

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Data Presentation

The Percentage Calculation of the Questionnaire Result on the Students' Perceptions of English as a Medium of Instruction in the English Class of English Education Study Program at IAIN Palangka Raya

No	Pernyataan	Number & Percent	Scale					Total
			SA=4	A=3	D=2	SD=1	Missing	
1	Bahasa Inggris sebagai bahasa pengajaran membantu meningkatkan standar Bahasa Inggris Saya.	Number	42	41	0	1	0	84
		Percent	50%	48,8%	0	1,2%		100
2	Bahasa Inggris sebagai bahasa pengajaran memotivasi Saya untuk lebih giat lagi belajar Bahasa Inggris.	Number	39	43	2	0	0	84
		Percent	46,4%	51,2%	2,4%	0		100
3	Menggunakan Bahasa Inggris di mata kuliah Bahasa Inggris membantu Saya lebih cakap berbicara Bahasa Inggris.	Number	31	50	2	1	0	84
		Percent	36,9%	59,5%	2,4%	1,2%		100
4	Bahasa Inggris sebagai bahasa pengajaran membantu Saya lebih memahami buku berbahasa Inggris.	Number	17	60	7	0	0	84
		Percent	20,2%	71,4%	8,3%	0		100
5	Bahasa Inggris sebagai bahasa pengajaran menyediakan kesempatan berekspresi dalam Bahasa Inggris.	Number	26	56	2	0	0	84
		Percent	31%	66,7%)	2,4%	0		100
6	Bahasa Inggris sebagai bahasa pengajaran memberi kepercayaan diri Saya untuk bersaing dengan dunia luar.	Number	20	53	9	0	2	84
		Percent	23,8%	63,1%	10,7%	0	2,4%	100

7	Bahasa Inggris sebagai bahasa pengajaran memudahkan Saya memahami budaya – budaya internasional.	Number	13	56	13	1	1	84
		Percent	15, 5%	66, 7%	15, 5%	1, 2%	1, 2%	100
8	Mudah bagi Saya memahami perkuliahan mata kuliah Bahasa Inggris.	Number	8	51	22	1	2	84
		Percent	9, 5%	60, 7	26, 2%	1, 2%	2, 4%	100
9	Saya paham betul ketika Dosen berbicara Bahasa Inggris saat perkuliahan mata kuliah Bahasa Inggris berlangsung.	Number	4	34	46	0		84
		Percent	4, 8%	40, 5%	54, 8%	0		100
10	Bahasa Inggris diterapkan sebagai Bahasa Pengajaran di mata kuliah Bahasa Inggris.	Number	23	53	7	1		84
		Percent	27, 4%	63, 1%	8, 3%	1, 2%		100
11	Bahasa Inggris sebagai bahasa pengajaran sesuai dengan perkuliahan mata kuliah Bahasa Inggris.	Number	15	61	5	0	3	84
		Percent	17, 9%	72, 6%	6%	0	3, 6	100
12	Dosen harus menggunakan Bahasa Inggris ketika mengajarkan mata kuliah Bahasa Inggris.	Number	20	41	22	1		84
		Percent	23, 8%	48, 8%	26, 2%	1, 2%		100
13	Bahasa Indonesia sebagai bahasa pengajaran di perkuliahan Bahasa Inggris perlu diterapkan.	Number	16	29	35	4	0	84
		Percent	19%	34, 5%	41, 7%	4, 8%		100
14	Perpaduan antara Bahasa Inggris dan Bahasa Indonesia di perkuliahan mata kuliah Bahasa Inggris itu sesuai dengan keadaan mahasiswa Jurusan Bahasa Inggris.	Number	28	40	15	1	0	84
		Percent	33, 3%	47, 6%	17, 9%	1, 2%		100

B. Result of the Research

The result of research on Students' Perception of English as a Medium of Instruction in the English Class of English Education Study Program at IAIN Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 84 students from four different academic years who were chosen as sampling.

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

Table 4.1

The Calculation of Mean of Students' Perception (item 1)

X	F	FX
4	42	168
3	41	123
2	0	0
1	1	1
	N=84	292

$$\bar{X} = \frac{\sum X}{N} = \frac{292}{84} = 3,477$$

The Mean of Item 1 is 3,477.

Next step is 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 of Students' Perception (item1)

X	F	FX	X	x ²	Fx ²
4	42	168	0,52	0,27	11,34

3	41	123	-0,44	0,19	7,79
1	1	1	-2,20	4,84	4,84
	N=84	$\sum FX=292$			$\sum Fx^2=23,97$

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}} = \sqrt{\frac{23,97}{84-1}} = \sqrt{\frac{23,97}{83}} = \sqrt{0,288} = 0,54$$

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

1. Result of Questionnaire Analysis

Table 4.3
Result of Questionnaire

No	Item	Number & Percent	Scale					Total	MN	MDN	MOD	ST. DEV
			SA=4	A=3	D=2	SD=1	Missing					
1	1	Number	42	41	0	1	0	292	3.477	3.5	4	0.54
		Percent	50%	48,8%	0	1,2%		100				
2	2	Number	39	43	2	0	0	289	3.440	3	3	0.54
		Percent	46,4%	51,2%	2,4%	0		100				5
3	3	Number	31	50	2	1	0	279	3.321	3	3	0.58
		Percent	36,9%	59,5%	2,4%	1,2%		100				4
4	4	Number	17	60	7	0	0	262	3.119	3	3	0.52
		Percent	20,2%	71,4%	8,3%	0		100				4
5	5	Number	26	56	2	0	0	276	3.285	3	3	0.50
		Percent	31%	66,7%	2,4%	0		100				4

6	6	Number	20	53	9	0	2	257	3.134	3	3	0.58 2
		Percent	23, 8%	63, 1%	10, 7%	0	2, 4%	100				
7	7	Number	13	56	13	1	1	247	2.975	3	3	0.60 4
		Percent	15, 5%	66, 7%	15, 5%	1, 2%	1, 2%	100				
8	8	Number	8	51	22	1	2	230	2.804	3	3	0.61 7
		Percent	9, 5%	60, 7	26, 2%	1, 2%	2, 4%	100				
9	9	Number	4	34	46	0		210	2.5	2	2	0.59 1
		Percent	4, 8%	40, 5%	54, 8%	0		100				
10	10	Number	23	53	7	1		266	3.167	3	3	0.61 8
		Percent	27, 4%	63, 1%	8, 3%	1, 2%		100				
11	11	Number	15	61	5	0	3	253	3.123	3	3	0.48 4
		Percent	17, 9%	72, 6%	6%	0	3, 6	100				
12	12	Number	20	41	22	1		248	2.952	3	3	0.74 3
		Percent	23, 8%	48, 8%	26, 2%	1, 2%		100				
13	13	Number	16	29	35	4		225	2.679	3	2	0.83 8
		Percent	19%	34, 5%	41, 7%	4, 8%		100				
14	14	Number	28	40	15	1		263	3.13	3	3	0.74 1
		Percent	33, 3%	47, 6%	17, 9%	1, 2%		100				

The data above could be detailed as follows;

item_1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	3.00	41	48.8	48.8	50.0
	4.00	42	50.0	50.0	100.0
	Total	84	100.0	100.0	

Item 1, English as a Medium of Instruction helps me to increase my standard of English. There are 42 students (50%) state strongly agree, 41 students (48, 8%) agree, and 1 student (1, 2%) strongly disagree.

item_2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.4	2.4	2.4
	3.00	43	51.2	51.2	53.6
	4.00	39	46.4	46.4	100.0
	Total	84	100.0	100.0	

Item 2, English as a Medium of Instruction motivates me to learn English more energetically. There are 39 students (46, 4%) state strongly agree, 43 students (51, 2%) agree, and 2 students (2, 4%) disagree.

item_3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	2.00	2	2.4	2.4	3.6
	3.00	50	59.5	59.5	63.1
	4.00	31	36.9	36.9	100.0
	Total	84	100.0	100.0	

Item 3, using English in English subject helps me more capable to speak English. There are 31 students (36, 9%) state strongly agree, 50 students (59, 5%) agree, 2 students (2, 4%) disagree, and 1 student (1, 2%) strongly disagree.

item_4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	7	8.3	8.3	8.3
	3.00	60	71.4	71.4	79.8
	4.00	17	20.2	20.2	100.0
	Total	84	100.0	100.0	

Item 4, English as a Medium of Instruction helps me to understand more about English textbook. There are 17 students (20, 2%) state strongly agree, 60 students (71, 4%) agree, and 7 students (8, 3%) disagree.

item_5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.4	2.4	2.4
	3.00	56	66.7	66.7	69.0
	4.00	26	31.0	31.0	100.0
	Total	84	100.0	100.0	

Item 5, English as a Medium of Instruction provides the chance to express in English. There are 26 students (31%) state strongly agree, 56 students (66, 7%) agree, and 2 students (2, 4%) disagree.

item_6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	9	10.7	11.0	11.0
	3.00	53	63.1	64.6	75.6
	4.00	20	23.8	24.4	100.0
	Total	82	97.6	100.0	
Missing	System	2	2.4		
Total		84	100.0		

Item 6, English as a Medium of Instruction give me self confidence to compete with outer world. There are 20 students (23, 8%) state strongly agree, 53 students (63, 1%) agree, 9 students (10, 7%) disagree, and 2 students (2, 4%) do not answer anything.

item_7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	2.00	13	15.5	15.7	16.9
	3.00	56	66.7	67.5	84.3
	4.00	13	15.5	15.7	100.0
	Total	83	98.8	100.0	
Missing	System	1	1.2		
Total		84	100.0		

Item 7, English as a Medium of Instruction facilitates me to understand international culture. There are 13 students (15, 5%) state strongly agree, 56 students (66, 7%) agree, 13 students (15, 5%) disagree, 1 student (1, 2%) strongly disagree, and 1 student does not answer anything.

item_8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	2.00	22	26.2	26.8	28.0
	3.00	51	60.7	62.2	90.2
	4.00	8	9.5	9.8	100.0
	Total	82	97.6	100.0	
Missing	System	2	2.4		
Total		84	100.0		

Item 8, it is easy for me to understand a lecture of English subject. There are 8 students (9, 5%) state strongly agree, 51 students (60, 7%) agree, 22 students

(26, 2%) disagree, 1 student (1, 2%) strongly disagree, and 2 students (2, 4%) do not answer anything.

item_9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	46	54.8	54.8	54.8
	3.00	34	40.5	40.5	95.2
	4.00	4	4.8	4.8	100.0
	Total	84	100.0	100.0	

Item 9, I understand very well when English lecturer speaks English during the lecture is ongoing. There are 4 students (4, 8%) state strongly agree, 34 students (40, 5%) agree, and 46 students (54, 8%) disagree.

item_10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	2.00	7	8.3	8.3	9.5
	3.00	53	63.1	63.1	72.6
	4.00	23	27.4	27.4	100.0
	Total	84	100.0	100.0	

Item 10, English is applied as a Medium of Instruction in English subject. There are 23 students (27, 4%) state strongly agree, 53 students (63, 1%) agree, and 7 students (8, 3%) disagree.

item_11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	6.0	6.2	6.2
	3.00	61	72.6	75.3	81.5
	4.00	15	17.9	18.5	100.0
	Total	81	96.4	100.0	

Missing	System	3	3.6		
Total		84	100.0		

Item 11, English as a Medium of Instruction is appropriate with the lecture of English subject. There are 15 students (17, 9%) state strongly agree, 61 students (72, 6%) agree, 5 students (6%) disagree, and 3 students (3, 6%) do not answer anything.

item_12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	2.00	22	26.2	26.2	27.4
	3.00	41	48.8	48.8	76.2
	4.00	20	23.8	23.8	100.0
	Total	84	100.0	100.0	

Item 12, English lecturers must use English when teaching English subject. There are 20 students (23, 8%) state strongly agree, 41 students (48, 8%) agree, 22 students (26, 2%) disagree, and 1 student (1, 2%) strongly disagree.

item_13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	4.8	4.8	4.8
	2.00	35	41.7	41.7	46.4
	3.00	29	34.5	34.5	81.0
	4.00	16	19.0	19.0	100.0
	Total	84	100.0	100.0	

Item 13, Indonesian Language as a Medium of Instruction in the lecture of English subject is needed to be applied. There are 16 students (19%) state strongly agree, 29 students (34, 5%) agree, 35 students (41, 7%) disagree, and 4 students (4, 8%) strongly disagree.

item_14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.2	1.2	1.2
	2.00	15	17.9	17.9	19.0
	3.00	40	47.6	47.6	66.7
	4.00	28	33.3	33.3	100.0
	Total	84	100.0	100.0	

Item 14, the combination between English and Indonesian language in English subject is appropriate with the condition of English department students. There are 28 students (33, 3%) state strongly agree, 40 students (47, 6%) agree, 15 students (17, 9%) disagree, and 1 students (1, 2%) strongly disagree.

2. Result of Interview

Interview was done to gain more information about the students' perceptions of English as a Medium of Instruction (EMI), and it was to support the main instrument, questionnaire.

1) ASB¹

ASB is a first year students in academic year of 2015/ 2016. According to him, EMI was good. It was the main thing to train speaking, listening, and pronunciation. He also stated strongly agree if it is implemented at PBI IAIN Palangka Raya because it helped him in context of speaking. Therefore, he agreed if English lecturer must use English during the lecture take place with the students, and he was

¹Ahmad Sahiba, interviewed on October 6th 2015

interested in English as a medium of instruction. It motivated, challenge, and gave him an encouragement.

2) ARS²

ARS is a first year students in academic year of 2015/ 2016. According to him, EMI was good, and he stated strongly agree if it is implemented at PBI, because it was a good strategy to quickly develop the students' English, even though his English was not very good, but he stated that EMI was helpful, if not he would get behind. He also agreed if English lecturer and students must speak English during the lecture took place, however he felt pity to another friend whom English is still not good. In short, ARS agreed with EMI in PBI.

3) SHR³

SHR is a second year student in academic year of 2014/ 2015. According to her, EMI was very good, and she stated strongly agree if it is implemented at PBI. It was the best way to imitate the lecturing English lecturer in speaking. Then, she also said it was appropriate with English Education Study Program, and she did agree and motivated to learn English more if English lecturer spoke English all the time during the lecture took place with the students.

4) NNI⁴

² Ahmad Risky Septiadi, interviewed on October 6th 2015

³ Siti Hairah, interviewed on October 2nd 2015

⁴ Noni Indah Vianita, interviewed on October 5th 2015

NNI is a second year student in academic year of 2014/ 2015. According to her, EMI was good, and she agreed if it is implemented at PBI, for it was so strange if English Language Learning using Bahasa Indonesia, and it was not effective. The implementation of EMI as she said would make her accustomed with English, yet she suggested for the first and second was better to use mix or combination between Bahasa Indonesia and English, it would be so easy to understand the material.

5) SHD⁵

SHD is a third year student in academic year of 2013/ 2013. According to her, EMI was good, and she agreed if it is implemented at PBI because it was appropriate with English Education Study Program which it was to accustom the students to use English. She felt that it helped her to speak English, to enrich her English, and the last she also stated agree with the rule that English lecturer must speak English when teaching English with students.

6) RML⁶

RML is a third year student in academic year of 2013/ 2014. According to her, EMI was very important for her that to be able to acquire English fast. She then stated it was appropriate with PBI, and did agree if it as implemented at PBI, for it was helpful and very important for the English students. Next she said that it would make her accustomed with English, and facilitated her to remember English

⁵Siti Hadijah, interviewed on October 5th2015

⁶ Rahmalia, interviewed on October 5th 2015

Vocabulary and practice it. The last, she stated agree if English lecturer must speak English with students during the lecture took place.

7) RMD⁷

RMD is an experienced student in academic year of 2012/ 2013. According to her, EMI was very good, it was because to open mindset of knowing outer world. She stated then that EMI was appropriate in PBI, and she did agree if it was implemented, because the students must be accustomed with English; however she suggested combining it during in the class with Bahasa Indonesia, specifically for the first and second semester. For herself, EMI was very helpful and very important. It was the way of knowing how far is the students English.

8) MPJ⁸

MPJ is an experienced student in academic year of 2012/ 2013. According to him, EMI was the exact strategy for the learning English and it was helpful for him. He stated strongly agree if it is implemented at PBI, because it was appropriate with the English Students whose the Study Program is English. Besides that, there were many old semester English students whom their English was still lack; hence EMI should be implemented, so that the new next generation of English Students can be more able to acquire English well. Therefore, he stated strongly agree if English lecturer must use English to teach the students during the lecture took place.

⁷ Ria Mahmuda, interviewed on October 6th 2015

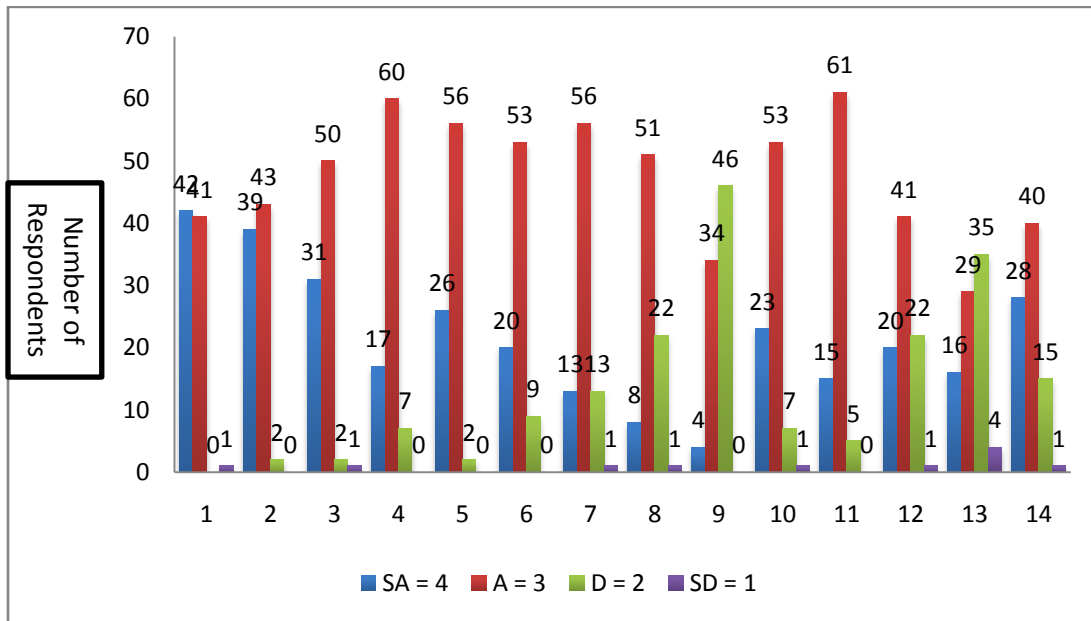
⁸ Muhammad Patjrianur, interviewed on October 6th 2015

C. Discussion

From the result of the research on questionnaire and interview attaching on the Result of Research above, the finding could be made in the chart to easily see the students' perception of English-Medium Instruction in the English Class of English Education Study Program at IAIN Palangka Raya. The Chart was as follows:

Figure 4.1

Chart of Students' Perceptions of English as a Medium of Instruction



It could be concluded from the chart above that most students agreed with all items that asked about English-Medium Instruction to be implemented in the teaching learning of English Subject in the class of English Education Study Program at IAIN Palangka Raya, it could be seen from the score of Mode showed 3 frequently appeared or in the chart was red color, and also the Median stated the same as Mode, namely 3. Thus, English as a Medium of

Instruction needed to be implemented by English lecturers as Medium of Instruction in teaching English Subjects in the English Education Study Program at IAIN Palangka Raya.

To support the findings of the questionnaire above, the second instrument, interview played an important role, for it provided the reason which was not asked in the Questionnaire questions.

1. Question number 1 asked about the students' opinion of English-Medium Instruction. Most respondents stated that it was very good, and it was an exact strategy of English Language Learning. It was in line with the item number 10, 11, and 12.
2. Question number 2 asked about an agreement of implementation of EMI. Most respondents stated strongly agree, because it helped them to practice listening, and speaking. Some said that it was required to be applied, because the name of the majors is English Education Study Program, so the learning activity should be in English, and it was in line with item number 10, 11, 12.
3. Question number 3 asked about the appropriateness of EMI at PBI IAIN Palangka Raya. Most students stated that it was appropriate, because they felt that it accustomed them to hear and to be taught in English, so they would be accustomed in English. Some said that it was very important to fast acquire English.
4. Question number 4 asked about using EMI helps them to be capable in English. Most students stated yes that it helped them in speaking and listening, it also motivated them to learn English more. Some said that it was a way to know how far the quality of students' English skill. It was in line with item number 1, 2, 3, 4, 5, 6, 7, and 8. In questionnaire they all stated agree.

5. Question number 5 asked about the rule of using EMI all the time during the lecture took place. Most students stated strongly agree, because it gave them encouragement, challenge to understand the material in English, some said it motivated them to imitated to speak English, the lecturer and the students could practice it, and some said it was better to use mix-mode between Bahasa Indonesia and English; it was in line with item number 14; even though there was one of them who just follow the rule, if not they will get behind.
6. Question number six asked about the interested Medium of Instruction. Most of them chose English, because they could practice it whenever they studied in the class. That's why item number 13 in the questionnaire was frequently answered disagree; yet, in the item number 9 was the same as number 13 which the frequently answered was disagree; even though they said so, they preferred to use English, because they wanted to speak English well.

In conclusion, the finding of this research was that the students totally agree with the usage EMI in the English class, it could be seen in the chart of Students' Perception of EMI in Figure 4.1 above. 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.⁹

⁹ Jusuf Ibrahim "The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, and its Possible Solutions" P.2