

**Students' Perception of the Use of English as the Medium of
Instruction in English Class on 10th Graders at SMA
Maitreyawira Palembang**

A THESIS

by

MIKA LARASATI

Student Number: 06011281722035

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

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Approved by,

Advisor 1



Drs. Muslih Hambali, M.L.I.S

NIP. 195708261984031001

Advisor 2



Amrullah, M.Ed., Ph.D

NIP. 196909142014091001

Certified by,

**Coordinator of English Education
Study Program**



Hariswan Putra Java, S.Pd., M.Pd.

NIP. 197408022002121003



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Mika Larasati




Student Number: 06011281722035

**This thesis was defended by the writer in the final program examination and
was approved by the examination committee on:**

Day: Tuesday

Date: December, 28th 2021

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson/ Advisor 1 : Drs. Muslih Hambali, M.L.I.S ()
2. Secretary : Amrullah, M.Ed., Ph.D. ()
3. Member : Dr. Rita Inderawati, M. Pd. ()

Palembang, January 5 2022

Certified by,

**Coordinator of English Education
Study Program**


**Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003**

DECLARATION

I, the undersigned,

Name : Mika Larasati

Student's Number : 06011281722035

Study Program : English Education

Certify that the thesis entitled "Students' Perception of the Use of English as the Medium of Instruction in English Class on 10th Graders at SMA Maitreyawira Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, December 28th 2021

The Undersigned,



Mika Larasati

06011281722035

DEDICATION

This thesis is dedicated to my beloved family, especially my parents, Miyono and Rika Ismayanti. Thank you for being my biggest supporters.

MOTTO

“So, do not weaken and do not grieve, for you will be superior if you are (true) believers.”

(Qur'an 3: 139)

“Happiness is not something that you have to achieve. You can feel happy during the process of achieving something.”

-RM

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Indralaya, 28 Desember 2021



Mika Larasati

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STUDENTS' PERCEPTION OF THE USE OF ENGLISH AS THE MEDIUM OF INSTRUCTION IN ENGLISH CLASS ON 10TH GRADERS AT SMA MAITREYAWIRA PALEMBANG

ABSTRACT

This study was aimed to find out students' perception of English as the medium of instruction (EMI) in English class and the problems that are faced by the students when English is used as the medium of instruction (EMI) in class. The participants of this study were 66 students of tenth-grade at SMA Maitreyawira Palembang. The data were collected by using questionnaires and written interviews. The results showed that most of the students had a positive perception toward English as the medium of instruction in English class; however the results also showed that there were students who still wanted *Bahasa Indonesia* to be combined with English when their teacher taught the English subject in class. The problems that mostly faced by the students are lack of vocabulary, lack of grammar rules and lack of understanding the pronunciation of some words.

Keywords; *EMI, students' perception, English lesson*

CHAPTER I

INTRODUCTION

This chapter presents the background, the problems, the objectives, and the significance of the study.

1.1 Research Background

A teacher is responsible for effectively delivering the lesson; one way to do so is by paying attention to the language used during the teaching and learning process. Zainura (2019), states that a language that is used by the teacher in the teaching and learning process is called a medium of instruction. She also explains that choosing a language as a medium of instruction in the classroom is critical for teachers during teaching and learning activities because they are responsible for students' learning outcomes through the spoken and written language used in the process. English is commonly used as a medium of instruction in English classes in Indonesia (Ibrahim, 2014). According to Dearden (2013), English as a medium of instruction (EMI) is the use of English as a language to teach academic subjects in a country where English is not the dominant language of the population of the country.

Referring to the use of English as the medium of instruction (EMI) in the English class, Dickson (1996), states that students' sensitivity to the target language will significantly increase when the students in the classroom are exposed to the target language. It means that, when English is used as the medium of instruction in the class, students will get direct exposure from the teacher and the classroom environment to the English language and make students accustomed and easier to learn the use of the language. In line with that, Rahmadani (2016), found out that it is true that exposing students to the target language is very important, especially in a country where English is a foreign language and its use is very rarely found outside the classroom context such as in

Indonesia. He further claims that by using the target language, students are learning 'through' the language rather than just learn 'about' the language.

Teachers' success in exposing and applying EMI in English classes will not only have an impact on students' English proficiency but also have an impact on student achievement in subjects taught in English because usually EMI is not only used for English lessons but also applied in various other subjects. Owu-Ewie (2012), found out that there is a positive and significant correlation between language performance and performance in academic subjects. It implies that students who have a good level of proficiency in the language instruction generally perform well in a subject taught in that language.

English subject in some countries serves as a compulsory subject that students study at certain levels of education. For example, in almost all Asian countries, English is not taught in a primary school and is only taught at the secondary level (Huang, 2015). In Indonesia English is a compulsory subject for students at junior and senior high schools as well as for college students with two credits during their study in universities (Rokhyati, 2017).

According to Dearden (2013), up to 2003 EMI schools in Indonesia were only open to the children of the expatriates because, in Indonesia, English is treated as a foreign language, not as a second language where many people do not use it as often as *Bahasa Indonesia* especially in teaching and learning activities. However, Indonesian authorities attempted to bring EMI theory into practice in primary and secondary education through a new education program called Sekolah Berstandar Internasional (International Standard School) where the teaching and learning activities must be performed in English, in the hopes that the students will benefit the most from the process (Khasbani, 2019). Although SBI has received a lot of criticism, the popularity of EMI which is considered the most recent solution in English learning has persuaded the Indonesian educational sector to implement the approach in schools (Khasbani, 2019).

The fact that English is regarded as a foreign language in Indonesia

implies that students do not speak it as their first language and do not have enough opportunities to put it into practice. This phenomenon is also found in many English as foreign language (EFL) countries such as, China and Korea or even in a country that has English as a second language such as, Ghana. In China and Korea, students did not consider the use of English in improving their knowledge of the subject lessons, and was reported that the use of EMI in EFL context is unsuitable and ineffective in delivering a lesson due to the limited English proficiency of students and professors (Po-yung & Hang-yue, 2014; Cho, 2012). In Ghana, it was reported that students continue to struggle in the classroom because they are often confronted with unfamiliar words that obstruct their comprehension (Owu-Ewie & Eshun, 2015).

As previously described, it cannot be denied that English should be implemented as the medium of instruction in English lesson classes since exposing the students to the target language might have impacted both lexical competence as well as phraseological competence in particular ways (Goya, 2021). In fact, in Indonesia, *Bahasa Indonesia* is commonly used in teaching English subjects as the medium of instruction and dominated the use of the medium of instruction in English subjects at schools which should be in English (Khasbani, 2019). *Bahasa Indonesia* helps the students in understanding the teacher's explanation during the English class (Susanto, 2018). The importance of the Indonesian language in a variety of fields can be a significant impediment to learning English (Rahmadani, 2016).

Although there are so many schools in Indonesia that using *Bahasa Indonesia* as a medium of instruction in English lesson classes, there are schools that use English as a medium of instruction in English classes, for example, SMA Maitreyawira Palembang. After observing the school and interviewing the teacher at the school, it was found that SMA Maitreyawira is one of the high schools in Palembang, South Sumatera (Indonesia) which uses English as the language of instruction in the English class. In fact, this school is one of the schools in Palembang that applies a multi-lingual concept in teaching and learning activities.

All teachers are required to speak *Bahasa Indonesia* and English when delivering lessons. However, when English lessons take place, the English teachers are led to use English only to deliver the learning material.

Due to the policy of using English as a medium of instruction in the English class at SMA Maitreyawira Palembang, investigating students' perceptions of the use of language used during the delivery of lessons by the teacher is worth doing since there were two different outcomes that related to this study. Positive perception as in Hermiadi (2006); Rahmadani (2016) and negative perception as in Po-yung & Hang-yue (2014); Cho (2012) and Tercan (2019).

Even if there is a negative perception of the use of the language, then it is better to find out what is the problem so that the cause can be found immediately and the problem will be solved effectively. Therefore, the writer conducted a further study entitled "Students' Perception of the Use of English as a Medium of Instruction in English Class on 10th Graders at SMA Maitreyawira Palembang".

1.2 Research Questions

1. What was the students' perception of the use of English as the medium of instruction in English class?
2. What problems were faced by the students when English is used as the medium of instruction in English class?

1.3 Research Objectives

Based on the research problems above, the writer concludes that the research has two objectives. The objectives of this study are presented as follows:

- a. To find out the students' perception of the use of English as the medium of instruction in English class.
- b. To find out what problems were faced by the students when English is used as the medium of instruction in English class.

1.4 The Significance of the Study

The findings of this study are expected to be able to make the students aware of their perceptions and opinions of EMI in English class. This is also useful for them in realizing the importance of the use of English. For the English teachers, this study share details on how students feel about using English in the classroom as a medium of instruction. As a result, the teachers will aware of students' difficulties in using English as a medium of instruction in the classroom. Moreover, this study provides useful information to local governments, especially in Palembang, in order to develop English teachers' oral communication skills by providing opportunities for them to engage in training or workshops that enable them to practice their English communication skills. Furthermore, it provides some additional information to anyone who is interested in investigating the same area of study.

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