

**CHOICE OF THE MEDIUM OF INSTRUCTION
IN ENGLISH LANGUAGE CLASSROOM:
A SURVEY OF STUDENTS' ATTITUDE**

THESIS

Submitted by:

NELI ZAKIA
NIM. 170203009

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

2021 M/1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education on English Language Teaching

by:

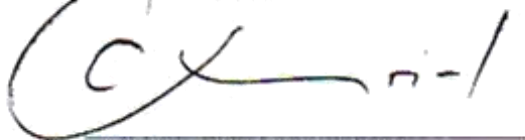
NELI ZAKIA

170203009

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

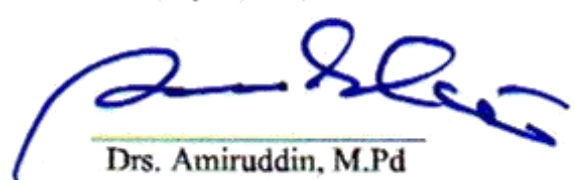
Main Supervisor,



Khairiah Syahabuddin,
M.HSc.ESL., M.TESOL, Ph.D

Date: 20 / 12 / 2021

Co-Supervisor,



Drs. Amiruddin, M.Pd

Date: 15 / 12 / 2021

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

on:

Thursday, 30 December 2021
26 Jumadil Awal 1443

In Darussalam, Banda Aceh

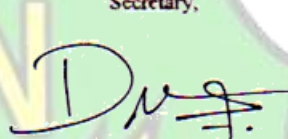
Board of Examiner,

Chairperson,

Secretary,



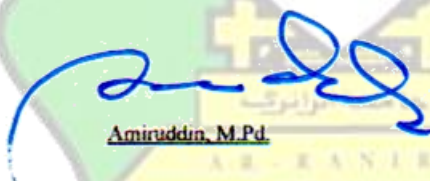
Khairiah Syahabuddin, M.HSc.ESL,
M.TESOL, Ph.D



Dara Fitria Munzaki, M.Pd.

Member,

Member,

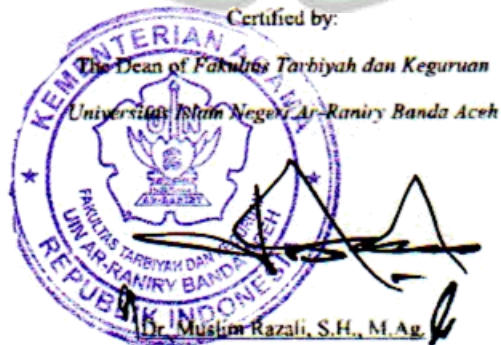


Amiruddin, M.Pd.



Rita Hermida, M.Pd.

Certified by:



NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Neli Zakia
NIM : 170203009
Tempat/tanggal lahir : Lhok Seumot, 2 Juni 1999
Alamat : Jln. Lingkar kampus UIN, Lr. Pelangi, Darussalam.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Choice of the Medium of Instruction in English Language Classroom: A Survey
of Students' Attitude**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 Desember 2021

Saya yang membuat surat pernyataan,



Neli Zakia

ACKNOWLEDGEMENT



Alhamdulillah, all praises to Allah SWT, the almighty, the merciful, and the lord of the universe who always blesses and gives me health, strengths, knowledge, and ease to accomplish this thesis as a compulsory work to obtain the honor of *Sarjana Pendidikan* (also known as Bachelor degree) at Faculty of Education and Teacher Training, UIN Ar-Raniry. Peace and salutation be upon to beloved Prophet Muhammad *shallallahu alaihi wassalam*, who has guided us to the right path and brought the enlightenment into human life.

I would like to express my sincere respect, deepest appreciation and gratitude to Mrs. Khairiah Syahabuddin, M.HSc. ESL., M.TESOL, Ph.D as the main supervisor, and Mr. Drs. Amiruddin, M.Pd as my academic advisor and also co-supervisor of my thesis. I am extremely grateful to them for their patience, guidance, knowledge, suggestions and motivations in completing this research. Also, biggest thanks to all PBI lecturers and staff who have guided, helped and encouraged me during my study in this department. May Allah always bless them.

The greatest gratitude and love to my beloved mother, Nur Adih, and my dearest father, Lahmuddin, who always trust me, pray and support for my success, and give me a great deal of love that strength me in this challenging life. Also, for my beloved sisters Nurul Husna, SH. and Nonong Asrina, S.IP., who always shower me with love and support throughout the years, even at their lowest points. And for my brother-in-law Rahmat Akbar, ST., I am so grateful for all the supports and kindness all this time. May Allah always bestow grace, wellbeing and blessings to them.

Then, my special thanks to my wonderful friends who I cannot mention one by one, especially my friends at unit 01 in PBI UIN Ar-Raniry, who always listen to

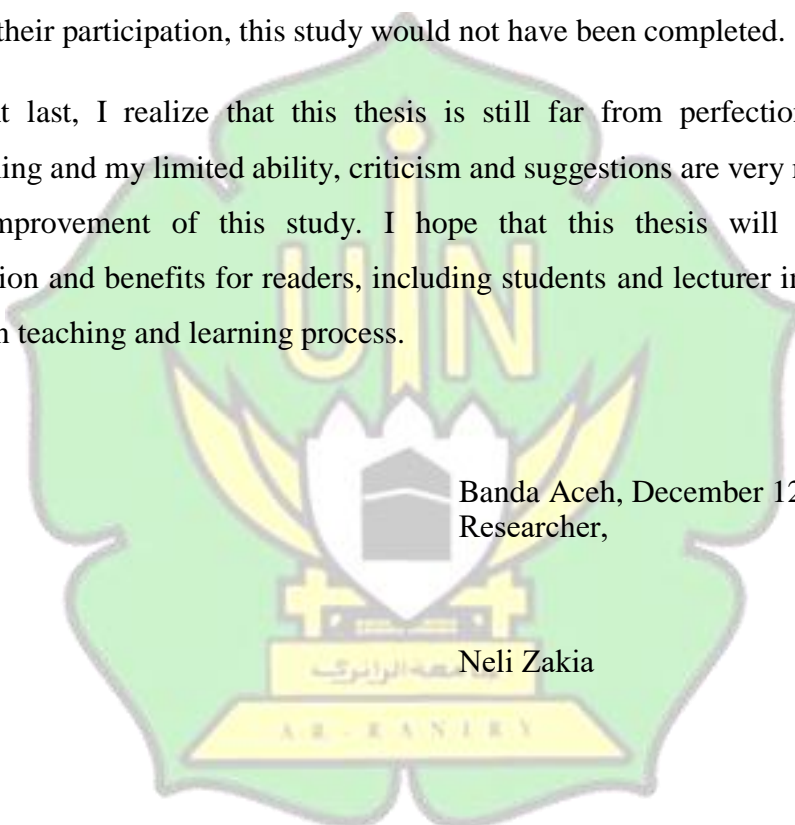
my complains and give the best advices for me. Then, thanks a bunch to my awesome besties, Cika Alinda, Deby Susilawati, and Nurbaiti who always put their attention on me, listen to my problems start from the beginning of this college journey until the end, and support in all of my doubt.

Last but not least, I would like to express my biggest thanks to my respondents who have participated to spend their time to participate in this study. Without their participation, this study would not have been completed.

At last, I realize that this thesis is still far from perfection. Due to the shortcoming and my limited ability, criticism and suggestions are very meaningful for future improvement of this study. I hope that this thesis will give valuable contribution and benefits for readers, including students and lecturer in PBI UIN Ar-Raniry, in teaching and learning process.

Banda Aceh, December 12th, 2021
Researcher,

Neli Zakia



ABSTRACT

Name : Neli Zakia
NIM : 170203009
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis : Choice of the Medium of Instruction in English Language Classroom: A Survey of Students' Attitude
Main Supervisor : Khairiah Syahabuddin, M.HSc.ESL., M.TESOL, Ph.D
Co-Supervisor : Drs. Amiruddin, M.Pd
Keywords : Students' attitude, medium of instruction

This study was conducted to investigate the students' attitude on using English and Indonesian language as medium of instruction in English language classroom. It was aimed to find out students' attitude towards the use of English and Indonesian and the factors contributed on it. This research employed mixed method in which the researcher used the questionnaire and interview to collect the data. The participants consisted of English Education Department Students in the academic year 2017; twenty three (N=23) students participated in the questionnaire and six (N=6) students purposively selected to participate in the interview. The findings of the research revealed that students had positive attitude on using English and Indonesian language as medium of instruction. They agreed to use English as the main medium of instruction in English language classroom, and Indonesian language was only used when needed to express their aspirations and to get explanation of the learning topics clearer. There were several factors that contribute in shaping students' attitude on using language, which are: (1) self-confidence, (2) interest, (3) prestige, and (4) identity implication is discussed.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY

ACKNOWLEDGEMENT

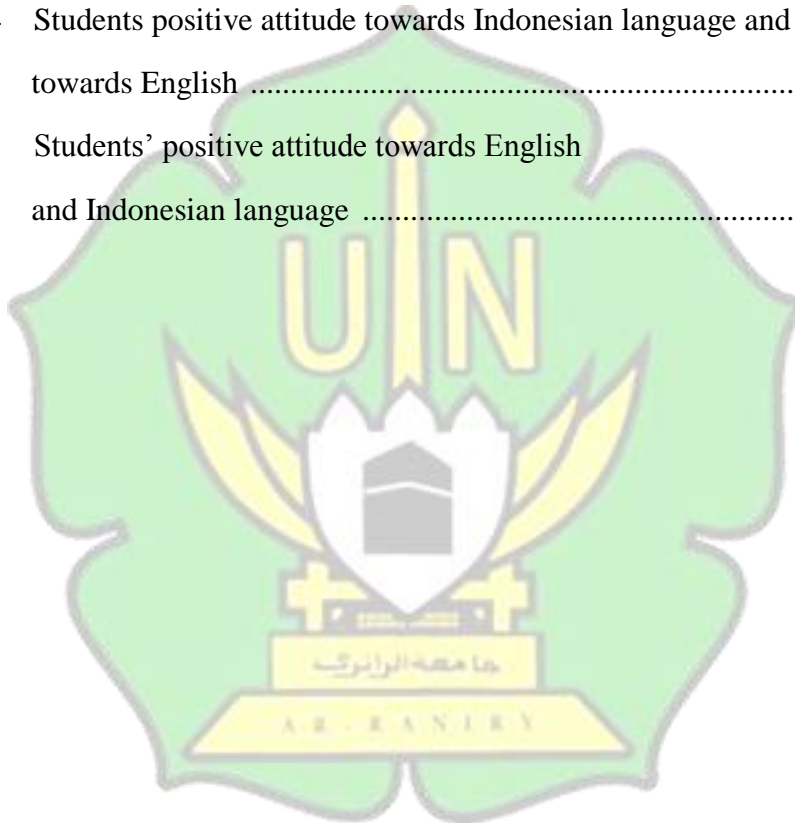
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Research Questions.....	5
C. Objective of the Study	5
D. Significance of the Study.....	5
E. Terminology	6
CHAPTER II LITERATURE REVIEW	
A. Review on Medium of Instruction	7
1. Definition of Medium of Instruction	7
2. English as Medium of Instruction	8
3. Students' Native Language as Medium of Instruction ...	11
B. Review on Students' Attitude	13
1. Concepts of Attitude	13
2. Language Attitude	16
C. Previous Studies	19
CHAPTER III RESEARCH DESIGN	
A. Research Method	24
B. Source of the Data	25
C. Instrument for Data Collection	26
D. Data Collection Method	27
E. Technique of Data Analysis	38
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings	31
B. Discussion	47

CHAPTER V	CONCLUSIONS AND SUGGESTIONS	
	A. Conclusion	51
	B. Suggestion	52
REFERENCES	54
APPENDICES		
AUTOBIOGRAPHY		



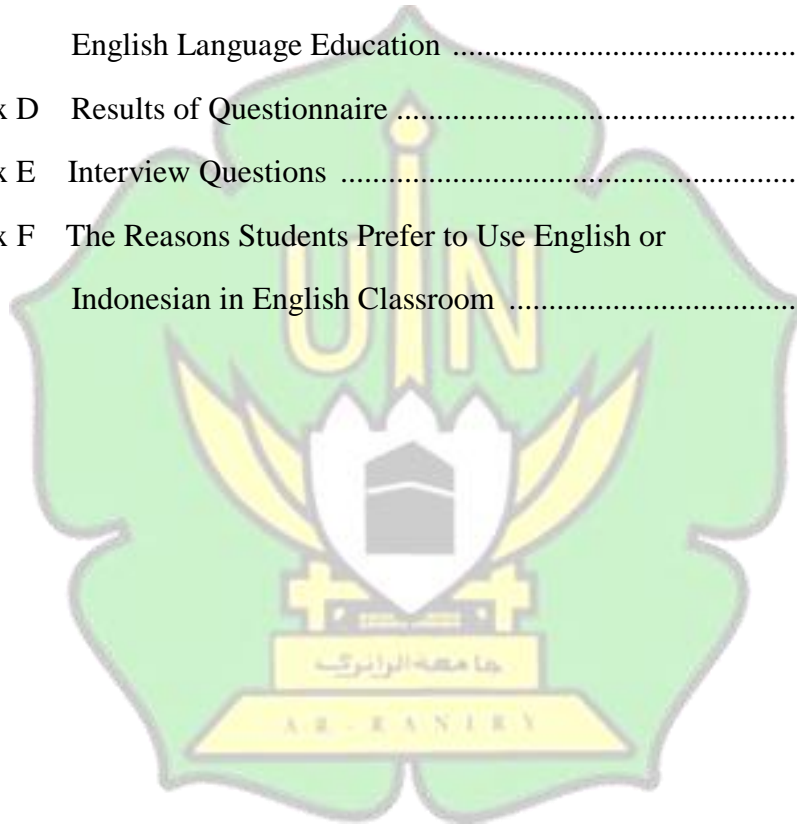
LIST OF TABLES

Table 4.1	Students' attitude towards English	33
Table 4.2	Students' attitude towards Indonesian language	35
Table 4.3	Students' positive attitude towards English and negative towards Indonesian language	36
Table 4.4	Students positive attitude towards Indonesian language and negative towards English	38
Table 4.5	Students' positive attitude towards English and Indonesian language	39



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor	65
Appendix B	Recommendation Letter from <i>Fakultas Tarbiyah dan Keguruan</i> to Conduct the Research	66
Appendix C	Confirmation Letter From Department of English Language Education	67
Appendix D	Results of Questionnaire	68
Appendix E	Interview Questions	71
Appendix F	The Reasons Students Prefer to Use English or Indonesian in English Classroom	72



CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It consists of background, research questions, objectives of the study, the significance of the study, and terminology.

A. Background of Study

People have positive and negative beliefs or feelings about language. Sometimes, some people feel that the national language is the best, or they feel ashamed when others hear their language or when they have to speak other languages. Particular people believe they should use L1 in a certain condition, and others cannot use L1 because they have lack of understanding about that language. Besides, some of them prefer and are proud of using L2 in every condition, and others only use L2 in a formal situation. In language learning, some people believe that the first language is acquired from parents and other family members at home, and the second language will be acquired when they go to school. On the other hand, parents are now introducing L2 along with L1. Then, another group of people believes that it will be better if the children begin to learn the second or foreign language earlier. On the other hand, older children are more skilled in dealing with the school settings in language learning. This shows that people have different beliefs or feelings toward language.

People's beliefs or feelings about language belong to language attitudes (Paradewi & Mbato, 2018; Zulfikar et al., 2019). Language attitudes are demonstrated through actual behavior (Desy, 2019). It cannot be observed directly. It can be seen how people treat speakers of other languages, how people use their ethnic languages, when people use national language, or their desire to learn other languages. Besides, the assessment of language attitudes requires questions about other aspects of life. Language attitudes can be identified by simply asking why certain languages are used. For instance, someone can be asked about their opinions about someone they just heard. The responses express attitudes of the language.

Attitudes on languages give impact on language choice (Levine, 2003; Rolin & Varshney, 2008). Nowadays, people are more bilingualism, in which they know more than one language. In this situation, it is normal for people to choose between two or more languages. People may have to consider for example, who speaks to them, in which language, and when or where the conversation takes place. They should consider the context when communicate with others, for instance, in the classroom or outside the classroom, in a formal or non-formal situation, and addressed to lecturers or friends. Based on the consideration, people will decide which language they want to speak. People choose the language that they want to use or speak called as language choice.

Literature on the topic shows that language attitudes and language choice are interrelated (Dewi & Setiadi, 2018; Dweik & Qawar, 2015; Shen & Song,

2008). Attitude, in this case, refers to a person's values and beliefs, which encourage and discourage the language choice they made (Gardner, 1985). It means that language choice is a reflection of speakers' attitudes toward a language. In language learning, the attitude implies from language choice in the learning process has a great impact. To achieve successful language learning, the teachers must have more awareness of students' language choice. The awareness of students' language choices creates a dilemma in the use of non-English languages as a medium of instruction. Current research on the topic reveals a variety of opinions that are still controversial today (Du, 2016; Al-Nofaie, 2010; Indriyani, 2020; Putri, 2018). One group of researchers completely rejected the use of L1 in L2 teaching to maximize learner exposure to the target language. While others oppose the total elimination of L1 from L2 classes, and they insist, at least L1 can be used wisely for certain purposes to maximize learning opportunities.

In addition, research on this topic has many facets, as each study addresses a particular aspect of using L1 and provides certain implications for teaching (Hanáková & Metruk, 2017; Fatimah et al., 2017; Almoayidi, 2018; Almohaimed & Almurshed, 2018). Some researchers survey the actual practice in the classroom and compare it with the beliefs and attitudes of teachers and students about it. Several studies investigate the purpose and function of its use. The results show that there is some degree of confusion as to whether L1 should be used or not. Then, if it has value, in their point of view, when and in what amount

of L1 should be used in the L2 class. Therefore, the aim of this research was not only to examine students' beliefs and attitudes about the use of English and non-English medium of instruction in teaching English, but also to identify the factors that influence these attitudes. The factors identified in the recent study were also different from the previous studies. The recent study focused on factors of interest, identity, prestige, and self-confidence, while previous research focused on factors of age, gender, social and traditional background. This is done to be considered in taking the next step in using the medium of instruction in English language classroom.

The problem faced by many schools in Indonesia is the condition where students do not use English outside or inside the classroom (Dewi & Setiadi, 2018). Students' attitudes, therefore, were important considerations in understanding classrooms practices and conducting teacher education designed to help prospective and in-service teachers develop their thinking and practices. This was also related to the use of code switching in the classroom which is believed to give good results in the language learning process. On the other hand, students should not depend on the use of their native language in learning other languages, because it is feared that the use of the target language would not be reflected in the class. By considering those aspects, it was important to conduct a research on "Choice of the Medium of Instruction in English Language Classroom: A Survey of Students' Attitude"

B. Research Questions

After going through several related literatures, I formulate two research questions:

- 1) How are the English Education Department students' attitudes implemented in using English and Indonesian language as medium of instruction in English language classroom?
- 2) What are the factors that contribute to building the English Education Department students' attitude on using English and Indonesian language as medium of instruction in English language classroom?

C. Objective of the Study

The objectives of the present study are as follows:

- 1) To find out the English Education Department students' attitude towards the use of Indonesian language and English as medium of instruction in English language classroom.
- 2) To identify the factors that contribute to building the English Education Department students' attitude on using Indonesian language and English as medium of instruction in English language classroom?

D. Significance of the Study

It is hoped that the results of this study will provide insight to readers about how students view the controversial issue of using the native and target

language in English language settings in terms of their beliefs and attitude. It may then provide a conceptual model or guidance for teachers, especially novices, as to when native language use may assist learners in learning English. Also, understanding the values of using the native language in English language classes may help inform and fine-tune the current and future medium of instruction policy.

E. Terminology

1. Medium of Instruction

Medium of instruction (MOI) in this study refers to the language used as instruction by the teachers in the classroom. It may be the official language of the country or other languages.

2. Attitude

In language learning context, the object of attitude is languages. For this reason, attitude in this study refers to the students' beliefs and feelings about the languages, in this case as the medium of instruction.

CHAPTER II

LITERATURE REVIEW

This chapter advocates the review of related literature to the definition of medium of instruction, concepts of students' attitude, and the previous study on students' choice of medium of instruction. The pertinent literature reviews and analyses with the intention of providing a theoretical foundation for the present study.

A. Review on Medium of Instruction

1. Definition of Medium of Instruction

Generally, people in the context of education often find and hear the term medium of instruction. Thinking about the meaning of Medium of Instruction (MOI) is actually not difficult to analyze but must be stated clearly. Medium of instruction is the language used as instruction by the teacher in the classroom (Ahmed, Zarif & Tehseen, 2013). Furthermore, Hornby (2010) states that MOI is the language used to teach other subjects. It is used in teaching and delivering the instruction in every discipline, and subject at every level of learning (elementary, intermediate, higher, etc.). It is easy to understand that MOI is a classroom language practiced by teachers where communication between teachers and students uses that language. It may be the official language of the country or other languages. This is in line with Zare-ee and Hejazi (2017) state that nowadays, the

language of instruction is not always the learners' mother tongue. Karnoven (2017) also claims that the current language policy allows any language in the country to be used as a medium of instruction.

Medium of instruction is a controversial issue at all levels, especially in a society like Indonesia where various education systems are embraced (Ahmed, 2011). In English classroom context, the use of English as a medium of instruction has become an interesting issue. It has been the subject of considerable debate in recent decades (Zare-ee & Hejazy, 2017). Some of the researchers believe that the first language facilitates the second language learning and teaching (Lin, 1991; Macaro, 2001; Tang, 2002). Some of them face dilemma of whether or not they should employ L1 in the L2 classroom, and the switch of the language in the classrooms (Liu, 2004; Rolin-Ianziti & Brownlie, 2002; Tang, 2002). Studer and Konstantinidou (2015) find that teachers and students thought it is appropriate to use L1 in English classroom to explain difficult concepts, check understanding and define new vocabulary items. While another group of researchers totally rejects the efficacy of use of L1 and propagates the only use L2 to maximize the exposure of the student to the target language.

2. English as Medium of Instruction

The use of English language in the classroom, both in English subject and other subjects, called as English as medium of instruction (EMI). Zainura (2019) in her study states, EMI can be defined as using English in teaching learning

process. It becomes a growing global phenomenon, particularly in higher education (Macaro et al., 2018). EMI in higher education refers to instruction of university level major course through English as a medium of instruction. In many countries, where English is not the official language, there has been a marked tendency towards the use of English as the medium of instruction in higher education (Huges, 2008; Evans & Morrison, 2011). In this case, the teachers and students might be non-native speakers of English. In Iranian higher education, for instance, where the main language of instruction is Persian. It is found EMI only use in English department (Zera-ee & Hejazi, 2017).

Then, teachers have positive perceptions of advantages of EMI because they viewed that its practice might improve their own (Floris, 2014), and students' English skills (Aguilar, 2015; Arno-Macia & Mancho-Bares, 2015). This is in line with the study undertaken by Belhiah and Elhami (as cited in Phuong & Nguyen, 2019), it is reported that 500 students of 6 universities in the Arabian Gulf had made considerable progress in listening, speaking, writing, and reading skills. It might be because students will learn not about English as a subject but through English as a medium of instruction. As a medium of instruction, English will be used in academic activities such as conveying information through writing and speaking, as well as obtaining information through reading and listening. This situation provides many opportunities for students and teachers to be exposed to the English. Thus, it can help students and teachers in improving their language skills.

EMI programs have been implemented in various non-English speaking countries (Simbolon, 2018). It can be used another term and apply for many reasons. To illustrate, Japan and China hold EMI programs because there are many international students enrolled in their educational institutions (Galloway, Numajiri, & Rees, 2020). It also related to internationalization objectives and the expected ranking position of universities around the world. Morell et al. (2014) suggest that EMI is important to achieve the internationalization of their universities in Spain. Then, the Ministry of Education in Taiwan involves the inclusion of EMI in Higher Education Institution (HEI), which is often used as an indicator in measuring the quality of education, in an internationalization policy (Huang, 2018). This means that the EMI programs have a significant impact in internationalizing educational institutions.

As mentioned above, EMI program can be used another term in its application. In Europe, there are programs taught in English called as English-taught Programs (ETP) and it has been expanded rapidly (Wachter & Maiworm, 2014). Then, in Indonesian context, Nasir (as cited in Simbolon, 2021) states, the Minister of Research and Technology and Higher Education of Indonesia used the term “Bilingual Education” as a reference to EMI. The use of the term “bilingual education” as part of EMI was also explained by Ibrahim (2001) where it also called as partial EMI. It can be implemented to ensure a smoother transition from the native language to the English as a medium of instruction before implementing EMI programs thoroughly. For this reason, the implementation of

EMI programs can be seen in several non-English speaking countries. In its practice, they have many reasons in applying this program and may use other terms to refer to the EMI programs.

However, EMI will also bring challenges in its application (Oktaviani, 2019). First, it is about the teachers' quality. The teachers in several countries do not have training about how to implement EMI in their classroom. Second, there are no guidelines in several countries on how to implement the EMI programs. It caused the mismatch between goals and actual implementation, one of them is the technique of code-switching (Manh, 2012; Dearden, 2014). Third, there are limited resources for teaching EMI class. Lack of resources and facilities might have deployed a lot of pressure on lecturers to fulfill teaching duties (Nhung, 2019). Forth, inadequate English proficiency of students affects the implementation of EMI. It makes students difficult to understand teachers' explanation using English since they have low English proficiency.

3. Students' Native Language as Medium of Instruction

The use of the native language as medium of instruction, especially in teaching English, is still received much attention. Some of the researchers believe that the first language facilitates the second language learning and teaching (Lin, 1991; Macaro, 2001; Tang, 2002; Joukouljian, 2016; Beisenbayeva, 2020). It is used to help students understand the target language. Students' native language plays a major role in learning other languages. Students understand more subject

matters when learning in their native language, compared to studying in English. Oktaviani (2019) found that the use of code-switching can help students with lower performance to follow the lessons better than using English only. This is in line with Atkinson (1987) who suggests that such activities as grammar explanation, checking comprehension, giving instruction, discussion classroom methodology and checking for sense feel would be expedited more efficiently if teachers can use students' native language.

Several literatures show that the use of L1 in English language classroom has positive effects (Mahmutoglu & Kicir, 2013; Spahiu, 2013; Harbord, 1992; Atkinson, 1987). In Indonesian context, instruction is also delivered through official language. It is aimed to make learning process more efficient. Indriyani (2020) find the majority of teachers in Malang, Indonesia use Indonesian language in English language classroom. It is used to some extent, its pedagogic value in terms of facilitating students' understanding of the subject matters, giving feedback, building rapport, and so on. It is showed that teachers will use their native language as a tool to help them in comprehending the materials of the instruction. In line with this, it is impossible to prohibit the use of L1 especially at lower levels (Mart, 2013). Hence, both teachers and students believe that it would be easier to comprehend the subject matters when it delivers in native language.

However, the use of Indonesian as medium of instruction in learning English needs to be considered. Indonesian language uses within home and community, so students become increasingly more fluent and effective in their

command of the native language. It will influence to the learning the second or foreign language, in this case English (Soma, 2018). Indonesian and English structures are totally different in certain case. For example, dissimilar with English, Indonesian has no verb changing which indicate the time. It can be seen in the performance of the students, such as in pronunciation, expressing ideas, writing grammatically, and choosing the correct words. This condition must be handled carefully, so that mistakes will not stick on the students' mind.

B. Review on Students' Attitude

1. Concepts of Attitude

Attitude is a way to respond positively or unpleasantly to an object, intuition or event (Ajzen as cited in Utku-Yurdakul, 2015). It is a positive or negative performance done by individual. It affects how the world is viewed, how people think, and what people do (Maio & Haddock, 2010). It means that people attitudes can be seen from how they are behaving to do something. Also, the way people look at things or activities. In line with this, Khan (2016) defines attitude as the way individual look at things or activities. On the other word, attitude defines as positive or negative views of a person, place, things, or event – this is often referred to the attitude object.

Daniel Katz in Akurugu (2010) believes that attitudes are judgements. It belongs to individual's degree of like or dislike for an object. If he likes or dislikes with something it will be seen from how he behaves towards something

(Ulfah, 2019). To illustrate, if there is a student who has positive attitude toward a lecturer, he/she will probably want to take that lecturer in multiple classes, and suggest the lecturer to other students. And vice versa, if the student has negative attitude toward the lecturer, the student may not want to take another class with him/her. Thus, it can be said that attitudes vary in degree of positive or negative.

Attitude has some characteristics. The following discussion would show the types of attitude's characteristics (Grantham & Vaske, 1993).

- a. An attitude is relative enduring. It is because attitude is learned. Since it is learned, it can be taught. Liking or disliking a foreign language is learned. There is no student who is born liking or disliking it.
- b. An attitude is situational. It is influenced by situation and can be generalized. It means that students' attitude influenced by the situation.
- c. An attitude is an organization of beliefs. A belief is a predisposition inferred consciously from what one says or does. The content of belief may be describe an object as true or false, evaluate it as good or bad, and promote certain action as desirable or undesirable. All beliefs are a predisposition to an action, and an attitude is a set of interrelated predispositions to an action organized in a certain situation.
- d. An attitude acts as an intervening variable. It is not an observable phenomenon but is introduced to explain behavior as observed.

In several studies, attitude has three main components; affective, cognitive, and behavioral (Hosseini, 2013; Abidin, 2012; Ling & Braine (2007), Kreitner & Kinicki, 2004; Baker, 1992).

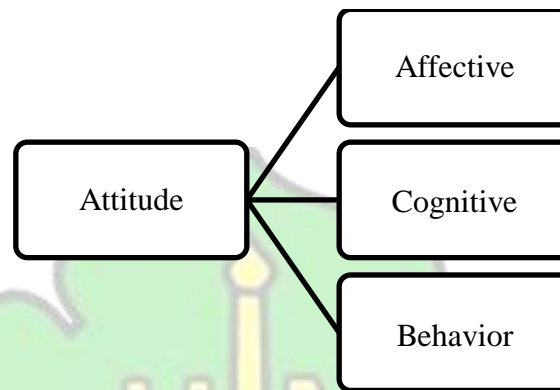


Figure 2.1 Three component model of attitude

Myers (1980) in Ahsanti (2018) spells out a number of attitudinal components that are worth discussing.

- a. Cognitive, this refers to our thoughts, beliefs, and ideas about something. When a human being is the object of an attitude, the cognitive component is frequently a stereotype. An example is a statement like "People who contract HIV/ AIDs are promiscuous."
- b. Affective, this is the feeling or emotion that something evokes, e.g. fear, sympathy, and hate. For example, one may dislike people living with HIV/AIDS.
- c. Conative or behavioral, this is the tendency or disposition to act in certain ways toward something. For example, one might want to keep

AIDS patients out of the neighborhood. Emphasis is on the tendency to act, not the actual acting; what we intend and what we do may be quite different.

In short, cognitive is made up of the beliefs or opinions about the object of attitudes. Affective refers to feeling and emotions that one has towards an object like or dislike. As well as behavior refers to one consisting of an action toward the object of attitudes.

2. *Language Attitude*

In language learning context, the object of attitude is languages. The attitude of languages belongs to orientation in which orientation control the way people perceive their attitudes (Ruiz, 1984). It has a relationship with one's involvement in language learning (Starks & Paltridge, 1996). This shows the importance of a person's attitude towards his participation in language learning. In addition, Zhao (2015) concludes that language attitudes determine the success or failure of students. If someone does not like the language because it is difficult to learn, they will not be able to learn it easily (Ratnaningtyas, 2017). Positive attitudes will bring a good ability for them, and vice versa, negative attitude will bring not really good ability for them. Therefore, educators should pay more attention to students' attitudes in learning a language.

Students' attitudes in learning language can be positive or negative. To measure someone's attitude toward language, there are three methods to be

applied, namely direct, indirect, and commitment measure methods (Jendra, 2010).

a. Direct method

This method used to measure language attitudes most depends on the informants' responses to the questionnaires or interviews. Henerson et al. (1987) divided it into research instruments where the response was the word of mouth and research instrument that asked for written responses. In interview, the questions asked can be an interrogative structure or an open-ended question. While in using the questionnaire, the respondent has to rate a statement to show an agreement or disagreement of the issue on the given question.

b. Indirect method

This method applied in the way that the participants are not aware that their attitudes are being measured. Researcher that used this method did an experiment to get their informants judge speakers' personalities based on a recorded speech they hear. It can be very helpful in generating and disentangling stereotypes, self-image, and norm concepts (Oppenheim, 1992). As Jenkins (2007) points out, this approach is indirect because usually respondents are led to believe that they are evaluating the person speaking as a sample of audio recordings, not language variations. The most frequently used

indirect technique in measuring language attitude is the matched-guise technique (MGT), and its modified version is called the verbal-guise technique (VGT).

c. Commitment measure method

Applying this method is intended to show if the attitudes that have been expressed in interviews or questionnaires match their actions. If the result of both interviews and questionnaires match their actions, the data of the language attitude is more likely to be valid.

Students' positive or negative attitudes influence by some factor. One of them that play an important role is students' interest in learning language (Hsieh, 2008; Saiful & Widodo, 2008; Studer & Konstantinodou, 2015). If students do not have the interest and tendency in acquiring English, they will perform negatively. They will not be motivated and enthusiastic in learning English (Casil-Batang & Malenab-Temporal, 2018). It also supported by the study conducted by Astrid et al. (2020) which reveals that interest is one of the strongest motivation and it has long been identified as one of the main factors affecting students' attitude on language learning. Another factor is self-confidence (Ebata, 2008; Utami et al., 2020). Low self-confidence can have a negative effect on learning languages (Rubio, 2007). Then, the study held by Benson and Voller (2014) reports a positive relationship between self-confidence and learning of other languages.

The prestige associated with becoming a speaker of English also influenced students' attitudes (Francis & Ryan, 1998). This follows the statement that people shift towards languages which they identify as having high prestige and thus they must use that language to gain power or prestige (Mafela, 2009). It also supported by another study which is found that students feel more educated (Ponniah et al., 2017) and in the high-class (Jameelah, 2012) when speaking English. Then, the identity also become one of the factors affected students' attitude. This is supported by Amin (2020) which claims that language can show our view point, our origins, and nations. Busayo (2010) also indicates in his study that language choices may relate to identity. Another finding identifies that students very much aware of their language attitude and identity (Sukamto et al., 2021). They reveal that although the students are more fluent in English, they feel that they are strongly connected to their country of birth. Thus, students' interest, self-confidence, prestige, and identity play a significant role in shaping students' attitudes towards language.

C. Previous Studies

Several studies on students' choice of medium of instruction in English language classrooms have been conducted by many researchers. These studies yielded the various findings as each study address a particular aspect related to the medium of instructions. The following is a description of some previous studies that are in line with the present study.

Studer and Konstantinidou (2015) investigated the value of using learners' mother tongue (Spanish) in the English classroom at Puerto Rico University. The collected data revealed that the majority of students and teachers had a positive attitude toward using Spanish during English lessons. Both teachers and students thought it was appropriate to use L1 to explain difficult concepts, check understanding and define new vocabulary items. Another important study was carried out by Burden (2001). It explored the issue of when learners and their teachers felt there was a need to use Japanese in English classes. The results indicated that there was a general agreement between teachers and students regarding the importance of L1 use in the target language classes.

Du (2016), researched both students' and teachers' attitudes toward using their mother tongue (Chinese) during L2 (English) classrooms. The study findings indicated that students, as well as teachers, held positive attitudes toward using L1 (Chinese) during English classes. They saw the value of using L1 to discuss difficult grammatical rules and to explain challenging vocabulary items, to practice new phrases and expressions. Similarly, Sukarni, Setianingsih, and Terasne (2020) claimed that Indonesian language used in component of language skills aimed to explain difficult words, grammar, and error made by the students. It also can be seen before and after teaching and learning process such as to explain new English teaching material, to develop learning atmosphere more comfortable, to ensure understanding of previous teaching material, and giving instruction for assignment or test. In an Arab context, Al-Nofaie (2010) carried

out research to examine the Saudi teachers' and students' attitudes toward using Arabic as a facilitating learning tool in the English classroom. The findings indicated that the study participants had positive attitudes toward using L1 in EFL classes. Both teachers and students were convinced of the value of limited and judicious use of a study of Arabic in English classes.

Indriyani (2020) conducted a study about the choice of medium of instruction through a survey of teachers' beliefs and attitudes. This study also explores their reasons for doing or not doing so on the students' English language learning. The results of this study show that as far as the beliefs and attitudes towards Indonesian language use in English language classes are concerned, they generally believe that the amount of English language use should increase substantially as student progress. In the same way, Rahmadani (2016) founded that most of the students agree of EMI dominantly applied by the English teacher. It is believed that the implementation of EMI can increase students' English ability, motivate them to learn English, improve their confidence to speak English, help them to comprehend the English textbook or article, and assist them to understand the international culture. The finding of another similar research conducted by Gusrianti (2019) mentioned that the English department students hold a positive attitude toward English. It is shown through the statement of the majority of the students who argue that English is an international language and offers more career opportunities.

Putri (2018) conducted research in order to know the language attitude of English department students toward English in verbal communication and classroom activities. The result of this research is the students more often used *Bahasa Indonesia* rather than English in verbal communication and classroom activities. According to Lyazzad Beisenbayeva (2020), students avoid the use of foreign languages they studied. This is because students have lack of motivation and being criticized by teachers, fear of making mistake, as well as not trusting themselves enough. It also can be seen that the most crucial problems that students encountered when learning a foreign language is mockery by a friend. It negatively affects the development of the spoken language. In other words, students prefer to use their native language because they can express themselves better.

Dyah (2015) is studied the attitude of eight grade students in Banyubiru 1 State Junior High School toward learning English in terms of their affective, behavioral, and cognitive aspects. This research revealed that most students had a positive attitude toward the English subject. Another study in the same year was conducted by Ayşegül Utku-Yurdakul (2015). Data analysis was employed both qualitative and quantitative in order to identify inter-group similarities and differences in the language learning patterns of English-medium students and Turkish-medium students. This research revealed that there are significant differences existed in some beliefs in the areas of motivations, strategies, nature of language learning, and apprehension/difficulty. The overall trends in beliefs

were similar in both groups, emanating from students' awareness on the essentialness of learning English in the current era.



CHAPTER III

RESEARCH DESIGN

In this chapter, the researcher explains the method of this study. It consists of details about the research method, population and sample, and technique of data collection and analysis.

A. Research Method

The purpose of this study was to investigate the students' choice of medium of instruction in English language classroom. Mixed method was used in this research since the researcher used questionnaire and interview to collect the data. Two different instruments were employed in this research because interpretations were certain to be stronger than those which are conducted on a single board. The design of this method was a sequential explanatory strategy. Morse in Creswell (2009) design is "typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. It can be especially useful when unexpected results arise from a quantitative study". The quantitative method was embodied in collecting data through the questionnaire and qualitative method is embodied in data collection by the interview.

B. Source of the Data

The data source of this research was English Education Department students in academic year 2017 at UIN Ar-Raniry. According to the department database, there were 230 students of English Education Department in the academic year 2017. The students in academic year 2017 were the oldest students who still active in teaching and learning process in English Education Department. They have studied English competence during 4 years in this department, so they had more experience in learning and using English than the others students. They were the respondents who fill the questionnaire, and some of them participate in an interview.

In measuring the number of sample in collecting the data through questionnaire, the researcher used Slovin's formula with standard error 20% or 0.2. The Slovin's formula shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Which:

- n : Number of sample
- N : Population
- e : Standard error (20% = 0.2)

Here was the calculation by using the Slovin's formula for measuring the sample in delivering questionnaire:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{230}{1 + 230 (0.2)^2}$$

$$n = \frac{230}{1 + 9.2}$$

$$n = \frac{230}{10.2}$$

$$n = 22.5 \approx 23$$

Based on the calculation, it concluded that the total sample in delivering the questionnaire was 23 students. Then, in collecting the data through interview, the total sample was 6 students. This is in line with Creswell (2009) who are ranging the total sample from 1 to 30.

C. Instrument for Data Collection

1. Questionnaire

In this study, the researcher used closed-ended questionnaire which adopted from Mbato and Kharismawan (2018). It was use to determine the students' responses toward the provided statements related to the choice of medium instruction. The structured questionnaire was constructed by using Likert Scale items. Participants were asked to rate each statement by their level of

agreement: 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree. The neutral scale was avoided to prevent uncertainty in the data. Rating scales of items for each domain were summated for measurement. All of the questionnaire items were written in English and delivered through Google Forms.

2. Interview

To support the data, the researcher used the interview to gather the information from the students. The structured interview, which was adopted from Harsanti (2017), was applied towards selected respondents. All of the interview questions were based on the guideline. The interview is finished after knowing students' reasons related to the choice of medium of instruction. The researcher interviewed English Education Department students in academic year 2017. The researcher chose the students using purposive sampling based on the questionnaire result. By conducting interview, the researcher made a transcript to make the data valid.

D. Data Collection Method

1. Questionnaire

In this research, the questionnaire was distributed to all of the choosing sample in order to find out their attitudes toward the use of languages. The Google Form link containing the questionnaire was shared via WhatsApp. The questionnaire is divided into three sections. The first sections collected some basic

background information of the participants (e.g. student number, age, gender, etc.). The second part elicited attitudinal information regarding students' beliefs and attitudes towards the use of English and Indonesian in English language teaching. Then, the last part allowed them to express freely the reason they prefer to use of English or Indonesian language in the classroom (see appendix F). The last part is held only to determine the participant in the interview. It would not be discussed in the chapter 4.

2. Interview

In this research, the researcher would interview the representative of students to seek out students' responses toward the use of Indonesian in English language learning. The interview was conducted via telephone calls and made use of the phone-recorded feature to record the conversation between the interviewer and interviewee. Creswell (2009) are ranging from 1 to 30. Therefore in this study the researcher interviewed 6 students. Then, from the interview, it reflected on the reasons for resorting or not resorting to the use of English or Indonesian language.

E. Technique of Data Analysis

1. Questionnaire

The data that have been collected through questionnaire were analyzed by the following steps:

- a. Coding the options of Likert scale; 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree.
- b. Calculating the number of options of each question items, for example how many students answered “agree” for question number 1 and so on.
- c. Calculating the percentage of the options.

$$P = \frac{f}{n} \times 100\%$$

Which:

- P : Percentage
 F : Frequency
 N : Number of sample
 100% : Constant value

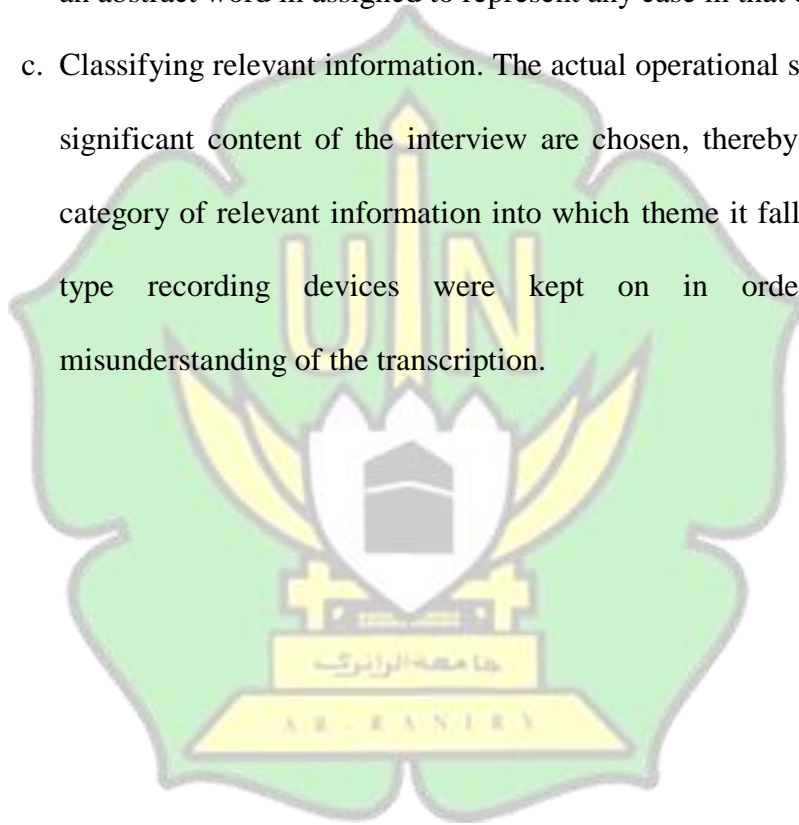
2. Interview

The record interviews were transcribed. Analysis and interpretation of interview data were conducted through satisfied analysis. Common patterns were identified and investigated separately from the questionnaire data. Gorden (1992) offers three steps in coding the interview data:

- a. Defining the coding categories. It is a process to categorize the recognizable characteristic of the respondents in order to identify their superficial differences, i.e. student. The characteristic of student is

male and female. The more complex example is family, which includes father, mother, brother, sister, etc.

- b. Assigning category symbols. To perform the task of summarizing and pulling out a concrete theme that falls into a certain coding category, an abstract word is assigned to represent any case in that category.
- c. Classifying relevant information. The actual operational steps in which significant content of the interview are chosen, thereby showing the category of relevant information into which theme it falls. The digital type recording devices were kept on in order to avoid misunderstanding of the transcription.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Research findings and discussion are presented in this chapter. The findings of this research are in line with the research questions, it is concerned with students' belief towards choice of the medium of instruction in English language classroom and the factors that contribute in building students' attitude. The discussion deals with the interpretation of the findings based on the relevant theories and previous findings.

A. Research Findings

1. Questionnaire

The questionnaire was distributed to twenty three respondents to answer the research question “How are the English Education Department students' attitudes implemented in using English and Indonesian language as medium of instruction in English language classroom?”. The following finding from the questionnaire reflected the attitude of English and Indonesian language in English language classroom.

Table 4.1 Students' attitude towards English

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
1.	Modernization and advancement can be better achieved through the use of English.	0%	8.7%	39.1%	52.2%
5.	I feel more self-confident because I can speak English well.	8.7%	21.7%	39.1%	30.4%
7.	In order to get high grade in school, one has to be proficient in English.	4.3%	34.8%	47.8%	13%
8.	English is more efficient medium of instruction in all my subjects.	0%	39.1%	43.5%	17.4%
13.	One is considered smart and intellectual if he/she is proficient in English.	4.3%	17.4%	47.8%	30.4%
21.	English is considered and expensive and descriptive language.	0%	21.7%	52.2%	26.1%
* Number of statement on the questionnaire					

Table 4.1 showed that the average student had positive attitude towards English language. The students believed that they should had as much exposure to English language as possible rather than Indonesian language. It was found that 10 (43.5%) students agree and 4 (17.4%) students strongly agree that English is more efficient medium of instruction in all the English subjects. Even though using Indonesian language helped them easier to comprehend the subject matter,

but they were aware that English is part of their obligation as English Education Department students, so that they should use English in certain condition. Then, based on the data, most of students believed that English was an expensive language and play an important role in modernization and advancement. 12 (52.2%) students agree and 6 (26.1%) students strongly agree with the statement about English is considered as expensive and descriptive language, while the rest of them (5/21.7%) were disagree with the statement. Besides, 12 (52.2%) students strongly agree and 9 (39.1%) students agree that modernization could be better achieved through the use of English.

Based on the data collected, students realized that there are many potential advantages if they were proficient in English. For instance, they believed it makes them look more intellectual. 11 (47.8%) students agree and 7 (30.4%) students strongly agree with this statement. In order to get high grade, students choices' whether they had to be proficient in English or not were slightly different; 8/34.8% disagree and 11/47.8% agree as well as 3/13% strongly agree. Then, it could be seen that most of students feel more confident if they can speak English well; 9/39.1% agree and 7/30.4% strongly agree, while 5/21.7% disagree. It can be concluded that most of students posse the positive attitude towards English.

Table 4.2 Students' attitude towards Indonesian language

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
4.	Indonesian is a better language for the Indonesian EFL learners to express their needs, feelings, sentiments, and aspirations.	4.3%	34.8%	52.2%	8.7%
16.	When I console a friend, I prefer to use Indonesian.	4.3%	4.3%	47.8%	43.5%
23.	In most cases, I prefer to use Indonesian when greeting friends, classmates, superiors, and officials.	8.7%	13%	47.8%	30.4%
*Number of statement on the questionnaire					

From the collected data by questionnaire, it is found that English Education Department students preferred to use Indonesian outside the classroom. It could be seen that students mostly use Indonesian when console a friend. The data showed that 11 (47.8%) students agree, and 10 (43.5%) students strongly agree with this statement. Besides, it was also seen in the statement that refer to the use of Indonesian when greeting friends, classmate, and superiors, where 11 (47.8%) students agree and 7 (30.4%) students strongly agree with the statement. In the use of Indonesian to express their needs and aspirations, students showed quite different choice which are; 12 (52.2%) students agree, 2 (8.7%) students strongly agree, and 8 (34.8%) students disagree. Overall,

students had positive attitude towards the use of Indonesian outside the learning process.

Table 4.3 Students' positive attitude towards English and negative towards Indonesian language

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
3.	Achievement is linked more to English than Indonesian.	8.7%	39.1%	39.1%	13%
6.	I can read English better than Indonesian so I prefer to read directions written in English rather than in Indonesia.	8.7%	60.9%	30.4%	0%
9.	I think I will be easier to find a good job with a high salary if one is proficient in English rather than Indonesian.	4.3%	17.4%	39.1%	39.1%
11.	Indonesian should be replaced English as medium of instruction in all levels – grade school, high school, and college, in order to accelerate the English abilities.	4.3%	47.8%	47.8%	0%

*Number of statement on the questionnaire

Table 4.3 Continued

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
12.	When an Indonesian attends international conferences, he/she feels confident because he/she has a facility with the use of English rather than Indonesian.	0%	17.4%	30.3%	52.2%

*Number of statement on the questionnaire

As stated before, students were aware that there were several advantages they could get if they are proficient in English. To illustrate, it would be easier to find a good job with a high salary if one is proficient in English rather than Indonesian. Most of students agreed with this statement, it could be seen from the same value of agree and strongly agree for this statement, which were 9 (39.1%) for each of them. Then, students felt confident when they had facility with the use of English rather than Indonesian in the international conferences. The data showed that 12 (52.2%) students strongly agree and 7 (30.3%) students agree, while 4 (17.4%) students disagree with this statement.

Besides, achievement was linked more to English rather than Indonesian, in this case students showed a slightly different choice; 9 (39.1%) agree and 3 (13%) strongly agree, 9 (39.1%) disagree and 2 (8.7%) strongly disagree. Similarly, 11 (47.8%) students agree regarding Indonesian should be replaced

English as medium of instruction in all levels while 11 (47.8%) disagree and 1 (4.3%) strongly disagree with the statement. It did not show a significant difference. On the other hand, students disagree that they could read directions in English better than Indonesian and preferred to read directions written in English. It is shown from the data collected, as many as 14 (60.9%) students disagree and 2 (8.7%) students strongly disagree while 7 (30.4%) agree with this statement. On the whole, students revealed positive attitude towards English as it has several benefits, but in certain condition, they believe that the use of English and Indonesian language have their respective roles.

Table 4.4 Students positive attitude towards Indonesian language and negative towards English

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
2.	English learning can become easier with the use of instruction in the Indonesian language.	8.7%	13%	34.8%	43.5%
10.	Indonesian rather than English is easier to use for explaining and discussing topics in all my subjects.	0%	21.7%	56.5%	21.7%
18.	In order to get things accomplished, it is more effective to use Indonesian than English.	0%	21.7%	56.5%	21.7%

*Number of statement on the questionnaire

The table 4.4 indicated that students had positive attitudes on using Indonesian in learning English. It was seen from the data displayed that more than half of respondents agree that it was easier for students to discuss learning topics by using Indonesian in learning English; 13 (56.5%) agree, 5 (21.7%) strongly agree, and 5 (21.7%) disagree. In the same way, the use of Indonesian more effective in getting things accomplished. The data revealed that 13 (56.5%) students agree and 5 (21.7%) students strongly agree, while 5 (21.7%) disagree with the statement. Additionally, 10 (43.5%) strongly agree and 8 (34.8%) agree that learning English became easier with the use of Indonesian as medium of instruction. Thus, students believed that it would be easier to learn English by using Indonesian as medium of instruction.

Table 4.5 Students' positive attitude towards English and Indonesian language

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
14.	Speaking both English and Indonesian helps one get a job.	4.3%	4.3%	17.4%	73.9%
15.	People who speak Indonesian and English have more friends than those who speak only one language.	13%	30.4%	43.5%	13%

*Number of statement on the questionnaire

Table 4.5 Continued

No.*	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
17.	Speaking both English and Indonesian helps people get promotion in their job.	4.3%	4.3%	39.1%	52.2%
19.	To be efficient as a government official, one must be proficient in both Indonesian and English.	4.3%	17.4%	65.2%	13%
20.	It is preferable for Indonesian people to be able to speak both English and Indonesian fluently.	0%	34.8%	47.8%	17.4%
22.	To be better and effective leader in Indonesia, one must be proficient in both Indonesian and English.	0%	4.3%	39.1%	56.5%

* Number of statement on the questionnaire

From the table 4.5 above, it could be seen that students generally had a positive belief in using English and Indonesian language. They believed that there were many positive impacts regarding mastering these two languages, one of them were in work life. Students believed that proficient both languages helped them to find jobs and got promotions in their job. 17 (73.9%) students strongly agree that being able to speak English and Indonesian fluently could help ones in getting job. Then, 12 (52.2%) strongly agree and 9 (39.1%) agree with the use of these two languages helped worker got a promotion in their job.

In short, students had positive attitudes towards the use of Indonesian and English in the scope of work life.

In addition, students showed a positive attitude towards Indonesian and English in the scope of government and daily life. As many as 15 (65.2%) agree and 4 (17.4%) disagree if government workers should be proficient in using Indonesian and English. Then, 13 (56.5%) students strongly agree and 9 (39.1%) students agree and only 1 (4.3%) students disagree that to be a better and effective leader in Indonesia, one must be proficient in Indonesian and English. This showed that most students of English education strongly agree with the Indonesian and English language proficiency requirements in government circles. In addition, in everyday life, most students agreed that Indonesians who can speak Indonesian and English fluently were preferred. 11 (47.8%) agree, 4 (17.4%) strongly agree and 8 (34.8%) disagree with this statement. Furthermore, they had more friends if they were able to speak both languages rather than just one language. Based on the data, it was found that the difference shown was very thin, as many as 10 (43.5%) students agreed and 7 (30.4%) students disagreed, while the rest of them strongly agree and strongly disagree (3/13% for each of them). Overall, based on the data presented, it could be concluded that students tend to have positive attitudes towards the use of Indonesian and English in their daily life and government.

2. Interview

The interview was conducted to answer the second questions were “What are the factors that contribute to building the English Education Department students’ attitude on using English and Indonesian language as medium of instruction in English language classroom?”. From the phone calls interview, the researcher chose six students to know about the factors they prefer to use English or Indonesian language as medium of instruction in English language classroom. The following was the summary of the transcript from each interviewee. Based on the interview, the researcher found that there are four factors that influence students’ attitude on using English and Indonesian language as medium of instruction in English language classroom. The factors were: (1) Self-confident; (2) Identity; (3) Prestige; and (4) Interest.

1) Self-confident

Almost all the participants gave the same response when they were questioned about their confident in speaking Indonesian and English. The researcher found that all participants confirmed that students’ confident depended on who they speak with. As stated by the INT-5:

“... when I speak English with someone who are better in English, I feel like they are going to laugh because I do something wrong. But, I feel

confident when I speak with my friends who are still learning English like me ...” (INT-5, November 24, 2021)

The same opinion was mentioned by INT-2:

“I feel confident when speaking English with my friends because I can mix it with Indonesian. But, I don’t feel confident when speaking English in front of many people.” (INT-2, November 17, 2021)

INT-4 also explained the same opinion:

“It depends on who I speak English with. If I speak English with native speakers, it will make me tend to be shy and less confident to speak English. Because they will clearly know where the mistakes are when I speak. On the other hand, I am more confident when I speak English with my friends.” (INT-4, November 20, 2021)

From the answers of those participants above, the data showed that the participants felt more confident to speak English with their friends rather than people who had better English skills. It was because they could mix the language with Indonesian when they could not find the appropriate meaning in English.

2) Identity

In addition, another factor was identity. As participants 1 said that:

“... I can describe my identity using English and Indonesia.” (INT-1, November 16, 2021)

Furthermore, the participants believed that Indonesian language could represent their identity. As claimed by INT-3:

“Actually, what represent my identity is Indonesian because Indonesian is my mother tongue or first language. In addition, I also an Indonesia’s citizen. So, Indonesian is the one that represent my identity.” (INT-3, November 20, 2021)

On the other hand, as English Education Department students, they believed that English could represent their identity. As argued by INT-5:

“As English Education Department student, of course speaking English can represent my identity. Sometimes, in college, when people listened when I talked in English, they immediately guessed that I am a PBI student even though my English is not very good. But, it doesn’t mean I am not proud of Indonesian language. I was born in Indonesia and grow up in Indonesia. Indonesia is my first language, of course it can also represent my identity.” (INT-5, November 24, 2021)

It supported by participant 6 who stated that:

“If you asked me which language can represent my identity as PBI student, I am going to answer that is English. But, it will be different if you asked me as Indonesia’s citizen.” (INT-6, November 25, 2021)

Thus, it can be inferred that participants described their identity using both English and Indonesian language. It depended on who they want to be seen as. Indonesian language represented their identity as Indonesia’s citizens, while English represented their identity as English Education Department students.

3) Prestige

Based on the interview results, each student gave different responses depending on the position of the language. As argued by INT-1:

“Honestly yes. Because I feel more intelligent when using English in daily activity. I feel more prestigious because not all people understand what I said. Just particular people comprehend me.” (INT-1, November 16, 2021)

In similar way, INT-2 also said:

“I also feel more prestigious when speaking in English. because English is the international language used by the average human around the world. So, if I can understand and speak English, it will make me feel

more prestigious because I can communicate with other people from all over the world.” (INT-2, November 17, 2021)

On the other hand, participants also felt prestigious when speaking in Indonesian because its position as the national language. As conveyed by INT-3:

“... I am an Indonesia’s citizen who is really love my country. I feel happy when I speak Bahasa. As a young generation, I must continue to preserve the Indonesian language, so this language will not be disappeared ...” (INT-3, November 20, 2021)

Besides, participant 4 also argued that:

“Yes, absolutely. Speaking in Indonesian makes me feel more prestigious because this language is my national language and I must be proud of the language of my own country.” (INT-4, November 20, 2021)

In short, students felt prestigious by using language based on the language position. Students who were preferred to use English in English language classroom felt more prestigious when using English because it makes them looked more intellect. While sometimes students felt more prestigious when using Indonesian because they proud to be an Indonesian, but it did not mean they forgot that English was part of the obligation as English Education Department students.

4) Interest

One of the most significant factors that contributed to building students' attitude on using English and Indonesian language was student interest to learn the language. Most of the participants confirmed that they were interested in study English intensively. As mentioned by INT-1:

“As an Indonesian, I have been taught Indonesian since I was a kid. I think, I have to study English more intensive than Indonesian. English can help me to connect with people from other country.” (INT-1, November 16, 2021)

Furthermore, INT-6 argued that:

“I prefer to study English intensively because I want to deepen my knowledge in English. I have neighbor lived in an English speaking environment. In addition, English is not my mother tongue. So, it is difficult for me to speak English well if I do not study it intensively ...” (INT-6, November 25, 2021)

It can be concluded that students more interested in learning English language. They realized that, as English Education Department students, who learned not only English as a language but also its culture, it would be difficult if they not study it intensively. Whereas Indonesian which is their first language, they had learned since childhood.

B. Discussion

Based on the result of the data analysis, this research aimed to find out the research questions in this study.

1. How are the English Education Department students' attitudes implemented in using English and Indonesian language as medium of instruction in English language classroom?
2. What are the factors that contribute to building the English Education Department students' attitude on using English and Indonesian language as medium of instruction in English language classroom?

To answer the first research question, the researcher conducted a questionnaire, and to answer the second research questions, the researcher conducted an interview. Based on the result of the questionnaire, students had positive attitude toward the use of Indonesian and English as medium of instruction in English language classroom. Then, in the interview result, students confirmed some factors that contribute to building their attitude towards languages, it concludes their self-confident in speaking both languages, which language expressed their identity, the language that makes them feel more prestigious, and their interest in learning that language. For details, there are discussions as follow.

First, inside the classroom, students preferred to choose the use of English in learning academic activity. This is because they realized that, as EFL students who did not use English as the first language, they need to be exposed to English as often as possible. The use of English as the medium of instruction is believed can improve students' language skills. This finding is supported by the opinions of Arno-Marcia and Mancho-Bares (2015) as well as Aguilar (2015). They found that the use of English as the medium of instruction can improve students' English abilities. Rahmadani (2016) also claimed the same finding, where students agreed with the use of English as the medium of instruction for learning English because they believed it could improve students' language skills.

However, they also welcome the use of Indonesian. They believed that learning English will be easier if the explanation and discussion of the topics used Indonesian language. This was in line with Lin (1991), Joukouljian (2016), and Beisenbayeva (2020) who stated that first language facilitates second language learning. Several studies also clearly showed that the use of the first language in second language learning has a positive impact including making it easier for students and teachers and saving time (Oktaviani, 2019; Tang, 2002; Harbord, 1992; Atkinson, 1987).

Second, to strengthen the results of the study using a questionnaire, the researcher also conducted interviews to see the factors that influence students' attitudes towards the language used in English language classroom, including

‘self-confident’, ‘identity’, ‘prestige’, and ‘interest’. From the interviews, it was found that students who tend to prefer to use English in classroom are because they feel more confident when speaking in English with their friends who are also still learning than with people who have better English language skills. It is supported by several researches which are found that self-confidence was one of the factors that influence students language use (Rubio, 2007; Benson & Voller, 2014; Ebata, 2018; Utami et al., 2020).

In addition, they also had an interest in learning English more deeply. This is in line with the study conducted by Astrid et al. (2020) which indicated that students interested in learning English. Students thought that making mistakes in the learning process was normal. So, sometimes they did not hesitate to mix English with Indonesian when they could not find the right word choice in English. This made them felt they had the facilities to practice their language skills. It indicated that students’ interest play an important role in language learning. This idea supported by Hsieh, 2008; Saiful & Widodo, 2008; Studer & Konstantinidou, 2015; Casil-Batang and Malenab-Temporal, 2018.

Besides, ‘prestige’ and ‘identity’ also play an important role in shaping students' attitudes towards the use of Indonesian and English as the medium of instruction. In line with the results of the questionnaire which showed that students felt they would look more intellect when they were proficient in English, the results of the interviews also showed the same thing. Students believed that

when they were able to speak English well, both in daily life and in an educational context, they felt more intelligent. This was in line with the study conducted by Ponniah et al. (2017) where the respondents felt more educated when they communicated in English. On the other hand, they also felt very appreciative and proud of the use of the Indonesian language. This findings supported by Francis and Ryan (1998), Mafela (2009), and Jameelah (2012).

Then, according to the respondents, the use of both Indonesian and English can showed their identity. The use of Indonesian language showed their identity as Indonesian citizens while the use of English showed their identity as students of English Education Department. This idea also explained by Amin (2020) who claimed that language also means to show self-identity because through language, we can show our viewpoint, our origins and nations, our education level, even our nature. It also indicated that even though students are proficient in English but they also found pride in Indonesian language because Indonesian is their home-grown environment. Sukamto et al. (2021) revealed the similar findings, although students were fluent in English, they felt strongly connected to their country of birth.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of this study and suggestion for the next researcher.

A. Conclusion

This research was concerned on attitudes of some English Education Department students towards the use of English and Indonesian as medium of instruction in English language classroom. The findings emphasized two important points:

- 1) The positive attitude toward the use of English and Indonesian was shown through the statement of the majority of the respondent. It was found that even though the use of English as medium of instruction helped students to be more exposed to the target language which made them more familiar with the English language, the majority of students believed that it easier for them to understand the learning topics clearer when it came into Indonesian. The use of Indonesian language in English classroom, at least to some extent, such as giving direction, and facilitating students' understanding of the topics discussed.
- 2) Students' attitude towards the use of English and Indonesian as medium of instruction in English language classroom were influenced by several factors, they are self-confidence, interest, prestige, and identity. It was found that

students felt more confident when speaking English with their friends who were still studying English. They felt more prestigious when they were proficient in English. English could represent their identity as English Education Department student and they were more interested in learning English than Indonesian language intensively.

B. Suggestion

Based on the conclusions, the suggestions that would be useful in the future, especially for English students, teachers, and other researchers are:

1) The Students

Regards to these findings, it is suggested that it would be better if the students improve their English ability not only inside the classroom, but also outside the classroom. Students can make small group discussion, for example, to practice their English outside the teaching learning process. This can also increase student's confidence in speaking English.

2) The Teachers

It is suggested for the teacher to use English as the main medium of instruction in English language classroom so that students are more often exposed to English. However, the use of Indonesian language, if needed in some extent, is also not prohibited for a clearer explanation of the learning topic.

3) The Researchers

The researcher hopes that the future researchers could investigate this issue with the better understanding, bigger samples, and different points of view. Then, it is suggested for the future researchers to conduct more in-depth research and look for more references related to the assessment of attitudes towards language.



REFERENCES

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitude towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2), 119-134.
- Aguilar, M. (2015). Engineering lecturer's views on CLIL and EMI. *International Journal of Bilingual Education and Bilingualism*, 20(6), 1-14.
- Ahmed, S. (2011). Issue of medium of instruction in Pakistan. *International Journal of Social Sciences and Education*, 1(1). 66-82.
- Ahmed, A., Zarif, T. & Tehseen. (2013). The role of medium of instruction used in Pakistani classroom. *Interdisciplinary Journal of Contemporary Research in Business*, 4(12), 609-615.
- Ahsanti, N. (2018). *Students' attitude towards English for business (The study of XI grade students of SMK N 1 Demak in the academic year of 2017/2018)*. Thesis. Education and Teacher Training Faculty. Walisongo State Islamic University: Semarang.
- Akurugu, M. B. (2010). *The attitude and perceptions of students about the study of English grammar: The case of selected senior high school students in Northern region*. Thesis. Department of English. Faculty of Social Science. Kwame Nkrumah University of Science and Technology: Ghana.
- Almoayidi, K. A. (2018). The effectiveness of using L1 in second language classroom: A controversial issue. *Theory and Practice in Language Studies*, 8(4), 375-379.
- Almohaimed, M. S., & Almurshed, H. M. (2018). Foreign language learners' attitudes and perceptions of L1 use in L2 classroom. *Arab World English Journal*, 9(4), 433-446.
- Al-Nofaie, H. (2010). The attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi public schools. *Novitas-ROYAL*, 4(1), 64-95.
- Amin, A. (2020). Attitude towards language in sociolinguistics settings: A brief overview. *Journal of Research and Innovation in Language*, 2(1), 27-30.
- Arnó-Marcia, E., & Mancho-Barés, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. *English for Specific Purposes*, 37, 63-73.

- Astrid, A., Desvitasari, D., & Aqdam, A. (2020). The language attitude towards English learning among EFL learners: A case at one private Islamic senior high school. *Ta'dib: Journal of Islamic Education*, 25(1), 32-43.
- Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource. *English Language Teaching Journal*, 41(4), 241-247.
- Baker, C. (1992) *Attitudes and language*. Clevedon, England: Multilingual matters.
- Beisenbayeva, L. (2020). Using the mother tongue in foreign-language learning: secondary school students in Kazakhstan. *International Journal of Instruction*, 13(3), 605-616.
- Benson, P., & Voller, P. (2014). *Autonomy and independence in language learning*. Abingdon, England: Routledge.
- Burden, P. (2001). When do native English speaking teachers and Japanese college students disagree about the use of Japanese in the English conversation classroom?. *The Language Teacher*, 25(4), 5-9.
- Casil-Batang, P. G., & Temporal, C. M. (2018). Language attitude and English proficiency of ESL Learners. *Asian EFL Journal*, 20(2), 186-205.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles, CA: SAGE Publication.
- Dearden, J. (2014). *English as a medium of instruction – a growing global phenomenon*. Retrieved from <https://www.teachingenglish.org.uk/article/english-a-medium-instruction-a-growing-global-phenomenon>
- Desy. (2019). *Language attitudes of English students at Muhammadiyah of Makassar (A descriptive research at the fourth semester students)*. Thesis. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar: Makassar.
- Dewi, U. P., & Setiadi, C. J. (2018). Language attitude and language choice in bilingual academic learning environment. *Lingua Cultura*, 12(4), 369-373.
- Du, Y. (2016). *The use of first and second language in Chinese university EFL classrooms*. Singapore: Springer.

- Dweik, B. S., & Qawar, H. (2015). Language choice and language attitude in a multilingual Arab Canadian community: Quebec-Canada: A sociolinguistic study. *British Journal of English Linguistics*, 3(1), 1-12.
- Ebata, M. (2008). Motivation factors in language learning. *The Internet TESL Journal*, 14(4). Retrieved from <http://iteslj.org/Articles/Ebata-MotivationFactors.html>
- Evans, S., & Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language and Education*, 25(2), 147-162.
- Fatimah, S., Susilo, S., & Sjamsir, H. (2017). The effect of using L1 in EFL teaching on secondary school student' vocabulary achievement. *Advances in Intelligent Systems Research*, 144, 148-153.
- Floris, F. D. (2014). Learning subject matter through English as the medium of instruction: Students' and teachers' perspectives. *Asian Englishes*, 16(1), 47- 59.
- Francis, N., & Ryan, P. M. (1998). English as an international language of prestige: Conflicting cultural perspectives and shifting ethnolinguistic loyalties. *Anthropology & Education Quarterly*, 29(1), 25-43.
- Galloway, N., Numajiri, T., & Rees, N. (2020). The 'internationalisation', or 'englishisation', of higher education in East Asia. *Higher Education*, 80, 395-414.
- Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, England: Edward Arnold.
- Gorden, R. L. (1992). *Basic interviewing skills*. Long Grove, IL: Waveland Press, Inc.
- Grantham, C. E., & Vaske, J. J. (1993). *Socializing the human-computer environment*. Norwood, NJ: Ablex Publishing Corporation.
- Gusrianti. (2019). *Language attitude and language choice in bilingual academic learning environment*. Thesis. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara: Medan.
- Hanáková, M., & Metruk, R. (2017). The use of L1 in the process of teaching English. *Modern Journal of Language Teaching Methods*, 7(8), 208-216.

- Harbord, J. (1992). The use of the mother tongue in the classroom. *ELT Journal*, 46(4), 350-355.
- Harsanti, N. S. (2017). *Sikap bahasa mahasiswa laki-laki dan perempuan FKIP Universitas Sanata Dharma Yogyakarta terhadap bahasa Indonesia dan bahasa daerah: Kajian sosiolinguistik*. Thesis. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma: Yogyakarta.
- Henerson, M. E., Morris, L. L., & Fitz-Gibbon, C. T. (1987). *How to measure attitudes*. London, England: SAGE Publications.
- Hornby, A.S. (2010). *Oxford advanced learner's dictionary* (8th ed.). Oxford, England: Oxford University Press.
- Hosseini, S., & Pourmandnia, D. (2013). Language learners' attitude and belief: Brief review of the related review literature and frameworks. *International Journal on New Trends in Education and Their Implications*, 4(4), 63-74.
- Hsieh, P. (2008). Why are college foreign language students' self-efficacy, attitude, and motivation so different?. *International Education*, 38(1), 76-94.
- Huang, Y-P. (2018). Learner resistance to English-medium instruction practices: A qualitative case study. *Teaching in Higher Education*, 23(4), 435-449.
- Hughes, R. (2008). Internationalisation of higher education and language policy: Questions of quality and equity. *Higher Education Management and Policy*, 20(1), 102-119.
- Ibrahim, J. (2001). The implementation of EMI (English medium instruction) in Indonesian universities: Its opportunities, its threats, its problems, and its possible solution. *Letters Journal*. 3(2), 121-138.
- Ige, B. (2010). Identity and language choice: 'We equals I'. *Journal of Pragmatics*, 42(11), 3047-3054.
- Indriyani, N. (2020). *Choice of the medium of instruction in English language classroom: A survey study of teachers' belief and attitude*. Thesis. Directorate of Postgraduate Program. Universitas Muhammadiyah Malang: Malang.
- Jameelah, A. (2012). *Language shift among Muslim Tamils in the Klang Valey*. Disertation. Faculty of Languages and Linguistics. University of Malaya: Kuala Lumpur.

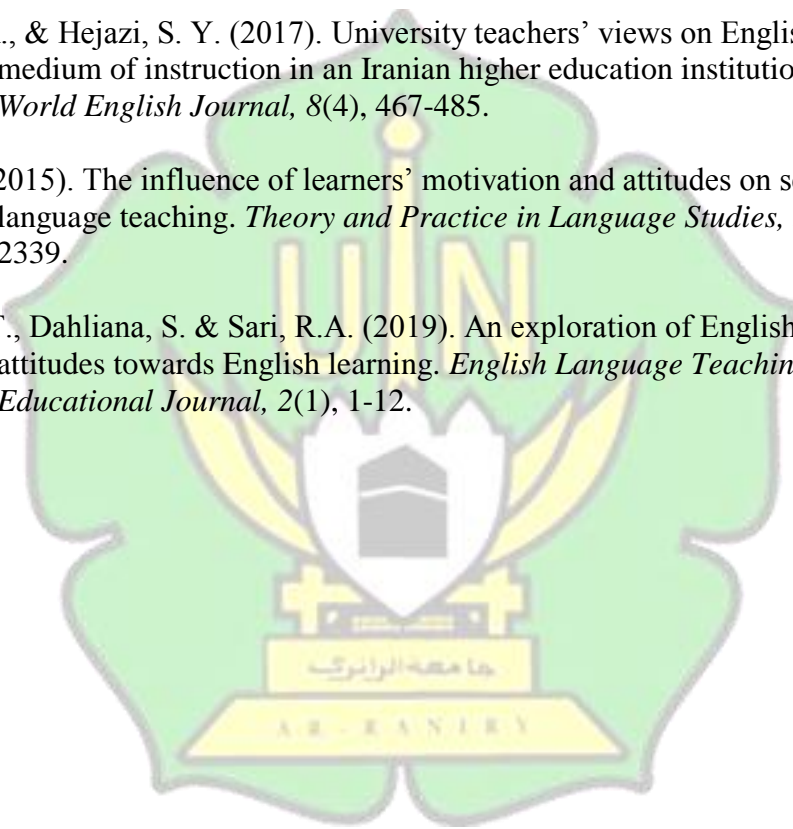
- Jendra, M. I. I. (2010). *Sociolinguistics: The study of societies languages*. Sleman, Yogyakarta: Graha Ilmu.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford, England: Oxford University Press.
- Joukouljian, A. (2016). Teaching English as a foreign language today integrated approach versus communicative approach. *CALR*, 7, 1-12.
- Karnoven, H. (2017). *English as a medium of instruction: Benefits and challenges as viewed by founders international schools in Ethiopia*. Master's Thesis. Faculty of Education. University of Turku: Finland.
- Khan, M. S. (2016). The impact of native language use on second language vocabulary learning by Saudi EFL students. *English Language Teaching*, 9(5), 134-140.
- Kreitner, R. & Kinicki, A. (2004). *Organizational behaviour* (6th ed.). New York, NY: The McGraw-Hill Companies.
- Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire study. *Modern Language Journal*, 87, 343-364.
- Ling, C. Y., & Braine, G. (2007). The attitudes of university students towards non-native speakers English teachers in Hong Kong. *RELJ Journal*, 38(3), 257-277.
- Lin, L. (1991). Self-improvement based on reinforcement learning, planning and teaching. *Machine Learning Proceedings*, 323-327.
- Liu, J. (2004). Methods in the post-methods era: Report on an international survey on language teaching methods'. *IJES*, 4(1), 137-152.
- Macaro, E. (2001). Analyzing student teachers' code switching in foreign language classrooms: Theories and decisions making. *Modern Language Journal*, 85, 531-548.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.

- Mafela, L. (2009). Changing livelihoods, language use and language shift amongst Basarwa of Botswana. *International Journal of Multilingualism*, 6(3), 229-245.
- MAHMUTOĞLU, H., & Kicir, Z. (2013). The use of mother tongue in EFL classrooms. *LAÜ Sosyal Bilimler Dergisi*, 4(1), 49-72.
- Maio, G. R., & Haddock, G. (2010). *The psychology of attitudes and attitude change*. London, England: SAGE Publications.
- Manh, L. D. (2012). English as a medium of instruction in Asian universities: the case of Vietnam. *Language Education in Asia*, 3(2), 263-267.
- Mart, C. T. (2013). The facilitating role of L1 in ESL classes. *International Journal of Academic Research in Business and Social Science*, 3(1), 9-14.
- Mbato, C. L., & Kharismawan, P. Y. (2018). A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *LEARN Journal*, 11(1), 150-169.
- Morell, T., Alesón, M., Bell, D., Escabias, P., Palazón, M., & Martinez, R. (2014). English as the medium of instruction: A response to internationalization. In M. T. Tortosa Ybáñez, J. D. Álvarez Teruel, & N. Pellín (Eds.), *Xarxes-Innovaestic 2014. Llibre d'actes*. ICE de la Universitat d'Alacant.
- Nhung, P. T. H. (2019). Implementing the CEFR at a Vietnamese university – general English language teachers' perceptions. *CEFR Journal*, 41, 41-67.
- Oktaviani, A. (2019). *An analysis of using code switching on listening subject of student's English department of IAIN Metro in academic year of 2018/2019*. Thesis. English Education Department. Tarbiyah and Teachers Training Faculty. State Institute for Islamic Studies of Metro: Lampung.
- Oktaviani, U. (2019). Teacher's perspectives and challenges towards English as a medium of instruction (MOI). *LINGUA*, 20(1), 58-64.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. New York, NY: Continuum.
- Paradewi, D.S. & Mbato, C.L. (2018). Language attitudes of Indonesians as EFL learners, gender, and socio-economic status. *Language and Language Teaching Journal*, 21(1), 114-123.

- Phuong, Y. H., & Nguyen, T. T. (2019). Students' perceptions towards the benefits and drawbacks of EMI classes. *English Language Teaching*, 12(5), 88-100.
- Ponniah, K., Thamburaj, K. P., & Samuvel, S. (2017). Language attitude among Tamil language teachers. *International Journal of Advanced and Applied Sciences*, 4(6), 142-147.
- Putri, A. (2018). *Language attitude of English department students toward English at university of Sumatera Utara*. Thesis. Department of English. Faculty of Cultural Studies. University of Sumatera Utara: Medan.
- Rahmadani, D. (2016). Students' perception of English as a medium of instruction (EMI) in English classroom. *Journal on English as a Foreign Language*, 6(2), 131-144.
- Ratnaningtyas, D. A. (2017). *Language attitude of English department students towards English pronunciation (The case of Turkish and Indonesian students of Universitas Negeri Semarang majoring English)*. Thesis. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang: Semarang.
- Rolin-Ianziti, J., & Brownlie, S. (2002). Teacher use of learners' native language in the foreign language classroom. *Canadian Modern Language Review*, 58(3), 402-426.
- Rolin-Ianziti, J., & Varshney, R. (2008). Students' views regarding the use of the first language: An exploratory study in a tertiary context maximizing target language use. *Canadian Modern Language Review*, 65(2), 249-273.
- Rubio, F. (2007). *Self-esteem and foreign language learning, introduction*. Cambridge, England: Cambridge Scholar.
- Ruiz, R. (1984). Orientations in language planning. *NABE Journal*, 8, 15-34.
- Saiful, J. A., & Widodo, P. (2018). Indonesian English teachers' language attitude towards the English language. *Advances in Science, Education and Humanities Research*, 165, 42-46. .
- Shen, Y., & Song, J. (2008) A review of English learning strategy in China. *English Language Teaching*, 1(1), 116-120.
- Simbolon, N. E. (2021). English medium instruction (EMI) practice: Higher education internationalization in Indonesia. *Englisia*, 8(2), 72-83.

- Simbolon, N. E. (2018). EMI in Indonesian higher education: Stakeholders' perspectives. *TEFLIN Journal*, 29(1), 108-128.
- Soma, R. (2018). The influences of local language to students in learning English. *Jurnal Bahasa dan Sastra*, 7(1), 27-32.
- Spahiu, I. (2013). Using native language in ESL classroom. *International Journal of English Language & Translation Studies*, 1(2), 243-248.
- Starks, D. and Paltridge, B. (1996). A note on using sociolinguistic methods to study non-native attitudes towards English, *World Englishes*, 15(2), 217-224.
- Studer, P., & Konstantinidou, T. (2015). Language attitudes and language proficiency of undergraduate students in English-medium instruction. *Bulletin Suisse de Linguistique Appliquee*, 1, 215-231.
- Sukamto, K. E., Nicolau, M. F. S., Rani, K. R. V., & Sugiyanta. (2021). Language use, language attitude, and identity: Perceptions of high school students attending an international school in Jakarta. *Studies in English Language and Education*, 8(1), 381-396.
- Sukarni, S., Setianingsih, T., & Terasne. (2020). Some reasons of using native language as medium of instruction an non-English department. *Humanities*, 7(1), 45-52.
- Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, 40(1), 36-43.
- Ulfah, M. (2019). *Survey on students attitudes and motivation in learning public speaking*. Thesis. Department of English Language Education. Faculty of Psychology and Socio-Cultural Science. Universitas Islam Indonesia: Yogyakarta.
- Utami, E. A. R., Ratnadewi, D., & Yunianti, S. (2020). The language attitude of Islamic boarding school students toward English. *EduLearn*, 14(2), 168-175.
- Utku-Yurdakul, A. (2015). *The impact of medium of instruction on students' foreign language learning beliefs*. Thesis. The Department of English Language Teaching. Middle East Technical University: Turkey.
- Wächter, B., & Maiworm, F. (2014). *English-taught programmes in European higher education: The state of play in 2014*. Bonn, Germany: Lemmens.

- Yandi, F. D. A. K. (2015). *Attitudes towards learning English: A study of second year students at Banyubiru 1 state junior high school*. Thesis. Faculty of Language and Literature. Satya Wacana Christian University: Salatiga.
- Zainura, S. (2019). *Students' perception on the use of English as a medium of instruction*. Thesis. Faculty of Education and Teacher Training. Islamic State University of Ar-Raniry: Banda Aceh.
- Zare-ee, A., & Hejazi, S. Y. (2017). University teachers' views on English as the medium of instruction in an Iranian higher education institution. *Arab World English Journal*, 8(4), 467-485.
- Zhao, L. (2015). The influence of learners' motivation and attitudes on second language teaching. *Theory and Practice in Language Studies*, 5, 2333-2339.
- Zulfikar, T., Dahliana, S. & Sari, R.A. (2019). An exploration of English students' attitudes towards English learning. *English Language Teaching Educational Journal*, 2(1), 1-12.



APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 16662/Un.08/FTK/KP.07.6/11/2021

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

DEKAN FAKULTAS TARBİYAH 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-7544/Un.08/FTK/KP.07.6/4/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021
- MEMUTUSKAN**
- Menetapkan : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
- PERTAMA : Nomor: Nomor: B-7544/Un.08/FTK/KP.07.6/4/2021 tanggal 16 April 2021
- KEDUA : Menunjuk Saudara:
1. Khairiah Syahabuddin, MHSc.ESL., Sebagai Pembimbing Pertama
- M.TESOL, Ph.D.
2. Drs. Amiruddin, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Neli Zakia
- NIM : 170203009
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Choice of the Medium of Instruction in English Language Classroom: A Survey of Students' Attitude
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA : 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: 09 November 2021
Dekan


Muslim Razali

APPENDIX B

RECOMMENDATION LETTER FROM THE FAKULTAS TARBIYAH DAN KEGURUAN TO CONDUCT THE RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16688/Un.08/FTK.1/TL.00/11/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry
Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : NELI ZAKIA / 170203009
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Lingkar Kampus UIN, Lr. Pelangi No. 6, Darussalam.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Choice of the Medium of Instruction in English Language Classroom: A survey of Students' Attitude*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 November 2021
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 10 Desember
2021

APPENDIX C

**CONFIRMATION LETTER FROM DEPARTMENT OF
ENGLISH LANGUAGE EDUCATION**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-570/Un.08/PBI/TL.00/12/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16688/Un.08/FTK.I/TL.00/11/2021 tanggal 10 November 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Neli Zakia
NIM : 170203009
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Choice of the Medium of Instruction in English Language Classroom: A survey of Students' Attitude

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

APPENDIX D

RESULTS OF QUESTIONNAIRE

No.	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
1.	Modernization and advancement can be better achieved through the use of English.	0%	8.7%	39.1%	52.2%
2.	English learning can become easier with the use of instruction in the Indonesian language.	8.7%	13%	34.8%	43.5%
3.	Achievement is linked more to English than Indonesian.	8.7%	39.1%	39.1%	13%
4.	Indonesian is a better language for the Indonesian EFL learners to express their needs, feelings, sentiments, and aspirations.	4.3%	34.8%	52.2%	8.7%
5.	I feel more self-confident because I can speak English well.	8.7%	21.7%	39.1%	30.4%
6.	I can read English better than Indonesian so I prefer to read directions written in English rather than in Indonesia.	8.7%	60.9%	30.4%	0%
7.	In order to get high grade in school, one has to be proficient in English.	4.3%	34.8%	47.8%	13%
8.	English is more efficient medium of instruction in all my subjects.	0%	39.1%	43.5%	17.4%

Table continued

No.	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
9.	I think I will be easier to find a good job with a high salary if one is proficient in English rather than Indonesian.	4.3%	17.4%	39.1%	39.1%
10.	Indonesian rather than English is easier to use for explaining and discussing topics in all my subjects.	0%	21.7%	56.5%	21.7%
11.	Indonesian should be replaced English as medium of instruction in all levels – grade school, high school, and college, in order to accelerate the English abilities.	4.3%	47.8%	47.8%	0%
12.	When an Indonesian attends international conferences, he/she feels confident because he/she has a facility with the use of English rather than Indonesian.	0%	17.4%	30.3%	52.2%
13.	One is considered smart and intellectual if he/she is proficient in English.	4.3%	17.4%	47.8%	30.4%
14.	Speaking both English and Indonesian helps one get a job.	4.3%	4.3%	17.4%	73.9%
15.	People who speak Indonesian and English have more friends than those who speak only one language.	13%	30.4%	43.5%	13%
16.	When I console a friend, I prefer to use Indonesian.	4.3%	4.3%	47.8%	43.5%

Table continued

No.	Statement	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
17.	Speaking both English and Indonesian helps people get promotion in their job.	4.3%	4.3%	39.1%	52.2%
18.	In order to get things accomplished, it is more effective to use Indonesian than English.	0%	21.7%	56.5%	21.7%
19.	To be efficient as a government official, one must be proficient in both Indonesian and English.	4.3%	17.4%	65.2%	13%
20.	It is preferable for Indonesian people to be able to speak both English and Indonesian fluently.	0%	34.8%	47.8%	14.4%
21.	English is considered and expensive and descriptive language.	0%	21.7%	52.2%	26.1%
22.	To be better and effective leader in Indonesia, one must be proficient in both Indonesian and English.	0%	4.3%	39.1%	56.5%
23.	In most cases, I prefer to use Indonesian when greeting friends, classmates, superiors, and officials.	8.7%	13%	47.8%	30.4%

Note: The questionnaire's questions adopted from Mbato and Kharismawan (2018)

APPENDIX E

INTERVIEW QUESTION

1. Do you feel more confident when you speak English? Or vice versa? Why?
2. Which language, in this case Indonesian and English, can represent your identity? Why?
3. Does Indonesian make you feel more prestigious? Why?
4. Do you feel more prestigious when you speak English? Why?
5. If you had to choose, would you prefer to study Indonesian or English intensively? Why did you choose that language?
6. Do you feel that you no longer need to learn Indonesian because you are the native speaker and your skills are already good?

(Adopted from Harsanti, 2017)

APPENDIX F

THE REASONS STUDENTS' PREFER TO USE ENGLISH OR INDONESIAN IN ENGLISH CLASSROOM

Participants	Statement
JW	To get faster information and point that discussed.
SS	It depends on the situation, it is better to use English so then I can practice my English more. But sometimes the use of Indonesian language in classroom is also important, to avoid misunderstanding caused by mistranslation or etc.
MC	Using Indonesian in classroom can make me easily to communicate to each other and also it can avoid miscommunication and lead to the purpose of the topic.
IA	I prefer to use English because, apart from our obligation as English student, it makes us more creative thinking with all components of language such as new idea, structure of language and meaning its self. Another one is to make English classroom more alive.
NH	Cause sometimes i feel "stupid" when i tried to explain something in English, I felt like i had a bad grammar (even though i know grammar isn't important in speaking), and I know all of my classmate understand my "fault", so i prefer indo language to make it clear and avoid any misunderstanding.
DS	Because I studied in Indonesian which consists of friend from Indonesia, so I prefer to use Indonesian language.
MY	I prefer English because sometimes it's hard to find an appropriate Indonesian word to express what I mean. The environment and situation around me also have a big impact, if most of my friends speak English, then of course I will speak English as well. English also boost my confidence.
LM	I prefer to use English because it can help me to improve my English skill, so when I go to work environment I can be more confident to meet others from every single nations.
M	Actually i use both the language in the classroom. But, sometimes i prefer to use Indonesian when i don't know how to say, ask and explain something in English.
KF	In EFL, they have a mother language so it will be easier to make up or understanding the language more alive or comfortable.

Table Continued.

Participants	Statements
CR	I prefer to use English because it can help me and encourage me to speak well in English. Cause English is everywhere now. So, I want to get to use of it.
SN	I prefer to use English in the classroom, because i am an English department and i have to understand English both in listening and speaking. So, i think it'll be better if i use English more than Indonesian in the classroom. So that i can understand English better.
RA	I will use Indonesian to avoid misunderstandings, because not all the interlocutors understand what we are saying using English, but that doesn't mean I leave English. Sometimes I still try to use English, except if all students and educators use English then I inevitably have to use it even though it's not as good as them.
NA	I prefer to use Indonesian. Because, I feel shy when I speak English with my friends.
EY	Actually it's depends on the lecturers. If they wanted the students speak English then I use English, but if they are not I prefer Indonesian because I feel comfortable with that.
TA	Because my friends speak Indonesian and English is not my second language so it feels odd to speak full English in the classroom.
SF	Because I can inform what I what to explain easily to others by using <i>Bahasa</i> .
VG	Sometimes, I prefer to use Indonesian because I can express my opinion and my taught better than I use English.
SR	Indonesian makes teaching easier, but it is a risk for English Education Department students to use English more in learning.
FR	Sometimes, it is hard for me to find the appropriate word in English to explain my opinion, and I'm worry about the misunderstanding. But I should use English as the obligation as English student.
HS	I need more time to understand people who speak in English.
S	I'm afraid of being misunderstanding when using English.
H	I feel ashamed when I speak English. I'm afraid of making mistakes.

Autobiography

Name : Neli Zakia
Student Number : 170203009
Place/Date of Birth : Lhok Seumot/ June 2nd, 1999
Gender : Female
Religion : Islam
Status : Single
Occupation : Student
Nationality : Indonesia
Address : Jln. Lingkar kampus UIN, Lr. Pelangi, Darussalam
Email : Nelizakia.nz@gmail.com
Phone Number : 082362504151/083197641252

Parents

 Name of Father : Lahmuddin
 Name of Mother : Nur Adih
 Father's : Construction worker
 Occupation
 Mother's : Housewife
 Occupation
 Address : Desa Meudang Ara, kec. Blangpidie, kab. Aceh Barat
 Daya

Education

Elementary : MIN Aceh Barat Daya (2005-2011)
Junior High School : SMP Negeri 1 Aceh Barat Daya (2011-2014)
Senior High School : SMA Negeri 1 Aceh Barat Daya (2014-2017)
University : Study Program of English Education Department,
Faculty of Education and Teacher Training, Ar-Raniry
State Islamic University Banda Aceh (2017-2021)

