrictions and required that the central or regional governments establish one International Standard School" (ISS) at all levels, primary, junior, secondary and senior secondary. This government sponsored program was implemented in 2006 in a special stream of public schools, the *Rintisan Sekolah Bertaraf Internasional (RSBI) or International Standard Schools (ISS)* and was known as RSBI/SBI or the International Standard Schools program. EMI was used for core subjects such as science and math (Dearden, 2014, p. 18)

It is not an awkward moment when English language used in English class. However, Language is a skill and it must be applied than just kept in the brain (Jack, 2002, p. 41). It indicates that the usage of language in the class supports the raising of skill on language.

Judd, Tan, & Walberg in Harris stated that one of the principles of L2 learning is that learners would receive comprehensible input. This implies that lecturers must use the target language in their teaching. Curtain in Harris examined the relationship between lecturers target language use and pupils proficiency in the L2 (John Harris and Pádraig, 2010, p. 65).

As the medium of instruction, teachers and students will learn not about English (as a subject) but, through English as a medium which is English likely to be used to perform academic tasks involving various classroom-related communicative activities like gaining information (listening & reading) and conveying information (speaking & writing). Another aspect that the second language acquisition is likely to be more successful when the target language is learned not only as an independent school subject, but also used as the medium of teaching in authentic acts of communication (Swain, M. 1999 : 125–147).

## **2. Start to Use English in classroom**

It is important to use English in the classroom as the target language and as the teaching language. Allford states that the use of target language inside the classroom by the teacher who trains will make the students to through the language directly. He also added that an English teacher needs use as much English as possible for installation because it can be a model for students (Allfor, 1999 : 235). Even with the students who is the first time with English, it is possible to use entirely in English. Students which is used to receiving all instructions and explanation in native language will get in disorder with the real English classroom. At the first step, they have to be coaxed and persuaded to know the value of English class. The best thing to appeal to their pride is introduction. Then, they get the knowledge from the teacher and use the knowledge. But the students only accept it and cannot be followed with the action. For example, “Would you please close

your book?”. This instruction should be have a clear demonstration. Perhaps one or two students understand the instruction, but the majority of students confused. When the teacher has practiced the instruction and the students still do not understand well, the teacher should make the instruction unpretentious. After giving the instruction, and some students do not get the point, the teacher should not be angry with the students. Praise is more valuable than anger and punishment (Azhari, 2006 : 36).

### **3. Persuade or Invite the Students To Speak English**

By the end of the year, students have quite a good idea to speak in English. The teacher may need to explain this and say that they will be better in their exam and raise the ability to speak if they speak with people they meet.

A theory supports the usage of English (target language) in class as medium instruction that is Direct Method. The basis of this method was developed in Europe by Francois Gouin in the 1880s. His premise was that it was best to learn another language by listening to it and speaking it just as children do instead of learning a set of gram mar rules and vocabulary lists. The goal of this method is to teach students, usually adults, how to converse in everyday situations in another language. From this idea developed the direct method as an antithesis to the grammar-translation approach.

Other aspects of the direct method include class room instruction exclusively in the target language, only everyday language is taught, and

grammar being learned inductively. Although this method's initial insistence on using only the second language in the class room as well as its lack of activities to develop reading and writing prevented it from being accepted in public education, it has, with modifications, influenced some contemporary approaches such as communicative language teaching, the natural approach, and total physical response (Deborah L. Norland and Terry Pruet-Said, 2006 , p. 5).

#### **4. The role of the lecturer in classroom**

According to Harmer, as a model in the classroom, ideally the teachers give a lot of opportunities to students to connect with the language they are studying, even though the students do not understand every word spoken by his teacher, they will strive to understand the meaning of context. So, lecturers must begin with comprehension before production, they should be to speak intelligibly, rather than speaking like a native speaker, they must be clear in their pronunciation. It is important because we can't pronounce sounds or other phonological features of a language that we can't discriminate aurally. This is true regardless of the language that we speak (Nunan, 2014, p. 98).

The language used by the teacher can be good or bad example for the students. In other words, the English produced by the teacher will have an effect on acquisition of linguistic knowledge of students (Asrida, 2014, p. 23).

One of the fundamental skill of teaching is the lecturer have ability to control and inspire a class. They find it much easier if their students believe that they are genuinely interested in them and available for them. Then, the lecturer should giving the instruction in simple as possible and they must be logical. The important is the lecturer mus check that students have understood what they are being to do (Harmer, 1998, p. 13-14).

EMI teachers firmly believed that teaching English was not their job. They did not consider themselves responsible for their students' level of English. They did not see themselves as language teachers in any way. We may ask how students are supposed to understand lectures and classes if the EMI teacher does not help with their knowledge of English by paraphrasing, by teaching subject-specific vocabulary and technical terms.

EMI might well involve changing from a teacher-led style to a more interactive dynamic, and yet few lecturers had considered the idea that EMI was not simply a matter of translating course material and slides from L1 to L2. An EMI teacher in a school or university that has successfully attracted international students is faced with a mixed international class of students, many of whom do not speak the lecturer's L1. At the very least, that lecturer will surely need to be able to handle the English language, but they will also need to present concepts and ideas to students of various L1s, negotiate input and check comprehension while taking account of all the cultural differences in the room and potentially different language levels. (Dearden, 2014 : 6).

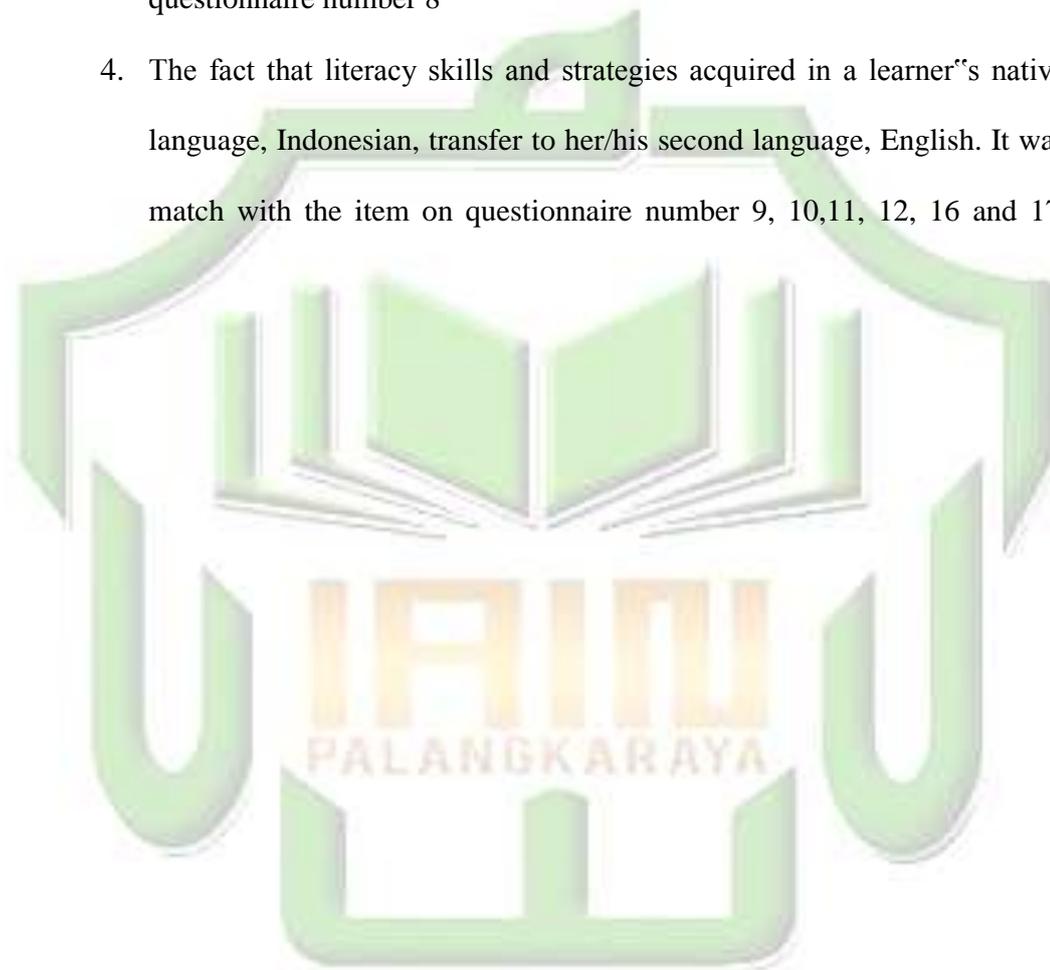
#### **D. Measuring Perception**

Based on the theory stated by Jusuf Ibrahim in his journal entitled "The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions. He stated that there are at least four factors supporting the possible implementation of EMI at Indonesian universities: 1) The fact that bilingualism gives cognitive advantages, 2) The fact that the important role of English would motivate students and teachers to learn the language, 3) The fact that EMI would give students and teachers more exposure to English and more chances to acquire it, and 4) The fact that literacy skills and strategies acquired in a learner's native language, Indonesian, transfer to her/his second language, English.

. This research had questionnaire (see appendix of questionnaire) as the instrument. It consisted of 17 questions related to English-Medium Instruction. To measure the students' perception, it was used questionnaire where the items led to the theory of Jusuf Ibrahim and adapt form Ruth and Nurul Hamida's questionnaire in their thesis above, so that the perception could be measured by comparing the theory and the item on questionnaire.

1. The fact that bilingualism gives cognitive advantages. It was match with the item on questionnaire number 3, 4, 6, 7 and 8

2. The fact that the important role of English would motivate students and teachers to learn the language. It was match with the item on questionnaire number 1, 2, 5, 8 and 14.
3. The fact that EMI would give students and teachers more exposure to English and more chances to acquire it. It was match with the item on questionnaire number 8
4. The fact that literacy skills and strategies acquired in a learner's native language, Indonesian, transfer to her/his second language, English. It was match with the item on questionnaire number 9, 10,11, 12, 16 and 17.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discussed the research design, population, and sample, and approach which used in the study including data collecting procedure, instruments, and data collection and endorsement of the data, data analysis while explaining the stages and processes involved in the study.

#### **A. Research Design**

The research type used mixed method which qualitative and quantitative are combined or mixed. Mixed method is focused on gathering and analyzing both qualitative and quantitative data in a single study (Creswell, 2003 : 240). Another definition, mixed method is a research in which the researcher collects, analyzes and mixes both quantitative and qualitative data in a single study or multiphase program of inquiry (Burke, Anthony & Turner, 2007, p. 112).

#### **B. Population and Sampling**

##### **1. Population**

According to Ary, et al (2010, p. 148) population is defined as all members of any well-defined class of people, events, or objects. According to Borg, W. R & Gall, M.D in Muhammad Adnan Latief, that target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects

to which educational researchers wish to generalize the results of the research (Latief, 2014, p. 181).

This population in this research were english students who took grammar classes. Population will investigate in this study is all of the students in grammar classes at the English education study program of IAIN Palangka Raya generation 2016 to 2017 in grammar classes of English Education Study Program of IAIN Palangka Raya, where there are 165 students

**Table 3.1**  
**Students English Education Study Program generation**  
**2016-2017**

Students at english education study program of IAIN Palangka Raya	
Academic year 2015/2016	83
Academic year 2016/2017	82
<b>Total</b>	<b>165</b>

*Source data: from the Data of English Dapartement in IAIN Palangka Raya*

## 2. Sample

Sample is a portion of population. It is a small group of people that is observed. According to Ary, et al., sample is a small group that is observed which is a portion of a population. Charles, C.M. state in Muhammad Adnan Latief, defines a sample as a small group of people selected to represent the much larger entire population from which it is down. For this research, the students of English education study

program of IAIN Palangka Raya generation 2016 to 2017 will be the population, and students in grammar classes will be the sample.

According to Arikunto, if the subject is less than 100, better taken all so that the research is the study of population. However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more (Arikunto, 2006, p. 134). The sampling technique use in this research is random sampling.

Based on the explanation above, the research sample were taken as much as 25% of the 165 students. Then the sample counted students. A total of 41 students were determine by a random sample technique. The steps in simple random sampling comprise the following:

- a. Define the population.
- b. List all members of the population.
- c. Select the sample by employing a procedure where sheer chance deter-mines which members on the list are drawn for the sample (Ary, 2010, p. 150).

### C. Research Instrument

The instrument and data needed is explained in table

**Table 3.2**  
**Data instrument**

Objective of the Study	Instrument	Data Needed
To understand the students' perception of English as medium of instruction used by English lecturers	➤ Questionnaire	<ul style="list-style-type: none"> <li>• Describe the students' perception preffered in number (Quantitative) and</li> </ul>

		the reason for choosing in words (Qualitative)
To understand the reality of classroom that can support the data	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Video Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Support the data of used EMI in classroom</li> <li>• Help to uncover the reality of classroom life</li> </ul>

### 1. Observation

Observation is used as a technical term in research with its specific meaning, observation is usually to the use of our visual sense to record and make the information. Observation includes a systematic recording activity about events, behavior, objects those are seen, and other necessary things which are needed to support the study is on going (Sarwono, 2006, p. 154). In research, observation refers to data gathering which involves the use not only visual sense, but also all sense necessary to get valid and reable data. Observation also refers to one of the tecniques in gathering data (Latief, 2014, p. 77)

In this study the data needed is data to support questionnaire of used EMI by English lecturers. The writer observed 3 classes consist of 3 lecturers.

## 2. Questionnaire

According to Ary, questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response (Ary, et al, 2006, p. 648).

The questionnaire is given to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own (Michael, 2014, p. 206). The questionnaire used likert scale consist of 17 items.

Likert scale is the most commonly use question format for assesing participant's opinion of usability (Dornyei, 2010, p. 20). Likert scale in this study is Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and strongly Disagree (SD) (Harris, 1969,p. 15) presented the sample that used 1 - 5 points.

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by Likert Scale (Haris, 1969, p. 15).

**Table 3.3**  
**Range Score of Statements**

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3

Disagree (D)	2
Strongly Disagree (SD)	1

To make it strong about the questionnaire, it needed more than just mark their respons toward the items. In this part, the writer also hand over the authority to the respondent to write their reason why they mark the responds they chose. Then the writer grouping and concluding the reason based on what they mark.

Equally important, the rules in constructing items of questionnaire should be available. Zoltan claims that there are several points as a precept to write good items. These points warn the writer to present the questionnaire nicely to the respondents.

a). Short and simple items

The writer should provides the items with simple sentences, not in complex or compound sentences. It also transpires to the words used by the writer, do not make it exceed 20 words.

b). Simple and natural language

Choose to say something in a simple way. Keep in clear and direct without any acronyms, abbreviations, proverbs, jargon or technical terms.

c). Avoid ambiguous or loaded words and sentences

Words that indicate something ambiguous or unclear need to be avoided. The writer also notify the respondents with neutral questions.

d). Avoid negative constructions

It could be a problem to the respondents if the items contain a negative constructions.

e). Avoid double-barelled questions

Double-barelled questions are the questions that ask two or more ideas in one while expecting a single answer. For instance, the question “How are your parents?” asks about one’s father and mother, it could not be answered simply if one of them is well and the other unwell.

f). Avoid items that are likely same answer

In rating scale, it should be avoided the statements that are probably approved by almost everyone or almost no one.

g). Include both positively and negatively items

In order to avoid a response set in which the respondents mark only one side of rating scale, it is worth including in questionnaire both positively and negatively items (Dorney, 2010, p. 41-43).

For the questionnaire, the writer classified the items based on the specification among them. It was included the 17 items which was distributed to the students. Shortly, item 1, 2, 3, 4, 5, 6 and 7 were the items that conveyed a statement about the using English, Indonesia or

both of them in the class by the teachers. Item 8 asked about the lecturer motivated students of used English. Then item 9, 10, 11 and 12 talked about the the English used by lecturers. Item 13, 14 and 15 took up the fact in the class or the real condition when the teachers taught, whether they used English, Indonesia or combined it. The last, 16 and 17 discuss about how the lecturers deliver the materials in classroom.

To make it strong about the questionnaire which was given, it needed more than just marked their respons toward the items. In this part, the writer also handed over the authority to the respondent to write their reason why they mark the responds they chose.

### **3. Video recording**

Another instrument which is provides here is video recording. A video camera is focused in certain point. In a large classroom, it cannot take everything inside it. If it moves around the classroom, it will get an impression of what is going on, but will not pick up much data that can actually use for analysis. A video camera may be used to focus on the lecturer's behaviour. When used to record students, it is the best to select a small group, carrying out an activity in which they do not need to move around too much. Zoltan Dorney (2007 : 185) stated that video can help to uncover the subtle reality classroom life.

The writer joined in classrom than taking vidoe recording during teaching and learning process. The writer used video recorder to find out the real situation in classroom to support the score of questionnaire.

#### **D. Research Instrument Try Out**

Before the questionnaire distributes to the real sample of the study. The conclusiveness of the items which is going to be answer should be measure in order to know the validity and reliability. The writer make the questionnaire in several items, but it don not prove whether all items having a standard or not. Procedures of the try out as follows:

- a) Trying out the instruments to some students,
- b) Giving score to the students' answer,
- c) Then analyzing the data obtained to know the instrument Reliability and Validity using SPSS.

In short, the writer do try out to the questionnaire before it distributes to the students. In this research, students in six semester will be the sample of try out. The writer pick up 10 students of them to face the validity.

The score of try out shown that 17 item deliberate to the students.

After I and my rulan ma

#### **E. Research Instrument Validity**

Validity is the most important consideration in developing and evaluating measuring instruments (Ary, 2010, p. 224). In questionnaire, to measure the validity is whether respondent who complete the questionnaire do so accurately, honestly and correctly and second whether those who fail to return their questionnaire would have given the same distribution of answer as did the returns (Cohen, et al, 2000, p. 128). Spolky states that there are several types of validity:

a. Face Validity

Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure (Ary, 2010, p. 228).

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands appropriateness between the ability to be measured and the test being used to measure it. In this research, to measure validity and reliability of instrument, the writer use SPSS Program.

c. Construct Validity

Tinambunan (1988, p. 12) states that Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring by having some colleagues such as advisor and some lecturers who have credibility to judge the questionnaire. By the colleagues judgments the writer take the point the questionnaire is valid.

The technique used to determine the validity of a test is by product moment correlation technique. Here is the formula of product moment correlation with rough numbers:

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

With description:

$r_{xy}$  : Correlation coefficient

X : The value of variable X

Y : The value of variable Y

N : Number of subjects

$\Sigma$  : Number of values (Supriadi, 2011, p.110-111).

- To determine whether the test question is valid or invalid then  $r_{xy}$  or  $r_{hitung}$  compared with product moment  $r_{tabel}$  with the following criteria:

If  $r_{hitung} \geq r_{tabel}$  then valid

If  $r_{hitung} \leq r_{tabel}$  then invalid (Purwanto, 2004, p.139).

## F. Research Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores (Ary, 2010, p. 237). In order to assure the reliability of a survey, several measures can use:

- a. The same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item.
- b. To assuring reliability is To have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked.

- c. To achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions (Mckey, 2006, p. 41).

To find reliability of data, the researcher will use Alpha's formula.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i}{S_t} \right)$$

With description:

$r_{11}$  = Coefficient reliability

$k$  = Number of items

$\sum S_i$  = Total score varians each item

$S_t$  = Total score Varians

## G. Data Collection Procedures and Analysis

### 1. Phase Quantitative

#### a. Data Collection

In collecting the data for this research, the writer will use questionnaires to obtain the data in order to answer the problem of the study. To get collecting the objective data, the writer will applie the steps as follows:

1. The writer prepare in the questionnaire.
2. The writer give the questionnaire to the respondents.
3. The writer collects the responses.

4. The writer calculate the result of the research.
5. The writer analyzes the data obtaine using table, SPSS and to measure the central tendency.
6. The writer concludes into a knot.

#### **b. Data Analysis Procedures**

In this study, the writer will use interval scale and collect the data by using the questionnaires both of the open-ended and likert types questions. This research is about students' perception which known as attitudinal information. Often attitude scales on a questionnaire is also treat as interval scales. For example, frequently when Likert-scales are uses, each response was given a number (e.g., strongly agree = 1, agree = 2, disagree = 3, and strongly disagree = 4) and these numbers are treated as interval scales (Mckey, 2008, p. 42).

The writer will analyze the data in three steps. There item scores, the distribution of frequency, and then central tendency. To analyze the data, the writer will applie the steps as follows:

- a. The writer will collect the main data.
- b. The writer arranges the collected score into the distribution of frequency of score table.
- c. The writer calculates Mean using formula, Median, and Modus.
  - 1) Mean

$$M = \frac{\sum X}{N}$$

Where:

M = Mean value

$\Sigma$  = Sum of each midpoint times by it frequency

X = Raw score

N = Number of case

2) Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lie

3) The Modus / Mode

The mode is the value in a distribution that occurs most frequently (Sudijono, 2008, p. 85.).

4) The writer calculates the using the formula:

1) Deviation Score

$$x = X - \bar{X}$$

*x = deviation score*

*X = raw score*

*$\bar{X}$  = mean*

2) Standard Deviation

$$S^2 = \frac{\sum (X - M)^2}{n - 1}$$

Where :

$\Sigma$  = Sum of

X = Individual Score

M = Mean of all score

N = Number of case

- 5) The writer interpretes the analysis result.
- 6) The writer gives conclusion.

## **2. Phase qualitative**

### **a. Data collection**

To collect the qualitative data, the writer will use open-ended questionnaire, observation and video recording. Creswell (2009, p. 29) Qualitative research offers “a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem”.

### **b. Data analysis**

#### **1. Data reduction**

It is a process of selecting. In the first stage, through editing, segmenting and summarizing. In the second stage, it happens through coding. The researcher was reduction the data by coding the important thing of result collect the data.

#### **2. Data Display**

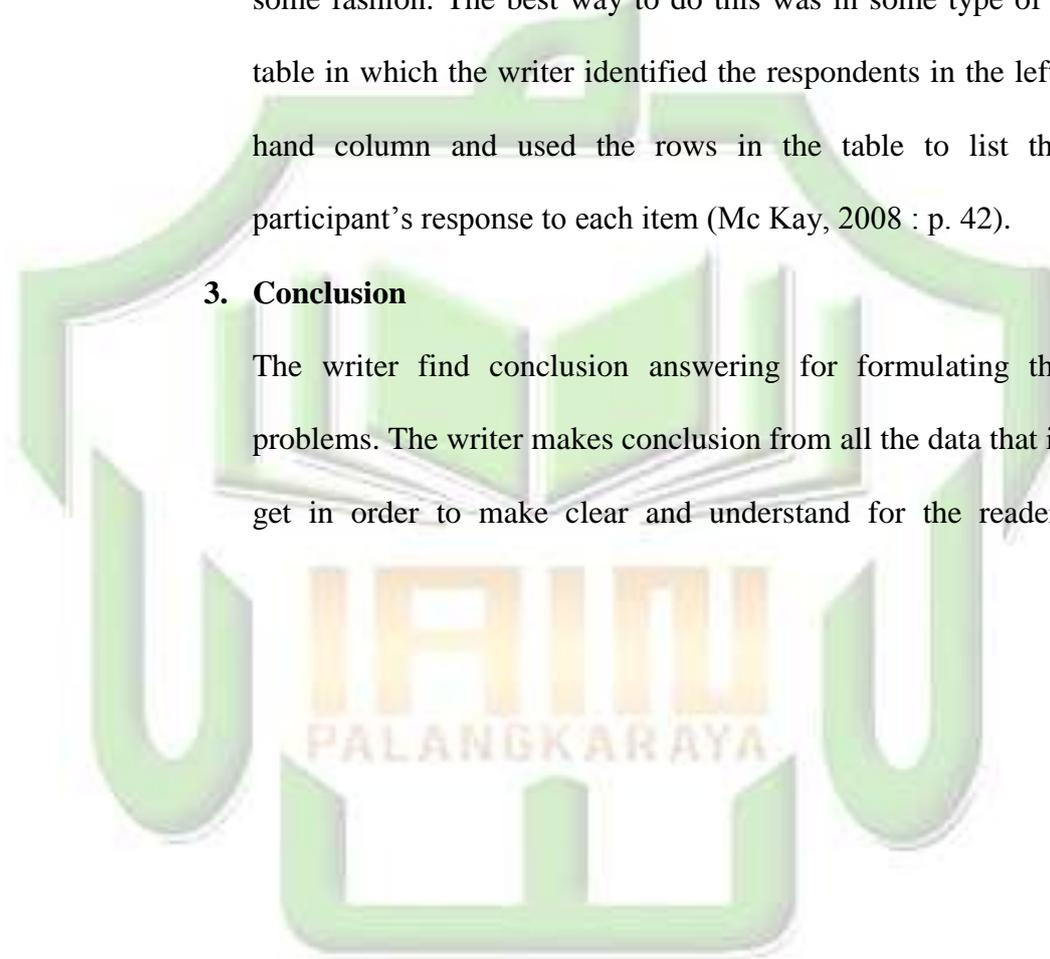
Coding categories is the first thing to do for the writer when decide compiling survey research. The writer assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of a table in which the writer identified the respondents in the left-

hand column and used the rows in the table to list the participant's response to each item

In compiling survey results the first thing a writer needs to do was to decide on coding categories. The writer assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of a table in which the writer identified the respondents in the left-hand column and used the rows in the table to list the participant's response to each item (Mc Kay, 2008 : p. 42).

### **3. Conclusion**

The writer find conclusion answering for formulating the problems. The writer makes conclusion from all the data that is get in order to make clear and understand for the reader.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter focuses on the data presentation, research findings and the discussion. It is including result of data and discussion.

#### A. Data Presentation

The writer discuss about data presentation about the percentage calculation of questionnaire result on the students' perception and the extent of lecturers use English in classroom.

No	Statements	Scale					Total	Mean	S. Deviation
		SA =5	A = 4	N = 3	D = 2	SD= 1			
1	<i>Saya sependapat jika Bahasa Inggris dijadikan sebagai bahasa yang digunakan di dalam kelas</i>	16	21	2	1	0	41	5,24	6,082
	Percentage	39%	51.2%	4.9%	2.4%	0	100		
2	<i>Saya lebih suka ketika dosen menyampaikan materi menggunakan Bahasa Inggris di dalam kelas</i>	6	15	18	1	1	41	3.9	0.865
	Percentage	14.6%	36.6%	43.9%	2.4 %	2.4%	100		
3	<i>Saya lebih suka ketika dosen menyampaikan materi menggunakan Bahasa Indonesia di dalam kelas</i>	4	6	24	6	2	41	3.12	0.927
	Percentage	9.8 %	14.6%	58.5%	12.2%	2.4 %	100		
4	<i>Saya lebih suka ketika dosen memadukan antara Bahasa Indonesia dan Bahasa Inggris untuk menyampaikan materi di dalam kelas</i>	20	15	5	1	0	41	4.32	0.789

	Percentage	48.8%	36.6%	12.2%	2.4 %	0	100		
5	<i>Saya lebih suka ketika dosen menggunakan Bahasa Inggris untuk berinteraksi di luar kelas</i>	6	13	20	2	0	41	3.56	0.808
	Percentage	14.6%	31.7%	48.8%	4.9 %	0	100		
6	<i>Saya lebih suka ketika dosen menggunakan Bahasa Indonesia untuk berinteraksi di luar kelas</i>	3	15	19	2	2	41	3.37	0.888
	Percentage	7.3 %	36.6%	46.3%	4.9 %	4.9 %	100		
7	<i>Saya lebih suka ketika dosen memadukan antara Bahasa Indonesia dan Bahasa Inggris untuk berinteraksi di luar kelas</i>	16	13	10	1	1	41	4.02	0.987
	Percentage	39%	31.7%	24.4%	2.4%	2.4%	100		
8	<i>Saya termotivasi untuk menggunakan Bahasa Inggris ketika dosen berbicara Bahasa Inggris di dalam kelas</i>	19	18	4	0	0	41	4.37	0.662
	Percentage	46.3%	43.9%	9.8%	0	0	100		
9	<i>Dosen bahasa Inggris saya menjelaskan materi dalam Bahasa Inggris dengan baik</i>	11	27	3	0	0	41	4.20	0.558
	Percentage	26.8%	65.9%	7.3%	0	0	100		
10	<i>Dosen bahasa Inggris saya menggunakan Bahasa Inggris yang mudah saya pahami</i>	9	26	6	0	0	41	4.07	0.608
	Percentage	22%	63.4%	14.6%	0	0	100		
11	<i>Dosen Bahasa Inggris saya berbicara Bahasa Inggris dengan lancar</i>	14	20	6	1	0	41	4.15	0.760
	Percentage	34,1%	48,8%	14,6%	2,4%	0	100		
12	<i>Dosen Bahasa Inggris saya berbicara Bahasa Inggris dengan jelas</i>	11	19	11	0	0	41	4.00	0.742
	Percentage	26.8%	46.3%	26.8%	0	0	100		

13	<i>Dosen Bahasa Inggris saya menggunakan Bahasa Inggris secara penuh di dalam kelas</i>	3	5	26	6	1	41	3.07	0.818
	Percentage	7.3%	12.2%	63.4%	14.6%	2.4%	100		
14	<i>Dosen Bahasa Inggris saya menggunakan Bahasa Indonesia secara penuh di dalam kelas</i>	2	2	16	17	4	41	2.54	0.925
	Percentage	4.9%	4.9%	39%	41.5%	9.8%	100		
15	<i>Dosen Bahasa Inggris saya memadukan antara Bahasa Inggris dan Bahasa Indonesia di dalam kelas</i>	15	18	7	1	0	41	4.15	0.792
	Percentage	36.6%	43.9%	17.1%	2.4%	0	100		
16	<i>Dosen Bahasa Inggris saya menyampaikan materi dengan menarik di dalam kelas</i>	9	22	8	2	0	41	3.93	0.787
	Percentage	22%	53.7%	19.5%	4.9%	0	100		
17	<i>Dosen Bahasa Inggris saya menyampaikan materi dengan menyenangkan di dalam kelas</i>	9	20	10	2	0	41	3.88	0.812
	Percentage	22%	48.8%	24.4%	4.9%	0	100		

### 1. Students' Perception

The Percentage Calculation of the Questionnaire Result on the Students' Perceptions of English as Medium of Instruction used by English Lecturer in IAIN Palangka Raya. The questionnaire given to 41 students as sample that including English students generation 2016-2017. The questionnaire distributed to the students in classroom before they began to study. The percentage of the results on students perception as follows :

Based on the table, the writer conclude that the students have positive perception of used English as medium of instruction in classroom, it can be recommendation for lecturers.

## **2. The use of English in English language teaching classroom**

The writer obseserved and taking video recording in 3 classes consist 3 lecturers.

- a. Lecturer used English language in classroom for 55 minutes. In this duration, the lecturers used english to explain the material, provide instruction for practice and communicate with students.
- b. Lecturer used Indonesia language in classroom for 20 minutes. The lecturer used Indonesia to explain in certain difficulties things.
- c. Discussion group. The lecturer gave time to discussion in group for . In this time, the students used Indonesia and English to discuss the material that given by lecturer.

## **B. Research Findings**

### **1. Students' Perception**

The result of research on Students' Perception on English as Medium of Instruction Used by English Lecturer in English Education Study Program of IAIN Palangkaraya was obtained by employing questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median and

modus) and standard deviation. There were 41 students from two different academic years who were chosen as sampling.

The first step was to tabulate score into the table of calculation Mean. The table was shown below :

**Table 4.1**  
**The calculation of Mean**

X	F	FX
5	6	30
4	15	60
3	18	54
2	1	2
1	1	1
	<b>N = 41</b>	<b>147</b>

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{147}{41} \\ = 3.59$$

The mean of item 2 is 3.59.

Next step was to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

**Table 4.2**  
**The calculation of Deviation score and Standard Deviation**  
**(item2)**

X	F	FX	X	x <sup>2</sup>	Fx <sup>2</sup>
5	6	30	1.41	1.99	11.94
4	15	60	0.41	0.17	2.55
3	18	54	-0.59	0.34	6.12
2	1	2	-1.59	3.18	3.18

<b>1</b>	<b>1</b>	<b>1</b>	<b>-2.59</b>	<b>5.18</b>	<b>5.18</b>
	<b>N=41</b>	<b>ΣFX=147</b>			<b>ΣFx<sup>2</sup>=29.97</b>

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

$$= \frac{\sqrt{35.52}}{41-1} \quad = \frac{\sqrt{29.97}}{40} \quad = \sqrt{0.749} = 0.865$$

Then, the score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. The table is as follows :

**Table. 4.3**  
**Results of the Questionnaire**

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	16	21	2	1	-	41	5.24	4	4	6.082
	Percent	39.0	51.2	4.9	2.4	-	100				
2	Number	6	15	18	1	1	41	3.9	4	3	0.865
	Percent	14.6	36.6	43.9	2.4	2.4	100				
3	Number	4	6	24	5	2	41	3.12	3	3	0.927
	Percent	9.8	14.6	58.5	12.2	4.9	100				
4	Number	20	15	5	1	-	41	4.32	4	5	0.789
	Percent	48.8	36.6	12.2	2.4	-	100				
5	Number	6	13	20	2	-	41	3.56	3	3	0.808
	Percent	14.6	31.7	48.8	4.9	-	100				
6	Number	3	15	19	2	2	41	3.37	3	3	0.888
	Percent	7.3	36.6	46.3	4.9	4.9	100				
7	Number	16	13	10	1	1	41	4.02	4	5	0.987
	Percent	39	31.7	24.4	2.4	2.4	100				
8	Number	19	18	4	-	-	41	4.37	4	5	0.662
	Percent	46.3	43.9	9.8	-	-	100				
9	Number	11	27	3	-	-	41	4.20	4	4	0.558
	Percent	26.8	65.9	7.3	-	-	100				
10	Number	9	26	6	-	-	41	4.07	4	4	0.608
	Percent	22	63.4	14.6	-	-	100				

11	Number	14	20	6	1	-	41	4.15	4	4	0.760
	Percent	34.1	48.8	14.6	2.4	-	100				
12	Number	11	19	11	-	-	41	4.00	4	4	0.742
	Percent	26.8	46.3	26.8	-	-	100				
13	Number	3	5	26	6	1	41	3.07	3	3	0.818
	Percent	7.3	12.2	63.4	14.6	2.4	100				
14	Number	2	2	16	17	4	41	2,54	2	2	0.925
	Percent	4.9	4.9	39	41.5	9.8	100				
15	Number	15	18	7	1	-	41	4.15	4	4	0.792
	Percent	36.6	43.9	17.1	2.4	-	100				
16	Number	9	22	8	2	-	41	3.93	4	4	0.787
	Percent	22	53.7	19.5	4.9	-	100				
17	Number	9	20	10	2	-	41	3.88	4	4	0.812
	Percent	22	48.8	24.4	4.9	-	100				

In order to make it simple, the writer divided the items separately by focusing on the frequencies and the percent of each items toward the using English as a medium of instruction. The data was provided as follows :

**Table 4.4**  
**Q1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.4	2.4	2.4
3	2	4.9	4.9	7.3
4	21	51.2	51.2	58.5
5	16	39.0	39.0	97.6
43	1	2.4	2.4	100,0
Total	41	100.0	100.0	

Item 1, English becomes medium of instruction in the class. There were 16 students ( 39%) strongly agreed, 21 students (51.2 %) agreed, 2 students (4.9 %) uncertain and 1 student (2.4%) disagreed.

For the item number 1, majority of the respondent said that they agreed if English used as medium instruction. In a concrete answer most of them said "Because it can help to increase my ability to speak, to get used to using english". Another reason is "Because we are English Students in English Education Study Program". However this question is a general problem that should be answered. But, there are students uncertain and disagreed with this statement. These minority students believed that their ability to understand what the lecturer said is under the level.

**Table 4.5**  
**Q2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.4	2.4	2.4
2	1	2.4	2.4	4.9
3	18	43.9	43.9	48.8
4	15	36.6	36.6	85.4
5	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Item 2, Lecturer communicates with the students by using English as medium of instruction. There were 6 students (14.6%) strongly agreed, 15 students (36.6%) agreed, 18 students (43.9%) uncertain, 1 student (2.4%) disagreed and 1 student (2.4%) strongly disagreed.

Item number 2 asked the students about using English in English class but it was for specific answer that is mean to their class in practically. Most of them said “they uncertain, because they afraid they do not understood, they would the lecturer combine the language not only english”. Another reason is some of them were agreed because “ to practice english more and to make english as our habbit”.

**Table 4.6**  
**Q3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	4.9	4.9	4.9
2	5	12.2	12.2	17.1
3	24	58.5	58.5	75.6

4	6	14.6	14.6	90.2
5	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Item 3, Lecturer communicates with the students by using Indonesia as medium of instruction. There were 4 students (9,8%) strongly agreed, 6 students (14.6%) agreed, 24 students (58.5%) uncertain, 5 student (12.2%) disagreed and 2 student (4.9%) strongly disagreed.

Item number 3 asked the students about using Indonesia in English class. Largely, students responded with the statement like “It is easy to understand when the teacher explains something”. However, low percent of students disagree with it; they said “the lecturer verily uses English in the class, because it is an English class”.

**Table 4.7**  
**Q4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.4	2.4	2.4
3	5	12.2	12.2	14.6
4	15	36.6	36.6	51.2
5	20	48.8	48.8	100.0
Total	41	100.0	100.0	

Item 4, uses both English and Indonesia for communicating with students in the class. There were 20 students (48.8%) strongly agreed, 15 students (36.6%) agreed, 5 students (12.2%) uncertain and 1 student

(2.4%) disagreed.

Item 4 focused between English and Indonesia are conterminous each other. Students strongly agreed mainly when the teacher used both English and Indonesia. A lot of them said that it can help to understand the difficult word or material in English and explain it in Indonesia. "I prefer the lecturer uses Indonesia in certain time, especially for difficult things".

**Table 4.8**  
**Q5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4.9	4.9	4.9
3	20	48.8	48.8	53.7
4	13	31.7	31.7	85.4
5	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Item 5, Lecturer communicates use English outside the classroom. There were 6 students (14.6%) strongly agreed, 13 students (31.7%) agreed, 20 students (48.8%) uncertain and 2 students (24,9%) disagreed.

Item 5 asked the students about using English outside the classroom. Most of them choose uncertain because they adjusting to lecturer, they better use english if it can be understood. Another reason, they agreed because it can help them to improve and habit them to use English.

**Table 4.9**  
**Q6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	4.9	4.9	4.9
2	2	4.9	4.9	9.8
3	19	46.3	46.3	56.1
4	15	36.6	36.6	92.7
5	3	7.3	7.3	100.0
Total	41	100.0	100.0	

Item 6, Lecturer communicates use Indonesia outside the classroom. There were 3 students (7.3%) strongly agreed, 15 students (36.6%) agreed, 19 students (46.3%) uncertain, 2 students (24.9%) disagreed and , 2 students (24.9%) strongly disagreed.

Item number 6 asked the students about using Indonesia outside the classroom. They uncertain but their most of them give reason “it is easy to speak with our mother tongue and I do not understand well if my lecturer always speak English”. However, several reasons came with the awkward idea, which is said that “English should be used” or “Indonesia is our nation language”.

**Table 4.10**  
**Q7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.4	2.4	2.4
2	1	2.4	2.4	4.9
3	10	24.4	24.4	29.3

4	13	31.7	31.7	61.0
5	16	39.0	39.0	100.0
Total	41	100.0	100.0	

Item 7, uses both English and Indonesia for communicating outside the classroom. There were 16 students (39 %) strongly agreed, 13 students (31.7%) agreed, 10 students (24.4%) uncertain, 1 student (2.4%) disagreed and 1 student (2.4%) strongly disagreed.

Item number 7 asked the students about uses both English and Indonesia to communicate outside thr classroom. Most of them strongly agreed because “It is better than use Indonesia only or vice versa, it easier to understood when the lecturer combined English and Indonesia to communicated outside”.

**Table 4.11**  
**Q8**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	9.8	9.8	9.8
4	18	43.9	43.9	53.7
5	19	46.3	46.3	100.0
Total	41	100.0	100.0	

Item 8, The use of English by Lecturer would motivated me to speak English in class. There were 19 students (46.3 %) strongly agreed, 18 students (43.9%) agreed and 4 students (9.8%) uncertain.

Item number 8, about the lecturer would motivated me to speak

English like them. They strongly agreed, they shown the reason “ they would like to imitate the lecturer to use english too” another reason, they said that “the lecturer is model of language”.

**Table 4.12**  
**Q9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	7.3	7.3	7.3
	4	27	65.9	65.9	73.2
	5	11	26.8	26.8	100.0
	Total	41	100.0	100.0	

Item 9, Lecturer explained the material uses English well. There were 11 students (26.8%) strongly agreed, 27 students (65.9%) agreed and students (7.3%) uncertain.

**Table 4.13**  
**Q10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	14.6	14.6	14.6
	4	26	63.4	63.4	78.0
	5	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

Item 10, it could be understood when lecturer uses English to explain. There were 9 students (22%) strongly agreed, 26 students (63.4%) agreed and 6 tudents (14.6%) uncertain.

**Table 4.14**  
**Q11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.4	2.4	2.4
	3	6	14.6	14.6	17.1
	4	20	48.8	48.8	65.9
	5	14	34.1	34.1	100.0
	Total	41	100.0	100.0	

Item 11, Lecturer uses English fluently. There were 14 students (34.1%) strongly agreed, 20 students (48.8%) agreed, 6 students (14.6%) uncertain and 1 student (2.4%) disagreed.

**Table 4.15**  
**Q12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	26.8	26.8	26.8
	4	19	46.3	46.3	73.2
	5	11	26.8	26.8	100.0
	Total	41	100.0	100.0	

Item 12, Lecturer uses English clearly. There were 11 students (26.8%) strongly agreed, 19 students (46.3%) agreed and 11 students (26.8%) uncertain.

Item 9, 10, 11 and 12 stated that the lecturer convey the material used English well, easy to understand, with fluently and clearly. Most of them agreed with the statement.

**Table 4.16**  
**Q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	6	14.6	14.6	17.1
	3	26	63.4	63.4	80.5
	4	5	12.2	12.2	92.7
	5	3	7.3	7.3	100.0
	Total	41	100.0	100.0	

Item 13, the lecturer uses English totally in English class. There were 3 students (7.3%) strongly agreed, 5 students (12.2%) agreed, 26 students (63.4%) uncertain, 6 student (14.6%) disagreed and 1 student (2.4%) strongly disagreed.

**Table 4.17**  
**Q14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	9.8	9.8	9.8
	2	17	41.5	41.5	51.2
	3	16	39.0	39.0	90.2
	4	2	4.9	4.9	95.1
	5	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Item 14, the lecturer uses Indonesia totally in English class. There were 2 students (74.9 %) strongly agreed, 2 students (4.9%) agreed, 16 students (39%) uncertain, 17 students (41.5%) disagreed and 4 students

(9.8%) strongly disagreed.

**Table 4.18**  
**Q15**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.4	2.4	2.4
3	7	17.1	17.1	19.5
4	18	43.9	43.9	63.4
5	15	36.6	36.6	100.0
Total	41	100.0	100.0	

Item 15, the lecturer use both English and Indonesia in English class. There were 15 students (36.6 %) strongly agreed, 18 students (43.9%) agreed, 7 students (17.1%) uncertain and 1 student (2.4%) disagreed.

Item 13, 14 and 15 are connecting together which is ordered the students to tell the condition in English class, whether the lecturer used English, Indonesia or both of them. Mainly, they agreed with item 15 that is asserted the lecturer uses both Indonesia and English (the lecturer mixed it) to communicate and explain, but the writer underlined the reason they chose. This three items are a representation of the condition in the class, so the reason only about the fact that the lecturer used Indonesia, English or mixed it. However, some students said “it should uses English for the instruction” or “I like the lecturer uses both”.

**Table 4.19**  
**Q16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	4.9	4.9	4.9
	3	8	19.5	19.5	24.4
	4	22	53.7	53.7	78.0
	5	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

Item 16, the lecturer convey material with interesting. There were 9 students (22 %) strongly agreed, 22 students (53.7%) agreed, 8 students (19.5%) uncertain and 2 students (4.9%) disagreed.

**Table 4.20**  
**Q17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	4.9	4.9	4.9
	3	10	24.4	24.4	29.3
	4	20	48.8	48.8	78.0
	5	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

Item 17, the lecturer convey the material with fun. There were 9 students (22%) strongly agreed, 20 students (48.8%) agreed, 10 students (24.4%) uncertain and 2 students (4.9%) disagreed.

Item 16 and 17 stated that the lecturer convey material with interesting

and fun. Most of them agreed with the statement that lecturer conveying the material with interesting and fun.

## **2. The lecturers use of English in classroom**

To know the extent of lecturer use english in classroom, the writer used video recording. Video recording was done to gain real situation between the lecturers and the students in the classroom. Considering the situation, the writer got the video recording data in 3 classes consist 3 lecturers.

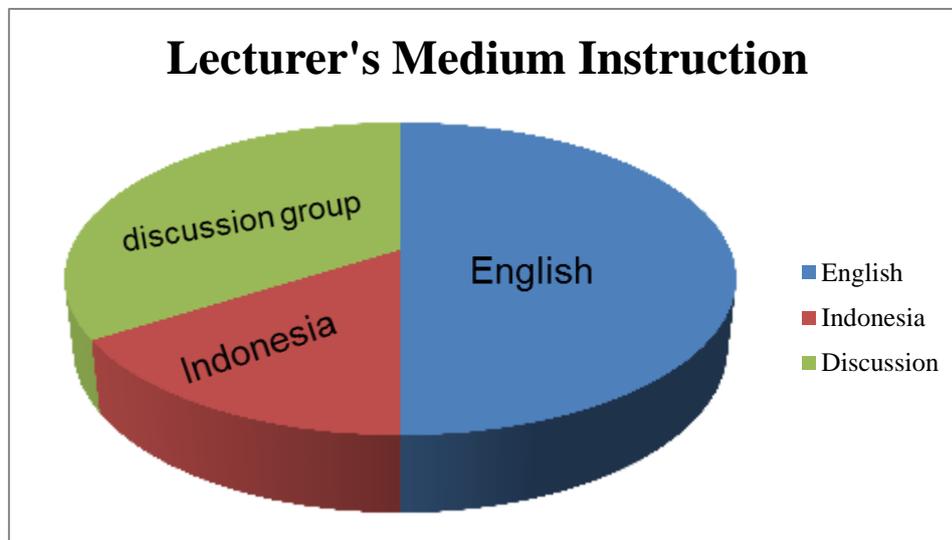
The first class, the writer took the video and recorded it only 1 hour 20 minutes. 20 minutes for discussion, 11 minutes for speak used Indonesia and 49 minutes for speak used English.

The second class, the writer took the video only 31 minutes. 15 minutes for discussion, 10 minutes for speak used English and 6 minutes for speak used Indonesia

The last class, the writer took the video for 40 minutes. 20 minutes for discussion, 6 minutes for speak used English and 4 minutes for speak used Indonesia.

Based on the videos, all activities could be discovered but not for the complete visible. To summarize and analyze the result of the video, the writer made it into a chart depended on the usage of English and Indonesia by the lecturers as the instruction. The result could be seen as follows:

**Figure 4.1**  
**Chart of the Lecturer's Medium of Instruction Based on the Video**



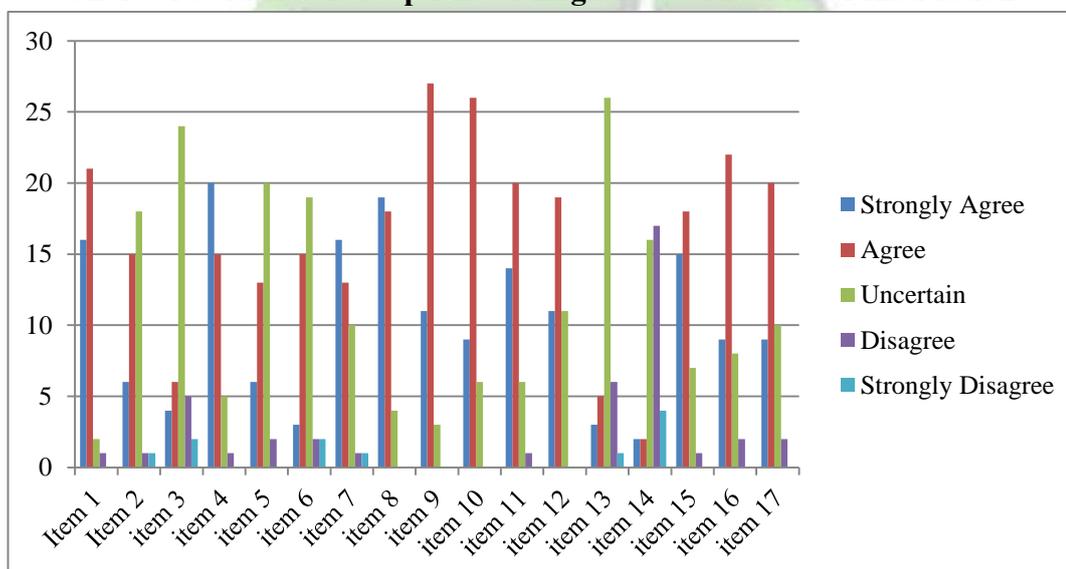
According to the video's result, the usage of English was more than Indonesia. It could be seen from the period and minute the lecturers used for the instruction. It was concluded that the lecturers preferred to use English. But in certain time the lecturer used Indonesia.

Based on the data finding above, students' perception on English as medium of instruction used by the English lecturers in English Study Program of IAIN Palangkaraya indicated the majority of the students uncertain if the lecturers use English in the class. It was relevant to the result that amount the students wanted the leturers apply English and Indonesia side by side and especially the usage of Indonesia in certain material which is difficult to understand. The data also showed that the lecturers used both English and Indonesia.

### 3. Discussion

From the result of the research on questionnaire and video recording attaching on the result of research above, the finding could be made in the chart to see the students' perception on English as Medium of Instruction used by English lecturer in English Education Study Program of IAIN Palangka Raya easily. The Chart was as follows:

**Figure 4.2**  
**Chart of Students' Perceptions of English as a Medium of Instruction**



Based on the chart, It could be concluded above the score item by item. To discuss the chart about the result of questionnaire as follows:

Item 1, English becomes medium of instruction in the class. It has to underline that this item focused on the general perception, this was not pointed to using English practically in classes. This was only interested to students belief about English as medium of Interaction and their sight. Based on the chart, most of students agreed about the statement.

Items 2, 3, 4, 5, 6 and 7 were about what language to be used by lecturer in class or out side. The chart showed that the students uncertain when lecturer used English only or Indonesian only in class or out side (item 2, 3, 5 and 6). Based o the chart, students strongly agreed when the lecturer use both English and Indonesia especially in certain difficult material. However, this statement was related to the theory of GTM (Grammar Translation Method) (chapter II, P. 25-26) where the allowance of Indonesia or mother tongue in a target language, in this case it talked about English. This is also related to Dearden's theory (chapter II, P. 20) that the lecturer need to be able to handle the English language but they also need to present concepts and ideas to students of various L1s.

Item 8, item was about students motivation to use English language when the lecturer use English language in classroom. The chart showed that the students strongly agreed that the lecturer motivated them to use English. It related to the Allford's theory (chapter II, P. 21) that the use of target language by teacher or lecturer who trains will make the students to through the language directly.

Items 9, 10, 11 and 12 were about English language used by lecturer, whether the lecturer uses the English language well, clearly, fluently and easily to understood. This statement related to Nunan's theory (chapter II, P. 23) that the lecturer should be able to speak intelligibly and clear in their pronunciation. Another theory is according to Harmer's theory (chapter II, P. 24) that the lecturer should check that studennts have anderstood what

they are being to do. The chart showed that the students agreed with the statement, that the lecturer used English language well, clearly, fluently and easily to understood. This statement is also supported by observation and video recording during teaching and learning process. The lecturer used English language well, clearly, fluently and easily to understood, it was seen from the interaction between students and lecturers using English, when the lecturer gives instructions to the students, they immediately do it. They do not look confused.

Items 13, 14 and 15 were asking about the condition in the class. It summarized a lot of students said their lecturers basically using both Indonesia and English in classroom activity. It is also supported by video recording that the lecturer using both English and Indonesia to teach in classroom. But the lecturers dominantly used English, they used Indonesia to explain in certain difficult material.

Items 16 and 17 were asking about the lecturer used English language with interesting and fun. The chart showed that the most of students agreed. It is also supported by observation in classroom. The students look enthusiastic, they look enjoy to follow the lesson they do not look bored even occasionally, they laugh with the lecturers.

As a conclusion, the writer gave an explanation that the majority of the students agreed the usage of English as medium instruction used by their lecturers in their class. They also believed that the usage of English could improve the ability and skill of English. This was in line with the statement of

Jusuf Ibrahim in his journal entitled "The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions." As his stated that there are at least four factors supporting the possible implementation of EMI at Indonesian universities: 1) The fact that bilingualism gives cognitive advantages, 2) The fact that the important role of English would motivate students and teachers to learn the language, 3) The fact that EMI would give students and teachers more exposure to English and more chances to acquire it, and 4) The fact that literacy skills and strategies acquired in a learner's native language, Indonesian, transfer to her/his second language, English

But there were some students disagreed. Refer to the questionnaire; the students also stated their reason why they disagreed. Simply, the reasons of the students' disagreed of using English in the class by the lecturers were generally same. They admitted the ability and skill to listen and speak in English were under the level. They were not confidence to apply English because of the ability.

## CHAPTER V

### CLOSING

This chapter consisted of conclusions and suggestion. As the last chapter, the writer summarized the data into a main statements and points. It also has suggestion in the last because this research was not completely good.

#### A. Conclusion

The study was aimed the students' perception on English as medium of instruction used by the English lecturers in English Education Study Program of IAIN Palangka Raya. This study was interested to gather the students' perception who English education study program of IAIN Palangkaraya. However, the students at the English education study program of IAIN Palangkaraya generation 2016 to 2017 that the writer picked up as population and students in grammar classes as sample.

Based on the result of the study, there were some conclusions which could be seen as follow:

Most of students agreed the usage of English as medium of instruction in English class (90.2%). Because they felt that it accustomed them to hear and to be taught in English, so they would be accustomed in English. Another reasons because they were English students in English Education Study Program, so the learning activity should be in English. But there were three students disagreed (9.8%), the reasons were generally same, they

admitted the ability and skill to listen and speak in English were under the level. They were not confidence to apply English because of the ability.

1. The data were found that the lecturer used both English and Indonesia in English class. This data found from the the video recording. But, the lecturers used English dominantly and used Indonesia to explain in certain difficult things.

## **B. Suggestion**

Concerned with the conclusion, the writer would like to propose some the following suggestions that hopefully would be useful and valuable for the students, the lecturers and the researchers.

1. For the students

The writer recommended the students to realize their position as student and focused to learn and master the skill and ability of English. However, this finding declared that the students have to consider their difficulties in learning English.

2. For the lecturers

The lecturers actually are the key of classroom activity in order to make the English circumstance. Nevertheless, the situation of the students has to be a priority. This is as attention to understand not only the material and syllabus, but also the students itself and their ability and comprehension.

3. For the other researchers

This research actually was not conducted deeply and the writer realized there are many weaknesses in it. Meanwhile, others researcher needs to

investigate this point deeply because this research was not really investigated in comprehension. This study also allows the other writers to research new things behind the English as medium of instruction.



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**APPENDICES**

