

**STUDENTS' PERCEPTION ON THE USE OF ENGLISH AS A  
MEDIUM OF INSTRUCTION**

**THESIS**



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# THESIS

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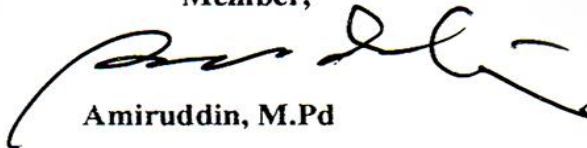
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## ABSTRACT

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English as one of the most popular international languages has become more communicative language that is used around the world, both in business, technology, and education. In Indonesia and especially in Banda Aceh, English has been used as the language of instruction in the teaching learning process in some schools, including Teuku Nyak Arif Fatih Bilingual School. The aims of this research were to investigate the students' perceptions and to find out students' problems on the use of English as a medium of instruction by their teacher in the classroom. The writer used qualitative research which focused on semi-structured interviews. The population of this research is the eleventh grade that consists of 40 students in 2 classes at SMA Teuku Nyak Arif Fatih Bilingual School, Banda Aceh. The sampling technique used in this research was random sampling. The findings of this research indicated that the language used as a medium of instruction in the classroom depended on the subject being taught and the students preferred to use mix language in learning. Most of the students also do not have difficulties in understanding teachers' explanation in English during the teaching learning process because the teachers use various media in learning which help students to understand the material. Nevertheless, three of the students conveyed that they sometimes found difficulties to follow the lesson because the teachers often use very advanced vocabulary.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

The medium of instruction is the language used by the teacher in teaching learning process. Language selection as a medium of instruction in classroom is very important for the teacher in teaching learning process. It is because the teacher as a facilitator of learning has a responsibility of students learning outcomes through oral or written language used in explaining, giving instruction and feedback, managing the class and evaluating students learning outcomes. English as a medium of instruction (EMI) can be defined as using English language in teaching learning process in the classroom.

Regarding the use of English as the medium of instruction, researchers have various views. Some experts are in favour of EMI, while some others tend to view that the implementation of EMI may cause difficulties in teaching learning process. The experts who support the application of EMI is those who can see the potential advantages of EMI in enhancing students' learning outcomes. Meanwhile, the experts who do not support the application of EMI is those who cannot see the advantages of EMI in improving student's achievement.

According to Dickson (1996), the use of the target language in the classroom greatly increases the students' exposure to the target language. By using English as a medium of instruction, students are easy to understand the use of words. In addition, with more guidance about language structure from the teacher which is a modeling for students in producing language and attitude towards a language, the students can be familiar with foreign language and can make

teachers and students have many opportunities to actively use English in discussion or presentation, etc.

In relation to the use of English in the classroom, Nunan (1999) certifies that students in foreign language classrooms are rarely encouraged to make use of their language skills in the real world. Students only use language skills in classroom. This, of course, is not surprising in foreign language contexts in which opportunities to use the language is limited. His statement indicates that the teacher, as a language model, should expose English as much as possible. Therefore, Broughton (1980) claims that the students have a great opportunity to imitate and mime and finally they can produce English as the target language being taught in a classroom.

Despite the positive impacts of applying EMI it in the classroom, the first shortcoming is that the use of language is less understood by the learners and the low ability of teachers in English will be a barrier to students learning progress and has a negative impact on students learning outcomes such as difficulties in doing the task in English and less understanding of the teacher's explanation. In this situation, students prefer to ask their friends rather than ask the teacher and students will be less excited in the learning process. This argument is in accordance with what Crandall (1998) says that learners may fail to understand academic concepts through the language they are still learning because their subject content teachers are incapable of assisting them to do so.

The topic on the use of English as a medium of instruction in the classroom has been investigated by many researchers. Po-yung and Hang-yue (2014) conducted a study about Students' Perceptions of English-Medium Instruction in Hong Kong University. In analyzing the data, the researcher used Quantitative data which 606 questionnaires were collected. Four factors, "English for career", "English for learning", "English for internationalization" and "Preservation

of tradition”, emerged that had a differential. The findings showed that students did not perceive the threat of English in enhancing their subject matter knowledge, they were worried that their academic results, motivation to learn and in class discussion could be disadvantaged.

There was also Rahmadani (2016) who conducted a research about Students’ Perception of English as a Medium of Instruction (EMI) in English Classroom. In analyzing the data, the researcher used survey research method. The survey was conducted at the four schools: MAN Model, MA Muslimat NU, SMAN 4, and SMKN 2 in Palangka Raya. To collect the data, the study employed the questionnaire with 10 items given to 134 students of the second grade taken from one class of each of the schools. It used the cluster random sampling technique to take the samples. The finding showed that most students had positive perception or agreed toward English as a medium of instruction could increase the students’ standard of English and motivate them to learn English, improve their confidence to speak up, and help them to understand English textbook or article and international culture.

The study conducted by Eshun (2015) about the use of English as a medium of instruction at the upper basic level (primary four to junior high school in Ghana) found that both English and Ghanaian language (in the case Fante) were used as media of instruction. In most classrooms, the percentage use of Ghanaian language (Fante) was more than English, which is supposed to be the medium of instruction. In analyzing the data, the researcher used Quantitative data which focused on semi-structure interview and observation; the participants consist of 100 students and 40 teachers in upper primary and junior high school in the selected district. The cluster purposive sampling technique was used to take the samples.

There was also El-Fiki (2012) who conducted a research about teaching English as a foreign language and using English as a medium of instruction in Egypt. In analyzing the data, the

researcher used multi-method approaches by administering a survey to 174 teachers; in-depth, semi-structure interviews with 36 teachers, 15 principals, and 8 professional development (DP) providers, field observation; and examination of relevant document and artifacts. It is found that most teachers perceive good change in their practices, though their perceptions and implementation of communicative approaches are context-bound.

Another relevant research was conducted by Macaro, Walter, Dearden, and Zhao (2013) from Oxford University Department of Education entitled about English as a medium of instruction - a growing global phenomenon. A survey was conducted in October 2013 and March 2014. In analyzing the data, the researcher used qualitative data which focused on semi-structure interviews, written questionnaire, a global survey with an open-ended question and an overview study of 55 countries around the world. The findings showed globally, the percentage of institutions in the private sector which respondents reported as sanctioning or allowing EMI is consistently higher than those in the public sector. When comparing each phase, (primary, secondary and tertiary) there is more EMI reported at tertiary level than at secondary level. There is more EMI at the secondary level and at all levels, EMI is more prevalent in the private sector.

Based on the previous studies, there are several similarities and differences between those studies and mine. The similarity is about students' perception on the use of English as a medium of instruction in the classroom. However, most of the previous research use the quantitative method as their research approach, while this study applies qualitative method which is also utilized by one of the previous studies (Macaro, et al, 2013), but they also took data from various sources; meanwhile, this study only concerns on data from semi-structure interview. In addition, the population in my research is the eleventh graders of senior high school at SMA Teuku Nyak Arif Fatih Bilingual School that consist of 40 students in 2 classes.

According to the previous study, in transferring knowledge to students, teachers have their own way to use English as a medium of instruction. In some countries, English education has established as a subject of learning in which all students are required to take the lesson even using English language as a medium of instruction in teaching learning process. English as a medium of instruction can be used as a strategy by the teacher at school in teaching learning process. But in Indonesia, English is not required for primary level where the rest just started at secondary level and not use English as a medium of instruction in the classroom. Therefore, the writer wants to conduct the study at one of senior high school in Banda Aceh to investigate the students' perception on the use of English as a medium of instruction by their teacher in the classroom. The writer chooses the students of SMA Teuku Nyak Arif Fatih Bilingual School for sample of this study.

## **B. Research Question**

Based on the problem, the research questions of this study are:

1. What are the students' perception on the use of English as a medium of instruction by their teacher in the classroom?
2. What are the students' problems on the use of English as a medium of instruction by their teacher in the classroom?

## **C. The Aim of Study**

In accordance with the research questions above, the purposes of this study are:

1. To investigate the students' perceptions on the use of English as a medium of instruction by their teacher in the classroom.
2. To find out students' problems on the use of English as a medium of instruction by their teacher in the classroom.

#### **D. Significance of the study**

The findings of this study are expected to be able to share information to English teachers about the students' perception on the use of English as a medium of instruction in the classroom. Thus, they know student's difficulties on the use of English as a medium of instruction in classroom. Moreover, this study provides some additional information to anyone who is interested in investigating the same area of study. Furthermore, it provides valuable information to local governments, especially in Indonesia, to improve English teacher's skill in oral communication by giving them the opportunity to take training or workshop that provide them a space to practice their English communication.

#### **E. Terminology**

There are some terms in this research which should be defined in order to avoid misunderstanding. The terms are:

##### **1. Student's Perception**

Huffman, Vernoy, and Vernoy (1997) explain that perception is the process of selecting, organizing, and interpreting sensory data into usable mental representations of the world. This means that someone can receive something as a good or bad perception depends on what they feel in facing the object. Robbins (2001) defines perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Every people can have a different perception on the same object. It is caused by the different way of people in judging object.

In this study, student's perception refers to student's point of view to the object seen in the environment, particularly the view of eleventh graders of senior high school at SMA Teuku Nyak Arif Fatih Bilingual School about English as a medium of instruction.

## 2. English As a Medium Instruction (EMI)

English is considered to be the lingua franca as the most widespread language in the world. “English is far by the most widely used language of wider communication in the world” (Conrad, 1996 p. 16). In addition, Idris (2014) states that English is only a special foreign language usually taught as a subject in schools. Dearden (2014) conveys EMI is not a method, but it is actually a process through which students will learn not only English as a language but also the subject in which they are doing their major. So that, besides students get knowledge about the subject being taught, also can increase student’s English proficiency.

In this study, EMI is the language used by teachers in teaching learning process as an instruction in the classroom. In EMI, teachers use not only English language as an instruction in English subject but also in other subjects such as mathematics and etc.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. AN OVERVIEW OF PERCEPTION**

##### **1. The Definition of Perception**

There are many different definitions of perception. According to Rakhmat (2005), perception is someone's experience about objects, events that are obtained by collecting the information and decoding the messages. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the messages given. As the result, they can have an opinion whether that is good or not. In addition, chambers dictionary as cited in Unumeri (2009, p.18) defines perception as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand.

Unlike several definitions above, Lindsay and Norman as cited in Pickens (2005, p.52), believed that "perception is closely related to attitudes. Perceptions is the process by which organism interpret and organize sensation to produce meaningful experience of the world". Pickens then concluded that people interpret the stimuli into something meaningful based on their prior experiences. In short, it can be defined that perception is a process of decoding the messages about objects, events, people, things, etc. by using sense organs: eyes, ears and nose.

Based on Zeni (2009) as cited in Musen (1994), perception is the involvement of interpretation of information toward the stimulus which is acquired through the sensory receptors (eyes, ears, nose and skin). It is then transformed into a percept of what we think, see, hear, smell, taste, or touch. He also said that perception is a process combining both sense and

interpretation. In such a way, students know what they saw, heard, and respond to the situation in meaningful context. Further, sterling exemplified that if students perceive the teachers' use of English as stimuli hereinafter the information come through their sense and they use their sense to an attractive stimulus that addressed to them.

According to Schmidt (2002), in Longman dictionary of language teaching and Applied Linguistics, perception is the recognition and understanding of events, object, and stimuli through the use of sense (sight, hearing, touch, etc). Several different types of perception are distinguished:

1. Visual perception: the perception of visual information and stimuli received through eyes.

This perception is the earliest perception developing in humans and affects humans to understand their world. Visual perception is the main topic of discussion of perceptions in general, as well as perceptions that are usually most often discussed in everyday contexts.

2. Auditory perception: the perception of information and stimuli received through the ears.

Auditory perception requires a listener to detect different kinds of acoustic signal, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation.

3. Speech perception: the understanding of comprehension of speech.

Based on the explanation above, the authors can conclude that perception is an interpretation, judgment or opinion of someone about an object. The purpose of the perception itself is to help humans recognize and understand how the conditions were. If someone has a good perception of an object, it will affect his attitude toward those objects, because perception can influence someone's point of views of thing in a different context.

## **2. Characteristics of Perception**

This section is drawn from Nelson and Quick's (1997, p. 84-87) clear description of the three main characteristics that influence the perception:

### **a. Perceivers-Specific Characteristics**

Perceivers-Specific Characteristics consist of some determinants, they are: familiarity, perceiver's attitude, moods, self-concept and cognitive structure. Familiarity implies that perception got through a deep observational which leads to decisions about a particular situation. In this case, someone will not judge or make a decision about something before doing an observation. Nelson and Quick (1997, p.85) state that "In perceiving someone or something accurately, we must have generated accurate data on that person or things during the stage of observation". This is because the relationship between familiarity and accuracy is not all ways direct. As they say, "sometimes, when we know a person well, we tend to screen out information that is inconsistent with what we believe the person is like" (Nelson and Quick, 1997, p.85).

One of the most important characteristics of the perceiver that influences his or her target is experience. Past experience leads the perceiver to develop expectations and these expectations affect current perception. As Altman et al (1985, p.85) and Warga (1983, p.207) remark, "past experience makes someone familiar with something. This affects someone in perceiving things and in dealing with those things". Another factor that influences social perception is the perceiver's attitude. This perception appears due to the tendency of attitude towards something which has no empirical foundation. According to Nelson and Quick (1997, p.85), mood is another important factor that affects the way one's perceives the others. Generally, the difference in a reaction to situations is a function of the state of happiness or

sadness in which called moods. Thus, people tend to more easily remember information that identifies with the moods than those that do not. Accordingly, whenever people are in negative moods, they generally tend to form negative impressions of others.

The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others. Therefore, a greater understanding of self allows us to have more accurate perception of others. Nelson and Quick (1997, p.85) state that the cognitive structure that is “a person’s thought pattern of thinking equally determines his/her perception in significant ways”. Some individuals tend to perceiving physical characteristics such as height, weight, and appearance others pay more attention to central traits or personality dispositions. However, they are people that are capable of perceiving all these traits at the same time instead of focusing on only one aspect.

#### **b. Target-Specific Characteristics**

As Perceivers-Specific Characteristics above, this point also has some factors which can influence some perception, includes: physical appearance, nonverbal communication, and mention. Someone’s physical appearance greatly influences perception of others. Height, weight, estimated age, race and gender become a strong factors towards the way people perceived. More importantly, Michener et.al. (2004) adds that perceivers find it is easier to pick out those appearance traits that are unusual or new. Common examples of unusual personality traits include a very tall person, an “overacting” child as well as newcomers within a community. Besides, verbal communications of someone, for instance, voice tone, accent and related factors, also affect his/her perception.

On the other hand, nonverbal communication contains a lot of information which is perceived by an individual. Eye contact, facial expressions, body movements and posture are features that guide the perceiver's impression of the target. But, factly, there appears any challenge that the cultures may influence the impression of perception due to the differences meaning of nonverbal communication in each culture (Nelson and Quick, 1997).

### **c. Situation-Specific Characteristics**

According to Nelson & Quick (1997, p.87), this is a very significant factor that affects the impression which is formed about someone or something by an individual. Its mean that a perception is strongly affected by the situation context. Thus, there are particular situations that influence the behavior of an individual, which do not necessarily affect the disposition of that individual. According to Robbins (2001), every perception occurs in some situational context and this context can affect what one perceives. The most important affect that the situation can make is adding information about the target. The press of time will literally force the manager to overlook some details, to rush certain activities and to ignore certain stimuli such as request from other managers or from superiors (Gibson et al, 1985,p.67).

Those are the definition and the characteristics of perception. Related to the teacher in classroom activity, they must have their own perception towards the students personally and academically and also towards the assessment in the classroom. The perception is built through empirical experiences in playing their role at the classroom. Obviously, it must be carried out objectively.

### **3. The Influencing Factors of Perception**

The previous experience as well as different need lead everyone to have different perception. Gazda (1984) mentions that student's perceptions are influenced by several factors:

the needs of students' background and efforts to protect themselves. In such a matter, the students who think learning English is important will exhibit a positive attitude toward English language learning as well as to their teacher performance in classroom interaction. Teachers who use the English language in classroom interaction are receiving more attention and appreciation than those who are not. In addition, Gazda (1984) notes that negative perception will emerge the effect of interpersonal conflict that affects the relationship between the individual.

According to Taha (2003), there are three factors which influence the accurate of perception. These are: internal factor and external factor

**a) Psychological factor**

People's perception on something are influenced by mentally or psychological condition. Mental experience is one of the factors on how a person evaluated and solved the problem. Psychological condition help he or her has the rational thought. Because of that, he or her can forms a good perception.

**b) Family factor**

Family is the first place for someone to learn everything about perception and holds an important role in broadcasting, religion and culture. The children learned about the truth, the regulations, respecting people, feeling about something, and avoiding bad social intercourse. Those are the heritage from their parents. In of line with Taha, Idris said that "someone wasted most of his/her time staying at the rather than at other places. They are always at home until nine years old. At that time placed someone personality base" (Idris, 1997 p.58). It means that children under ten years old will learn everything from their parents or the environment in their house.

### c) **Culture Factor**

Culture and environment where someone grows and expands are also of the factors which form someone perception. The values of moral and etiquette in a society is different, depending on their own culture in understanding something widely or absolutely. The values of the culture determine someone's perspective of right and wrong.

Gibson (1995) provides more specific discussion of factors that influence the perception, these are:

- a. Physiological, where information entered through the sensing devices, then the information obtained will influence and complement efforts to give meaning to the surrounding environment. Capacity senses to perceive each person is different so the interpretation of the environment may also be different.
- b. Attention, the condition where individuals require a certain amount of energy spent to pay attention or focus on physical form and mental facilities that exist in an object. Energy of each person is different to one's attention to the object is also different and this will affect the perception of an object.
- c. Interest, perception of an object varies depending on how much energy or perceptual vigilance driven to perceive. Perceptual vigilance is the tendency of a person to pay attention to a particular type of stimulus or may be regarded as interest.
- d. Needs. This factor can be seen from how strong an individual looking for objects or messages that may provide answers to suit her.
- e. Experiences and memories. The experience can be said to depend on memory in terms of the extent to which person can recall past events to determine the stimuli in the broad sense.

- f. Mood, emotional state affects a person's behavior, mood shows how one's feelings at the time which may affect how a person in receiving, responding and remembering.

Based on the explanation above, it can be concluded that someone perception is influenced by several factors, those are internal factor such as physiological, experience, needs, mood and external factor such as family and culture factor. All these factors relate to each other and influence the individual's perspective on the issues at hand.

## **B. ENGLISH AS A MEDIUM OF INSTRUCTION (EMI)**

### **1. The use of English as language instruction**

Language of instruction is the language used in teaching and learning process. According to Simanu-Klutz (1999), instructional language is the language of classroom. It means that the language is used for all activities in the classroom. For example when teacher giving instruction to do the assignment, to sit in pairs, or when teacher explaining the material, and controlling the students.

Language is one of the media to communicate with others and language of instruction also known as a medium of instruction. It can be seen from the definition of medium. According to Schmidt (2002), the medium is something that is used to convey the message from person to others. In line with this, Oxford learner's pocket dictionary (2011) defines medium as a way to communicating information from someone to others. Language is something that is used to transfer the message, idea and information to someone.

In classroom context, the use of foreign language particularly English as a medium of instruction has become an interesting issue that attracts the attention of researchers. Marsh (2006) claims the English language is continuing to establish itself as a global lingua franca in



a period of unprecedented globalization. In the period 1995-2005 educational systems worldwide have shown interest in the adoption of English as a medium of instruction.

The claim above shows that English is a worldwide instructional language for educational systems. English as the instructional language is not only used in English spoken or English as second language (ESL) country, but also English as a Foreign Language (EFL) country such as Indonesia. Haryanto (2012) wrote in his PhD study stated that: The increasing trend towards English as medium of instruction has become a global phenomenon in education system shifting from non-English instruction to English instruction is no exception to Indonesian government to which the government of Indonesia developed new act on its educational system in 2003 which “the government and local government shall organize at least a unit of education at all levels of education, to be developed as a unit having international standard of education” (No. 20, year 2003 on education system: 26-27).

English as the language of instruction is used by most countries while the rest of them use their first language as the instructional language. English is chosen as an instructional language because it is the international or global language used to communicate for people around the world. Furthermore, English is also the language of sciences and technology. Nowadays, there is no single country in the world where English cannot be understood. English as the language of instruction is also used in Indonesia.

In Indonesia, English is also used from Kindergarten to the university level as the instructional language. Most of the schools which use English as the instructional language are bilingual schools such as Fatih Bilingual School in Aceh, or the university level such as Universitas Indonesia (UI) in Jakarta.

In conclusion, English as the instructional language is now used by most countries in the world to compete with others all around the world. It is because English is the international or the language of globalization used by most people in the world to communicate with other countries outside theirs. English is used not only by English spoken country or ESL country, but also in EFL country such as Indonesia.

## **2. The effectiveness of English as language instruction**

To become a language of instruction, a language should follow some characteristics. Farani as cited in Gillani (2010) describes the characteristic of a language to be adopted as the instructional language.

- a. The language should be lucid and understandable for the teachers and taught.
- b. It should be possible to promote advance research work in that language
- c. It should have a simple grammatical structure, not a complicated one.
- d. It must have a rich vocabulary
- e. It should be considered language, spoken and understood all over the country.

Based on the characteristics mentioned above, the writer concluded that English is qualified to be one of the instructional languages. English has rich vocabulary, simple grammatical structure, understandable language, and it is used for academic purposes. As we now, nowadays, there are so many journals and academic writings are written in English.

Furthermore, National Association of District Supervisors of Foreign Language Programs (NADSFL) wrote the characteristics of effective second language instruction as follow.

- a. The teacher uses the target language extensively and encourages the students to do so.

The teacher should use the target language (English) as much as possible to teach the students and allow the students to speak with it. The teacher then should encourage the students to speak in English. As the result, the students are getting used to speaking in English and English can become the language of instruction.

- b. The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that stimulate real-life situations.

When communicating in English, the teacher should provide the real-life situation or in short the real context of using it. For example the teacher needs to put the students in a real situation where English is used. Indeed the real-life situation is necessity because the students will experience it in their daily life.

- c. Most activities are student-centered.

Students-centered means that the communication in the classroom majority held by the students not the teacher, of course by using English. It aims to make students familiar with English so that it can be used as the instructional language for teaching.

- d. The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities which focus on communication.

The teacher should use implicit correction to correct the student's error when communicating, but when teach them the accuracy especially in grammar the teacher should use explicit correction.

- e. The physical environment reflects the target language and culture.

In line with point b, the teacher also needs to create the situation and the culture where the target language comes from as real as possible.

- f. The teacher uses a variety of print and non-print materials including authentic materials.

To create such a real situation, authentic target language materials are needed to support the students to be familiar with the target language. From the authentic materials, the teacher can facilitate the students to know the target language and everything about it. To sum up, English can become a language of instruction because it is qualified according to its characteristics. It has rich vocabulary and simple grammatical structure. Moreover, it becomes the most understandable language, the global language for communicating and nowadays it is used as academic purposes.

### **3. The problems of EMI**

There are some problems on the use of English as a medium of instruction in classroom:

#### **a) Inadequate level of students' English proficiency**

Cheung (1984) shows that most of the secondary students entering English-medium schools had a low vocabulary level and grammatical competence in English and they were unable to read textbooks of content subjects with understanding. They had difficulty in expressing themselves effectively, especially in paraphrasing, searching for words, and refining statements. The weakest students could not understand even very simple text written in English. Their style of learning basically consisted of translating content words in a text written in English by looking up the dictionary and writing down the characters alongside the English vocabularies in their notes or textbooks.

In order to prepare for tests and examinations, they had to commit to memory terms and isolated chunks of texts in English that they did not fully understand. In such conditions, it was very unlikely that these students could develop an intrinsic interest and motivation in learning. Given the poor English standard of the students as well as the pressure to cover syllabuses heavily loaded with factual content teachers considered the use of Cantonese and

mixed code for classroom instruction as inevitable or even desirable. This situation was also prevalent in some of the schools that have better student intake. Findings from local studies (Brimer, et al., 1985; Cheung, 1984; Hirvela and Law, 1991; Johnson et al., 1985; Johnson and Lee, 1987; Lai, 1991, p.10-11), however, indicate that many of the EMI students could not learn effectively in English, and there was no evidence that these students developed adequate English proficiency through immersion in English.

## **b) Lack of motivation**

It was noticed that most students had failed to learn a target subject due to lack of motivation and similar other variables. Gardener RC, Lalonde RN, and Moorcroft R. (1985) add that motivation influences language achievement. Gardener RC and Mac Intyre PD. (1991) opine that integrative approach might exert positive interest towards learning a language due to increased motivation level. A study by Gordon ME. (1980) found that the attitude of the learners for the target achievement can be one of the most important indicators of the learners' achievement. As mentioned earlier, motivation plays a highly significant role in encouraging learners to come up to the desired level.

As teaching is considered as an interactive and two- way process, the concerned teacher must deliver the material to the learners, and they must receive the teacher's delivery. The teacher's and learner's motivation also interact with each other to yield better results; or else the entire activity will be somewhat futile. In another study Deci E, Vallerand R, Pelletier L, and Ryan R. (1991) said that learning skills and behavioral patterns have close connections and affect each other during the teaching learning activities.

Internal and external motivation are important in a given context of education. Sometimes, external motivation affects the internal motivation of the teachers as well as the

students. Intrinsic (internal) motivation is highly important which creates a basis for other forms of motivation. It has been best understood as the sense of satisfaction which learners obtain during the process. On the other hand, extrinsic motivation is the outcome of those external factors that encourage participation in the classroom. So that, according to Brewster, et al (2007), a teacher must work hard to maintain that feeling of excited (feeling of enthusiasm) learners in order to optimize the quality and results of the study.

The issues like interest, attitude, dedication and commitment are not only related to the educational context of some country, it is perhaps the most challenging issues in the field of education in rest of the world as well. A teacher without motivation, sincerity and dedication may not be a true professional as a teacher, because one of the traits of professional teachers is teachers who have a sense of care towards students, other teachers and parents of students. The Teachers always help students' progress, develop a pedagogy that can encourage students to learn, able to find out the needs of the students and maintain a relationship with the students in any situation (Minghui Gao and Liu Qinghua, 2013, p. 85).

### **c) The additional workload for teachers and students**

Student's poor command of English is considered the biggest problem of content instruction using EMOI. Nguyen et al (2009) conducted a survey at Vietnamese universities said that students' proficiency level of oral English that was not good enough for expressing professional knowledge and concepts. Such poor command of written and oral English originates from improper teaching and learning methods of English as a Foreign Language (EFL) programs at high schools in Vietnam. So that, teacher and student concentrate on how to solve common exam problems. Teachers try their best to teach so students can pass exams

and students try to study as hard as possible so that they will be able to pass exams. In addition, while EFL learning objectives are focused on vocabulary and comprehensive reading, English grammar and structure are tested at the end of programs. The contradiction between what students are learning and the content in which they are being tested makes EFL learning boring and ineffective.

In Indonesian context, English is used by teachers of less understandable for most students due to word choice or sentence used as well as a pronunciation that is less obviously so that students feel the need to review the lessons by way of reread by his self or in group or attend the additional class. As a result, the students have difficulties in doing the tasks in class or homework because they are less able to understand the meaning of or what is expected of the task. The students have to relearn what has been taught in the classroom in Indonesian language in order to do the task appropriately (Artini 2011).

#### **d) Lower quality of knowledge transfer**

Academically, teachers and students low proficiency may lead to inefficient and ineffective teaching and learning processes. Most of the teachers have relatively limited proficiency in English. As Ibrahim (2014) says that teacher who cannot speak English fluently and accurately will probably be rendered incompetent to perform one of their chief traditional roles, teaching. Pauses, hesitancies, circumlocutions, wordiness, grammatical, lexical, and unclear pronunciation may cause the students difficult in understanding the instruction. In addition, a teacher who has a poor reading comprehension of English textbooks, an essential source of information, may cause students lack of understanding or even a misunderstanding, which in turn may result in misinformation, an effect damaging to students' academic development.

For example at the University of Málaga, the research conducted by Elvira Barrios, Aurora López-Gutiérrez and Clotilde Lechugaa (2016) showed that students perceived that their expectations had not been fulfilled in terms of English language use in the subjects that were supposed to have been taught in English. Many of students considered that the level of English proficiency of a particular teacher was not high enough to teach in English and consequently, first language was used more often than English in her lessons. Besides, students were not compelled to do all their written assignments in English. Some of them even complaint about not being forced to use English more frequently. Besides, they did not feel that their level of English competence had significantly increased as a result of belonging to the group in which the program is partially taught in English. As Wilkinson (2013, p. 16) rightly notes “Students have expectations about the quality of EMI: they expect to learn the content for which they have enrolled, and they expect their language competences to improve” (Wilkinson, 2013, p. 16).

In addition, and contrary to some teachers’ expectations, a high level of competence in English is not the only skill that is crucial for effective EMI. Teachers also need to impart knowledge, promote cognitive and metacognitive skills, engage in sophisticated thought-provoking interaction and design instructional materials in which the learning of the instructional and subject-related language is integrated with subject content knowledge (Klaassen, 2008). It is thus imperative that teachers engage in some form of methodological training to teach in another language, and recognize and cater for the students’ difficulties to academically perform and express themselves in the foreign language.

While in Indonesia, even though teachers have already been teaching many years, they still do not feel confident of their English ability and they are not sure of being able to



pronounce English words correctly; thus, they often use Indonesian language in teaching learning process. According to Sundusiyah (2010) and Kustulasari (2009) as cited in Sultan et al (2012), the majority of RSBI teachers that have been examined have low English language skills.

**e) Availability of teaching materials in English**

The availability of textbooks in schools can inhibit or decrease motivation of students and teachers. The students show mostly the lack of subsidiary course materials and having difficulty in understanding what to read in English as the other problems encountered in the English language learning and teaching (Çelik & Kocaman, 2016; Akdoğan, 2010, Peker, 2007, Oğuz, 1999) in the literature. For example, at university of Vietnam, Nguyen et al (2018) conclude that the teacher and student at the University of Vietnam's shortage of learning materials and learning resources in English language to serve as a reference for assignments, work, and research. Therefore, the capacity of the library must be improved by increasing book-counts, materials, and magazines concerning the programs of teaching content in English as well as electronic libraries of all teaching and learning professions.

In Indonesian context, based on the result of research conducted by Choji (2017) at SMKN 1 Sidoarjo, all teachers use the textbooks as their guide in providing instructional materials. Some teachers and students are having problems due to lack of availability of textbooks for them, not all students have the textbooks so that they have to share with other students and the teachers also do not have guidelines which books are worth as well as meet the standards for use as learning material in the class.

In conclusion, EMI is English used by teachers as a language of instruction in the classroom, not only for English lessons, but also for all the lessons in the schools. In fact, the

role of the language of instruction in a formal learning context in class is very important (Martin, 2003). The language used should not be true in accordance with the context of a language native speakers, but should be appropriate with the level of language proficiency learners. If teachers use language outside of the range of students' language, is certainly learning process less successful because students are less able to get messages or information by the teacher. Likewise, when teachers do not have adequate ability in English language, students will experience confusion in understanding science delivered by his teacher.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Brief Description of Research Location**

This research was conducted at SMA Teuku Nyak Arif Fatih Bilingual School. It is one of a private school in Aceh, which has been established since December 26th, 2006. Fatih Bilingual School is one of donations from the Turkey to improve the quality of education in Indonesia, especially in Aceh which was destroyed by tsunami and earthquake. This donation is provided to orphan who are talented and achievement. The teaching learning process at Fatih began in 2006.

Based on writer's observation, in this school there are six classrooms consist of two classrooms for all grade namely X-A , X-B , XI-A , XI-B , XII-A , XII-B with 20 students in each class. In addition, SMA Teuku Nyak Arif Fatih Bilingual School has 26 teachers who teach specific courses and general courses and there are 6 more teachers who teach English courses named Bahriye, Gul Avci, Hilda Zahara, S.Pd.I, Rahmawati, S.Pd., Siti Jamilah, S.Pd., and Suhaila, S.S. Thus, there are 32 teachers in that school. For this research, the students were randomly chosen as the sample and they are the second at grade which contained of 40 students in average.

#### **B. Research Design**

This research uses qualitative approach. According to Creswell (1998, p. 15), "a qualitative study is defined as an inquiry process of understanding a social or human problem,

based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting".

The writer chooses qualitative as research method because qualitative research focuses on understanding social events from the perspective of the human participant. As this research talk about the students' perceptions on the use of English as a medium of instruction, thus, qualitative research might be able to discuss further about the phenomena related to the students' perceptions on the use of English as a medium of instruction.

### **C. Participants**

The participants of this research is the eleventh graders of senior high school at SMA Teuku Nyak Arif Fatih Bilingual School that consist of forty students in two classes. In this research, the students were randomly chosen as the sample which contains more than 10% of population. The sampling technique used in this research is random sampling. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population (Sugiyono, 2014).

### **D. Data Collection**

In this research the writer require the data from the students. In collecting the data, the writer applies a technique namely: semi-structure interview which the questions are systematically listed and directly answered by the interviewee. Interview questions were designed for students. For consistency and reliability purposes, each student was asked the same questions, using the same wording, yet the only differentiation was in following up questions that were used to clarify interviewee responses.

A major advantage of the interview is its adaptability, instructiveness, and the direct response from interviewee. The writer has some control over the course of the interview, although the interviewee is allowed to negotiate what is being discussed (Nunan, 1992). In this way, more information can be picked up from the conversation between the interviewer and the interviewee. In this type of interview, the writer needs to listen carefully to the participant's responses and follow his or her lead. While interviewing the participants, the researcher recorded the whole interview in order to support the researcher to obtain the data.

### **E. Data Analysis**

Data analysis is a process of finding and preparing data systematically that were obtained from interviews, field notes and documentation by organizing data into categories, verifying into units, synthesizing, organizing into pattern, choosing the important one that will be studied, and making a conclusion that easily understood by ourselves and others (Sugiyono, 2008).

In this research, the data were analyzed by several steps:

1. The researcher transcribed the recording obtained from interview.
2. The researcher analyzed the transcription qualitatively by using the concept of Miles and Huberman (Alhojailan & Ibrahim, 2012). The steps are as follow:

- a. Data reduction

The data that have been gained from interview was shorted, separated, and organized in order to select the data that is considered as the important one. Whereas, the unimportant data were separated in order to facilitate the analysis.

b. Data display

”It aims to make sense of the data that has been collected by displaying related concepts from different statements” (Miles & Huberman, 1994). The data could be displayed in form draft, description, or the correlation between each category.

c. Data drawing and conclusion

In this step, the researcher drawn and concluded the data based on the data reduction and data display that have been done before. However, the researcher still needed to check the data again to avoid doing mistake in analyzing the data.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter covers research finding and discussion of the research. The finding is the information found from the field, which leads to a conclusion of this research. It discusses the data in detail to provide a brief explanation. Thus, the research questions proposed in this research can be answered.

#### **A. Findings**

The interview was conducted in one day on 4<sup>th</sup> December 2018 which involved ten participants of SMA Teuku Nyak Arif Fatih Bilingual School. When the interview was held, the writer recorded interviewees' answer and opinion with an audio recorder and then transcribed it into English. There were fourteen questions given to the participants that had been prepared by the writer related to the research questions. However, in the middle of an interview, the writer needed to develop the questions based on the participants' answer in order to obtain complete answer to the questions.

The collected data were analyzed based on Miles and Huberman (1984) concept. Firstly, the writer reduced the original data by taking the important part of the participants' answer. Furthermore, the writer displayed the data in form of description. In this section, the writer presents the results of interviews based on the order of the questions and followed by the transcription of particular participants' responses to support the findings. The teen participants are marked as INT-1, INT-2, INT-3, INT-4, INT-5, INT-6, INT-7, INT-8, INT-9, and INT-10.

Analysis of the research question was divided into two sections. Each section was arranged into sub-section according to the research question to report the students' perception about using



English as a medium of instruction and the students' problem on the use of English as a medium of instruction by their teacher in the classroom.

### **1. Students' perception on the use of English as a medium of instruction**

Based on the interview result with ten students, it is found that there are some points that can be classified related to students' perception on the use of English as a medium of instruction in the classroom.

#### **a) Students do not have difficulties in understanding teacher's explanation**

Most of the students do not have difficulties in understanding teachers' explanation during the teaching-learning process. As INT-1 said:

*There is no difficulty when the teacher explains the lesson using English language because I have been trained for a long time since I was in junior high school*

INT-4 added:

*There is no difficulty because the book use English language, so if the teacher explains use English language, I will be more understand*

Similarly, INT-8 stated:

*No...because we know the vocabulary used and we are also using English in daily conversation*

From the participant responses above, it discovers that they have already been familiar with English and they have basic skill in English since in elementary and junior high school. Thus, they do not have difficulties in understanding the material.

#### **b) Media helps students to understand the material**

All students have the same answer and it proves that the teacher uses various media such as projectors, power points, audio for listening and also various kinds of videos to make teaching learning more effective and interesting. As the proof, INT-4 said:

*There are powerpoint, video, audio for listening and sometimes watch a movie*

INT-9 added:

*Yes it very helpful, because if I less understood on teachers' explanation, the media used will help in comprehend the material*

INT-7 stated:

*...and the teaching learning process will be interesting*

The statement above shows that all media that have been used by the teacher are very helpful for the students. All students can understand the material easily using media when they are difficult in understanding teacher's explanation. Thus, the students are not bored in the teaching learning process.

c) Using English as a medium of instruction lead the class more attractive

All the students indicate that the classroom atmosphere when the teaching and learning process takes place is fun because all students participate in learning, they are also brave to speak in front of the class. Thus, the students become more active in the classroom.

As INT-4 said:

*All students are active, participate and also dare to speak in front of the class.*

INT-3 added:

*Because of all the students participate in learning, so the class atmosphere was fun.*

Related to the answer above, using English as a medium of instruction in the classroom makes the students more active in the teaching learning process. As mentioned before, the teachers use various media to make the class more attractive. That media also help students in understanding the material, therefore all students can participate in the teaching learning process.

d) Mix language is preferred by the students

Most of the participants concurred that there are two languages that are mostly used as an instruction in learning classroom, they are English language and Indonesian language.

Some students argue that English is the suitable language used as the language of instruction in learning because besides English is an international language, English will also greatly help students if they want to study or travel abroad. INT-7 said:

*...the English language is the international language and the language is used throughout the world.*

INT-8 explained:

*... English is already familiar around us, we are also using English in conversation, and easier for our future if we want to continue study abroad.*

INT-9 declared:

*I think the English language is more suitable to use as a language of instruction in the classroom because it can facilitate us in the future.*

Meanwhile, some students argued that the language used as the language of instruction in learning depended on the subject being taught. For example, science and English lessons were better to teach in English language because the books used were English-language books. But, for Indonesian and social lessons were more suitable taught in Indonesian language. This statement is consent with what INT-1 said:

*For science lessons, English language is more suitable use as an instruction because I was comfortable and familiar with English language. Usually, Indonesian language science is translated from English so, it is not difficult to understand.*

INT-3 also stated:

*Depend on the lesson, for science lesson, English is more suitable use because we use English language books but for social lesson is more suitable use Indonesian language because of the book use is in Indonesian language.*

INT-4 added:

*In my opinion, it depends on the lesson like I said before, science and English lessons is better to teach in English language but for Indonesian and social lessons is better to teach in Indonesian language because we use Indonesian book for social and Indonesian lesson, meanwhile for English and science lessons, we use English books. So, it's easier for us if taught using English and more connected with the books.*

The explanation above showed that most of the interviewee agree in using English as a medium of instruction in the classroom for several subjects such as English and science

lessons because in both classes, the books used are in English language, thus, it helps the students to answer the questions in examination.

However, most of the students agree that Indonesian language is also suitable to be used as the language of instruction in learning because Indonesian language is the mother tongue and it is used every day. Therefore, students are easy to understand the material used in the teaching-learning process, especially for *Bahasa Indonesia* and social lessons which use the book in Indonesian language. INT-6 said:

*... Indonesian is our mother tongue and easier for us to understand the learning.*

The agreement of the use of Indonesian in some lessons can also be detected from other participants. INT-8 stated:

*Agree for some lessons such as Indonesian and social lessons.*

INT-10 added:

*Agree, because Indonesian is our daily language so it can be more understood if use as instruction in the classroom.*

Based on the explanation above, it can be concluded that all teachers and students at SMA Teuku Nyak Arif Fatih Bilingual School are required to use English as the language of instruction in classroom for several lessons such as science and English lessons during the teaching and learning process while for social and Indonesian lessons, they still use Indonesian as the language of instruction. However, the students suggest to mix Indonesian and English language in the teaching-learning process to lead them easier to understand the material in teaching learning process.

e) Some benefits are acknowledged by using English as a medium of instruction.

Many benefits have been gained by students in using the English language as the language of instruction, among others:

e.1) Increasing students' vocabulary and becoming familiar with English words.

This statement is consent with what INT-3 said:

*I think a lot of the benefits of the use English as a medium of instruction in learning. For example, we become familiar with English, more vocabulary that we know...*

Based on the responses above, if the teacher uses English as the instruction in learning, students can easily understand a variety of source in English reading text and can increase student's insight especially in the vocabulary.

e.2) Exposing English communication to students

INT-4 mentioned:

*It is very useful, because it can also familiarize us to speak English so we can know more about English and we will not be difficult in speaking English outside...*

INT-5 added:

*I think there are so many benefits that I get, for example can train us in using English and make us easier in communicate.*

Based on the comments above, using English as a medium of instruction lead the students to get used to English environment which help them to have fluency in English and later they will be able to communicate with people from different countries. Moreover, in social media, students will be easier to socialize, run business and others.

e.3) Preparing students to continue their studies or work abroad

INT-1 stated:

*... because English is an international language, so it will be easier for us to go to abroad or want to follow the test in English....*

INT-8 declared:

*It is very useful, such as facilitating and preparing ourselves if we want to study or work abroad.*

Based on the participant answers, using English in class lead students to competence in English skill which open opportunities to continue their study or work abroad because one of the requirements for obtaining a scholarship is competent in English. The students may not difficult to have high TOEFL score or other English proficiency test. Thus, it becomes a value additional and prove of a person's skills in English.

e.4) Facilitating students to deal with the current world.

INT-2 conveyed:

*There are so many benefits that I get, such as it is easy to deal with a world that is now using English more, ....*

Based on the participants answer above, nowadays, virtually all technology starting from gadgets, computer up to food packaging have used a lot of English to provide information. So, the students became easier in absorbing and filtering the current information although they are in written or oral English text. As well as, the students can follow increasingly sophisticated technological developments.

## **2. Students' problem on the use of English as a medium of instruction**

As mentioned in the previous section, based on the interview result most of the students do not have difficulties in understanding teachers' explanation during the teaching-learning process because they have already been familiar with English and they have had basic skill in English since in elementary and junior high school. Thus, they do not have difficulties in understanding the material.

The above situation may be caused by the fact that all students and teachers are required to speak in English language inside and outside the classroom on certain days such as Monday,

Tuesday and Thursday. Whereas on the other days, speaking English is only required for several classes, such as science, chemistry, physics, biology, mathematics and English lessons.

Another factor that supports the students to comprehend the material in English is the use of various media such as projectors, power points, audio for listening and also various kinds of videos to make teaching-learning more effective and interesting. All media that have been used by the teacher are very helpful for the students. All students can understand the material easily using media when they are difficult in understanding teacher's explanation.

Nevertheless, three of the students are sometimes difficult in understanding the material because the teachers often use very advanced vocabulary. Thus, some students are difficult to follow the lessons. As INT-10 notified:

*...sometimes... the language used is too high.*

INT-5 conveyed:

*Sometimes difficult for me to understand because I don't know the meaning of the word.*

INT-2 explained:

*It is more difficult to understand the explanation in science subject than English subject because, in science subject, there are vocab which is no familiar and difficult to understand, meanwhile in English subject, the vocab that doesn't I understand still can connect with the topic are talking.*

From the responses above, we can conclude that most of the students do not have problems in using English as a medium of instruction because they have been familiar in using English and also helped by the use of media in the classroom to make the teaching-learning process effective and interesting. However, some of the students still have a problem to understand the lesson due to their lack of advanced vocabulary that are used by the teacher.

## **B. Discussion**

This research aims to investigate the students' perceptions on the use of English as a medium of instruction by their teacher in the classroom. The writer came up with two research

questions. The first research question is what are the students' perception on the use of English as a medium of instruction by their teacher in the classroom and the second research question is what are the students' problems on the use of English as a medium of instruction by their teacher in the classroom.

To answer the first research question, the writer provided several questions in the interview in order to obtain relevant answers from the students. Based on the interview results, all students indicate that the language used as a medium of instruction in the classroom depends on the subject being taught. For example, science and English subject were better taught in English language because the books used were in English. However, the students prefer *Bahasa Indonesia* for social subjects and *Pelajaran Bahasa Indonesia* because *Bahasa Indonesia* is the students' mother tongue and the language that used every day. So that, the students could understand more during the teaching-learning process. The students also suggest to mix Indonesian and English language in the teaching-learning process to lead them easier to understand the material in teaching learning process.

Most of the students also do not have difficulties in understanding teacher's explanation because they have already been familiar with English and they have had basic skill in English since in elementary and junior high school. The students also stated that the teacher uses various media such as projectors, power points, audio for listening and also various kinds of videos to make teaching learning more effective and interesting. All media that have been used by the teacher are very helpful in learning. All students can understand the material easily using media when they are difficult in understanding teacher's explanation. This finding is in accordance with Susilana and Riyana (2009) research who said that in general, using media in learning has many benefits such as clarifying the message, overcoming the limitations of space,



time, energy, and sense power, motivating students in learning so the learning becomes more interesting and fun, allowing children to learn independently according to their talents and visual auditors' abilities and kinesthetic, giving the same stimulus, equating experience and giving rise to the same perception.

The students also stated that there were many benefits in using the English language as the language of instruction in classroom, which are; increasing students' vocabulary and becoming familiar with these words, exposing English communication to students, preparing students to continue their studies or work abroad and facilitating students to deal with the current world in which using English is more common now in all aspect of life..

Furthermore, referring to the second research question which is the search for the students' problems on the use of English as a medium of instruction by their teacher in the classroom, most of the students did not face any difficulties in understanding teachers' explanation during the teaching-learning process. It is caused by the fact that they have been trained for a long time since they were in the elementary and junior high school and they have memorized a lot of vocabulary. Thus, they have already been familiar with English. Moreover, all students and teachers are required to speak in English language inside or outside of the classroom on certain days such as Monday, Tuesday, and Thursday. Whereas on the other days, it is only required for several lessons being taught such as science subject (chemistry, physics, biology, mathematics and English lessons).

Nevertheless, some of the students also indicated that sometimes they experienced difficulty in understanding the material which is explained in English language because the vocabulary used by the teachers was too advanced. This finding is in accordance with what Cheung (2002) who showed that most of the secondary students entering English-medium

schools had a low vocabulary level and grammatical competence in English and they were unable to read textbooks of content subjects with understanding. Therefore, they had difficulty in expressing themselves effectively, especially in paraphrasing, searching for words, and refining statements. The weakest students could not understand even very simple text written in English. Their style of learning basically consisted of translating content words in a text written in English by looking up the dictionary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides significant information on the research conclusions and suggestions. Both conclusion and suggestions are drawn based on the results of the data analysis and its discussion. In addition, some suggestions are also made for future research in this field.

#### **A. Conclusion**

Based on the results of the study and explanation in the previous chapters, the writer comes to conclude that the language used as a medium of instruction in the classroom depends on the subject being taught. Although the use of English language was better in familiarizing the students to the real context of the target language, the majority of the students believed Indonesian language as students' mother tongue or first language was also good to support their teacher explanation about the subject clearer. The students also suggest to mix Indonesian and English language in the teaching-learning process to lead them easier to understand the material in the teaching learning process.

The students also stated that the teacher uses various media such as projectors, power points, audio for listening and also various kinds of videos to make teaching learning more effective and interesting and help them to understand the lesson better. Besides, most of the students do not have difficulties in understanding teachers' explanation in English during the teaching learning process because the teacher uses various media to help students in understanding the material. However, there are some students who sometimes still have difficulties in understanding teachers' explanation because the teachers often use advanced vocabulary.

## **B. Suggestion**

After conducting this research, the writer perceives the need to give some suggestions that would be useful in the future, especially for other future researchers who are interested in conducting research in the relevant issues. The writer considers that there is a limitation of this research. Therefore, the researcher hopes that future researchers could investigate this issue with bigger samples. This research only focused on students' perception of SMA Teuku Nyak Arif Fatih Bilingual School, perhaps, other researchers would provide teachers or lecturers' perception on the use of English as a medium of instruction in the classroom.

Related to English teachers, it will be good for them to use English as a medium of instruction because students need to be exposed to the target language as much as possible. By doing so, both the teachers and the students may practice their English in the classroom effectively.

In addition, the students should not improve their English based on their teaching and learning time in the classroom only; they should also study by themselves or with their group work. They can take an English extra lesson in order to accelerate their English improvement.

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## **Appendix 1 : Interview Question**

1. **The writer:** Do you like learning English?
2. **The writer:** Have you ever been or are taking additional English lessons class?
3. **The writer:** Is English easy to understand?
4. **The writer:** Do you ever speak in English with your teacher or friend?
5. **The writer:** What language is used by the teacher as the language of instruction in teaching learning process?
6. **The writer:** Do you understand when the teacher explains the lesson in English?
7. **The writer:** Do you have trouble when the teacher explains all the lessons in English? If there is, what are the difficulties?
8. **The writer:** How is the classroom atmosphere when the teacher uses English as a medium of instruction in classroom?
9. **The writer:** Does your teacher require you to speak English in the classroom?
10. **The writer:** What media are used by teacher as instructions in teaching learning process?
11. **The writer:** Does the media help you in understanding the lesson?
12. **The writer:** What language do you think is more suitable use as instruction in learning? Why?
13. **The writer:** Do you agree with the opinion that Indonesian Language is a language that is suitable to be used as instruction in learning?
14. **The writer:** In your opinion, are there benefits derived from using English as a medium of instruction in the classroom? If there is, explain what the benefits are!

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 8850/UN.08/FTK/KP.07.6/09/2018**

**TENTANG**

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

**MEMUTUSKAN**

- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1064/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Pertama
2. Rahmat Yusny, M. TESOL Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Syarifah Zainura

NIM : 140203184

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students' Perception on the Use of English as a Medium of Instruction

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 10 September 2018



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA**  
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Nomor : B- 11177 /Un.08/TU-FTK/ TL.00/10/2018

25 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Syarifah Zainura
N I M	: 140 203 184
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Darussalam, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

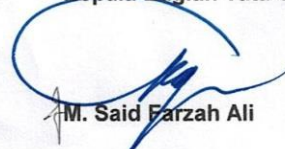
**SMA Teuku Nyak Arif Fatih Bilingual School**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Students' Perception on the Use of English As a Medium of Instruction**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

  
M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 9143



**SMA Teuku Nyak Arif  
Fatih Bilingual School**

**SURAT KETERANGAN**

No : 055/TNA-3/SKT-C/I/2019

Yang bertanda tangan di bawah ini, Kepala SMA Teuku Nyak Arif Fatih Bilingual School, dengan ini menerangkan bahwa :

nama	: Syarifah Zainura
NIM	: 140 203 184
program studi	: Pendidikan Bahasa Inggris
fakultas	: Tarbiyah dan Keguruan
jenjang / PT	: S1 / UIN Ar-Raniry

Benar yang namanya tersebut diatas telah selesai mengambil data di SMA Teuku Nyak Arif Fatih Bilingual School dalam rangka menyelesaikan penyusunan Skripsi dengan judul: ***"Students' Perception on the Use of English As a Medium of Instruction"***.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 9 Januari 2019

Kepala Sekolah,

  
**SABAR RISDADI, S.S.**



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