

**PRE-SERVICE ENGLISH TEACHERS' PERCEPTION
TOWARDS USING ENGLISH AS A MEDIUM OF
INSTRUCTION AT IAIN PALANGKA RAYA**

THESIS



**BY:
SYAID AMIRUL MU'MININ
NIM 1401120932**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2019M/1440 H**

**PRE-SERVICE ENGLISH TEACHERS' PERCEPTION
TOWARDS USING ENGLISH AS A MEDIUM OF
INSTRUCTION AT IAIN PALANGKA RAYA**

THESIS

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



**BY:
SYAID AMIRUL MU'MININ
NIM 1401120932**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2019M/1440 H**

ADVISOR APPROVAL

Thesis Title : PRE-SERVICE ENGLISH TEACHERS
PERCEPTION TOWARDS USING ENGLISH AS
A MEDIUM OF INSTRUCTION AT IAIN
PALANGKA RAYA

Name : Syaid Amirul Mu'minin

SRN : 1401120932

Faculty : Teacher Training and Education

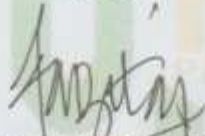
Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for
Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of
Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, August 13th 2019

Advisor I



Santi Erlina, M.Pd.

ORN. 198012052006042003

Advisor II



Zaitun Qamariah, M.Pd.

ORN. 198405192015032003

Acknowledged by:

Vice Dean in Academic Affairs



Dr. Nurul Wahdah, M.Pd.

ORN. 198003072006042004

Secretary,

Department of Language Education



Akhmad Ali Mirza, M.Pd.

ORN. 198406222015031003

OFFICIAL NOTE

Palangka Raya, August 13th 2019

Hal : Examination of
Syaid Amirul Mu'minin's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka
Raya

In -
Palangka Raya

Assalamu 'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

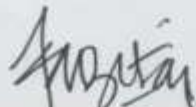
Name : Syaid Amirul Mu'minin
SRN : 1401120932
Thesis Title : PRE-SERVICE ENGLISH TEACHERS
PERCEPTION TOWARDS USING ENGLISH AS
A MEDIUM OF INSTRUCTION AT IAIN
PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of
Sarjana Pendidikan in The Study Program of English Education of The Language
Education of The Faculty of Education and Teacher Training of State Islamic
Institute of Palangka Raya.

Thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

Advisor I



Santi Erliana, M.Pd.

ORN. 198012052006042003

Advisor II



Zaitun Qamariah, M.Pd.

ORN. 198405192015032003

THESIS APPROVAL

Thesis Title : Pre-service English teachers' perception towards using English
as a medium of instruction at IAIN Palangka Raya

Name : Syaid Amirul Mu'minin

NIM : 1401120932

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and
Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munaqasyah* on:

Day : Friday

Date : september, 20th 2019

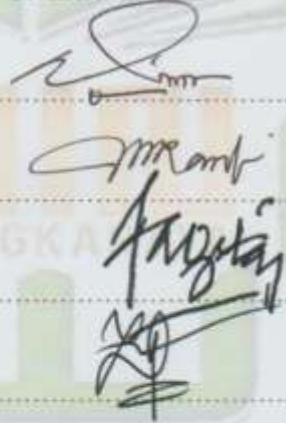
BOARD OF EXAMINERS

Akhmad Ali Mirza, M.Pd.
(Chair/Examiner)

Hj. Apri Ranti, M.Hum.
(Main Examiner)

Santi Erliana, M.Pd.
(Examiner)

Zaitun Qamariah, M.Pd.
(Secretary/Examiner)



The block contains four handwritten signatures, each corresponding to a member of the Board of Examiners listed to the left. The signatures are written in black ink on a white background.

Approved by:
Dean, Faculty of Teacher Training and
Education



Dr. Hj. Radhatul Jennah, M.Pd.
196710031993032001

MOTTO AND DEDICATION

**NEVER SAY NEVER AND NEVER GIVE BOTH IN AND UP FOR DOING
THE BEST THING**

THIS PAPER IS DEDICATED FOR:

First, My Best and acknowledged parents in the world. Both Daddy and Mommy are Syaid Muhammad and Syarifah Hujaimah. They have sacrificed their souls in tears, promised me in trust to be kept and prayed and loved and hugged with love and affection until my final home. Second, for my wonderful siblings who help me much in pursuing my study (Sayyid Hamid, Nuh, Syarifah Zaitun, Jauhikmah, Sholeha and Syaid Ahmad Zailani Alaydrus) Third goes for my parental families' who have encouraged him with supports and the last encounters for my masters who have taught me at beginning schools up to my high schools.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Syaid Amirul Mu'minin
NIM : 1401120932
Faculty : Teacher Training and Education
Department : Language Education
Study program : English Education

declare that:

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, without due acknowledgement, the work of any person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequence that may be imposed to me.

Palangka Raya, September 6th, 2019



faithfully

SAM

Syaid Amirul Mu'minin

NIM 140120932

ABSTRACT

Mu'minin, S. A.2019. Pre-service English Teachers' Perception toward Using English as A Medium of Instruction At IAIN Palangka Raya. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya: Advisors: (1) Santi Erliana,M.Pd., (II) Zaitun Qamariah,M.Pd.

Key words: Pre-service English teachers, Perception, EMI.

The purpose of this research was to acknowledge pre-service English teachers' perception towards EMI. The approach and design were mix methodology and survey research. Furthermore, the subject of the research was pre-service English teacher. They were about 61 pre service English teachers in that year.

The findings pinpointed that there were found 33 participants in agreement , 7 participants disagreed, meanwhile 21 participants voiced uncertain, thus all was quantitative data acquisition often . Qualitative data acquisition with undept question simply pointed out that, 36 subjects had to mix both indigenous language little bit and target language , 14 subjects were fully English, althought only 11 subjects were fully Indonesia. Thus, 50/82% participants agreed English based on both 36/59% Dominantly English and 14/23% fully English. In short,from interview the higher percentage, many of them all the time during examination step who implementing both Fully and Dominantly English was 50/82%, in contrast there were found only 11/18% which used Indigenous language fully. Observation had 6 persons with fully English, 2 person English mix and the last wasm only one used indigenous language, beyond this numbers therefore they perceived positive towards the three research instruments.

ABSTRAK

Mu'minin, S. A.2019. Persepsi Calon guru Bahasa Inggris terhadap penggunaan Bahasa Inggris sebagai sebuah alat pengantar di IAIN Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas tarbiyah dan Ilmu keguruan, intitute Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana,M.Pd., (II) Zaitun Qamariah,M.Pd.

Kata Kunci: Calon Guru Bahasa Inggris Mahasiswa Pm1, Persepsi, EMI.

Untuk mengungkap persepsi calon guru bahasa inggris terhadap EMI dalam pengajaran MaPel bahasa inggris adalah tujuan dipenelitian ini. Pendekatan dan designnya adalah metode campur sari dan penelitian survey. Di ambil sebanyak 61 calon guru bahasa Inggris pada tahun 2019 adalah subjek penelitian ini.

Temuan telah membuktikan bahwa banyak ditemukan 33 responden setuju, 7 tidak setuju, sementara 21 responden memilih neutral, untuk memperoleh data kuantitatif. Memperoleh data kualitatif secara simple menunjukan 36 subjek harus mencampur kedua bahasa ibu sedikit saja dan bahasa target lebih dominan. 14 subjek menggunakan pull inggris, meskipun hanya 11 subjek yang menggunakan bahasa Indonesia penuh. jadi, 50/82% setuju menggunakan bahasa inggris berdasarkan antara 36/59% dominan inggris dan 14/23% pull inggris. Singkatnya, persentasi yang lebih banyak, kebanyakan dari mereka sering selama tahap Ujian Praktik mengajar yang menerapkan dua bahasa inggris secara penuh dan dominan adalah 50 orang atau 82%. Berbeda dengan, Hanya ditemukan 11/ 18% menggunakan bahasa pertama secara penuh. Observasi diperoleh sebanyak enam persons with full English. Dua orang yang sudah menggunakan mix English language dominant. Dan yang terakhir hanya seorang yang menggunakan full Indonesian language, disamping angka angka tersebut. Sebagai sebuah hasil bahwa calon guru tersebut berpandangan positive dan sadar menggunakan English.

ACKNOWLEDGEMENTS

The researcher would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his 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.

His appreciation is addressed to:

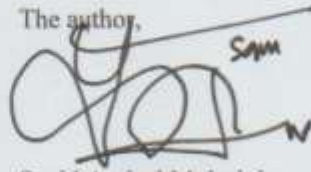
1. The Rector of State Islamic institute of Palangka Raya, Dr. H Khairil Anwar, M.Ag, for his direction and permission of conducting this thesis.
2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd for her invaluable assistance both in academic and administrative matters.
4. Secretary of Departement of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Chair of English Education Study Program, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
6. His thesis advisors, Santi Erliana, M.Pd, and Zaitun Qamariah, M.Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of his thesis.

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. His participants (Pre- service English Teacher) of the research's subjects, precisely the 2016 period during their teaching activities' days to be involved.
9. All lecturers of Study Program of English education from whom he got in-depth knowledge of English and English teaching.
10. His higher Institution, for receiving him to be the selected one of the English program students.
11. His really close friends who have a place to share story with. from primary schools up to the higher collage.
12. His all teachers who both have known and granted him with a value of life during schools.
13. His Bufah, Ami, And Habib for praying and supporting in the world during the age-long life.
14. His master Bunda Halimah N. who really has everything for him during study.
15. His classmates of Study Program of English education, especially the 2014 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish his study.
16. His teachers, Mr Misrohusodri and Mrs Nofie Nuruliah, for their encouragement
17. His master, Bu Petty, Her parents, for their encouragement
18. His abroad friends, who have been willing to be friends with him sincerely for helping him as much as they could have done.

Aamiin.

Palangka Raya, September 6th, 2019

The author,

A handwritten signature in black ink, consisting of stylized loops and a horizontal line. To the right of the signature, the letters "SAM" are written in a small, handwritten font.

Syaid Amirul Mu'minin

NIM 1401120932

TABLE OF CONTENTS

	Page
COVER (Second Page)	ii
ADVISOR APPROVAL.....	iii
OFFICIAL NOTE	iv
THESIS APPROVAL	v
MOTTO AND DEDICATION	vi
DECLARATION OF AUTHORSHIP	vii
ABSTRACT.....	viii
ABSTRAK (Indonesia).....	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xiii
LIST OF TABLES	xv
LIST OF FIGURE.....	xvi
LIST OF APPENDICES	xvii
LIST OF ABBREVIATIONS	xviii
 CHAPTER 1 INTRODUCTION	 1
A. Background of Study	1
B. Problems of The Study	6
C. Objectives of The Study	6
D. Scope and Limitation of The study	7
E. Significance of The Study	7
F. Definition of Key Terms	8
G. Framework of Discussion.....	9
 CHAPTER II REVIEW OF RELATED LITERATURE	 11
A. Related studies.....	11
B. The Concept of Perception	20
1. The Importance of investigating perception.....	21

2. Measuring Perception.....	22
C. English as a Medium of Instruction.....	23
1. Bilingual approach in English Language Learning.....	22
2. English as a Medium of Instruction In Indonesia.....	24
3. How to assess English as a Medium of Instruction.....	25
4. The importance of Comprehensible Input.....	26
 CHAPTER III RESEARCH METHODOLOGY	28
A. Research Type	28
B. Research Design	28
C. Population and Sample	29
D. Research instrument	32
1. Questionnaire.....	32
2. Interview.....	37
3. Observation	39
E. Data Collection Procedure.....	40
F. Data Analysis Procedure	40
 CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	43
A. Description of the data.....	43
1. The Description of The Data from Questionnaire on Pre-serviceEnglish teachers' perception	43
2. The Description of The Data from interview on Pre- serviceEnglish teachers' perception.	58
3. The Description of The Data from Observation on Pre- serviceEnglish teachers' perception	79
B. Discussion	81
 CHAPTER V CONCLUSION AND SUGGESTION	88
A. Conclusion	88
B. Suggestion	91

REFERENCES	94
APPENDICES	80

LIST OF TABLES

	Table
2.1 Previous Studies	15
3.1 The presentage of data acquisition	31
3.2 Item Specification	33
3.3 Questionnaire Interpretation of Expected Answer	33
4.1 Finding of Questionnaire Scores of Mean	44
4.2 Specification of Items	55
4.3 Questionnaire's result	56
4.4 Interview's transcription	59
4.5 The voice of Who and why taught partially and Fully English	72
4.6 Indirect undept interview result	73
5.1 observation checklist	80

LIST OF FIGURES

1. Pie Chart	78
2. Filling questionnaire	97
3. Interviewed person.....	97
4. Observation	98



LIST OF APPENDIX

1. Perception Questionnaire
2. Samples of The Study
3. Pre-service Teachers' Questionnaire' Responses
4. Research Decrees
5. Curriculum Vitae



LIST OF ABBREVIATION

EMI	: English as a medium of Instruction
IAIN	: Institute Agama Islam Negeri
JHS	: Junior High Schools
MaPel	: Mata Pelajaran
PS	: Primary Schools
SHS	: Senior High Schools
ESL	: English as a second language
EFL	: English as a foreign language



CHAPTER I

INTRODUCTION

In this chapter, the introduction of the study which consists of the background of the study, problem of study, objective of the study, scope, and limitation, the significance of the study, the definition of the key terms and framework of discussion compiled by the compiler.

A. Background of the Study

In any teaching and studying situation the language of instruction plays a very vital role in facilitating learning of subject contents. So it is indispensable for the teachers and learners to do the language of instruction appropriately for increasing effective teaching and learning. For instance, a study conducted by Wulan (2017) firstly began writer to investigate this topic. Wulan and friends (2017) revealed that pre-service teachers were happy to own English as the medium of instruction in their classroom. Moreover, Swain similarly another research study (2008) says that it is to be the good idea to give an occasion to the students for having foreign language in the classroom for output both spoken and written. Thus, the pre-service English teachers' perception towards using EMI in the writer's college, The college means IAIN Palangka Raya where the researcher has been pursuing the study are wondering writer to investigate their perception towards using EMI in foreign language setting. The questions, are the pre-service English teachers there well aware to use EMI in themselves teaching that is going to be observed by their supervisors during teaching practice in English class.

Firstly, There is really good to say as a start that English nowadays becoming the world language or can be said as the global language used. It is spoken as well as the dominant languages used by a non native speaker in the ESL Settings to communicate to the interlocutors. English in ESL settings are used by a non native speaker where that person are doing a communication to somebody. ESL settings is used as the second language which means encircled by some native speakers. Thus the person listens to the native speaker in English everyday, it means encircled by the native speaker. If it is a baby taken for an instance. The baby grows up then comes to be a student in a school. It has the indigenous language, but school implemented English as the medium instruction used by the instructors. This means whatever subject in the school in ESL settings instructed in English for example teaching math through English. When the baby is outside classroom it uses English to interact with people around. There is statement which saying that for instance English In Nigeria study found by Yabo (2017) in order to support the what is written from previous sentence up to the end, English is known as a second language as well as the official language in Nigeria. Thus question, what kind of language settings does this country mean?

Unfortunately, in Indonesia, native speakers' existence is seldom as well as English is considered as the foreign language after the national language of Indonesia. Students can acquire a second language through interaction with a second language speaker, either a native speaker or an advanced non-native

speaker. If only native speaker or an advanced non native speakers exist in Indonesia the language of English would be always the second language acquisition. However, a study from Erliana(2018) investigated EMI used by Secondary high school teachers. One of her participants after being interviewed said that the instructor is the native speaker in Indonesia. In short, Erliana's research resulted that instructors provided models of pronunciation,, introducing new vocabularies and providing supportive environment for speaking skills. In spite of her result of the study had to be positive, the Indonesian English native speakers teacher partially taught through English as the medium instruction.

Ibrahim's opinion explained to teach english totally or partially (2001) EMI is dilemmatic for the undeveloped second language or foreign language learners at school due to academic failure. If they are forced to use as long as the school is assessed unready teachers to use English with total immersion. If the fact requires EMI implemented as long as the students' difficult time to grasp lesson can result the academic failure or lead to conflict with students' condition where the majority of the population is not English that learners are comfortable with their native tongue. Ibrahim tries to tell that EMI is Dilemmatic in the foreign language setting. It concludes that the dilemma is trying to decide whether to teach English only or to use native language as well. If English only then some students might have a complex time with English course, that results possible failure. Full immersion used for the undeveloped lerners' language, they could be in fluent enough in English to

grasp the lesson. For advanced learners could be problem to explain lesson in indigenous language only taught for students and they have no capability in using the target language. it does not make them to have an opportunity to master English for the upper level.

Dearden (2014) stated that it was the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population was not English. It means to intend that Rahmadani (2016) stated Dearden's opinion that English as a medium of instruction meant using the English language to teach academic courses in countries and implemented in some countries where non-native speakers do. Which it uses English as not the native language. English is an international medium of communication that is being used as foreign language in Indonesia. In other words, EMI is applied as medium of instruction in lecturing without any goal to study the language and without any goal to increase pupils' proficiency in English. EMI is applied by students who their national language is not English.

In line with Florris (2013) explored beliefs of Pre-service teachers towards English as an international language, the best variety, the use of the students' mother tongue in English classroom. First, the whole participants viewed English as a global language, medium of instruction, a very crucial media in their globalization era. In one hand, those participants believed that teaching of English gives EIL pedagogy such as by presenting more non native speakers to teach it telling the role of students' native language. Second, even

each belief is different to each other about the varieties English which one is better, these teachers however enjoyed teaching English with both British and American even they have to let students know about Singlish for instance in Singapore. Third, talks about the use of mother tongue. These pre-service teachers agreed to utilize students' native language in teaching English as a foreign language for exploring instruction and concept. However, beginner learners need to be more helped with mother tongue. Meanwhile, teachers should not rely on mother tongue for advanced learners because these advanced learners can have a better grasp of English language. In short, this conclusion from Floris precisely can verify the recent research of writer's theme.

Online with this, As a result from an entitled thesis by Saat and Othman (p.311, 2009) challenges of using English as a medium of instruction: pre-service science teachers' perspective asserted that five challenges faced by them in instruction namely explaining concept in English, lack of teaching skills, low English proficiency students' need, lack of appropriate instructional material for class and the last is lack of competence in English. Therefore, in short to tackle the above problems that pre-service teachers use both English and Malay during classroom talk as well as they code-switch in order to get their learners' attention and to facilitate learners' comprehension of science concept.

The last, it is crucial therefore to understand the preservice teachers' voice of using English as a medium of instruction at IAIN Palangka Raya. As

long as we understand in Asian countries English is utilized as the medium of instruction. This research really begins to get answer about preservice teachers enjoining in using Bahasa or English language in the classroom process.

According to the fact above, writer is interested in aiming at investigating pre-service teachers' perception or beliefs of language use for the medium of instruction by their teaching in English classroom. The aim of this research is to reveal what pre-service teachers' perception towards teaching English using the target language is. This occurs due to the three investigators such as, Sumiati, Denni Ramadhani and Azzhari norrahan conducting the different subjects. That is why that writer has had a chance to opt the pre-service English teacher as the subject of the study.

B. Problem of the Study

In this research, the writer attempts to conduct a research about English as Medium of Instruction of Pre-service teachers from themselves teaching. So, the main problem of the study is "How do the pre service English teachers perceive the use of the English as medium of instruction in teaching English subject?"

C. Objective of the Study

The writer acknowledges the objective of the study based on the problem formulation above is to reveal pre service English teachers' perception on the use of the English as medium of instruction in teaching English subject.

D. Scope and Limitation of the Study

There are somethings needed to be limited and scoped that is going to be discussed by the writer. The scope and the limitation exist in order to be intended to carry out.

1. The Pre-service English teachers who took the required course in teaching practice one for classroom really get involved to be the participants or the subjects of the research.
2. The voice of students for using EMI in classrrom by the pre-service teacher will be talked about.

E. Significance of the study

The writer expects the finding of the study going to be contributed to below, thus, the significance of the study has two things those are both theoretically and practically.

1. Theoritically

It goes contributing to be an effective means of improving students' and teachers' language proficiency at university for using EMI in classroom teaching.

2. Practically

For the writer, after conducting this research, the showing of the data can become considered what language used in the classroom teaching

activity for English class. Such as Ibrahim's opinion how dilemmatic EMI is.

For the teachers and students should become a must in order to use English balanced to Indigenous language as well as the combination both native and the target language to teach is dominantly towards English, at least it is aware.

For the further researchers, the finding can be a reference to be involved as the same theme. they can read this thesis and get an insight what they need to figure out in the suggestion terms of this study after it would have been conducted finally.

F. Definition of the key terms.

There are some terms that would be used in this study in order clarification to avoid misconception.

1. Pre-service English teacher

Rahayu (2013) in her study noted that the pre service English teachers are the university students of English education department who taking internship program in the year at the college. The internship program requires them to teach at the real schools. It can be comprehended that pre service teachers are the teacher candidates who teach friends at the college or they have to teach in the real school for the second teaching practice.

2. Perception

It is as a process by which individual organizes and interprets his or her sensory impressions in order to give the meaning to their environment. In this case, the pre-service teachers' thoughts or beliefs to voice towards EMI used by them in the classroom is to be perceived by each participant.

3. English as a medium of instruction

The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English (dearden:2015). So the connection is the used EMI here only to investigate it within the teaching practice one subject.

G. Framework of Discussion

This study is divided into five chapters that can be presented as follows.

1. Chapter I included the introduction which discussed the background of the study, problem of study, objectives of the study, scope and limitation of study, the significance of the study, and the definition of the key terms and framework of discussion.
2. Chapter II included review of related literature which discussed related studies, Perception, and English as a medium of instruction.
3. Chapter III included research method which discussed the research type, research design, population and sample, research instrument, data collection procedure, and data analysis procedure.
4. Chapter IV included research findings and discussion which discussed description of the data, discussion.

5. Chapter V included conclusion and suggestion which discussed conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature which discussed the related studies, perception, and English medium of instruction. The related studies are sorted by the most recent year. Otherwise, both perception and the medium of instruction's information are written after.

A. Related Studies

This part presents the previous studies which are perceived relevant to this current study. The first previous study was conducted by Erliana (2018) with a title Is “ Secondary High school English teachers’ perception toward English as medium instruction”. She discovered that Indonesian secondary high school English teachers’ beliefs were positive towards implementing EMI in English class. They were well aware to use it even though they as well had to code switching for some intention for instance partially using both English and national language as well as it is to recommend teachers to make various teaching strategies and policy markers to serve training on effective instruction methodology.

The second research came from Sumiati (2018) which entitled Students’ perception on english as medium of instruction used by english lecturers in IAIN Palangkaraya. A few students agreed or had the positive voice towards that. 90,2% the English perceived by the students. And the one hand, the lecturers used Indonesian to explain something difficult or under students’

insight. This researcher has made pie to show the percentage in order to let know how many percentage the English is implemented.

The third study came from Retno Wulan, Eddy Haranto and Urip Sulistiyo (2017), with a theme “EFL Pre-Service Teachers’ Perception of Language Use for Medium of Instruction in English Classroom”. They stated that they were excited to have English as the medium of instruction in their classroom. Anyway, they also wanted their L1. Finally, they liked having English even though it was in line with their indigenous language. therefore, using bahasa and English should be balanced. This research studied perception from EFL Pre- service teachers’ perspective.

There was still to be the same idea to say here, students’ or EFL students held positive feeling within using English as the medium of instruction whether than who disliked. They three (researchers) had distributed questionnaire to students. Thus from some questions on the questionnaire, there were found written things which was driven to be asked to the participants whether they liked or did not. From 57 students there had been found 28 participants enjoying to use the indigenous language in order words, 29 participants detesting to use the indigenous language. In short, the English was realized by 39 than 18 pre-services than indigenous language was realized by 28 than 29 participants.

The forth previous study was conducted by Roijmans (2017) that entitled Students' Perceptions of English-medium Instruction at Dutch Universities. The quantitative research design with an online survey was applied. From the

finding on the article summarized to take a note that students' perception towards EMI is positive. although, students had less positive about teachers' level of English at dutch university.

The fifth previous study was studied by Karvonen (2017) about English as a medium of instruction Benefits and Challenges as Viewed By Founders of International Schools in Ethiopia. Her research was using qualitative methodology with open ended questionnaire. The study said that founders of the two international private school were the better accessibility of English materials and also existence of better curricula, a positive influence on the broader community, broader occasions for communication, and better job opportunities and career development. Furthermore, the main challenges of English as a medium of instruction mentioned were teachers' lack of proficiency both in the English language and in teaching in English, lack of parental involvement, loss of mother tongue and culture and lack of support by the government.

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

The seventh research came from Nursanti (2016) with title students' perception of teacher's bilingual language use in an english classroom". It was to investigate the perception of students towards the use of two languages of instruction (English and Indonesian) by the teacher in an English classroom and to find out its benefits for students in learning English. It sounded that students show their positive perceptions to the use of bilingual language done by the teacher as language instruction in their English classroom. It opened six advantages of teacher's bilingual language use for pupils in studying English, first, it became them both students and teachers not complicated to comprehend what explained while English lesson. Second, they perceived comfortable during the class. Third they were not difficult to understand new vocabularies in English. Forth was to help them to do exercises. The fifth was to help them to ask and answer something during the class activity. And the last was to help them for reading the written works in English precisely.

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

not agree or had the negative answer to use EMI in the class practically it was due to the conflict dealing with EMI in grasping teachers' explanation. The second one was that that 38 students did agree to use the national language in the classroom. Teachers might balance to use English as a medium of instruction.

Even though in different view of this last previous study was different conducted with title Instructors' Attitudes towards English Medium Instruction in Turkey, by Klickaya (2006) found from questionnaire they agreed the instruction delivered by its Indigenous language. By doing this it promoted pupils learning better. Even though was like that however, Instructors sounded to be in line that mixing Turkish and English is as well beneficial while lecturing in order to avoid the use of Turkish.

To make everything simpler, the compiler better made the previous studies' difference in the form of table as follows to the detail.

Table 2.1
Previous studies

No	previous study	Weakness	Similarities	Differences
01	Santi Erliana (2018) with the title Is “		Investigating the teacher, and	The inservice teachers or the becoming

	Secondary High school English teachers' perception toward English as medium instruction		methodology	teacher.
02	Sumiati (2018) students' perception on english as medium of instruction used by english lecturers in iain palangkaraya		Mixed methodoogy	EMI used by lecturer
03	Retno Wulan, Eddy Haranto and Urip Sulistiyo EFL Pre-Service Teachers' Perception of Language Use for Medium of	The questionnaire is better to be the reference of this study in order to be able adopted or adapted by the next researchers	Pre-service teacher and used mixed method	Used fgd

	Instruction in English Classroom			
04	By Roijmans (2017) in his study Students' Perceptions of English-medium Instruction at Dutch Universities.	Is going to verify the theory	Used quantitative approach, questionnaire online	
05	Heidi Karvonen (2017) ENGLISH AS A MEDIUM OF INSTRUCTION Benefits and Challenges as Viewed By Founders of International Schools in	EMI benefit	Open ended questionnaire and the qualitative reseach methodology	

	Ethiopia			
06	<p>Denni Rahmadani (2016) investigated Students' perception of English as a medium of instruction (EMI) in English classroom</p>	<p>This research is very good if the compiler used the mix methodology or added the open ended question to clearly acknowledge the why (reasons) from perception on questionnaire to be excellent. The quantitative data could be supported by the another approach</p>	<p>Investigating perception</p>	<p>Used survey design and students' perception and the only quantitative design</p>
07	<p>Nursanti (2016) which being title with Students' perception of</p>		<p>Students' perception</p>	<p>This study employed qualitative</p>

	teacher's bilingual language use in an english classroom			approach as a basic framework of study with a case study method
08	Norrahman(2016) which researched “ The students’ perception on english usage as the medium instruction used by the english teachers at sman-1 palangka raya		Investigated with mixed methodology but open ended question type.	Students’ perception towards emi but used by the English teacher.
09	Attitudes towards English Medium Instruction in Turkey, by Kiliçkaya (2006)	Does not mention the clear explanation of instrument	Used questionnaire	Instructors’ attitudes

From the table can be understood thus. However this current study focuses on obtaining perception of IAIN Palangka Raya Pre-service English teachers' perception towards EMI by themselves teaching English in English subject that using mixed research methodology approach is to be the unique topic.

B. Perception

Mussen (1973) defines perception as the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch. In other words, by passing perceptual process, people can interpret their ideas meaningfully based on what they see, hear, taste, smell, and touch. Perception can be measured by questionnaire.

Sari(2016) defines perception as a way how people think and view of something in their around. It summarized that perception is to become aware of something. These two experts in one in this paragraph and before paragraph showed most to define perception as the process of organizing (Being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information.

According to Forgas (1966), perception is a process which an organism receives particular information about the environment. In other words, perception is a sensory experience and involves environmental stimuli and action. Different perceptions from person to another are influenced by their interests and needs. In writer's study, perception means students' subjective experiences and opinions through their observation which ensued in the EMI class both in and outside settings. Therefore, it can be concluded that perception is the process of stimuli receiving from someone through sensory receptors and producing it to become a meaningful thing either idea or picture of something. In one word, perception is defined as an act of being aware of one's environment through physical sensation, which shows an individual ability to comprehend. In short, perception is the process whereby persons opt, organize, and interpret sensory stimulation into meaningful informations about their work environment.

From the above definition can be highlighted that perception how someone to perceive something that is absorbed by its sensory receptors to the what seen, heard, smelled and touched and the how it is aware of something to be interpreted.

1. The importance of investigating perception.

Perception is the awareness of something through the senses. In other words, it is the ability to see, understand, hear. It is important due to the following reasons:

- It is a physiological through which everything is interpreted and understood in this word.
- It is the way people perceive things.
- Perceptions help in sharpening up a person's goal. It is the thing that initiates anyone to find their purpose in life

In the context pre service teachers' perception is that they are as the becoming trained teacher or teacher candidates. They are expected to be the good model for their students. As long as the teachers pronounced the words correctly thus they could imitate for doing properly. This is also known that they will agree to use EMI in the classroom activity.

Another study why investigating perception on EMI essential as Lee & Joe (2012) reported that EMI in the universities is one of the most effective ways to enhance pupils' English proficiency by utilizing their experiences of implementing English to obtain their subject knowledge has been confirmed by lots of studies.

2. Measuring perception

To measure opinion and perception can be taken by questionnaire or interviewing. In order to gather the measurements of the users' opinion, it uses the multiple choice in the questionnaires. In order to guid the user to opt answers that were ordered in interval scale with choice bars or percentage assessment. It goes to be a survey research the different is on open ended question and close-ended questions. In qualitative interviewing the strong emphasis is open the ended question(David,2015).

C. English as a medium of instruction

By Norrahman (2016) EMI is a language used when teaching or can be said in Indonesia language “ Bahasa Pengantar”. The medium of Instruction is used as teaching by teacher inside classroom. On the one hand, It can be used to teach other subjects besides English at school. English is an example as a medium of instruction in classroom. Teaching English as a foreign language, which is also known as teaching English to speakers of other languages or English language teaching involves the process of teaching the English language to students whose first language is not English. Krashen’s input hypothesis, Long’s interaction hypothesis and Swain’s output hypothesis all provide evidence to suggest that the use of students’ target language in the classroom is crucial for language learning.

1. Bilingual approach in English language learning

If a teacher refers to insert its first language to teach the target language in the classroom. So, the used teacher’s bilingual language in this study is to interpret as two languages of classroom teaching applied by the teacher in English instruction or it means as well to insert students’ native language in English language learning. In other words, bilingual approach uses two or more languages classroom instruction as media in studying second language or foreign language in which it is used in a class where the students have similar language. Furthermore, the definition of the bilingual approach above is in accordance with the Indonesian context in

which English is existed as a foreign language and where the students learn English as a learning subject. In Indonesia, the term of bilingual approach is commonly known as the use of students' first language (L1) in second or foreign language learning.

2. English as a medium of instruction in Indonesia and other country

Unfortunately, in Indonesia, native speakers' existence is seldom as well as English is considered as the foreign language after the national language of Indonesia. Students can acquire a second language through interaction with a second language speaker, either a native speaker or an advanced non-native speaker. If only native speaker or an advanced non native speakers exist in Indonesia the language of English would be always the second language acquisition. However, a study from Erliana(2018) investigated EMI used by Secondary high school teachers. One of her participants after being interviewed said that the instructor is the native speaker in Indonesia. In short, Erliana's research resulted that instructors provided models of pronunciation,, introducing new vocabularies and providing supportive environment for speaking skills. In spite of her result of the study had to be positive, the Indonesian English native speakers teacher partially taught through English as the medium instruction.

There is a reason. In the other hand, a researcher from abroad Snorradottir (2014) showed that many students have negative attitudes towards using the target language during instruction. Many (32%) of the

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

Now talking again about Indonesia area. Teaching and learning English mostly happens in classroom in Indonesia rather than during daily communication. English students in this country are not having ready access to the usage of English as a means of communication during their daily lives outside classrooms. To be the TESOL in Indonesia the language should be used inside as well as outside classroom. Actually there are some factors appear to hinder the successful of teaching and learning EFL in Indonesia. Teachers’ qualifications, low English ability, classroom size is large, and students’ motivation are the strongly factors that influence EFL teaching and learning access (Sulistiyo,2016).

3. How to assess English as a medium of instruction

A large-scale investigation on the implementation of EMI in 55 countries around the world identified testing and assessment as a “problematic” area (Dearden, 2015). One major challenge is that students

are assessed through a language they are still learning. Therefore, it is very likely that their performance will be affected by their English proficiency and the assessment will fail to truly reflect their acquisition of academic knowledge. Indeed, previous studies have found an L2 effect on students' academic performance. For example, Robinson (2010) showed that young Spanish learners of English performed significantly better on a math assessment when it was conducted in their L1.

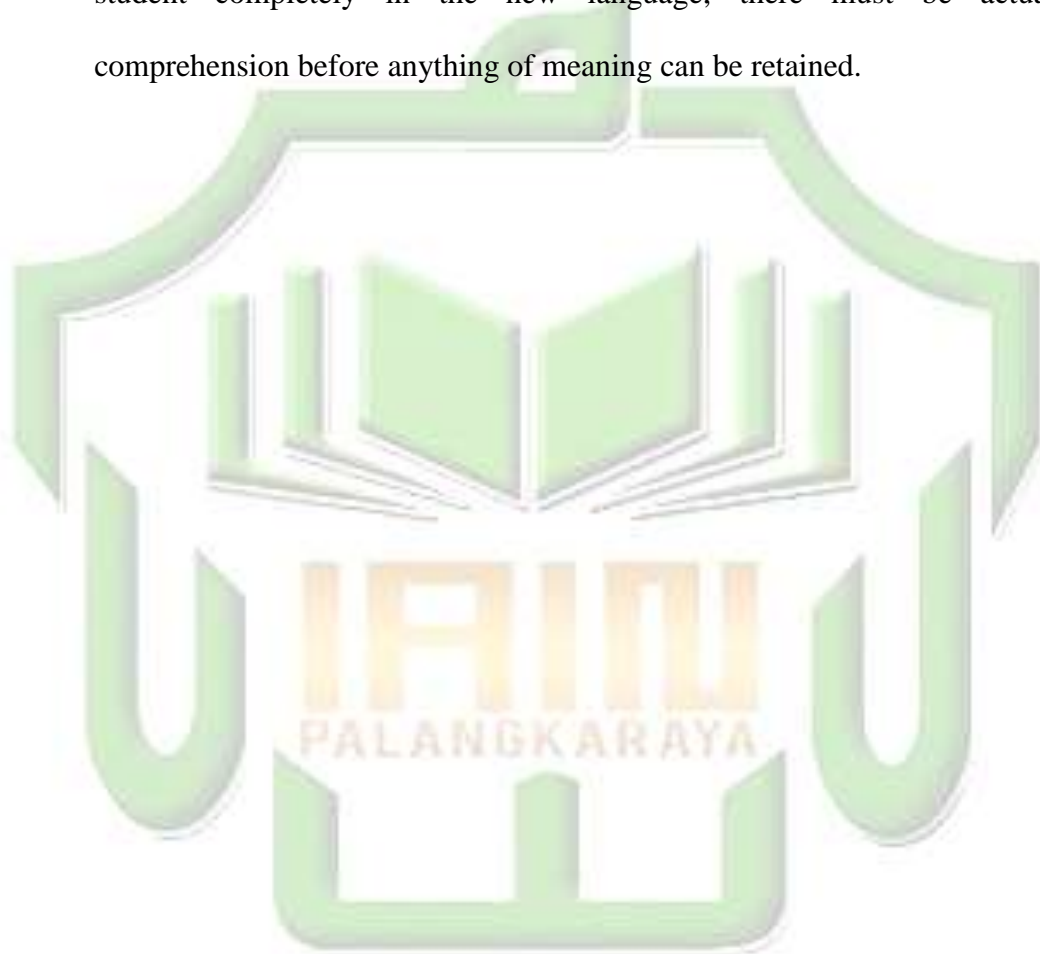
Li & Wu (2018) studied Exploring assessment for learning practices in the EMI classroom in the context of Taiwanese Higher Education. The EMI Classroom Assessment Practices questionnaire was developed and administered to 40 EMI (English as a Medium of Instruction) university teachers in Taiwan with the aim of meeting EMI teachers' needs to conduct learning-oriented classroom assessment.

4. The importance of comprehensible input

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

Comprehensible input is described in the following statement: "When students are studying a second language, they should be able to understand the essence of what is being said or presented to them."

Students learn more through comprehensible input than through the more common teaching methods of memorization and language immersion programs, which have students only to hear the second language without any meaningful or helpful information. It is important for educators to understand that learning a new language is not as simple as immersing a student completely in the new language, there must be actual comprehension before anything of meaning can be retained.



CHAPTER III

RESEARCH METHOD

This chapter covers research type, research design, population and sampling, research instrument, data collection procedures and data analysis procedures.

A. Research type

The mixed research approach methodology was used in both qualitative and quantitative roads. Mixed method. In this recent study, it prompted others to mix method. According to Creswell (2009, P 12) mixed methods research is an approach to inquiry the combination both qualitative and quantitative form. According to Williams 2007 Mixed method is focused on gathering and analyzing both qualitative and quantitative data in a single study. There are field methods such as observation, interview becoming the qualitative data whether questionnaire becomes the quantitative data. He further asserted that a researcher may select a small but informative sample to get the qualitative data by providing in dept insight into a phenomenon. The compiler regarded that to get the qualitative data by providing undept insight from the participants' whole voice are acceptable

B. Research design

The survey research design had been employed in this study. In this research, the writer used a form of mixed method where survey research is

used. 'Surveying' is the process by which the researcher obtains data through a questionnaire.

The undept and indept interview guidelines were used here because the teaching practice has happened for three times and ended with last step called as the exam stage.

Mathiyaz Hagan & Nandan (2010) mentioned the advantages of survey research two of them are it is quicker to collect data than others method and it is the sole way of retrieving information about respondents' past history.

C. Population and sample

1. Population

According to Ary (2010) indicates that population is all members of well-defined class of events, or objects. It means the population is the whole subjects of the study. The population of this study became the sixth semester pre service English teacher. English Study Program students of IAIN Palangka Raya were as many as 61 participants were. The pre-service English teachers who took the first teaching program course in the college. They were encountered to be in the a population or the whole academic years in them.

2. Sample

It is different with population. Sample is a portion of population. It is a small group of people that is observed. There were sixty one pre-service English teachers to be inquired. The total population was the sample because the author had taken all participants for gaining the quantitative data

otherwise for gaining qualitative data, in this study, both interview and participatory observation directly and indirectly were acquired randomly for 9 participants only.

According to Sugiyono(2009) that simple random sampling is to take the sample member from population done randomly without paying attention to the amount within the population. To count the sample in this research, it applied formula by Dixon & B Leach (Tika 2005).

$$n=[Z.V/C]^2$$

=

$$1. \quad 1/61 \times 100 = 0.0163934 \times 100 = 2\% = \textit{Characteristic presentation.}$$

Finding out the result of Variable

$$2. \quad V = \sqrt{P(100-P)}$$

$$V = \sqrt{2(100-2)}$$

$$V = \sqrt{2.(98)}$$

$$V = 196$$

$$V = 14 = \textit{Variable}$$

3. Looking for the Sample

$$n = [1,96.14/10]^2$$

$$[27.44/10]^2$$

$$[2,744]^2$$

$$7,52 = 8$$

In concise, the sample that could be both observed and interviewed only randomly at least maximally 8/9 respondents. Whereas, the questionnaires were distributed to the whole subjects. The whole subjects were meant to obtain the quantitative data, despite the interviews and observation checklist were to be the qualitative data for these nine subjects.

Below is the data acquisition of quantitative and qualitative data

Table 3.1

The percentage of data acquisition

Questionnaire	Quantitative data 61 participants
Observation	Qualitative data 9 participant observed directly
Interview	Indirect interview undept 61 participants
Interview	Direct interview in dept 9 participants

According to the what being described by the writer in the sample discussion part, the writer has understood in order to get the reason the why the writer had choosen the questionnaire option is with helping in striving for looking the additional information that can be interviewed directly and indirectly. Directly interview is perceived that it gets done by facing the participants randomly nine by interacting. Unlike indirectly interview with un

dept question to be obtained through struggling and difficult time. Because the compiler had to maximally interview only 9 participants, it was not enough. The writer needed to determine indirectly interviewing the other 52 participants out of the 9 others. It was done by asking them with additional undept interview.

D. Research Instrument

1. Instrument of the Research

Survey often employed the questionnaire as a means for data collection as well as face to face interviews. This study used some instruments. Those were both questionnaire and interview directly to gain the data, but it was not enough, the writer also used video recording to make it complete as a prove.

a) Questionnaire

Arikunto (2006, p.170) states that the questionnaire is a list of questions given to a respondent who are eager to respond to accordance with user request. It means that questionnaire is a research instrument having a series of statement for the goal of gathering information from respondents. The questionnaire is conducted in order to discover the responses of pre-service teachers' thought about EMI.

In this research, the author used likert scale as the kind of questionnaire. Brown(2010) has the kind of scales. A likert scale shows in this recent study is a set of agreement statements in the form of of the topic and asking the respondent to chose whether they strongly agree,

agree, undecided, disagree, strongly disagree. The agreement scale is to be the kind of scale. A likert scale provides a range of responses to a given question or statement. The questionnaire was adapted from Santi Erliana (2018) and Azhari norrahan (2016).

Table 3.2
Item Specification

No	Category	Item	%
1	the use of english in the classroom	1-6	24
2	the use of english outside classroom	7-11	20
3	self perceive of english benefit	12-16	20
4	self perceive of bilingual teaching	17-21	20
5	EMI and Enjoyment in teaching	22-25	16
	Total	25	100

Table 3.3

Questionnaire interpretation of expected answer

No	Statement	Expected Answer	Additional informatio
----	-----------	-----------------	-----------------------

			n
1	English becomes the medium of instruction in my English classroom	Agree	
2	I communicate in my English language teaching classroom by implementing English as a medium of instruction	Agree	
3	I communicate in my English language teaching classroom by implementing my national language	Agree	
4	I use both English and Bahasa for communicating with my friends	Agree	
5	Bahasa Indonesia is banned to be used in my classroom	Disagree	
6	Bahasa Indonesia is partially to be used in my classroom	Agree	
7	I socialize with English speaking friends	Agree	
8	I speak in English with my friends through via internet voice calls	Agree	
9	I use English for chatting with SMS,	Agree	

	WA and Facebook		
10	I watch movies in English	Agree	
11	I read printed materials such as book, article written in English	Agree	
12	With English as a foreign language enables me to fully respect other people's culture which broads my understanding	Agree	
13	If I master English I will enjoy travelling more	Agree	
14	Through English I can discover entertainment from around the world	Agree	
15	With English I can study abroad	Agree	
16	With speaking English, it becomes a tremendous asset for my my professional career.	Agree	
17	I prefer using Bahasa Indonesia in my English classroom when I have to explore the difficult things	Agree	
18	I prefer using English in my English	Agree	

	classroom when I have to explore the difficult things	
19	I equilibrate both national language and English in my classroom	Agree
20	Speaking English is boring in my classroom	Disagree
21	Speaking Bahasa Indonesia is not boring in my classroom	Agree
22	I enjoy teaching in English	Agree
23	I am confident to teach in English	Agree
24	I like being corrected by my friends if I am getting fault in teaching	Agree
25	I am excited to be in front of my classroom always when I teach English	Agree

By Sari (2016) the interpretation of questionnaire can be understood that category of number being opted by pupils. Pupils who have the positive perception on using EMI in classroom likely tend to pick both agree(4) and strongly agree (5).it means that EMI is preferred a lot by them. For those who have no idea can tend to opt “neutral (3)”. On the

contrary, pupils who have negative voice opt disagree(2) and Strongly disagree (1).

This research applied Theodora's theory (2018) as the range scale that used by her to determine the category of the final conclusion of the olds attached below:

The criteria of responses are:

a. $1 - 3.0 = \text{Negative}$

b. $3.1 - 5 = \text{Positive}$

b) Interview

The interview was the second step in this study to hire process and the most important is. An 'interview' is typically a face-to-face conversation between a conductor of the research and a respondent encountering a transfer of information to the interviewer (Cresswell, 2012). The interview is the opportunity where people can describe their experiences and skills and can get an idea of what is happening with the company. During an interview, an employer's goal is to gather additional information about participants, that is not provided in the resume and cover letter. To interview participants in this study was going to gain the pre service English teachers' responses towards English as a medium of instruction in the first teaching practical course.

Here are interview Guideliness to question the respondents.

In this study, the writer used two kind of interviews, indirect and direct interview were those, presumably, it was likely to know their perception towards the usage of English during rollingth as much as at least to pass the course for 3 rolling's times. Directly interview question used indept quideliness, unlike undept interview guidelines was to gather the information about their perceptions in EMI indirectly by utilizing Med-Sos, namely WhatSapp messenger. This indirectly interview was done for the whole 61 participant for surely helping the writer to support the questionnaire's result.

Undept guideliness of question were listed as follow:

1. When you were observed by your supervisor in the classroom for final exam of teaching practise what language did you deliver to explain material at the past?
2. What class did you deal with?
3. By using English as medium instruction, what advantages did you gain to perceive?
4. When to have had something difficult during teaching students what medium instruction did you apply?
5. were you confident to teach English, if yes or not why?

Furthermore, the indept guidelines was intended to know perception towards during 3 times of rolling. The questions dominantly addressed to reveal their perception were listed below.

6. When you were teaching in the classroom what language did you deliver to explain material in your pm 1?
7. When you are outside classroom how do you get input and practise it?
8. With English, what advantages do you gain?
9. When having something difficult to explain what do you prefer using language in the classroom?
10. Are you confident to teach English? Why and how?

C Observation

According to Jewitt (2012) participatory video is a process or an intervention in which observed respondents are provided with access to video recording equipment and training to ensure they can use it in order to keep track an aspect of their lives. Generally, participatory video is used to explore people's experiences and it produces three kinds of data: 1) the video 'as product', 2) the process of its production. Which itself is all the time video recorded, and 3) the process of video editing. Each of these three types of data can become the focus of research.

In this study, there were only nine pre services observed directly and indirectly.

E. Data Collection Procedure

The data collection procedure had been done as follows:

First entered into the classes. Second, distributed the questionnaire to respondents. third, the questionnaire was handed in. forth, the nine respondents were interviewed randomly to support the result from questionnaire. Fourth, gained the responds. The fifth had studied the data by table EXCEL and proven with SPSS. And the last the result is made to be interpreted for Mix. That was not enough, the video recordings which made by them shall be watched.

F. Data Analysis Procedure

The data analysis procedure was done with statistical t-test to answer the problem of the study. In order to analyze the data, this study dealt with some procedures

1. Data Collecting

The instruments were given to the participants to be collected after conducting the research. The questionnaire was spreaded to the subjects after that the those subjects were asked for them being interviewed.

2. Data Compiling

In the study, the author used interval scale and gathered the data by using questionnaire closed ended and that is likert scale. The agreement scale was opted. as well for instance to deal with the scale

each respondent answered and rated **strongly agree** (5), 'agree' (4) 'Neutral' (3), 'Disagree' (2), and 'strongly disagree' (1).

The writer analyzed the data in three steps. To analyse the data, the author applied the steps as follows:

- a. The main data was collected by the author.
- b. The collected score was arranged into distribution of frequency of score table.
- c. The formula was calculated by using mean.
- d. The formula was to get Mean score for each item

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

- e. The writer interpreted the analysis result with EXCEL as well as SPSS in order to evidence..
- f. The writer decided the answer from respondents to be as the conclusion.

3. Data displaying

The next step was to display the data in a manner thus making easier to read—highlighting similarities, disparities, trends, and other relationships, or the lack of, in the data set. After this, the final step of analysis ensued.

Miles & Huberman in Sugiyono (2009 : 14) asserted that to analyse the qualitative data it could be done by reducing, displaying and drawing verification. In order to reduce was the condensed data to summary, second, explained and elaborated the data into sentences. The last was to conclude and verify the data.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on the research findings and the discussion. It includes result of data and discussion. The results of the study are taken from the use of three instruments such as questionnaire as the primary data interview and observation, and the discussion of all going to be presented in this chapter. This chapter also covers the data description and discussion.

A. Description of the Data

The findings of the study on the pre-service English teachers' perception towards using English as a medium of instruction at IAIN palangka Raya in where done by teaching practice one university students in teaching English subject would be elaborated in this part of the chapter.

1. The description of the data from questionnaire on Pre-service English teachers' perception

There were 25 statements made of and opted by 61 respondents. The presented data of each item of the respondents' voice could be viewed in measurement of central tendency.

The Result of Data Analysis from questionnaire

The data displaying was applied at first in this recent study in order to analyse the result of the study. It could be within a table that it encompassed scores of Mean the percentage on the perception of the Pre-

service English teachers towards the usage of English as a medium of Instruction in the University presented as follows:

Table 4.1
Finding of questionnaire scores of Mean.

No/ Item	Percen& Number						MEAN
		SA=5	A=4	N=3	D=2	SD=1	
1	Number	7	33	20	1	0	
	Percent	11%	54%	33%	2%	-	3,75
2	Number	5	24	28	4	0	
	Percent	8%	39%	46%	7%	-	3,5
3	Number	3	19	32	6	1	
	Percent	5%	31%	52%	10%	2%	3,3
4	Number	13	26	16	4	2	
	Percent	21%	43%	26%	7%	3%	3,7
5	Number	0	7	26	15	13	
	percent	-	11%	43%	25%	21%	2,4

	Percent	38%	39%	18%	5%	-	4,1
15	Number	28	27	6	0	0	
	percent	46%	44%	10%	-	-	4,4
16	Number	22	28	11	0	0	
	percent	36%	46%	18%	-	-	4,2
17	Number	10	24	19	7	1	
	Percent	16%	39%	31%	11%	2%	3,6
18	Number	6	21	28	5	1	
	Percent	10%	34%	46%	8%	2%	3,4
19	Number	6	18	35	2	0	
	Percent	10%	30%	57%	3%	-	3,5
20	Number	0	8	13	27	13	
	Percent	-	13%	21%	44%	21%	2,3
21	Number	2	22	24	11	2	
	Percent	3%	36%	39%	18%	3%	3,2
22	Number	12	33	14	1	1	
	Percent	20%	54%	23%	2%	2%	3,9

23	Number	8	35	15	3	0	
	Percent	13%	57%	25%	5%	-	3,8
24	Number	13	24	20	2	2	
	Percent	21%	39%	33%	3%	3*	3,7
25	Number	7	20	30	4	0	
	Percent	11%	33%	54%	7%	-	3,5
	Total						
	mean						
	score						
	Number	9,96	22,92	20,96	5,48	1,68	3,58
	Percent	10%	23%	21%	5%	2%	4

From the table above, it can be seen that the overall mean score is 3,58, which is categorized as *positive*. **There were 33 persons who had an agreement to this result.**

The following tables are the mean scores for each specification calculated by the first to the twenty fifth item. All mean scores are to be averaged with “3,6”. It is categorized as *positive*.

Table 4.2

Specification of Items

The use of English inside classroom				
No	F	FX	Mean	Mean Score
1	61	229	3.75	3,3
2	61	213	3.49	
3	61	200	3.28	
4	61	228	3.74	
5	61	149	2.44	
6	61	208	3.41	

The use of English outside classroom				
No	F	FX	Mean	Mean Score
7	61	204	3.3	3.5
8	61	208	3.4	
9	61	191	3.1	
10	61	244	4	
11	61	219	3.6	

Self Perceive of English benefit				
No	F	FX	Mean	Mean Score
12	61	217	3.6	4,1
13	61	267	4.4	
14	61	250	4.1	
15	61	266	4.4	
16	61	255	4.2	

Self Perceive of Bilingual teaching				
No	F	FX	Mean	Mean Score
17	61	218	3.57	3,18
18	61	209	3.43	
19	61	211	3.46	
20	61	138	2.26	
21	61	194	3.18	

EMI and enjoyment in Teaching				
No	F	FX	Mean	Mean Score
22	61	237	3.9	3.72
23	61	231	3.8	
24	61	227	3.7	
25	61	213	3.5	

The score of what wanted discovered has been created into the table. The above data was the display of each item's results from the 61 respondents. Furthermore below would be the little description of the table for each answered item by the whole sample. The samples here are the pre service English teachers.

Item 1, English becomes the medium of instruction in my English classroom, is voiced by the 61 participants. There were 7(11%) voicing to strongly agree, 33(54%) agree, 20 (33%) uncertain, 1 (2%) disagree but everyone had no voice for the strongly disagree. In short, the high option is agree. So this item is agreed even though there are some uncertain voices only 20 persons.

Item 2, I communicate in my English language teaching classroom by implementing English as a medium of instruction, is voiced by the 61 participants. There were 5 (8%) voicing to strongly agree, 24(39%) agree,

28(46%) uncertain, 4(7%) disagree but no one had to answer for the first choice. The higher option is the neutral. However the choice for 4 and 5 were too low. So in short, many persons agreed for this item.

Item 3, I communicate in my English language teaching classroom by implementing my national language, is voiced by the whole participants. There were 3(5%) voicing to strongly agree, 19(31%) agree, 32(52%) uncertain, 6(10%) disagree, and 1(2%) only strongly disagree. If seen, number third is still higher, however the still many participants agreed with this statement.

Item 4, I use both English and Bahasa for communicating with my friends, is voiced by the whole participants. There were 13(21%) voicing to strongly agree, 26(43%) agree, 16(26%) uncertain, 4(7%) disagree, and only 2(3%) strongly disagree. Agree option was higher here. So this is agreed by dominantly.

Item 5, Bahasa Indonesia is banned to be used in my classroom, is voiced by the whole participants. There were zero to strongly agree, 7(11%) agree, 26(43%) uncertain, 15(25%) disagree, and 13(21%) strongly disagree. Number third is still the dominant, however for this statement the participants agreed if their national language used.

Item 6, Bahasa Indonesia is partially to be used in my classroom, is voiced by the whole participants. There were 4(7%) voicing to strongly agree, 27(44%) agree, 20(33%) uncertain, 10(16%) disagree and zero for

answering strongly disagree. Agree was mostly opted here and it is with 44%.

Item 7, I socialize with English speaking friends, is voiced by the whole participants. There were 5(8%) voicing to strongly agree, 21(34%) agree, 25(41%) uncertain, 8(13%) disagree and 2(4%) strongly disagree. Neutral was the higher option. Furthermore still the number two is the choice for agreeing.

Item 8, I speak in English with my friends through via internet voice calls, is voiced by the whole participants. There were 6(10%) voicing to strongly agree, 18(30%) agree, 32(52%) uncertain, 5(8%) disagree, but zero for strongly disagree. Neutral was the higher, however, agree was still dominated.

Item 9, I use English for chatting with SMS, WA and Facebook, is voiced by the whole participants. There were 3(5%) voicing to strongly agree, 14(23%) agree, 32(52%) uncertain, 12(20%) disagree, but zero for opting strongly disagree. The higher one was neutral but too little persons who opted disagreeing.

Item 10, I watch movies in English, is voiced by the whole participants. There were 19(31%) voicing to strongly agree, 26(43%) agree, 14(23%) uncertain, a person(2%) disagree and also same one to strongly disagree. Number for is dominated.

Item 11, I read printed materials such as book, article written in English, is voiced by the whole participants. There were 7(11%) voicing to strongly agree, 27(44%) agree, 23(38%) uncertain, 3(5%) disagree, and only a person (2%) strongly disagree. Number for dominated.

Item 12, With English as a foreign language enables me to fully respect other people's culture which broadens my understanding, is voiced by the whole participants. There were 6(10%) voicing to strongly agree, 28(46%) agree, 23(38%) uncertain, 2(3%) disagree and also 2(3%) strongly disagree. This was dominated by agreeing.

Item 13, If I master English I will enjoy travelling more, is voiced by the whole participants. There were 34(56%) voicing to strongly agree, 18(30%) agree, 7(11%) uncertain, 2(3%) disagree but no one for strongly disagree. Lots of participants selected strongly agree.

Item 14, Through English I can discover entertainment from around the world, is voiced by the whole participants. There were 23(38%) voicing to strongly agree, 24(39%) agree, 11(18%) uncertain, 3(5%) disagree but zero for opting strongly disagree. Number four was higher than others.

Item 15, With English I can study abroad, is voiced by the whole participants. There were 28(46%) voicing to strongly agree, 27(44%) agree, 6(10%) uncertain, but for voicing to both disagree and strongly disagree nobody. Strongly agree choice was mostly chosen.

Item 16, With speaking English, it becomes a tremendous asset for my professional career, is voiced by the whole participants. There were 22(36%) voicing to strongly agree, 28(46%) agree, 11(18%) uncertain, but for voicing to both disagree and strongly disagree nobody. Number four was higher.

Item 17, I prefer using Bahasa Indonesia in my English classroom when I have to explore the difficult things, is voiced by the whole participants. There were 10(16%) voicing to strongly agree, 24(39%) agree, 19(31%) uncertain, 7(11%) disagree and 1(2%) strongly disagree. Number was the modus.

Item 18, I prefer using English in my English classroom when I have to explore the difficult things, is voiced by the whole participants. There were 6(10%) voicing to strongly agree, 21(34%) agree, 28(46%) uncertain, 5(8%) disagree and only one for selecting strongly disagree with (2%). Neutral was dominated here but look at the agree option it had to be the second higher than disagree ones.

Item 19, I equilibrate both national language and English in my classroom, is voiced by the whole participants. There were 6(10%) voicing to strongly agree, 18(30%) agree, 35(57%) uncertain, 2(3%) disagree but for voicing strongly disagree no one. Dominated by neutral was here but they some were found to agree with this mostly.

Item 20, Speaking English is boring in my classroom, is voiced by the whole participants. There were nobody voicing to strongly agree, 8(13%) agree, 13(21%) uncertain, 27(44%) disagree, and 13(21%) strongly disagree. The option disagree was the higher here. So can be said participants did not agree to say that speaking in English bored.

Item 21, Speaking Bahasa Indonesia is not boring in my classroom, is voiced by the whole participants. There were 2(3%) voicing to strongly agree, 22(36%) agree, 24(39%) uncertain, 11(18%) disagree, and 2(3%) strongly disagree. Neutral was to be the higher however the second choice is dominated by number four.

Item 22, I enjoy teaching in English, is voiced by the whole participants. There were 12(20%) voicing to strongly agree, 33(54%) agree, 14(23%) uncertain, 1(2%) disagree and also as same as to strongly disagree 1(2%) . number four was the higher choice.

Item 23, I am confident to teach In English, is voiced by the whole participants. There were 8(13%) voicing to strongly agree, 35(57%) agree, 15(25%) uncertain, 3(5%) disagree, but nobody for voicing to strongly disagree. Number four was dominantly choosen.

Item 24, I like being corrected by my friends if I am getting fault in teaching is voiced by the whole participants. There were 13(21%) voicing to strongly agree, 24(39%) agree, 20(33%) uncertain, 2(3%) disagree and

also 2(3%) for voicing to strongly disagree. This was mostly agreed by more than who were not.

Item 25, I am excited to be in front of my classroom always is voiced by the whole participants. There were 7(11%) voicing to strongly agree, 20(33%) agree, 30(49%) uncertain, 4(7%) disagree, but no body for selecting strongly disagree. Even though the neutral was the higher in this option the choice of agreeing was chosen to be number two.

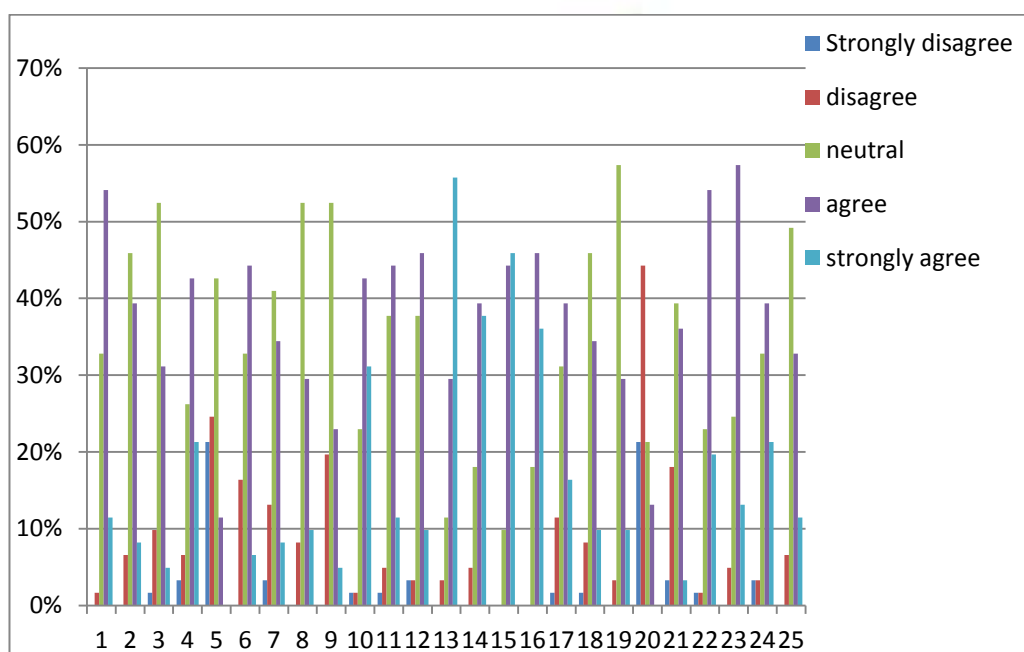
In short could be said that the result of questionnaire analysis showed the pre-service English teachers have perceived positive attitude towards English as a medium instruction.

Table 4.3

Questionnaire's result

No	Indicator	Mena Score	Interpretation
1	A the use of English in classroom	3,35	POSITIVE
2	B the use of English outside classroom	3,51	POSITIVE
3	C self perceive of English benefit	4,11	POSITIVE
4	D self perceive of	3,18	POSITIVE

	bilingual teaching		
5	E EMI and enjoyment in teaching	3,72	POSITIVE
TOTAL AVERAGE		3,58/3,6/4	POSITIVE



The following is not only how many participants have voiced and also the percentage of their voices for each item that will be categorized by each indicator but also the options such as number 1,2,3,4,5 will be mixed. There will be three columns divided, the first column is about the merger of agree and strongly agree both 4 and 5, the second column is about the combination both strongly disagree and disagree for instance number option of 1 and 2. And the last one is about the only who opted neutral that is column number 3.

In brief, if understood from the above table the summarized description to interpret the questionnaire can be said the perception being voiced by the pre service English teachers all at the positive category with 3,58. Thus, it would be viewed that most candidate of teachers perceive to agree positively with 54% from the hundred percent or sixty one pre services towards the usage of English in the five specifications in bracket can be called for teaching and learning English subject in practicing classes both inside and outside classroom. Even though, the causes of stimulating to the items regard as unknown reason. Furthermore, to know the why the the items selected positively would be compiled into the result of interview.

2. The description of the data from interview on Pre-service English teachers' perception

Foremost, the randomly both interviewed and choosen subjects enjoyed English during answering the questions and giving the explanation the what languages both they used and they will use if they become the true teachers in the future. Not only about the languages used but also they were asked to give the excuses they used it. The problems they face, while having difficulty during teaching how to overcome it also is said. This area is to be the first experience they attempt to gain. So it is what the one pre service shall do firstly before becoming the true teachers. This all is about their perceptions to understand. Secondly, they

are asked to opt what kind of school they will apply later. Thirdly, are they confident? How to be?. This all deals with English language teaching inside and the way they learn it.

The result of interviewed voices have been recorded and they were transcribed into the written form.

Table 4.4
Interview's transcription

Number of Respondent	Transcription
11	<p>I: it is about to know your voice in teaching English, when you were teaching English for your friends. What language you used?</p> <p>R : Usually if I teach my friends.</p> <p>I: pm 1</p> <p>R: oh okay pm 1 I used mostly in English</p> <p>I why you mostly used English?</p> <p>R: because the lecturer watched me to use it when teaching.</p> <p>I: Order? Di minta?</p> <p>R: Ya</p> <p>I: what happened if you used Indonesia for them?</p> <p>R: actually if the lecturer did not request the language. I used Indonesian language.</p> <p>I: what do you think about teaching English to the elementary students or high school students?</p>

	<p>R: if elementary students I think it is not effective if I use it, fully English once teaching them.</p> <p>I: so, you agree to use Indonesia for them?</p> <p>R: yes, but.....</p> <p>I: do you agree for using Indonesian for friends?</p> <p>R: No.</p> <p>I: no, Do you agree for using Indonesian for senior high school students when you teach?</p> <p>R: Yes</p> <p>I: why?</p> <p>R: that is, there are senior high schools students, right?. So if I use Indonesian may be it is usual, I mean if you use in English that all not fully English, But do mix language.</p> <p>I : you used mix?</p> <p>R: yes it seems to be effective.</p> <p>I: are you confident to speak in English?</p> <p>R: eh, so far yes.</p> <p>I: why?</p> <p>R: because, while teaching I actually get nervous and although there were my friends, there were lecturers behind right? So it makes me less confident.</p> <p>I: how to be confident in front of students?</p> <p>R: while practice. Practice it more.</p> <p>I: well, thank you</p> <p>R: you are welcome.</p>
57	I. How are you?

	<p>R: Hello, I am fine</p> <p>I : well, when you were teaching your friends. What language you used? In pm 1.</p> <p>R: ee, Mix, sometimes mix both.</p> <p>I: why sometimes you used both?</p> <p>R: because I just little speak in English.</p> <p>I, Okay, how do you learn English outside classroom?</p> <p>R: oh outside classroom?</p> <p>I : yes, how do you learn? Do you chat with foreigners? Meet with native speakers?</p> <p>R: no, no, no.</p> <p>I : okay, what do you think if you have to teach elementary student and also shss. What language do you use?.</p> <p>R. use elementary students? I use Indonesian.</p> <p>I: why you use it for elementary?</p> <p>R: because, I think it is school.it is. Maybe just introduce my student to use English then when teaching I am using Indonesia. It makes more easy to teach them and they are easy to understand.</p> <p>I: what happens if you speak in English for SD?</p> <p>R: aku takutnya siswaku ngak paham apa yang aku omongin.</p> <p>I: how about for seniors, SMA,, MAN?</p> <p>R: maybe I mix or full English</p> <p>I: why not Indonesian?</p> <p>R: because if senior high school, they are some able to understand English.</p> <p>I: are you confident to teach English?</p>
--	---

	<p>R: no,</p> <p>I: why not?</p> <p>R: Because I do not wanna to be a teacher.</p> <p>I okay yes thanks</p> <p>R: olkay thank you too.</p>
24	<p>I: hi</p> <p>R: hello.</p> <p>I: when n you were teaching in your practice one course, what Language you used? When you taught your friends last time?</p> <p>R: I sue English all the time. Although I use Indonesia,</p> <p>I: why do you use English when teaching friends?</p> <p>R: because we are from English department and then I think using English is more useful than using Indonesian. That is why I use it.</p> <p>I: so, how do you learn English outside classroom?</p> <p>R: first I like listening to music, I love watching movie, usually use</p> <p>The English subtitle.</p> <p>I: when you have something difficulty to say in front of class what you do?</p> <p>R: I will try to make body language, or try to make the word more</p> <p>Simple. So I try to use a little bit Indonesia.</p> <p>I: what do you think if you teach elementary students and also shss. What language will you use?</p> <p>R: I think I will use to mix. I can use Indonesia, memasuki bahasa Indonesia disitu, supaya so the students can be more</p>

	<p>terbiasa dengan bahasa inggris.</p> <p>I: why do you mix ion the c;lassroom? And it is different with friends</p> <p>R: when I teach my friends. It is because of the level different and I think because my friends is a in the sme program study with me. So they could more understand English then elementary scho or junior high school students.</p> <p>I: are you confident to speak English?</p> <p>R: maybe yes,</p> <p>I: why?</p> <p>R: because if I am not onfident to teach it, I can not be the English teacher in the future.</p> <p>I: you are a pre service English teacher candidate.</p> <p>R: okay thank you</p> <p>I: You are welcome.</p>
59	<p>I; How are you?</p> <p>R: alhamdulilah okay.</p> <p>I: okay what language you used when you taught your friends pm 1?</p> <p>R: Oh, It actually depends on the supervisor. Sometimes I use mix sometimes sometimes I use English.</p> <p>I: no Indonesia?</p> <p>R: Only sometimes in it.</p> <p>I: how do you learn English outside classroom?</p> <p>R: actually maybe youTube, listening to music and podcast.</p> <p>I: what do you think to teach elementary students or senior high</p>

	<p>school students. What language is to be honest?</p> <p>R: depends on their qualities, for example in elementary is I think it is still beginner, so maybe we use Indonesia but still we use English little by little.</p> <p>I: for senior?</p> <p>R: maybe it depends on their school. If there is favourite schools we can use English fully.</p> <p>I: what is the difficulty when you teach?</p> <p>R: I think the number of students. If there is much students it is difficult.</p> <p>I: difficult in kind of what?</p> <p>R: Because of noisy.</p> <p>I: are you confident to teach English?</p> <p>R: yes I am</p> <p>I: why?</p> <p>R. because that is my work area.</p>
7	<p>I: where are you from?</p> <p>R: I am from.....'</p> <p>I: when you teach your friends in pm 1 class what language you used?</p> <p>?</p> <p>R: I use English</p> <p>I: why did you use English for them?</p> <p>R:: because that is important thing when we use language it can push our friends to use English fully.</p> <p>I: what happened if you speak in Indonesian to them?</p> <p>R: yeah, I think it is like maybe they also happy when I use</p>

	<p>Indonesia and they will respond what I say in using Indonesian.</p> <p>I: do you think they all understand everything you are saying in English ?</p> <p>R: I am not sure, but because we are the English students I think they understand I just use in several word in english.</p> <p>I: what do you think if you have to teach elementary students and shss what language will you use?</p> <p>R: it depends on their school because we have that high school like in bahasa ya sekolah elit. I think I can choose Indone because that is one of basics for teaching elementary school, for junor high school I use English with mixed.</p> <p>I: what happens if there is students in elementary schools do understand the material you are saying because they have the little grade?</p> <p>R Maybe I can ask them to me if they do not understand if I use English.</p> <p>I: are you confident to teach English?</p> <p>R: not sure.</p> <p>I: why not sure?</p> <p>R ya because it depends on our students.</p> <p>I Are you going to be a teacher?</p> <p>R: insyaallah.</p> <p>I: okay thank you</p> <p>R. ya.</p>
49	<p>I: when you have to teach your friends in pm2. What language you used?</p>

	<p>R: In Pm one!</p> <p>I: Yes Pm One, what language you used?</p> <p>R: English</p> <p>I: not Indonesia and mix?</p> <p>R: no because other lecturers.....</p> <p>I: lecturer watching?</p> <p>R: yes and we must use English in the classroom about the lecture</p> <p>Apa sih?</p> <p>I: about observation?</p> <p>R: yes observation.</p> <p>I: why do you think you have to speak in English for the student for friends?</p> <p>R:AAA.</p> <p>I: what happened if you speak in Indonesia?</p> <p>R:.....</p> <p>I: ketika mengajar teman kenapa harus pakai English ng Indonesia</p> <p>? enggak campur?</p> <p>R: Emang lecturer nya yang nyuruh harus pakei inggris ngak boleh pakai Indonesia</p> <p>I: oh, gitu, How do you learn English outside classroom?</p> <p>R: what?</p> <p>I: how do you learn English outside classroom?</p> <p>R: I often watch the youtube.</p> <p>I: what do you think if you have to teach elementary students and also shss what language will you use for them? To say material.</p> <p>R: For elementary schools of course I have to use Indonesian language.</p>
--	--

	<p>I: why?</p> <p>R: Because I think they will never understand English.</p> <p>I: are you confident to speak in English?</p> <p>R: yes of course</p> <p>I: why?</p> <p>R: because I will be a teacher</p> <p>I okay.</p>
44	<p>I :What language you use when you teach student..(friends) in private classes?</p> <p>R : in private one class it depends on our supervisors, sometimes use English and sometimes we use Indonesia but sometimes mix both of them.</p> <p>I : what do you think if you teach using Indonesia for friends?</p> <p>R: I think it is good for friend but I think we have to teach English for them ya gitulah.</p> <p>I: do you think your friends will understand you are saying?</p> <p>R: Yes but sometimes I have to mix the language 75% for English and 25% for Indonesia.</p> <p>I: how do you learn English outside classroom?</p> <p>R: Sometimes I learn English by watching videos and speak in front of my mirror.</p> <p>I: what is something difficult when you have to teach. When you are teaching what something difficult ?</p> <p>R: sometimes the students do not interest with my media and they sometimes annoy in my classroom.</p> <p>I: why annoy?</p> <p>R: because each student catches each another.</p> <p>I: Could you handle?</p> <p>R :I could of course</p>

	<p>I: what do you think language you will use if you teach elementary students or shss?</p> <p>R: Elementary? It is the mind school or the first school so we have to teach by Indonesia l;anguage or maybe can use mix 25 English and 75 for Indonesian and for shss maye some of them understand what I say so we have to teach by two languages</p> <p>Mix</p> <p>I: mix</p> <p>R: yes mix.</p> <p>I: okay , are you confident to speak in English?</p> <p>R: Yes I am.</p> <p>I: how to be confident?</p> <p>R: how to be confident so the first before I teach my friends, students, I have to say basmallah because theyc are muslims and have also to take a breath and so.</p> <p>I: Okay thanks.</p>
45	<p>I: what language did you use when you have to teach friends pm1?</p> <p>R: P.M one? I see I used fully English. It is useful</p> <p>I : Useful:</p> <p>R : Only English.</p> <p>I: what do you think about mix?</p> <p>R: I think we have to make an effort to speak in English full because if you do not use it and you lose it. I think using English in English class is very good.</p> <p>I: what do you think about teaching elementary students or Shss?</p>

	<p>R: We can use mix, but because it is the level right?</p> <p>I think it is better to use mix in the lower level but I think in upper level you have to use English to make them....</p> <p>I: motivated?</p> <p>R: yes to be motivated and get useful in English.</p> <p>I: what something difficulty when you have to teach?</p> <p>R: I think it is when I speak I speak too fast like right now, I speak English too fast. So I think the students do not really understand what kind of material should I am going to explain so that is my weakness when I am teaching. I speak too fast and sometimes I do not use appropriate pronunciation when teaching.</p> <p>I: you are a teacher candidate. So If you have to teach what kind of school you are going to choose?</p> <p>R: I am going to choose senior high school students because they are in upper level. I think it is more more easier to teach them.</p> <p>I : what language will you teach?</p> <p>R: English may be 80% and 20% bahasa Indonesia.</p> <p>I: do you think all students will be able to understand everything you are saying?</p> <p>R: if they do not understand I will ask them to ask me questions because they always can ask me anything if they do not understand.</p> <p>I: are you confident to teach English?</p> <p>R: Yes, sure, because English is my passion, I really love it. And that is good. So and I choose English department. That is why I am very confident because if we are wrong then we can always learn from our mistakes. So there is nothing to be afraid of.</p>
--	--

	<p>I: what do you think about using Indonesia in teaching the upper Level students?</p> <p>R: I think it will be more not appropriate. If we want to get them Useful in English. Then you have to teach them English not Indonesia.</p> <p>I do not always agree when the lecturers still use bahasa Indonesia because the students will be get used to Indonesia and always Indonesia. Because it is the English class so we do only English class.</p> <p>I: okay you have put bahasa Indonesia is banned to be used in classroom and you strongly disagree. Dilarang bahasa Indonesia and you strongly disagree to say.</p> <p>R: yup</p> <p>I: okay, thank you.</p>
35	<p>I: when you are teaching English in classroom, what language do you use?</p> <p>R: English fully</p> <p>I: you translated or for example saya pergi. Saya pergi to shop.</p> <p>R: No I did not</p> <p>I: when do you use it?</p> <p>R: when I have my teaching practical one</p> <p>I: why do you use fully in teaching English subject?</p> <p>R: I think all of my students will understand English well so I use English..</p> <p>I: okay, when you are outside, how do you learn English?</p> <p>R: By social media, youtube, instagram, or sometimes I try to</p>

	<p>Shortage in English with my friends.</p> <p>I: what is the difficulty when you speak in English?</p> <p>R: I think I do not know some vocabularies and sometimes accent of someone, dialog.</p> <p>I: accent or dialog</p> <p>R: Yes.</p> <p>I: Yes, are you confident to teach in English?</p> <p>R: yes.</p> <p>I: why?</p> <p>R: I think I just not to be confident.</p> <p>I: how to be confident?</p> <p>R: Just to be confident.</p> <p>I: do you agree to use bahasa Indonesia in classroom?</p> <p>R: in English classroom.</p> <p>I: yes.</p> <p>R: yes I agree.</p>
--	--

From the 61 whole respondents, there were 9 subjects both interviewed and observed randomly. They represented the entire subjects. Even they were randomly, they were interviewed in English smoothly and spoke understandable. The focus of the questions is to answer the research problem in this case in terms of teaching English inside and learning it outside, the benefit of the English, the problems some mentioned by them, perception in bilingual teaching and enjoyment within it. Next, the result of interview has derived from the items specification, such as perception of English use in English instruction and concern about teaching it.

a. Perception of English use in EMI

Participants were interviewed with five questions. The first question tried to know when each participant taught what medium of instruction he or she applied. Also this question wanted to understand when each will become a true in-service teacher in the future what language will be used as well. What it will be used. The second question referred to the way each pre-service English teacher used to get English outside the classroom. How each learns. The third one was to know the benefits which trying to be gained by them. The fourth, what is something that makes complicated when teaching each teaches. The last one attempted to know they are confident and how to be like that.

Each participant has the different perception however all beyond his or her positive voices toward the usage of it in the classroom each tries to get a new experience in teaching before becoming the future truly English teacher. Furthermore, the following table consisted the main points given by each participant.

Table 4.5

The voices who and why taught partially and fully English

English fully	Mix, English dominant	Full Indonesia
R=11,24,7,49, 44,45,35	R=57,59,	10

Now discussed the data obtained from undept interview that got from the whoe participants.

Table 4.6

The result from undept interview

No	The determined school	The assessment		
		Actively teaching using English fully	Actively teaching using Indonesia (Dominantly)	Actively teaching using code switching (Eng Dominantly)
		3	1	2
1	JHS			MIX
2	PS		MIX	
3	SHS			MIX
4	PS		MIX	
5	SHS	FULL		
6	JHS			MIX

7	JHS	FULL		
8	JHS			MIX
9	JHS			MIX
10	PS		MIX	
11	SHS	FULL		
12	JHS			MIX
13	JHS			MIX
14	JHS			MIX
15	SHS	FULL		
16	JHS	FULL		
17	JHS			MIX
18	JHS			MIX
19	JHS			MIX
20	JHS			MIX
21	JHS		MIX	
22	JHS			MIX
23	SHS	FULL		

24	SHS	FULL		
25				MIX
26	JHS			MIX
27	JHS	FULL		
28	PS		MIX	
29	JHS			MIX
30	JHS	FULL		
31	JHS			MIX
32	JHS			MIX
33	JHS			MIX
34	PS		MIX	
35	SHS	FULL		
36	JHS			MIX
37	PS		MIX	
38	JHS	FULL		
39	JHS			MIX
40				MIX

41	PS		MIX	
42	JHS			MIX
43	PS		MIX	
44		FULL		
45		FULL		
46	JHS			MIX
47				MIX
48	JHS			MIX
49	SHS	FULL		
50			MIX	
51				MIX
52	JHS			MIX
53	PS		MIX	
54	JHS			MIX
55				MIX
56				MIX
57	JHS			MIX

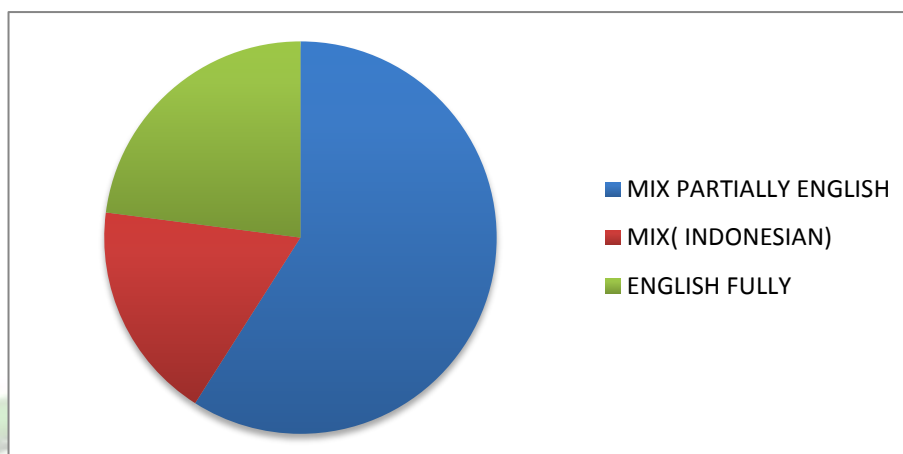
58				MIX
59	JHS			MIX
60				MIX
61				MIX

From the result of interview, from the 9 interviewed pre-service English teachers there were seven who were teaching English subject through English and there were two who were teaching English subject through English and national language. Even though it seemed being different. It did not mean these interviewed English teachers perceiving the negative altittute towards their teaching practical course. All had to be positive. The only why each taught using English partially and fully they had the consideration. However these pre service English teachers perceived to be positive in teaching English subject through English but they perceived to be negative in teaching English subject through English to the beginner or lower level graders.

However, the undept interview was taken because the whole participants were asked to support the data in order to enrich the data by indirectly interview on whatsapp messenger. The questions were written previously. In short, there was found 23% English fully, 18% Indonesian

fully, the last found 59% partially English. That result is pictured in this below pie.

This pie belongs to undept interview through whatsapp messenger



In order to make it clearer, it is best the reasons put here. The first reason they all were motivated and instructed by their supervisors to use English partially and fully. It all depended on whom these pre service English teachers had faced. Was he or she teaching elementary, primary schools, junior or senior high schools. First for who have taught English fully in the classes. The first reason each stated to teach using English in English class is useful. To motivate students to be the kind of model of native speaker in the classroom. The second reason they taught friends whom had as same as level they were. Each could comprehend each other. Third reason is to boost up learners' and instructors' English willingness to study not only inside but also outside classroom.

On the other hand why other participants had stated to be negative if teaching English classes through English to the lower level and why others had taught English by inserting their national language or mother tongue. It was all due to the level, the needs and condition who are becoming their interlocutors. In short, fully using English in English classes to the high graders, upper levels that would be possible on the other side fully using English in English classes to the primary students or beginners and lower level would be useless. In tackling this to better is to insert the mother tongue during the class according to the level and grade.

3. The result of the data from observation on Pre-service English teachers' perception.

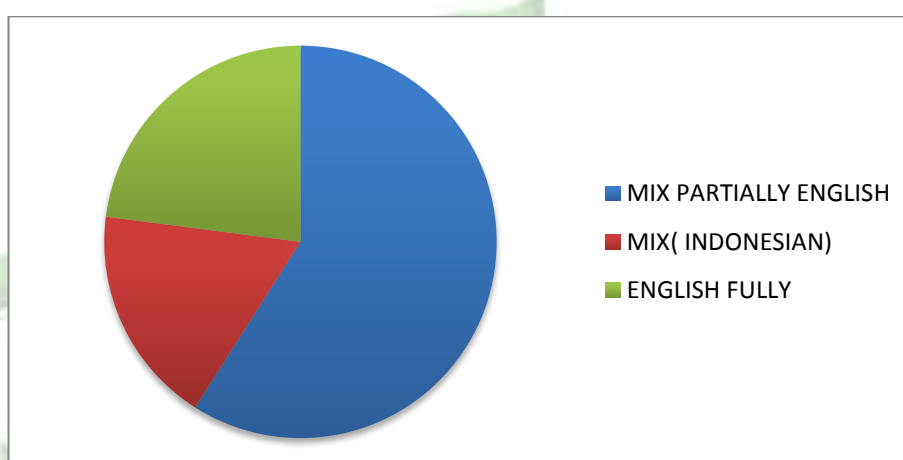
There were nine pre services who were watched on the video. It was because of the time in conducting the study was different. However, the observer had come in one class at the moment witnessing directly the situation in the class. There were three supervised pre service English teachers as the result from beginning to the post activity they all used English fully because they were teaching the upper level. For those who were observed by five videos that was taken place in the classroom with each supervisor there were using English fully and partially. It is summarized as follows.

Table 4.7
Observation checklist

participant s	pre	whilst	post	Decision	2 nd decision	result
7	English	English	English	english	English	<u>English</u>
10	Mix	Indonesi a	Mix	Indonesi a	Indonesia	<u>Indonesia</u>
11	English	English	English	english	English	<u>English</u>
35	English	English	English	english	English	<u>English</u>
45	English	English	English	english	English	<u>English</u>
49	English	English	English	english	English	<u>English</u>
44	-	Mix	-	Mix	English	<u>English</u>
57	English	Mix	-	Mix	English	<u>Mix/Englis</u> <u>h</u>
59	Mix	Mix	English	Mix	English	<u>Mix/Englis</u> <u>h</u>

From it can be condensed that, who used English fully and partially. How many percents of Indonesian was used from 61 participants,

how many percents of English was used fully and how many percents of English partially. In short, there was found 23% English fully, 18% Indonesia fully and 59% Partially English. The presentation could be looked at this following pie.



B. Discussion

The research problem mainly addressed to “How do the pre-service English teachers perceive the usage of English as medium of instruction in teaching English subject? ”. It was written in previous chapter that it should be asked to the pre service teachers in order to find the real answer. The writer has conducted the research to answer the question.

Within the questionnaire, pre-service English teachers’ perception towards using English as a medium of instruction at iain palangkaraya in teaching English subject was focused on. As well it tried to know their perceptions not only in teaching but also learning English outside

classroom, the benefit of English, bilingual teaching and enjoyment in teaching English subject. To determine all to be concise, here as follows would be discussed by each category of item specification from the close ended questionnaire it also would be connected to the findings on interview instrument. These both instruments' discoverings would be confirmed to the previous studies on the second chapter.

Firstly, there discussed the result from first specification which stating the use of English inside classroom. The mean score for these statements was with 3,3. Item one was approved by 40 from 61 subjects which means there only were 20 and 1 both uncertain and disagreeing. However this item is not different to know the voice with Item two that was confirmed better by 29 participants by stating agree that English becomes the medium of instruction and I communicate it in my classroom. Whereas item three is about using national language approved by only 22 participants the second one but the last one is with whom disagreeing only 7 persons and others were uncertain between both to use this more higher so it is the modus for this statement. For item four was agreed by 39 participants stating to use both English and bahasa Indonesia to communicate with friends, 16 uncertain and 6 were in disagreement. For five was more in disagreement to prohibiting the national language in teaching English subject thus voiced by 28 participants. This is in line with saying to the sixth statement partially to use Indonesia in English class by 32 participant the higher point. This can be concluded if the pre- service

English teachers mostly agreed to use English although they had also partially to use the national language.

Secondly, there discussed the result from the second item specification, it is the use of English outside classroom. This attempted to know themselves learning in English outside classroom. The mean score for these statements was with 3,51. The seven one was to know themselves speaking with friends outside, 26 agreed, 25 uncertain and 10 disagreed. The eight and ninth attempted to know themselves using social media, chat with foreigners through whatSapp or facebook, mostly were uncertain but the second point refered to agree but a few said. The ten was about watching movie, it seemed 45 participant to have enjoyed watching movies in English, 14 uncertain and two were in disagreement. The eleventh tried to know each has enjoyed reading book. It sounded 34 participants excited to read, 23 uncertain and 4 were to disagree reading. For conclusion each has different way to study English outside, using social modia is too little doing chats however watching movies in English are dominated even prefer reading is more as well.

Thirdly, there discussed the result from the third item specification about self perceive of English benefit. Knowing others' cross cultural understanding in each world, four participants opted to disagrr with 23 others who were uncertain, anyway for agreement was still higher. By mastering capable English can travel more was 52 participants in agreement which categorized this as the higher as well. Discovering

entertainment around the world was selected by 47 participants. Able to study abroad was approved by 55 participants categorized as the top. This can be a tremendous asset for their career voiced by 50 participants. In short this specification is concluded similar with Karvonen (2017) which studied English as a medium of instruction Benefits and Challenges as Viewed By Founders of International Schools in Ethiopia. The study said that founders of the two international private school were the better accessibility of English materials and also existence of better curricula, a positive influence on the broader community, broader occasions for communication, and better job opportunities and career development.

The fourth item specification discussed self perceive of bilingual teaching, from the average score it showed 3,18 that asserted as not negatively. 17th and 18 tried to know their preferences to use what language in teaching English for something difficult, mostly response went to use Indonesia partially. 19th statement revealed that they agreed to balance the languages even 35 voices had disappeared did not know where however for agreement option was still the higher than disagreement option. Next was many found to disagree if speaking English is boring thing in the classroom whether, bahasa Indonesia was agreed not bored them. To conclude, this recent item specification clearly was to be similar with Nursanti(2016) that students show their positive perceptions to the use of bilingual language done by the teacher as language instruction in

their English classroom. All is in order to make easier for both teachers to teach and students to understand smoothly.

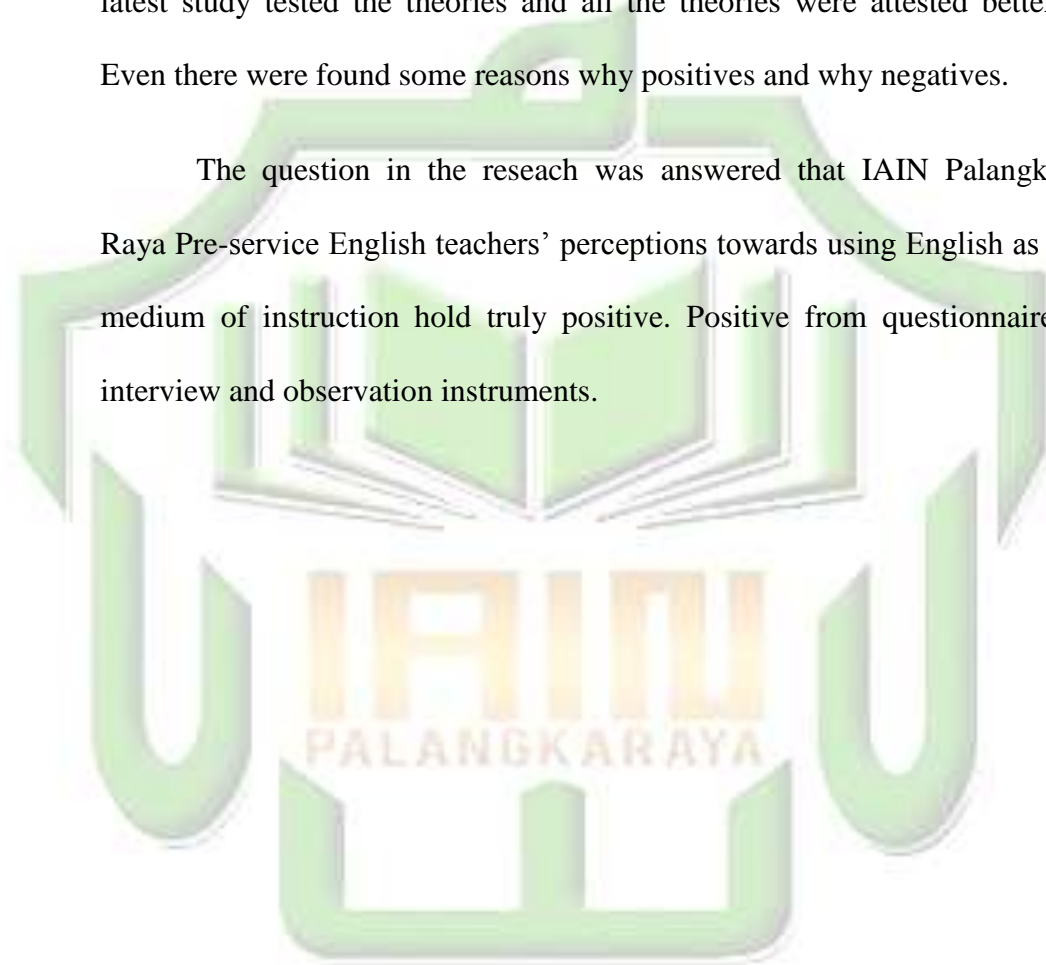
Fifth category was trying to know their enjoyments in teaching English, they all hold positive self perceive of English towards their own English skills. item 22nd showed mostly agreed that they enjoy. They are confident to teach higher too even though the 25 th item was higher in uncertain voice however the second one was to be excited always in front of class when they are teaching. This seemed to be totally confirming Erliana's one of research results (2018,109) stating that in service teachers are aware of the importance of English, totally they all can be able to teach confidently, and capable in expressing themselves clearly in teaching.

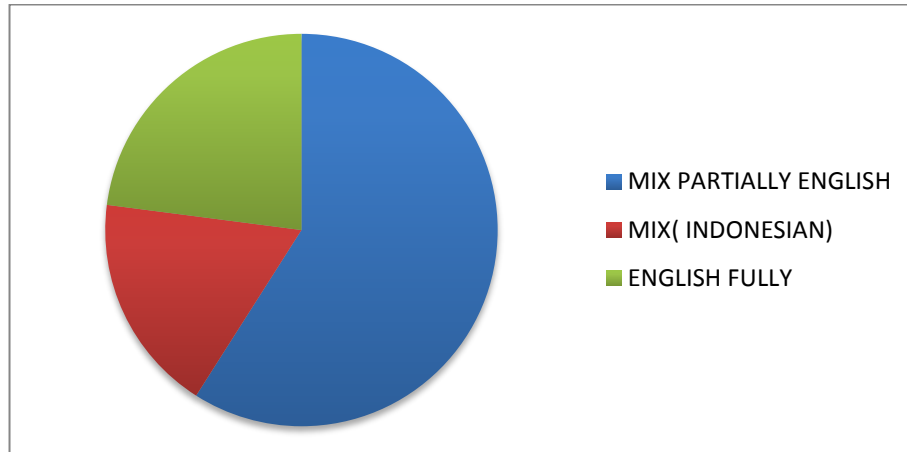
Now discusses the result from interview, This all was due to the consideration what graders they were teaching. pre service English teachers perceived to be positive in teaching English subject through English but they perceived to be negative in teaching English subject through English to the beginner or lower level graders. This result truly confirmed and proved Norrahman's result of his study about teaching English in the particular school with balancing language. He said it negative to use fully English in that favourite school which has not been ready to receive English as a medium of instruction because of some hampered cases.

From the additional interviews to be asked through whatsapp messenger, there were the whole subjects who informed that what

language they have used during the final performance to teach in teaching practice's exams. Thirty six subjects had a mixture language which were both English and Indonesian. Eleven were fully Indonesian and fourteen subjects were fully English. To conclude, those previous studies had totally all both proven and confirmed or all had the justification. This latest study tested the theories and all the theories were attested better. Even there were found some reasons why positives and why negatives.

The question in the research was answered that IAIN Palangka Raya Pre-service English teachers' perceptions towards using English as a medium of instruction hold truly positive. Positive from questionnaire, interview and observation instruments.



Pie

This current study has a justification towards a study conducted by Belhiah and Elnami (2015) entitled examining students and teachers' perception towards using EMI in the UAE. It is crucial due to these two populations linked to the policy, as providers are the teachers otherwise, its recipients are the pupils. In sum, the two realized to use EMI. On the other hand perhaps, Arabic is good to increase students' understanding for grasping of course content. Thus, to implement a bilingual curriculum in which teaching is conducted in both English and Arabic.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestion following the finding of the study. As the last chapter, the author condensed the data into a main statements and points. It also has suggestion in the last because this research was still with weakness.

A. Conclusion

The IAIN undergraduate students of English education of study program were picked up to be the population of the research. However the taken samples were the third year undergraduate students who were taking the first teaching practise course. The research aimed at knowing the pre-service English teachers' perception towards using English as a medium of instruction in teaching English subject. English teacher candidates must be in the higher level of English. So they are observed by their mentors (supervisors) to see how much the English is implemented by them where there is a place for a researcher to conduct a study.

According to the finding of the study, there were discovered some conclusions which could be considered from questionnaire's result as follows:

1. There were found 66% pre service English teachers whom used English as a medium of instruction in teaching English subject. 33% were saying neutral, and 3% did not used. It means many

participants were decided to use English at the time due to being instructed by their supervisors or lecturers in teaching particular classes. Thus was to be the consideration for both supervisors and the practical university students inside classroom. As well as these pre services determined the graders of students/ their levels whom they faced teaching. Other sides, 64% were than 36% who used both English and Bahasa for communicating with friends as students. This was to be in line with there were too little who 11% agreed Bahasa Indonesia is banned to be used in their classroom. It showed they mostly hoped Indonesia is partially used in their teaching classes. It depended on the needs and condition.

2. Outside classroom this pre service English teachers mostly have choosen agree watching on youTube to learn than Chatting with foreigners that they can do on the social media. They also a lot approved to read printed materials on jurnal. This is the way how they are to be the work harder to get input outside classroom.
3. The benefit from English they perceived is that they enjoyed dealing with abroad things and their professional carrers. Go to see the percentage among 13,15 and 16th statements were more higher voiced by them. It means this item specification is the higher specification than the four. The mean score is 4,11.
4. In bilingual teaching, in 17 th item found 56% agreed to prefer using Bahasa Indonesia than English when explaining the difficult things.

This is in line with the interviewed participant number 02. She said she will explain in the two languages as simple as possible to the students. Item 19th was about balancing the languages both even many uncertain voices due to they did not understand what is meant by “equilibrate” they tended to both not pro and contra. They have a lot selected to be neutral. But item fourth they mostly agreed so they more comprehend a lot. Look at the pre service teacher on the observation table 4.7 on the 59th respondent . Why she was put on two for the three categories.

5. Emi and enjoyment in teaching, look at the modus for the four items. The only one of the items that number 25th fall in Neutral. Even this occurred, the still higher option was on agreement to say that to be excited during teaching in their classes.
6. However, look at the data the mean score on the appendix. All calculated 54%(33 participants were in agreement, 12%(7 participants were in disagreement and 34%(21 participants averaged for uncertain). In short it could be said the higher percentage was put on where. It is mostly agreed.

If seen from the Mean score all the item specification it is with 3,6(4). Categorized as positive. Results from the among instruments were all being positive. To conclude, Pre-service English teachers’ perception towards themselves teaching on English subject was positively in teaching upper level otherwise for teaching the beginner

is to be considered. They have showed the positive perception. However this result of the study has confirmed the nine theories on the second chapter.

In short to conclude, questionnaire showed the positive agree with 3,58, interview in dept and undept showed the who voices mostly a lot in agreemen In short, there was found 23% English fully, 18% Indonesian fully, the last found 59% partially English. That result is pictured in the pie. Observation stated that only number 10 used Indonesia for the not advance students considered.

B. Suggestion

In this part of suggestion, some usefulness and great contribution for sure would be stated. This research can give hopping insight for readers. The insight here formed on the valuable suggestion which are forwarded to the writer it self, pre-service teachers, students and further researchers. Those are listed as follows:

1. For the writer

It recommends that when the author will be as one of the ever pre service English teachers in his year will consider what language he best teaches when he becomes the future English teacher.

2. Pre-service teachers

They are recommended to consider what language is actually can be used in their teaching English subject is of course with English. The

only they need to consider to seem whom they are facing. This step is their first experience to gain the new atmosphere in feeling first time teaching in English partially or fully. However, they are suggested to teach in English as a model that can be exemplified by their true students to use English even in the lower level to introduce self and explaining in both English and Indonesia languages as simple as possible. Another thing, thus pre service teachers can facilitate media social in order to deepen their English skills outside classroom.

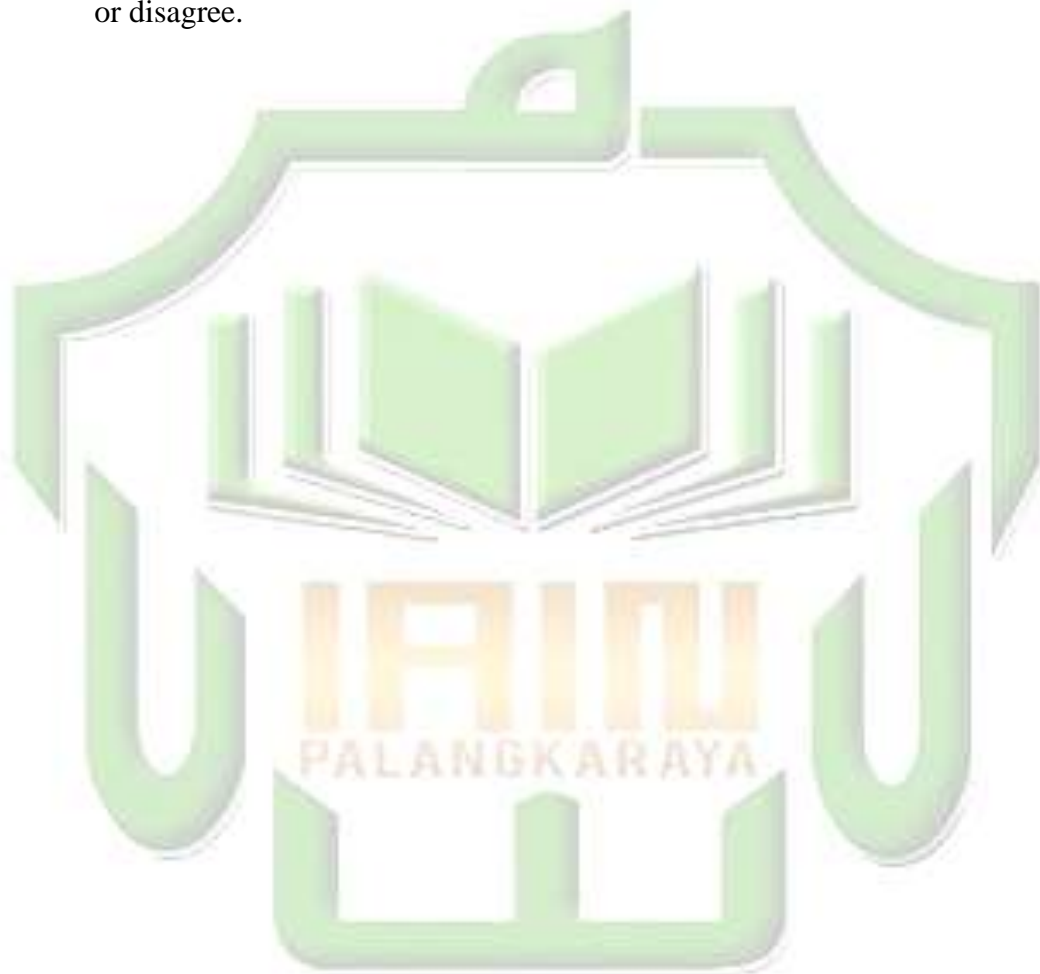
3. Students

When they could read this thesis, they can understand how to work with english all the time to sharpen their speaking skills. They can listen to their teachers' spoken English everyday how to deal with that subject. Just be an active student. Students can use English inside and outside classroom to sharpen their English skills.

4. For further researchers

This research truly was not perfectly conducted better, there were found some weaknesses. The weaknesses were in term of instrument faulty, samples taken and grammatically due to in writing this thesis the author's mother tongue is not English however the author feel confidently to write as good as possible. Thus, next researchers can deeply dig to investigate EMI perceived by the students who are going taught by the second teaching practice further pre-service English teachers the pre service teachers that is used by the next pre-service teachers at the

determined schools. Or the students' perception on second teaching practical. Also the next researchers can conduct a study about EMI used by english teachers in particular schools which were located in their villages. One thing is forgotten. The neutral option ay be omitted if the other investigators need to see clearly about the participants' voices both agree or disagree.



REFERENCES

- Arikunto, s. 2006 *Qualitative Research Methodology*.
- Ary Donald, et al, *Introduction on Research in Education*, Wadsworth, 2010.
- Belhiah, H., & Elhami, M. 2014. English as A Medium of Instruction In The Gulf : When Students and Teachers speak. *Springer Science+Business Media Dordrecht*: 3-23.
- Brown, S. 2010. Likert Scale Examples for Surveys. *ANR Program Evaluation*: Iowa State University. 1-4.
- Christina & Georgiana. 2012. Overusing Mother Tongue in English Language Teaching. *International Journal of Communication Research*, (212-218).
- Creswell, J., w. 2009. *Third edition research design qualitative, quantitative and mixed method approaches*. By Saga publications. Inc.
- Erliana, S. 2018. Secondary High School English teachers' Perception Toward English as A Medium Instruction. *Proceedin of The Annual Conference on Social Sciences and Humanities*: 104-110.
- Ewie, C.O., & Eshun, E.S. 2015. The Use of English as Medium of Instruction at The Upper Basic Level (Primary Four to Junior High School) In Ghana. From Theory to Practice. *Journal of Education and Practice*. 72-82.
- Forgus, Ronald. H. 1966. *Perception The Basic Process in Cognitive Development*. New York. MC Graw-Hill Book Company.
- Floris, D., F. 2013. Exploring Beliefs of Pre Service Teachers Towards English as An International Language. *THAI TESOL Journal* : 46-78.
- Ibrahim, H.A., Anka, S.M., & Yabo, N.U. 2017. English as A Medium of Instruction: Challenges to Nigerian Primary Schools. 63-72.
- Jewitt, C. 2012. An Introduction to Using Video for Research . *National Centre for Research Methods Working Paper* : Institute of Education, London.
- Joe, Yoonju., & Lee, Hee.K. 2013. Does English Medium Instruction Benefit Students In EFL Contexts? A Case Study Of Medical Students In Korea. 201-207.
- Karvonen, H. 2017. *EMI Benefits and Challenges Viewed By Founders of International Schools in Ethiopia*. Master's Thesis. Ethiopia: University of Turku.

- Kilickaya,F. 2006. Instructors' Attitudes Towards English Medium Instruction in Turkey. *Humanising Language Teaching*.
- Kraemer,K.L. 1991. Introduction Paper Presented at The Information Systems Research Challenmge: *Survey Research Method*.
- Li,N.,&Wu, Jessica. 2018 Exploring Assessment for Learning Practices in The EMI Classroom in The Context of Taiwanase Higher Education.28-44.
- Macaro,E.,Curle,S.,Pun, J.,& Dearden,J.A. Systematic Review of English Medium Instruction in Higher Education.1-58.
- Mathiyaz,H. & Nandan,D. 2010 *Survey Research Method*.
- Mussen P. 1973. Psychology: An Introduction:DC Health and Company.
- Norrahman,A.2016. *The Students' Perception on English Usage As The Medium Instruction Used by The English Teacher At SMAN-1 Palangka Raya*. Thesis. IAIN PALANGKA RAYA.
- Nursanti,Y. 2016. Students' Perception of Teacher Bilingual Language Use in An English Classroom. *Jurnal of English and Education*.159-176.
- Othman,J.,& Saat,R.M 2009. Challenges of Using English As A Medium of Instruction: Preservice Science Teachers' Perspective 307-316.
- Rahayu,B.,R. 2013. *An Analysis of The Preservice English Teachers' Ability in Designing Lesson Plan*. Thesis. Indonesia: IAIN Sunan Ampel Surabaya.
- Rahmadhani,D. 2016. Students' Perception of English As A Medium of Instruction (EMI) in English Classroom. *Journal on English As A Foreign Language*: 131-144.
- Robinson,J. 2010. The Effect of Test Translation on Young English Learners' Mathematics Performance Educational Researcher.582-590.
- Roijmans, E. 2017. *Students' Perception of English Medium Instruction At Dutch Universities*.BA Thesis. Utrecht University..
- Sari,R.,A. 2016. *Students' Perception on The Video Project in Their Speaking Class: A Case Study*. Thesis. Sanata Dharma University.
- Snorraddottir,B.,A. 2014. *Language use in The English Classroom : The Role of Students' first Language in Grades 9 and 10 in enlish Classrooms in Iceland*. B.ed's Thesis. Iceland: Iceland University.

- Sulistiyo,U., Haryanto,E., & Wulan,R. 2017. EFL Preservice Teachers' Perception of Language Use for Medium of Instruction in English Classroom. Atlanti Press.318-321.
- Sulistiyo, U. 2016. English Language Teaching and EFL Teacher Competence in Indonesia. *ISELT*.396-398.
- Sumiati. 2018. *Students' Perception on English As A Medium of Instruction Used By English Lecturers in IAIN PALANGKA RAYA*. Thesis. IAIN PALANGKA RAYA.
- Swain, M.(2008). The Output Hypothesis: As History and Its Culture. *Foreign Language Teaching and Research*, 45-50.
- Thedora,S. 2018. *A Study on The Use of Flashcards as Teaching Aids in An Elementary Schools*. Thesis. Indonesia: Soegijapranata Catholic University.
- Williams, C. 2007. Research Methods. *Journal of Business & Economic Research* : 56-72.

