

## **CHAPTER IV**

### **RESULT OF THE STUDY**

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

#### **A. Data Finding**

##### **1. Description of the Data**

The results of the research on the students' perception on English usage as medium of instruction used by the English teachers at SMAN-1 Palangka Raya by using questionnaire and interview as the instrument for collecting the data. The data presentation consisted of responses, central tendency and standard deviation.

##### **a. The Description of the Data of Students' Perception**

The data presentation of the item score of the students' perception shown in the table frequency distribution, the chart of frequency distribution, the measurement of central tendency (mean, median, and mode) and the measurement of deviation standard. The total of the respondents are 47 students.

##### **b. The Result of Data Analyze**

In order to analyze the results of the research on the students' perception on English usage as medium of instruction used by the English teachers at SMAN-1 Palangka Raya by using questionnaire and interview as the instrument for collecting the data. The data were displaying as follow:

### 1). Questionnaire Analyze

For analyzing the results of the questionnaire the writer used the data displaying as follow:

**Table. 4.3.**

#### Results of the Questionnaire

| Item |         | Scale |      |      |      |       |      |     |    |      |
|------|---------|-------|------|------|------|-------|------|-----|----|------|
|      |         | SA    | A    | DA   | SDA  | Total | MN   | MDN | MO | SD   |
| 1    | Number  | 7     | 26   | 14   | -    | 47    | 2,85 | 3   | 3  | 0,65 |
|      | Percent | 14,9  | 55,3 | 29,8 | -    | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 2    | Number  | 5     | 9    | 32   | 1    | 47    | 2,38 | 2   | 2  | 0,70 |
|      | Percent | 10,6  | 19,1 | 68,1 | 2,1  | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 3    | Number  | 5     | 33   | 7    | 2    | 47    | 2,87 | 3   | 3  | 0,64 |
|      | Percent | 10,6  | 70,2 | 14,9 | 4,3  | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 4    | Number  | 19    | 27   | 1    | -    | 47    | 3,38 | 3   | 3  | 0,53 |
|      | Percent | 40,4  | 57,4 | 2,1  | -    | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 5    | Number  | -     | 7    | 27   | 13   | 47    | 1,87 | 2   | 2  | 0,64 |
|      | Percent | -     | 14,9 | 57,4 | 27,7 | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 6    | Number  | 4     | 29   | 11   | 3    | 47    | 2,72 | 3   | 3  | 0,71 |
|      | Percent | 8,5   | 61,7 | 23,4 | 6,4  | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 7    | Number  | 4     | 34   | 5    | 4    | 47    | 2,81 | 3   | 3  | 0,71 |
|      | Percent | 8,5   | 72,3 | 10,6 | 8,5  | 100   |      |     |    |      |
|      |         |       |      |      |      |       |      |     |    |      |
| 8    | Number  | 7     | 23   | 15   | 2    | 47    | 2,74 | 3   | 3  | 0,76 |
|      | Percent | 14,9  | 48,9 | 31,9 | 4,3  | 100   |      |     |    |      |

|    |         |      |      |      |     |     |      |   |   |      |
|----|---------|------|------|------|-----|-----|------|---|---|------|
| 9  | Number  | 1    | 10   | 33   | 3   | 47  | 2,19 | 2 | 2 | 0,57 |
|    | Percent | 2,1  | 20,3 | 70,2 | 6,4 | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 10 | Number  | 9    | 38   | -    | -   | 47  | 3,19 | 3 | 3 | 0,39 |
|    | Percent | 19,1 | 80,9 | -    | -   | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 11 | Number  | 2    | 13   | 31   | 1   | 47  | 2,34 | 2 | 2 | 0,60 |
|    | Percent | 4,3  | 27,7 | 66   | 2,1 | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 12 | Number  | 13   | 33   | 1    | -   | 47  | 3,26 | 3 | 3 | 0,48 |
|    | Percent | 27,7 | 70,2 | 2,1  | -   | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 13 | Number  | 27   | 19   | -    | 1   | 47  | 3,53 | 4 | 4 | 0,62 |
|    | Percent | 57,4 | 40,4 | -    | 2,1 | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 14 | Number  | -    | 3    | 41   | 3   | 47  | 2    | 2 | 2 | 0,36 |
|    | Percent | -    | 6,4  | 87,2 | 6,4 | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 15 | Number  | -    | 8    | 37   | 2   | 47  | 2,13 | 2 | 2 | 0,44 |
|    | Percent | -    | 17   | 78,7 | 4,3 | 100 |      |   |   |      |
|    |         |      |      |      |     |     |      |   |   |      |
| 16 | Number  | 14   | 32   | -    | 1   | 47  | 3,26 | 3 | 3 | 0,57 |
|    | Percent | 29,8 | 68,1 | -    | 2,1 | 100 |      |   |   |      |

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

Item 1, English becomes medium of instruction in the class. There were 7 students (14,9 %) strongly agreed, 26 students (55,3 %) agreed, and 14 students (29,8 %) disagreed.

Item 2, Teacher communicates with the students by using English as medium of instruction. There were 5 students (10,6 %) strongly agreed, 9 students (19,1 %) agreed, 32 students (68,1 %) disagreed and 1 student (2,1 %) strongly disagreed.

Item 3, Teacher communicates with the students by using Indonesia as medium of instruction. There were 5 students (10,6%) strongly agreed, 33 students (70,2%) agreed, 7 students (14,9%) disagreed, and 2 students (4,3%) strongly disagreed

Item 4, Teacher uses both English and Indonesia for communicating with students in the class. There were 19 students (40,4%) strongly agreed, 27 students (57,4%) agreed, and 1 student (2,1%) disagreed.

Item 5, Indonesia should be prohibited to be used in English class. There were 7 students (14,9%) agreed, 27 students (57,4%) disagreed, and 13 students (27,7%) strongly disagreed.

Item 6, Indonesia should be used in English class. There were 4 students (8,5%) strongly agreed, 29 students (61,7%) agreed, 11 students (23,4%) disagreed, and 3 students (6,4%) strongly disagreed.

Item 7, Using Indonesia would improve the ability of English. There were 4 students (8,5%) strongly agreed, 34 students (72,3%) agreed, 5 students (10,6%) disagreed and 4 student (8,5%) strongly disagreed.

Item 8, Using English would improve the ability of English. There were 7 students (14,9%) strongly agreed, 23 students (48,9%) agreed, and 15 students (31,9%) disagreed, also 2 students (4,3%) strongly disagreed.

Item 9, using English to communicate with friends in class activity. There were 1 student (2,1%) strongly agreed, 10 students (20,3%) agreed, 33 students (70,2%) disagreed, and 3 students (6,4%) strongly disagreed.

Item 10, using Indonesia to communicate with friends in a class activity. There were 9 students (19,1%) strongly agreed, and 38 students (80,9%) agreed.

Item 11, it could be understood when teacher uses English to explain. There were 2 students (4,3%) strongly agreed, 13 students (27,7%) agreed, 31 students (66%) disagreed, and 1 student (2,1%) strongly disagreed.

Item 12, it could be understood when teacher uses Indonesia to explain. There were 13 students (27,7%) strongly agreed, 33 students (70,2%) agreed, and 1 student (2,1%) disagreed.

Item 13, it is liked if the teacher uses Indonesia to explain difficult things. There were 27 students (57,4%) strongly agreed, 19 students (40,4%) agreed, and 1 student (2,1%) strongly disagreed.

Item 14, the teacher uses English totally in English class. There were 3 students (6,4%) agreed, 41 students (87,2%) disagreed and 3 students (6,4%) strongly disagreed.

Item 15, the teacher uses Indonesia totally in English class. There were 8 students (17%) agreed, 37 students (78,7%) disagreed and 2 students (4,3%) strongly disagreed.

Item 16, the teacher uses English and Indonesia in English class. There were 14 students (29,8%) strongly agreed, 32 students (68,1%) agreed, and 1 student (2,1%) strongly disagreed.

### **a). Responses to The Items**

For the item number 1, majority of the respondent said that they agreed if English used as medium instruction. In a concrete answer most of them said “Because an English class should be in English as a medium of instruction”. Another reason is “English will increase my ability to speak”. However this question is a general problem that should be answered. But, there are some students disagreed with this statement. These minority students believed that their ability to understand what the teacher said is under the level.

It almost similar with item number 1, item number 2 asked the students about using English in English class but it was for specific answer that is mean to their class in practically. Most of them said “I disagree, because I do not understand English totally and it will be hard to understand the explanation”. It has some students in opposite conveyed that they like when the teacher using English in the class.

It is said in Item 3 where the teacher practically applied Indonesia as a medium instruction in the class. Largely, students responded with the statement like “It is easy to understand when the teacher explains something”. However, low percent of students disagree with it; they said “the teacher verily uses English in the class, because it is an English class”.

Item 4 focused between English and Indonesia are conterminous each other. Students agreed mainly when the teacher used both English and Indonesia. A lot of reason said “It is very nice to learn and easy to understand when teacher used both of them”.

Item 5 expressed an idea about the prohibition of using Indonesia in English class. Many students approved to this idea by claiming that “It will be a distress for me to follow the process of learning when I cannot use Indonesia in the class”. Notwithstanding, six or seven students claim that it should be a good idea if the students are not allowed to speak Indonesia during the class is active.

Item 6 and item 5 are opposite each other, which asserted of using Indonesia in English class. A few students disagreed with this notion because they believed their English will not grow in high enhancement if Indonesia is allowed to be used. Meantime, majority of students said “to understand the material, it needs Indonesia as medium”.

Item 7 and Item 8 talked about the escalation of English ability between using Indonesia or English in the class. Generally, a lot of students agreed with these two items, which involve between Indonesia and English in developing English ability. For item 8, this fact actually surprised the writer because many students believe that they disagreed about using English in the class, but when the statement said “Using English in the class will improve the ability of English” many of them agreed by conveying a reason “It is no doubt that using English will grow up my skill in English”. Automatically, these reasons bothered the writer because they are opposite each other. It is different with item 7, this question is totally deal with the students.

Item 9 and Item 10 discussed about the communication among the students (talking to their friends in the class). Based on the reasons which are deliberated before, it is predictable to the respond of them, whether they used Indonesia or English in the class. As a result, a lot of students communicated with Indonesia with

certain reasons “it is easy to speak with our mother tongue and I do not understand if my friends speak English”. However, several reasons came with the awkward idea, which is said that “English should be used” or “Indonesia is our nation language”.

Item 11 stated that the teacher used English to explain the material. Many of them believed that “I do not understand if my teacher uses English to speak and explain”. But it has a little part of students conveyed “I could understand what the teacher said” or “I understand in small portion of the explanation”

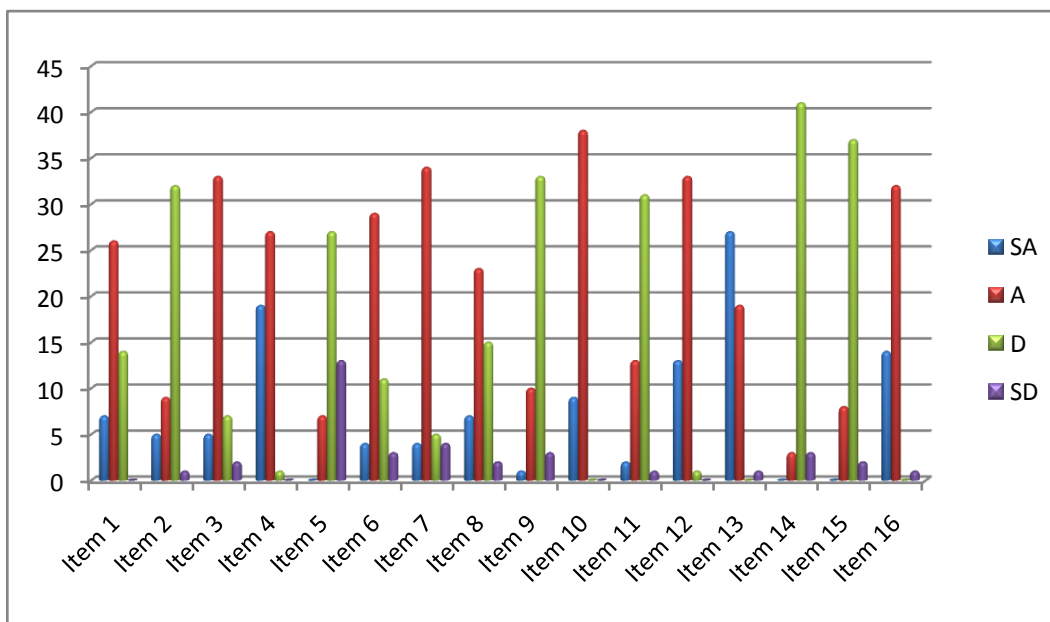
Item 12 is contrary with item 11, many students stated “by using Indonesia, I do understand what the teacher explained”. In one idea, item 13 talk about using Indonesia to explain the material that is hard by the teacher. No doubt, large number of students said “I prefer the teacher uses Indonesia in certain time, especially for difficult things”.

Item 14, 15 and 16 are connecting together which is ordered the students to tell the condition in English class, whether the teacher used English, Indonesia or both of them. Mainly, they agreed with item 16 that is asserted the teacher uses both Indonesia and English (the teacher mixed it) to communicate and explain, but the writer underlined the reason they chose. This three items are a representation of the condition in the class, so the reason only about the fact that the teacher used Indonesia, English or mixed it. However, some students said “it should uses English for the instruction” or “I like the teacher uses both”.



Figure 4.1

## Chart of Questionnaire Result on Students' Perceptions

**2). Interview**

This kind of interview is provided to the teachers who are focused in Language Class. There are two teachers are involved in this interview.

**a). RT**

RT is teacher of Language Class 1. According to RT, she agreed for the general reason if English used in a class as it should be. But, when that system is implemented to the class that she taught, it could not be the priority of the teacher because the ability of the students was not allowed to this type. She also realized to the condition in her class. She could not speak English and communicate to the students from the beginning to the last minute. As a result, she had to use Indonesian when the time of confusion came to the students. The students are not totally confused and lack of understand about English, some students are in that

quality but less than the students who are lower dominating. In this interview, RT clarified that she had not a certain kind of word, sentence, or phrase in English that she used. She did not know how the students using English outside the class as well.<sup>1</sup>

Based on that statement, the writer concluded that the teacher actually wanted to use English as much as possible. However, the situation and the students are the points that she must considered.

b). AV

AV is a teacher of Language Class 2. He pointed also to use English in a class. Meanwhile, he pondered the class that he taught with many students in low quality of language. The similarity between two classes is near. AV stated the using English in his class was in minimum period. He could not use English continuously. Finally, he must speak in Indonesia when the students did not understand the idea. More important, for the difficult material that is hard to follow with English, he preferred to use Indonesia in a process of making understand. Somehow, he put Indonesia side by side with English. All that happened because of the reason of the students' condition. The last statement, he has no certain words to apply in a class, also he did not know what the students do outside the class with English.<sup>2</sup>

### **3). Video Recording**

The writer did the real observation to the classes and took the moment between the teacher and the students by video recording. For the information, the writer had

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<sup>1</sup>Ristemiati, *Personal Interview*, on May 13<sup>th</sup> 2016

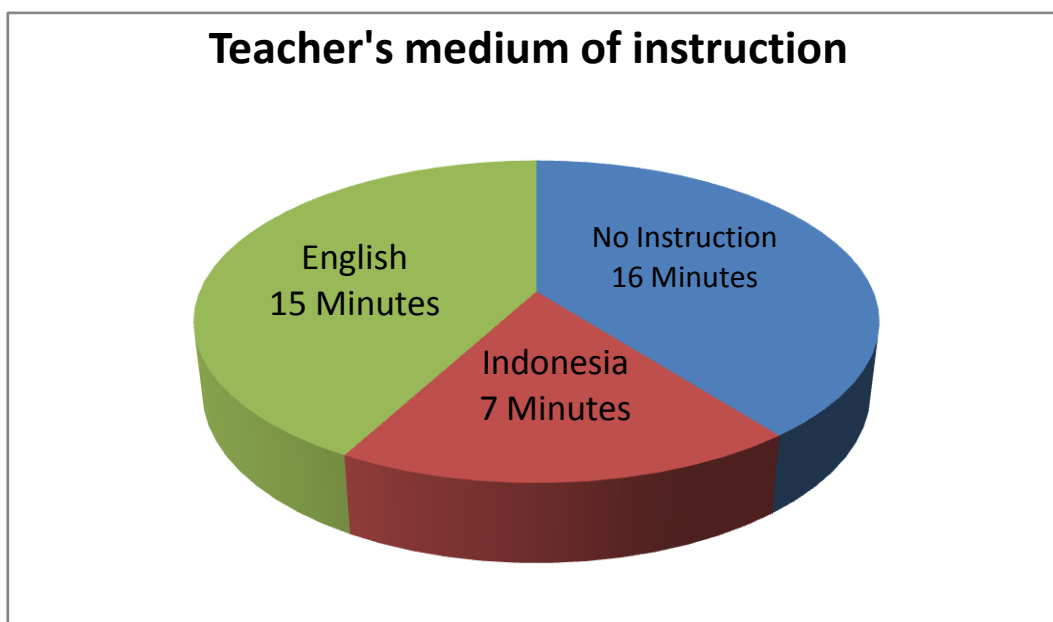
<sup>2</sup>Averiko, *Personal Interview*, May 2<sup>nd</sup> 2016

some obstacles to accomplish the research because it was the condition at SMAN-1 Palangka Raya when the writer conducted the study. At that time, the school's situation was facing the final examination in every class. The system in that school required the teachers to prepare all things including the language classes in this research. Considering the situation, the writer only got the video recording data in language class 1 which was in preparation as well.

The writer took the video and recorded it only 38 minutes. Based on the video, all activities could be discovered but not for the complete visible. To summarize and analyze the result of the video, the writer made it into a chart depended on the usage of English and Indonesia by the teacher as the instruction. The result could be seen as follows:

**Figure 4.2**

**Chart of the Teacher's Medium of Instruction Based on the Video**



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

Based on the data finding above, students' perception on English usage as the medium of instruction used by the English teachers at SMAN 1 Palangka Raya indicated the majority of the students disagreed if the teachers use English in the class. It was relevant to the result that amount the students wanted the teachers apply Indonesia and English side by side and especially the usage of Indonesia in certain material which is difficult to understand. The data also showed that the teachers used both English and Indonesia.

## **B. Discussion**

The main problem of this research is "How do the students perceive the usage of English as a medium of instruction in English class used by the teachers". It is stated in previous chapter that it should asked to the students in order to find the real answer and respond. The writer has conducted the research to answer the question.

In the questionnaire, the writer focused on the belief of the students about using English in English class. Large number of items discussed about the core idea, but several items asked the students and to know the real condition in classroom activity. The discussion about the result of questionnaire as follows:

Item 1, English becomes medium of instruction in the class. It has to underline that this item focused on the general perception, this was not pointed to using English practically in classes. This was only interested to students belief about English as medium of Interaction and their sight. There were 7 students (14,9 %) strongly agreed, 26 students (55,3 %) agreed, and 14 students (29,8 %) disagreed. This item is a general question that

just pursued the students' opinion in large meaning. The data showed that 33 students (70,2%) agreed with this idea. In brief, the students believed that English should be used in English class.

Item 2, 5, 8, 9, and 11 were items that more considered about English than Indonesia. These items were indicated the students' alignments to refuse and disagreed about something that pointed to English as medium of instruction. This is related to the theories and ideas on chapter II pages 17-21 like Willis said in his book about applying English in the English class. Richards also stated that English should be applied in English class. The last, a classic theory (Direct Method) underlined the using English in the class mostly.

Items 3, 4, 6, 7, 10, 12, and 13 were indicated as a statement that assert Indonesia used in English class and applying both Indonesia and English in the class. As a summarize, the students in large number agreed if the usage of Indonesia allowed in English class and they also agreed if the teachers used both Indonesia and English especially in certain difficult material. However, this statement was related to the theory of GTM (Grammar Translation Method) chapter II pages 21-25 where the allowance of Indonesia or mother tongue in a target language, in this case it talked about English. This is also connected to some other researches have been conducted, which is said that the native language of the students bridged the understanding about the target language.

Item 14, 15, and 16 were asking about the condition in the class. It summarized a lot of students said their teachers basically using Indonesia and English in classroom activity. Nevertheless, several things which is stated by the writer in previous chapter declared misunderstanding of the reason.

As a conclusion, the writer gave an explanation that the majority of the students disagreed if English used as medium instruction in their class practically. But they also believed that the usage of English could improve the ability and skill of English.

These findings also informed that English has been taught to the students are the foreign language. So, it will have difficulties in implementing English as medium of instruction. Although the students of the writer selected in this research are the students of language class. It related to the theory of Gillsby and Mansfield on chapter II page 17 that English as Foreign Language is teaching English in a place where English is not the native language like the writer researched.

The whole items above clarified the students' agreement and disagreement. Refer to the questionnaire; the students also stated their reason why they chose the certain option. Simply, the reasons of the students' disagreement of using English in the class by the teachers were generally same. They admitted the ability and skill to listen and speak in English were under the level. They were not confidence to apply the English because of the ability. The writer also asked them in an informal situation out of the research about their major which is the language class.

Another instrument was interview. This interview provided to the teachers in order to support the questionnaire. Based on the interview that the writer did with two teachers, they also believed about the basic idea of using English as medium of instruction. However, they also knew the situation and the students' ability in English, so the implementation of the idea also considered because there was no high possibility if the students agreed with it.