THE STUDENTS’ PERCEPTIONS OF USING ENGLISH AS MEDIUM OF INSTRUCTION (EMI) IN ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:
KHORIDATUL BAHIYYAH
23030150009

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES SALATIGA
2019
THE STUDENTS’ PERCEPTIONS OF USING ENGLISH AS MEDIUM OF INSTRUCTION (EMI) IN ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:

KHORIDATUL BAHIIYYAH

23030150009

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES SALATIGA
OCTOBER 2019
DECLARATION AND PERMISSION FOR PUBLICATION

In the name of Allah, the Most Gracious and Most Merciful.
I have been marked below:

Name: Kholidatul Bahiyyah
NIM: 23030150009
Faculty: Teacher Training and Education Faculty
Department: English Education Department

Hereby, the researcher declares that this graduating paper is written by researcher herself fully. This paper does not contain any material that has been published by other people and it does not cite any people’s ideas except enclose the source of quote. The researcher gives permission to publish this graduating paper on State Institute For Islamic Studies Salatiga’s e-repository.

This declaration is created by the researcher to be understood.

Salatiga, September 6th 2019
The Researcher

Kholidatul Bahiyyah
23030150009
Salatiga, July 29th 2019

Hanung Triyoko, S.S., M.Hum., M.Ed.
The Lecturer of English Education Department
State Institute For Islamic Studies (IAIN) Salatiga

THE ATTENTIVE CONSELR'S NOTE:

Khoridatul Bahiyyah’s Graduating Paper

To the Dean of Teacher Training
and Education Faculty

Assalamu ‘alaikum Wa rahmatullahi Wabarakaatu

After reading and correcting Khoridatul Bahiyyah’s graduating paper entitled THE STUDENTS’ PERCEPTIONS OF USING ENGLISH AS MEDIUM OF INSTRUCTION (EMI) IN ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu ‘alaikum Wa rahmatullahi Wabarakaatu

Conseilor

Hanung Triyoko, S.S., M.Hum., M.Ed.
NIP. 19730815 199903 1 003
A GRADUATING PAPER

THE STUDENTS' PERCEPTIONS OF USING ENGLISH AS MEDIUM OF INSTRUCTION (EMI) IN ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019

WRITTEN BY:

KHORIDATUL BAIHYYAH
NIM: 23030150002

Has been brought to the board of examiners of English Department of Teacher Training and Education faculty at State for Islamic Studies (IAIN) Salatiga on August 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd).

Board of examiners

Head: Norwanto, M.Hum., Ph.D.
Secretary: Hanung Triyoko, M.Ed
First examiner: Dr. Setia Rini, M.Pd.
Second examiner: Dra. Widnyastuti, M.Pd.

Salatiga, September 6th 2019
Dean of Teacher Training and Education Faculty

[Stamp]
MOTTOS

“And when My servant ask you,ler Muhammad), concerning Me—indeed I am near. I respond to the invocation of the supplicant when he calls upon Me. So let them respond to Me (by obedience) and believe in Me that they may be (rightly) guided”

(Holy Qur’an, Al-Baqarah:186)

“Bear then patiently what they say, and glorify your Lord by the praising of Him before the rising of the sun and before its setting, and during hours of the night do also glorify (Him) and during parts of the day, that you may be well pleased”

(Holy Qur’an, Thaahaa:131)

“And do not stretch your eyes after that with which We have provided different classes of them, (of) the splendor of this world’s life, that We may thereby try them; and the sustenance (given) by your Lord is better and more abiding”

(Holy Qur’an, Thaahaa:132)

“Those who believe and whose hearts are set at rest by the remembrance of Allah; now surely by Allah’s remembrance are the hearts set at rest”

(Holy Qur’an, Ar-Ra’d:28)
DEDICATIONS

This graduating paper is dedicated sincerely to:

My beloved angel, Mr. Akhmad Maftukhin and Mrs. Musyarofah for the endless love, encouragement, pray, educate and everything you do to me

My beloved sister, Arka Nadia Nada, who accompanied my days, and my old sister and brother whom in paradise since a baby

My beloved friends, Rina Budiayati, Istit Faizah, Mba Kiki, Mba Hana, Mba Kunti, Mba Nia, Mba Melani, Mba Isti, Mba Fitri and all my friends when I stayed at Rumah Tahfidz Daarul ‘Ilmi who cheer me up my days, thank you for supporting me always and accepting me no matter what

My friend who fight with me together on finishing the research, Rizka Alfi Nur Aini
ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim

Assalamu 'alaikum Wa rahmatullahi Wabarakaatuh

Alkhambulillah, in the name of Allah, the Most Gracious and the Most Merciful, the only God has right to be worshiped. Because of His power, the researcher is able to finish this graduating paper as the one of requirements on getting the degree of Sarjana Pendidikan (S.Pd.) of English Education Department of Education and Teacher Training Faculty.

Bless and mercy is upon great Prophet Muhammad SAW, who has led us from the darkness to the lightness. However this successness will be not achieved without support, device, help and encouragement from individual, several people and institution. It is the appropriate moment from the researcher to express special thankful to:

1. Mr. Prof. Dr. Zakiyuddin, M.Ag. as the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.

2. Mr. Prof. Dr. Mansur, M.Ag. as the Dean of Faculty of Teacher Training and Education, State Institute for Islamic Studies (IAIN) of Salatiga.

3. Mr. Norwanto, Ph.D as the Head of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga.

4. Mrs. Nur Muthmainah, S. Pd.I, M.Pd. as the Secretary of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga.
5. Mr. Hanung Triyoko, S.S., M.Hum., M.Ed. as the counselor of this graduating paper. Thank you for all advices, suggestions, supports and recommendations for this graduating paper from the beginning until the end. Thank you for the care and patience.

6. All lecturers of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga who gave me precious knowledge and experience.

7. All lecturers of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga.

8. All my friends who cheer up my days and some people who helped me on finishing this graduating paper which cannot be mentioned because of the limitation space in this paper.

Ultimately, this graduating paper is supposed to be able become useful knowledge and information for the readers. The suggestions are accepted by the researcher pleasantly to improve this graduating paper.

Salatiga, August 1st 2019
The Writer

Khoridatul Bahiyah
23030150009
# TABLE OF CONTENTS

| TITLE .................................................................................................................. | i |
| DECLARATION ........................................................................................................ | ii |
| ATTENTIVE CONSELR NOTES ............................................................................... | iii |
| PAGE OF CERTIFICATION .................................................................................... | iv |
| MOTTOS .............................................................................................................. | v |
| DEDICATIONS ....................................................................................................... | vi |
| ACKNOWLEDGEMENTS ......................................................................................... | vii |
| TABLE OF CONTENTS .......................................................................................... | ix |
| LIST OF TABLES .................................................................................................. | xi |
| LIST OF CHARTS ................................................................................................ | xi |
| LIST OF FIGURE ................................................................................................ | xi |
| ABSTRACT ........................................................................................................... | xii |

## CHAPTER I INTRODUCTION

A. Background of the Research ............................................................................ 1
B. Research Questions .......................................................................................... 4
C. Focus of the Research ...................................................................................... 4
D. Objective of the Research ................................................................................ 5
E. Benefits of the Research .................................................................................. 5
F. Clarification of Key Term ................................................................................ 6
G. Organization of the Graduating Paper .............................................................. 9
CHAPTER II LITERATURE REVIEW

A. Theoretical Review ........................................................................................................ 11
B. Theoretical Framework .................................................................................................... 19
C. Previous Research .......................................................................................................... 22

CHAPTER III RESEARCH METHODOLOGY

A. Research Approach ........................................................................................................ 26
B. Research Setting .............................................................................................................. 27
C. Data Source .................................................................................................................... 30
D. Procedure of Data Collection ......................................................................................... 31
E. Data Analysis .................................................................................................................. 34
F. Checking the Validity of the Findings ............................................................................ 35

CHAPTER IV DISCUSSIONS AND FINDINGS

A. Interviews’ Results of Students ..................................................................................... 37
B. Students’ Score Lists Analysis ....................................................................................... 90
C. Teacher’s Assessment For Students’ Ability Along the Learning Using EMI .................. 92

CHAPTER V CLOSURE

A. Conclusions .................................................................................................................... 97
B. Suggestions ..................................................................................................................... 101

REFERENCES

APPENDICES
LIST OF TABLE

Table 3.1 Population and Sample of the Research........................................ 31
Table 4.1 Coding.................................................................................. 38

LIST OF CHART

Chart 4.1 The Percentage of Students’ Choices About How Much English Shall
Be Used In English Lesson ................................................................. 78

LIST OF FIGURE

Figure 2.1 Process of Perception ............................................................ 13
ABSTRACT

Bahiyyah, Khoridatul. 2019. The Students’ Perceptions of Using English As Medium of Instruction (EMI) In English Lesson For the 10th Grade Students of Sma N 2 Salatiga In The Academic Year 2018/2019. Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute For Islamic Studies Salatiga. Conselor: Hanung Triyoko, S.S., M.Hum., M.Ed.

Keywords; EMI, students’ perceptions, English lesson

This research is done in order to know about the students’ perceptions when their teacher used EMI (English As Medium of Instruction) along the teaching learning process in English lesson for the 10th grade students. The perceptions are focused on their opinion, the difficulties and the suggestions for the upcoming.

This research use descriptive qualitative to analyze the data which was gathered from students’ interview, students’ score analysis and teacher’s interview. Those three data will be compared each other to get the discussion and the solution.

The students’ perceptions stated that the students agree for the usage of EMI with some benefits. But they also got difficulties when the teacher used EMI in their English lesson. The students’ score analysis showed the effects of their difficulties, then the teacher’s interview showed the consistency between teacher and students to keep the existing of EMI and do improvement on the implementation.
CHAPTER I

INTRODUCTION

A. Background of the Research

Based on Oxford Dictionary, lesson is a period of learning or teaching. So, it can be called a learning or teaching that done for some meetings. Some experts gave their ideas about learning. Schunk (2012:5) said, “learning is recalling what exists in the mind. Information acquired with the senses by observing, listening, tasting, smelling, or touching constitutes raw materials rather than ideas”. From that definition, we can get that learning is everything what we get from our five senses and processed on our mind that got for some meetings. While according to Kaya (2016:9) “in a general sense, learning is a method of adapting to current social condition, rules and cultural needs”. Usually a learning is done at class or school. But when we see from Kaya’s idea, learning is not only in the class, but also wider in the social community along we are alive. Kaya also mention ‘adapting’ on his definition to learning, cause a student also should adapt with the environment and everything on their class and school.

Some experts also gave their ideas to teaching. Sequeira (2012:3) states that “teaching is a set of events, outside the learners which are designed to support internal process of learning”. Teaching is outside the learners, while learning is inside the learners. Teaching, defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. Cohen (2011:105) stated, “teachers’ learning is an essential asset in
such work because the more they know, the greater their resources for helping learners”. From Cohen, we know that teaching are usually done by a teacher to help learners to know, understand something, to can do something.

Feiman-Nemser and Buchmann (1986) define “teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension”. Seeing Feiman-Nemser’s definition, the role of teacher is important. How the teacher shows, tells and teaches ‘worthwhile things’ to the learners. Not only knowledge but also attitude (moral). Teacher has responsible to help learners on knowing worthwhile things, make learners easily to adapt all environment surrounding the place of learning process. How teacher on teaching will influence the learners.

English is the most important language in the world, as said by Crystal (2003) that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. This statement is supported with the fact that approximately 380 million people speak English as an international language, such fact has proven that English is now globally utilized. English has been taught since 4th of Elementary School in Indonesia. The primary function of teaching english language is the language can be used on daily activities and especially can be used on communication (speaking). This is similar to what Aljohani (2016) said that “language teaching can be described as teaching people a foreign language so that they can understand and speak the language.”
In order to make students master on English, the teacher makes alternative like using full english on their english lesson. It is called English As Medium of Instructions (EMI). Dearden (2014:2) defined EMI as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. EMI means English is not only the content of the subject, but it is also the language of instruction on that subject. Dearden (2014) also said that with the enhanced English through EMI, this proficiency is alleged to be an excellent tag to a worldwide domain.

SMA N 2 Salatiga is one of the senior high school that placed on Salatiga. Of course, english is one the lesson there which taught to the students in all grade. In order to make students master on listening and speaking in English, the english teacher of the 10th grade use full english (EMI) along she teaches. But, the problem is the students get difficulties on understanding what is the teacher said then it was impact to their understanding of the content. According to Kumbakonam and Archana (2017), “besides parents, teacher’s play a very crucial role in developing a child’s interest towards a subject or the language”. It means how teacher teach especially on using EMI will be impact to students’ ability and understanding, which is impact to their interesting too. This research is directed to identify how are students’ perceptions of using English As Medium of Instruction (EMI) in English lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019. This research use qualitative research. The data were gathered from interview and
questionnaire of students’ perceptions of using EMI in English lesson in order to determine what are the students’ difficulties and how should English be used in English lesson. Those will be presented on THE STUDENTS’ PERCEPTIONS OF USING ENGLISH AS MEDIUM OF INSTRUCTION (EMI) IN ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019.

B. Research Questions

Based on the background of the study above, this research is purposed to answer the following questions:

1. How are students’ perceptions of using EMI in english lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019?

2. What difficulties do students have when the teacher use EMI in english lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019?

3. How much English shall be used in English lesson for the 10th grade students of SMA N 2 Salatiga?

C. Focus of the Research

The target of this study is exploring students’ perceptions of using EMI in English lesson especially for the 10th grade students of SMA N 2 Salatiga, investigating their difficulties of using EMI and how should English be used in english lesson. For example English use in the class as much as Bahasa used, or maybe English used 60% and Bahasa used 40% along the learning. So the
students can learn to communicate using English as well as learning the content.

D. Objectives of the Research

Based on the research questions, the objectives of this research are:

1. To recognize how is students’ perception of using EMI on English lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019

2. To recognize what are students’ difficulties when the teacher use EMI on English lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019

3. To investigate students’ opinion about how much English language should be used on English lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019

E. Benefits of the Research

The results of this research are expected to give benefits for english teaching and learning, the benefits are:

1. Theoretically
   a. The result of this research may enrich the literature of english teaching and learning
   b. This result can be deepen the literature of using English As Medium of Instruction (EMI), especially for senior high school in Indonesia
   c. The result of this research also may used as cognizance for those who want to use EMI along the learning and teaching
2. Practically

a. For the researcher

The result of this study can help the researcher on improving their ability to teach English, especially on using EMI during the learning process while understanding the students’ condition.

b. For the teacher

The teacher knows how much English should be used together with usage of Bahasa and can evaluate themselves what are students get difficulties from them along the learning process.

c. For the students

They can learn to use English as the tool of communication likewise they understand the content.

d. For other teacher

This result can be used as reference on conducting English learning process in using English as medium of instruction with Bahasa.

F. Clarification of Key Term

a. Perception

Cited from Unumeri (2009:18), “......, perception is defined as an act of being aware of ‘one’s environment through physical sensation, which denotes an individual’s ability to understand’ (Chambers Dictionary)”. From this meaning, we can say that perception is how individual understand their environment. It may explain how different individual may has different perception although they are in the same phenomenon, as like what said by
Unumeri (2009:18) that, “this is the fact, in all probability, that accounts for the difference in the opinions and actions of individuals/groups that are exposed to the same social phenomenon”.

Mcdonald also gave their idea to the definition of perception and what she said supporting what Unumeri said. Mcdonald (2011) said, “perception is a uniquely individualized experience. One can only draw from what is known to oneself.” It means that perception only got from themselves, not other. That makes perception one person is different to another like what Unumeri said.

b. English As Medium of Instruction (EMI)

English As Medium of Instruction (EMI) is not new term nowadays in education realm. Some academists have written journals about EMI. Simpson (2017:3) said, “EMI refers to a situation where learners for whom English is an additional language are receiving some or all of their education in English, i.e. at any stage of the education cycle.” As Simpson said, the learners whom the mother tongue is not English and use English on their education is called EMI. Different to Goodman (2014) who interpret EMI deeper as, “....., EMI is investigated as a case of language-in-education planning and fluid practice at the institutional level”. He said that EMI is something which is has been planned in education.

Other experts stated that by using EMI, the students are expected to can use english in the wider situation and condition. They were Belhiah and Elhami (2015:7), said:
The adoption of English instead of the mother tongue as a medium of instruction can thus provide students with ample opportunity to use the language on an everyday basis and in a wide array of communicative situations and capacities, not only with their teachers, but also with other students, administrators, and advisors, in meaningful and authentic contexts.

c. English Learning and Teaching

Language has been defined by many expert. According to Brown (2000:5) language is “a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another”. On the other way, language can be utter on spoken, written and body (language). Losee (1999:2) talks about communication, he said “communication occurs only when there are two associated information producing processes and the output from one process is the functional inverse of the other process’s output” and “....communication is defined in terms of informative processes, one can study both the information that is conveyed and the processes that carry it”. Communication is activity that depend each other. A common communication is usually need a language. Amberg and Vause (2009:2) say, “language is foremost a means of communication, and communication almost always takes place within some sort of social context”.

As we know, English is the most important language in the world. “English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most people” (Ahmad & Rao, 2013:187). To know language, moreover foreign langugae, people need to do activity such learning. Language learning is a
conscious process, is the product of either formal learning situation or a self-study programme (Kramina, 2000:27). Brown (2000:1) said “learning a second language is an extensive and multifaceted activity”.

Learning and teaching commonly come together. If someone teach, there must be a learner. While someone learn, there must be a teacher. Because teaching is assisting someone to learn, whereas learning is a pursuit to recognise a new knowledge. Brown (2000:7) defined teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. From Brown, we are able to state that teaching is an activity on serving another to learn new something. Cook (2012) shared his opinion about the goals of language teaching, he said, “the aim of teaching English should not be just to make students use English like monolingual native speakers but to equip them for the unique position of L2 users, like a person with joint nationality rather than a naturalised citizen”. Teaching english is an activity to help students on evolving communicative proficiency.

G. Organization of the Graduating Paper

This graduation paper is consist of five chapters. Each chapter talks about different topic, depending on the topic which is conversed. Chapter I talks about contains of introduction. The first is background that tells about why the researcher choose this topic. The second is research question which tells the problems that will be told on this graduation paper. The third is objectives of
the research, which says the goals of this research. The forth is benefits of the research, which says the function of this research after finish then, theoretically and practically. Then the fifth is definition of key term, states about the terms that included on the title of this research. The last is organization of the graduating paper Chapter II says about literature review that consists of the previous research and theories about students’ perceptions, EMI and English lesson. Then Chapter III is research methodology. It tells about the procedures of the research, consists of the kind of research, the location and time, the source of data, the procedure of data collection, data analysis and checking of data validity. The next is Chapter IV. It is data exposure and analysis, which telling about the findings of the research. Then the last is Chapter V, informs the closure. It is consists of conclusion and suggestion. The last section is references and appendices.
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher focus on explaining theoretical foundation of this research. This chapter consist of theoretical review and previous research to see how far this topic researched has been already by experts.

A. Theoretical Review

Theoretical review will talk about the variable on this research. The function is to make clear the definition and mean of each variable. There is three variable here; perception, English as Medium of Instruction and English lesson.

1. Perception

The theories that will be explained here are concerning to perception, it is perception itself, process of perception, factors affecting perception, relation between perception and lesson, students’ perceptions.

a. Definition of Perception

Perception has been talked a bit in Chapter I. It is people’s view toward their environment based on self experienced. While Belch (2004) defines perception as “the organization of sensory information into meaningful experiences. To study perception, psychologists investigate the relationship between physical stimuli and sensory experiences”. As we knew that human has 5 senses and it has been mentioned by Ahmadi and Nezami (2012) on Sensory Brand, five senses of human are: sight
sense, sense of sound, sense of smell, sense of taste and sense of touch. Seeing those theories, we can say that perception is information that gotten from physical stimuli and sensory experiences by human 5 senses.

While Angell (1906) says “Somehow, our former perceptions are taken up and incorporated into our present perceptions, modifying them and moulding them into accord with the past”. It means that perception is gotten by gathering old information and newest information. The previous information that gathered from five senses, saved on people’s brain and compare it with the new information, so called as perception.

Sari (2016:7) said that “different perceptions from person to another are influnced by their interests and needs”. In this research, the students’ perceptions are subjectives opinions about the use of English As Medium of Instruction (EMI) in English lesson based on their experiences passed an academic year.

b. Process of Perception

As mentioned before, perception is receiving information roughly the environment. Students’ perceptions that will be analyzed here are based on their experiences along an academic year using EMI in their English lesson. Even they were experiencing same matters, but the perceptions may be different each other. It is also based on their previous experiences and motivations in Engling lesson before getting EMI on the last academic year. Madichie (2012:153) says “each individual interprets the meaning of a stimulus to be consistent with his or her own unique
biases, needs, and experiences”. See figure 2.1 that tells about process of perception by Madichie.

The first step is exposure, it happens when human receives stimuli that gotten by sensory receptor. As mentioned before, sensory receptor of human is five sense; sight, smell, taste, touch and sound. Then the second is attention, where an activity processing is focused on certain stimuli. The researcher guesses this is the process where make different perception between one person to another. Then the last step is interpretation, when we give meaning to the sensory stimuli that we get. We can say that interpretation is output from the input (exposure). Of course, the interpretation of one person to another is different each other depend on their attention. People may see the same singer on television, with the same dress, same song and same performance, but their perception is different.

The maker of perception’s process above, Madichie says “Overall, perception is simply the process of (i) selecting, (ii) organizing, and (iii) interpreting information inputs in order to produce meaning that would aid in consumption decision-making”.

Figure 2.1 Process of Perception
c. Factors Affecting Perception

After talking about what is perception and process of perception, here the researcher will talk about the factors that affecting perceptions. A little bit factors has been mentioned before, it is needs, interest and motivations. Those which make different perceptions. Here the factors will be more explained. Sharma says 4 factors that affecting the perception.

1) Perceptual Learning

When something happen, people try to focus on some specific sensory than other sensory. They learn from past experiences or certain training. So that they focused on what shall be done, cause they were ever experiencing that. The students who have experienced EMI before on senior high school, may be have different perception than other. They will compare the EMI between on their school now and on their previous school. They had have their own perception to EMI before the last academic year.

2) Mental Set

Mental set is when someone is ready to receive some sensory inputs. In this research, when the students have well intentioned on EMI, the researcher guesses they will be more ready to learn English and pay attention. But, the case that researcher got was the problem when the students were experiencing English lesson using EMI. That’s why the
researcher wants to do this research, knowing their perception about EMI, recognize more their difficulties and their perception to solve those problems.

3) Motives and Needs

These two things are influencing people on many things. Not exception the perception. In this research, motives and needs of the students will influence their perception about EMI. The students who like English and aware to the important of English as the international language will give positive response and learn more to be more skilled on English.

4) Cognitive Styles

Every people is different on processing the information they get. People has their own way to understand the situation. It will affect on people’s perception. In this study, students’ cognitive style will affect their answer about perception toward the use of EMI in English lesson.

Those are four factors that affecting perceptions, concepted by Sharma. These factors will be used to make the questions on interviewing the students. The next discussion is telling the relation between perception and lesson.

d. Relation Between Perception and Lesson

The definition of lesson has been explained at Chapter I, lesson is a period of learning or teaching. Kleinke (1978) as cited on Pratiwi and
Triprihatmini (2018) stated that “perception is one of factors which influences one’s success in learning language”. So that, what are the students’ perceptions about EMI will influence the learning process and the result. In this case, the researcher has known that the students got problems on following the English lesson using EMI. So that the researcher needs to investigate more about their perception about EMI, their difficulties specifically and their hopes.

e. Students’ Perceptions

In the Oxford Dictionary, ‘student’ has three meanings which is referring to one meaning. The first, person who is studying at a college or university. The second, person studying at a secondary school. Then the last, any person interested in a particular subject. From those meanings, we can conclude that student is any person who is studying in every level of school.

While the definition of perception has been talked in the Chapter I and the previous point. Perception is the person’s understanding to their environment. Furthermore, Goldstone, Landy and Son (2009) say that, “perception is not limited to what we see at first sight“. It means that to get a ‘perception’, the person should know the thing deeply. In the Oxford Dictionary, perception is translated as ability to perceive something and way of seeing or understanding something.

Then the meaning of student perceptions are what students perceives about their environment that is teacher, class, classmate,
curriculum, subject and many things about school as the biggest environment for the students. The students’ perceptions are subjective, based on their own experiences. It is also based on their needs on English and motivations, that may influenced by their own previous experience which different each other. So that the perception cannot said as the right or wrong perceptions. Every students have their own needs and motivations. As stated by Sari (2016:11) that cited from Altman (1985), “perception is the way stimuli are chosen so that they can be meaningful”. The word ‘stimuli’ has been mentioned by some experts before. Stimuli is the important role in order to get perception. According to Sharma (2015) as stated on Sari (2016:11), “our sense organs will be stimulated by different stimuli”. So human’s sense organ will receive those stimuli and transfer it into their brain.

Therefore, people who has seen something that they ever saw before will be easily recognize that things than people who never see or never know before. These definitions of perception are used on this research, because the students that will be interviewed about the use of EMI in English lesson are the students whom have experienced an academic year using EMI in their English lesson, that of course influenced by their needs, motivation and stimuli.
2. English As Medium of Instruction

The definition of English As Medium of Instruction has been explained in the Chapter I, clarification of key term. In this section, the researcher will analyze one word by one word.

English is the most popular language in the world. It is appropriate to what Vu and Burns (2014) said, quoted from Crystal (2006), "it is now a truism to state that English is spreading rapidly around the world. Speakers of English as a first, second and foreign language are said to have increased from 1.2 billion in 2003 to 1.5 billion in 2006". What Crystal said was 13 years ago. I believe that now the speaker of English is more that it.

The word of medium that used here is a noun. There is another ‘medium’ with difference kind of word and meaning generally, it is adjective. In the Oxford Dictionary, there are several meanings of medium. The appropriate meaning with the ‘medium’ that used here is “way of communicating information”. Medium has plural form, it is media. Rao (2014) quoted by Setiawan (2018) says, “media can act as facilitator in the teaching learning process and it has immense potential as instructional tool”. From those definitions, we can take the mean of ‘medium’ in this research as way of communicating in order to be mediator in the teaching learning process which may used as instructional tool.

In the definition of medium above, there is load a word ‘instructional’. The word ‘instructional’ has word root ‘instruction’. The definition above is appropriate to ‘instruction’ meaning in Oxford Dictionary, it is information.
of how to do something. More specific, Oxford Dictionary said instruction as act of teaching something to subject. These definition supports what Rao said about media in term of teaching learning process.

After saw all the definitions, English As Medium of Instruction can be defined as English used as the medium to convey the subject along the teaching learning process (instruction).

3. English Lesson

Lesson is period of time in which subject is taught something (Oxford Dictionary). Furthermore, lesson is an activity consist of teaching and learning. Kumbakonam and Archana (2017) say “teaching and learning is a continuous process and wherein strategies may differ with the moving generations”.

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors (Schunk, 2012:1). While Brown (2000:7) says “teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for the learning”.

So that, english lesson is a period of time which is english is learnt by the learner with helping from the teacher.

B. Theoritical Framework

On this session, the researcher will explain how the researcher answer the three research questions in this paper. The researcher uses whole theories about perceptions for answering the first question, “how are students’ perceptions of
using EMI in English lesson for the 10\textsuperscript{th} grade students of SMA N 2 Salatiga in the academic year 2018/2019”. This research question is applied on the first question in instrument of interview for the students, that is ‘Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?’.

Then in order to answer the second problem, “what difficulties do students have when the teacher use EMI in English lesson for the 10\textsuperscript{th} grade students of SMA N 2 Salatiga in the academic year 2018/2019”, the first theory researcher uses is from Belch (2004) that concerning to ‘sensory experiences’, experiencing an academic year using EMI, what are their difficulties. Then theory from Madichie (2012) about process of perception, where there is attention which make different perception one person to another. Then theory of Sharma about factors affecting perception, especially on mental set. Where the students have readiness or not to receive some sensory inputs. Along an academic year using EMI, the students claimed got difficulties. They had experienced it on weekly English lesson, so they had have sensory experiences along the English lesson, they got ‘attention’ and mental set concerning to get English lesson using EMI from their teacher. Therefore, the researcher makes the question to the students for answering this research problem by ‘Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?’.

Beside asking their difficulties and the affects, the researcher also wants to know their solution along the last academic year when they were getting the
difficulties. The theory is Sharma about factors affecting perception, perceptual learning. It is a factor when the students know what should they do cause they have known they got difficulties. Also motives and needs, that will make answer from each student will be different depend on their motives and needs to the English lesson. Beside perceptual learning, motives and needs, cognitive styles also used here. Every student has their own way to understand the situation, it is same with how they have done the solution. They understand their situation (their difficulties), automatically they will search the solution that acceptable for each of themselves. The question that given to the students is ‘Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?’.

The last research question is “how much English shall be used in english lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019”. In order to answer this question, the researcher uses the theory from Sharma about factors affecting perception. The factor is mental set, their readiness to accept some sensory input. The question that given to the student is closed question, it is:

*Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?*

a. 100 % Bahasa Inggris  

b. 75% Bahasa Inggris : 25% Bahasa Indonesia
c. 50% Bahasa Inggris : 50% Bahasa Indonesia

d. 25% Bahasa Inggris : 75% Bahasa Indonesia

e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)

Their motives and needs also will affect their choice here.

In order to make better English lesson with EMI, the researcher also wants to know their perception about how EMI shall be applied in English lesson after experiencing an academic year, it means they give suggestion to every people who mixed up with the lesson whether it is students themselves or the teacher. This question is based on the theory of Kleinke (1978) that students’ perception is important for the successness of language learning. The question that given to the students is ‘Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?’

C. Previous Research

In this chapter, the researcher presents some previous researchs which are resemble to this research about the using of EMI in subject. The first previous research is done in medical university on China. This research has done by Jiang, Zhang and May (2016). The strategic institution, in order to promote the education internationalization, the institution decided to use EMI on its teaching. The focus of the research was on subject teachers’ perceptions and practices in EMI and students’ motivation and needs in English learning. But the data that they gathered did not show a consistency on using EMI. The
lecturers felt competent less for using EMI on deliver the content. All they could do was to choice to whatsoever means, like pragmatic tactics, to make sure subject understanding, thoughts, and theories were pronounced clearly and accurately. Students’ learning motivation questionnaire mentioned having a standard language ability to read subjects’ literature and look for academic information (20.2%), while improving skills of oral presentation was less interesting 7.5%). In the part which is related to language learning need, skill of ESP writing got the highest average (M = 4.19, SD = 1.00). While the need of text structure and genre was low (M = 3.46, SD = 1.14). Finally their finding showed the access upgrading for ESP equipping which is appropriated to language problem in EMI class is very important. Colaboration between subject and language specialist is rewarding to students learning about subject knowledge and language skills. Therefore, ESP practitioners need to consider the needs of students’ communicative on their disciplines and resolve the limitedness of EMI practice now in higher education on China.

The differences of the previous research above to this research are the previous research said about teachers’ practices and perceptions of using EMI, while this research just focus on students’ side. The students’ side that will be seen on this research is on their perceptions of using EMI, while on the previous research was students’ learning motivation and needs. The last difference is the previous research did on medical college, there was EMI shouls be support with ESP, while on this research wil do on senior high school (EMI in English lesson).
The second previous research was almost resemble to this research. This previous research has been done by Rahmadani (2016) that was aimed to know how far students’ expectation of using EMI that used by english teacher on teaching english for students of senior high school in Palangkaraya, Indonesia. The research was done on four senior high school in Palangkaraya, that was Model MAN, MA Muslimat NU, SMAN 4, and SMKN 2. The survey used cluster random sampling. The questionnaires that composed from 10 items were shared to 134 students, which was taken from one class of 11th grade each school. The items were considered to assess the factual, behavioural, and attitudinal condition of using EMI on english classroom. The result of this research, indicated that most of students agree with the dominant of using EMI was applied by the english teachers on teaching english. By applying EMI in the class, it can be intensify the english ability of students with the appropriate english standard, motivating them to learn english, improving their confidence to speak english, helping them to grasp the textbook or article of english, and helping them to appreciate international culture.

Eventhough from the title it is almost similar to this research, but there are some differences. The students’ perceptions that Rahmadani looked for were the factual, behavioural, and attitudinal condition of using EMI on english classroom and their motivation on learning english. Whereas on this research will look for students’ perception of using EMI like their understandings, difficulties and how much English shall be used in english lesson. The more difference is the previous research took the population from
the 11th grade students from four senior high schools, one class from each school. Whereas this research, will take the population from one school, 10th grade students. The sample are one class from one department.

The last previous research showed the most different than before. Simbolon (2018) has done a research of using EMI in Indonesian higher education, comprehend by stakeholders’ perspective. Simbolon assumed that so many universities in Indonesia attempted to make their university become an International University. One of the exertion to make it true is make English as the language of instruction (EMI). The university as the place of this study used EMI voluntarily for 4 years. But, now EMI is not applied anymore. That is why this research was done. This study is intended to know EMI based on stakeholders’ perspective. The data were gathered from two focus groups’ interviews that involving six lecturers based content who have experienced on using EMI on their teaching and 3 stakeholders of state university who use EMI on delivery their courses.

The last previous research is the most different. The last previous research seen the stakeholder perspective, but the finding also included the opinion from the teacher who had experiment on using EMI. It has been done on Indonesia higher education. While on this research will see the students’ (mean as the learners) perceptions. It will be done in a senior high school.

After reviewing the previous researches, the researcher is sure that those previous research are very different to this research. It makes the researcher believe to finish this research in order to add the literature on talking EMI.
CHAPTER III

RESEARCH METHODOLOGY

This chapter will focus on research methodology. It is about how the research will take the sample, data and analysis. This chapter consists of research approach, location and time, data source, research procedure, data analysis and checking the validity of the findings.

A. Research Approach

This research uses qualitative research. Mishra & Alok (2011:3) argue “....qualitative research is concerned with qualitative phenomenon, i.e., relating to quality or variety. Such type of research is typically descriptive...” and “qualitative research involves looking in-depth at non-numerical data. It is more naturalistic or anthropological”. This research talks about students’ perceptions, so that seeing the definitions from Mishra & Alok, the researcher chooses to use qualitative research. This reason is also supported by Lincoln & Guba (1985) quoted by Jackson II, Drummond & Camara (2007) on their article. The statement was “if you are a qualitative researcher, you will be primarily concerned with what Lincoln and Guba (1985) call ‘the human as instrument’ approach. In other words, the focus turns to understanding human beings’ richly textured experiences and reflections about those experiences”.

Creswell (2009:4) argues:

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. data typically collected in the participant's setting. data analysis inductively
building from particulars to general themes. And the researcher making interpretations of the meaning of the data.

This research focuses on what are students’ perceptions, making the students as the participants of the research. It agree with Moustakas (1994) argument as quoted on Cresswell (2009:13). Moustakas called it as Phenomenological research. It is the strategy of research inquiry where the researcher try to understanding the real meaning of people experiences concerning phenomenon as explained by participants. Understanding the lived experiences marked by long engangement of the students along the English learning use EMI. So that the population will be taken from the class which has been thought by one EMI teacher for one academic year. Furthermore, it will be explained on data source.

After seeing the experts definition of qualitative research, the researcher thinks that it is the best approach for this research. The first data will be gathered from interview to the students. While the second data will be gathered from some documents such as test score’s list.

**B. Research Setting**

This section tells about the location and time of the research.

1. Research Location

The school for this research is SMA N 2 Salatiga. This school is located on Argomulyo sub-district, pricesly located in Jl. Tegalrejo Raya No. 79 Tegalrejo, Argomulyo, Salatiga City. The physical buildings of SMA N 2 Salatiga are good and well taken care. The school consists of some buldings, it is not only one building but connected buildings.
Basically, the school is just one floor, but a little bit of buildings consist of two floors. The school has 2 fields, for volley ball that usually used for ceremony and football field in the backyard of the school. SMA N 2 Salatiga is a school of National Adiwiyata, of course this school has garden area.

The reasons why the researcher decided to choose this school for this study is because this school has limited teacher who use EMI on their English classroom from some English teachers that they have in the academic year 2018/2019. The more special was in this academic year the teachers who used EMI in English lesson placed for the 10th grade students. The researcher ever became a teacher trainee there for two months. The researcher heard students’ difficulties about the usage of EMI, while the researcher know EMI is a good way on practice english. They also gave some reasons.

The researcher guesses that being the beginner students at senior high school is one of the reason why they got difficulties on following EMI in English lesson. They were on their transformation period between junior high school to senior high school. But in the beginning of second semester, the researcher still heard the same views of using EMI from few students. Although actually the intense usage of EMI, among one class to other is different. The teacher looks the ability of the class. Therefore, the researcher wants to investigate more about the students’ perceptions of using EMI in English lesson for the 10th grade students on this school.
2. Research Period

The researcher will do the research in the end of the academic year. The reason is the statement of Goldstone, Landy and Son (2009) on the previous chapter about perception. They said “perception is not limited to what we see at first sight“. So that the researcher is targeting the data collection in the end of academic year, because it means that the students have got EMI for a year. The researcher thinks there will be different opinions, pros and cons about using EMI. Because every student has their own learning ability that differs each other. Maybe all students felt difficult in the beginning, but sooner or later they will be accustomed on using EMI.

The way to get research in this school is the researcher shall submit some documents to get the research’ permission to Ministry of Education and Culture of Central Java Province via online. It is handled by Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (DPMPTSP). Because all state senior high school and state vocational high school now are under authority of Province Government, not that city. After getting research recommendation letter, the researcher may bring the letter to SMA N 2 Salatiga for get the research.

It has been explained before that the target of this research is the 10th grade students who had been finished one academic year, so the research will do in the end of academic year. There are 8 of 11 classes which is
taught by an EMI teacher for an academic year. It is about May, 23 to 30
2019. The schedule is after the students get their final exams.

C. Data Source

Creswell (2009:175) says about the characteristics of qualitative research. One of the characteristic is ‘researcher as key instrument’.

Researcher as key instrument—Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol—an instrument for collecting data—but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers.

The data source of this research will be gathered from interview to students. According to Roulston & Choi (2018:233) “interviews are omnipresent in contemporary society, and as a genre take in journalistic, media, clinical, job, parent–teacher, and research interviews among others”.

The population of this research is 8 classes of the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019. While the sampling of the research is purposive sampling. Schreier (2018:88) argues:

The term *purposive sampling* (also called purposeful sampling) refers to a group of sampling strategies typically used in qualitative research. The key idea underlying purposive sampling is to select instances that are *information rich* with a view to answering the research question (for an overview see Emmel, 2013; Flick, 2014, chapter 13; Mason, 2002, chapter 7; Patton, 2015, module 30; Ritchie et al., 2014).

An ‘information rich’ is the target of qualitative research to answer the research question. The 10th grade of SMA N 2 Salatiga consists of eleven classes. It is divided into three programmes; six classes of science (MIA), four classes of social (IIS) and a class of language (IBB). The class that is taught by
one EMI teacher for an academic year is all class science (6 classes), a class of language (1 class) and a class of social (1). So the total population is 8 classes.

In order to get ‘information rich’, the sample that will be taken is 8 students from each class. Because the researcher guesses that the teacher uses different intense usage of EMI to each class. The table below will show the total students who will become the population and sample of this research.

Table 3.1
Population and Sample of the Research

<table>
<thead>
<tr>
<th>Programme</th>
<th>Total Students</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>191</td>
<td>48</td>
</tr>
<tr>
<td>Social</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>Language</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>Population</td>
<td></td>
<td>251</td>
</tr>
<tr>
<td>Total Participants</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

D. Procedure of Data Collection

The data will gathered from face-to-face interview. Cresswell (2009:181) says:

In qualitative interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

Creswell (2009) also gives his thought about qualitative data collection approaches. The interview approaches based on his thought are:

1. Do a formless interview, open-ended interview and make interview notes
2. Do a formless interview, open-ended interview, audio record the interview, and copy out it.

3. Do a semistructured interview, audio record the interview and copy out the interview.

4. Do a focus group interview, audio record the interview, and copy out it.

5. Do another forms of interviews: email, face-to-face, focus group, online focus group, telephone interviews.

In this research, the data collection will use the a blended approach, it is the third and forth approach; a semistructured, focus group interview, little bit open-ended question (from the nuber 2), audio record and copy out. Refers to Morgan & Hoffman (2018:251):

One essential part of this interaction is the ‘sharing and comparing’ (Morgan, 2010, 2012) that goes on in group discussions. On the one hand, the process of sharing includes discussions of the ways that participants feel similar to each other; on the other hand, comparing gets at the differences between participants. For the researcher, these ongoing exchanges around similarities and differences provide insights into not just what participants think but also why they think the way they do.

The focus group will be consists of four students each group. Every group will be only students from a class. Beside for focusing the interview, it is also to make easy the distribution of students on each group. The researcher also use the audio record and written notes during the interview.

‘Researcher as key instrument’ also said that actually the researcher is who one collect the information. Seeing the total sample of this research and the time limitation, the researcher is approximating if the students begin the long holiday while the interview has not finish. To anticipate it, beside the
face-to-face interviews, the researcher also will use the online interviews. The online interview will use to reach the participants who cannot be met with face-to-face. Different to the face-to-face interview that use focus group, the online interview will do as personal chat interview. The reason is to avoid the copy-paste answer from a student to another student. The researcher do this because considering the condition that the students are in their long holiday and to get more information focused on that student.

The researcher needs interview protocol. Cresswell (2009:183) says that operate an instrument of interview for questioning and recording the interview through qualitative interview. This instrument incorporates the following elements:

1. A header (date, place, interviewer, interviewee)
2. Directions for the interviewer to pursue so that standard processes are consumed from one interview to another
3. The questions (naturally an ice-breaker problem at the opening)
4. Surveys for the 4-5 questions, to follow up and ask individuals to explain their ideas in more detail.

The researcher will start the interview with ice-breaker question such as the rightness that the teacher uses EMI in English lesson and students get difficulties on following the subject. Then the researcher will start the main questions that will answer the three research questions here and followed the related questions. Special for the third research question, the researcher will give multiple choices. Because the researcher will use semistructured
interview, it does not close the opportunity for the researcher to give more or deeper questions from the three of research questions here. It is to get ‘rich information’ on answering the research questions. The protocol will be available on mixed-language, English and Bahasa. While the interview will use Bahasa in order to make ease the discussion with the students.

Finally on the last interview, the researcher will review their answers, asking their correctness along the interview about their answers.

This is the order of procedure data collection:

1. Preparation
   a. Preparing the interview protocol
   b. Getting permission from school to do research
   c. Meet the students in their class

2. Operation
   a. Calling four students from same class
   b. Get the focus group interview with them
   c. During the interviews, the researcher use writing notes and audio record

E. Data Analysis

The primary data that gathered here are interview. It refers to Creswell (2007) and Rossman and Rallis (1998) as cited on Cresswell (2009) say “while interviews are going on, for example, the researcher may be analyzing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report, and organizing the structure of the final report”.
In this research, to analyze the data, the researcher uses descriptive method. Nassaji (2015) said “the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with ‘what’ rather than ‘how’ or ‘why’ something has happened”. Suryana (2010:16) as quoted on Muna (2016:24) stated that “descriptive method begins from collecting the data, analyze the data, and interpret the data”. Seeing that the research is qualitative which is the data gathered from focus group interview, the researcher will classified the data based on the topic (each research question) then analyze the data.

In order to make the data readable, the researcher will use a simple coding to show the students’ perceptions. Refers to Cope (2010) “....defines coding, which is a process of identifying and organizing themes in qualitative data, reviews different types of codes and their uses, and discusses several ways to get started with coding in a qualitative project”.

The interviewees are eight students from eight classes who have done an academic year in this school. The documents as secondary data that will be gathered are students’ score test. It will be used to support and enhance the claims after analyze all students’ interviews.

F. Checking The Validity of The Findings

Gibbs (2007) quoted on Cresswell (2009:109) said “qualitative validity means that the researcher checks for the accuracy of the findings....”. In order to check the validity of the data, the researcher uses triangulate. Cresswell (2009:191) argues “triangulate different data sources of information by
examining evidence from the sources and using it to build a coherent justification for themes”. Creswell (2009:529) quoting from Denzin (1978:291) describes triangulation in qualitative research as “the combination of methodologies in the study of the same phenomenon’ and thus originally conceived triangulation as a strategy of validation”.

The data source of triangulate is secondary data and interviewing teacher’s judgements about students’ ability dan behaviour on following English lesson along using EMI. As has been explained before, the mean of secondary data is documents of students’ score list, the pure score of test along an academic year. According to Rapley & Rees (2018:378) “documents gathered alongside other forms of fieldwork to support a range of types of analytic work – covering the ad hoc ways that a range of theoretical and methodological traditions ask researchers to engage with aspects of documents to support and enhance claims”. While the questions for teacher’s interview will be made based on the results of the students’ interview and score lists’ analysis.
CHAPTER IV

DISCUSSIONS AND FINDINGS

In this chapter, the researcher will explain the three source of data and make comparison. We will see the implementation of EMI along the last academic year for the 10th grade students of SMA N 2 Salatiga from three sides; the students’ perceptions on the EMI they experienced last year and their hopes for the upcoming, students’ score lists which consist of their speaking test and final semester assessment in the previous and teacher’s monitoring and evaluation for students’ improvement in the previous academic year experiencing the learning with EMI.

A. Interviews’ Results of Students

In the first section, the researcher will give a descriptive analysis about the result of interviews with 64 students. As has been mentioned before, the analysis will be divided based on the number of the topic. It is to make the reader easy on seeing the same topic from many students’ perceptions. Beside same topic, to make it read easier, the researcher will gather the same perception from some students. The researcher also make coding for the interviewees, in order to make the reader easy to read. The coding may be seen on the table below.
### Table 4.1

**CODING**

<table>
<thead>
<tr>
<th>Class</th>
<th>Group/Online</th>
<th>Interviewee</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIPA.1 (M1)</td>
<td>Group A</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M1.A1, M1.A2, M1.A3, M1.A4</td>
</tr>
<tr>
<td>MIPA.2 (M2)</td>
<td>Group A</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M2.A1, M2.A2, M2.A3, M2.A4</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M2.B1, M2.B2, M2.B3, M2.B4</td>
</tr>
<tr>
<td>MIPA.3 (M3)</td>
<td>Online</td>
<td>Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8</td>
<td>M3.O1, M3.O2, M3.O3, M3.O4, M3.O5, M3.O6, M3.O7, M3.O8</td>
</tr>
<tr>
<td>MIPA.4 (M4)</td>
<td>Face-to-face Group</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M4.F1, M4.F2, M4.F3, M4.F4</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M4.O1, M4.O2, M4.O3, M4.O4</td>
</tr>
<tr>
<td>MIPA.5 (M5)</td>
<td>Group A</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M5.A1, M5.A2, M5.A3, M5.A4</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>M5.B1, M5.B2, M5.B3, M5.B4</td>
</tr>
<tr>
<td>MIPA.6 (M6)</td>
<td>Face-to-face Group</td>
<td>Student 1, Student 2, Student 3</td>
<td>M6.F1, M6.F2, M6.F3</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>Student 1, Student 2, Student 3, Student 4, Student 5</td>
<td>M6.O1, M6.O2, M6.O3, M6.O4, M6.O5</td>
</tr>
<tr>
<td>IIS.1 (IS)</td>
<td>Online</td>
<td>Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8</td>
<td>I.O1, I.O2, I.O3, I.O4, I.O5, I.O6, I.O7, I.O8</td>
</tr>
<tr>
<td>IBB (IB)</td>
<td>Group A</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>B.A1, B.A2, B.A3, B.A4</td>
</tr>
<tr>
<td></td>
<td>Group B</td>
<td>Student 1, Student 2, Student 3, Student 4</td>
<td>B.B1, B.B2, B.B3, B.B4</td>
</tr>
</tbody>
</table>

**Explanation:**

1. MIPA : Science Programme
2. IIS : Social Programme
3. IBB : Language Programme
4. Group : Offline Interview
5. Online : WhatsApp Interview
1. Students’ Perceptions of Using EMI For the 10th Grade Students of SMA N 2 Salatiga In English Lesson and the Reasons.

On the first question, the students were asked about their reactions or opinions about the using of EMI and the reasons.

a. Positive Reaction


All students that mentioned above have positive reaction to the use of EMI in English lesson with similar reasons. They thought that EMI is beneficial for them.

M1.B1 said EMI is beneficial because it may be used for practising the students since on early stage. It is also enrich the insight of the students especially who still lower on English. M1.B2 said that EMI is beneficial enough. It is useful to look for job in the future. M1.B3 claimed the same thing with M1.B2, that EMI is useful for the future. For additional, he gave hopes to the school for hold a special day where the students must speak English.
M2.A1 said that two another senior high school on this city also used EMI, so it is beneficial to use EMI in her school. While M2.B1 stated that EMI is worthy with the reason it can be for practise the students on speaking skills, from little by little become skilled. M2.B2 said that whether EMI is beneficial or not depend on the person, depend on skill and their motives. But generally M2.B2 stated that EMI is beneficial because EMI can be accustoming the students to use English. Even he said it is depend on students’ skill and individual. This is the avowal from M2.B1 and M2.B2:

(M2.B1 : In my opinion it’s beneficial, let the students practise, for example me as a teacher, EMI may practise students’ speaking skills. Even though just little bit, but by the time [the students] will be skilled)
I : Terus, M2.B2, pendapat kamu gimana?
(M2.B2 : It is beneficial, but every people have different character, any people feel good any people does not feel good, because...)
M2.B2 : Ya bagus juga si, tapi kan tiap karakter orang beda-beda, ada yang merasa enak ada yang merasa engga, soale kan ee..
(M2.B2 : Is this character or skill?)
I : Ini karakter apa skill?
(M2.B2 : I mean skill, it is different)
M2.B2 : Ya maksude skill skill, beda-beda sih
I : Beda-beda, mungkin kalo emang ga suka jadii..
(M2.B2 : Differences, may be if they do not like affected..)
M2.B2 : Bosen
(M2.B2 : Bored)
I : Bosen, tapi kalo skillnya juga ga bisa malah ketinggalan gitu ya?
(I : Bored, but if their skill also bad it will be missed, is it right?)
M2.B2 : Iya
(M2.B2 : Yes)
I : Lha terus kalo bagusnya? Ada bagusnya ngga?
(I : And then how about the good thing? Is it have any good thing?)
M2.B2 : Yaa kayak biar bisa nglatih kebiasaan ngomong Inggris
(M2.B2 : It may let the students to be accustomed on speak English)

Similar reason to M2.B2 is described by M3.O2. He said that EMI can practise the students to be fluent in English. He added, but if the explanation was using full English the students would confuse. M3.O3 conveyed that the use of EMI in the school is very beneficial. It can practise the students to be accustomed on using English. M3.O4 alleged that EMI may make the students who did not understand about English, become understand cause of curiosity. This is what happens to him. He has motives. M3.O5 assumed that the use of EMI in her school is good enough. She said that they might apply English on their daily activities even it had been not fluent. Different to many reasons before, M3.O6 talked about vocabulary. She whispered that by using EMI, the students may enrich their vocabulary which have not known before. M3.O7 thought that actually EMI is beneficial, cause it is one of the way to make the students are skilled on English, enriching their vocabulary. She added, factually the students still got difficulties on absorbing English sentences. M3.O7 shows that she has motives and needs, but the students’ mental set are still low. As common reasons before, M3.O8 assumed that EMI is worthy, the students are being understand about English, practise the students to be accustomed to use English.

M4.F1 alleged that she just agree with EMI in English lesson. Her reason is EMI can be enrich students’ vocabulary and students’ speaking
skills. M4.F4 assumed same reason to M4.F1, she said that if the teacher used new vocabulary, the students can add their vocabulary and know the pronunciation. M4.O1 also agrees to use EMI. He thought EMI may improve students’ speaking skill and students’ vocabulary. He added that EMI needs to be applied step by step. Different to many previous reasons, M4.O2 conveyed that by using EMI the students get 2 benefits in a row. The first is the materials taught and the second is getting new vocabulary and can be accustomed to do interaction using English. M4.O3 also conveyed that EMI can be used for students to practise English. While M4.O4 admitted that English is good for interaction, but she thinks that the teacher also needs to give meaning of what she said. it is hor helping the students who still lower in vocabulary.

M5.A1 said that EMI is beneficial because it makes the students are skilled to do interaction using English. The same reason about doing interaction using English also claimed by M5.A3 and she also added that by using EMI the students may know the pronunciation. M5.A3 alleged that EMI is actually beneficial, but if seeing the students’ condition, they still got difficulties on speaking. M5.B2 stated that he agrees to use EMI, but English does not use fully. Bahasa may be used to give explanation. The last interviewee from M5 who though that EMI has positive side, M5.B4. He thought while using EMI, the students may learn to apply English. But sometime he found unknown vocabulary.
M6.F1 alleged that she just agrees to use EMI. She did not give the reason, but she added that she felt pity for her friends who have lower in English, they would be misunderstanding. M6.F1 looked did not has motives and needs, but she has mental set to receive the lesson using EMI. M6.F2 said that EMI is rather helping on mastering English., from could not speak English to be rather could speak English. M6.F3 conveyed different reason. He said that English is standard for people to be go international. The base to do it is mastering English. M6.O2 agrees to use EMI in English lesson. She claimed EMI in her school is good enough, but need to be upgraded for making students being active to do interaction. M6.O3 also agrees with EMI, but she regretted that students still have lower on English that makes the materials which can be accepted was not 100%. M6.O4 claimed that by using EMI in English lesson, little by little the students may understand and by the time will be fluent to speak English. While M6.O5 thought that EMI is beneficial to be applied but with condition clear pronunciation from the teacher.

I.O1 claimed that EMI in her school was applied good enough. Because when the teacher explined using English, it was clear enough. Similar to some reasons before, I.O2 stated that EMI is beneficial for the students cause they may practise little by little so that they can be fluent to speak English. While I.O3 stated that EMI is very effective for the addition of basic communication techniques in English. She thought that students of senior high school have chance more to continue their study
at college and English is very needed. I.O4 has motives and needs. She thought by using EMI, it may encourage the students to learn English deeper. I.O5 claimed that by using EMI in English lesson is suitable way actually. It is very helping the students on understanding the materials. I.O6 alleged that by EMI, the students may enrich insight and vocabulary for understanding more the English communication. By communicate using English, the students may be easy to remember the words that they uttered. I.O7 also calimed that EMI is beneficial for the students both as the leaning and as the interaction. Similar to I.O7, I.O8 also claimed same matters. I.O8 thought that by using EMI, the students do not only know the materials, but also may apply the theory, learn to interact with many people.

B.A2 stated that EMI may add students’ insight. While B.A3 conveyed that by using EMI, it may make the students are confident and fluent to speak English. Someday if the students are continuing their study at college. B.A4 alleged that EMI is beenficial on understanding the English lesson and may the students deepen their English even it use daily conversation. He also added it is beneficial for seek a job or continuing the study to college. B.B1 alleged that EMI may improve their skill on English. She also thought that the use of EMI in her class may get improved for the percentage. B.B2 thought that EMI may enrich students’ vocabulary. Moreover, her class is language program, their English shall be excellent. B.B3 admitted that EMI may improve
students’ communication skill. Then the last B.B4 admitted that her class is language program, EMI is worthy as provision for the future.

The conclusions for their positive reaction to EMI are because EMI has some benefits. There are enrich students’ vocabulary, improve students’ speaking and communication skills, learn both the materials and the application on communication, know the pronunciation, add students’ insight. These benefits are benefits that they get for nowadays. They also uttered benefits for their future, such as for seek a job and if they continue their study to college.

Seeing students’ reasons why they have positive reaction to EMI, the students have motives to be mastered on English and needs to the English language as international language. They also have cognitive styles. Their cognitive syle is they understand the situation where English very important and the most language needed. That’s whay some of them also explained benefit for their future. As mentioned before whom have positive reactions, the total students is 46 studens of 64 students as interviewees. It means positive reaction is dominating the students’ perceptions. Therefore, the researcher will show all students’ reaction to EMI.

b. Negative Reaction

After explained the positive reactions from students, the next is the researcher will show the students with negative reactions. It means that
the students do not agree with using EMI in English lesson. They are M1.A3, M2.A2, M3.O1, M4.F3, M6.O1. Their reasons are varies.

M1.A3 explained to interviewer about her teacher at the class, she told that her teacher spoke too fast. Her sound sense caught its. It made her perception to EMI is not beneficial. M2.A2 conveyed EMI is less of beneficial. She claimed that not all students understand when the teacher use EMI. She felt pity to them who less skilled, they would miss the lesson. But for who have good modal on English, it means they are skilled, EMI will be worthy because it will improve their skills. Here is her avowal:

M2.A2 : Nek menurutku kurang si bu, soale...
(M2.A2: I think it is lacking, Miss. Because...
I : kurang bagus?
(I : lack of beneficial?)
(M2.A2 : Yes, lack of beneficial. Because not all students understand to English, so it is pity if student whom low in English is given assignment, new materials, when giving explanation [using English], so it's going to be pity. Actually there is a beneficial matter, but as I said before, pity for them. The beneficial is we are being know better the vocabulary, then we become accustomed with the written form, but it is for whom understand)
I : Jadi ada plus minus ya?
(I : So, it has plus and minus, right?)
M2.A2 : Iya
(M2.A2: Yes)
Even at the last M2.A2 said that EMI has positive and negative sides, but she are more disagree to EMI. Her mental set is not ready to receive more English usage.

M3.O1 also thought that EMI is not quite worthy. His reason is it may make the students which lower skill in English being bored earlier. While M1.A3 and M4.F3 have different mental set. She thought that the teacher taught was too direct and forcing the students. She thought the students have lower vocabulary. Her mental set is not ready to get teacher’s method. While M6.O1 admitted the same reason to M2.A2. He thought that not all students are fluent to speak English. When the teacher explained using English, not all students understood.

Almost all students with negative reaction have same mental set. They are not ready to receive more explanation which is using English. They felt that the students have lower skill and vocabulary to follow the teacher on using EMI in English lesson. Different to another, M4.F3 claimed that another reason came from the teacher who the method was too direct (use more English where the students do not ready) and for M1.A3, her sense felt that the teacher spoke too fast.

c. Positive and Negative Reaction

Beside perception with each positive and negative reaction. There are also some students who have double reaction. They think that EMI has both positive and negative side. The students with this reaction are more that students with negative reaction. They are M1.A1, M1.A2,

Starting from M1.A1, she admitted that EMI has positive and negative sides. The positive side is practising the students of how to communicate. While the negative side is if the teacher spoke, the student did not know the meaning but they knew what was teacher meant. M2.A2 also conveyed same reason why EMI has positive side, it may practise students’ speaking skills. But the negative side is when the students did not know the meaning, the students would go blank. While M1.A4 claimed that actually she is very agree to EMI because of helping the student. But she was being rather disagree to EMI, because the teacher was speaking too fast and has been fluent. It made her confused. This reason is similar to M1.A1.

M1.B2 admitted that everything must be have positive and negative side. The positive side is it may practise the students, but it will be negative side if used too much. The teacher must see students’ different capability. He added, if the students are looked confuse, the teacher may use Bahasa first to make sure that students understand. M2.A3 conveyed that students are coming from different (junior high) school, so their ability is different too. The positive side is the students are being know English more, while the negative side is when the students do not understand they will be more confused. M2.A4 stated that the positive side is the students are being accustomed to use English. While the
negative side is for students whom misunderstanding, they will miss the materials.

M2.B3 claimed EMI is beneficial for the students, it may let the students learn international language. While the negative side as similar to previous students, it is for students who have lower skill. This is M2.B3’s avowal:

M2.B3 : Yaa bagus juga, tapi ada negatif nya kalau anak nya tu belum bisa Bahasa Inggris secara lancar
(M2.B3: Well it’s beneficial, but there’s negative side if the students have not mastered English fluently)
I : Intinya skillnya masih kurang gitu ya?
(I : Is it mean still have low skill?)
M2.B3 : Iya
(M2.B3: Yes, it is)
I : Bagusnya dek?
(I : Then what the positive side?)
M2.B3 : Yaa bisa belajar bahasa persatuan bahasa internasional
(M2.B3: Well we can learn unity language, international language)

M2.B4 stated EMI may let the students to be fluent on speak English. But for the students who do not like English, they will be lazy. The negative side from M2.B4 showed that the student whom like he said, they do not have motives and needs. M4.F2 said the positive side is honing students’ vocabulary and let the students speak English. While the negative side is when the teacher started explaining the materials, the students were still confuse. M4.F2 undirectly claimed that EMI is beneficial on communicating, but not for explaining the materials.
Their view concerning to the positive side is similar, that EMI may let the students are getting practise to use English as international language, practising students’ speaking skills. Actually they have motives and needs. But their view concerning to the negative side is coming from the teacher and the students themselves. From the teacher, they admitted that teacher spoke too fast. Students’ mental set is not ready for that. While from the students self, they are also not ready on getting more English using. They felt that they have lower vocabulary and lower English skill. So actually the nine students are have needs to English, but their mental set tell them that they are not ready to get English more in the application.

d. Neutral Reaction

The last reaction about students’ perception toward EMI is neutral reaction. They do not say positive or negative or both toward EMI. They are M5.A2, M5.B1, M5.B2 and B.A1.

M5.A2 said that she must get adaptation to use EMI, sometime she did not understand of what was teacher said. M5.B1 stated that he was just so so. He has been accustomed when he was junior high school. Experiencing EMI, he felt that he was less of mastery because there was many unknown vocab for him. This is M5.B1’s avowal:

M5.B1 : Biasa aja
(M5.B1 : That is so so)
I : Kok bisa biasa saja?
(I : What do you mean?)
M5.B1 : Dulu pas SMP gurunya udah biasa pake EMI
(M5.B1 : When I was junior high school, it was usual using EMI.)
I  : Oh gitu, berarti selama satu tahun ini kamu bisa mengikuti gurunya? Maksudnya faham omongannya, faham materinya gitu
(M5.B1 : Oh I see, it means during one year you can follow the teacher’s way right? Understand with her talking about, and the materials is it?)
M5.B1 : Ya Insya Allah
(M5.B1 : Yes, Insha Allah)
I  : Kok Insya Allah?
(M5.B1 : What do you mean?)
(M5.B1: Sometimes unclear, so exhausted miss)
I  : Tapi mudeng ngga sama yang beliau jelaskan? Bagus ngga kira-kira kalo pake EMI? Hal yang bagus apa ngga bagus kalo pake EMI di kelas Bahasa Inggris.
I  : But, did you understand with her explain? Is it good or not if the teacher using EMI? Then, what is the reason about using EMI in English class?
(M5.B1 : For me, it is not good enough. I mean, so many difficult words, less in mastery. The first enter the class, and the teacher use EMI directly, I am shock so I am less)
I  : Karena banyak vocab yang sulit dimengerti?
I  : It is caused by many difficult vocabularies to understand?
(M5.B1 : Yes)
I  : Yes)
I  : Karena baru masuk SMA langsung dikasih itu, jadi kaget gitu ya?
I  : It is caused new student of Senior High School using EMI for first time, and makes you shock right?)
M5.B1 : Iya
(M5.B1 : Yes, it is)

Similar to M5.B1, M5.B2 was also just so so and has been accustomed when he was junior high school. But he needed to adapt again. He claimed the reason is after graduated from junior high school and getting long holiday, so he needed to adapt more. He added, usually he understood but he could not answer the teacher. B.A1 was also being
neutral. Even he said that EMI is beneficial for diligent student in the future and unbene$\text{f}i\text{fical for students who less-interested because they would get difficulties, but his attitude showed that he was just so so and did not interested to EMI.}

The students with neutral reaction to EMI are looked has not motives and needs to English. For M5.A1, M5.B1 and M5.B2, they have mental set that they have lower skill in English. Their (four students) cognitive style also showed that they have neutral attitude on facing EMI.

After showing all students’ perception toward EMI and gathering the same reaction, we can know easily that almost of them have motives and needs to the English language that make them aware of the important to have skill in English. But the students with negative, double and neutral reaction has lower mental set to receive the English lesson using EMI. They know that they have lower ability in English. The next, researcher will show the students’ difficulties along the English lesson using EMI.

2. Students’ Difficulties When the Teacher Used EMI in English Lesson, the Affect and Their Solving

In the number two of students’ instrument of interview, there are two questions (a and b). Question 2a is asked students’ difficulties when the teacher used EMI in English lesson and the affects that they got. This question is to answer research question number two. While Question 2b is asked students’ solution on solving their difficulties along the last an academic year.
a. Students’ Difficulties

On students’ difficulties, a student could answer more than one difficulty. It means that a student have more than one problem on following EMI. As before, the researcher will show students’ perceptions based on similarity. The first, the researcher will divide the problem from two sides, it comes from the students and the teacher.

1) Difficulties from Students Themselves

The researcher will show students’ difficulties starting from the most problem found.

a) Lower Vocabulary

Many students claimed that they have lower vocabulary, they did not know the meaning of what teacher talked. The students who claimed that are M1.A4, M1.B1, M1.B3, M1.B4, M2.B1, M3.O3, M3.O5, M3.O6, M3.O8, M4.F2, M4.F4, M4.O1, M5.A4, M5.B2, M6.O3, M5.B3, I.O1, I.O2, I.O4, I.O5, I.O7, I.O8, B.A1, B.A2, B.A3, B.A4, B.B1, B.B2, B.B3, B.B4. The total is 30 students. Their statement was not exactly same, but similar. Some of them stated that they found unknown vocabulary from teacher’s utterance. Undirectly they admitted that they have lower vocabulary. Here is the avowal from one of them:

When I found new unknown vocab, we got difficulties. Cause of that, we got misunderstanding of what teacher uttered)

Having lower vocabulary or finding unknown vocab is the most problem that students got. This perception is affect by students’ mental set, where students themselves have not ready on getting new vocabulary.

b) Getting misunderstanding of what teacher talked


(M4.O4 : Well what I said before, the meant of materials explained by using English. The impact because the students did not know what it was meant, we became did not paid attention, we got our own conversation)

Actually, getting misunderstanding to what teacher talked also can be included as the affect from their lower vocabulary. So this problem is cuase of their lower vocabulary and also their difficulty itself.
c) Pronunciation

Some students admitted that they confused on hearing the pronunciation. They have lower on pronunciation too. They are M2.A1, M3.O4, M4.F1, M4.F3, M4.F4, M5.B1, M6.F2, M6.F3, B.A3 and B.A4. The total is 10 students. Here is M4.F3’s avowal:

M4.F3 : Sama kayak M4.F1, kayak cara pengucapannya itu lho yang kayak ada yang sama gitu, terus ngolah katanya juga agak kesulitan

(M4.F3 : Same as M4.F1, the way to pronounce seemed similar, then to manner the words also getting difficulties)

From M4.F3’s avowal, we can see that the students are confused on finding similar pronunciation from different words. The students do not only low on vocabulary, but also on differentiating the pronunciation that they heard then fixed what was the word.

d) Grammar and Sentence

The forth problem is the students still lower on grammar and making sentence. They are M1.A4, M1.B2, M4.F3, M4.O1, M5.B3 and I.O3. The total is 6 students. This is avowal from I.O3:

[I.O3 : The difficulty was on grammar rules, sometimes still exchanged where was object where was verb. The effect was mistake, shall be improvement and make target in order to good EMI may achieve]

M1.A4 claimed that she does not memorize the grammar and still confused on differentiating present verb and past verb. M1.B2 claimed he got difficulty on understanding the sentence of teacher
uttered. It is similar to M4.O1’s statement, he confused on understanding the meaning of every sentence teacher uttered. M4.F3 admitted she still confused about grammar. While M5.B3 felt that teacher used high language. Even their statements are different, but the point is same. They still confuse on understanding teacher’s sentences, making suitable sentence based on the suitable grammar.

e) Students could not give response to the teacher

The next problem is the students were difficult to speak on giving response to the teacher. They might understand what was teacher meant or teacher’s question, but they were difficult to give answer. They are M1.B3, M4.F3, I.O4 and M6.O2. It is 4 students. Here is M1.B3’s statement:

M1.B3: Mengartikan kosakatanya bu
(\textit{M1.B3: To translate the words Miss})
I: Jadi guru ngomong apa tu kamu ngga tau artinya gitu?
(\textit{I: So, when the teacher talked, you did not understand the meaning, did you?})
M1.B3: Maksudnya tahu, tapi ngga tau artinya, cuma dikit-dikit bisa
(\textit{M1.B3: I knew the point, but I did not know the meaning, just a little})
I: Mungkin maksudnya cara membalas gurunya gimana gitu?
(\textit{I: Perhaps you had no idea, how to response, did you?})
M1.B3: Naa iya begitu
(\textit{M1.B3: Exactly!})

f) Spelling

There are two students who have confusion on spelling. They are M3.O1 and M5.A4. This is avowal from M3.O1:
(M3.O1 : The difficulty was if the teacher uttered too fast and we did not understand the correct spelling then the impact we got misinterpreting)

While from M5.A4:

M5.A4 : Kesulitannya kan ngga tau katanya..
(M5.A4 : The difficulty was I did not know the words..)
I : Ngga tahu vocab?
(I: Did not know the vocab?)
M5.A4 : Ngga tahu vocabnya, nah jadi kan kalo guru nya njelasin spelling nya ngga tahu
(M5.A4 : I did not know the vocab, well when the teacher explained, I did not know the spelling)

g) Basic difficulty

Basic difficulty means that the student got confused because of the explanation use English itself. The student that researcher means is M3.O2. Here is his avowal:

(M3.O2 : The difficulties I got were I did not understand much English. Moreover sometimes Mom X explained clearless so the impact I became misunderstanding to the material which was uttered)

After seeing all difficulties, we may know that the students are knowing about their own ability, such as lower vocabulary, grammar and pronunciation. Their mental set actually are not ready 100% to receive EMI fully. Especially the most difficulty found is vocabulary. Vocabulary has important position on following EMI.
2) Difficulties from the teacher’s side

The second source problem came from teacher’s side. It is the teacher spoke too fast, less of loud, unclear, the accent that used and confused on delivering the materials

a) The teacher spoke too fast


B.B1 : Terus kalo ngomongnya kecepeten itu kan juga bingung, belum agak mudeng Bahasa Inggris

(B.B1 : Then if spoke, it was too fast so made me confused, have not understood English)

Another avowal is:

M5.A3 : Itu tadi, kecepeten ngomongnya, ngga jelas, ngga tau itu ngomong apa

(M5.A3 : The teacher spoke too fast, unclear, I did not know what teacher said)

It means that their sound sense caught that teacher spoke too fast. It made them confused.

b) Less of loud

The second problem from the teacher is less of loud. In students’ ears, the teacher spoke loudless. They are M1.B1, M3.O2, M5.B3, M6.F1, M6.F2, M6.F3 and B.B4. The total is 7 students. Here is the avowal from M6.F1:
M6.F1 : Mungkin ngomongnya kurang keras si kalo Mom X sama kecepeten
*(M6.F1 : Maybe Mom X was loudless on speaking and spoke too fast)*

c) The teacher spoke unclear

Beside spoke too fast and loudless, the teacher also spoke unclear. There 5 students who said that. They are M2.A4, M5.A1, M5.A2, M5.A3 amd M5.B1. Here is avowal from M2.A4:

M2.A4 : Kadang ngomongnya ngga jelas, kan kalo ada kata-kata yang belibet-belibet, cepet ngomongnya
*(M2.A4 : Sometime the teacher spoke unclear, there was vocabulary which messy, fast talked)*

d) Accent

A student claimed that the teacher used mixed accent. It is M2.B2. Here is his avowal:

M2.B2 : Kadang kan beda-beda sih, tergantung ejaan, kan biasanya ada yang pake ejaan lama, jadi kayak bicaranya tu kayak...
*(M2.B2 : Sometimes different.. depend on the spelling, because sometimes used old spelling, so the speaking was like...)*
I : Ejaan lama?
*(I: Old spelling?)*
M2.B2 : Maksudnya...
*(M2.B2 : I mean...)*
I : Beda logat kali
*(I: Do you mean different accent?)*
M2.B2 : Maksudnya beda, pembacaannya tu jadi beda, jadi agak bingung
*(M2.B2 : The meaning was different, the reading was different, so I was rather different)*
I : Oh, maksudnya beliau pake logatnya campur-campur gitu?
*(I: Oh, do you mean the teacher used mixed accent?)*
M2.B2 : Iya, kadang gitu, british (tertawa kecil)
*(M2.B2 : Yes, I do. Sometimes like that, british [chuckle]*)
I : Berarti satu guru tapi logatnya macem-macem?
(I: Do you mean that one teacher but the accent was mixed?)
M2.B2 : Iya
(M2.B2 : Yes, I do)
I : Jadi bingung?
(I: Did you become confuse?)
M2.B2 : He’e
(M2.B2 : Yes, I did)

e) Confused on delivering the materials

A student stated that the teacher were confused when delivering the materials. It is M6.O4. Here is her avowal:

(M6.O4 : The method on delivering the materials was rather confusing. The impact we did not understand the materials of what teacher’s meant)

After seeing the whole students’ difficulties, lower vocabulary and teacher spoke too fast is the most common problem. The whole difficulties were caused by their mental set which have not ready on receiving new many vocab especially. Those difficulties make affects of course. So the next is the affects from difficulties above.

b. The Affects

The question 2a has two term, difficulties and affects. The difficulties have been discussed before. Here the affects from those difficulties.

1) Did not understand to the materials

I : Terus dampaknya apa? Dampak dari ngga tahu vocab, bahasanya tinggi.
(I : Then, what are the impact of it?)
M5.B3 : Ya jadi kurang faham dengan apa yang dijelaskan.
(M5.B3 : It makes me did not understand with the explanation)

M5.B4 : Dampaknya stres, ketinggalan)
(M5.B4 : The impact is stress, I was missed)
I : Terus apalagi? Materinya faham ngga?
(I : What else? Did you understand with the materials?)
M5.B4 : Materinya ya sedikit-sedikit faham, kalo dipacu terus gitu kan otak ngga bisa.)
(M5.B4 : Just a little, my brain has limited capacity)

2) Misunderstanding to the teacher’s meant

If in the first affect the students did not understand to the materials, the second affect is almost similar. The students got misunderstanding to the teacher’s meant. They are M1.A1, M2.A2, M2.A4, M2.B2, M2.B3, M3.O3, M3.O5, M4.F1, M4.O1, M4.O3, M5.A2, M5.A3, I.O1, I.O2, I.O8, B.A2, B.A4, B.B1, B.B2, B.B4. The total is 20 students. Here is I.O8’s testimony:
I.O8: The difficulty was when the teacher talked using vocabulary which we were never heard, we did not know what teacher’s meant. We asked friends, they also did not know. The impact was if we were just quiet, well continuously we did not understand.

Actually this affect is suitable to students’ difficulties. They said that they have lower vocabulary and teacher spoke too fast, of course the affect is they got misunderstanding of the materials and what teacher’s meant.

3) Misunderstanding to teacher’s instruction

The third affect is also still connected to the two previous affects. The students did not understand of what teacher’s instruction in the lesson. The students are M2.B1, B.A4 and I.O7. M2.B1 claimed that he have not mastered many vocabulary and being misunderstood to the instruction. While B.A4 stated that he sometimes understood sometimes not. Then I.O7 claimed same term to M2.B1. This is her avowal.

I.O7: The impact was being confused when getting instruction.


62
4) Bad mark

The next affect is getting bad mark. Few students admitted honestly that they got bad mark. They are M1.A3, M1.A4, and M6.O1. Here is the avowal from M6.O1:

Lha dampak dr ga faham sm yg guru jelasin buat kamu apa dek?
(I : Ohh..like that? Then what was the impact from did not understand of what teacher talked for you?)

[11:11 AM, 6/26/2019] M6.O1: Saya kalau ulangan remidi trs(M6.O1 : My score was bad always, if quiz I was remedial always)

This affect is also still connected to the previous difficulties and affects. For this affect, will be analyzed more detail in the second data. Because the data is students’ score lists.

5) English is not interested

Cause of getting some difficulties, few students admitted that they though English is not interested anymore. They are M1.A4, M2.A4 and I.O4. For I.O4, she claimed that she was being lazy to learn English. Here is the statement form M2.A4 and I.O4:

M2.A4 : Jadi ngga suka sama guru nya, terus ngga terlalu suka Bahasa Inggris, ga mudeng materi, ngga mudeng yang dijelasin. Kadang njelasin lisan tanpa ngasih catetan (M2.A4 : Caused I do not like the teacher, I do not like English so much, did not understand the material, did not understand of what explained. Sometimes gave explanation orally without gave written note)

The difficulties were because we have not mastered many vocabulary, then if question and answer sometimes we got confused to give answer. The problem was we have not able to arrange the words correctly. The affect was many of them were dislike to English lesson, they did not understand.

Getting some difficulty make few students get mental set that English is not interested.

6) Getting difficulty during the daily test

Two students admitted that they were getting difficulty during the daily test. They are M1.B1 nad M5.A1. Here is their avowal:

M1.B1 : Dampaknya tu kurang mengerti materi yang lagi dibahas, misalkan ulangan juga agak sulit

(M1.B1 : The effects were less understanding to the material which has been being explained, getting difficult when test)

M5.A1 : Kadang kalo ulangan pake EMI tu jadinya ketinggalan soalnya salah gitu. Soalnya kan soale ngga tahu

(M5.A1 : When we did the test using EMI, we missed the questions)

7) Missed the teacher’s explanation

M6.F1 and M6.F2 claimed that they missed teacher’s explanation. Here is their statement:

M6.F1 : Dampaknya jadi kayak habis ngomong apaa gitu, jadi ketinggalan

(M6.F1 : The impact was such as what teacher said yaa, became missing)

M6.F2 : Dampaknya yaa jadi kita kan istilahnya ‘lah lah luweh’ gitu lho mba

(M6.F2 : The impact was such as “yeah I don’t care”)
They only missed teacher’s explanation. For the material, they did not get problem.

8) Getting problem on finishing the assignment

A student stated that she was being difficult to finish the assignment. It is M3.O7.

(M3.O7 : The impact was we could not finish the assignment)

9) Did not pay attention to the teacher

For being did not pay attention to the teacher, in researcher’s view it is serious thing. As claimed by M4.O4, cause did not understand to the teacher talked, the students were being did not pay attention and getting their own conversation.

(M4.O4 : Well what I said before, the meant of materials explained by using English. The impact because the students did not know what it was meant, we became did not pay attention, we got our own conversation)

10) Did not like the teacher

This problem is serious thing too in research’s view. It is affected students’ mental set. If the student do not like the teacher, usually they will not like the lesson too. The last affect, that student will not pay attention along the lesson. Let’s see M2.A4’s statement:
M2.A4 : Jadi nggak suka sama gurunya, terus ngga terlalu suka Bahasa Inggris, ga mudeng materi, ngga mudeng yang dijelasin. Kadang njelasin lisan tanpa ngasih catetan
(M2.A4 : I am being do not like the teacher, I do not like English so much, did not understand the material, did not understand of what explained. Sometimes gave explanation orally without gave written note)

11) Being sleepy

Honestly, a student admitted that she was being sleepy along the lesson. It is B.B2.

B.B2 : Ngga mudeng sama ngantuk
(B.B2 : I did not understand and being sleepy)

The researcher thinks that difficulties that students got were caused by their mental set, especially difficulties that gotten from themselves. For example, their mental have not ready to receive new vocab more. Found new vocab is the most common problem and make some affects such as missed the materials, misunderstanding to teacher’s meant and could not give response. All activities using English needs vocabulary. Teacher spoke too fast also placed the most common problem from the teacher’s side, equal position with found new vocab from students’ side. Students’ sense of sound caught that teacher spoke too fast. It make students got perception that it’s one of their difficulties.

c. The Solvings

The question number 2b is asked students’ solutions along the English lesson when they got difficulties and affects as they have mentioned above. As difficulty, a student may have more than one
solution. As before, the researcher will show one by one their solution starting from the most common solution.

1) Asking Friend


M2.A2 : Ya, tanya sama temen, minta dijelasin temen
(M2.A2 : Yes, asked friend for asking explanation)

M6.F3 : Tanya temen, tanya guru pernah
(M6.F3 : I asked friend, sometime the teacher)

M5.A2 : Kadang tanya sama teman, kalo ngga belajar sendiri
(M5.A2 : Asked with friends, afterwards studying by myself)

2) Asking the teacher

The second common solution is asking the teacher. Even this way was attacked by some of them (who did this solution) as the last solution. For example as uttered by M1.B1:
M1.B1 : Saya tanya ke teman, baru kalo kepepet ya tanya guru

(M1.B1 : I asked to friends, so when stuck I would ask the teacher)

Beside as the last solution, there is also a student who make ‘asking teacher’ as the primary solution. The example is I.O3.


(I.O3 : Asked to the teacher. Because if I learnt independently at home I could not understand, there was no debate’s opponent)

3) Learning autonomously

The third solution is learning by themselves. Some students also learn at their home, such as make summary, read or finishing UKBM (Unit Kegiatan Belajar Mandiri), asking their family at home and so on. They are M1.A1, M1.A3, M1.B3, M1.B4, M2.A3, M4.F2, M4.F4, M5.A1, M5.A2, M6.F1, M6.O1, M6.O2, B.B2, B.B3, I.O2, I.O5. The total is 16 students. Here some avowal from them:

I : Tapi di rumah sambil belajar lagi ngga?

(I : Then at home, did you learn again?)

M1.A3 : Iya, cari-cari

(M1.A3 : Yes, I did)


(M6.O2 : Commonly I reviewed independently at home by made summary which was understandable for me)

M6.F1 : Belajar sendiri apa nonton film tanpa translate-an, apa dengerin musik, apa baca buku yang pake Bahasa Inggris semua. Kan biasanya udah ada yang dari UKBM gitu to, nah nanti tinggal cari jawaban sendiri sama latihan sendiri
4) Browsing the internet

Children nowadays are near to technology, moreover students of senior high school. Some of them utilize the internet to help their leaning. They are M1.A2, M1.B4, M3.O3, M3.O5, M3.O8, M5.A1, M5.A3, M5.A4, M5.B2, M5.B4, I.O4, I.O6, I.O8 and B.A2. The total is 14 students. Browsing that they did is like search the materials, open youtube to build their understanding that still missed in the lesson. Here is avowal from M3.O5:


(M3.O5 : For me, I learnt on youtube usually, if I got misunderstanding I would ask my friends at the first, if they could not, I would ask the teacher)

5) Translate


M4.F2 : Kadang kalo Mom X ngomong, ada vocab baru kadang ditulis nanti dicari di kamus

(M4.F2 : Sometimes when Mom X talked, there was new vocab then I would write and looked for [the meaning] at dictionary)

I : Lha terus kalo ngga mudeng sama materinya kamu gimana? Apa cari sendiri di rumah, google-google materi ini maksudnya apa sih
(I : How did when you misunderstood to the materials? Did you look for by yourself at home, googling the materials?)
M4.F2 : Iya kadang nyari google kalo ngga tanya sama kakak
(M4.F2 : Yes sometime I looked for at google or I asled to my old sister)

6) English Tutor

There is a student who have English tutor, it is M4.O2. While M1.A4 claimed that she planned to have it in the upcoming if she could not solve her difficulties. Here is their avowal:

(M4.O2 : For solving the problem, I would be more enjoy to ask my friend or my English tutor, because if asked to the teacher I still got misunderstanding)
I : Lho? Lha aslinya kemarin ambil les-lesan ngga?
(I : Lho? The reality, on the last academic year, did you get English course?)
M1.A4 : Engga si, saolnya itu bu dari soalnya itu saya udah ngga minat Bahasa Inggris dari awal, tapi kan kalo ke depannya ngga bisa terus ya gimana bu, ya udah terpaksa nanti juga les
(M1.A4 : No, because since the fisrt time I does not have passion in English, but when in the future I still get difficult in English, may be I will)

7) Watching movie

Few students claimed that they like to watch English movie and it may enrich their skill (vocab). They are M2.B1, M2.B3 and M6.F1.

Here is M2.B3’s statement:

M2.B3 : Kadang-kadang belajar sendiri, yaa sama kayak tadi, lewat game, musik, film, pinjem buku yang bahasanya luar, yang science gitu
8) Listening to music

Listening to music is also one of students’ solution on learning English with funny way. They are M2.B2, M2.B3 and M6.F1. This is statement from M2.B2:


(M2.B2 : Yes, I did sometimes but commonly I learnt via songs, then when I did not know the meaning I would look for the meaning at google translate, ‘oh this word has meaning this one, this word has meaning this one’. Then via game also often did)

9) Playing game

Playing game commonly makes students are lazy to learn. But few students utilize that to do both playing game and learn English. They are M2.B1, M2.B2 and M2.B3. This is M2.B1’s statement:

M2.B1 : Eee..biasanya saya nonton-nonton film luar tapi yang kayak action, terus game juga ada

(M2.B1 : Ehmm.. usually I watched English movie, but the genre is action, then also game)

10) Reading English book

Reading English book here is read the real book, not handbook for lesson. They are M2.B3 and M6.F1. Here is the statement from each of them:

M2.B3 : Kadang-kadang belajar sendiri, yaa sama kayak tadi, lewat game, musik, film, pinjem buku yang bahasanya luar, yang science gitu
M2.B3: Sometimes I learnt independently, yeah same as before, via game, music, movie, borrow book with foreign language, which is science)

M6.F1: Belajar sendiri apa nonton film tanpa translate-an, apa dengerin musik, apa baca buku yang pake Bahasa Inggris semua. Kan biasanya udah ada yang dari UKBM gitu to, nah nanti tinggal cari jawaban sendiri sama latihan sendiri 
(M6.F1: I learnt autonomously or watching movie without subtitle, or listening music, or reading English book. Well commonly we have Independent Learning Activities Unit, we just look for the answer and practise independently)

11) Honing the hearing

An unique solve comes from M4.F1. She has perceptual learning more than another. She tried to pay attention of what teacher said. she has known the situation then she knew what was she should do. Here is her statement:

M4.F1: Biasanya tanya temen, kalo ngga mempertajam pendengaran 
(M4.F1: Generally I asked to my friend, or sharpen hearing)

Those all their solutions based on their experiences along an academic year using EMI in English lesson. Asking friends were being the favorite way, it is the easiest way when they got missing in the class.

3. How Much English Shall Be Used and How Is EMI Shall Be Applied in the Upcoming

A perception about method has not completed without asking a suggestion. After asked about their perception about EMI in English lesson and their difficulties, affects and solution, the students also asked with how much English shall be used. So that they can learn the materials and still
getting EMI. It is question of 3a. While question 3b is asking suggestion or hope from the students for the better EMI in the application.

a. How much English Shall Be Used In English Lesson

This question is about students’ perception after experiencing EMI for an academic year with all their difficulties, then the next is their hopes toward how much English shall be used in English lesson. When getting the interview with them, sometime the interviewee (the researcher) also asked how much English was used in their class. The answer was varies. From M4, the teacher used 90%, while on B the teacher used 30%, one student of M3 said 75%, a student of M6 satated 85%. This is also the reason why the researcher wants to do this research. The researcher heard some claims from the students that the teacher was often to use English in the class. Here we will know how students’ hope for how much using English in English lesson.

As written in the chapter II, there are 5 choices.

a. 100 % Bahasa Inggris □

b. 75% Bahasa Inggris : 25% Bahasa Indonesia □

c. 50% Bahasa Inggris : 50% Bahasa Indonesia □

d. 25% Bahasa Inggris : 75% Bahasa Indonesia □

e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) □
Even the researcher gives them 5 choice, but among 64 interviewees only choose 3 choices. It is B, C, and D. The researcher will show based on same choice, started from B, C, and then the last D.

1) Students who choose B (75% English : 25% Bahasa)


I.O4: Kalau aku sendiri milih yang B, karena kan emang pelajaran b ing jd harusnya full ing sih, nah tapi aku belum menguasai banyak takutnya kalau full ing malah jadinya stress sendiri, gitu

I.O4: For me I choose B, because this is English lesson actually English is used fully. But I have not master more, I am afraid if English is used fully I become stress)

Students with reason above are having mental set, they are ready to get English more. Beside that, other students also have motives and needs to English. That’s why they choose B, as claimed by M3.O5.

M3.O5: kalo aku yg b,soalnya semakin banyak guru menyampaikan pelajaran menggunakan bhs inggris menurut aku itu malah semakin memudahkan kita buat belajar inggris yg baik dan benar kita jg lebih mudah buat mempraktekannya di sehari hari jg

(M3.O5 : For me, I choose B, because more often the teacher delivers using English, I think it make us easy to learn English well and correctly, we are also easier to practise on daily activities)
2) Students who choose C (50% English : 50% Bahasa)


M5.A2 : Kalo aku yang C
(M5.A2 : For me, I choose C)
I : Fifty:fifty, alasannya?
(I : Fifty:fifty, what is the reason?)
M5.A2 : Biar ngga kaget gitu
(M5.A2 : So we do not shock)
I : Ngga kaget dalam apanya ini?
(I : Do not shock on matter what?)
M5.A2 : Bahasa Inggris
(M5.A2 : English language)
I : Dalam praktek pake Bahasa Inggris gitu ya?
(I : On practising English, right?)
M5.A2 : He’e
(M5.A2 : Yes)
I : Tapi materi juga (biar) mudeng?
(I : But for the materials also suppose understand?)
M5.A2 : Iya
(M5.A2 : Yes)
Another reason is supposed they get both the material and practising English, as stated by M2.A2 and M1.B3.

(M2.A2 : The first, if used 50:50 it is beneficial, Miss. For adding the vocab, can be accustomed to speak English. If use Bahasa for deepen the material, so the students will be more understand)

M1.B3 : Karena biar mudeng yang diucapkan sama materinya
(M1.B3 : Because it is for understanding the words that has been spoken and the lesson)

3) Students who choose D (25% English : 75% Bahasa)

The interviewees who choose D is the fewest. There are 3 students, it is M1.B2, M6.O3 and B.A2. Here is their statement to choose D.

M1.B2 : Wah kalo ini rodok.....yang D
(M1.B2 : I think... it’s D)
I : Yang D?
(I : D?)
(M1.B2 : Yes)
I : Sedikit sekali Bahasa Inggrisnya, alasannya apa alasannya?
(I : English is so little, what is the reason?)
M1.B2 : Alasannya kan kita sebagai murid tidak mudeng, jadi banyak Bahasa Indonesiannya
(M1.B2 : The reason is because we are as the students does not understand, so English is just a little used)

I : Tapi Bahasa Inggris tetep (digunakan) tapi sedikit saja?
(I : But English is still used even just a little, isn’t it?)
M1.B2 : Ya, sedikit saja
(M1.B2 : Yes, just a little)
M1.B2 and B.A2 have mental set that he does not ready to receive English more.


(M6.O3 : d. Because the known vocabulary for students was not too much, but also the students may be accustomed to English)

M6.O3 have the same mental set to M1.B3, but she also admitted that the students also need to be accustomed with English. It shows that she has motives and needs.

The researcher has been showed all the students’ hopes for how much English shall be used. There are 23 students choose B, 38 students who choose C and 3 students who choose D. Therefore, the researcher makes a chart for that.
Chart 4.1
The Percentage of Students’ Choices About How Much English Shall Be Used In English Lesson

From the chart above, the choice C is the favorite choice. The percentage of C is 59.375%. Followed by B with 35.9375%, and then the last is D with 4.6875%. Seeing the students reason, it is showed that their choices were caused by different mental set, motives and needs. The students who choose B have better mental set to receive English more also better motives and needs to English language. Followed by students who choose C. Their mental set, motives and needs are lower than B. They hope that they still can understand the materials and learn to practise using English. So that they choose C. While the students who choose D have lower mental set on receiving English. They also have lower motives and needs toward English lesson.
b. Students’ suggestions or hopes toward the application of EMI in the upcoming academic year

The students have been experiencing the English lesson using EMI for an academic year, they have motives and needs but they also have mental set about the readiness to receive EMI that different each other. For the better EMI, the researcher also wants to know the suggestions or hopes from the students toward how is the better or best application of EMI. However, this is important. As stated by Kleinke (1978) on the Chapter II that students’ perception is important for the successness of language learning.

After expereincing EMI for an academic year, the students may some hopes or suggestions for better EMI. So that they can follow the English lesson using EMI with more benefits. A student may have suggest or hope more than one. The researcher will classify students’ suggestions into some groups based on similarity of their suggestions.

1) The existing of EMI must be saved but needs to be improved


Almost of them give suggestion to the teacher suppose improve the teaching method, such as loud voice, pay attention to the students’ ability, speak slowly and clear, and so on. Here some statements from them:

M4.F4 : Pake kosakata yang di kehidupan sehari-hari saja, biar bisa diterapin
(M4.F4 : Use the vocabulary which commonly used in daily activities, so that we can be applied)

M4.F4’s statement talked about vocab. As has been analyzed before that finding unknown vocabulary is the most common students’ difficulty.

(M5.B1: In side of pronunciation, volume, comprehension, and verbs)

(M3.O2 : Just keep it)
(I : Is there any something need to be corrected/upgraded in the implementation?)
(M3.O2 : May be the teacher’s voice I think)
(I : Must be louder?)
(M3.O2 : Yes, must be a little bit louder)

M1.A3 : Harapannya kalo ngomong tu pelang-pelan, terus tanya ke muridnya itu benar-bener faham apa engga
(M1.A3 : The hope is if [teacher] speak can be slowly, the teacher must ask the students whether they understand or not)
The statement of M5.B1, M3.O2 and M1.A3 may present many other students’ suggestions.

2) The use of EMI may be increased


M1.B1 : Kedepannya mungkin lebih dipertambah, jadi misalnya pengantar Bahasa Inggris itu biasanya cuman penjelasan doang, tapi nanti juga bisa untuk berdialog dengan murid. Biasanya cuma njelasin itu tok ok bu
(M1.B1 : Perhaps it shall be added, so for example English is just for explain the lesson, it can be added to conversation with the students. Usually English is just for explaining Miss)
I : Berarti diperbanyak komunikasi dengan siswa
(I : It is mean that it should be more communicative with the students, shall’n’t it?)
M1.B1 : Iya
(M1.B1 : Yes, it shall)
I : Lha tapi kalau siswanya ngga mudeng bagaimana?
(I : But what if the students do not understand?)
M1.B1 : Ya itu belajar
(M1.B1 : wWell, they shall learn)
I : Bararti siswanya juga harus belajar sendiri?
(I : It is mean that the students also shall learn by themselves, isn’t it?)
M1.B1 : Iya harus belajar sendiri
(M1.B1 : Yes it is)

M1.B1 stated that the improvement shall be both from the teacher and the students.

M4.F3 : Emm.. ditingkatkan
(M4.F3 : Ehmm..be improved)
I : Ditingkatkannya yang gimana?
(I : How is the improvement?)

(M4.F3 : Such as more vocabulary, added little by little, do not directly much)

I : Berarti penggunaan EMI itu perlu ditingkatkan tapi caranya nambah vocab barunya sedikit-sedikit, ngga langsung biar siswa tidak bingung?

(I : So the usage of EMI needs getting improvement but the method is adding the new vocabulary little by little, do not directly much so the students do not confuse?)

M4.F3 : Iya

(M4.F3 : Yes)

The researcher see that M4.F3’s suggestion is one the best solution to be better EMI. The teacher may improve the use of EMI but step by step. So that the students may follow the lesson using EMI and also they may get new vocab more.

The students above think that EMI shall be increased with many ways. The next is the student who think that EMI can be increased with some improvement.

3) Increasement with improvement

The thirs answer from the students is EMI can be increased with improvement in the application. They are M5.A1, M5.A2, M5.A3 and M4.O1. M5.A1 stated that EMI can be increased, that means EMI is often to use with some improvements such as the pronunciation is clear and the teacher’s voice is louder.

M5.A1 : Ditingkatkan

(M5.A1 : Be increased)

I : Ditingkatkannya gimana?

(I : How is the increased?)

M5.A1 : Ya mungkin sering pake EMI

(M5.A1 : Well may be often to use EMI)
I : Mungkin ada masukan untuk gurunya ngga?
(M : May be do you have suggestion for the teacher?)
M5.A1 : Ucapannya lebih diperjelas, sama lebih keras lagi
(M5.A1 : The utterance can be cleared and louder more)

M5.A2 claimed similar matter. EMI can be increased, the teacher speaks fast does not matter but it is clear. So that the students do not confused. M5.A3 stated the increasement is on the application, such as the students are exercised on the pronunciation, so that the students can be fluent to speak English.

M5.A3 : Ditingkatkan, misal tu kayak dilatih-latih gitu, misalnya kayak ada praktek gitu, buat pronunciationnya tadi
(M5.A3 : Be increased, for example such as be exercised, like any practise, for the pronunciation)
I : Oh praktek khusus pronunciation?
(M : O., do you mean helding special practise for pronunciation?)
M5.A3 : Iya kan kalo misalnya kita komunikasi sama guru biar bisa pake Bahasa Inggris
(M5.A3 : Yes, I do. Well if communicate with the teacher we can use English)
I : Berarti cara ngucapinnya gimana dikasih tahu?
(M : Do you mean the teacher tell how to pronounce?)
M5.A3 : He’e, nanti kan jadi lancar lancar gitu
(M5.A3 : Yes, I do. It will turn out smoothly)

M4.O1 stated that EMI shall be increased and improved. She added that the teacher may take care of the students, who the students that have been skilled and have not skilled. While the improvement, the teacher may practise the students’ speaking skills.
4) New Methods

Some students suggest and hope that the teacher may have new methods or new activity that may students be more skilled. They are M1.A4, M1.B3, M2.A1, M4.F1, M4.F4, M5.A3 and I.O1. They suggest that the teacher may give material addition or special activity to enrich their vocabulary.

M1.A4 hopes the teacher will be targeting the students to memorize some vocab then the teacher will test the students of how their memorization. While M1.B3 stated similar term, he hopes the teacher will held vocabulary examination. M2.A1 hopes that the teacher use just one accent. She also hopes that the teacher may give additional materials such as differences accents so the students get more insight. M4.F1 hopes the teacher use familiar vocab for the students. If teacher will use new vocab, it may be done step by step and checking students’ understandings. Here is her statement:

M4.F1 : Emm..harapannya lebih menggunakan vocab yang sering didengar
(M4.F1 : Ehm.. the hope is more to use the most heard vocab)
I : Oh, berarti menggunakan vocab yang kira-kira dari siswa itu banyak yang tahu gitu ya?
(I : Oh, so it can be using vocab that roughly the students know that, right?)
M4.F1 : Ya
(M4.F1 : Yes)
I : Mungkin kalo ada vocab baru, siswa itu sedikit demi sedikit..
(I : May be if any new vocab, the students are little by little..)
M4.F1 : Iya terus kalo ada vocab baru, guru itu sama ngomong itu artinya apa
M4.F1 : Yes, then if any new vocab, the teacher also talks what is the meaning
I : Oh berati nanya ke siswa ‘tau artinya ini ngga?’ faham dicek pemahaman siswa gitu ya?
(I : Oh, do you mean that the teacher asks to the students ‘do you know the meaning of this word?’, checking the students’ understanding, right?)
M4.F1 : Iya
(M4.F1 : Yes)
I : Jadi siswa itu ngga ketinggalan ya?
(I : So the students do not missed, right?)
M4.F1 : Iya
(M4.F1 : Yes)

M4.F4 suggest to the teacher suppose using familiar vocab so that the students may apply it on daily activities. M5.A3 hopes the teacher will give additional acticity such as pronunciation’s practise. The last, I.O4 suggest the teacher may increase unknown vocab, add memorization, pronunciation, writing and listening.

5) Suggestions for the students

Beside suggestions for the teacher, some students also suggest their friends. They do that because they see some students do less of pay attention and less of effort. They realize that to get better knowledge, it needs teamwork from both teacher and students. Students who have that perceptions are M2.A4, M6.F1, M6.F2, M6.F3, I.O2, B.B1, B.B2 and B.B3.

M2.A4 suggest that the students may write unknown word when they heard from the teacher and look for that meaning. M6.F1 said that the students must be realize, add their vocab, so that from 50:50 (based on their answer on question 3a) EMI can be increased. While
M6.F2 hopes the students may use EMI when they get discussion in English lesson. M6.F3 hopes the students have wish to increase their skills. M6.F3 hopes the teacher requires the students to have dictionary. Then the students may look for unknown vocab there and write it. B.B1 hopes the students learn more vocabulary. B.B2 hopes that the students also learn autonomously and ask to the teacher. Here is her avowal:

B.B2 : Ya sama kayak B.B1, ya siswa dibanyakin vocab (B.B2 : It is like B.B1, students are have more vocabulary)
I : Diperbanyak vocabnya siswa belajar sendiri apa gurunya yang ngasih tahu?
(I : How to do that? The students learn independently or the teacher asks them?)
B.B2 : Belajar dulu di rumah, nanti tanya guru dan gurunya itu mau njelasin,
(B.B2 : Learn independently at home, then at school the students ask teacher ans teacher may give explanation)
I : Misal ada vocab yang ngga mudeng gitu ya?
(I : If any unknown vocab, right?)
B.B2 : Iya nanti ditanyain ke guru
(B.B2 : Yes, it is asked to the teacher)
I : Terus apalagi?
(I : Anything else?)
B.B2 : Gurunya dipelanin kalo ngomong dan lantang
(B.B2 : Teacher may be slowly and louder when speak)

B.B2 have both sugestions for the teacher and the students. The last, B.B3 hopes the students may follow the English lesson using EMI.

6) EMI is increased step by step

There are three students hope that the use of EMI is applied step by step, seeing the students’ ability. They are M2.B3, I.O8 and B.A2.
M2.B3 hopes that EMI shall be saved but step by step in the application. So that the students may follow the lesson using EMI maximally. I.O8 stated same matter to M2.B3. EMI can be saved but step by step seeing the students’ ability.

[5:37 PM, 7/2/2019] I.O8: Dipertahankan aja ditingkatkan tapi pelan"sesuai sama kemampuan siswanya kasian kalo nggak ngerti sama pljmnya
(I.O8 : Just be kept, it may be increased but be slowly, depend on students’ ability. It will be pity if the students do not understand to the lesson)

B.A2 hopes EMI does not removed, just be increased little by little.

The important thing is the students understand and it is meaningfull.

7) Be Adjusted

A student hopes the use of EMI is adjusted to students’ ability. It is M6.O3. This is her statement:

(M6.O3 : If in that class has many students who mastering in English, just be saved. But if in the class still many students have not mastered in English correctly, the explanation use Bahasa may be increased)

(I : Is it adapted to students’ conditions?)

(M6.O3 : Yes, it is)
The use of EMI based on her perceptions mean different for each class. It is depend on students’ ability from each class.

8) Be equalized the use of language

M5.B2 hopes that the use of two languages can be equalized.

M5.B2  : Disetarakan antara Indonesia-Inggris  
(\textit{M5.B2 : Be Equalized between Indonesia-English})

His answer just the use of language to be equalized. It is suitable with his answer on the question 3a. But on question 3b he also gives suggest to the teacher.

9) Have more varies on teaching

A student hopes the teacher may have more varies on teaching method. It is M1.B2. Actually he hopes that EMI can be increased, but the increasement of his perception is the varies method from the teacher. Here is her avowal:

\begin{verbatim}
M1.B2  : Harapan saya kalo bisa lebih ditingkatkan  
(\textit{M1.B2 : I hope it can be upgraded})
I  : Ditingkatkannya itu dalam hal yang gimana?  
(\textit{I : Upgrading in which part?})
M1.B2  : Ditingkatkannya tu misalnya cara belajarnya biar buat murid itu lebih mudeng  
(\textit{M1.B2 : It is increased by the way how to teach that more understandable for the students})
I  : Oh berarti cara dari guru mengajarnya  
(\textit{I : Oh you mean how the teacher teach})
M1.B2  : Ya, memakai permainan, atau lagu-lagu, atau gimana gitu  
(\textit{M1.B2 : Well, using games, songs, or else})
I  : Lebih divariasi gitu ya?  
(\textit{I : It have to be more variation, haven’t it?})
(\textit{M1.B2 : Yes, it have})
\end{verbatim}
I: Lha tapi dalam penggunaan Bahasa Inggrisnya gimana? Tetep digunakan banyak Bahasa Inggris (seperti yang sudah)?
(M1.B2: So, how to use English language? Still it use English more like before?)
I: Berarti cara ngajarnya lebih divariasi biar kita itu lebih mudah memahami
(M1.B2: Well it’s okay as long as we can understand)
I: It is mean that using more variation so EMI can be used more effective, isn’t it?
(M1.B2: Yes, so that the students understand what the teacher talks about)

10) Be decreased

From all interviewees, there is the most different student who stated that EMI can be decreased. It is M6.O1. Here is his avowal:

(M6.O1: My hope is just be decreased)
(I: What do you mean with decreased?)
(M6.O1: Yeah 50%:50%)

Seeing all students suggestions and hopes, the conclusions are they hope that the existing of EMI must be kept with some improvements from teacher and students. Their reasons are different, it is depend on their perceptual learning and cognitive styles, they know what is the better way for the English lesson using EMI. After experiencing EMI, they know what shall the teacher and themselves do to get better learning
in English lesson using EMI. They could not do their ‘perceptual learning’ by themselves, because some suggestions (depend on their cognitive styles) are concepted for the teacher and needs a role for the teacher as the stakeholder in the class.

Analysing all students’ perceptions about EMI in English lesson, the temporary conclusions are that the students realize, they have motives and needs that English is important and has many benefits. It is their motives and needs. But, on experiencing EMI for an academic year they got some difficulties. The most common difficulties are they have lower vocabulary and the teacher spoke too fast. They know their mental set. Cause of that, on the question 3a they choose B, C and D, the choices where English and Bahasa are used. They also have some suggestions for the teacher and students themselves. Their suggestions and hopes are based on their cognitive styles and perceptual learning.

**B. Students’ Score Lists Analysis**

Students’ score lists are used to see how far students gain an English lesson used EMI for the last academic year. The score lists which gotten by researcher are speaking test which done in the last of academic year, before the final semester assessment and which one is the final semester assessment itself. The students’ score lists can be seen on appendix.

The score lists which are gotten is both oral and written test. Even in the interview the researcher just got 64 respondents because it used sample, while the score lists are all students which taught by EMI teacher for an academic
year. Therefore the researcher will analyse this data generally by comparing to what students claimed in the previous data.

If we see the students’ speaking score lists, the score was good enough. There is no student whom got under 70. While the score of final semester assessment was bad. It is because the passing grade score is 70. While in the final semester assessment many students, or maybe almost all students got the score under 70. It because the score was gotten from questions, a written test, based on how many they answered the questions correctly. We can see that the students who got the score above 70 could be counted from eight classes. Students whom passed the passing grade in every class do not reach 10 students. On ease read the score, the researcher have bold the passed score for final semester assessment. For the speaking test, even they got the score at least 70 it does not mean they were good. The score of speaking test was given by the teacher directly. If the result was bad, the students still might got 70. Cause 70 is the score of passing grade. Many students got the score between 70-79. It was rare where the student got 80 or more. Similar to students with passed score in final semester assessment, students with speaking test score 80 or more could be counted.

So far, the researcher guesses that the score lists were bad is suitable to what students uttered before. Many students admitted getting misunderstanding both the materials and what teacher uttered. Even they understood, it was not 100%. The impact was their score. For ensure that statement, the researcher
also got the teacher’s monitoring and assessment for students’ difficulties and improvement along an academic year.

C. Teacher’s Assessment For Students’ Ability Along the Learning Using EMI

The last data of this research is teacher’s interview. The research just targeted one teacher. The reason is because this teacher was the only one EMI teacher whom taught the classes of population fully for an academic year. This is why from 11 classes are available only 8 classes which become the population of this research. Because this teacher just taught 8 classes of 10th grade in the second semester, even when first semester the teacher taught 11 classes of the 10th grade. Teacher’s interview also got to know the consistency between the teacher and students concerning to the important of the usage of EMI, the difficulties, the improvements and the plans for the upcoming. The teacher is people who knowing the eight classes students, about their difficulties and improvements.

1. Teacher’s Opinion About the Important of EMI’s Usage For Students In English Lesson For the 10th Grade Students of SMA N 2 Salatiga

If the students have been asked about their views about EMI, to know the consistency of views between the students and teacher, the teacher also has been asked by the same term. The researcher wants to know how important of EMI’s Usage For Students In English Lesson For the 10th Grade Students of SMA N 2 Salatiga in teacher’s view, before going to the main questions about students’ monitoring. At the first point, the teacher
claimed that it is very important, it may motivate the students’ to improve their English continuously. The researcher assumes that this point is suitable to what students’ said about why they agree to EMI. The students admitted it may improve their speaking and vocabulary, also their insight in English.

The second thing of what teacher explained was EMI may get the students to speak English, in teaching learning process. This is suitable with students’ perceptions that EMI may be accustoming the students to speak and use English in communication. While the last important thing is for students’ future. The teacher conveyed that EMI may prepare the students dealing with the future. Some students also admitted that EMI is good for preparing their future. More detail, they explained it may be useful for when they become students at college, if they accepted at foreign college, also job in other country.

For the important of EMI, the researcher concludes that the teacher and students have consistency of views about the important of EMI for students in English lesson for the 10th grade students of SMA N 2 Salatiga.

2. Teacher’s Monitor On Knowing Students’ Acceptance of the Usage of EMI

In order to know how far students’ acceptance of the usage of EMI, the teacher did daily test. It was spoken test among the learning process. The teacher asked the students to speak in English in classroom. The teacher would give a good mark when the students were achieve in answering or responding the teacher’s question in English. It would be marked as actively participate in the class.
The researcher guesses that this is why almost a half of sample claimed that they got difficulties for giving response to the teacher. Apparently the teacher tried to make students speak or active in the class in order to check their acceptance of the usage of EMI. While the students felt that the teacher spoke too fast and unclear, made the students misunderstanding of what teacher said and could not give the response. Even another cause of this difficulty was students’ lower vocabulary. Some students understand what teacher’s meant, but they felt difficult to give the response.

3. Teacher’s Assessment of Students’ Difficulties While Following A Classroom Learning Using EMI

The students have been asked concern to their difficulties when the teacher used EMI in English lesson. Therefore, the teacher also asked by how he/she saw the students’ difficulties when the teacher used EMI. The teacher mentioned that the students’ difficulties were it was not easy to understand when the teacher used full in English. This is very suitable of what students claimed before. They got misunderstanding.

Therefore, the teacher thought that he/she should elaborate or interpret the explanation in English before, using Bahasa. It means that the teacher had to translate the sentences or utterance he/she used. This statement is appropriate of what students conveyed in order to make clear their understanding to the materials or teacher’s utterance. Students hope the teacher will re-explain the explanation in Bahasa after did it in English.
4. Teacher’s Evaluation of Students’ Improvements After Passing An Academic Year Using EMI In English Lesson

Considering to researcher’s analysis of students’ perceptions and students’ score lists, the researcher also wants to hear of teacher’s evaluation whom taught and saw the students’ process along an academic year. The teacher conveyed that many students could understand well what teacher meant. The researcher analyses that if the term is ‘meant’, so it is suitable of some students said. Because some students claimed they understood of what teacher meant, but they did not know of the meaning for word by word from teacher’ utterance. Some vocab was unknown by the students and they difficult to give answer even they knew.

The another one of students’ improvement was students could give response in English partially. This is what researcher said above, it is also suitable of what students admitted in the previous data. When the researcher asked about their difficulties, some of students admitted that they could not give response to the teacher. Not all students admitted could not give the response. So it means that other students could give the response. The teacher just gave two things of improvements, but both iss suitable to the students’ statements.

5. Teacher’s Plans For the Application of EMI In the Next Academic Year

Following the last question for the students which asked by their hopes or suggestion for EMI in the upcoming, the teacher also asked by the same topic. However, the application of EMI is springboard to the teacher.
Therefore the teacher asked by how are his/her plans for the application of EMI in the next academic year. The teacher claimed that he/she wants to improve the percentage of applying English in teaching learning process.

The researcher guesses the reason why the teacher has that plans, it is because the teacher saw many students could understand of what teacher meant and could give response in English even it was just partially. Considering to students’ sugesstions, it is suitable that both teacher and students have consystency on keeping the existence of EMI’s usage. The diffence is the percentage of EMI’s usage. Among the students, the percentage has differences, divided into three groups. It has been described before that the students chose 50%:50% of two language, 75% for English: 25% for Bahasa and 25% for English:75% for Bahasa. Beside that, the percentage may be improved but step by step.

Analysing teacher’s assessment, the researcher thinks it is suitable of what students’ claimed before. Unfortunately, the teacher did not explain on detail of students’ difficulties such as lower vocabulary, it means in the teacher’s view the students have enough vocabulary or the teacher was understanding that problem.
CHAPTER V

CLOSURE

A. Conclusions

Finally the researcher will give the conclusion of this research after analysing the three data before. As has been analyzed before, the primary data is students’ perceptions, while the triangulate is students’ score list and teacher’s interview. The students’ perceptions cover three topic, it is their opinion about EMI, their difficulties which including the affects and their solutions, and then the last is their hope or suggestion for the upcoming EMI.

1. Students’ Perceptions About EMI

The 10th students agree to the usage of EMI in English lesson, they think EMI is beneficial. Their reasons are diverse but they claimed almost the same term. EMI is beneficial for nowaday and their future.

a. For nowaday, it is divided into two benefits; they will get the theory and they may practise to speak English.

b. While for the future, it can be useful when they are continuing their study to college, accepted on foreign college and jod in other country.

They realize of the important of English in nowadays and the benefits for the future. It means they have motives and needs toward English lesson.

2. Students’ Difficulties on following EMI

Even they say EMI is beneficial, it did not mean that that they can follow up the English learning using EMI without difficulties. They also got
difficulties. Their difficulties were almost same. The factors came from internal and external.

a. The internal factor it is their lower vocabulary, lower on pronunciation, lower on grammar rules, confused to give response, difficulties on absorbing the sentences, making sentences, doubt to speak or unconfident and the basic problem is having low passion on English. This factor is affected by their mental set, they realize their debility that they are not ready to receive new vocab more.

b. External factor is gotten from the teacher. They stated that the teacher spoke fastly, unclear and the voice was loudless. Their sound of sense caught that.

Those difficulties above made the students to be more misunderstanding. Beside that, the affects students got also diserve. They missed the material and some of them also missed the teacher’s instruction. Few of them became did not like the English lesson.

Their solutions were asking their friends. This is the most common solution, even few of them preferred to ask the teacher with the reason their friend also misunderstanding and shall ask the teacher. Some of them also learnt autonomously at home such as reviewed the materials, read and finish the Independet Learning Activities Unit (UKBM), made understandable summary, asked their family, watching English movie, listening music, reading book. They also utilize the technology to help them, by searching the material on google and opening the google translate.
3. Students’ Expectations of How Much English Shall Be Used

After experiencing an academic year with EMI and have been asked about their opinion and difficulties, they were also asked with their hopes or suggestions for the upcoming EMI.

a. All students agree that the application of using EMI shall be mixed with Bahasa. This is proven by the chart, there is no students who answer A or D. They answer B, C and D where the use of two languages are mixed. 23 students expect to use 75% English, 38 students expect to use 50% English and 3 students expect to use 25% English. Their reason is because they are still on learning process. English to make them being accustomed on using English, while Bahasa to deepen their understanding to the materials uttered.

b. They hope EMI can be kept and be improved. The upgrading shall be consistent from both teacher and students.

- The students realize to their ability, learn autonomously like to enrich their vocabulary and pay attention when the teacher gives explanation.

- The teacher can be pay more attention to students’ ability and condition. Teacher can monitor students’ vocabulary with some activities, pay more attention if students get difficulties, know when shall use English and know when shall use Bahasa, speaks slowly, louder, clear, use known vocabulary.
c. The students also think that EMI may be increased, but do it but step by step following the students’ ability and development.

Beside the students’ perceptions, the researcher also got their score list. It is their speaking and final semester assessment which was done in the end of academic year. Both score showed they got misunderstanding to the English lesson. Even their speaking score looked good, it was because the score was gotten from the teacher directly where the teacher would give the score by following the passing grade score, that was 70. While final semester assessment was gotten based on how many questions which they answered correctly.

The last data gathered is teacher’s interview, concerning to teacher’s thought about the important of EMI for students, their assessment to the students and the plans for the future. Similar to the students’ ideas, the teacher also claims that EMI is good for students in nowadays and their future. To know how did students’ acceptance to EMI, the teacher giving questions or asking the students to speak English in the class. That’s why some students claimed they confuse to give response, cause they felt could not to speak. Then as what students felt about their difficulties when teacher used EMI, the teacher also could guess that problem. The teacher also assessed that the students could give response partially, it means teacher knew not all students could to give response. For the upcoming plans, teacher want to improve the percentage of EMI’s implementation.
B. Suggestions

After seeing the students’ perceptions and teacher’s assessment also students’ scores, the researcher have some suggestions for this problem. The suggestions are in order to make the English learning using EMI to be more meaningful and understandable. The suggestions are divided into 2 kinds. The first is for the students, they are:

1. They realize if EMI is important and useful, it must be balanced with their realize of their ability. Enhance their knowledge on English autonomously as they can without waiting for teacher’s instruction
2. Pay attention and appreciate the teacher who teach them. This is in order to make the learning is accepted maximally and do not blame the teacher with reason that topic had not explained before

Beside suggestions for students, the second sugesstions is for the teacher. However, teacher is the stakeholder in the class.

1. Use familiar words to students. If the teacher wants to use difficult word, do it step by step following the students’ ability
2. Look at the students’ ability and conditions. If the students are looked confused, teacher can use Bahasa to interpret the previous explanation
3. When explaining, make sure that the students understand of what he/she explains first. If it has been fixed, the teacher may continue to the next explanation
4. Be better on delivering the lesson, such as speaks slowly, clear and loud voice so that all students can hear. Check students whom sit down on the back chair whether they hear or not.

5. After passing some meetings, the teacher may do evaluation with the students each other. The students to the teacher and vice versa the teacher to students. The students to teacher can be done with written evaluation so the students will tell honestly. While teacher to students, it can be oral or written. For deepen evaluation it can be face-to-face evaluation or written notes. But if just use general evaluation, it may do orally. Both teacher and students shall accept the sugesstions and corrections they get. After doing that, teacher and students evaluating and improving themselves to make better learning with EMI.

Those all suggestions from the researcher to teacher and students, so that they can be better on English teaching learning activities using EMI. The teacher and students shall accept the sugesstions and corrections which they get. Evaluation also can do between student to student. With those all suggestions, the researcher hope English lesson by using EMI will no complaint the same problem from the students and students get both the materials and teacher’s instruction, getting good score and good communication in English.
REFERENCES


Goodman, Bridget A. 2014. Implementing English As A Medium of Instruction In A Ukrainian University: Challenges, Adjustments, and Opportunities.

Haryanto, Dea Aprilia. 2015. Students’ Perception On The Use Video Animation To Teaching of Listening At The First Graders’ In Sma Negeri 1 Pakel. Thesis Not Published. Tulungagung: English Education Department of IAIN Tulungagung.


Kramina, I. 2000. Lingo Ditactic Theories Underlying Multi Purpose Language Acquisition. The Univeristy of Latvia Faculty of Foreign Languages.


APPENDICES
The Instrument of Interview

Date: May 14th, 2019
Place: X. SMA N 2 Salatiga

Interviewer: Kholidja Sariqidi
Interviewee: 

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewee explanation what will we do and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: Ada baik ada enggak. Bagaimana realitas cara saya belajar?
   Tidak bagus kalau guru mengajarkan dalam EMI.

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: Kita ga paham, sulit untuk komunikasi.
   Kita tidak nyaman.
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?

Answer: Kalau kalo bu disekolah lagian kalau temen gak mau, coba sendiri lumayan. Malu-malu mau ngomong lagi

3. a. Kira-kira sebanyak/sesering apa sebanyaknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

a. 100% Bahasa Inggris
b. 75% Bahasa Inggris : 25% Bahasa Indonesia
c. 50% Bahasa Inggris : 50% Bahasa Indonesia

d. 25% Bahasa Inggris : 75% Bahasa Indonesia

e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)

Answer: Selama guru menyampaikan materi, ya komu pala.

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: Tobil aja garae, tapi memahai kalo gak mudah dilahami

Salatiga 28 Mei 2019
The Instrument of Interview

Date: [Date]  Interviewer: [Name]
Place: [School]  Interviewee: [Name]

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Open-ended answer]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Open-ended answer]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?
Answer: Kajari materi di google buat agak mudah, tapi tetap ga mudah kerem bangga keren. Ngga kemari nanya guru, gara-gara nyemang inggiri.

3. a. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris  
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia  
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia  
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia  
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)  
Answer: Buat mudahya ya kalau diajak bu belajar. Ngga milihya ga bisa bener.

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Tekip menggunakan itu biar pula dan mudah ditelaah.

Selalu 28 Mei 2019
[Signature]
The Instrument of Interview

Date: May 23rd 2024
Interviewer: Kembala Fadhilah

Place: Rantau SMK 2 Sila
Interviewer:

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewee explanation what will we do and what should they do in order to make the interview clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Selandia di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: Bagai kamu kira 'masa lalu' yang dipersepsikan menjadi kian lebih baik. Karena banyak siswa yang merasa ada kekurangan dan kekurangan.

2. a. Kesalitan apa yang kamu alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: Terlalu menggunakan EMI dan nolototnya. Memang helped ya, tapi kurangnya pengalaman membuat siswa lebih susah untuk memahami.
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulangi belajar sendiri di rumah?
Answer: Tanya teman, kelas kepal, teman guru, pak

3. a. Kira-kira sebanyak/sesering apa sebanyaknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris  
   b. 75% Bahasa Inggris: 25% Bahasa Indonesia  
   c. 50% Bahasa Inggris: 50% Bahasa Indonesia  
   d. 25% Bahasa Inggris: 75% Bahasa Indonesia  
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)  
Answer: Karena biasa menggunakan bahasa Inggris, maka diberikan bimbingan

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Harap lebih diberikan bimbingan, karena biasanya sulit dalam komunikasi.
The Instrument of Interview

Date: Nov 10th 2018
Interviewer: [Name]
Place: X.MIPA. 2 SMA 14 Jakarta
Interviewee: [Name] 8

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Response]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Response]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Miskinnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?
Answer: Belajar sendiri, buka google benoliloke, jangan iteren.
Tidak belajar, pada guru koma maha diterem.

3. a. Kira-kira sebanyak/kesering apa sebaliknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris □
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia □
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia □
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia □
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) □
Answer: Siswa tinggal kemampuan 80% Inggris, kita belasurhuk 80% inggris.
        misi adu suatu og keliruan dan buatan, syg suatu og padding.

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Penguajakan bahasa, selalu ada 80% bisa langsung.
        hasilnya bagian 80% mereka terbaik.

Sdmnya, 28 Mei 2019

[Signature]
The Instrument of Interview

Date: Nov. 29th 2017
Interviewer: [Name]
Place: [Name] SMA N 2 Salatiga
Interviewee: [Name]

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewee explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga dalam pelajaran Bahasa Inggris? Mengapa?
   Answer:
   
2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer:
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?

3. a. Kim-kira sebanyak/sececering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris ☑
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia ☐
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia ☐
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia ☐
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) ☐
   answer: Saya lebih suka belajar, kan bisa memahami bahasa Inggris.
   Jadi, saya sebaiknya belajar, kan bisa lebih efisien.

b. Apa harapan/saranmu terhadap penggunaan EMI dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Sahabat, 28 Mei 2019
The Instrument of Interview

Date: April 20th, 2023
Interviewer: [Name]
Place: [Location] (2/3)
Interviewee: [Name]

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Reasons]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Reasons]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulangi belajar sendiri di rumah?
Answer: Tanya guru, jika tidak bisa, bisa belajar sendiri.

3. a. Kira-kira sebanyak/sering apa sebanyak Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)

Answer: Menurut saya, bisa digunakan kepada pengajaran.

   b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Harap mungkin lebih mengasah Kemampuan berbahasa.
The Instrument of Interview

Date: [Date] Interviewer: [Interviewer]
Place: [School] Interviewee: [Interviewee]

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salariga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Answer]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Answer]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?
Answer: Meminta bimbingan dari guru, membaca ulang dan latihan dengan sering.

3. a. Kira-kira sebanyak/sering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris [ ]
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia [✓]
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia [ ]
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia [ ]
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) [ ]
Answer: Karena saya sejak kecil tinggal di luar daerah, berbahasa Inggris adalah kebutuhan sehari-hari.

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Tekan penggunaan EMI ke dalam bentuk terbuka dan sistem ilmiah yang mendukung pembelajaran.
The Instrument of Interview

Date: Jan 28th 2019
Place: X-HILDA SMA N 2 Salatiga
Interviewer: Please write name
Interviewee: Please write name

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill in the name or code of interviewee
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?

2. a. Kesulitan apa yang kamu alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?

   (One answer)
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulangi belajar sendiri di rumah?

Answer: | Tamat kena, kiny kepi guru dan ajarkan gya indo.
        | Kadang ya kayak sendiri, lumas lagi gwau arifnya dan ri.

3. a. Kira-kira sebanyak/sering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

   a. 100% Bahasa Inggris  [ ]
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia  [ ]
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia  [ ]
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia  [ ]
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)  [ ]

Answer: | Kety full English, ing siung sekat selalu pengguna bahasa.

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: | Teky diajak, yak kety sekat dia. Baha leda.
        | EMI diajaran kerabat buat swa mampu menyiksi.
The Instrument of Interview

Date: 29th May 2018
Place: X.106 SMA N 2 Salatiga
Interviewer: [Name]
Interviewee: [Name]

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewee explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Answer]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Answer]

---

**Notes:**
- [Additional notes or details]
- [Additional notes or details]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Minta saja tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?

Answer: "Tahu sin leren, bawas boe aza terguna see yya, keter a se bote sya go maul go berani dariy ya."

---

3. a. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

   a. 100% Bahasa Inggris [ ]
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia [ ]
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia [ ]
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia [ ]
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) [ ]

Answer: "Pok, bin statu banu unggal wack scool, kahnu.

Dia taga ikh asey. Hana depama ida ada ya mea nang de.

Penang kah bin taganaa ga kuanan, ema noang bekaa."

---

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: "Salah disimak hik. Disimpanan kapai teab."

Melihat hikah siswa, bin kah nakee ng ga buanat kah pake hik.
The Instrument of Interview

Date: May 13th 2015
Interviewer: Khairudin Saljuddin

Place: X.106, SMA N 2 Salatiga
Interviewee: 

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewee explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: 

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: 
   Kesulitan: 
   Dampak: 

   b. Alasan mengapa kamu memilih tidak menggunakan EMI dalam pelajaran Bahasa Inggris?
   Answer: 
   Alasan: 
   Keuntungan: 
   Kekurangan: 

b. Bagaimana kalau biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?
Answer: Tanya kemenanganyang rendah di pengisian.

3. a. Kirim-kirim sebanyak/secepat apa sebaiknya Bahasa Inggris dipunankan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)
Answer: Jika kebutuhan, kinerja laku back, back penghargaan.

b. Apa harapannya dari terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Jangan dilakukan, dilakukan sekali karena sedikit ung

Salahga, 23 Mei 2013
Dling
The Instrument of Interview

Date: Jul 14th, 16th, 2019
Interviewer: Khairiah Bakhriah

Place: K108, SMA N 2 Salatiga
Interviewee: 

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewee an explanation what will we do and what should they do in order to make the interview clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk selama kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: 

2. a. Kesultan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: 

   Dampak: 

   Studi 1. 

   Studi 2. 

   Studi 3. 

   Studi 4. 

   Studi 5. 

   Studi 6. 

   Studi 7. 

   Studi 8. 

   Studi 9. 

   Studi 10.
b. Bagaimana kalau biasanya mengatai kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengajarkan belajar sendiri di rumah?
Answer: Tanya saman, kurnia tange en kewe jekok danteleh

3. a. Kim-kim sebutan/scoreing apu sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris  
   b. 75% Bahasa Inggris ; 25% Bahasa Indonesia  
   c. 50% Bahasa Inggris ; 50% Bahasa Indonesia  
   d. 25% Bahasa Inggris ; 75% Bahasa Indonesia  
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)
Answer: Sama, kafe weni jwé fala nka fala, kurnia en makari

b. Apa harapankamu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Sama kurnia buh vocals, bunu banu katoa ngelitung

Tanggal: 18 Mei 2019
Signatur: [Signatur]
The Instrument of Interview

Date: Nov 14th 2019
Interviewer: Noerdin Sugiyanto

Place: X.068 SMA N 2 Sakti*
Interviewe: 

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewee explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used BMI for one academic year and ask whether they got difficulties or not.

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Sakti di dalam pelajaran Bahasa Inggris? Mengapa?
Answer: 

2. a. Keadaan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
Answer: 

   * Note: The document contains text in Indonesian and English. The translation is provided for better understanding.
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulangi belajar sendiri di rumah?

Answer: Belajar sendiri, karena ibu di rumah.

3. a. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

a. 100% Bahasa Inggris  □

b. 75% Bahasa Inggris : 25% Bahasa Indonesia  □

c. 50% Bahasa Inggris : 50% Bahasa Indonesia  □

d. 25% Bahasa Inggris : 75% Bahasa Indonesia  □

e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)  □

Answer: Kalo kalo memang pelajaran lain dari bahasa, pake bahasa Indonesia, tapi ditambah pake Bahasa Inggris.

b. Apa harapan/unsurmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: Saya diperbanyak yang bisa belajar sendiri dan tampak nyaman di sekolah. Serta diperlihatkan bah bahasa.

Setengah artinya pelac dan kentang.
The Instrument of Interview

Date: May 4th 2013
Interviewer: Wirda Batubara
Place: Y.I.M.P.E. SMA N 2 Salatiga
Interviewee: 

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: Kita harus memahami materi buku dari buku Inggris.

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: Kita perlu belajar lebih baik lagi. guru harus berusaha lebih baik.
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Mungkin tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?
Answer: *tulis jawaban kalian di sini*

3. a. Kira-kira sebanyak/sering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris □
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia ✓
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia □
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia □
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) □
Answer: *tulis jawaban kalian di sini*

b. Apa harapan/mimpi kamu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: *tulis jawaban kalian di sini*

*Semenyata. 29 Mei 2019*
The Instrument of Interview

Date: [Date]
Place: Class 11A, SMAN 2, Salatiga
Interviewer: [Name]

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewee explanation what will be done and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Answer]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Answer]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?
Answer: cari di internet keluarga/warga setempat guru.

3. a. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)
Answer: 100% Bahasa Inggris. Ada yang belum paham, bisa diproses

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Harap lebih banyak penggunaan EMI ke depannya semoga...
The Instrument of Interview

Date:  [May 10, 2023]
Interviewer: [Chandra, bahasa.

Place:  [Kelas XII, SMA N 2 Salatiga]
Interviewee: []

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewee an explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Jawaban yang tidak terbaca]
   Kalau lagi, kurang penguasaan karena banyak vocab nya, memang dengar
   karena memang SMA langsung Pake EMI, terbagi

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Jawaban yang tidak terbaca]
   Memahami, guru yang diajarkan dengan cara belajar yang
   terbagi di belakang, dibedakan dengan cara,
   tentunya, betul itu materi.
b. Bagaimana kalau biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulangi belajar sendiri di rumah?
Answer: Juga yo gak dekad di depan, ya belajar dengar.

3. a. Kira-kira sebanyak/sering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
   a. 100% Bahasa Inggris
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)
Answer: Kita nanti bisa kita belajar bersama. Kenapa? Yaitu pengajaran
pada Indo. Bisa saya lembih bahasa.

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?
Answer: Sopranchi dari segi pelaksanaan, pembahasan hubari,
dan tugas.
The Instrument of Interview

Date: 14th Dec.
Place: X MABA SMA N 2 Salatiga

Interviewer: Hendridi Sukarya
Interviewee: 

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: Sebab penggunaan EMI tepat, karena selalu sedi untuk mengajarkan bahasa inggris lebih baik

2. a. Kekurangan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: Kekurangan adalah guru kurang mengerti, pengajaran kurang tepat
   Kekurangan dapat digunakan sebagai pelajaran.
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?

Answer: *Tanya teman, idap minat guru mengelarai perjelasan

lengkap, mengejar usaha belajar lebih.*

3. a. Kim-kira sebanyak/searcrng apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantarn di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

a. 100% Bahasa Inggris  [ ]
b. 75% Bahasa Inggris: 25% Bahasa Indonesia [x]
c. 50% Bahasa Inggris: 50% Bahasa Indonesia [ ]
d. 25% Bahasa Inggris: 75% Bahasa Indonesia [ ]
e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali) [ ]

Answer: *Agar pelajar mudah dalam memahami, diperbanyak 100% Inggris.*

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: *Penggunaan Inggris agar harapan siswa. Harap baru dalam

huruf marat, siap belajar bahasa. Kepada marat sehati persilai

siswa belajar baru. Ingat marat, ada marat belajar dengan

dan pekerja belajar.*
The Instrument of Interview

Date: Jumat, 8th March
Interviewer: Khoiruludin Fadly
Place: Sekolah Menengah Sipil
Interviewee: [Redacted]

Instruction:
1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee
2. Give the interviewee explanation what will we do and what should they do in order to make the interview is clear based on their perceptions
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not

Questions:
1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
Answer: [Redacted]

2. a. Kesalatan apa yang kuliah alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
Answer: [Redacted]
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?

Answer: 


3. a. Kira-kira sebanyak/secering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

a. 100% Bahasa Inggris
b. 75% Bahasa Inggris : 25% Bahasa Indonesia

c. 50% Bahasa Inggris : 50% Bahasa Indonesia

d. 25% Bahasa Inggris : 75% Bahasa Indonesia

e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)

Answer: 


b. Apa harapan/saranmu terhadap penggunaan EM1 di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: 


Salatiga, 20 Juni 2019

(\[\phantom{\text{signature}}\])
The Instrument of Interview

Date: June 11th, 201

Interviewer: [Name]

Place: Setapak Salatiga

Interviewee: [Name]

Instruction:

1. Introduce each other in order to make clear who the interviewer, fill the name or code of interviewee.
2. Give the interviewees explanation what will we do and what should they do in order to make the interview is clear based on their perceptions.
3. Ice-breaking questions like the reality that their English teacher used EMI for one academic year and ask whether they got difficulties or not.

Questions:

1. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bahasa Inggris? Mengapa?
   Answer: [Answer]

2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?
   Answer: [Answer]

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a. Kesulitan apa yang kalian alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris? Bagaimana dampaknya?</td>
<td>[Answer]</td>
</tr>
</tbody>
</table>
b. Bagaimana kalian biasanya mengatasi kesulitan tersebut? Misalnya tetap bertanya pada guru, bertanya pada teman atau mengulang belajar sendiri di rumah?

Answer: Tanya teman, belajar sendiri.

3. a. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?

   a. 100% Bahasa Inggris
   b. 75% Bahasa Inggris : 25% Bahasa Indonesia
   c. 50% Bahasa Inggris : 50% Bahasa Indonesia
   d. 25% Bahasa Inggris : 75% Bahasa Indonesia
   e. 100% Bahasa Indonesia (tidak menggunakan Bahasa Inggris sama sekali)

Answer: Dari menguasai kata dan memahami pelajaran bahasa Inggris

b. Apa harapan/saranmu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

Answer: Diharapkan umpan balik dari konseling baik.

Sekali, 21 Juni 2019
The instruments’ notes above are just a little bit of the whole instruments’ notes. If you want to see the whole instruments’ notes, it can be seen on the CD file that has been submitted to the librarian.
**Session 1**

**I** : Bagaimana tanggapan kamu mengenai penggunaan EMI utk siswa kelas X dalam pelajaran Bahasa Inggris? Katanya ada bagusnya ada engganya

 (*I* : *How are your opinions about the usage of EMI for the 10th grade students in English lesson? You said there is positive and negative side*)

**M1.A1** : Iya, ada bagusnya ada engganya

 (*MI.A1 : Yes, there is positive and negative side*)

**I** : Bagusnya apa dek?

 (*I* : *What’s the positive thing?*)

**M1.A1** : Bagusnya bisa melatih berbicara, cara kita berbicara

 (*MI.A1 : The positive thing can practise speaking skill, how we speak*)

**I** : Bisa berkomunikasi?

 (*I* : *Can do communicating?*)

**M1.A1** : Iya berkomunikasi

 (*MI.A1 : Yes, can do communicating*)

**I** : Ngga bagusnya?

 (*I* : *How about the negative thing?*)

**M1.A1** : Ngga bagusnya kadang tu kalo misalnya guru ngomong kita tu gatau artinya gitu lho bu, gatau artinya tapi tahu maksudnya

 (*MI.A1 : The negative thing is sometime when the teacher spoke, we did not know the meanings, Miss, we did not know the meanings but we knew the meant*)
I: Tanggapan kamu gimana masalah penggunaan EMI untuk kelas X dalam pelajaran Bahasa Inggris?

(M1.A2: It is beneficial for practise speaking, but if any student did not know they would go blank)

M1.A2: Ya bagus untuk mee.. apa itu, melatih bicara, tapi kalo yg gatau jadi nge-blank

(I: Ada lagi?)

M1.A2 : Enough

(M1.A3: Emm.. if the teacher spoke, I did not know the meanings, Miss)

I: Terus?

(M1.A3: Then, if the teacher was in MIPA.1, the teacher spoke too fast used English)

I: Ngomongnya cepet jadi kamu bingung?

(M1.A3: Yes)

I: Ada lagi?

(M1.A3: Enough)
I: Terus yg terakhir, M1.A4. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X?

(M1.A4: Actually I agree, because it helps us for learning English faster, but usually the teacher spoke very fast then looked different, so we got difficulties)

I: Beda gimana?

(M1.A4: Such as the pronunciation which has been very fluent, so we did not know what was the meanings)

I: Tapi kalian karena fasih jadi bingung itu artinya apa?

(The four students answered yes almost together)


(M1.A1: Iya)

(M1.A1: Yes)
I : Terus, M1.A2 kesulitanmu apa dek?
(I : Next, M1.A2 what did your difficulties?)

M1.A2 : Ngga tau artinya, hehe
(M1.A2 : I did not know the meanings)

I : Terus dampaknya apa?
(I : Then, what was the impact?)

M1.A2 : Dampaknya jadi ga mudeng semua
(M1.A2 : The impact was I became misunderstanding of all)

I : Jadi ga mudeng sama materinya?
(I : So you became did not understand to the material?)

M1.A2 : Iya
(M1.A2 : Yes)

I : Apalagi?
(I : Anymore else?)

M1.A2 : Dah
(M1.A2 : Enough)

I : Kesulitan apa yang kamu alami saat guru menggunakan EMI untuk pelajaran Bahasa Inggris dan bagaimana dampaknya?
(I : M1.A3, what did difficulties you have when the teacher used EMI for English lesson and how was the impact?)

M1.A3 : Sama, ngga tau artinya
(M1.A3 : Same, I did not know the meanings)

I : Terus dampaknya?
(I : Then what was the impact?)

M1.A3 : Jadi ngga faham semua materi terus nilainya jadi jelek
(M1.A3 : I became misunderstanding in all materials and the score was bad)

I : Oke, terakhir M1.A4! Kesulitannya apa? Dan dampaknya apa?
(I : Okay, last M1.A4! What was the difficulties? And what was the impact?)

(M1.A4 : My difficulties were I did not memorize lots of vocab so I did not know the meaning, moreover I did not understand such as Verb 1, Verb 2, even though the meaning is same. Just it)

I : Verb 1 Verb 2?
(I : Verb 1 Verb 2?)

M1.A4 : Iya, yg bentuk-bentuk past tense apa apa lah itu
(M1.A4 : Yes, which forms of past tense, something like that)

I : Grammar ya?
(I : Do you mean Grammar?)

M1.A4 : Iya
(M1.A4 : Yes, I do)

I : Terus dampaknya apa?
(I : Then what was the impact?)

M1.A4 : Dampaknya nilainya jelek, remidi dan jadi males belajar Bahasa Inggris
(M1.A4 : The impact was the bad score, remidial and became lazy to learn English)

I : Jadi males belajar Bahasa Inggris?
(I : Became lazy to learn English?)

M1.A4 : Iya, karena tidak menarik
(M1.A4 : Yes, because it is not interesting)

Session 2b

I : Terus ke pertanyaan 2 yang b. M1.A1 kan tadi kamu bilang ngga faham, ngga tau artinya, sulit mencernanya gitu to?
(I : We continue to question number 2, session B. M1.A1, you said that you did not understand, did not know the meaning, difficult to absorb, right?)

M1.A1 : Iya
(M1.A1 : Yes)

I : Kamu biasanya mengatasi kesulitan itu gimana? Misalnya, bertanya, kan ngga mudeng ni, tetep bertanya sama guru apa maksudnya, apa tanya sama temenmu, apa belajar sendiri di rumah, cara kamu mengatasinya itu?
(I : Usually, how did you overcome those difficulties? For example, you did not understand, you still asked the teacher what was she meant, or asked your friend, or learnt at home, how did you resolve that?)
M1.A1: Kalo aku di sekolah tanya sama temen, terus kalo temennya ga tau nanti dicari di rumah gitu bu

(M1.A1 : For me, at the school usually I asked friend, then if my friend did not know I would learn at home, Miss)

I : Lha kenapa kok ngga tanya guru?
(I : Why didn’t you ask the teacher?)

M1.A1: [tertawa], hehe sama aja

(M1.A1 : [laugh], it will be same)

I : Samaaja? Malu? Apa ngga mau berani ngomong bahasa inggrisnya?
(I : It’s same? Shy? Or you were not brave to speak English?)

M1.A1: Nah itu bu

(M1.A1 : That’ right, Miss)

M1.A2: kayaknya semua sama deh bu

(M1.A2 : I feel all students are same, Miss)


(I : Who’s the next? M1.A2. In the first question you said that you did not know the meanings so you did not understand at all. How did you resolve that? Did you ask the teacher, friend, learn or getting English course?)

M1.A2: Nyari google, materi

(M1.A2 : Searching on google, materials)

I : Nyari materi di google?
(I : Searching the material on google?)

M1.A2: Iya

(M1.A2 : Yes)

I : Jadi nyari yg gimana caranya biar mudeng gitu ya?
(I : So you search in order to understand the material?)

M1.A2: Tapi ngga bisa juga

(M1.A2 : But I still did not understand)

I : Tapi tetep ngga bisa juga? Lha terus?
(I : You still did not understand, so what was the next?)

M1.A2: Tanya temen
(M1.A2 : Asked friends)

(I : M1.A3, on the previous questions you said that you did not know the meaning so you misunderstanding to all material and got bad score. So how did you resolve that? Ask the teacher, friend, learn at home, searching on google or how?)

M1.A3: Tanya temen
(M1.A3 : Asked friend)

I : Terus kalo habis tanya sama temen, biasanya mudeng?
(I : Then after that, did you understand?)

M1.A3: Iya, kan soalnya kalo temen ngejelasinnya pake bahasa sehari-hari
(M1.A3 : Yes, because if my friend whom explained, they use daily language)

I : Tapi di rumah sambil belajar lagi ngga?
(I : Then at home, did you learn again?)

M1.A3: Iya, cari-cari
(M1.A3 : Yes, I did)

(I : Next, M1.A4. As you said before, you claimed that you did not memorize lots of vocab, so you did not know the meanings, did not memorize the grammar rules, the impact you had bad score and lazy to learn English)

M1.A4: Iya
(M1.A4 : Yes)

I : Cara kamu mengatasinya gimana?
(I : How did you resolve that?)

M1.A4: Cara saya mengatasinya tu mencari guru yang asik
(M1.A4 : My way to resolve was looking for passionate teacher)

I : Mencari guru yang asik, berarti kamu ambil les-lesan?
(I : Was it mean you got English course?)

M1.A4: Iya kalo ada duit (sambil tertawa)
I: Lho? Lha aslinya kemarin ambil les-lesan ngga?

(M1.A4: Yes, if there is money. [laughing])

I: Lho? The reality, on the last academic year, did you get English course?

(M1.A4: No, because since the first time I does not have passion in English, but when in the future I still get difficult in English, may be I will)

I: Lho? The reality, on the last academic year, did you get English course?

(M1.A4: No, because since the first time I does not have passion in English, but when in the future I still get difficult in English, may be I will)

I: Then, in the last time, how did you resolve your problems?

(M1.A4: No, I did not)

I: Were you surrender?

(M1.A4: Yes, just like that)

Session 3a-b

I: Two questions remaining. Approximately, how many English shall be used as a language of instruction in English lesson? For example, if the teacher use 100% English without Bahasa at all such as this one (pointing the choice A), or 75% English 25% Bahasa, or fifty:fifty, or Bahasa used more?

(M1.A1: So we can speak English?)

M1.A1: Biar bisa Bahasa Inggris?

(M1.A1 and one others: Yes)

I: Ya maksudnya enaknya itu lho, di kelas tu kira-kira apa, kan kemaren lebih banyak pake Bahasa Inggris to?

(M1.A1 and one others: Yes, to be understandable, in the last academic year the teacher used English more right?)

M1.A1 dan satu yg lain: Iya
I: Nah, kalo ini menurut kamu tu enaknya yg mana?
(I: Well, in this question asking your opinions, how much English shall be used?)

M1.A1: Ini bu kayaknya
(M1.A1: This one Miss, I think)

I: yang C?
(I: C?)

M1.A1: Iya
(M1.A1: Yes)

I: ada alasannya ngga? Mungkin apa?
(I: Is there any reason?)

(M1.A1: Because the teacher conveys the material. In order to make we understand, Bahasa also shall be used, do not use Full English. Not all teacher’s sentences were understandable for students)

I: terus harapanmu/saran kamu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk kelas X ke depannya tu gimana? Harapannya apa, apa tetap dipertahankan, dihapuskan saja bu, atau misal saya mau belajar sendiri gitu, apa gimana?
(I: Then what is your hope/suggestion to the use of EMI in English lesson for the 10th grade students in the future? For example, still be maintained, just be deleted Miss, or I just wanna learn English autonomously, or how?)

M1.A1: kalo bicara bahasa inggrisnya tu pake kata-kata yang mudah dipahami
(M1.A1: If [the teacher] speak English, may use understandable words)

(I: Okay, finish. M1.A2! Approximately, how often English shall be used in the 10th grade students as language of instruction? Here are the choices)

M1.A2: 50:50
(M1.A2: Fifty:fifty)

I: mungkin ada alasannya
(I: May be you have reason)

M1.A2: Biar mudeng yang dijelasin tu apa, artinya yang ngga bisa itu bisa.
In order to understand what is explained, the meanings that we do not know become know.

Okay, last. What is your hope/suggestion to the use of EMI in English lesson for the 10th grade students for the future?

Still using that, but...

M1.A3: Speak slowly

What do shall be slowly?

Speak slowly so can be understandable

So far, did the words did not understandable?

No, the words were difficult

The words such as Verb 2, Miss

The words synonym, Miss

Approximately, how often English shall be used in the 10th grade as language of instruction? You may read the question first

Emm C

C. May be you have reason?

Because those that setengah use Bahasa Inggris those setengah use Bahasa Indonesia, can we sometimes use it to you bu
(M1.A3 : Because if use English for a half and Bahasa for another half, may be we can be unite by ourselves, Miss)

I : Bisa membangun pemahaman sendiri?
(I : You may build your own understanding?)

M1.A3: Iya
(M1.A3 : Yes)

I : Terakhir ni, apa harapan kamu/saran kamu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya? Harapan kamu tu apa?
(I : The last ya, what is your hope/suggestion to the use of EMI in English lesson for the 10th grade students in for the future?)

M1.A3: Harapannya kalo ngomong tu pelang-pelan, terusanya ke muridnya itu bener-bener faham apa engga
(M1.A3 : The hope is if [teacher] speak can be slowly, the teacher must ask the students whether they understand or not)

I : Terus M1.A4, menurut kamu kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam pelajaran Bahasa Inggris?
(I : Then M1.A4, based on your opinions how often English shall be used approximately in the 10th grade as language of instruction?)

M1.A4: Yang B
(M1.A4 : I choose B)

I : Wah, keren! Alasannya?
(I : Wow, amazing! What is the reason?)

M1.A4: Kan kalo kita semakin sering bercakap-cakap itu berati kita semakin tahu banyak kosakata
(M1.A4 : Because if we are more often to get conversation (in English) it means that we get more vocabulary)

I : kalo semakin sering menggunakan bahasa Inggris..
(I : If we are often to use English..)

M1.A4: Semakin banyak kosakata yang kita tahu
(M1.A4 : More vocabulary we know)

I : Terus ada lagi ngga?
(I : Anymore reason?)

M1.A4 : Udah
I : Apa harapan kamu/saran kamu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X ke depannya?

(M1.A4 : Then the last question, what is your hope/suggestion to the use of EMI in English lesson for the 10th grade students in for the future?)

M1.A4 : Pertama kita kayak ditarget suruh ngafalin beberapa kosakata, terus nanti tu kita kayak ditest gitu bu jadi kan kita tahu

(M1.A4 : The first, we are targeted to memorize some vocabulary, then the teacher is testing our memorization)

I : Maksudnya biar guru tu tahu kalian sudah sejauh mana gitu?

(I : Do you mean that the teacher will know how far your vocabulary memorization?)

M1.A4 : Iya, yang kedua kita harus belajar lagi to bu

(M1.A4 : Yes, while the second we must learn again, Miss)

I : Belajar sendiri? Secara mandiri

(I : Learn autonomously?)

M1.A4 : Iya gitu, dah itu aja

(M1.A4 : Yes, just it)

I : Udah semua ini, makasih banyak yaa

(I : Okay, that’s all questions. Thank you very much ya)
Session 1
I : Nah, habis ini nanti menggunakan istilah EMI, EMI itu English As Medium of Instruction. Jadi menggunakan bahasa Inggris sebagai bahasa pengantar, jadi kayak njelasin, nanya ke siswa itu pakenya tu kayak full English gitu lho. Kemaren bener ya kalo guru bahasa Inggris kalian pakenya tu kayak full English gitu ya?
(I : Well, we are going to use term EMI, EMI is English As Medium of Instruction. Thus, it uses English as medium of language, to explain and to ask students, those all use English. It was true that your English teacher use full English when teaching, wasn’t it?)
(M1.B2 : Yes it was)

(I : Where is M1B1? We will start from you. what is your opinion about the usage of EMI for THE 10th grade students in English lesson?)
M1.B1 : Yaa penggunaan EMI bagus, bisa buat melatih sejak dini
(M1.B1 : well, EMI is beneficial, it can make the students practice earlier)

I : Ada lagi?
(I : Anything else?)

M1.B1 : Terus... juga bisa menambah murid-murid yang bisa dibilang kurang
(M1.B1 : And then it can make the students less be more...)
I : Menambah apa ini?
(I : being more?)

M1.B1 : Ya menambah wawasan itu bu, kan bisa denger
(M1.B1 : yeah the students gain more knowledge Miss, we can listen to someone’s conversation in English, can’t we?)

I : Oh menambah wawasan
(I : Oh being more knowledgeable)

M1.B1 : bisa denger gurunya bicara gitu
(M1.B1 : the students can listen to the teacher’s talk)

I : Oh menambah wawasan siswa-siswa yang masih kurang dalam Bahasa Inggris?
(I : Oh, the students whose less in English subject gain more knowledge, aren’t they?)

M1.B1 : Ya
(M1.B1 : Yes, they are)

I : Ada lagi?
(I : Anything you want to added?)

M1.B1 : Dah
(M1.B1 : I think that’s all)

(I : Okay, who is next? M1.B2?)

(M1.B2 : Yes, I am. All things have positive and negative. Therefore, the usage of EMI is positive for the students but if it is too much it becomes negative. If it is used too often, it is not good because we live in Indonesia which some people doesn’t know English. That is the point)

I : Hidup di masyarakat Indonesia?
(I : Live in Indonesian society?)

M1.B2 : Ya, yang belum tentu mengetahui Bahasa Inggris secara dalam
(M1.B2: yeah, which not quite sure that the people know English well)
I: Ada lagi?
(I: Anything more?)

M1.B2: Dah

(M1.B2: Well, that’s all)

I: M1.B3 mana? Bagaimana tanggapan kamu terhadap penggunaan EMI didalam Bahasa Inggris untuk kelas X?
(I: where is M1.B3? What do you think about the usage of EMI for the tenth grade students?)

M1.B3: sedikit bagus, EMI untuk siswa.. apa ya gabisa berkata-kata bu

(M1.B3: It’s little bit of beneficial, EMI for students. Ehmm what else? I can’t explain Miss)

I: Oke-oke, difikir dulu

Cukup bagus tapi untuk siswa?

(I: Okay, just think about it first. It is okay for students, isn’t it?)

M1.B3 : Baik untuk masyarakat datang untuk mencari pekerjaan yang dibutuhkan

(M1.B3: It is beneficial for people in the future to get a job that needed)

I: Oh berarti untuk ke depannya itu bagi siswa bagus untuk mencari pekerjaan?

(I: Oh You mean that it is beneficial for people in the future to get a job, isn’t it?)

M1.B3: Tapi untuk siswa ke masyarakat kayaknya masih belum bisa karena masyarakat tidak seluruhnya bisa berbahasa inggris

(M1.B3: Yes it is, but for the students to the society it is difficult because most of the people in the society can not speak English)


(I: I do not talk about the society. I was just asking EMI in the teaching learning process. Just in the classroom. So, it is good for the future?)

M1.B3: ya

(M1.B3 : Yes)

I: Ada lagi?

(I: Do you want to be added more?)

M1.B3 : Ngga ada
I: Dah. Terus siapa lagi yang terakhir?
(I: wel who is the last?)


I: M1.B4, gimana pendapatmu?
(I: M1.B4 what do you think?)

M1.B4: kalau menurut saya yaa .. sama, intinya untuk masa depan. Apalagi biasanya tu menurut saya lebih baik itu di SMA lebih difokuskan, soale buat nanti kuliah mungkin nanti ada yang kuliah

(M1.B4: I agree with the opinion if it is for the future. Moreover, in senior high school the students have to focus more in conversation. For preparation in college for the students who want to continue their studies)

M1.B1: Untuk kuliah punya bekal

(M1.B1: For preparation to study in college)

M1.B4: Yaa

(M1.B4: Yeah)

I: Karena untuk kuliahnya gitu? Biar punya bekal bahasa inggris?
(I: It is because study in the college you have to prepare your English skill, isn’t it?)

M1.B4: Ya

(M1.B4: Yes it is)

I: Difokuskan disini maksudnya gimana?
(I: what do you mean focus?)

M1.B4: Emm..maksude diperbanyak gitu lho. Misale ada satu hari ngomongnya pake bahasa Inggris tok

(M1.B4: Ehmm I mean doing English conversation more. For example, in one day we are doing English conversation all day)

I: Oh gitu

(I: Oh well)

M1.B2: Program

(M1.B4: A programme)

I: Hari bahasa inggris gitu ya?

(I: An English day?)
M1.B4: Ya
(\textit{M1.B4: Yes})

I : Tapi kalo ini ngga cuma di kelas ya, maksudnya di kelas maupun
dikantin dimanapun pake Bahasa Inggris semua
(I : \textit{It is not only in the classroom, but also in canteen and all places in the}
school. Is it?)

M1.B4: Ya
(\textit{M1.B4: Yes, it is})

\textbf{Session 2a-2b}

I : Terus sekarang, M1.B1 lagi. Nah saat guru menggunakan EMI, kamu
mengalami kesulitan ngga? Terus dampaknya gimana?
(I : Now I’m going back to M1.B1. Well when the teacher used EMI, did you
have any difficulties? What was the impact?)

M1.B1 : Eee..terkadang mengalami kesulitan
(\textit{M1.B1: Eeee.. Sometimes I got difficulties})

I : Kesulitannya apa?
(I : \textit{What were the difficulties?})

M1.B1 : Kesulitannya mungkin guru berbicara lebih cepat atau kurang keras,
terkadang ada juga kata-kata yang belum kita mengerti, kata-kata tertentu
(\textit{M1.B1 : The difficulties were the teacher spoke faster or hardless,}
sometime also the words that used was unknown words for us, certain words)

I : Ada vocab yang ngga mudeng gitu ya?
(I : \textit{Was it any vocab that you did not understand?})

M1.B1 : Ya
(\textit{M1.B1 : Yes, it was})

I : Terus dampaknya apa?
(I : \textit{So what were the effects?})

M1.B1 : Dampaknya tu kurang mengerti materi yang lagi dibahas, misalkan
ulangan juga agak sulit
(\textit{M1.B1 : The effects were less understanding to the material which has
been being explained, getting difficult when test})

I : Nah, dalam mengatasi kesulitan tadi, kamu biasanya gimana? Apa tanya
sama guru lagi “bu, saya ngga mudeng”, apa tanya sama temen?
On solving those problems, what did you do? Asked the teacher “Mom, I don’t understand”, or asked the friends?

I: On solving those problems, what did you do? Asked the teacher “Mom, I don’t understand”, or asked the friends?

M1.B1: Saya tanya ke teman, baru kalo kepepet ya tanya guru

(M1.B1: I asked to friends, so when stuck I would ask the teacher)

I: Berani tanya guru?

(I: Did you brave to ask the teacher?)

M1.B1: Yaa kadang

(M1.B1: Yes sometimes)

I: Pake Bahasa Inggris?

(I: Did you use English?)

M1.B1: Pake Bahasa Indonesia

(M1.B1: I used Indonesian)

I: Oh, berani pake Bahasa Indonesia?

(I: Oh did you have courage to use Indonesian?)

M1.B1: Berani

(M1.B: Yes I did)

I: Udah? Ada lagi?

(I: Was it all? Anything else?)

M1.B1: Dah

(M1.B1: Yes that is all)


(I: M1.B2, I want to start over. I’m afraid you was a bit out of the context)

M1.B2: Yang tadi?

(M1.B2: Is it about the topic earlier?)

I: Iya, kan tadi kamu malah masuk ke masyarakat. Yang ini fokus ke dalam pelajaran saja

(I: Yes, because you were talking about the society. Now you just focused on the lesson)

(M1.B2 : Oh just focused on the lesson. Well in my opinion its good as long as it is concern to the student’s limited ability)

I : Batas kemampuan siswa maksudnya?
(I : What do you mean the student’s limited ability?)

(M1.B2 : Yes it is the student’s limited ability means every students have different ability)

I : Kayak misal siswa kok banyak yang ga mudeng
(I : You mean for example some students does not understand the lesson)

(M1.B2 : exactly)

I : Pake Bahasa Indonesia dulu?
(I : Shall the teacher use Indonesian first?)

M1.B2 : Ya pake Bahasa Indonesia dulu dijelaskan itu maksudnya apa, jadi biar kita tu bisa nangkep
(M1.B2 : Well the teacher explains in Indonesian first so that we understand the point)

(I : Oh yeah. Okay M1B2, second question. When the teacher used EMI, what was your problem and the impact for you?)

M1.B2 : Yaa kalo kesulitannya mungkin memahami dari kalimat yang dibicarakan oleh guru
(M1.B2 : Well, the difficulties for me were trying to understand what the teacher said)

I : Terus dampaknya?
(I : And the impact?)

M1.B2 : Dampaknya nanti kita jadi plonga-plongo, ngga mudeng, ngga mudeng materi apa yang sudah dibahas
(M1.B2 : The impact was we were looked dumb, did not understand the lesson that has been told)

I : Terus cara kamu mengatasi kesulitan itu apa?
(I : Then what do you do to solve that problem?)
M1.B2 : Yaa biasanya saya bertanya sama teman yang lebih mudeng, nanti kalo temannya juga ga mudeng, baru tanya guru
(M1.B2 : I often asked my friend who know better than me, if my friend did not understand too, we asked the teacher)

I : Berani tanya guru?
(I : Did you have the courage to ask your teacher?)

M1.B2 : Berani kenapa tidak
(M1.B2 : Yes I did, why not?)

I : Pake Bahasa Indonesia?
(I : Did you use Indonesian?)

M1.B2 : Yaa pake Bahasa Indonesia, saya ngga bisa Bahasa Inggris ok
(M1.B2 : Yes I did I can not speak English)

I : Beneran ni biasanya tanya sama guru kalo ngga mudeng?
(I : Were you sure you asked teacher when you did not understand?)

(M1.B2 : Yes, I was)

I : Ada lagi?
(I : What else?)

M1.B2 : Tidak

I : M1.B3, kesulitan apa yang kamu alami saat guru menggunakan EMI di dalam pelajaran Bahasa Inggris?
(I : M1.B3, what were your difficulties when the teacher used EMI in English lesson?)

M1.B3 : Mengartikan kosakatanya bu
(M1.B3 : To translate the words Miss)

I : Jadi guru ngomong apa tu kamu ngga tau artinya gitu?
(I : So, when the teacher talked, you did not understand the meaning, did you?)

M1.B3 : Maksudnya tahu, tapi ngga tau artinya, cuma dikit-dikit bisa
(M1.B3 : I knew the point, but I did not know the meaning, just a little)

I : Mungkin maksudnya cara membalas gurunya gimana gitu?
(I : Perhaps you had no idea, how to response, did you?)
M1.B3 : Naa iya begitu
\(M1.B3 : \text{Exactly!}\)

I : Berarti ngga bisa menanggapi gurunya ngomong apa gitu ya?
\(I : \text{It was mean that you did not know how to talk back, isn’t it?}\)

M1.B3 : Iya, susah
\(M1.B3 : \text{Yup, it was difficult}\)

I : Terus dampaknya?
\(I : \text{What was the impact?}\)

M1.B3 : Menanggapi, menjawabnya itu ngga bisa
\(M1.B3 : \text{I could not respond and answer}\)

I : Tapi kalo materi faham ngga?
\(I : \text{What about the material? Did you understand?}\)

M1.B3 : Kadang faham kadang engga
\(M1.B3 : \text{Sometimes yes and in other time no}\)

I : Terus cara kamu mengatasi kesulitan itu gimana? Tetep tanya guru apa tanya sama temen apa belajar di rumah?
\(I : \text{And so what did you do to solve that problem? Asking the teacher, asking friends, or studying by yourself at home?}\)

M1.B3 : Mempelajari sendiri di rumah kalau ngga males. Kalau ngga bisa, tanya teman, kalau ngga bisa ya tanya gurunya akhirnya
\(M1.B3 : \text{I studied by myself at home first, then if I still did not understand, I asked friends, and if it is still, I would ask teacher at last}\)

\(I : \text{Okay, then M1.B4 what was your problem using EMI in English subject? And what was the impact?}\)

M1.B4 : Menangkap maksudnya itu lho
\(M1.B4 : \text{I could not get the point}\)

I : Menangkap maksudnya susah?
\(I : \text{Was it difficult to get the point?}\)

M1.B4 : Iya, kalo satu kata satu kata itu mungkin masih bisa tahu. Tapi kalo satu kalimat itu kadang-kadang susah mahami
\(M1.B4 : \text{Well yeah if it was word by word it is still easy to understand but if it came one sentence sometimes it was difficult to understand}\)

I : Tapi kalo kalimatnya panjang, bingung gitu ya?
(I : If it was long sentences you got confuse, didn‘t you?)

M1.B4 : Ya
    (M1.B4 : Yes, I did)

I : Adalagi kesulitannya?
    (I : Did you have another difficulties?)

M1.B4 : Udah
    (M1.B4 : No I don‘t)

I : Tapi kalo materi faham?
    (I : What about the subject? Did you understand?)

M1.B4 : Kalo materi ya setengah-setengah
    (M1.B4 : Just a half of it)

I : Lha terus cara kamu mengatasinya gimana? Belajar sendiri, ambil les-lesan, apa tanya guru, tanya temen?
    (I : Then what did you do? Learnt by yourselves, took lesson outside the school, asked the teacher, or asked friends?)

    (M1.B4 : I ever took lesson outside the school, but I failed. It felt useless, I went to learn but I have low memory)

I : Oh, lha terus cara kamu mengatasi kesulitan yang tadi kamu sebutkan apa?
    (I : so how you solve the problem you just mentioned?)

M1.B4 : Belajar sendiri, nyari google, artinya
    (M1.B : I learnt by myself, I searched the meaning via google)

I : Buka google itu nyari materi apa google translate?
    (I : Were you searching in the google search engine or were you using google translate?)

M1.B4 : Google translate
    (M1.B4 : I used google translate)

I : Terus ada lagi? Selain belajar sendiri sama buka google translate
    (I : Then what else? Beside learnt by yourselves and used google translate?)

M1.B4 : Tanya temen
    (M1.B4 : I asked friends)
**Session 3a-3b**


(I : Okay, We are going back to M1.B1 again. This is multiple choice question. In your opinion, how often English shall be used in classroom for tenth grad students? This is the choices [show the paper])

M1.B1 : Saya B

*(M1.B1 : I choose B)*

I : Alasannya apa?

*(I : What is the reason?)*

M1.B1 : Ya karena Bahasa Inggris kan baru beberapa tahun lalu mempelajari Bahasa Inggris, itu kan juga belum bisa, jadi lebih ditingkatkan lagi jadi 75%, lebih baik

*(M1.B1 : Well because we learn English just a few years ago, we cannot speak it yet, so it is better to increase 75%)*

I : Jadi perlu ditingkatkan lagi kemampuannya ya?

*(I : So it have to be increased, haven’t it?)*

M1.B1 : Iya

*(M1.B1 : Yes it have)*

I : Oke terakhir ni, apa harapan kamu/saran kamu terhadap penggunaan EMI di dalam pelajaran Bahasa Inggris untuk ke depannya?

*(I : okay this is the last, what do you expect toward this EMI method to English lesson in the future?)*

M1.B1 : Kedepannya mungkin lebih dipertambah, jadi misalnya pengantar Bahasa Inggris itu biasanya cuman penjelasan doang, tapi ini nanti juga bisa untuk berdialog dengan murid. Biasanya cuma njelasin gitu ok bu

*(M1.B1 : Perhaps it shall be added, so for example English is just for explain the lesson, it can be added to conversation with the students. Usually English is just for explaining Miss)*

I : Berarti diperbanyak komunikasi dengan siswa

*(I : It is mean that it should be more communicative with the students, shalln’t it?)*

M1.B1 : Iya

*(M1.B1 : Yes, it shall)*

I : Lha tapi kalau siswanya ngga mudeng bagaimana?
(I : But what if the students does not understand?)

M1.B1 : Ya itu belajar
(M1.B1 : well, they shall learn)

I : Bararti siswanya juga harus belajar sendiri?
(I : It is mean that the students also shall learn by themselves, isn’t it?)

M1.B1 : Iya harus belajar sendiri
(M1.B1 : Yes it is)

I : M1.B2 mana?
(I : Where is M1.B2?)

M1.B2 : Saya
(M1.B2 : I am)

I : Nih pilihan, kira-kira Bahasa Inggris tu digunakan sebagai bahasa pengantar seberapa banyak sama Bahasa Indonesia?
(I : This is the choices, how much English shall be used as medium of instruction than Indonesian?)

M1.B2 : Wah kalo ini rodok.....yang D
(M1.B2 : I think it’s a bit D)

I : Yang D?
(I : D?)

(M1.B2 : Yes)

I : Sedikit sekali Bahasa Inggrisnya, alasannya apa alasannya?
(I : English is so little, what is the reason?)

M1.B2 : Alasannya kan kita sebagai murid tidak mudeng, jadi banyak Bahasa Indonesia
(M1.B2 : The reason is because we are as the students does not understand, so English is just a little used)

I : Tapi Bahasa Inggris tetep (digunakan) tapi sedikit saja?
(I : But English is still used even just a little, isn’t it?)

M1.B2 : Ya, sedikit saja
(M1.B2 : Yes, just a little)

I : Terus, harapan kamu terhadap penggunaan EMI di dalam kelas Bahasa Inggris untuk siswa kelas X ke depannya?
Then what is your expectation toward EMI in tenth grade English classroom in the future?

M1.B2: Harapan saya kalo bisa lebih ditingkatkan
(M1.B2 : I hope it can be upgraded)

M1.B1: Jare 25, malah kon ningkatke
(M1.B1 : You said its just 25, how come its upgrading?)

I : Ditingkatkannya itu dalam hal yang gimana?
(I : Upgrading in which part?)

M1.B2: Ditingkatkannya tu misalnya cara belajarnya biar buat murid itu lebih mudeng
(M1.B2 : It is upgrading by the way how to teach that more understandable for the students)

I : Oh berarti cara dari guru mengajarnya
(I : Oh you mean how the teacher teach)

M1.B2: Ya, memakai permainan, atau lagu-lagu, atau gimana gitu
(M1.B2 : Well, using games, songs, or else)

I : Lebih divariasi gitu ya?
(I : It have to be more variation, haven’t it?)

(M1.B2 : Yes, it have)

I : Lha tapi dalam penggunaan Bahasa Inggrisnya gimana? Tetep digunakan banyak Bahasa Inggris (seperti yang sudah)?
(I : So, how to use English language? Still it use English more like before?)

M1.B2 : Ya ngga papa, yang penting biar kita itu lebih mudah memahami
(M1.B2 : Well it’s okay as long as we can understand)

I : Berarti cara ngajarnya lebih divariasi biar ke depannya pake EMI itu bisa?
(I : It is mean that using more variation so EMI can be used more effective, isn’t it?)

M1.B2 : Iya biar murid itu bisa faham sama yang dibicarakan
(M1.B2 : Yes, so that the students understand what the teacher talks about)

I : Mana M1.B3?
(I : Where is M1.B3?)
M1.B3: Yo 
(M1.B3 : Yes, I am)

I : Sebaiknya sesering apa Bahasa Inggris digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X?
(I : How often is the best time to use English as instruction of teaching for tenth grade student?)

M1.B3: Yang C 
(M1.B3 : I choose C)

I : Alasannya apa?
(I : And the reason is?)

M1.B3: Karena biar mudeng yang diucapkan sama materinya
(M1.B3 : Because it is for understanding the words that has been spoken and the lesson)

I : Ada lagi?
(I : What else?)

M1.B3: Dah 
(M1.B3 : That’s all)

I : Terus, saran kamu terhadap penggunaan EMI ke depannya tu gimana di kelas X? Dihapuskan, dilanjutkan ditingkatkan apa diturunkan?
(I : Then, what is your suggestion of using EMI for tenth grade in the future? Removed, continued, increased, or decreased?)

M1.B3: Ya ditingkatkan lah, misalnya mengadakan ulangan kosakata 
(M1.B3 : Of course it’s shall be increased, for example making vocabulary test)

I : Ulangan vocab gitu ya, jadi siswa dsiuruh hafalan vocab nanti diuji sama guru?
(I : Vocabulary test, so the students shall memorize some words then the teacher test it?)

M1.B3: Ya 
(M1.B3 : Yes)

I : Ada lagi?
(I : Anything else?)

M1.B3: Dah 
(M1.B3 : No)

I : M1.B4, yang mana?
(I : M1.B4 which one do you choose?)

M1.B4 : Saya yang C aja bu
(M1.B4 : It’s C Miss)

I : C, alasannya?
(I : C, and why?)

M1.B4 : Biar seimbang gitu, ya kan murid tu banyak yang, gimana..murid kan beda-beda gitu lho bu
(M1.B4 : So that is balance, there are many students which... what... the students are different)

I : oh, kemampuan Bahasa Inggrisnya itu beda?
(I : Oh do you mean that the capability of English is different?)

M1.B4 : Iya, nanti takutnya kalo kebanyakan tu jadi, gimana..kesusahan mengikuti, nanti jadi malah cuma “ah ini ini tok”, jadi kayak misal pengantarnya guru bicara, itu paling cuma dengerin aja gitu lho bu
(M1.B4 : Yes, I’m afraid if it is too much, it become.... What... difficult to follow, later it will become just “ ah this, just this”, so that as example the instruction is the teacher’s talk, that will be just listening Miss)

I : Kalo kebanyakan Bahasa Inggris nanti ada siswa yang ketinggalan materi itu ya?
(I : If it is too much English there will be some students that left behind the lesson, isn’t it?)

M1.B4 : Iya
(M1.B4 : Yes, it is)

I : Jadi bosan gitu malah ya cuma dengerin tok
(I : It becomes boring because of just listening, isn’t it?)

M1.B4 : Iya
(M1.B4 : Exactly)

I : Ada lagi?
(I : Anything else?)

M1.B4 : Sudah menurut saya
(M1.B4 : That’s all I think)

I : Terus, harapan kamu/saranmu terhadap penggunaan EMI di dalam pelajaran Bahasa Inggris untuk kelas X ke depannya tu gimana? Dihapuskan, ditingkatkan, apa gimana menurut kamu?
(I : So what is your suggestion toward EMI in English class for tenth grade students in the future? Removed, increased, or else? What do you think?)
M1.B4: Ditingkatkan tapi dalam taraf yang sedikit-sedikit gitu lho bu, ngga langsung
(M1.B4: It shall be increased little by little miss. Not directly)

I: Bertahap gitu ya?
(I: Do you mean step by step?)

M1.B4: Iya
(M1.B4: Yes miss)

I: Ditingkatkannya yang model kayak gimana?
(I: What increased model do you mean?)

M1.B4: Yaa mungkin, sehari ada khusus Bahasa Inggris gitu
(M1.B4: Well, perhaps there is special day to speak use English)

I: Ada hari khusus Bahasa Inggris gitu?
(I: so that there is special day for speaking in English, right?)

M1.B4: Ya, mungkin hari pertama nanti banyak yang kaget, banyak yang ngga dukung, tapi kan nanti pelan-pelan itu kan semua akan mengikuti
(M1.B4: Well, maybe in the first day there are some students who surprised, some of them disagree, but little by little they will follow)

I: Tapi lama-lama mulai kebiasaan gitu ya?
(I: In long term it will be habit)

M1.B4: Ya
(M1.B4: Yeah)

I: Ada lagi?
(I: What else?)

M1.B4: dah, dah itu aja
(M1.B4: That’s all)

I: Makasih yaa
(I: Thank you very much)

M1.B4: Ya
(M1.B4: Never mind)
Session 1

(I : This questions are concerning to opinions, so please answer its based on your opinion ya? There is no false or right. For M2.A1, did the teacher use Full English?)

(M2.A1 : Yes sometimes used English but not as often as use Bahasa. Commonly used English at all, then if the students did not understand teacher would use Bahasa)

I : Nah disini saya menggunakan istilah EMI, English As Medium of Instruction. Jadi Bahasa Inggris sebagai bahasa pengantar, njelasin pake bahasa Inggris, nanya pake bahasa inggris, namanya EMI ya?!
(I : Okay, here I will use the term EMI, English As Medium of Instruction. So English as a language of instruction, giving explanation use English, asking use English, it is called EMI ya?!)  

I : Pertanyaannya, bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X di Smanda ini dalam pelajaran Bahasa Inggris?
(I : The question, how is your reaction concerning to the usage of EMI for the 10th grade students at Smanda in English lesson?)
M2.A1: Kalo aku si denger dari cerita temen2 di sekolah lain kyak di Smansa, Smanti juga. Kalo disana memang pakenya full English semua, nah kalo mungkin apa itu, di Smanda ya, kalo aku berharape ya kalo bisa diterapin kayak gitu, tapi kalo bisa juga pengucapan kosa kata guru nya tu ngga campur-campur
(M2.A1 : I heard from my friends in other school such as Smansa also Smanti . There use Full English at all, may be at Smanda, I hope if possible apply that, but if enable the pronunciation of vocabulary from the teacher is not mixed)

I : campur gimana maksudnya?
(I : What do you meant with mixed?)

M2.A1: emm gimana ya. Pokoknya tu intinya kalo guru nya menurutku ngomongnya tu campur, kadang ada logat jawanya kadang ada logat itu nya. Jadi kayak kita tu mudeng jane, tapi, kalo artinya itu kan kalo campur-campur jadi yang ndenger kan beda gitu lho bu
(M2.A1 : The point is when teacher spoke, teacher used mixed, sometime there was javanese accent, sometimes there was that accent. So actually we understood, but if the accent was mixed we became confused to the meaning)

I : aslinya mudeng, tapi?
(I : Actually you understood, but?)

M2.A1: Tapi karna bahasanya tadi kayak campur-campur jadinya agak bingung
(M2.A1 : But because the language [accent] seemed mixed so became confusing)

(I : Then after M2.A1, it is M2.A2. How is your reaction concerning to the usage of EMI for the 10th grade students at Smanda in English lesson?)

M2.A2: Nek menurutku kurang si bu, soale...
(M2.A2: I think it is lacking, Miss. Because...)

I : kurang bagus?
(I : lack of beneficial?)

M2.A2: Iya kurang bagus. Soale kan siswa tu ngga semua ny mengerti Bahasa Inggris, jadi... kan kasian kalo yang kurang mampu ngerti bahasa inggris, terus dikasih tugas, materi-materi baru, kalo menyampaikan itu, jadi nanti kasian juga. Sebenernya ya ada bagusnya si, tapi ya itu tadi, kasian juga. Baguse ya kita jadi lebih tahu banyak kosa kata, terus jadi terbiasa gitu kalo sama tulisannya tapi kan itu bagi yang mudeng bu.
(M2.A2 : Yes, lack of beneficial. Because not all students understand to English, so it is pity if student whom low in English is given assignment, new
materials, when giving explanation [using English], so it's going to be pity. Actually there is a beneficial matter, but as I said before, pity for them. The beneficial is we are being know better the vocabulary, then we become accustomed with the written form, but it is for whom understand

I : Jadi ada plus minus ya?
(I : So, it has plus and minus ya?)

M2.A2: Iya
(M2.A2 : Yes)

I : Dah itu aja?
(I : Just it?)

M2.A2: Ya
(M2.A2 : Yes)

I : Setelah M2.A2, ada M2.A3
(I : After M2.A2, it is M2.A3)

M2.A3: Ya
(M2.A3 : Yes)

I : Nah sekarang pertanyaannya, bagaimana tanggapan kamu mengenai penggunaan EMI di dalam Bahasa Inggris untuk kelas X SMANDA ini gimana?
(I : Now the question, how is your reaction concerning to the usage of EMI for the 10th grade students at Smanda in English lesson?)

M2.A3: Emm... kan ini kelas X kan dari beda sekolah, ini kan pelajaran Bahasa Inggris dari SMP nya ada yang dikekang banget Bahasa Inggris
(M2.A3 : The 10th grade students came from different school, the English lesson from their junior high school are different too, there was very pressed English)

I : Oh dikekang, ada yang sante gitu ya?!
(I : Oh pressed, also any low pressed, right?)

M2.A3: Iya, ada yang sante
(M2.A3 : Yes, there was low pressed)

I : Terus?
(I : Then?)

M2.A3: Tiap orang juga beda Bahasa Inggrisnya, kadang ada yang lancar kadang ada yang engga
Every people have different English ability, sometimes have fluent sometimes not)

I : kemampuan siswa beda gitu ya?
(I : The students have different ability?)

M2.A3 : Ya

I : terus, kemampuan siswa beda jadi?
(I : The students have different ability, so?)

M2.A3 : jadinya tu cara ngajarnya tu kayak ada Indonesia Inggris
(M2.A3 : So the method of teaching is seemed Bahasa-English)

I : Sek, itu nanti beda pertanyaan, itu nanti ada di pertanyaan terakhir. Maksudnya itu menurut kamu EMI itu kira-kira bagus apa engga apa ada plus minusnya gitu?
(I : Wait, it will be different question, it will be on the last question. I means, on your opinion is EMI good or havve plus and minus?)

M2.A3 : Ya ada negatifnya ada positifnya
(M2.A3 : Yes, there is negative and positive)

I : Nah, positifnya apa?
(I : What is the positive side?)

M2.A3 : Positifnya itu ya kita jadi ngerti Bahasa Inggris, negatifnya kalo yg ngga ngerti tambah bingung
(M2.A3 : The positive side is we become understand to English, while the negative side is for whom does not understand, they become more confused)

I : Berarti tergantung kemampuan siswa gitu ya? Misal untuk siswa yang memang punya backgroung Bahasa Inggris yang bagus dia tambah mudeng, tambah bagus. Tapi kalau misal siswa yang kemampuan Bahasa Inggrisnya rendah jadi malah ga mudeng?
(I : Is it means that depend on students’ ability? Example, for students who have good modal in English they become more understand, better. But for who have low ability in English it will be more confused?)

(M2.A3 : Yes, confused)

I : M2.A4, bagaimana tanggapan kamu tu apa mengenai penggunaan EMI untuk siswa kelas X di pelajaran Bahasa Inggris? Suka ngga?
(I: M2.A4, how is your reaction concerning to the usage of EMI for the 10th grade students at Smanda in English lesson? Do you like it?)

M2.A4: yaa ada sukanya ada ngga nya
(M2.A4: I have positive and negative’s view)

I: berarti ada bagusnya ada engga nya gitu ya?
(I: Is it meant any positive and negative side?)

M2.A4: Iya
(M2.A4: Yes, it is)

I: Plus nya apa bagus nya apa?
(I: What is the positive side?)

(M2.A4: The positive side is students become accustomed on using English. They can speak using English)

I: Terus ngga bagusnya?
(I: Then what is the negative side?)

M2.A4: kalo ada yang ngga mudeng, kalo misal.e ada yang ngga mudeng kan kadang ada (bagian) mudeng.e ada ngga.e jadi ketinggalan materi
(M2.A4: For the negative side, when any misunderstanding, it made us missed the materials)

Session 2a-b

(I: Okay, we are back to M2.A1. When the teacher used EMI, what were the difficulties you got? Then what were the effects?)

M2.A1: Kesulitannya ya itu tadi, karena ngga terlalu cetho gitu to buk pengucapannya, kan karena tadi ada yang campur (logat) Jawa, ada yang campur British-American, terus nanti ya dampaknya kita, kan kalo Inggris kan harusnya kita yang masih belajar kan kayak Kimia, kita dari depan harus mudeng dulu baru nanti belakangnya bisa disambung. Lha kalo dari depan kita udah ngga mudeng, kan nanti ke belakangnya tambah ngga mudeng to buk, lah gitu kesulitannya
(M2.A1: The difficulties were because the pronunciation was clearless, the accent was mixed to Javaness, somtimes British-American. English is like Chemistry, we must understand since the first explanation, then till finish we will can. If since the first explanation we did not understand, till finish we would be more less understanding. That’s the difficulty)
I : Kalo dari awal ngga mudeng ke belakang tambah ga mudeng gitu ya?
(I : If since the first explanation we did not understand, till the end we would be more misunderstanding, is it right?)

(M2.A1 : Yes, because if any student felt sleepy ‘oh, that’s the meant’. But when I was junior high school the teacher also used Full English. Because the teacher was pleasant, more understandable)

I : Nah kan tadi mengalami kesulitan, cara kamu mengatasi kesulitan itu apa? Apa bertanya sama guru, tanya sama temen belajar sendiri apa les?
(I : In the previous you claimed getting difficulties, then how did you solve that difficulty?)

(M2.A1 : Usually I asked friends. Then when I did not understand I would ask my friend in the class, I tried to understand. Or sometimes the teacher wrote in the whiteboard what teacher said before. I translated it by my self)

I : Oh, berarti belajar sendiri dari catatan tadi yang kamu punya?
(I : Oh, is it meant you learn independently using your own resume?)

M2.A1 : Iya
(M2.A1 : Yes, it is)

I : M2.A2 mana?
(I : where is M2.A2?)

M2.A2 : Saya
(M2.A2 : Me)

I : Saat guru menggunakan EMI tadi, kamu mengalami kesulitan apa? Terus dampaknya apa?
(I : When the teacher used EMI, what was your difficulties? Then what was the effect?)

I: My difficulties were missing the materials, did not understand to what was conveyed. The teacher spoke too fast, when giving explanation I did not understand, Miss. I did not understand to the material, to what teacher’s spoke)

I : Nah, untuk mengatasi kesulitan itu, kamu biasanya ngapain? Tanya sama guru, tanya sama temen, belajar sendiri apa gimana?

(I : So, for solving the difficulties, what did you act? Asked the teacher, friend, or learnt independently or what?)

M2.A2: Ya, tanya sama temen, minta dijelasin temen

(M2.A2 : Yes, asked friend for asking explanation)

I : ngga berani tanya guru?

(I : Didn’t you brave to ask the teacher, did you?)

M2.A2: Kalo saya tanya gurunya nanti saya ngga mudeng lagi bu

(M2.A2 : For me, asking teacher would make me more confused, Miss)

I : M2.A3, apa kesulitan kamu saat guru menggunakan EMI di dalam pelajaran Bahasa Inggris tu apa?

(I : M2.A3, what was your difficulties when teacher used EMI in English lesson?)

M2.A3: Ngga ngerti

(M2.A3 : I did not understand)

I: Ngga ngertinya itu ngga ngerti yang diomongin apa materinya?

(I : You did not understand on what teacher said or the materials?)

M2.A3: Ngga ngerti yang diomongin, ngga mudeng sama materi

(M2.A3 : I did not understand to what teacher said, did not understand to the material)

I : Terus cara kamu mengatasi kesulitan itu apa? Tanya temen, tanya sama guru, belajar sendiri di rumah, apa gimana?

(I : Then how was your solution? Asked friend, asked the teacher, learnt independently or what?)

M2.A3: Tanya sama temen

(M2.A3 : Asked friend)

I : Lha di rumah belajar sendiri ngga? Misalnya untuk memahami materi lebih dalam

(I : Did you learn at home? For example in order to deepen the understanding of the material)
M2.A3 : Tergantung mood
(M2.A3 : Depend on the mood)

I : Kita lanjut M2.A4. Kesulitan apa yang kamu alami saat guru menggunakan EMI di dalam kelas?
(I : We continue to M2.A4. What was your difficulties when the teacher used EMI in the class)

M2.A4 : Kadang ngomongnya ngga jelas, kan kalo ada kata-kata yang belibet-belibet, cepet ngomongnya
(M2.A4 : Sometime the teacher spoke unclear, there was vocabulary which messy, fast talked)

I : Dampaknya apa dampaknya?
(I : What was the effect?)

M2.A4 : Jadi ngga suka sama gurunya, terus ngga terlalu suka Bahasa Inggris, ga mudeng materi, ngga mudeng yang dijelasin. Kadang njelasin lisan tanpa ngasih catetan
(M2.A4 : I am being do not like the teacher, I do not like English so much, did not understand the material, did not understand of what explained. Sometimes gave explanation orally without gave written note)

I : Nah, kan tadi mengalami kesulitan, cara kamu mengatasi kesulitannya itu gimana? Tanya sama guru, tanya sama temen, belajar sendiri atau gimana?
(I : You said that you got difficulties, then how did you solve those difficulties? Asked the teacher, asked friend, learn independently or what?)

M2.A4 : Tanya sama guru, tanya sama temen
(M2.A4 : Asked teacher, asked friend)

I : Berani tanya sama guru?
(I : Did you brave to ask teacher?)

M2.A4 : Kadang kalo mood gurunya bagus tanya, kalo engga ya tanya temen
(M2.A4 : Sometimes if teacher’s mood was good I would ask, but if did not I would ask friend)

I : Di rumah ngulang materi ngga? Belajar sendiri gitu
(I : Did you at home review the material? Such as learn independently?)

M2.A4 : Engga
(M2.A4 : No, I did not)
Session 3a-b

I : Oke, pertanyaan terakhir ni, pilihan ganda. Kira-kira, sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar untuk Bahasa Inggris kelas X?  
(I : Okay, this is the last question, multiple choice. Approximately, how much English shall be used as language of instruction for 10th grade students in English lesson?)

M2.A1: Yang 50%:50%  
(M2.A1 : Which 50%:50%)

I : Alasannya?  
(I : The reason?)

M2.A1: Kan gini, kalo misal kitanya ngga mudeng terus gurunya njelasinnya pake Bahasa Indonesia, “oh ini, maksudnya gini tadi”, terus kembali lagi ke Bahasa Inggris, jadi kita masih bisa belajar, masih bisa faham materi  
(M2.A1 : If we do not understand then the teacher will explain use Bahasa, ‘oh that’s the meant this one before’, then back to use English. We are still learning, still understand the material)

I : Berati misal guru njelasin materi pake Bahasa Inggris, habis itu beliau ngulang lagi pake Bahasa Indonesia?  
(I : Is it mean that teacher gives explanation use English, after that teacher re-explain use Bahasa?)

M2.A1: Engga, gini lho mkasudnya, kan kadang ngga semua yang diomongin guru tu murid mengerti. Nah ketika kita tanya, baru itu yang diulang lagi pake Bahasa Indonesia “maksudnya gini, gitu lho”  
(M2.A1 : No, this is what I mean, sometimes not all what teacher says are understood by the students. When we ask, teacher may re-explain use Bahasa)

I : udah, ada lagi?  
(I : Anything else?)

M2.A1: Engga  
M2.A1 : No

I : Apa saran kamu terhadap penggunaan EMI di dalam pelajaran Bahasa Inggris untuk siswa kelas X?  
(I : What is your suggestion concerning to the usage of EMI in English lesson for the 10th grade students?)

(M2.A1: For expectation, if it possible to be improved, just be maximal on the implementation. Than the language is mixed from the teacher, just use one accent)

I : Oh berati pengucapannya? Logatnya gitu?
(I : Do you means the pronunciation? The accent?)


(M2.A1: Yes, I do. If possible, the students are taught where is British where is American, the characteristics)

I : Jadi biar siswa bisa membedakan gitu ya?
(I : Therefore the students may distinguish, right?)


(M2.A1: Yes, outside the material we can learn other things. Then also taught the pronunciation)

I : Jadi tambah wawasan gitu ya?
(I : Therefore the students add the insight, right?)

M2.A1: Iya

(M2.A1: Yes)

(I : Okay, where is M2.A2? Approximately, how much English shall be used as language of instruction for 10th grade students in English lesson?)

M2.A2: emm.. itu bu, yang C

(M2.A2: Emm.. I choose C, Miss)

I : Alasannya apa?
(I : What is the reason?)

The first, if used 50:50 it is beneficial, Miss. For adding the vocab, ca be accustomed to speak English. If use Bahasa for deepen the material, so the students will be more understand.

I: Terus, saran kamu/harapan kamu terhadap penggunaan EMI di dalam kelas Bahasa Inggris untuk siswa kelas X?
(M2.A2: Then how is your suggestion or hope concerning to the usage of EMI in English lesson for the 10th grade students?)

M2.A2: Njelasinnya harus pelan-pelan, terus kaya...mengubah cara belajarnya tu lho bu
(M2.A2: On giving explanation shall be slowly, change the method of teaching)

I: Mengubah cara ngajar?
(I: Change the method of teaching?)

M2.A2: Iya, biar siswanya juga mudeng, terus materinya dibuat sesederhana mungkin biar siswa mudeng
(M2.A2: Yes, in order to make the students understand, then the materials are made as simple as students can understand)

I: Ada lagi?
(I: Anything else?)

M2.A2: Udah
(M2.A2: Enough)

I: M2.A3. Ini untuk pertanyaan ke depan yaa, kalo tadi kan pertanyaan yang sudah terjadi, pengalaman, kalo ini saran kamu. Kira-kira, sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar dalam kelas Bahasa Inggris untuk siswa kelas X?
(I: M2.A3. This question is for the future ya, while the previous questions are about experienced, for this one about your suggestion. Approximately, how much English shall be used as language of instruction for 10th grade students in English lesson?)

M2.A3: Milih, yang C
(M2.A3: I choose C)

I: Alasannya kenapa?
(I: What is the reason?)

M2.A3: Kalo 50-50 tu kalo njelasin Bahasa Indonesia-Bahasa Inggris kan nanti ngerti materi
I: Ada lagi penjelasannya? Kalo biar siswa faham kenapa ngga full Indonesia?
(M2.A3: If fifty-fifty to give explanation use both Bahasa and English, we will understand the material)

I: Anymore explanation? If that’s in order to make the students understand, why do not use full Bahasa?

M2.A3: Kan nanti kalo full Indonesia kita ngga tahu Bahasa Inggrisnya, jadi kurang
(M2.A3: If use full Bahasa, we will not know the English, it is lack)

I: Jadi kalo Bahasa Inggris kita biar terbiasa, kalo Bahasa Indonesia kita biar faham materi gitu ya?
(M2.A3: Yes)

I: So when use English is for make students are accustomed, while Bahasa for make students’ understanding on the material?

I: Terus harapan kamu/saran kamu terhadap penggunaan EMI di dalam kelas Bahasa Inggris untuk kelas X ke depannya apa?
(M2.A3: The teacher when teach the material will be more simple, fast way)

I: Fast way?
(M2.A3: Maksudnya trik khusus
(M2.A3: I mean special trick)

I: Ini kan termasuk pembelajaran Bahasa Inggris, terus penggunaan EMI nya gimana? Dipertahankan, ditingkatkan, diturunkan apa gimana?
(M2.A3: Be kept)

I: The reason? How to kept that?
(M2.A3: Dipertahankan)
M2.A3: Dipertahankan dengan cara yang kayak lebih, ke materinya tu kayak dicari yang penting
(M2.A3 : *It is kept by better manner, such as the material that taught just the important material*)

I : Oh, materinya dipersimple itu tadi ya?
(I : Oh, the material makes as simple as possible?)

M2.A3: Iya
(M2.A3 : Yes)

I : Okay, jadi menurut kamu EMI tetap dipertahankan, tapi dalam menjelaskan disederhanakan. Kamu ngga mudengnya karena guru nya ngomongnya belibet, berati cara ngomongnya dibuat sederhana gitu ya dek sehingga mudah difahami?
(I : Oksay, so in your opinion EMI is kept, but on explanation may make as simple as possible. You do not understand because the teacher was messy on speaking, it means on speaking must be simple so that understandable, is it right?)

M2.A3: Iya
(M2.A3 : Yes)

I : M2.A4, ini pertanyaan terakhir, ini harapan ke depan ya. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di dalam kelas Bahasa Inggris untuk siswa kelas X?
(I : M2.A4, this is the last question, this question is for the future ya, while the previous questions are about experienced, for this one about your suggestion. Approximately, how much English shall be used as language of instruction for 10th grade students in English lesson?)

M2.A4: C
(M2.A4 : C)

I : Alasannya?
(I : The reason?)

M2.A4: Yaa biar seimbang gitu lho kak, jadi ada Bahasa Inggrisnya ada Bahasa Indonesia nya
(M2.A4 : Well it is balanced. So there is both English and Bahasa)

I : Tapi kan kalo Bahasa Indonesia kamu sudah bisa
(I : But for Bahasa, you have master on it)

M2.A4: Tapi kan saya sama bahasa ngga terlalu bisa
I: Oh, jadi pake Bahasa Indonesia untuk penguat materi itu ya? Kemudian kalau Bahasa Inggris biar bisa ngomong

(I: Oh, so the usage of Bahasa is for deepen the material? Then English to make students can speak English)

M2.A4: Iya

(M2.A4 : Yes)

I: Jadi Bahasa Inggris itu untuk skill komunikasi, sedangkan Bahasa Indonesia untuk memperdalam materi?

(I: So, English is useful for communication skill, while Bahasa for deepen the material?)

M2.A4: Iya

(M2.A4 : Yes)

I: Terus pertanyaan terakhir ni, harapan kamu/saran kamu terhadap penggunaan EMI di dalam mata pelajaran Bahasa Inggris untuk kelas X apa? Dipertahankan, ditingkatkan, dihapuskan apa gimana?

(I: Then the last questions, what is your hope/suggestion concerning to the usage of EMI in English lesson for the 10th grade students? Must be kept, be improved, be abolished or what?)

M2.A4: Ditingkatkan

(M2.A4 : Be improved)

I: Ditingkatkannya gimana?

(I: How to improve?)

M2.A4: Kosakatanya ditambah banyak, kan kalo XII kan ada ndengerin juga. UN nya kan ada listening juga, kita biar meningkatkan juga. Kan kalo pas ndengerin ada kata-kata baru, kita bisa belajar dari itu

(M2.A4 : The vocab may added more, cause when we are on 12nd grade, there is listening too. The national examination also has listening section, so we may improve too. Cause when we listen there is now words, we may learn from it)

I: Ini ditingkatkan dari segi siswa ya? Misal ada kata-kata yang ga faham bisa mencari artinya?

(I: What the side which is shall be improved? For example, any words that you do not understand then you can look for the meaning?)

M2.A4: Iya
I: Saya ulangi yang jawaban kamu masalah harapan, ditingkatkan dari segi siswa, misalnya dari penjelasan guru ada kata-kata yang siswa ga faham, terus siswanya tanya sama guru, juga nyari sendiri, sehingga bisa mengikuti penggunaan EMI?

(I: Okay, let me review your answer about expectation, it must me improved om students’ side. For example from teacher’s explanation any words that students do not understand, then the students ask to the teacher, look for independently, so that can follow up the usage of EMI along the learning?

M2.A4: Iya

(M2.A4: Yes)
Session 1

M2.B3: Wawancara apa to buk?
(M2.B3 : What is the interview, miss?)

I : Pendapat kok, nanti tak jelaske. Namanya dulu
(I : Just about opinion, I’ll explain later. Your name first yaa)

I : Nah, jadi ini wawancaranya tentang Bahasa Inggris, kan saya jurusannya
Bahasa Inggris. Bener ngga sih kalo gurunya sering pake full English gitu?
(I : Well, this interview is about English, you know my department is
English. Is that true that your teacher was often to use Full English?)

(mereka mengiyakan hampir bersamaan)
[they say yes almost together]

I : Nah, disini nanti istilahnya itu EMI ya, English As Medium of
Instruction, jadi Bahasa Inggris sebagai bahasa pengantar, njelasin pake Bahasa
Inggris, kayak nanya ke siswa juga pake Bahasa Inggris, kayak gitu. Ini nanya
tentang pendapat jadi ngga ada yang salah, ngga ada yang bener, murni
pendapatmu aja ya?! Mulai dari M2.B1 ni. Bagaimana tanggapan kamu mengenai
penggunaan EMI untuk siswa kelas X di Smanda ini di kelas Bahasa Inggris?
(I : Well, here will use the term EMI, English As Medium of Instruction, so
English as language of instruction, explaining use English, such as giving
question to the students use English, like that for example. This is questioning to
the opinion so there’s no correct or false, pure your opinion, okay? Start from
M2.B1. What is your opinion concerning to the usage of EMI for the tenth grade
students at Smanda in English lesson?)
(M2.B1 : In my opinion it’s beneficial, let the students practise, for example me as a teacher may practise students’ speaking skills. Eventhough just little bit, but by the time [the students] will be skilled)

I : Terus, M2.B2, pendapat kamu gimana?
(I : Then, M2.B2, how’s your opinion?)

M2.B2: Ya bagus juga si, tapi kan tiap karakter orang beda-beda, ada yang merasa enak ada yang merasa engga, soale kan ee..
(M2.B2 : It is beneficial, but every people have different character, any people feel good any people does not feel good, because...)

I : Ini karakter apa skill?
(I : Is this character or skill?)

M2.B2 : Ya maksude skill skill, beda-beda sih
(M2.B2 : I mean skill, it is different)

I : Beda-beda, mungkin kalo emang ga suka jadii..
(I : Differences, may be if they do not like affected..)

M2.B2 : Bosen
(M2.B2 : Bored)

I : Bosen, tapi kalo skillnya juga ga bisa malah ketinggalan gitu ya?
(I : Bored, but if their skill also bad it will be missed, is it right?)

M2.B2: Iya
(M2.B2 : Yes)

I : Lha terus kalo bagusnya? Ada bagusnya ngga?
(I : And then how about the beneficial thing? Is it have any beneficial thing?)

M2.B2: Yaa kayak biar bisa nglatih kebiasaan ngomong Inggris
(M2.B2 : It may let the students to be accustomed on speak English)

I : M2.B3, gimana pendapatmu?
(I : M2.B3, how’s your opinion?)

M2.B3 : Yaa bagus juga, tapi ada negatif nya kalau anaknya tu belum bisa Bahasa Inggris secara lancar
(M2.B3 : Well it’s beneficial, but there’s negative side if the students have not mastered English fluently)
I : Intinya skillnya masih kurang gitu ya?
(I : Is it mean still have low skill?)

M2.B3 : Iya
(M2.B3 : Yes, it is)

I : Bagusnya dek?
(I : Then what the positive side?)

M2.B3 : Yaa bisa belajar bahasa persatuan bahasa internasional
(M2.B3 : Well we can learn unity language, international language)

I : Terus yang terakhir, M2.B4. Pertanyaannya masih sama
(I : Then the last, M2.B4. The question is still same)

M2.B4 : Yaa bagus, biar bisa lancar, agak-agak lancar ngomong Bahasa Inggris
(M2.B4 : Well it's beneficial, we may fluent, rather fluent to speak English)

I : Latian (biar) lancar gitu ya?
(I : Practising [so that] fluent ya?!)

M2.B4 : Iya
(M2.B3 : Of course)

I : Terus?
(I : Then?)

M2.B4 : Minusnya itu kalo siswanya ndak cocok sama pembelajaran itu, jadi tambah males
(M2.B4 : The minus is when the students are not match with that learning, so they became bored)

I : ngga suka sama EMI tadi?
(I : Do you mean [they] do not like EMI?)

M2.B4 : Iya
(M2.B4 : Yes)

Session 2

I : M2.B1!
(I : M2.B1!)

M2.B1 : Yaa
I : Saat guru menggunakan EMI di pelajaran Bahasa Inggris, kamu kesulitannya apa?
(I : When the teacher used EMI in English lesson, what is your difficulties?)

M2.B1 : Belum bisa menguasai kosakatanya, jadi kan ngga tahu, jadi bingung. Misalnya guru ngasih perintah mengerjakan tugas, tapi kan ngga tahu kata-kata ne kan guru bahasanya beda-beda gitu. Tapi juga ada yang langsung mudeng si, saya tanya temen yang faham
(M2.B1 : I had not mastered the vocabulary, so I did not know, I became confused. The example, the teacher gave instruction to finish the assignment, but we did not know the words. The teacher use different language [word order]. But sometimes I also understood directly, I asked my friend whom understood)

I : Kan tadi belum menguasai banyak vocab, dampaknya jadi ngga mudeng..
(I : You said that you had not mastered the vocabulary, the effect became did not understand..)

M2.B1 : Ngga mudeng dengan perintahnya guru
(M2.B1 : I did not understand to the teacher's instruction)

I : Perintah suruh ngapain gitu?
(I : Do you mean the instruction to do something?)

M2.B1 : Ya
(M2.B1 : Yes, I do)

I : Tapi kalo sama materi mudeng ga?
(I : But did you understand to the materials?)

M2.B1 : Kalo sama materi mudeng
(M2.B1 : If the materials, I understood)

I : Terus kan kesulitan kamu kan belum menguasai banyak vocab, nah cara kamu mengatasi kesulitan itu gimana?
(I : You said that your difficulty was had not mastered many vocabulary, so what was your solution to solve that difficulty?)

M2.B1 : Eee..biasanya saya nonton-nonton film luar tapi yang kayak action, terus game juga ada
(M2.B1 : Eh.. usually I watched English movie, but the genre is action, then also game)

I : Terus kalo ngga mudeng tadi tanya sama temen ya?
(I : Then when you did not understand, you asked your friend, didn’t you?)
M2.B1 : Yaa tanya sama temen, itu yang terakhir
(M2.B1 : Yes, I did. That was the last)

I : Kalo tanya sama guru, berani?
(I : Did you have courage to ask the teacher?)

M2.B1 : Yaa berani
(M2.B1 : Yes, I did)

I : Tapi pernah ngga tanya sama guru?
(I : But you were never asked the teacher, were not you?)

M2.B1 : Pernah
(M2.B1 : I ever)

I : Pake Bahasa Inggris?
(I : Did you use English?)

M2.B1 : Ya, “ini maksudnya apa, Mom?”
(M2.B1 : Yes, I did. “ini maksudnya apa, Mom?”)

I : Pake Bahasa Indonesia itu namanya
(I : It meant using Bahasa)

M2.B1 : (ketawa)
(M2.B1 : [laugh])

I : M2.B2, kesulitan kamu apa saat guru pake EMI terus dampaknya apa?
(I : M2.B2, what were your difficulties when the teacher used EMI and what was the effect?)

M2.B2 : Kadang kan beda-beda sih, tergantung ejaan, kan biasanya ada yang pake ejaan lama, jadi kayak bicaranya tu kayak...
(M2.B2 : Sometimes differents.. depend on the spelling, because sometimes used old spelling, so the speaking was like...)

I : Ejaan lama?
(I : Old spelling?)

M2.B2 : Maksudnya...
(M2.B2 : I mean...)

I : Beda logat kali
(I : Do you mean different accent?)
M2.B2: Maksudnya beda, pembacaannya tu jadi beda, jadi agak bingung
(M2.B2 : The meaning was different, the reading was different, so I was rather different)

I : Oh, maksudnya beliau pake logatnya campur-campur gitu?
(I : Oh, do you mean the teacher used mixed accent?)

M2.B2 : Iya, kadang gitu, british (tertawa kecil)
(M2.B2 : Yes, I do. Sometimes like that, british [chuckle])

I : Berarti satu guru tapi logatnya macem-macem?
(I : Do you mean that one teacher but the accent was mixed?)

M2.B2 : Iya
(M2.B2 : Yes, I do)

I : Jadi bingung?
(I : Did you become confuse?)

M2.B2 : He’e
(M2.B2 : Yes, I did)

I : Terus materinya mudeng ga?
(I : Then, did you understand to the materials?)

M2.B2 : Ya ada yang masuk ada yang engga
(M2.B2 : Sometime yes sometime no)

I : Karena logatnya beda jadi bingung sama yang beliau omongin?
(I : Because the accent was different, it made you confused to what teacher talked?)

M2.B2 : Iya
(M2.B2 : Yes)

I : Tapi kalo guru nya pake EMI ini, kamu kebanyakan mudeng?
(I : But when the teacher used EMI, did you usually understand or not?)

M2.B2 : Yaa kadang mudeng
(M2.B2 : Yes, I did sometime)

I : Terus, kan tadi kesulitannya ngga mudeng beliau ngomong apa, materi juga kadang ada ngga mudengnya, nah cara kamu mengatasi kesulitan itu apa?
(I : Then, your difficulties were misunderstanding to what the teacher talked, the materials also sometimes understood sometimes not, well how did you usually overcome those difficulties?)


I : Lha di rumah belajar sendiri ngga si?
(I : Did not you learn at home, did you?)


(M2.B2 : Yes, I did sometimes but commonly I learnt via songs, then when I did not know the meaning I would look for the meaning at google translate, ‘oh this word has meaning this one, this word has meaning this one’. Then via game also often did)

I : Okay, M2.B3! Kesulitan apa yang kamu alami saat guru menggunakan EMI di kelas Bahasa Inggris dan dampaknya apa?
(I : Okay, M2.B3! What were difficulties you have when the teacher used EMI in English lesson and what were the effects?)

M2.B3: Dampaknya ya ngga faham, kadang-kadang faham kadang-kadang engga.

(M2.B3 : The effect was I did not understand, sometimes understood sometimes not)

I : Ngga faham sama yang diomongin apa materinya?
(I : Do you mean that you were misunderstanding to the materials?)

M2.B3: Yang diomongin

(M2.B3 : To what teacher’s talk)

I : Tapi kalo materi faham?
(I : Did you understand to the materials?)

M2.B3: Materi yaa faham

(M2.B3 : For the materials, yes I did)

I : Untuk mengatasi kesulitan tadi kamu biasanya ngapain?
(I : For solving that difficulty, what did you do?)

M2.B3 : Kadang-kadang belajar sendiri, yaa sama kayak tadi, lewat game, musik, film, pinjem buku yang bahasanya luar, yang science gitu

(M2.B3 : Sometimes I learnt independently, yeah same as before, via game, music, movie, borrow book with foreign language, which is science)
I: Dan itu mudeng?
(I: And did you understand, didn’t you?)

M2.B1: Nyerempet
(M2.B1: Yes, rather)

M2.B3: Iya
(M2.B3: Yes, I did)

I: M2.B4, kesulitan apa yang kamu alami saat guru menggunakan EMI di kelas dan dampaknya apa?
(I: M2.B4, What were your difficulties when the teacher used EMI in the class and what was the effect?)

M2.B4: Kesulitannya tu kan bicaranya, karena gurunya sudah lancar, jadi muridnya tu kadang kaya gurunya bilangnya agak cepet, kurang masuk
(M2.B4: The difficulties were the speaking, because the teacher has been fluent, so the students felt that the teacher spoke fastly, rather difficult to catch)

I: Oh, gurunya sudah lancar berbahasa Inggris, jadi ngomongnya agak cepet, tapi siswanya kurang faham?
(I: Oh, the teacher has been fluent on speak English, so teacher spoke was rather fast, it was effecting the students became less understanding, was it right?)

M2.B4: Iya
(M2.B4: Yes)

I: Nah cara kamu mengatasi kesulitan tadi apa?
(I: So, how did you solve those problems?)

M2.B4: Cara mengatasi kesulitan ya tanya, “Mom tadi apa?”
(M2.B4: The solving was asking, “Mom, what was you said?”)

I: Oh berarti bertanya pada guru?
(I: Do you mean you asked the teacher?)

M2.B4: Iya
(M2.B4: Yes, I do)

I: Pernah tanya sama temen ngga kalo misal ngga mudeng materi?
(I: Did you ever ask your friend when you were misunderstanding to the materials?)

M2.B4: Ya nanya sama temen dulu, kalo temennya juga ngga denger terus tanya guru
Yeah I asked my friend first, if my friend also did not hear then I would ask the teacher

Session 3
I: Terus, ini saran ke depannya ya..kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris tu digunakan sebagai bahasa pengantar dalam pelajaran Bahasa Inggris untuk kelas X? Ini ada pilihannya (menunjukkan kertas wawancara)
(I: Then, this is sugestion for the upcoming.. approximately how much English shall be used as a language of instruction in English lesson for the tenth grade students? This is the choices [showing the interview’s paper])

M2.B4: Fifty:fifty
(M2.B4: Fifty:fifty)

I: Alasannya?
(I: The reason?)

M2.B4: Agar imbang
(M2.B4: So it is balance)

I: Ada penjelasan lebih dalam lagi ngga?
(I: Is there any deeper explanation?)

M2.B4: Yaa biar imbang aja
(M2.B4: Just let it is balance)

I: Gini misal, kalo Bahasa Inggris untuk biar kita komunikasinya biar bisa, tapi kalo Bahasa Indonesia biar memperdalam materi gitu, engga?
(I: This is the example, if English for making us fluent on communication, while Bahasa to make clear the materials, is it like that?)

M2.B4: Yaa kayak gitu juga
(M2.B4: Yes, like that)

I: Terus harapan kamu/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris untuk kelas X ke depannya apa? Dipertahankan, dibuang, ditingkatkan apa gimana?
(I: Then what is your hope according to the usage of EMI in English lesson for the tenth grade students in the upcoming? Be saved, be lost, be improved or what shall be?)

M2.B4: Dipertahankan, tapi agak dipelankan biar siswanya mudeng
(M2.B4: Be saved, but it’s rather slowly so that the students understand)
I : Oke, coba dicek dulu sudah sesuai dengan apa yang tadi kamu sampaikan. Terus tanda tangan sama nama terang
(I : Okay, please check my note first. Whether it has suitable to your thoughts or not. If it has, please give your name and signature there)

I : Terus M2.B1, kalau tadi kan pendapat yang sudah lalu, kalau ini untuk pendapat ke depannya. Kira-kira sebanyak/sesering apa sebainnya Bahasa Inggris digunakan sebagai bahasa pengantar untuk kelas X?
(I : Then M2.B1, if the previous questions were about past, this question is about for future. Approximately, how much English shall be used as language of instruction for the tenth grade?)

M2.B1 : Ee 75
(M2.B1 : Ehmm, 75)

I : Alasannya apa ini?
(I : What is the reason?)

M2.B1 : Alasannya karena yaa kalo diri saya sendiri kan suka Bahasa Inggris gitu, jadi kalo ada yang ngomong Bahasa Inggris walaupun ngga mudeng tapi kan di pikiran udah seneng berarti saya tambah ilmu
(M2.B1 : The reason is because of my self, I like English, so if any people speak English even I do not understand, but on my mind I have liked, it means I have more knowledge)

I : Membiasakan diri?
(I : Accustoming yourself?)

M2.B1 : Iya membiasakan diri. Kalo dari saya sendiri gitu, kalo dari orang lain mungkin beda
(M2.B1 : Yes, accustoming my self. For my self is like that, for other people may be different)

I : Oh iya. Terus harapan kamu/saran kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris untuk siswa kelas X ke depannya itu apa?
(I : Okay. Then what is your hope or suggestion concerning to the usage of EMI in English lesson for the 10th grade students for the upcoming?)

M2.B1 : Kalo saya si yaa...sedikit-sedikit Bahasa Inggris tadi lho (kayak) di depan, misalnya mau merintahin apa (pake) Bahasa Inggris, tapi kan diselingi Bahasa Indonesia juga. Biar ngga semua Bahasa Inggris, kan ada anak yang ngga mudeng ada yang langsung mudeng
(M2.B1 : For me, English is used just little bit step by step. Example, the teacher wants to give instruction use English, but it is also mixed to Bahasa. That’s supposed not English fully, cause there is any different students; directly and indirectly understand)
I : Oh jadi tetap menggunakan EMI tapi diselingi...
(I : Oh, so it still use EMI, but mixed to...)

M2.B1 : Diselingi Bahasa Indonesia agar tidak bingung sama apa yang diperintahkan gurunya
(M2.B1 : Still mixed to Bahasa, suppose the students do not confuse to the teacher’s instruction)

I : Dengan instruksi gurunya itu apa ya?
(I : What is the mean of teacher’s instruction?)

M2.B1 : Iya, kan kita kan mudengnya yang sering kita dengar misalnya “open page..number ini ini” nah kita langsung buka
(M2.B1 : Yes, sometimes we only understood of what we heard in usual, for example “open page…!” , we understand directly)

I : Berarti mudeng, tapi kadang ada yang ‘perintahnya apa?’
(I : It means that you understand, but somtimes ;what is the instruction ya?’)

M2.B1 : Perintahnya apa iyaa
(M2.B1 : Yes, what is the instruction ya)

I : Terus, M2.B2
(I : Then, M2.B2)

M2.B2 : Ya
(M2.B2 : Yes, me)

I : Nah, kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di pelajaran Bahasa Inggris untuk siswa kelas X?
(I : Approximately, how much English shall be used as language of instruction in English lesson for the tenth grade students?)

M2.B2 : Eee..75 aja lah sama
M2.B2 : Emm.. just 75, same)

I : Alasannya?
(I : What is the reason?)

M2.B2 : Alasannya ya kalo yang digunakan Bahasa Inggris terus, ngga ada seling-seling Bahasa Indonesia kan ngga semua orang ngerti yang diomongin itu apa. Jadi habis ini, biar bisa tahu gini gini gini. Ya kalo semuanya Bahasa Inggris nanti lama-lama malah... ya emang si biar membiasakan tapi kan ngga semua orang bisa terbiasa
The reason is when use English continuously, there is no mixed to Bahasa, well not all students understand of what teacher talk. So after this, we know this and that. If use all English, by the time will...yeah of course it will be accustomed but not all students can be accustomed.

I : Ngga semua siswa itu mudeng ya?
(I : Do all students understand, do not?)

M2.B2 : Ya, pikirannya beda-beda
(M2.B2 : Yes, the minds are different)

I : Terus harapan kamu/saran kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris untuk siswa kelas X?
(I : Then what is your hope or suggestion concerning to the usage of EMI in English lesson for the tenth grade students?)

M2.B2 : Yaa tetap digunakan, tapi juga kayak yang tadi, Bahasa Indonesia masih juga harus digunakan gitu lho
(M2.B2 : Yeah still be used, but as I said before, Bahasa is still used)

I : Tapi tetap diselingi Bahasa Indonesia, sedikit tapi
(I : But still be mixed with Bahasa, even just little bit, right?)

M2.B2 : Bertahap juga lah biar bisa berkembang Bahasa Inggrisnya
(M2.B2 : Just step by step yaa.. so our English also may develop)

I : EMI nya tu digunakan berharap gitu ya?
(I : Do you mean the EMI is applied step by step?)

M2.B2 : Ya
(M2.B2 : Yes, I do)

I : Biar siswa juga mampu mengikuti
(I : So that the students may follow)

M2.B2 : Ya
(M2.B2 : Of course)

I : Terus, M2.B3
(I : Then M2.B3)

M2.B3 : Ya
(M2.B3 : Yes, me)
I : Ini untuk pendapat ke depan ya.. kira-kira, sebanyak/sesering apa sebaiknya Bahasa Inggris tu digunakan sebagai bahasa pengantar di pelajaran Bahasa Inggris untuk siswa kelas X? Ada pilihannya
(I : This is opinion for the upcoming yaa.. Approximately, how much English shall be used as language of instruction in English lesson for the tenth grade students? This the choices)

M2.B3 : Fifty:fifty
(M2.B3 : Fifty:fifty)

I : Ada alasannya?
(I : What is the reason?)

M2.B3 : Alasannya ya, kalo pelajaran Bahasa Inggris masak Bahasa Indonesia terus, harusnya kan ada tingkat kesulitannya, kesulitannya semakin meningkat
(M2.B3 : The reason well.. when English lesson, it’s not suitable if use Bahasa continuously, there must be difficult level, the difficult must be increased)

I : Oh gitu, ngga mungkin kebanyakan Indonesia gitu ya?
(I : Oh well.. it’s strange if use Bahasa too much yaa?)

M2.B3 : Iya
(M2.B3 : Exactly)

I : Biar skillnya juga meningkat dari siswa ya?
(I : So the students’ skill is also increasing, right?)

M2.B3 : Ya
(M2.B3 : Yes)

I : Terus, harapan kamu/saran kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris untuk siswa kelas X gimana ke depannya? Dihilangkan, ditingkatkan, dipertahankan apa gimana?
(I : Then what is you hope/suggestion according to the usage of EMI in English lesson for the tenth grade students in the upcoming? Be eliminated, be increased, be saved or how shall be?)

M2.B3 : Dipertahankan, EMI nya ditambah tapi secara bertahap
(M2.B3 : Be saved, The EMI may be added but step by step)

I : Jadi siswa mampu mengikuti EMI sepenuhnya?
(I : So the students may follow EMI fully, right?)

M2.B3 : Iya
(M2.B3 : Exactly)
I : Dibaca dulu, sudah sesuai dengan pemikiran kamu ngga? kalo sudah tanda tangan dibawah sana
(I : Read this first, have been it suitable to your though or not. If it have been, please give your signature there)

I : Terimakasih ya semua
(I : Thank you very much yaa)

Siswa : sama-sama bu
(Students : You’re welcome, miss)
M3
Interviewer: I
Respondent: M3.O1

Code : M3
Start : Night start interview
Interviewer : Bahiyyah. K
Transcriber : Bahiyyah. K
Translator : Bahiyyah. K
Typist : Bahiyyah. K
Date : June, 26 2019
Start : 7.14 pm  End : 7.53 pm
Place : Online Interview

I : Assalamualaikum. Ini bener M3.O1 ya?! Ini Mb Khorí' dek, PPL bhs inggris tahun kmrn
(I : Assalamualaikum. Is this M3.O1? I am Mba Khorí’, pre-service English teacher last year)

(M3.O1 : Yes, right. What’s up?)

[1:51 PM, 6/26/2019] I: Saya butuh 8 siswa dr kelas mu buat tk wawancara
Via WhatsApp kok wawancaranya, ngga face2face. Kamu sndiri bisa kan kalo tk wawancara via WhatsApp?
(I : I need 8 students from your class to be interviewed by me. The interview just via WhatsApp, no face to face. Could I do interview to yourself?)

(M3.O1 : Yes, I could)

[7:15 PM, 6/26/2019] I : Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Okay, let’s begin the interview. Is it right that your English teacher often to use English to explain and interract along the learning activities?)

Yes. It is often. If we got the explanation used Bahasa, we were not understand maximally. How about with used English, but if the explanation was rather mixed may be we could understand.

7:19 PM, 6/26/2019 | I: Jadis wakaleng kesulitan ya?
7:23 PM, 6/26/2019 | M3.O1: Iyaa kak terlebih setiap siswa kemampuan bahasa inggris nya berbeda kak, itu juga menguntungkan siswa yang bisa bahasa inggris tapi juga merugikan siwa yang kemampuan bahasa inggris nya rendah.
7:24 PM, 6/26/2019 | M3.O1: Kami tau kalo guru menerangkan dg bahasa inggris itu supaya siswa yang tdk bisa bahasa inggris mau belajar bahasa inggris tapi apakah cara tersebut dapat di terima semua siswa?
7:27 PM, 6/26/2019 | M3.O1: Insyaallah paham kak

Question 1

7:28 PM, 6/26/2019 | I: Nah kita mulai pertanyaan inti
7:30 PM, 6/26/2019 | M3.O1 : Menurut saya kurang tepat kak karena dapat membuat siswa yang kemampuan bahasa inggris nya rendah cepat bosan.
In my opinion, it is **not beneficial decision. Because it could make the students with low ability in English would get easy to be bored**

**Question 2a**

[7:31 PM, 6/26/2019] I: Kesulitan apa yg kalian alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?

*M3.O1*: The difficulty was if the **teacher uttered too fast** and we did not understand the correct spelling then the impact we **got misinterpreting**

[7:34 PM, 6/26/2019] I : Kalo materi ketinggalan ngga?

*M3.O1*: For missing the material I was not, but I **misunderstood**

**Question 2b**

[7:36 PM, 6/26/2019] I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman atau mengulang bljr sndiri di rumah atau bagaimana?

*M3.O1*: Asking to the teacher. Because my friend was also misunderstanding

[7:38 PM, 6/26/2019] I: Berani tanya ke guru?

*M3.O1*: Yes, I was. The teacher was rather friendly

[7:39 PM, 6/26/2019] I: Pake bhs inggris?

*M3.O1*: Iyaa tapi mungkin bahasa inggris nya brantakan karena cari perkata dari kamus
Yes, but sometimes the English was disordered because I searched word by word from dictionary.

**Question 3a**

[7:42 PM, 6/26/2019] I: Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Pilih salah satu alasannya/penjelasan penggunaannya gmana
(I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation of the implementation)

[7:44 PM, 6/26/2019] M3.O1 Saya pilih C karena supaya imbang
(M3.O1 : I choose C, cause in order to balance)

[7:47 PM, 6/26/2019] I: Kira² dlm pelaksanaannya, kpn harus bhs inggris kpn harus pake bhs Indo?
(I : Approximately, in the implementation when does the learning shall use English and the time for use Bahasa?)

(M3.O1 : When the students ask may use English, but for explanation may use Bahasa)

**Question 3b**

[7:50 PM, 6/26/2019] I : Oke²
Prtanyaan trakhir
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
(I : Okay, the last question. What do your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming?)

(M3.O1 : The suggestion is the teacher may clear on pronounce the words and does not too fast)

[7:51 PM, 6/26/2019] I: Misal ditingkatkan, dipertahankan, dikurangin, dihilangkan apa gmana?
Diperbaiki brati ya?
(I : How shall EMI in the upcoming? May be improved, be saved, be decreased, lost or what? Shall be upgraded?)

(M3.O1 : Yes, must be upgraded)

[7:52 PM, 6/26/2019] I: Oke,
Mnrutmu slama ini guru mu pake EMI brapa persen di kelas?
(I : Okay. In your opinion, along this academic year how much the percentage the EMI used in the class?)

M3.O1: 75% kak
(M3.O1 : 75%)

I : Oke²
Sudah semua pertanyaannya
Trmksh bnyk ya atas kesediannya utk di wawancara
(I : Okay, that’s all questions. Thanks a lot for your readiness to be interviewed)

M3.O1: Sama sama kak
(M3.O1 : No problem)
I : Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmrn
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face\
(I : Assalamualaikum. I am Khori’, English teacher trainee last year. I need interviews for my graduating paper. Could you help me? The interview just via WhatsApp, does not face to face)

(M3.O2 : Waalaikumsalam. Yes I could)

[10:22 AM, 6/27/2019] I: Wawancara nya pendapat kok dek, jd gaada benet/salah\
(I : The interview is concerning to opinions, so there is no right/false)

(M3.O2 : Let me try)

[10:22 AM, 6/27/2019] I: Oke
Kita mulai yaa
Bener nga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(M3.O2 : Yes, it was often)
I: Banyak siswa yang mengalami kesulitan ngga sih kalo kayak gtu? Apa malah eneng?
(I: Did there many students get difficulties or they like it?)

M3.O2: Agak kesulitan sih mbak, soalnya Bu X kalo ngomong kadang nggak keras
(M3.O2: Actually the students rather got difficulties. Because Mom X was hardless in speaking)

I: Oh gt, oke²
Oke
Jd ini wawancara nya itu ttng penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya ttng pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I: Okay okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

M3.O2: Oh oke faham
(M3.O2: Okay, yes I do)

**Question 1**
I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
(I: Okay, let’s we start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson?)

M3.O2: Kalo menurut saya si ya bagus bisa melatih lancar berbahasa Inggris tapi kalo jelasis pake bahasa Inggris terus juga susah mahaminya :v
(M3.O2: In my opinion, it is beneficial, it may practise the English fluency, but if the explanation continuesly use English we also got difficulties to understand)

I: Enaknya diselingi pake Indo gt ya?
(I: Will it be better if mixed with Bahasa?)

M3.O2: Iya biar lebih jelas gitu
(M3.O2: Yes, supposed it is clear)
Question 2a

(I : What did your difficulties got when the teacher used EMI in English lesson? How was the impact?)

(M3.O2 : The difficulties I got were I did not understand much English. Moreover sometimes Mom X explained clearless so the impact I became misunderstanding to the material which was uttered)

[10:39 AM, 6/27/2019] I: Kurang jelasnya dlm hal menjelaskan nya susah difahami, pelafalannya, apa suaranya kurang jelas?
(I : What was the clearless? The explanation, pronunciation or the voice?)

(M3.O2 : The voice in my view)

[10:41 AM, 6/27/2019] I: Kalo pelafalan sm vocabnya kamu faham?
(I : How about the pronunciation and the vocabulary, did you understand?)

(M3.O2 : I understood but it was not 100%)

Question 2b

[10:42 AM, 6/27/2019] I: Ok
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman atau mengulang bljr sndiri di rumah atau bagaimana?
(I : Well. How did you usually solve that difficulty? For example is keep asking to the teacher, or asking to your friends or reviewing at home or how did you do?)

(M3.O2 : The first, I asked my friend. If I still got difficulty, I would ask the teacher)

(I : Did you brave to ask the teacher?)

(M3.O2 : Yes, I did)

[10:44 AM, 6/27/2019] I: Pake bhs apa biasa nya kalo tanya?
(I : What did the language you use?)
(I : At home, did you learn? Or may be got English course?)

(M3.O2 : I just read or finished the Independent Learning Activities Unit [UKBM])

Question 3a
[10:48 AM, 6/27/2019] I: Nah kalo td kan pertanyaannya mengenai yg udah berlalut, kalo skrg mengenai ke depannya ni
Dipilih salah satu, trus alasan/mgkn pelaksanannya gmana mnrt kamu
(I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation of the implementation [send picture of question 3a])

(M3.O2 : 50% 50%. Because it supposes balance, so the students will be more understandable)

(I : When is the time to use English and when is the time to use Bahasa?)

(M3.O2 : May be when giving explanation may be mixed the language, so it will be understandable)

[10:59 AM, 6/27/2019] I: Kalo saat ngasih pertanyaan/interaksi ke siswa pake apa enaknya?
(I : How about when give the question or do interraction with students?)

(M3.O2 : May be for enjoy learning, stay use Bahasa so it will be more understandable)

Question 3b
Pertanyaan trakhir
(I : Okay, the last question. What do your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming?)


(M3.O2 : The hope is the usage of EMI may make the students be accustomed use English finely)

(I : I mean for example may be improved, be saved, be upgraded, be decreased, lost or what?)

(M3.O2 : Just keep it)

(I : Is there any something need to be corrected/upgraded in the implementation?)

(M3.O2 : May be the teacher’s voice I think)

(I : Must be louder?)

(M3.O2 : Yes, must be a little bit louder)

[11:34 AM, 6/27/2019] I: Oke, brati mnrt kamu itu pake EMI itu Bagus, tp jag harus diimbanggi dg suara yg lbh keras, jgn trlalu bnyk jag pake Inggrisnya biar siswa jag faham materi tp jag bs berbahasa inggris Begitu?
(I : Okay. I get the conclusion that in your opinion, EMI is good. But is must be balanced by the hard voice and do not use English too much so the students may understand the material and may use English. Is that right?)

(M3.O2 : Yes, you are right. One hundred millions for you)

Trmksh bnyk dek buat kesediaannya utk tk wawancara
(I : Okay. that’s all questions. Thanks a lot for your readiness to be interviewed)

M3.O2: sama sama
(M3.O2 : Same-same)
I: Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face?
(I: Assalamualaikum. I’m Khori’, the English teacher trainee last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(M3.O3: Waalaikumsalam. Is is difficult?)

Tntg pendapat kok, jd gaada bener/salah hehe
(I: No, it’s not. The interview is concerning to opinions, so there is no right/wrong. Just be calm)

(M3.O3: Okay)

Bener ngga sih dek kalo guru bhs inggris buat sering pake bhs inggris buat njelesin dan interaksi sm siswa waktu pelajaran?
(I: Let’s start the interview. Was it right that your English teacher often to use English to explain and interract along the learning activities?)

(M3.O3 : Yes, it was. But sometimes teacher also used Bahasa when we got misunderstanding)

Brapa persen kira² pake bhs inggrisnya slama pelajaran?
(I : How much the percentage of used English along the learning?)


(M3.O3 : Approximately 60%. Because when giving explanation the teacher used English)

(I : Was it not much, wasn’t it?)


(M3.O3 : Then when any student had question, the teacher explained using Bahasa. Because the students got misunderstanding)

Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay, I get. So, this interview is concerning to the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interation in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)


(M3.O3 : Yes, I do)
Question 1
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X
SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start to the main question. How is your reaction about the
usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson?
Why?)

sangat baik dan bisa melatih kita agar terbiasa menggunakan bhs inggris
pake bhs inggris agak faham gitu kak jadinya wkw
(M3.O3 : My opinion is the usage of EMI at school is very beneficial and
may practise students in order to be accustomed use English. Therefor when we
are outside the school, any people talk to us use English, we may understand)

Question 2a
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris?
Bagaimana dampaknya?
(I : Okay. What did your difficulties got when the teacher used EMI in
English lesson? How was the impact?)

kesulitannya
ucapke guru
(M3.O3 : When I found new unknown vocab, we got difficulties. Cause of
that, we got misunderstanding of what teacher uttered)

(I : But, did you understand for the materials?)

(M3.O3 : Yes, I did rather)

Question 2b
Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri
di rumah atau bagaimana?
(I : How did you usually overcome that difficulties? For example, you asked
the teacher, asked your friend or learn the material at home or what?)

sendiri di internet
(M3.O3 : For me, I asked the teacher and browsed the internet sometime)
**Question 3a**

Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni  
Dipilih salah satu  
Trus dijelasin, mungkin alasannya, atau pelaksanaannya tu gmana  
(I : Okay. The previous questions are about your opinion for happened experiences, the next questio is about for the future. Please choose one then give the reason or explanation of the implementation)  
[send picture of question 3a]

(M3.O3 : I choose B. Because if we are often to use English, we will be knowing new vocab. Then it may us become more fluent in using English)

(I : Approximately, in the implementation when the learning shall use English and the time for use Bahasa?)

(M3.O3 : Use Bahasa when we have question for something we do not know. Then the answer also use Bahasa, it will be more enjoyable)

(I : Beside that, when giving explanation, may use English?)

(M3.O3 : Yes)

**Question 3b**

[12:26 PM, 6/27/2019] I: Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??  
Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?  
(I : What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? For example must be improved, be saved, be decreased, lost or what?)
M3.O3: di pertahankan aja kak  
(M3.O3 : Just be saved)

I: Dr guru/ dr siswa gaada yg harus diperbaiki/ditingkatkan?  
(I : For teacher/students, do you have suggestion for to be upgraded/improved?)

M3.O3: gaada  
(M3.O3 : No, I have not)

I: Oke, jd mnrt kamu itu EMI itu sangat baik karena membiasakan siswa utk menggunakan bhs inggris, kesulitan yg biasa dialami itu karena vocab nya masih kurang jd agak susah memahami ucapan guru dan ttp mempertahankan EMI yg sudah dilaksanakan ini ya?!  
(I : Okay. Therefor your opinion EMI is very beneficial because may be accustomed students for use English. The difficulties are caused unknown vocab so rather difficult on understanding teacher's utterance and save the existing EMI, right?)

M3.O3: iyaa kak  
(M3.O3 : Yes)

I: Oke, udah semua dek pertanyaannya Trmksh bnyk ya atas kesediaannya buat tk wawancara  
(I : Okay, that's all questions. Thanks a lot for your readiness being my interviewee)

M3.O3: oke kak  
M3.O3: sama-sama  
(M3.O3 : Okay, same same)
I: Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kemaren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

(I: Assalamualaikum. I’m Khori’, the English teacher trainee last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(M3.O4: Yes, sist. I could)

Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?

(I: Okay, let’s start the interview. Was it true that your English teacher often to use English to explain and interract along the learning activities?)

(M3.O4: Yes, it was true.)

[10:55 AM, 6/27/2019] I: Brapa persen kira² pake bhs inggrisnya slama pelajaran?
(I: How much the percentage of using English along the learning?)
M3.O4: 80% mbak

I: Oke lanjut
Bnyk siswa yg mengalami kesulitan ngga kalo kyk tu? Apa malah sneng?

I: Okay, next. Did there many students get difficulties or they like it?

M3.O4: Banyak yang kesulitan

M3.O4: Many students got difficulties

I: Okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interaction in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?

M3.O4: Faham mbak


Question 1

I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?

I: Let’s start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson?

M3.O4: Bagus mbak

M3.O4: It’s beneficial. Because the students become more understand to English, cause of curiosity.

I: Jd malah smgt blajarnya gt ya?

I: It caused students become enthusiasm to learn, right?

M3.O4: Nek aku gitu mbak

M3.O4: Yes for me

I: Wah oke²
Kamu suka bhs inggris ya?

I: Okay, do you like English?)
Question 2a
(I : What did your difficulties got when the teacher used EMI in English lesson? How was the impact?)

(M3.O4 : The different word but same pronounced. Sometime I confused of that)

(I : For the material, did you understand?)

(M3.O4 : Sometime yes sometime not fully)

Question 2b
(I : How did you usually overcome that difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what?)

(M3.O4 : Asked the teacher)

(I : Did you brave?)

(M3.O4 : Yes, I did)

(I : Which the language you used?)

(M3.O4 : I used Bahasa)

[12:26 PM, 6/27/2019] I: Tanya temen juga ga?
(I : Did you ask your friend too?)
Iyaa
(M3.O4 : Yes, I did)

I: Kalo dipelajari sndiri di rumah? Atau mgkn les bhs inggris?
(I : How about reviewed the lesson at home or might be getting English tutor? Did you?)

Iya belajar juga
(I : Yes, I reviewed too)

Question 3a
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Dipilih salah satu, trus kira² alasan kamu milih itu apa, atau mgkn pelaksanaannnya tu gmana mntt kamu
(I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation of the implementation)

Yang c.
(M3.O4: I choose C. If C, in order to balance. Therefore not continuously use English or continuously use Bahasa)

Question 3b
Oke next pertanyaan trakhir
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Mimalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?
(I : Okay next to the last question. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? For example, may be improved, be saved, be decreased, lost or what?)

Diperbaiki lah mbak
(M3.O4 : Shall be upgraded)

Diperbaiki nya yg segi apa?
(I : What is the thing shall be upgraded?)

Guru lebih memahami siswa ne mbak
(M3.O4 : The teacher may be more understand to the students)
I: Memahami dlm hal yg gmana?

I: Mksdnnya msal ni, beliau lg njelasin pake inggris, kok anaknya keliatan bngung, ga faham, lgsg diulang penjelasannya pake bhs indo

Itu misalnya

(1 : To be more understand of what? For example, the teacher explains use English, while the students are looked confuse, the teacher redo the explanation use Bahasa directly. That’s for example.)


(M3.O4 : Yeah, that’s what I meant)

[3:46 PM, 6/27/2019] I: Brati intinya kamu itu setuju dg EMI ini yaa, yg bikin sulit itu karena siswa vocab nya masih kurang jd bingung dg yg diucapkan sm guru

Lbh baik EMI itu digunakan 50:50 sm Indo, biar imbang dan siswa jg memahami materi gt ya?!

(1 : So the conclusion is you agree to EMI, the things that make difficult is students have lower on vocabulary, affected to be confused of what teacher uttered. For better, EMI use fifty:fifty with Bahasa, in order to balance and and students understand to the materials, right?)


(M3.O4 : Yes)

[3:47 PM, 6/27/2019] I: Oke, udah semua ni pertanyaannya

Trmksh bnyk atas kesediaan waktunya yaa

(1 : Okay, that’s all questions. Thanks a lot for your readiness to be interviewed)


(M3.O4 : Yes, same same)


(1 : Thank you so much yaa)

M3.O4: Iya mbak

(M3.O4 : Yes)
M3

Start: Morning start interview

Interviewer: Bahiyyah. K
Transcriber: Bahiyyah. K
Translator: Bahiyyah. K
Typist: Bahiyyah. K
Date: June, 27 2019
Start: 11.35 am  End: 3.55 PM
Place: Online Interview

I: Assalamualaikum.
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kemaren.
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face?

(M3.O5: Waalaikumsalam, with pleasure, mba)

[I: Oke
Skrg bisa?
(M3.O5: Yes, I do)

[I: Okay, let’s start the interview. Wass it right that your English teacher often to use English to explain and interract along the learning activities?)

[3:03 PM, 6/27/2019] M3.05: iya mb,malahan gurunya jarang pake bhs Indonesia
I: Kira² brapa persen beliau pake bhs iggris selama pelajaran?
(M3.O5 : How much the percentage of using English along the learning?)

M3.O5: sekitar 60% pake bhs inggris
(M3.O5 : About 60% used English)

I: Ga trlalu bnyk dong itu
(I : It is not very much percentage)

M3.O5: iya tp banyak inggrisnya mb daripada indonya
(M3.O5 : Yes, but the English is more used than Bahasa)

I: Oh gt, oke²
Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Did there many students get difficulties or they like it?)

M3.O5: mungkin kalo sebagian siswa yg ga begitu suka sama inggris bakalan kesulitan sih mb,tp kalo aku lebih suka yg kaya gt
(M3.O5 ; May be a half of students who did not like English would get difficulties, but I like English)

I: Oh, trgntg kemampuan siswa ya brati Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris Wawancaranya tntg pendapat kok, jd gaada salah/bener Sampe sini faham?
(I : Oh, depend on the students' ability ya? Okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

M3.O5: oke faham
(M3.O5 : Okay, understand)

Question 1

I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson?


(M3.O5 : In my opinion, the usage of EMI in SMA 2 have been beneficial enough, here we become practising our English on daily activities even we have not fluent)

Question 2a
(I : What were your difficulties when the teacher used EMI in English lesson? How was the affect?)


(M3.O5 : If there was any new vocab, it made me confused)

[3:24 PM, 6/27/2019] I: Ga mudeng sm yg dimksd?
(I : Did you become misunderstanding to what was teacher meant?)


(M3.O5 : Yes, I did)

(I : Then how about the material? Did you understand?)


(M3.O5 : I still understood)

[3:26 PM, 6/27/2019] I: Cuma ga mudeng sm mksd yg guru omongin aja ya?!
(I : You were just misunderstanding to what teacher uttered, right?)


(M3.O5 : Yes)

Question 2b
[3:29 PM, 6/27/2019] I: Oke
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman atau mengulang bljr sndiri di rumah atau bagaimana?
(I : How did you usually overcome that difficulty? For example still asked to the teacher, asked your friend or review independently at your home or how?)

For me, I learnt on youtube usually, if I got misunderstanding I would ask my friends at the first, if they could not, I would ask the teacher.

Berani tanya ke guru?

Did you brave to ask the teacher?

Berani dong

Of course I was brave.

Pake bhs apa?

What did the language you use?

indo hehehe

I used Bahasa.

Dg ini, biasa nya kamu udah menguasai materinya?

By that way, commonly have you mastered the materials?

mungkin blm terlalu menguasai soalnya aku orgnya suka lupaan mb hehehe

May be I have not mastered too much, because I often forget.

Tp intinya membantu blajarmu ya?

The main is helping you on learning ya?

alhamdulillah iya mb

Alkhamdulillah, yes.

The previous questions are concerning to the experiences, for now about for the future. Choose one, then what is your reason choosing that or may be how to apply that based on your opinion.

For me, I choose B, because more often the teacher delivers using English, I think it makes us easy to learn English well and correctly, we were also easier to practice on daily activities.
I: Kira² kapan harus pake bhs inggris dan kapan Harus pake bhs Indo? Dg pilihan kamu yg B tadi
(I: Approximately, in the implementation when the learning shall use English and the time for use Bahasa?)

M3.O5: kalo waktu nerangin pake inggris tp kalo misal ada yg nanya dan yg ga jls gitu baru pake indo
(M3.O5 : When giving the explanation may use English, but if any student ask and any something which is unclear, Bahasa may be used)

Question 3b

I: Oh gt, oke²
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmna?
(I : Okay, the last question. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? May be improved, be saved, be upgraded, be decreased, be abolished or what?)

M3.O5: dipertahankan (kebaikannya) dan diperbaiki(kekurangannya)
(M3.O5 : Be saved [the positive thing] and be improved [the negative thing])

I: Yg baik itu apa aja? Yg kurang yg harus diperbaiki itu apa dan baik nya gmana?
(I : What is the plus thing? What is that shall be upgraded and how?)

M3.O5: kebaikannya misalnya yg kaya pake banyak menyampaikan menggunakan bhs inggrisnya trs kalo yg diperbaikinya mungkin cara menyampaikannya yg kadang tidak di fahami oleh beberapa murid
(M3.O5 : The positive thing is when explaining use more English, while the thing that shall be upgraded may be the method of delivering which sometime disunderstandabled by some students)

I: Cara njelasinnya yg muter² apa pilihan kalimat/kata nya?
(I : The method of delivering is rounded or the sentences/words choice?)

M3.O5: njelasinnya muter2 kadang jg ngomongnya kurang begitu jelas mb
(M3.O5 : The way of explanation is rounded, sometime spoke clearless)

I: Kurang keras?
(I : loudless?)
(M3.O5 : A little loudless)

[3:53 PM, 6/27/2019] I: Oh gt, oke²
Jd intinya itu mnr t k penggunaan EMI di Smanda itu slama ini lmyan baik yaa, bs praktek inggris dlm kehidupan sehari², tp di kls kdnng yg bikin sulit itu kalo ada vocab yg baru, jd mis sm penjelasan guru
Dan kamu mendukung penggunaan EMI itu 75%, spy siswa smakin bs bhs inggris dan EMI itu dipertahankan dg syarat diperbaiki dr segi penjelasan guru Bgtu?
(I : Okay. So the point is you think that the usage of EMI at Smanda is beneficial enough, can practise English on daily activities, but in the class which make difficult was when any new vocab, made you missed the teacher’s explanation, is that right?)

(I : Yes, like that)

[3:57 PM, 6/27/2019] I: Oke dek, pertanyaan nya udah semua
Trmksh atas kesediannya utk tk wawancara, hehe
(I : Okay, that’s all the questions. Thanks a lot for your readiness to be interviewed)

M3.O5 : okey sama sama mb
(M3.O5 : Okay, no problem)
I: Assalamualaikum
Dek, Ini Mb Khori', PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

(M3.O6: Waalaikumsalam, Yes I could)

[6:05 PM, 6/27/2019] I: Hbs isya' free ngga?
(M3.O6: Yes, I do)

[6:40 PM, 6/27/2019] I: Oke
Hbs isya'an aja ya dek
(M3.O6: Okay, after isya’ yaa)

(M3.O6: Okay)

[7:37 PM, 6/27/2019] I: Sudah siap dek?
Are you ready?

(M3.O6 : Insyaa Allah, sist)

7:51 PM, 6/27/2019 I: Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin
dan interaksi sm siswa waktu pelajaran?
(I : Okay, let's start the interview. Was it right that your English teacher
often to use English to explain and interract along the learning activities?)

7:58 PM, 6/27/2019 M3.O6 iya mbak sering banget malah hampir selalu
memakai bahasa inggris setiap pembelajaran katanya supaya kita bisa terbiasa
(M3.O6 : Yes, it was very often. Almost used English in every learning,
teacher said so we can be accustomed)

8:00 PM, 6/27/2019 I: Presentaseny a kira² brapa dek pake bhs Inggris nya?
(I : How much the percentage of using English along the learning?)

8:03 PM, 6/27/2019 M3.O6: 80-90% mbak
(M3.O6 : 80% to 90%, sist)

8:04 PM, 6/27/2019 I: Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk
gtu? Apa malah sneng?
(I : Did there many students get difficulties or they like it?)

8:07 PM, 6/27/2019 M3.O6: Beberapa sih mengalami kesulitan mbak karena bu
X menjelaskanya hampir seuruhnya meggunakan bahasa inggris, jadi kalau aku
prabadi yang nggk terlalu ngerti jadi bingung mbak
(M3.O6 : Some students got difficulties, because Mom X explained used
English almost at all, so for my self I did not too understand, I confused)

8:07 PM, 6/27/2019 I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of
Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs
pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay. So, this interview is about the usage of EMI (English As Medium
of Instruction), so English does not only a material, but also used as language of
instruction, language of interration in English classroom. The interview is
concerning to opinions, so there is no right/wrong. For now, do you understand?)

8:08 PM, 6/27/2019 M3.O6: faham mbak
(M3.O6 : Yes, I do)
Question 1
[8:08 PM, 6/27/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dalam pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(M3.O6 : In my opinion, it is beneficial. Because we may add our vocabulary which is before we never heard or knew)

Question 2a
[8:17 PM, 6/27/2019] I: Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : What did your difficulties got when the teacher used EMI in English lesson? How was the impact?)

(M3.O6 : The difficulties were when we were less understand, after given explanation we were asked to finish the assignment, so we whom less understand became did not know of what the instruction)

[8:25 PM, 6/27/2019] I: Brati misal eng kita tu ngga faham waktu dijelaskan, trus slh guru selesai penjelasan (yg kamu ngga faham), guru ngasih tugas, kamu jd ga faham sm perintahnya gt ya??
(I : Was it mean that the fact you did not understand when given the explanation, after that the teacher asked students to finish assignment, so you did not understand to what the instruction, wasn’t it?)

(M3.06 : Yes, it was)

[8:27 PM, 6/27/2019] I: Materi nya jg ketinggalan ya jadi nya?
(I : Then you became missed the material, right?)

(M3.06 : Yes)

[8:33 PM, 6/27/2019] I: Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : What did your difficulties got when the teacher used EMI in English lesson? How was the impact?)
The difficulties were we difficult to understand and the impact was we did not understand then missed the material

Did you difficult to understand of what teacher talked?

Yes

Okay. How did you usually overcome that difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what?

I often asked to my friends

By did that, did you become understood

Yes, I did

The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation of the implementation) [send picture of question 3a]

I choose C, because if used fifty-fifty between the two languages, we become know better and more understand

Know better on what? Understand on what?
(M3.O6 : Understand on the materials and if we are asked to finish the assignment, we become know what is the instruction)

**Question 3b**

I : Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya?? Misalnya ditingkatkan, dipertahankan, diperbaiki, dikeluangi, dihilangkan, apa gmana?
(I : What is your hope or suggestion concerning to the usage of EMI in English lesson for the 10\textsuperscript{th} grade students in the upcoming? For example be improved, be kept, be upgraded, be decreased, be removed or how?)

(M3.O6 : My hope concerning to EMI is on the learning may be improved)

[9:08 PM, 6/27/2019] I: Ditingkatkan dlm hal apa trus gmana?
(I : What is shall be improved?)

(M3.O6 : Be improved on giving the materials in order to more clear and understandeable for the students)

(I : The pronunciation or what?)

(M3.O6 : Yes, in the pronunciation, sometimes if the teacher has been fluent, they were fast speak. So we who have not understood become misunderstanding)

[9:23 PM, 6/27/2019] I: Kalo kerasnya, guru nya keras ngga?
(I : How about the loud voice? Is your teacher have loud voice?)

(M3.O6 : It is not loud voice. The teacher’s voice was soft, so sometimes when giving the explanation was little loudless)
Ok, jd mnr t prb dgn penggunana EMI utk kls X dgn prb fhm penjelasn guru yg trlalu cepat dp kurang keras. Bgtnya EMI itu pengganan di mix 50:50 sm Indo ya?!

M3.O6: iya mbak

I: Kan katmu td 50:50, lah kira² kapan sebaiknya pake bhs inggris d kapan harus pake bhs indo?

M3.O6: Pada saat menjelaskan materi guru bisa menggunakan bhs inggris d bhs indo dgn cara guru yang pada saat menjelaskan materinya menggunakan bhs inggris kemudian disinggung sedikit inti dr materi tersebut menggunakan bhs indonesia.

I: Okay, thts all qtns. Thks a lot for yr readiness to be interviewed. Wish the next academic year may be better for all of you.

M3.O6: iya sama sama mbak

I: Oke²

M3.O6: amin,makasih mbak

(M3.O6: Okay, same-same sist. Amin, thank you)
Code : M3

Start : Morning start interview

Interviewer : Bahiyyah. K
Transcriber : Bahiyyah. K
Translator : Bahiyyah. K
Typist : Bahiyyah. K
Date : June, 28 2019
Start : 11.15 am   End : 8.48 pm
Place : Online Interview

I : Assalamualaikum
Dek, Ini Mb Khori', PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via
WhatsApp kok, ngga face to face

(I : Assalamualaikum. Hello I'm Khori', the pre-service English teacher last
year. I need you to be interviewed for my graduating paper. Could you help me?
The interview is via WhatsApp, there is no face to face)

(M3.O7 : It's okay, sist. What's up?)

(I : Do you have free time to be interviewed? Just via personal chat)

(M3.O7 : Yes, I do)

(M3.O7 : But, not this time right?)

[8:33 PM, 6/27/2019] I: Sebisanya kamu, kira² free nya kpan gt
(I : Just when you have free time, I follow up your time)
I: Assalamualaikum
Gmana dek? Sudah free?
(I: Assalamualaikum. Hello, do you have free time now)

(M3.O7: Yes, we have. Let’s we do now)

Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I: Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(M3.O7: Yes, it was. But when the students were looked misunderstanding, then the teacher would explain in Bahasa)

(I: How much the percentage of using English along the learning?)

(M3.O7: 60% for English and 40% for Bahasa)

(I: Did there many students get difficulties or they like it?)

M3.O7: Banyak yg kesulitan sihh mbak
(M3.O7: Yes, they did)

I : Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
I : Okay okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?

(M3.O7: Okay, I do)
Question 1
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(M3.O7 : Actually it is beneficial, it is one of the method which let we can in English, let we have many vocab)

(I : Actually? So how about the fact in the class?)

(M3.O7 : The fact, students could not absorb the sentence if using English)

Question 2a
[11:56 AM, 6/28/2019] I: Oh gt, oke²
(I : Well, okay)

(I : What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

(M3.O7 : The difficulty was we did not understodn of what teacher explained)

(M3.O7 : The impact was we could not finish the assignment)

(I : Did you miss the materials too?)

(M3.O7 : Yes, I did)
Question 2b
(I : How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

(M3.O7 : I asked to the teacher, but asked to re-explain using Bahasa)

[12:01 PM, 6/28/2019] I: Tanya nya juga pake bhs Indo?
(I : Did you use Bahasa on asking?)

(M3.O7 : Yes, I did)

[12:03 PM, 6/28/2019] I: Kalo tanya sm temenn?
(I : How about asking to your friend?)

(M3.O7 : Sometimes I also asked my friend, if asked to my friend I would understand)

[12:05 PM, 6/28/2019] I: Dipelajari lg ngga di rumah?
(I : Did you review the lesson at home?)

(M3.O7 : No, I did not)

Question 3a
[12:05 PM, 6/28/2019] I: □yaya
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
(I : Well well. The previous questions are about your opinion for happened experiences, the next question is about for the future) [send question of 3a]

[12:07 PM, 6/28/2019] I: Dipilih salah satu, trus alasan/mgkn pelaksanannya gmana mnt kamu. Ini utk ke depannya dek, harapan kamu itu pngn nya bhs inggris digunakan seberapa bnyk, jg alasannya apa Bukan yg sudah berlalu
I : Please choose one then give the reason or explanation for the implementation [send picture of question 3a]. This is for the upcoming, your hopes about how much English shall be used, also the reason. This is not for experienced last academic year)
[8:23 PM, 6/28/2019] M3.O7: Yang 75% b inggris karena bahasa inggris sangat penting dalan kehidupan kita karena sekarang pekerjaan apapun banyak yang pake bahasa inggris jadi pengennya tiap pelajaran bahasa inggris pake EMI biar kita lebih bisa pake bahasa inggris kedepane
(M3.O7 : I select 75% English. Because English is very importat in our life, as we see many jobs need the worker whom able in English. So I hope in every English lesson to use EMI, so we are able to use English more in the upcoming)

[8:26 PM, 6/28/2019] I: Lha trus saat kpn dong di kelas bs pake bhs Indo?
(I : So, when is the time to use Bahasa in the class?)

(M3.O7 : If has benn stuck, it may use Bahasa)

[8:29 PM, 6/28/2019] I: Oh gt oke²
Last ni
(I : Well, this is the last)

(M3.O7 : Okay)

Question 3b
[8:30 PM, 6/28/2019] I: Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya?? Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?
(I : What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? May be increased, be saved, be upgraded, be decreased, be eliminated or how shall be?)

(M3.O7 : Be upgraded so that may as I hope)

[8:41 PM, 6/28/2019] I: Kalo scra khusus dr guru/siswanya, ada ngga dr kamu?
(I : If specially for teacher or students, do you have suggestion for them?)

(M3.O7 : No, I do not)

[8:48 PM, 6/28/2019] I: Oke, udah kejawab semua nih akhirnya hehe
Trmsh bnyk ya dek, sudah membantu
Maaf kalo pertanyaan nya bikin kamu bngung
(I : Okay, that’s all questions. Thanks a lot for helping me. I’m so sorry if the questions made you confused)
(M3.O7 : [chuckle] no problem, sist. You’re welcome)

[8:48 PM, 6/28/2019] I: Smga tahun ajaran baru ini lbh baik buat kamu  
Thanks a lot ya pokoknya  
(I : Wish the next academic year will be better for you. Thanks a lot)

(M3.O7 : Amein)

(M3.O7 : Never mind, sist)
I: Assalamualaikum
Dek, Ini Mb Khori', PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

(I: Assalamualaikum. Hello I'm Khori’, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(M3.O8: Yes, sist)

[5:46 PM, 6/29/2019] I: Hbs maghrib nanti bisa?
(I: Are you free after maghrib pray?)

(M3.O8: Yes, I am)

(I: Hello, are you available now?)

(M3.O8: Yes, I am)

[6:31 PM, 6/29/2019] I: Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(M3.O8 : Yes, it was)

[6:33 PM, 6/29/2019] I: Brapa persek dek kira² pake inggrisnya slama plajaran?
(I : How much the percentage of using English along the learning?)

(M3.O8 : 60% to 65%, sist)

[6:36 PM, 6/29/2019] I: Ga trlalu bnyk ya?! Hehe
(I : It was not really often)

(M3.O8 : Yeah 60% I think. Because it was often to use English)

[6:37 PM, 6/29/2019] I: Oh gt. Oke²
Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Well, did there many students get difficulties or they like it?)

(M3.O8 : Well, it was depend on each students)

(M3.O8 : If they are mastering in English, well they are just enjoying it. But if they are not really mastering, of course they have difficulties if any unknown words)

[6:40 PM, 6/29/2019] I: Oke²
Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay. Well. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The
interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

(M3.O8 : Yes, I do)

**Question 1**
[6:45 PM, 6/29/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(M3.O8 : Well it’s beneficial. We become understand about English, can be practising us to be accustomed to use English)

**Question 2a**
(I : What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

(M3.O8 : If we did not know the meaning when hearing new vocabulary, the affect was we were misunderstanding)

[6:50 PM, 6/29/2019] I: Kalo materi nya tertinggal ngga dr penjelasan guru?
(I : Did you miss the teacher’s explanation?)

(M3.O8 : What do you mean?)

[6:52 PM, 6/29/2019] I: Kan td dampaknya kamu jd bngung, lha karna bngung itu, kamu tertinggal materi nya ngga?
Misal guru udah njelasin jauh, kamu masih blm faham sm point sbelumnya
(I : You said before that the impact was you were misunderstanding. The because of that, did you miss the materials? The example, the teacher had been explained so much, but you still had not understood the previous point)

Question 2b
[7:35 PM, 6/29/2019] I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
(M3.O8 : How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

(M3.O8 : Commonly I asked to my friend, because if I asked the teacher it would be just same)

[7:37 PM, 6/29/2019] I: Sama gmana mksdnya?
(M3.O8 : I mean just same that I misunderstood)

[7:37 PM, 6/29/2019] I: Oalah gt Lha di rumah di plajari sndiri ngga?
(M3.O8 : Well sometimes)

Question 3a
[7:39 PM, 6/29/2019] I: Nah kalo td kan pertanyaannya mengenai yg udah berlalul, kalo skrg mengenai ke depannya ni
Pilih salah satu alasannya/penjelasan penggunaannya gmana
(I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

(M3.O8 : I just select C, sist)

(M3.O8 : Because the students’ ability are different. If [it] use fifty:fifty, may be after using English, the topic can be re-explain with Bahasa so the students can be more understand. I think like that)
Question 3b
[7:55 PM, 6/29/2019] I: Apa harapan/saranmu terhadap penggunaan EMI di dalam mapel Bhs Inggris untuk siswa kelas X ke depannya?? Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangkan, apa gmana?
(I : What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? The example may be increased, be kept, be upgraded, be decreased, be eliminated or how shall be?)

(M3.O8 : Be kept, because I’m not really like English [chuckle])

(I : What do you mean with be kept?)

(M3.O8 : Okay well, if it’s increased it will be full English)

[8:05 PM, 6/29/2019] I: Brati kesimpulannya mnr kan EMI itu bagus ya, karena siswa jd faham tentang bhs inggris kan terbiasa pakai bhs inggris, kamu mrasa kesulitan saat ada vocab asing ya jadinya bngung
Dan kamu memilih 50:50 dalam penggunaan EMI, karena nanti kalo bnyk inggris nya nanti malah bngung
Bgtu?
(I : So the conclusion is you think that EMI is beneficial, because the students become understand about English then be accustomed to use English, you had difficulty when finding unknown vocabulary that made you confused. And you choose 50:50 on using EMI, because if English is more used you will be confused. Is it correct?)

(M3.O8 : Yes, because I am low in English)

[9:37 PM, 6/29/2019] I: Oke ☐
Oke dek, udah semua ni pertanyaannya
Trmksh bnyk atas kesiadannya utk tk wawancara☐
Smga skill bhs inggrismu lbh baik lg ya dek
Trmksh sudah mau membantu

(I : Okay, that’s all questions. Thanks a lot for your readiness to be interviewed. Wish your English skill will be better. Thanks a lot for helping me)

M3.O8: iya kak aamiin sama"

(M3.O8 : Yes, sist. Amein)
Session 1
I : Tak rekam yaa..biar nanti saya transkripnya gampang. Jadi ini (wawancaranya) tentang pendapat, jadi sesuai pendapat kalian aja, ngga ada jawaban salah bener, ditanya soal (materi) Bahasa Inggris juga engga. Mulai dari M4.F1 dulu yaa, bagaimana tanggapan kamu mengenai penggunaan EMI untuk kelas X di Smanda ini dalam pelajaran Bahasa Inggris? Maksudnya bagus, kurang setuju apa sependapat?
(M4.F1 : Emm.. just agree because we are practising our language skill, Miss)

I : Melatih (dalam hal) apa ni?
(M4.F1 : Practising in what?)

I : Speaking juga ya?
(I : The speaking [skill] too, right?)
M4.F1 : Ya
(M4.F1 : Yes)

I : Terus kalo dari M4.F2? Pertanyannya sama
(I : Then how about M4.F2? The question is same)

M4.F2 : Ada setuju ada ngga setujunya sih, bu
(M4.F2 : I've positive and negative view, Miss)

I : Kenapa? Setujunya apa?
(I : Why? What is the positive side?)

M4.F2 : Emm, kalo setujunya itu ya kayak M4.F1, bisa mengasah kosakata kayak biar mudah dalam bicara Bahasa Inggris. Kalo ngga setujunya tu kalo Mom X udah mulai njelesin materi tu kadang kan pake Bahasa Inggris kita masih belum begitu mudeng, jadinya belum bisa nerima
(M4.F2 : Ehm, for the positive side is like M4.F1, can hone the vocabulary so that we will be easy on speak English. For the negative side is when Mom X had been begun explaining the materials using English, we were still not understanding too much, so we could not accept yes)

I : Oh, begitu. Berarti nganu ya kalau misal untuk komunikasi ke siswa setuju saja, jadi misalkan sambil latihan Listening, Speaking juga
(I : Oh, well. So, for communicating with the students just agree, by doing communicating while practising the Listening and Speaking, right?)

M4.F2 : Iya iya
(M4.F2 : Exactly)

I : Tapi kalo udah masuk ke materi sudah bingung gitu ya?
(I : But when beginning to explain the materials, you were confused, is it right?)

M4.F2 : Iya
(M4.F2 : Yes, it is)

I : Kalo dari M4.F3?
(M4.F3 : How about you M4.F3?)

M4.F3 : Ngga setuju
(M4.F3 : I do not agree)

I : Ngga setuju? Alasannya?
(I : Do not agree? What is the reason?)
M4.F3: Karena terlalu.. cara mengajarnya itu terlalu langsung gitu lho
(\textit{M4.F3} : \textit{Because too.. the method of teaching was too direct})

I: Langsung gimana maksudnya?
(\textit{I} : \textit{What do you means with direct?})

M4.F3: Kayak muridnya tu belum mudeng kosakatanya tapi gurunya sudah ngasih kosakata yang paling sulit-sulit gitu lho
(\textit{M4.F3} : \textit{Such as the students had not understood the vocabulary, but the teacher had given the hard vocabulary})

M4.F4: Mak bedhundhuk langsung Bahasa Inggris kabehe gitu lho
(\textit{M4.F4} : \textit{Suddenly the teacher used English at all})

I: Oh berarti misal siswa itu kosakatanya vocabnya masih kurang, tapi beliau langsung banyak pake Bahasa Inggris jadi siswa...
(\textit{I} : \textit{Oh, so the students had low vocabulary, but the teacher used English too much directly so the students...})

M4.F3: Iya, kayak terlalu memaksan
(\textit{M4.F3} : \textit{Yes, such as too pushy})

I: Oh yaya
(\textit{I} : \textit{Well well})

M4.F2: Makanya kita jawabnya yes yes, ben cepet rampung
(\textit{M4.F2} : \textit{That why we just answered 'yes yes', to make it finished fastly})

M4.F1: H.e
(\textit{M4.F1} : \textit{Exactly})

I: Terus kalo dari M4.F4?
(\textit{I} : \textit{How about from M4.F4?})

M4.F4: Kalo aku si setuju setuju saja
(\textit{M4.F4} : \textit{If me, I just agree})

I: Setuju saja, alasannya?
(\textit{I} : \textit{Just agree, what is the reason?})

M4.F4: Soalnya kan, kalo gurunya pake vocab baru, baru kita denger jadi kita nambah wawasan
(\textit{M4.F4} : \textit{Because if the teacher used new vocab, then we heard we were being add the insight})

I: Nambah kosakata gitu ya?
M4. F4: Iyaambah kosakata. Terus kalo ngomongnya pake Bahasa Inggris gitu kan juga bisa tahu cara ngucapinnya

(M4. F4 : Yes, adding the vocabulary. Then when speak using English, we can know the pronunciation)

Session 2
I : Pertanyaan kedua, saat guru pake EMI di kelas Bahasa Inggris, kesulitan apa yang kalian alami terus dampaknya apa? Mulai dari M4. F1
(I : The second question, when the teacher used EMI in English classroom, what did difficulties you have and what was the impact? Start from M4. F1)

M4. F1 : Kesulitannya, kan ada kayak kata yang mirip diucapkan itu lho
(M4. F1 : The difficulty was similar words that pronounced)

I : Oh ada vocab yang pelafalannya mirip gitu ya? Dampaknya?
(I : Oh, there is vocab that have similar pronounced right? What was the impact?)

M4. F1 : Iya, dampaknya jadi agak ngga mudeng
(M4. F1 : Yes, the impact was being misunderstood)

I : Ngga faham sama yang dimaksud guru gitu ya?
(I : You misunderstood to the teacher’s meant, right?)

M4. F1 : Iya
(M4. F1 : Yes)

I : Lah terus dalam mengatasi kesulitan itu, kamu tu gimana si cara ngatasinnya? Misal tanya sama guru ‘bu bedanya ini sama ini apa?’ apa tanya sama temen, apa nyari tau sendiri apa gimana?
(I : Then on solving that difficulty, how did you do? For example asking the teacher ‘Mom, what is the differences between this and this one?’ or asking your friends, or looking for by yourself or how did you do?)

M4. F1 : Biasanya tanya temen, kalo ngga mempertajam pendengaran
(M4. F1 : Generally I asked to my friend, or sharpen hearing)

I : Oh, lha terus ngga tanya sama gurunya langsung?
(I : Well, why did you not ask to your teacher directly?)

M4. F1 : Ngga berani. Gurunya udah ngomong sampe sana, masak saya masih sampe sini, cepet banget ngomongnya
(M4. F1 : I did not have courage. The teacher had talked over there, why I was still here, the talked was fast)
I : Kan biasanya guru kalo udah selesai njelasin ‘ada pertanyaan ngga?’, lha kamu ngga berani tanya?
(I : Well commonly if the teacher had finished on explaining ‘is there any question?’, did you not ask, didn’t you?)

M4.F1 : Oh lah pas dikasih pertanyaan apa yang mau ditanyain lupa ek bu apa yang mau ditanyain ek bu, saking banyaknya pertanyaan
(M4.F1 : When given the question what would be asked, I forgot Miss of what I wanted to asked, cause of too many questions)

I : Kalo dari M4.F2, apa kesulitannya?
(I : How about M4.F2, what was the impact?)

M4.F2 : Kesulitannya tu kalo Mom X udah mulai pake vocab yang banyak gitu lho bu, udah kayak harus nginget-ninget satu kamus gitu lho bu rasanya tu. Jadi sekalinya Mom X nerangin tu udah ada vocab baru vocab baru di setiap kalimat
(M4.F2 : The difficulty was when Mom X had been starting to use many [unknown] vocab, Miss. It has been like I had to remember one dictionary, Miss. So, once Mom X explained, there was new vocab and new vocab in every sentence)

I : Yang kita asing gitu ya?
(I : Which we felt unknown, right?)

M4.F2 : Iya
(M4.F2 : Yes)

I : Terus dampaknya apa buat kamu sendiri?
(I : Then what was the impact for yourself?)

M4.F2 : Emm materinya itu terus kayak ngga mudeng gitu sama maksud dari materinya
(M4.F2 : Ehmm.. the materials were like I did not understand to the mean of the materials)

I : Terus kalo dari yang diomongin Mom X?
(I : How about from what talked by Mom X?)

M4.F2 : Yaa ada faham-fahamnya dikit-dikit
(M4.F2 : Well I understood little bit)

I : Tapi kalo materi jadi kabur gitu ya?
(I : But for the material became blurred, right?)

M4.F2 : Iya
(M4.F2 : Yes)
I : Terus cara kamu mengatasi kesulitan tadi apa?
(I : How did you solve that difficulty?)

M4.F2 : Kadang kalo Mom X ngomong, ada vocab baru kadang ditulis nanti dicari di kamus
(M4.F2 : Sometimes when Mom X talked, there was new vocab then I would write and looked for [the meaning] at dictionary)

I : Lha terus kalo ngga mudeng sama materinya kamu gimana? Apa cari sendiri di rumah, google-google materi ini maksudnya apa sih
(I : How did when you misunderstood to the materials? Did you look for by yourself at home, googling the materials?)

M4.F2 : Iya kadang nyari google kalo ngga tanya sama kakak
(M4.F2 : Yes sometime I looked for at google or I asled to my old sister)

I : Okay, M4.F3 kesulitannya apa?
(I : Okay, M4.F3! What did difficulties you have?)

M4.F3 : Sama kayak M4.F1, kayak cara pengucapannya itu lho yang kayak ada yang sama gitu, terus ngolah katanya juga agak kesulitan
(M4.F3 : Same as M4.F1, the way to pronounce seemed similar, then to manner the words also geting difficulties)

I : Olah kata? Kayak subject, subjectnya dimana? Oh berarti masih bingung grammar ya?!
(I : Manner the words? Such as subject, where is the subject? Oh, it means that you still confused concerning to grammar?)

M4.F3 : Iya, baru mudeng kayak kata-katanya, tapi kalo ngolah katanya belum bisa
(M4.F3 : Yes, I just still understood the words, but for manner the words I still couldn’t do it)

I : Kalo apa?
(I : Pardon me?)

M4.F3 : Ngolah kata, kalimat gitu
(M4.F3 : Manner the words, sentence I means)

I : Oh berarti kayak misal untuk nulis, ngomong gitu?
(I : Oh, for example if you want to write or speak, like that?)

M4.F3 : Iya
(M4.F3 : Yes)
I: Berarti kalo misal guru nanya apa, njawabnya bingung gitu?
(I: Therefore if the teacher asked something, you confused to give response, right?)

M4.F3: Iya gitu
(M4.F3: Exactly)

I: Terus dampaknya apa? Mudeng sama materi ngga?
(I: Then what was the effect? Did you understand to the topics?)

M4.F3: Sedikit, sebagian besar kayak nyari sendiri, nyari kosakata sendiri
(M4.F3: Just a little bit, almost all topic I looked for independently, looked for the vocab independently)

I: Nyari vocab yang ngga tau tadi ya?
(I: Didn’t you look for the unknown vocab, did you?)

M4.F3: Iya
(M4.F3: Yes, I did)

I: Itu ngga bisanya nanya banyak nanya vocab apa materi?
(I: That you could not, was it asking the vocab or the material?)

M4.F3: Vocab
(M4.F3: It was vocabulary)

I: Terus kalo dari M4.F4 kesulitannya apa?
(I: How about M4.F3, what did the difficulty you have?)

M4.F4: Kata-kata sama pengucapannya hampir sama
(M4.F4: The words and the pronunciation were looked same)

I: Oh, vocabnya aslinya beda tapi mbacanya hampir sama gitu ya?
(I: Oh, the vocab was actually different, but the pronunciation was heard similar, right?)

M4.F4: Iya
(M4.F4: Yes)

I: Terus apalagi?
(I: What else?)

M4.F4: Terus cara bacanya masih bingung
(M4.F4: The way to pronounce I was still confused)

I: Terus dampaknya apa?
What was the affect?

M4.F4: Jadi nyalah ngartiin
(M4.F4: I was wrong on translating)

I: Tapi kalo materinya mudeng ngga?
(I: Did not you understand to the material, did you?)

M4.F4: Kalo dipelajari lagi di rumah, mudeng. Soalnya ada yang ngajarin
(M4.F4: If reviewed at home, I understood. Because someone taught me)

I: Oh, cara ngatasi kesulitannya belajar di rumah?
(I: Oh, the way to solve difficulty was learning at home?)

M4.F4: Iya
(M4.F4: Yes)

I: Tapi kalo dari penjelasan guru ada yang mudeng ngga?
(I: How about the teacher’s explanation? Was there any material that you understood?)

M4.F4: Mudeng sedikit
(M4.F4: I was, but just little bit)

I: Terus cara kamu mengatasi kesulitan tadi?
(I: How did you do to solve that difficulty?)

M4.F4: Diulangi di rumah, tanya sama orang tua
(M4.F4: Reviewed at home, asked to the parents)

I: Kalo tanya sama guru, temen?
(I: If asked [at the class], to the teacher or friend?)

M4.F4: (kalo) guru ngga berani
(M4.F4: I did not have courage to ask the teacher)

Session 3

I: Terus, pertanyaan terakhir tapi ada 2. Kalo tadi kan pendapat kalian untuk yang udah lewat yaa.. kalo ini pendapat kalian untuk ke depannya. Sebanyak/sesering apa sih sebaiknya Bahasa Inggris digunakan sebagai bahasa pengantar di kelas Bahasa Inggris untuk kelas X? Kalo tadi kan katanya guru kalian pake 90% Bahasa Inggris, 10% Bahasa Indonesia, nah sebaiknya itu presentase (penggunannya) itu berapa gitu lho?
(I: And then, the last questions, but there is two questions. In the previous research is asking about the past experienced, then now you will be asked by your opinion for the upcoming. How much English shall be used as language pf
instruction in English lesson for the tenth grade students? You said that the teacher used 90% for English and 10% for Bahasa, well how much the percentage shall be?)

M4.F1 : Yang C, biar mudeng yang diomongin guru, terusss
(M4.F1 : Which C, so that we can understand to what teacher talks, then...)

I : Faham materi juga ya?
(I : Understand to the materials too, right?)

M4.F1 : Iya
(M4.F1 : Yes)

I : Tapi kenapa ngga 100% aja?
(I : But how does not 100%?

M4.F1 : Yaa nanti kalo Bahasa Inggris semua malah ngga mudeng
(M4.F1 : Well, if full English we do not understand)

I : Terus harapan kamu/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris ke depannya gimana? Apa dihilangkan, ditingkatkan, diperbaiki apa gimana?
(I : What is your hope/suggestion according to the usage of EMI in English lesson for the upcoming?)

M4.F1 : Emm..harapannya lebih menggunakan vocab yang sering didengar
(M4.F1 : Ehms.. the hope is more to use the most heard vocab)

I : Oh, berarti menggunakan vocab yang kira-kira dari siswa itu banyak yang tahu itu ya?
(I : Oh, so it can be using vocab that roughly the students know that, right?)

M4.F1 : Ya
(M4.F1 : Yes)

I : Mungkin kalo ada vocab baru, siswa itu sedikit demi sedikit..
(I : May be if any new vocab, the students are little by little..)

M4.F1 : Iya terus kalo ada vocab baru, guru itu sama ngomong itu artinya apa
(M4.F1 : Yes, then if any new vocab, the teacher also talks what is the meaning)

I : Oh berati nanya ke siswa ‘tau artinya ini ngga?’ faham dicek pemahaman siswa itu ya?
(I : Oh, do you mean that the teacher asks to the students ‘do you know the meaning of this word?’, checking the students’ understanding, right?)

M4.F1 : Iya
(M4.F1 : Yes)

I : Jadi siswa itu ngga ketinggalan ya?
(I : So the students do not missed, right?)

M4.F1 : Iya
(M4.F1 : Yes)

I : Kalo dari M4.F2, berapa persen?
(I : How about M4.F2, how much the percentage?)

M4.F2 : Milih B
(M4.F2 : I choose B)

I : Alasannya?
(I : What is the reason?)

M4.F2 : Kalo 75% Bahasa Inggris tu biasanya guru kayak njelasinnya pake Bahasa Inggris itu, nanti diselingi Bahasa Indonesia sedikit-sedikit seperti kalo vocab yang mungkin belum diketahui sama siswa (M4.F2 : If 75% English is used by the teacher to give explanation, then interspered by Bahasa just a little when any vocab looked unknown for the students)

I : Terus harapan kamu ke depannya untuk penggunaan EMI ini?
(I : Then how is your hope or suggestions for the usage of EMI?)

M4.F2 : Emm harapannya tu kalo ya semisal guru mengucapkan Bahasa Inggris gitu, dicari vocabnya yang susah nanti biar dicari (artinya) di rumah (M4.F2 : The hope is the teacher utters English sentence, loed for the meaning of difficult vocab at home)

I : Oh berarti guru meminta siswa untuk nyari artinya gitu?
(I : Does it mean that the teacher ask the students to look for the meaning, doesn’t it?)

M4.F2 : Iya, habis itu kalo misalnya udah dapet banyak vocab yang ditulis itu kayak ditulis di buku atau ditempel di belakang kelas biar inget terus sama vocabnya (M4.F2 : Yes, it does. After the students have got many vocab which was written, copy out it in the book or patch it behind the class, in order to make us remember that vocab)
I : Oh berarti kayak ditekankan ke vocabnya, guru juga ngecek kemampuan vocab siswa gitu?
(I : Does it mean that is focused on vocab, the teacher also checks the students' vocab ability, doesn't it?)

M4.F2 : Ya
(M4.F2 : Yes, it does)

I : Kalo dari M4.F3, berapa persen?
(I : How about M4.F3, how much the percentage?)

M4.F3 : Fifty:fifty
(M4.F3 : Fifty:fifty)

I : Alasannya?
(I : What is the reason?)

M4.F3 : Biar imbang aja, kalo Bahasa Inggrisnya kebanyakan nanti jadi bingung
(M4.F3 : Just so it is balanced, if English is too much, we will be confused)

I : Terus harapan/saran kamu ke depannya untuk penggunaan EMI?
(I : Then your hope/suggestion for the upcoming to the usage of EMI?)

M4.F3 : Emm.. ditingkatkan
(M4.F3 : Ehm.. be improved)

I : Ditingkatkannya yang gimana?
(I : How is the improvement?)

(M4.F3 : Such as more vocabulary, added little by little, do not directly much)

I : Berarti penggunaan EMI itu perlu ditingkatkan tapi caranya nambah vocab barunya sedikit-sedikit, ngga langsung biar siswa tidak bingung?
(I : So the usage of EMI needs getting improvement but the method is adding the new vocabulary little by little, do not directly much so the students do not confuse?)

M4.F3 : Iya
(M4.F3 : Yes)

I : M4.F4, berapa persen kira-kira?
(I : M4.F4, how much roughly?)
M4.F4 : Yang B

(M4.F4 : Which B)

I : Alasannya?

(I : What is the reason?)

M4.F4 : Kan namanya juga Bahasa Inggris, jadi Bahasa Inggrisnya harus lebih banyak daripada Bahasa Indonesia

(M4.F4 : Well the lesson is English, so English must be more used than Bahasa)

I : Terus Bahasa Indonesiannya?

(I : How about Bahasa?)

M4.F4 : Bahasa Indoneisianya kan buat njelasin Bahasa Inggris yang susah dimengerti baru pake Bahasa Indonesiannya

(M4.F4 : Bahasa is to explain [the materials using] English which hard to be understand, then use Bahasa)

I : Terus harapan/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris ke depannya itu apa?

(I : What is your hope/suggestion according to the usage of EMI in English lesson for the upcoming?)

M4.F4 : Pake kosakata yang di kehidupan sehari-hari saja, biar bisa diterapin

(M4.F4 : Use the vocabulary which commonly used in daily activities, so that we can be applied)

I : Okay, selesai. Kok dari tadi kalian mbahasnya vocab-vocab. Emangnya Mom X sesulit itu ya pake vocabnya?

(I : Okay, finish. I wonder why you talked about vocab. Is Mom X too hard on using the vocabulary?)


(M4.F2 : The talk was fast, using English so made us did not understand)

I : Coba dimulai dari M4.F1, tulisan saya dibaca kira-kira sudah pas sama yang tadi kalian sampaikan ngga? Kalo ada yang ngg pas biar tak benerin

(I : Please start from M4.F1, read my hand writing whether it has been suitable to what’s your thoughts or not. If there is not suitable, I’ll change it)

[The students read interviewer’s hand writing]

I : Okay, makasih banyak yaa

(I : Okay, thanks a lot yaa)
Siswa : sama-sama bu
(Students : You’re welcome, miss)
Interviewer : I
Respondent : M4.01

I
: Assalamualaikum
Maaf, bener ini M4.O1 Mipa.4??
Ini Mb Khori', PPL bhs inggris tahun kmren
(I : Assalamualaikum. Excuse me, is this right M4.O1 from Mipa 4? I'm Khori', pre-service English teacher last year)

(M4.O1 : Yes, right. What's wrong, sist? Wa’alaikumsalam)

[9:03 PM, 6/20/2019] I: Gini dek
Jadi saya kan lg skripsi Alkhamdulillah, skripsi kan penelitian to
Nah penelitian saya itu butuh wawancara sm anak²kelas nya yg diajar Bhs Inggris Bu X
Kalo msal saya minta bantuan ke kamu bisa ngga??
(I : So, I'm on going to finish my graduating paper, cause of that I need to do research. My research is interviewing students whom the English lesson taught by Mom X. If I ask for help, could you?)

M4.O1: saya bisa bantu gimana mbak?
(M4.O1 : What I could do for you?)

I: Dek, nk kamu bs tk wawancara online ngga?
(i : Could you interviewed via online?)
M4.O1: skrg aja mbak gpp (M4.O1: It’s okay for now)

I: Oke
Kita mulai yaa
Bener ngga sih dek guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I: Okay, let’s start the interview. Is it right that your English teacher often to use English to explain and interract along the learning activities?)

M4.O1: iya sering, tp kalo jelasin kadang pake bahasa Indonesia (M4.O1: Yes, it is often. But for explaining sometimes also use Bahasa too)

I: Kira² brapa presentase nya?
(I: How many the percentage?)

M4.O1: kira² 70%-80% (M4.O1: Around 70% to 80%)

I: Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I: Did there many students get difficulties or they like it?)

M4.O1: banyak yg kesulitan, mengeluh, hampir semua siswa (M4.O1: Many students got difficulties, complained, almost all student)

I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I: Okay okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interract in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

M4.O1: paham mbak (M4.O1: Yes, I do)

Question 1
I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
Pendapat kamu tu gmana sm penggunaan EMI ini, bagus engga, setuju engga, apag a setuju,
I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Your opinion concerning to the usage of EMI whether it is beneficial or not, agree or not?)

(M4.O1 : In my opinion, I agree, because for improving students’ speech or vocabulary, but it needs to be applied slowly so that students may understand)

(I : Okay, next yaa)

(M4.O1 : Okay)

Question 2a
[12:58 PM, 6/26/2019] I: Kesulitan apa yg kalian alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : What did your difficulties when the teacher used EMI in English lesson? How was the impact?)

(M4.O1 : Difficult to understand the meaning from every sentence uttered by teacher, the impact student became did not understand to what teacher uttered)

[1:00 PM, 6/26/2019] I: Kalo dampaknya buat kamu sndiri apa?
(I : Hoe about the impact for yourself?)

(M4.O1 : For my self, this is a burden, because I did not understand to the material and made me missed the learning materials)

Question 2b
[1:02 PM, 6/26/2019] I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah?
Atau gmana biasa nya?
(I : How did you usually overcome that difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what?)

(M4.O1 : Commonly I asked to the teacher, how was the material, sometimes I also asked my friends)

[1:09 PM, 6/26/2019] I: Dg bertanya sm guru/temen itu, sudah cukup membantu dlm memahami materi yg tertinggal?
(I : By asking teacher/friend, was that enough to help you on understanding the missed material?)

(M4.O1 : Yes, that was enough)

**Question 3a**
[1:12 PM, 6/26/2019] I: Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Kira², sebanyak/se sering apa si sebaiknya bhs inggris digunakan sbg bahasa interaksi di dlm mapel bhs Inggris utk siswa kelas X?
Dipilih slh satu
(I : The previous questions are concerning to experiences, while now is concerning to the upcoming. Approximately, how much English shall be used as language of instruction in English lesson for the upcoming?) [send picture of question 3a]

(M4.O1 : I choose B)

[1:16 PM, 6/26/2019] I: Alasannya/mungkin penjelasannya pelaksanaan kalo pake yg B itu gmana?
(I : What is the reason or the implementation of how to apply B?)

[1:16 PM, 6/26/2019] M4.O1 kalo bicara biasa sama murid pake bahasa inggris, tp pas jelaske pake bahasa Indonesia
(M4.O1 : When speak to students may use English, but when explaining may use Bahasa)

[1:17 PM, 6/26/2019] I: Biasa nya kan lbh bnyk menjelaskan to drpd interaksi ke siswa?
Apa gmana biasa nya?
(I : Was usually more explain than did interact with students? Or how?)
(M4.O1: This teacher was more spoke with students, used English too)

[1:19 PM, 6/26/2019] I: Oh gitu, oke²
Jd karna penjelasan materi pake Indo, kita mudah faham ya?!
Nah pas ngmg sm siswa pake bhs inggris sekalian buat latihan speaking gt ya?!
(I: Oh okay. So because the explanation to the materials use Bahasa, we are easy to understand ya? While to speak with students use English, in order to speaking practise, right?)

(M4.O1: Yes, right)

[1:20 PM, 6/26/2019] I: Oke, pertanyaan trakhir
(I: Okay, the last question)

(M4.O1: Okay)

Question 3b
[1:20 PM, 6/26/2019] I: Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misal ditingkatkan, dipertahankan, dikurangin, dihilangkan, diperbaiki apa gmana?
(I: What is your hope or suggestion concerning to the usage of EMI in English lesson for the 10th grade students for the upcoming? For example be improved, be kept, be decreased, be removed, be upgraded or how shall be?)

(M4.O1: My hope, EMI in the 10th grade may be improved and be upgraded so that the 10th grade students will be more proficient in English grammar)

[1:22 PM, 6/26/2019] I: Ditingkatkannya yg bagaimana?
Diperbaikinya yg dlm hal apa dan harus bagaimana?
(I: How to be improved? What the things that shall be upgraded and how?)

(M4.O1: Pay more attention to the students who have could and have not. Be upgraded on public speaking)

[1:24 PM, 6/26/2019] I: Bisa dlm hal materinya apa praktek speaking nya?
Kan kdn ada yg bs speaking, tp materi kurang, bgtu jg sebaliknya
Saya masih blm dpt point yg ini, masih misunderstanding

(I : It can on the materials or on speaking practise? Therefore sometime there is a student can on speaking, but for the materials they confuse, and vice versa. I still get misunderstanding of what tou talk?

(M4.O1 : already can in the materials, but the public speaking is still low)

[1:26 PM, 6/26/2019] I: Yg kamu mksd mgkn speaking pake bhs inggris dlm keseharian apa di depan umum? Kalo public speaking itu kyk pidato/sambutan ngmg bhs inggris di depan umum lho
(I : What do you meant with speaking? Is it in daily activities or public? If public speaking is such as speech or welcoming speech)

(M4.O1 : Therefore some students in my class have low in public speaking, that shall be upgraded by the teacher, with doing practise which can make students are fluent in speaking)

(M4.O1 : In the daily activities may be asked to do speech in front of the class, practise assignment for story telling in the class)

[1:29 PM, 6/26/2019] I: Tak cek yaa, sesuai dg yg kamu mksd ngga
(I : Let me check yaa, whether it is suitable with your meant or not)

[1:31 PM, 6/26/2019] I: Mnrt kamu, EMI itu perlu ditingkatkan, dlm artian guru lbh memperhatikan (membedakan) siswa yg sudah bisa dan yg masih kurang
Diperbaiki dlm artian, guru lebih memperhatikan kemampuan speaking siswa, baik dlm komunikasi ke sesama atau interaksi, juga dlm hal public speaking spt kalau maju story telling di depan kelas
Ringkasan saya sesuai ngga dg yg kamu maksud?
(I : Depend on your thought, EMI needs to be improved, in the term that teacher pay more attention students who have understood and have not. Be upgraded in the term that teacher pay more attention on students’ speaking skill such as story telling in front of the class. Is my resume have been suitable to your ideas?)

(M4.O1 : Yes)
I: Oke, pertanyaan nya sudah semua
Makasih bnyk atas waktu dan pemikirannya

(I : Okay, that's all the questions. Thanks a lot for the time and ideas)

M4.O1: oke mbak masama

(M4.O1 : Okay, sist. Same same)
I: Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs inggris tahun kmren
Saya butuh wawancara buat skripsi, via chat WhatsApp aj ya siih
Kira² kamu bs mbantu saya ngga?
(I: Assalamualaikum. Hello I’m Khori’, the pre-service English teacher last
year. I need interview for my graduating paper, just via WhatsApp’s chat. Could
you help me, please?)

(M4.O2: Waalaikumsalam. Yes, I could please)

[2:24 PM, 6/26/2019] I: Skrg bisa?
(I: Are you available for now?)

(M4.O2: Yes, I am)

[2:26 PM, 6/26/2019] I: Oke
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin
dan interaksi sm siswa waktu pelajaran?
(I: Okay, let’s start the interview. Was it right that your English teacher
often to use English to explain and interact along the learning activities?)

indonesia tp ya agak nggak ngerti sih apa yang dimaksud gurunya sama yang
ditangkap siswa tu beda
(M4.O2: No, it was not always. Sometimes also used Bahasa but we
rather did not understand of what teacher’s meant. That was different to the
students’ acceptance)

[2:29 PM, 6/26/2019] I: Oh gt, sering misunderstanding gt ya?
(I : Well, do you mean such as misunderstanding?)

(M4.O2 : Exactly)

[2:30 PM, 6/26/2019] I: Wah oke²
Kira² kamu atau siswa kebanyakan itu mengalami kesulitan ngga sih saat guru sering pake bhs inggris di kelas?
(I : Well okay. Roughly, did you or most of students have difficulties when the teacher was often to use English in the class?)

(M4.O2 : Yes, we did. Well we were often being misunderstood to the meanings, so we were rather difficult to catch the explained materials)

[2:34 PM, 6/26/2019] I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interation in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

(I : Well I do)

Question 1
[2:36 PM, 6/26/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(M4.O2 : Beneficial, agree)
[2:39 PM, 6/26/2019] I: Alasannya?
(I : What is the reason?)

We can be accustomed to use English, so when the learning process we may to get two materials at once, the first is the material which is taught and the second we may get new words and can be accustomed to interact use English

Question 2a
I: Oke, lanjut
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

M4.O2: Kesulitannya tu kita agak susah buat mengerti sama arti yang dimaksud dampaknya ya kita jadi susah menangkap pelajaran
(M4.O2 : The difficulty was we were being difficult to understand of the meaning from teacher’s meant. The impact was we were difficult to accept the lesson)

I: Ketinggalan materi ngga?
(I : Did you miss the material, didn’t you?)

M4.O2: Iyaa itu jugaa tp kalo aku masih bisa les jadi masi ngerti lah sama materinya
(M4.O2 : Yes, I did. But I still could getting English tutor so well I still understood the materials)

M4.O2: Iyaa
(M4.O2 : Yes, I was)

I: Kyk nya mnjwb pertanyaan yg slth ini
(I : I think you have answered the next questions)

Question 2b
I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
(I : How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)
M4.O2: For solving the problem, I would be more enjoy to ask my friend or my English tutor, because if asked to the teacher I still got misunderstanding.

I: Biasanya selain les, dipelajari sndiri jg ga?
(M4.O2: Beside getting English tutor, did you learn by yourself?)

M4.O2: Kalau itu, waktu ada tugas aja
(M4.O2: For that, if I had assignment)

Question 3a
I: Oh oke
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
(M4.O2: What does it mean?)

I: So, roughly in the upcoming how much English shall be used for the tenth grade students in English lesson? If you still do not understand, in the last experiencing an academic year how the percentage of using English done by your teacher?)

M4.O2: 50% inggris 50%indonesia
(M4.O2: 50% for English and 50% for Bahasa)

I: Ini yg real dipraktekkin sm gurumu?!
Iyaa (M4.O2 : Yes, right)

Lha yg utk depannya, kira² brapa presentasenya? Bisa milih difoto td
(I : How about for the upcoming? How much the percentage? You can choose like in the picture before)

Inii (M4.O2 : This one [pointed his message before --×50% for English and 50% for Bahasa])

Alasannya?
(I : What is the reason?)

Kita tu terkadang bisa ngerti kalau njelasinnya tu terkadang pake bahasa indonesiia
(M4.O2 : Sometimes, we could understand if the explanation used Bahasa)

Klau bahasa inggris trus ntar malah susah nangkep materinya
(M4.O2 : If English is used continuosly we will be difficult to accept the materials)

Jd msal saat guru pertama njelasin pake bhs inggris, hbs itu diperjelas lg dg bhs Indo Bgtu?
(I : So, if the teacher explains using English, then the teacher clarify the materilas using Bahasa, right?)

Iya gitu jadi kalau muridnya tanya , gurunya tu setidaknya paham kalau muridnya gamudng artinya jadi dijelasin pake b indo
(M4.O2 : Exactly, so if the students ask, at least the teacher understand that students do not understand. Then the teacher explain again using Bahasa)

Lha biasanya ada yg nanya ngga tntg materi yg krng faham?
(I : Did usually any student ask the materials which they still misunderstood?)

Adaa tp cuma beberapa
(M4.O2 : Yes, they did. But just some students)

Oke kita ke pertanyaan trakhir
(I : Well, we go to the last questions)
**Question 3b**

[3:09 PM, 6/26/2019] I: Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya?? Misalnya dipertahankan, ditingkatkan, diperbaiki, dikurangi, dihilangkan atau gmana? Penjelasannya gmana?

(I : What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? The example may be kept, be increased, be upgraded, be decreased, be eliminated or how shall be? How’s the explanation?)


(M4.O2 : My hope is in the upcoming do not be real 100% to use English, because it is difficult to understand the materials, well just be upgraded more)

[3:13 PM, 6/26/2019] I: Lha td katanya 85% realnya?

(I : You said before that the real was 85%?)


(M4.O2 : I mean do not often to use English)

[4:17 PM, 6/26/2019] I: Oke Lha diperbaikinya yg gmana ni mksdnya? Dr segi apa yg harus diperbaiki?

(I : Well, what do you mean to be upgraded? On what side which shall be upgraded?)


(M4.O2 : From the explanation)

[4:21 PM, 6/26/2019] I: Lha memangnya kmren ngga jelas?

(I : Was the last time unclear?)


(M4.O2 : Yes, still unclear)

[4:24 PM, 6/26/2019] I: Kurang jelasnya itu guru nya yg muter², apa pengucapannya, apa kata²nya krng bs difahami apa gmana?

(I : The unclear was the teacher whom explained rounded or the pronunciation, or the words were not understandable or how it was?)

(M4.O2 : The pronunciation and when explaining were too fast)

[4:29 PM, 6/26/2019] I: Oh gt brati lbh ke diperbaiki ya dlm penjelasan, spt pengucapan dan ga kecepeten jd siswa bs nangkep materi nya dan apa yg beliau mksd
(I : Well so it must be upgraded more on the explaining, such as the pronunciation and do not too fast. So the students may accept the materials and what teacher talk)

(M4.O2 : Yes, exactly)

[4:30 PM, 6/26/2019] I: Oke, makasih bnyk dek atas waktu dan kesediaannya
(I : Okay, thanks a lot for you time and readiness)

(M4.O2 : Okay)
Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs inggris tahun kmren
Saya butuh wawancara buat skripsi, via chat WhatsApp aja sih? Ga harus ketemu
Kira² kamu bs mbantu saya ngga?
(I : Assalamualaikum. Hello I’m Khori’, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(M4.O3 : Yes, I could. But I do it while playing game, may I?)

[1:44 PM, 6/26/2019] I: Wah, tp kira² njawabnya bs maksimal ngga ni? Hehe
(I : Ehm., do you think that you can answer the questions maximally?)

(M4.O3 : Insyaallah, I can)

[1:45 PM, 6/26/2019] I: Oke
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin
dan interaksi sm siswa waktu pelajaran?
(I : Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

If explaining the materials it was mixed to Bahasa. But when meet on the way I used Bahasa.

Pas waktu pelajaran aja dek yg ditanyakan
Kira² brapa presentase nya kalo di dlm kelas?
(I : I mean it was just on the lesson that asked in this question. How much the percentage of using English along the learning?)

It was around 70% maybe

Itu bhs inggrisnya?
(I : Is that the English usage?)

Yes, that is

Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Did there many students get difficulties or they like it?)

Nga sih soalnya kalo nga tau artinya di kasih tahu sam gurunya
Kalo saya malah seneng karena nambah kosa kata bhs inggris saya
(No, they did not. Because if we did not know, the teacher would tell the meaning. For me, I was rather like because it was adding my English vocabulary)

Wah sejauh jwbn kamu paling beda sm yg lain
Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Wow, so far you response was the most different. Well. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interaction
in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)


(M4.O3 : Because I was often to playing game with foreign people. Yes, I do)

Question 1
[1:55 PM, 6/26/2019] I : Wuihh lmyan buat latihan ya, hehe
Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
(I : Wow.. it is not bad yaa for getting practise. Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(M4.O3 : Well it's beneficial, because it can be used as practise English)

[2:02 PM, 6/26/2019] I : Kalo materi nya jg kamu ngga merasa tertinggal?
(I : For the materials, did you miss it?)

(M4.O3 : No, I didn’t)

Question 2a
[2:11 PM, 6/26/2019] I: Oke lanjut
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris?
Bagaimana dampaknya?
(I : Well, next. What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

(M4.O3 : The pronunciation was too fast. The impact was I was rather did not understand of what teacher uttered)
[2:16 PM, 6/26/2019] I: Tp kalo mslh materi kamu bner² ngga tertinggal ya?!
(I : But for the materials you were really did not miss, right?)

(M4.O3 : No, I did not)

**Question 2b**

[2:20 PM, 6/26/2019] I : Oke lanjut
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
(I : Okay, next. How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

(M4.O3 : Generally I asked my friend first, then if my friend did not know I would ask to other friend)

[2:22 PM, 6/26/2019] I: Loh tanya temen semua dong itu
(I : Well, do you mean you just ask to your friends)

(M4.O3 : Yes, I do)

[2:28 PM, 6/26/2019] I: Ga pernah nanya ke guru?
(I : Did you never ask to your teacher, did not you?)

(M4.O3 : Well if my friend did not know, I would ask to the teacher directly)

[2:34 PM, 6/26/2019] I : Berani nanya ke guru?
Kmren² jg prnh kyk gt?
(I : Did you have courage to ask the teacher? Did you yesterday do that, didn’t you?)

(M4.O3 : Yes, I did of course)
[2:37 PM, 6/26/2019] I : Pernah nanya ke guru?
Pake bhs apa?
(I : Did you ever ask the teacher? What did language you use?)

(M4.O3 : Yes, I did using Bahasa)

[2:41 PM, 6/26/2019] I : Bhs inggris juga pernah dong brarti?
(I : Do you mean that you also ever asked using English, didn’t you?)

(M4.O3 : Yes, I did but it was mixed to Bahasa)

**Question 3a**

[2:45 PM, 6/26/2019] I: Oke
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke
depannya ni
Kira², sebanyak/se sering apa si sebaiknya bhs inggris digunakan sbg bahasa
interaksi di dlm mapel bhs Inggris utk siswa kelas X?
Ini dipilih yg mana, trus penjelasan pelaksanannnya/alasannya kira² gmana
(I : Okay. The previous questions are about your opinion for happened
experiences, the next question is about for the future. How much English shall be
used as language of interaction in English lesson for the tenth grade? Please
choose one then give the reason or explanation for the implementation [send
picture of question 3a])

bahasa inggris sangat berguna
(M4.O3 : I think it is B, because nowadays English is very useful)

[2:57 PM, 6/26/2019] I : Contohnya dek?
(I : What is the example?)

bertemu orang luar negeri
(M4.O3 : When playing game using English, when meet to foreign
people)

[3:05 PM, 6/26/2019] I : Kalo utk pekerjaan, kira² trmsk ngga?
Question 3b

[3:10 PM, 6/26/2019] I : Oke kita ke pertanyaan trakhir
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misalnya dipertahankan, ditingkatkan, diperbaiki, dikurangi, dihilangkan atau gmana? Penjelasannya gmana?
(I : Okay, we go to the last question. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? For example may be kept, be increased, be upgraded, be decreased, be eliminated or how shall be? How’s the explanation?)

(M4.O3 : In my opinion it is suitable to be kept, because it has been beneficial enough in the implementation)

[3:14 PM, 6/26/2019] I : Iki lhe njawab tenan pora ki?
Kamu emg bisa to bhs inggris?
(I : Do you answer the question surely? Do you have skill in English?)

(M4.O3 : Yes, I do rather)

[3:17 PM, 6/26/2019] I : Lha mslh pengucapan yg terlalu cepet tadi, ga perlu diperbaiki?
(I : How about the fast pronunciation that you said before? Does it need to be upgraded, doesn’t it?)

(M4.O3 : Oh I forget.. Yes it is also need to be upgraded)

[3:21 PM, 6/26/2019] I : Brati ttp dipertahankan, tp bagian yg pengucapannya cepet itu mgkn bs dipelankan gt ya?
(I : Do you mean EMI still be kept, but the fast pronunciation can be slower, right?)
(M4.O3 : Yes, exactly)

[3:26 PM, 6/26/2019] I : Oke, jd kesimpulannya kamu setuju pake EMI, karna bermanfaat utk ke depannya, tp dg syarat gurunya kalo njelasin bs dipelankan lagi, ngga trlalu cepat jd bs didengar guru itu ngmg apa gt ya?
(I : Okay, so the conclusion is you agree to EMI, because it is useful for the future, but with condition the teacher can be slower when explaining, do not too fast so what teacher talk can be heard by the students, is it correct?)

(M4.O3 : Yes, it is)

[4:18 PM, 6/26/2019] I : Oke, makasih bnyk ya dek atas waktu dan kesediannya
(I : Okay, thanks a lot for your time and readiness)

M4.O3 : Ok siap
(M4.O3 : Well, never mind)
Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs inggris tahun kmren
Saya butuh wawancara buat skripsi, via chat WhatsApp aja sih? Ga harus ketemu
Kira² kamu bs mbantu saya ngga?
I : Assalamualaikum. Hello I’m Khori’, the pre-service English teacher last
year. I need you to be interviewed for my graduating paper. Could you help me?
The interview is via WhatsApp, there is no face to face)

(M4.O4 : Oh yes, I could. When the time is it?)

(I : When is your free time? Are you free now?)

(M4.O4 : How about tonight, sist?)

[2:11 PM, 6/26/2019] I : Gapapa sih, yg pas kamu free aja, biar njawabnya
jg maksimal kan hehe
(I : It’s no problem if you are free, so you can answer maximally)

(M4.O4 : Yes. I’ll text you again)

(M4.O4 : Does this interview use English?)

[2:12 PM, 6/26/2019] I: Oke
Engga dek, full bhs Indonesia kok
(I : Okay. No, this doesn’t. This is full Bahasa)

(M4.O4 : Okay, I can help you)

(I : Hello. Have you free now?)

(M4.O4 : Yes, I have. Can we start now?)

[7:29 PM, 6/26/2019] I: Iya, bisa kan?!
(I : Yes, could you?)

(M4.O4 : Yes, I could. Roughly does it take long time?)

[7:31 PM, 6/26/2019] I: Sbntr kok dek
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : No, it is just a moment. Let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(M4.O4 : Yes, it was right)

[7:32 PM, 6/26/2019] I: Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Did there many students get difficulties or they like it?)

[7:34 PM, 6/26/2019] M4.O4: iya mb sering ga paham gt gurunya blg apa soalnya kdg cpt bngt klo njelasin dan per ank g smua hafal vocab
(M4.O4 : Yes, there did. We were often to get misunderstanding of whar teacher talked. Because sometimes the teacher talked too fast on explaining and each students do not memorize many vocabulary)

[7:34 PM, 6/26/2019] I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I: Okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interation in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

(M4.O4: Yes, I do)

**Question 1**
[7:37 PM, 6/26/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
Pendapat kamu tu gmana sm penggunaan EMI ini, bagus engga, setuju engga, apa ga setuju,
(I: Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why? How is you opinion concerning to the usage of EMI, whether it is beneficial or not, agree or not)

(M4.O4: So here, English for interaction is beneficial, but it will be better if the teacher gives more meaning of what teacher’s meant when teacher talks using English. So the students whom do not memorize many vocab may understand. That’s what I mean)

[7:41 PM, 6/26/2019] I: Jd bagus dan setuju saja yaa, cuman mgkn sambil dijelaskan/diulangi pake bhs Indo biar siswa nya faham gt ya?
(I: So you think that it is beneficial and you agree, but may be teacher re-explain the explanation using Bahasa so the students being understand, right?)

(M4.O4: Yes. So it is still be mixed to Bahasa, may the students also understand and still know how the speaking of English correctly)

[7:43 PM, 6/26/2019] I : Emg kmren brapa persen guru pake EMI di kelas?
(I: How the percentage of using English experienced an academic year done by your teacher in the class?)
M4.O4: klo seingat saya si mgkn 60% ya mba
(M4.O4 : I think it is may be 60%)

I: Ga trlalu bnyk dong
(I : It’s not too much yaa)

M4.O4: Ga si mb.krna mgkn kmrn tmn2 lbh bnyk pda berpendapat mksdny gmn mrs trs jd njelasinnya pke b indo
(M4.O4 : Yes, it is. Because may be the students giving questions about what was teacher meant, so the teacher explained again using Bahasa)

Question 2a
I : Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

M4.O4: Ya itu mb mksd dr pnjlsan yg d trangkan menggunakan b inggris.Dampaknya krna siswa tdk tahu ap yg d mksd jd tdk memperhatikan pda ngbrl sndri2
(M4.O4 : Well what I said before, the meant of materials explained by using English. The impact because the students did not know what it was meant, we became did not pay attention, we got our own conversation)

I : Kalo materi nya ketinggalan ngga?
(I : Did you miss the materials?)

M4.O4: Iya mba
(M4.O4 : Yes, I did. Some materials I missed)

Question 2b
I: Oke
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndri di rumah atau bagaimana?
(I : How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

M4.O4: sering tanya k tmn aja si mba tp ya setengah2 gt jdinya
(M4.O4 : I was often to ask my friend, but it became just a half)
Question 3a

(M4.O4 : Yes. Many students also got same thing. But some students also understood, then I solved with ask them to learn together whether it was online or directly)

(M4.O4 : Which C)

[8:03 PM, 6/26/2019] M4.O4: Jadi kyk yg seperti td saya blg mba ketika guru menjelaskan menggunakan b inggris lalu d jlskan intinya menggunakan b indonesiap
(M4.O4 : Well it is like what I said before, when the teacher explains using English then re-explain the point using Bahasa)

(M4.O4 : It is better to use Bahasa)

Question 3b

(M4.O4 : It is better to use Bahasa)
(I: Okay. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? For the example be increased, be kept, be upgraded, be decreased, be eliminated, or how shall be?)

[8:10 PM, 6/26/2019] M4.O4: dieperbaiki saja si mb.jd tetap d kolaborasi dg b Indonesia
(M4.O4: Just be upgraded, so still be collaborated with Bahasa)

[8:10 PM, 6/26/2019] I: Diperbaikinya yg bagaimana atau spt apa misalnya?
(I: How is the upgraded or what is the example?)

(M4.O4: May be make it being simple more for the sentences)

[8:12 PM, 6/26/2019] I: Vocab nya yg ngga asing gt ya? Pilihan kalimatnya juga
(I: Do you mean the unknown vocab? or chose sentence?)

(M4.O4: Yes, this is what I mean)

(M4.O4: Yes, sist)

[8:13 PM, 6/26/2019] I: Oke dek
Trmksh bnyk yaa atas kesediaan waktunya
Smga proses bljarmu dipermudah sm Allah, ilmunya manfaat
(I: Okay. Thanks a lot for your readiness and time. Wish your learning process can be easier by Allah, the knowledge is useful)

(M4.O4: Yes, you’re welcome. I’m so sorry if my language was less to be understood. Amein, thanks sist)
M5
**Session 1**

**I**: Okay, start from M5.A1 first, how about your comments of using EMI for tenth grade students during English subject?

**M5.A1**: Alright, tenth grade students knew how to talk in English, but for Junior High School students are differ. More using Bahasa than English as language.

**I**: When you ask to adaptation, is it good for you?

**M5.A2**: I have to get adaptation.

**I**: Kalo untuk kamu harus beradaptasi, tapi sebenernya bagus ngga?

**M5.A2**: Ya bagus sih, tapi ada yang ngga, belum mengerti juga.
(M5.A2 : It is beneficial, but in other side is not. Because I am not yet to understand)

I : Bagusnya gimana?
(I : what does it mean?)

M5.A2: Emm.. (senyam-senyum, bingung mau menjawab)
(M5.A2 : Emm.. [Smiling with confused to answer the question])

I : Kalo tadi ngga mudeng sama yang diomongin?
(I : Did you not understand with the teacher talked?)

M5.A2: Iya kadang
(M5.A2 : Yes sometimes)

I : Ada lagi?
(I : Anymore?)

M5.A2: Engga
(M5.A2 : No)

I : M5.A3
(I : For M5.A3, how about you?)

M5.A3: Kalo menurut saya bagus, soale bisa kayak melatih kita buat interaksi tadi yo, buat melatih percakapan itu, terus Bahasa Inggris kan ngga cuma kayak tulisan gitu lho mba, kayak cara ngomongnya biar tahu?
(M5.A3 : In my opinion, EMI is beneficial. Because, it can make us exercise to interact in conversation and knew how to talk with)

I : Berarti pronounciation, cara nyebut kata itu gimana?
(I : It includes pronouciation, is it how to pronounce right?)

M5.A3: Iya
(M5.A3 : Yes, it is)

I : Ada lagi?
(I : Anymore?)

M5.A3: Udah
(M5.A3 : Enough)

I : M5.A4, gimana tanggapan kamu?
(I : For M5.A4, how about you?)
M5.A4: Sebenarnya bagus mba, tapi dilihat dari temen-temen juga, dilihat dari kalangan sekarang tu susah buat ngungkapinnya gitu mba
(M5.A4 : Actually, EMI is beneficial. But, if we see in other comment of friends. EMI is difficult to practice)

I : Buat ngungkapin maksudnya?
(I : What does it mean?)

M5.A4: EMI nya itu
(M5.A4 : I mean the EMI)

I : Ngomongnya susah gitu?
(I : Difficult to practice?)

M5.A4: He’e
(M5.A4 : Yes)

I : Banyak yang masih sulit ngomongnya gitu?
(I : More difficult to talk with?)

M5.A4: He’e
(M5.A4 : Yes)

Session 2
I : Okay, selanjutnya. M5.A1, kesulitan apa yang kamu alami saat guru menggunakan EMI untuk mata pelajaran Bahasa Inggris?
(I : Okay, next is M5.A1. What was your problem when the teacher using EMI for English subject?)

M5.A1 : Kadang ngga jelas, terus terlalu cepet
(M5.A1 : Sometimes is not clear to hear, faster in explanatory)

I : Terus dampaknya apa?
(I : Then, how the impact?)

M5.A1 : Kadang kalo ulangan pake EMI tu jadinya ketinggalan soalnya salah gitu. Soalnya kan soale ngga tahu
(M5.A1 : When we did the test using EMI, we missed the questions)

I : Ngga faham soalnya gitu ya?
(I : Not understand with those questions?)

M5.A1 : He’e, karena kan ngga jelas ngomongnya
(M5.A1 : Yes, it was caused by unclear the pronunciation)
I : Tapi selama pembelajaran mudeng saja sama beliau?
(I : During learning, did you understand with her?)

M5.A1 : Lumayanlah
(M5.A1 : Yes I did not bad)

I : Terus cara kamu menangani kesulitan itu gimana? Belajar sendiri apa menambah kosakata sendiri?
(I : Then how did you solve the difficult? Studying by yourself to increase vocabulary?)

M5.A1 : Belajar sendiri kayak misal di HP kan ada, belajar pake HP
(M5.A1 : Ya, studying by myself with App in handphone)

I : Aplikasi apa biasanya?
(I : What is an App?)

M5.A1 : Semuanya tak Bahasa Inggris[in]
(M5.A1 : All of them I make in English language)

I : Google translate gitu?
(I : Is it Google translator?)

M5.A1 : Emm iya
(M5.A1 : Emm.. yes)

I : Pakainya aplikasi offline jadi biar tahu arti per kata nya, kalo google translate kan belum tentu tahu. Saran saja.
(I : I advise that using offline dictionary app is good for you to know the meaning of each word, better than using google translator)

M5.A1 : Iya
(M5.A1 : Yes)

I : Terus, M5.A2, kesulitan apa yang kamu alami guru pake EMI saat pelajaran Bahasa Inggris?
(I : For M5.A2, when your teacher using EMI to teach English subject, what was your problem?)

M5.A2 : Itu kadang kecepetan, terus ngga jelas juga sih, ada yang ngga jelas.
(M5.A2 : In occasionally, it could be faster afterward unclear in other side)

I : Dampaknya?
(I : The impact was?)

M5.A2 : Dampaknya tu kadang ngga ngerti apa yang diomongin
(M5.A2 : The impact was we had not understand what her talking about)

I : Tapi mudeng materinya ngga?
(I : Had you clear with the materials?)

M5.A2 : Yaa lumayan si, kalo ngomongnya jelas
(M5.A2 : I think, not bad if the pronounce are clear)

I : Terus cara kamu mengatasi kesulitan itu gimana? Tanya sama temen apa tanya sama guru?
(I : Then how did you solve that? Asked with your friends or the teacher?)

M5.A2 : Kadang tanya sama teman, kalo ngga belajar sendiri
(M5.A2 : Asked with friends, afterwards studying by myself)

I : M5.A3, kesulitan apa yang kamu alami?
(I : M5.A3, what was your problem?)

M5.A3 : Itu tadi, kecepeten ngomongnya, ngga jelas, ngga tau itu ngomong apa
(M5.A3 : The teacher spoke too fast, unclear, I did not know what teacher said)

I : Terus dampaknya apa?
(I : Then what was the affect?)

M5.A3 : Jadi ngga ngerti apa yang disampaikan
(M5.A3 : I did not know what was uttered)

I : Tapi kalo materinya mudeng ngga?
(I : How about the material? Did you understand?)

M5.A3 : Kalo materinya mudeng, tapi kan biasanya kalo guru kan njelasin lagi to mbak, ya itu kadang yaa ketinggalan, terus ditulis di papan tulis
(M5.A3 : For the materials I understood, but usually the teacher explained again, that was sometimes I missed, then written in whiteboard)

I : Berarti ketinggalan materi kalo ngga dicatet gitu ya?
(I : Was it mean you would miss the material if you did not write?)

M5.A3 : He’e soale kan tadi ngomongnya agak ngga jelas
(M5.A3 : Yes, because the speaking was unclear)

I : Terus cara kamu ngatasinnya tadi gimana?
(I : Then how did you solve that?)

M5.A3 : Tanya temen, kalo ngga belajar nyari materi di HP
I asked friend, or reviewed with searched the topic on phone

I : M5.A4, kesulitannya apa?
(I : M5.A4, what was your difficulty?)

M5.A4: Kesulitannya kan ngga tau katanya..
(M5.A4 : The difficulty was I did not know the words..)

I : Ngga tahu vocab?
(I : Did not know the vocab?)

M5.A4: Ngga tahu vocabnya, nah jadi kan kalo gurunya njelasin spelling nya ngga tahu
(M5.A4 : I did not know the vocab, well when the teacher explained, I did not know the spelling)

I : Terus dampaknya?
(I : What was the impact?)

M5.A4: Dampaknya jadi ngga tahu kata itu
(M5.A4 : The impact was I did not know that words)

I : Tapi sama materi faham?
(I : But, did you understand the materials?)

M5.A4: Faham
(M5.A4 : Yes, I did)

I : (Dampaknya) ngga tahu kata-kata yang mis tadi ya?
(I : [The impact was] you did not know the words you missed before, right?)

M5.A4: Iya
(M5.A4 : Yes, I did)

I : Terus cara kamu ngatasinnya?
(I : How did you solve that?)

M5.A4: Ee..cari di internet
(M5.A4 : Ehmm..searched in the internet)

I : Tentang materinya apa tentang kata-katanya?
(I : For the material or about the words?)

M5.A4: Tentang kata-katanya
(M5.A4 : About the words)
I: Lha tapi kalo ngga faham tadi kan ngga tahu spellingnya? Gimana?
(I: But when you did not understand you did not know the spelling, how about it?)

M5.A4: Tanya ulang gurunya
(M5.A4: I re-asked to the teacher)

I: Tanya guru, tadi apa gitu?
(I: Asked the teacher what was it, right?)

M5.A4: Iya
(M5.A4: Yes)

**Session 3**
I: Okay, pertanyaan yang ketiga ni, terakhir. Kalo tadi kan pendapat yang sudah lewat ya, kalo sekarang untuk ke depannya. Kira-kira, sebanyak/sesering apa sebaiknya Bahasa Inggris tu digunakan sebagai bahasa pengantar di dalam mata pelajaran Bahasa Inggris untuk siswa kelas X? (Menunjukkan soal dan pilihan jawaban)
(I: Well, this is the third question, the last. For previous question is about past experience yaa, for now for the upcoming. Roughly, how much English shall be used as language of instruction in English lesson for the tenth grade students? [showing the question and choices answer])

M5.A1: B
(M5.A1: I choose B)

I: Alasannya?
(I: What is the reason?)

M5.A1: Emm biar kalo langsung praktek ngomong Bahasa Inggrisnya tu, kayaknya lebih langsung nempel di ingetan, lebih mudah
(M5.A1: Emm...if we practise to speak English directly, I think it is more meaningful in memory, easier)

I: Terus harapanmu/saran kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris ini apa untuk kelas X ke depannya? Dihapuskan apa ditingkatkan apa gimana?
(I: Then what is your hope/suggestion to the usage of EMI in English lesson for the tenth grade students in the upcoming? Be removed or be increased or how shall be?)

M5.A1: Ditingkatkan
(M5.A1: Be increased)

I: Ditingkatkannya gimana?
I : How is the increased?
M5.A1 : Ya mungkin sering pake EMI
       (M5.A1 : Well may be often to use EMI)
I : Mungkin ada masukan untuk gurunya ngga?
       (I : May be do you have suggestion for the teacher?)
M5.A1 : Ucapannya lebih diperjelas, sama lebih keras lagi
       (M5.A1 : The utterance can be cleared and louder more)
I : M5.A2, yang mana? (menunjukkan soal dan pilihan jawaban)
       (I : M5.A2, which one? [showing the question and choices answer])
M5.A2 : Kalo aku yang C
       (M5.A2 : For me, I choose C)
I : Fifty:fifty, alasannya?
       (I : Fifty:fifty, what is the reason?)
M5.A2 : Biar ngga kaget itu
       (M5.A2 : So we do not shock)
I : Ngga kaget dalam apanya ini?
       (I : Do not shock on matter what?)
M5.A2 : Bahasa Inggris
       (M5.A2 : English language)
I : Dalam praktek pake Bahasa Inggris gitu ya?
       (I : On practising English, right?)
M5.A2 : He’e
       (M5.A2 : Yes)
I : Tapi materi juga (biar) mudeng?
       (I : But for the materials also suppose understand?)
M5.A2 : Iya
       (M5.A2 : Yes)
I : Terus saran kamu untuk penggunaan EMI ke depannya ini gimana untuk kelas X di pelajaran Bahasa Inggris?
       (I : Then what is your suggestion for the usage of EMI in the upcoming for the tenth grade students in English lesson?)
M5.A2: Ee, lebih ditingkatkan
(M5.A2 : Ehmm.. be more increased)

I : Ditingkatkannya gimana?
(I : How is the increased?)

M5.A2: Ee, dari gurunya pelan, eh ya cepet sih ngga papa tapi penting jelas gitu. Biar semua murid tu ngga pada tanya-tanya gitu, bingung gitu
(M5.A2 : Ehmm.. from the teacher may be slower, well fast is okay but clear. So all students do not ask, like confused)

I : M5.A3
(I : M5.A3)

M5.A3: 75
(M5.A3 : 75)

I : 75 Inggris?
(I : 75 for English?)

M5.A3: He’e
(M5.A3 : Yes)

I : Alasannya?
(I : What is the reason?)

M5.A3: Karena biar lebih tahu cara ngomongnya Bahasa Inggris yang benar gimana, soale kan Bahasa Inggris juga penting gitu to mba nanti buat ke depannya. Misal tahu tulisannya gini, tapi cara ngomongnya ngga tahu
(M5.A3 : Because it let us better know how to speak English correctly, as we know English is important for our future. For example we know the written form, but the pronunciation we do not know)

I : Terus harapan kamu/saran kamu terhadap penggunaan EMI di dalam mapel Bahasa Inggris ini apa untuk kelas X ke depannya?
(I : Then what is your hope/suggestion according to the usage of EMI in English lesson for the tenth grade students in the upcoming?)

M5.A3: Ditingkatkan, misal tu kayak dilatih-latih itu, misalnya kayak ada praktek itu, buat pronunciationnya tadi
(M5.A3 : Be increased, for example such as be exercised, like any practise, for the pronunciation)

I : Oh praktek khusus pronunciation?
(I : O.. do you mean holding special practise for pronunciation?)
M5.A3: Iya kan kalo misalnya kita komunikasi sama guru biar bisa pake Bahasa Inggris  
(M5.A3 : Yes, I do. Well if communicate with the teacher we can use English)  

I : Berarti cara ngucapinnya gimana dikasih tahu?  
(I : Do you mean the teacher tell how to pronounce?)  

M5.A3: He’e, nanti kan jadi lancar gitu  
(M5.A3 : Yes, I do. It will turn out smoothly)  

I : M5.A4  
(I : M5.A4)  

M5.A4: Fifty:fifty  
(M5.A4 : Fifty:fifty)  

I : Alasannya?  
(I : What is the reason?)  

M5.A4: Itu kan ada yang belum faham banget Bahasa Inggrisnya, misal sudah faham sayanya. Tapi ternyata ada yang belum faham misal njelasinnya pake Bahasa Inggris  
(M5.A4 : There is students have not understood English too much, the example I’ve understood, but actually other student still have not understood if the explanation using English)  

I : Oh misal guru menjelaskan pake Bahasa Inggris, tapi kan ada siswa yang belum faham gitu, terus bisa dijelaskan (lagi) pake Bahasa Indonesia gitu ya?  
(I : Oh.. the example when teacher explains using English, there’s student have not understood, then teacher may re-explain using Bahasa, right?)  

M5.A4: Iya  
(M5.A4 : Yes)  

I : Terus harapan kamu/saran kamu terhadap penggunaan EMI ke depannya di kelas X apa?  
(I : What is your hope/suggestion according to the usage of EMI in the upcoming for the tenth grade students?)  

M5.A4: Mungkin ditingkatin lagi biar pemahaman EMI tu di sekolahan atau di pembelajaran tu dipahami semuanya  
(M5.A4 : May be increased more, so the understanding of EMI in the school or lesson can be understood by all)  

I : Bisa digunakan gitu ya? Kan EMI aplikasi (bukan materi)
(I : Can be used, right? Well EMI is method [not material])

M5.A4: Iya
(M5.A4 : Yes)

I : Coba tulisan saya dibaca, dicek sudah sesuai dengan pemikiran kalian tadi belum, kalo ada yang ngga pas nanti saya benerin
(I : Please check my hand writing, check it whether it has been suitable to your thoughts or not, if there is not suitable let me change it)

I : Terimakasih ya dek
(I : Thanks a lot yaa)

Siswa : sama-sama, mbak
(Students : You’re welcome, sist)
I: Okay, jadi ini wawancara tentang EMI, English As Medium of Instruction, jadi Bahasa Inggris sebagai bahasa pengantar itu lho. Nah kalo guru Bahasa Inggris sering ngga njelasin pake Bahasa Inggris gitu?

(I: Okay, it is interviewing about EMI, English as Medium of Instruction, English as language of Instruction. So, did your English teacher often using English as instruction language or not?)

[They said always]

**Session 1**


(I: yes, that is called EMI, English as Medium of Instruction. This interviewing about it. The opinion are appropriate with your feeling. Okay, start from M5.B1 ya. How is your opinion about using EMI for tenth grade students of SMA N 2 Salatiga in English class? Good, bad, can not mastering?)

M5.B1: Biasa aja

(M5.B1: That is so so)

I: Kok bisa biasa saja?

(I: What do you mean?)
M5.B1: Dulu pas SMP gurunya udah biasa pake EMI
(M5.B1 : When I was junior high school, it was usual using EMI)

I: Oh gitu, berarti selama satu tahun ini kamu bisa mengikuti gurunya? Maksudnya faham omongannya, faham materinya gitu
(I: Oh I see, it means during one year you can follow the teacher’s way right? Understand with her talking about, and the materials is it?)

M5.B1: Ya Insya Allah
(M5.B1 : Yes, Insha Allah)

I: Kok Insya Allah?
(I: What do you mean?)

(M5.B1: Sometimes unclear, so exhausted miss)

I: Tapi mudeng ngga sama yang beliau jelaskan? Bagus ngga kira-kira kalo pake EMI? Hal yang bagus apa ngga bagus kalo pake EMI di kelas Bahasa Inggris.
(I: But, did you understand with her explain? Is it good or not if the teacher using EMI? Then, what is the reason about using EMI in English class?)

(M5.B1 : For me, it is not beneficial enough. I mean, so many difficult words, less in mastery. Just into the class and EMI will begin)

I: Karena banyak vocab yang sulit dimengerti?
(I: It caused by many difficult vocabularies to understand?)

M5.B1: Iya
(I: Yes)

I: Karena baru masuk SMA langsung dikasih itu, jadi kaget gitu ya?
(I: It caused new student of Senior High School using EMI for first time, and makes you shock right?)

M5.B1: Iya
(M5.B1 : Yes)

I: M5.B2, pertanyaannya sama, bagaimana tanggapan kamu atau pendapat kamu mengenai penggunaan EMI untuk siswa kelas X ini di pelajaran Bahasa Inggris?
(I : M5.B2, the question is same. What is your opinion about using EMI for tenth grade student in English subject?)


(M5.B2 : I like English when I was Elementary school, and I accustomed since I was Junior High School. Then, I follow English Club. After graduation, and long holiday I was forget. I understand the materials, but can not give the feedback)

I : Bisa faham tapi jawabnya susah?
(I : Understand but difficult to answer?)

(M5.B2 : That is true.)

(M5.B1 : Same with me.)

(M5.B4 : The teacher’s spoke is unclear the pronunciation, she was using british accent.)

(M5.B1 : yes, I can not hear from back seat.)

I : Disimpan yaa, nanti ada pertanyaannya kok. M5.B3, gimana tanggapan kamu?
(I : Save it okay, after this there are some questions. M5.B3, what your opinion?)

M5.B3 : Apa, pengucapan katanya itu, tulisannya itu begini tapi pengucapannya beda jauh, kurang faham
(M5.B3 : The pronounciation and written text is different, it made me did not understand.)

I : Kira-kira pake EMI tu bagus ngga apa jelek, setuju ngga?
(I : Did you agree using EMI is good?)

(M5.B3 : I agree with that, but it is better if the teacher using Bahasa for explanation the materials.)
I : M5.B4!
(\textit{I} : M5.B4!)

M5.B4 : Saya?
(M5.B4 : me?)

I : Bagaimana tanggapan kamu dalam penggunaan EMI ini?
(\textit{I} : What is your opinion on using EMI (in English lesson for the 10th grade students?)

(M5.B4 : In my opinion, actually EMI is beneficial, I means it is good to be used. For example when the teacher speak, we follow up it means we arrange the words, the pronunciation. But such as M5.B1’s opinion, there used unknown vocab, sometimes known vocab. So the understanding was just little bit, not fully understood.)

Session 2
I : Oke, M5.B1 lagi. Kesulitan apa yang kalian alami saat guru menggunakan EMI dalam pelajaran Bahasa Inggris dan dampaknya bagaimana?
(\textit{I} : Okay, M5.B1. what your trouble when the teacer using EMI in English subject, then what is the impact?)

M5.B1 : Gimana ya, kadang kurang jelas pas pengucapan gitu lho buk.
(M5.B1 : Sometimes, less explanation when she did the teaching)

I : Oh ya pronounciationnya kurang jelas?
(\textit{I} : Oh, did you mean the pronounciation is unclear?)

(M5.B1 : Yes, I did. I sat on back seat and her pronounce can not heard. Adding, all the students do talk, so crowded. I really can not heard.)

I : Terus dampaknya apa?
(\textit{I} : Then, what is the impact?)

(M5.B1 : Yes, not understand with the materials.)
I: Terus cara kamu menangani kesulitan tadi apa? Belajar sendiri, tanya temen, tanya gurunya?
(I : Then, how you solving your troubles? Studying yourself, ask with friends, or ask the teacher?)

(M5.B1: Ask with friend are sat on the front seat.)

I : M5.B2, kesulitan apa yang kamu alami saat guru pake EMI di kelas?
(I : M5.B2, what is your trouble when the teacher using EMI in English class?)

(M5.B2 : I do not know the meaning, less the vocabularies, the spoken are fast, unclear, sometimes the materials looks elaborate.)

I : Terus cara kamu mengatasi kesulitan tadi?
(I : Then, how you solve them?)

(M5.B2 : I can use google translator, asking friends. Write the difficult word, then interpretation.)

I : Berarti nyatet vocab yang ngga tahu?
(I : It means, write the unknow vocabularies?)

(M5.B2 : That is what I mean)

I : Yo, kamu (M5.B3)
(I : next is yours M5.B3.)

M5.B3: Kesulitannya dari vocab tadi, bahasanya tinggi lah, ngga denger suaranya.
(M5.B3 : The problems are vocabulary, using advanced language, and can not heard her spoken.)

I : Terus dampaknya apa? Dampak dari ngga tahu vocab, bahasanya tinggi.
(I : Then, what are the impact of it?)

M5.B3 : Ya jadi kurang faham dengan apa yang dijelaskan.
(M5.B3 : It makes me did not understand with the explanation.)
I: Terus cara kamu mengatasi kesulitan tadi?
(I : then, how you solve it?)

M5.B3: Tanya temen, kalo ngga minta tolong untuk mengulangi.
(M5.B3 : Ask with friend, and asking help to repeat the materials.)

I : Berani minta sama guru?
(I : Are you brave to ask her?)

M5.B3 : Berani
(M5.B3 : Yes I brave.)

I : M5.B4!
(I : For M5.B4!)

M5.B4: Yaa gimana?
(M5.B4 : Yes, what?)

I : Kesulitan apa yang kamu alami saat guru pake EMI?
(I : What is your problem when the teacher using EMI?)

(M5.B4: The teacher spoke too fast, the language was rounded.)

I : Gurunya kalo ngomong muter-muter?
(I : The teacher’s spoke are complicated to understand?)

M5.B4 : Iya, gurunya tu pengennya lek ndang blek gitu, padahal tugase akeh.
(M5.B4 : Yes, the teacher wants the student do all the command. Besides, the assignment was full.)

I : Maunya buru-buru gitu?
(I : In a hurry?)

M5.B4 : Nah he’e.
(M5.B4 : That is what i mean.)

I : Terus dampaknya apa?
(I : Then, what is the impact?)

(M5.B4 : The impact is stress, I was missed)

I : Terus apalagi? Materinya faham ngga?
(I : What else? Did you understand with the materials?)

(M5.B4 : Just a little, my brain has limited capacity.)

I : Ada lagi?

(I : What else?)

M5.B4: Sudah

(M5.B4 : Enough.)

I : Nah cara kamu mengatasi kesulitan tadi?

(I : Then, how you solve them?)


(M5.B4 : Ask with friends and browsing on handphone.)

Session 3


(I : Back to M5.B1. Previously, we were talking about past, now we talk the future. As your opinion, as often as English subject used as language instruction in English class for tenth grade student?)

M5.B1 : Mungkin, 75 Bahasa Inggris, 25 Bahasa Indonesia. Alasannya 75 itu pake EMI, tapi pake pembahasan lokal gitu to buk?

(M5.B1 : Perhaps, 75% for English and 25 % for Bahasa as instructor language. The reason is it better if explanatory using Bahasa.)

I : Pembahasan lokal maksudnya?

(I : What did you mean?)


(M5.B1 : I mean 25% using Bahasa.)

I : Alasan memilih B?

(I : What is the reason you choose B?)


(M5.B1 : I think, it makes student calm if explanatory in Bahasa. So, not full in English.)

I : Biar siswa paham gitu ya?

(I : It makes the student understand right?)
Iya

(M5.B1 : Yes.)

I: Terus harapan kamu/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris untuk kelas X ke depannya itu apa?
(II: Then, what is your suggestion toward using EMI in English class for tenth grade students in the upcoming?)

M5.B1: Diperbaiki
(M5.B1 : It have to fixed.)

I: Diperbaiki gimana? Dari segi apa?
(II: In terms of what?)

(M5.B1: In side of pronunciation, volume, comprehension, and verbs.)

I: Yo, kamu (M5.B2), seberapa banyak/seberapa sering?
(II: Next M5.B2, as often as English subject used as language instruction in English class for tenth grade student?)

M5.B2: Yang C
(M5.B2 : I choose C.)

I: Alasannya?
(II: What is the reason?)

(M5.B2 : It could be balance Miss. Then, I can understand the meaning from English into Indonesia.)

I: Jadi lebih mudeng materi gitu?
(II: More understand the materials is it?)

(M5.B2 : Yes, when we do not know the vocabularies then the teacher give us the meaning. It makes us understand.)

I: Kalo ngga tahu penjelasan dalam Bahasa Inggris yang diucapkan diulangi pake Bahasa Indonesia siswa jadi mudeng?
(II: Transfer language from English into Bahasa makes the students more understand is it?)
(\textit{M5.B2 : Yes, that is what I mean Miss.})

I : Terus, M5.B2!  
(I : Then, \textit{M5.B2!})

M5.B2 : Ya  
(\textit{M5.B2 : Yes I am.})

I : Harapan kamu/saran kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris untuk kelas X ke depannya apa? Dihilangkan ditingkatkan?  
(I : What is your suggestion toward using EMI in English class for tenth grade students in the upcoming? Eliminated or increased)

M5.B2 : Disetarakan antara Indonesia-Inggris  
(\textit{M5.B2 : Be Equalized between Indonesia-English})

I : Terus yang tadi, ada koreksi ke guru ngga? Kayak misal ngomongnya dipelankan.  
(I : Then, is it any correction to the teacher? For example, the pronounce can be slowly.)

M5.B4 : Dikeraskan  
(\textit{M5.B4 : the volume could be louded.})

(\textit{M5.B2 : The volume is louded, the pronounce could be slow. Do not fast. The louded sound, the students could be understand.})

I : Denger semua gitu ya?  
(I : All of the students can be heard right?)

M5.B2 : Iya  
(\textit{M5.B2 : Yes.})

I : Suaranya lantang gitu ya?  
(I : The sounds are louded right?)

M5.B2 : Iya  
(\textit{M5.B2 : Yes.})

I : M5.B3! (menunjukka lembar interview yang bagian no 3) untuk ke depannya.  
(I : \textit{M5.B3 ! [Showing the worksheet interview in part 3] in the upcoming.})
M5.B3: Yang 75
(M5.B3: I choose 75.)

I: Oke, alasannya?
(I: Okay, what is the reason?)

M5.B3: Ya agar lebih mudah untuk memahaminya, daripada yang 100% Bahasa Inggris
(M5.B3: In order to be easy on understanding than 100% English)

I: Terus harapan kamu ke depannya untuk penggunaan EMI?
(I: Then how is your hope for the usage of EMI in the upcoming?)

M5.B3: Disesuaikan
(M5.B3: It is adjusted)

I: Dengan?
(I: To?)

M5.B3: Dengan muridnya
(M5.B3: To the students)

I: Kondisi siswa gitu?
(I: Students’ condition?)

M5.B3: Iya dengan kondisi siswa
(M5.B3: Yes, adjusted to the students’ condition)

M5.B1: Disesuaikan dengan siskon (situasi kondisi)
(M5.B1: It adjusted by the students’ condition.)

(M5.B3: Like that, giving full materials makes us complicated. Be slowly, when we have understand, just next.)

I: Apalagi kalo pake EMI langsung dibelek banyak gitu pusing gitu ya?
(I: Moreover, when we using EMI directly we sure complicated.)

M5.B1: Berat
(M5.B1: So heavy.)

M5.B3: Yang kemaren itu belum mudeng aja sudah ditambahi lagi.
(M5.B3: Materials on the yesterday meeting we did not understand, and we given adding new materials.)
I: M5.B4!
(I: M5.B4!)

M5.B4: Ya
(M5.B4: Yes.)

I: Pertanyaan terakhir, yang 3a ini (menunjukkan soal)
(I: The last question, this is it 3a. (showing the worksheet)

M5.B4: C, disetarakan
(M5.B4: C, equal.)

I: Alasannya?
(I: What is the reason?)

(M5.B4: The reason is making us understand. The problem is our national language is Indonesia, so when we using full English as intructor language it make us difficult to learn. Better we practice mixing.)

I: Oke, terus harapan kamu/saran kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris ini untuk ke depannya apa?
(I: Okay, then what is your suggestion toward using EMI in English class for tenth grade students in the upcoming?)

M5.B4: Harapannya yaa diperbaikilah cara belajar-mengajarnya gitu
(M5.B4: I hope that it have to fixed how to teaching learning.)

I: Contohnya gimana maksudnya?
(I: For example?)

(M5.B4: The teachers’ way to teach English make us more understand. Easy listening and easy in explanatory.)

M5.B1: Sesuai kemampuan siswa.
(M5.B1: It is adjusted by students’ capability.)

M5.B4: Iyo
(M5.B4: Yes.)

M5.B1: Kalo ada yang belum bisa, dijelaskan lagi.
(M5.B1 : If there are difficulties, it could be explained again.)

(M5.B4 : Nah, that is what I mean. Do not be ignored.)

I : Oke, tulisan saya ngga bagus si, tapi coba dibaca yang saya tulis sudah sesuai dengan pendapat kalian belum. Kalo ada yang kurang pas, nanti tak koreksi.
(I : Okay, my written text is not good, but all of you can try to check. Is it appropriate with your opinions or not.)
I : Terimakasih yaa sudah mau membantu.
(I : thank you for helping me.)
Siswa : Sama-sama bu.
(The student: you are welcome.)
M6
Session 1

I : Kalo di M6?
( I : How was about in M6?)

M6.F1 : Fifty:fifty
(M6.F1 : Fifty:fifty)

I : Ngga sering banget ya?
( I : It was not often used, is it?)

M6.F2 : Ya kalo diliat bener-bener ngga mudeng banget, baru (pake) Bahasa Indonesia
(M6.F2 : Well if seen [by the teacher] rightly that we did not really understand, then used Bahasa)

I : Saya mulai dari M6.F1 ya, nanti saya ngasih satu pertanyaan, langsung dijawab satu-satu (dari kalian) gitu
( I : Okay I will start from M6.F1, I’ll give a question, please answer one by one directly)

M6.F2 : Iya
(M6.F2 : Alright)
I: Oke, M6.F1. Gimana sih tanggapan kamu mengenai penggunaan EMI untuk kelas X di kelas Bahasa Inggris ini? Baik, jelek, ngga setuju apa gimana?

(I: Okay, M6.F1. How is your reaction according to the usage of EMI for the tenth grade students in English lesson? Beneficial, unbeneficial, disagree or how's your reaction?)

M6.F1: Setuju-setuju saja kalo mudeng sih

(M6.F1: Just agree if understood)

I: Alasannya?

(I: What is your reason?)

M6.F1: Ya kalo misalnya mudeng ngga papa, tapi kalo misalnya ngga mudeng ya sulit juga gitu kan buat temen-temen.

(M6.F1: Well if anybody understood it was okay, but if misunderstood it would be difficult for students)

I: Kasihan sama temen-temen yang ngga mudeng itu ya?

(I: Did you feel pity for your friend whom did not understand, didn't you?)

M6.F1: He'e

(M6.F1: Yes, I did)

I: M6.F2, gimana tanggapan kamu?

(I: M6.F2, how’s your reaction?)

M6.F2: Setuju

(M6.F2: I agree)

I: Alasannya?

(I: What is your reason?)

M6.F2: Agak membantu, agak tapi

(M6.F2: It's rather help, just rather)

I: Agak membantu dalam apa ini?

(I: It’s rather, on matter what?)

M6.F2: Yaa dalam penguasaan bahasanya itu, yang semula ngga mudeng jadi lumayan mudeng

(M6.F2: Well on mastering the language, which in the begining do not understand then become rather understand)

M6.F1: biar nambah kosakata

(M6.F1: We can increase our vocabulary)
M6.F2 : He’s
(M6.F2 : Yes)

I : Kalo dalam ngucapin Bahasa Inggris membantu ngga? Maksudnya dulu ngga bisa ngomong Inggris, sekarang berani
(I : How about on pronouncing English? Does it help? I mean, in the pass you could not speak English, while know you have courage)
M6.F2 : Iya membantu
(M6.F2 : Yes, it helps)

I : Oke, kalo dari M6.F3 gimana tanggapannya?
(I : Okay, how about you M6.F3? How is your opinion?)
M6.F3 : Ya setuju juga si
(M6.F3 : I’m agree too)

I : Alasannya?
(I : What is the reason?)

M6.F3 : Alasannya mungkin Bahasa Inggris itu jadi patokan dari internasional, patokan buat Indonesia, itu kan patokan buat orang-orang bisa mengerti satu sama lain antar bangsa. Nah itu kalo semakin bagus ada Bahasa Inggris makin bagus, kalo kita lebih giat lagi mungkin bisa lebih go internasional lagi kita
(M6.F3 : The reason may be English is the international standard, standard for Indonesia especially, it is the standard for people to know internation each other. Then when we have good English it is better, if we are more diligent may be we can go international)

I : Jadi kalo punya penguasaan Bahasa Inggris itu kayak punya nilai plus ya untuk go internasional?
(I : So if we have mastering in English it is like we have plus point to go internationl, is it right?)

M6.F3 : Iya, jadi yang lain kayak gampang, bisa (jadi yang) diandalkan
(M6.F3 : Yes, therefore any other thing is easy, can be reliable)

I : Oh yaya, jadi karna kita sudah punya bahasanya jadi kalo misal mau mempelajari yang lain dari mungkin buku-buku Bahasa Inggris tu gampang gitu ya?
(I : Oh okay, so because we have the (key of) language, if we want to learn other thing from English books it is easy?)

(M6.F3 : Yes. I have old brother, who studying at STAN, the questions are using English. Even it is math, but the questions are using English)
Session 2

I : Lanjut. Kesulitan apa sih yang kalian alami saat guru menggunakan EMI untuk kelas Bahasa Inggris di kelas X? Terus dampaknya gimana? M6.F1, kesulitannya apa?
(I : Well, next. What did difficulties you have when the teacher used EMI for English lesson in the tenth grade? Then what was the impact? M6.F1, what did difficulties you have?)

M6.F1 : Nek aku mudeng-mudeng aja sih
(M6.F1 : For me, I just understood)

I : Maksudnya kalo dari kelas lain ya contohnya, ada yang gurunya ngomongnya cepet, terus atau mungkin kurang keras, terus kata mereka guru nya banyak menggunakan vocab yang dari siswa itu belum faham gitu lho. Mungkin vocabnya sulit-sulit gitu lho katanya. Kalo dari kamu, kesulitannya apa di kelas?
(I : I mean for example, another class said that the teacher spoke fastly, loudless, using unknown vocabulary for the students. How about you? What did difficulties you have?)

M6.F1 : Mungkin ngomongnya kurang keras si kalo Mom X sama kecepeten
(M6.F1 : Maybe Mom X was loudless on speaking and spoke too fast)

I : Oh gitu, kalo dampaknya?
(I : Ohh well, so what was the impact?)

M6.F1 : Dampaknya jadi kayak habis ngomong apaa gitu, jadi ketinggalan
(M6.F1 : The impact was such as what teacher said yaa, became missing)

I : Lha terus cara kamu mengatasi kesulitan itu gimana? Tanya sama temen apa tanya sama guru apa gimana?
(I : Then how did you solve that problem? Asked friend or asked teacher or how did you do?)

M6.F1 : Kalo aku si biasanya luweh
(M6.F1 : For me, I was just ignorant)

I : Terus kamu ketinggalan materinya ngga si?
(I : Did you miss the materials, didn’t you?)

M6.F1 : Engga
(M6.F1 : No, I didn’t)

I : Biasanya di rumah belajar sendiri?
(I: Did you learnt autonomously at home?)

M6.F1: Belajar sendiri apa nonton film tanpa translate-an, apa dengerin musik, apa baca buku yang pake Bahasa Inggris semua. Kan biasanya udah ada yang dari UKBM gitu to, nah nanti tinggal cari jawaban sendiri sama latihan sendiri

(M6.F1: I learnt autonomously or watching movie without subtitle, or listening music, or reading English book. Well commonly we have Independent Learning Activities Unit, we just look for the answer and practise independently)

(I: Oh berarti otodidak ya. Kalo dari M6.F2, kesulitannya?

(M6.F2: The difficulty was the pronunciation)

(I: Prnounciationnya ngga jelas?

(M6.F2: No!)

(M6.F2: The difficulty was the pronunciation)

(I: Do you mean that the pronunciation was unclear?)

(M6.F2: Yes, it was)

(I: What do you mean with slow? Was it loudless?)

(M6.F2: Yes, it was)

(I: Then what else?)

(M6.F2: The hand writing was unclear)

(I: So what was the impact?)

(M6.F2: The impact was such as “yeah I don’t care”)
M6.F2 : He’e gitu
(\textit{M6.F2} : Exactly)

I : Oke, lha terus cara kamu mengatasi kesulitan tadi?
(\textit{I} : Okay, so what did you solve that problems?)

M6.F2 : Tanya temen, kadang tanya ke guru pake Bahasa Indonesia
(\textit{M6.F2} : \textit{I asked friend, sometime also I asked the teacher using Bahasa})

I : Ngga berani pake Bahasa Inggris?
(\textit{I} : \textit{Didn’t you have courage to use English, did you?})

M6.F2 : Takut salah
(\textit{M6.F2} : \textit{I was afraid to make mistake})

M6.F1 : Nanti malah dijelasin kayak gini kayak gini, malah jadi kemana-mana
(\textit{M6.F1} : \textit{Eventually, teacher explains about many topic so we also being confused})

I : Malah dibenerin to
(\textit{I} : \textit{That is way to correct directly right?})

M6.F1 : Iya tapi malah nanti pertanyaannya tidak terjawab, ‘tadi sampe mana ya?’
gitu
(\textit{M6.F1} : \textit{Yes, but presently the question did not answered, what the previous study?})

M6.F2 : Jadi pelajaran tu hanya untuk membahas salah kalimat
(\textit{M6.F2} : \textit{So the whole of learning process just to explain the wrong sentence})

M6.F1 : Yesss
(\textit{M6.F1} : \textit{Yes})

I : Terus kalo M6.F3, kesulitannya apa?
(\textit{I} : \textit{Then, M6.F3, what was your difficulty?})

M6.F3 : Kesulitannya mungkin dalam berkata, pengataannya
(\textit{M6.F3} : \textit{The difficulty was to say, about pronunciation})

I : Pronunciation?
(\textit{I} : \textit{Do you mean pronunciation?})

(\textit{M6.F3} : \textit{Yes, and the voice, even though can heard by but only vague})
I : Suaranya kurang jelas ya?
I : The voice was not clearly)

M6.F3 : Kalo njelasin tu kayanya cepet banget, kecepetan
(M6.F3 : When explained about the material too fast)

I : Dampaknya apa?
I : What was the damage?)

M6.F3 : Jadi bingung, malah jadi tanya-tanya ini apa
(M6.F3 : I was being confused, then asking what was that)

I : Kalo materinya ketinggalan ngga biasanya karna ngga mudeng pronunciation?
I : About the material, did you miss it? Because did not know the pronunciation)

M6.F3 : Pernah ketinggalan
(M6.F3 : Yes, sometimes)

I : Terus cara mengatasi ketinggalan materi tadi sama bingung tadi?
I : Then, how did you can solve it?)

M6.F3 : Tanya temen, tanya guru pernah
(M6.F3 : I asked friend, sometime the teacher)

I : Tanya guru pake Bahasa Indonesia juga?
I : When you asked to your teacher, also used Bahasa?)

M6.F3 : Iya pake Bahasa Indonesia, kalo ngga Bahasa Indonesia tambah bingung nanti
(M6.F3 : Yes I used Bahasa. If did not use Bahasa, we would be more confuse)

Session 3

I : Oke, terus masuk ke pertanyaan no 3 ni. Ada dua pertanyaan ni, kalo tadi kan pendapat untuk kejadian yang udah lewat, kalo yang ini untuk ke depannya. Kira-kira, sebanyak/sesering apa sih sebaiknya Bahasa Inggris tu digunakan sebagai bahasa pengantar di pelajaran Bahasa Inggris untuk siswa kelas X? Ini ada pilihannya (menunjukkan soal dan pilihan jawaban)
(I : Okay, we go to the next question, there are 2 questiona, the previous question were about your opinion in the past activity, so, this section is about the future. Approximately, how far is the using of English as delivers in learning English for the class of X, this is the options)
M6.F1 : Fifty:fifty
(M6:F1  : Fifty:fifty)

I : Alasannya?
(I : The reason?)

M6.F1 : Alasannya, karena itu lebih higinis waktu juga sih, kalo misalnya ngga mudeng
(M6.F1 : The reason is because it will be more hygienist the time, if the students do not understand)

I : Higinis waktu maksudnya?
(I : Hygienist the time? What do you mean?)

M6.F3 : Efisien
(M6.F3 : Efficient)

(M6.F1 : Efficient the time, Miss. When any student does not understand, it will be redo. The first explanation has been done, then the students ask again. So the time is wasting, wastime the time with the topic which have not finish. It will be better if use English then any student does not understand, stop the explanation first to ask the students whether they understand or not use Bahasa, then continue the explanation use English. Or explain using English then interpret in Bahasa step by step)

I : Oke-oke, terus harapan kamu/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris itu ke depannya gimana untuk kelas X? Apa dipertahankan, diperbaiki, ditingkatkan, apa dihilangin aja?
(I : Okay, then what is your hope/suggestion according to the usage of EMI in English leeson for the tenth grade students? Is that be kept, be upgraded, be improved or be removed?)

M6.F1 : Ditingkatin aja
(M6.F1  : Just be improved)

I : Ditingkatinnya gimana?
(I : How shall be the improvement?)
M6.F1: Yaa yang tadi, tapi kayak muridnya juga harus nambah vocab gitu lho, jadi fifty-fifty lama-lama kan... misalnya dari fifty:fifty dulu, terus lama-lama mereka kayak nambah vocab, terus terbiasa terbiasa, terus jadinya kan 100%. Tapi itu juga ga akan terjadi kecuali kalo sama muridnya sendiri gitu, tergantung muridnya juga. Kecuali kalo gurunya yang nyuruh nyari vocab.

(M6.F1 : What I’ve been explained before, students also must be adding their vocab, so from fifty:fifty, if they add the vocabulary, then accustomed, it may become 100%. But it will not be happen except the students do it by themselves, based on the students yaa. Except when teacher ask students to look for the vocab)

I : Soalnya siswa kalo ngga disuruh gurunya jadi males gitu ya karna ngga dicek?

(I : Because if do not asked by the teacher, the students become lazy, since it does not checked, right?)

M6.F1 : He’e

(M6.F1 : Yes)

I : Kalo dari M6.F2?

(I : How about M6.F2?)

M6.F2 : Fifty:fifty

(M6.F2 : Fifty:fifty)

I : Alasannya?

(I : What is the reason?)


(M6.F2 : The reason is when we see from most of all students’ senior high school, they are rare on using English, may be they are lazy. So if too often on using English, I’m afraid they will not like English. I think basically they though ‘oh yes it is hard’, do not want to learn, yeah like that)

I : Mindsetnya jadi ya?

(I : The mindset, right?)

M6.F2 : Iya

(M6.F2 : Yes)

M6.F3 : Susah, ngga bisa

(M6.F3 : It’s hard, we can’t)

M6.F1 : ‘Ipa kok kon Bahasa Inggris’, mesti gitu
We are science, why we shall master in English', they must be thinking like that)

I : Terus saran kamu/harapan kamu terhadap penggunaan EMI di pelajaran Bahasa Inggris untuk kelas X ke depannya apa?

(M6.F2 : It's rather be improved)

I : Ditingkatkan yang kayak gimana?

(M6.F2 : Well it's like, like the usage of English in English classroom, it is accustomed. Such as talks with friends, little by little)

M6.F1 : Oh pas kerja kelompok itu pake Bahasa Inggris?

(I : Oh, when group work using English?)

M6.F2 : Iya, dikit-dikit aja ngga papa tapi nanti 'oh haruse kalimate gini to'

(M6.F3 : Yes, just little by little it is okay. It will be 'oh, this sentence should be like this')

I : Dibiasakan speaking antar temen gitu ya?

(I : Be accustomed among the students, right?)

M6.F2 : Iya

(M6.F3 : 50-50)

I : Alasannya?

(I : What is the reason?)

M6.F3 : Alasannya mungkin dapat mempermudah anak-anak, muris-murid dalam pemahaman, dalam memahami penjelasan dari guru. Terkadang teman-teman
ngga mudeng kalo guru ngomong Full English di kelas, njelasin, gurunya harus njelasin lagi dengan Bahasa Indonesia
(M6.F3 : The reason maybe could be ease the students on understanding, on understand teacher’s explanation. Sometimes the students did not understand when the teacher talked using full English in the class, explained, the teacher must explain again with Bahasa)

I : Jadi mending enak dari gurunya langsung 50-50 jadi dari muridnya ngga kebanyakan mikir?
(I : So, it will be better if the teacher use 50-50 directly so the students do not think too much?)

M6.F3 : Iya, kebanyakan tanya, juga bingung muridnya
(M6.F3 : Yes, too many asking, the students also confused)

I : Terus harapan kamu/saran kamu untuk penggunaan EMI di pelajaran Bahasa Inggris kelas X ke depannya? Dipertahankan dibuang ditingkatkan apa gimana?
(I : Then what is your hope/suggestion to the usage of EMI in English lesson for the tenth grade in the upcoming? Be kept, be removed, be increased or what shall be?)

M6.F3 : Ditingkatkan
(M6.F3 : Be improved)

I : Ditingkatkan gimana?
(I : How is the improvement?)

M6.F3 : Ditingkatkannya dari muridnya, gurunya juga harus lihat kondisi anaknya, kayak mudeng apa engga. Terus muridnya juga harus bisa ningkatin (skill) Bahasa Inggris dia
(M6.F3 : The improvement is from the students, the teacher also must see students’ condition, such as understand or not. Then the students also must be increasing their English [skill])

I : Kesadaran gitu ya?
(I : The self correction, right?)

M6.F3 : Iya, jadi harus mudeng basicnya dia tu kayak gimana dulu, dia harus ningkatin lagi seberapa yang harus dia tingkatin, dia berusaha semaksimal mungkin kalo bisa
(M6.F3 : Yes, so they must understand how is their basic first, they must increase how much they shall increase more, they try maximally if they can)
I : Ini tulisannya ngga bagus sih, tapi semoga bisa dibaca. Silahkan dicek sudah sesuai dengan pemikiran kalian tadi belum, kalo ada yang kurang pas nanti tak sesuaikan. Kalo udah, tanda tangan sama nama terang dibawah

(I : This is my hand writing, well it’s not good. But I hope it can be read. Please check it whether it is suitable with your thoughts or not, if there is not suitable I will change it. If finish, please give your signature and your name below)

[The students read interviewer’s hand writing, give signature and their names]

I : Terimakasih yaa
(I : Thank you yaa)

Siswa : sama-sama, Miss
(Students : You’re welcom, Miss)
I : Siang  
Dek, Ini Mb Khor’ yg PPL bhs inggris tahun kmren  
(I : Good Afternoon. Hello I’m Khor’, pre-service English teacher last year)

(M6.O1 : Yes, sist. Good afternoon)

[10:27 AM, 6/26/2019] I: Dek kamu ada waktu ngga??  
Jd saya itu lg butuh wawancara buat skripsi  
(I : Do you have free time? So I’m needing interview for may graduating paper)

(I : Yes, I do. I’ve do nothing now)

[10:33 AM, 6/26/2019] I: Wah kebetulan sekali  
Sebelumnya, kamu bukan anak pindahan kan?  
(I : Wow, what a coincidence. Before I start, do not you a resigned student, do you?)

(M6.O1 : No, I do not)

Saya dnger² guru bhs inggrismu kmren sering bgt pake bhs inggris di kelas, bener ngga?
(I : Okay, let’s we start yaa.. I heard that your English teacher was often to use English in the class, was it right?)

(M6.O1 : Yes, it was)

[10:56 AM, 6/26/2019] I: Katanya siswa bnyk yg mengalamai kesulitan gt ya?
(I : I also heard that many students got difficulties, was it right?)

(M6.O1 : Yes, it was. I was one of them)

[10:57 AM, 6/26/2019] I: Wah oke², Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Well, okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interaction in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

(M6.O1 : Oh, well.. I do)

**Question 1**

[11:00 AM, 6/26/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
Pendapat kamu tu gmana sm penggunaan EMI ini, bagus engga, setuju engga, apa ga setuju,
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? How is your opinion to the usage of EMI, whether it’s beneficial or not, agree or not, or how?)

(M6.O1 : I am not really agree to the use of EMI for students, because not all students are not fluent in English. So if the teacher explains using English, not all students understand)
I: Lha kalo ga pake EMI, gmana siswa bs ngmg pake bhs inggris? □
(M.6.O1: Oh, yes)
I: If EMI is not used, how can students speak using English?

M.6.O1: Ya gpp pake EMI tp ga terusan mbak
M.6.O1: Mosok 2 jam pelajaran full bhs inggris
M.6.O1: Kan pusing:(
(M.6.O1: Well it's okay to use EMI, but do not continuously. How it can be 2 hours lesson using full English. It made me dizzy)

I: Oalah, oke²
Kita lanjut yaa

Question 2a
I: Kesulitan apa yg kalian alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(M.6.O1: It was difficult to understand if the teacher talked. So in the lesson we did not understand at all. Talked in English. The smart student who would understand of what teacher talked using English)

I: Oalah gitu ya?
Lha dampak dr ga faham sm yg guru jelasin buat kamu apa dek?
(M.6.O1: My score was bad always, if quiz I was remedial always)

I: Kalo sm materi nya faham ngga?
(M.6.O1: My score was bad always, if quiz I was remedial always)

I: Did you understand to the materials, didn’t you?)

M.6.O1: Saya kalau ulangan remidi trs
M.6.O1: Saya kalau ulangan remidi trs
(M.6.O1: My score was bad always, if quiz I was remedial always)

M.6.O1: Jd belajar sendiri

M.6.O1: Nilai saya jelek trs mbak:(
M.6.O1: Saya kalau ulangan remidi trs
(M.6.O1: My score was bad always, if quiz I was remedial always)
M6.O1: Agak faham jadinya
(M6.O1 : Usually I reviewed the materials at home. So I learnt by my self, then I became rather understood)

Question 2b
I: Wah ini spt nya sdh menjawab pertanyaan berikutnya deh ini
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gtau mengulang bljr sndiri di rumah?
Kalo tanya sm temen, biasanya kamu lakukan ga?
(I : Wow.. it is seemed answering the next question. How did you usually overcome that difficulties? The example you still asked your tacher, asked your firend or reviewed by yourself at home?)

M6.O1: Sering mbak kalau sm temen itu tanya lebih enak
(M6.O1 : I was often to ask friends, it was more enjoy)

Question 3a
I: Wah oke²
Ini pertanyaan selanjutnya dek, jd kira² harapan kamu ke depannya itu seberapa banyak/seberapa sering sih sebaiknya presentase penggunaan EMI di mapel bhs inggris ke depannya?
(I : Well, okay. This is the next question. So, roughly, what is your hope for the upcoming about how much the percentage of using EMI in English lesson?)

[Send picture of question 3a]

M6.O1: C
(M6.O1 : C)

I: Alasannya apa kira²?
(I : What is the reason?)

M6.O1: Jd kalau 2 jam pelajaran itu ga full bhs inggris,mungkin bisa 1 jam bhs inggris 1 jam lg bhs indo jadi bisa mudeng
(M6.O1 : So, the two hours lesson does not use full English, may be an hour using English and another one using Bahasa. So we become understand)

I: Iya coba dibikin enak gmana, hehe
Trus mengenai materi gmana dong kalo kyk gt?
Yg 1 jam indo itu ngulangin materi yg td sudah 1 jam pake EMI?
(I : Yes, please make it uderstandable. Then how about the materials if the two language applied like you explained before? The an hour Bahasa is for reviewing the materials that has been explained using EMI?)
M6.O1: Nah itu maksudnya jadinya nnt mudeng, "owalah td ngomong ini to" gitu.
(M6.O1 : Yeah, that's what I mean, so we may understand “oo that’s teacher talk before”)

M6.O1: Ga bikin ngantuk

M6.O1: Saya ngantukan soalnya
(M6.O1 : It does not make us sleepy. Because I am ease to be sleepy)

I: Estimati waktunya 1 jam full inggris trus 1 jam Indo?
Apa langsung, misalnya setiap njelasin 1 point materi pake bhs inggris, lgsg ditranslate pake Indo
Lanjut point selanjutnya pake inggris, lgsg ditranslate ke Indo
Apa gmana?
Kalo pas 1 jam full EMI, ttp ngantuk ngga?
(I : Do you mean that the estimated time is an hour for full English then an hour for Bahasa? Or may be directly, for example every explaining 1 point using English, then the teacher translating in Bahasa directly. Continues to the next point using English, directly translate in Bahasa. Or how shall be?)

M6.O1: Ngejelasin 1 point trs translate juga mudeng saya mah
(M6.O1 : Explaining 1 point [using English], then traslating too. So I'll understand)

Question 3b
I: Oke
Next trakhir ni,
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misal ditingkatkan, dipertahankan, dikurangin, dihilangkan apa gmana?
(I : Okay. Next to the last question. What is your hope/suggestion according to the usage of EMI in English lesson for the tenth grade students in the upcoming?)

M6.O1: Harapan saya dikurangin saja lah
(M6.O1 : My hope is just be decreased)

I: Dikuranginnya yg gmana nih mksdnya?
(I : What do you mean with decreased?)

M6.O1: Ya 50 % 50%
(M6.O1 : Yeah 50%:50%)

I: Oke
Emangnya kalo real di kelas kmren, beliau brapa presentasenya sih pake EMI itu?
(I : Okay. How about the reality in the class experienced an academic year? How much the percentage of using EMI?)

(M6.O1 : 85%)

Ada yg ingin kamu sampaikan lg mgkn tntg penggunaan EMI ini?
(I : Okay. Do you want to say more something about EMI?)

(M6.O1 : Enough, sist)

(I : Okay)
(I : That’s all questions, thanks a lot for your free time and ready to answer all questions honestly based on your experience)
I: Good afternoon! Hello, I'm Khori', pre-service English teacher last year

M6.O2: Yes mbak. What's up?

I: Do you have time? I need to interview for my graduating paper. The interview is just via WhatsApp, no face to face and just 5 questions

M6.O2: Yes, I do but at 5 pm. Now, I have extra-curricular

I: Okay, I'll wait for you

M6.O2: Siap mbakk

M6.O2: Sist, I'm free
I: Oh oke
Kita mulai yaa
Bener ngga sih dek kalau guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I: Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

M6.02: Betul mbak, itu karena supaya siswa itu bisa belajar hal lain seperti percakapan selain materi yang dijelaskan, sehingga ilmu yg didapat tidak hanya materi pembelajaran saja... tetapi juga interaksi antara siswa dengan orang lain
(M6.02: Yes, it was. It is because to make the students may learn other things such as conversation beside the materials explained. So the knowledge that we get is not only the learning materials. But also interaction between students and other people)

I: Okay
Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I: Did there many students get difficulties or they like it?)

M6.02: Menurut saya, untuk siswa yang menyukai bahasa inggris justru akan merasa senang.. Tapi untuk yg tidak.. maka akan merasa kesulitan
(M6.02: In my opinion, for students who like English they will feel like for that. But for who do not like, they would feel difficulty)

I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I: Okay okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interation in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

M6.02: Paham mbakk
(M6.02: Yes, I do)

**Question 1**

[7:03 PM, 6/26/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
(I : Okay, let’s we start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)


(M6.O2 : In my opinion, EMI that used is still on beneficial condition. But needs to be increased. Because EMI here is lack on making students for being active on interaction. The students’ lack knowledge of English makes them little bit introvert on interaction, so they have not courage to utter opinion or answer the question from the teacher)

Question 2a
[7:11 PM, 6/26/2019] I: Oke
Kesulitan apa yg kalian alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)


(M6.O2 : The difficulty which mostly happened was caused by the lack of English’s knowledge, make the students were less to understand of what teacher’s meant and the materials conveyed. So that the students could not accept the materials were conveyed and the effect was they could not finish off the quiz from the material which was given)

[7:18 PM, 6/26/2019] I: Kalo dr kamu sndiri gmana kesulitan dan dampaknya?
(I : From yourself, how the difficulties and the affects?)

[7:26 PM, 6/26/2019] M6.O2: Saya terkadang merasa kesulitan, jadinya terkadang kalau saya diberi pertanyaan sedikit terhambat akibat kemampuan berbahasa saya yg sedikit kurang,tetapi sebenarnya saya mengerti yg dimaksud oleh guruопределение...tapi
saya biasanya mencatat/menandai yg tidak dimengerti,dan nanti saya tanya 
dengan teman yg lebih mengerti atau bertanya pada guru setelah pelajaran selesai

(M6.O2 : I got difficulties rather, therefore when I was given question, I was stucked. It was because my lower language skill. But actually I understood what theacher meant. I usually wrote down or tagged which one I did not understand and I would ask my friend whom more understand or ask the teacher after the lesson finished)

[7:27 PM, 6/26/2019] I: Tp kalo materi kamu ketinggalan ngga?
(I : Did you miss the material, didn’t you?)

(M6.O2 : Yes, some topics, some topics which I less understood after asked)

[7:31 PM, 6/26/2019] I: Beberapa Bab yg saya kurang mengerti setelah bertanya gmana mksdnya? Saya masih mis□□
(I : Pardon me! I still confused what do you meant)

[7:41 PM, 6/26/2019] M6.O2: Jadi misal membahas bab teks recount..itu kan saya kurang memahami bagaimana struktur teksnya dan penggunaan verb dalam kalimatnya..itu saya sudah tanyak..tetapi saya tetap kurang paham
(M6.O2 : So, when our lesson talked about recount text. I got misunderstanding to the generic structure and the language features, I have asked, but I still got less understanding)

Question 2b
[7:42 PM, 6/26/2019] I : Oalah gt, oke²
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman atau mengulang bljr sndiri di rumah atau bagaimana?
(I : How did you usually solve the problem? For example asked the teacher, asked your friend or review the lesson at home or what?)

(M6.O2 : Commonly I reviewed independently at home by made summary which was understandable for me)

Question 3a
[7:46 PM, 6/26/2019] I: Oh gt, Oke
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke 
depannya ni
Pilih salah satu trus alasannya/penjelasan penggunaannya gmana
I: Okay. The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

Dikarenakan, menurut saya, apabila sedang mempelajari bahasa inggris maka sepatutnya menggunakan bahasa inggris supaya siswa menjadi terbiasa berkomunikasi dalam bahasa inggris. Bahasa Indonesia digunakan apabila interaksi antar siswa atau interaksi antara siswa dan guru kurang dimengerti... maka bahasa Indonesia digunakan untuk meluruskan hal yang kurang dipahami tersebut

(M6.O2): B. 75% English, 25% Bahasa. Because, if the English lesson is in progress, so it will be better to use English. So that the students are being accustomed to get communication using English. Bahasa is used when intercation among the students or interaction between students and teacher are misunderstanding. So Bahasa may be used for make sure the meant of each students/teacher)

Question 3b
[7:52 PM, 6/26/2019] I: Oke² good, jelas
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Pertanyaan trakhir ini
(I): Okay, good, it's clear enough. What is your hope/suggestion for EMI's implementation in English lesson for the 10th grade students in the upcoming? This is the last question)

Saran saya, penggunaan EMI ini juga dibarengi dengan upaya peningkatan pemahaman bahasa pada murid (misalnya menghafalkan verb) yg tentunya bermanfaat bagi siswa agar dapat memahami maksud materi yg disampaikan
Sehingga meminimalisir ketertinggalan materi akibat tidak paham
(M6.O2): My hope, I wish EMI can be increased more, so the tenth grade students are being more active on using English. My suggestion, the use of EMI also balanced by the effort of understanding increasement students’ language [for example memorizing verb], that of course it is beneficial for students so they may understand the materials uttered. It will be minimalized the missing materials cause of misunderstanding)

[7:59 PM, 6/26/2019] I: Wah oke² bagus
Kira² ditingkatkannya dlm hal yg bagaimana ni?
(I): Okay, well. Roughly, what is the increasement that you meant?)
Dalam hal pengucapan dan penggunaan bahasa inggris yang benar bagaimana, serta guru juga harus lebih jelas dalam menyampaikan kalimat baru (pengucapan yang normal tetapi jelas).

Karena terkadang siswa kurang mengerti kata yang diucapkan oleh guru karena pengucapan yang kurang jelas/terlalu pelan.

\[M6.02: \text{On how the correct pronunciation and use of English, and the teacher must be more clear on delivering new sentences [normal pronunciation but clear]}\]

\[I: \text{Oke dek, trmksh bnyk atas kesediaan waktunya} \]
\[\text{Smga proses blajarmu dipermudah sm Allah}\]
\[I: \text{Okay, thanks a lot for your time. Wish your learning process may be made easy by Allah}\]

\[M6.02: \text{Iya mbak sama} \]
\[M6.02: \text{Amin ya Allah}\]

\[M6.02: \text{You’re welcome, sist. Amin}\]
I : Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via
WhatsApp kok, ngga face to face

I : Assalamualaikum. I’m Khori’, the pre-service English teacher last year.
I need you to be interviewed for my graduating paper. Could you help me? The
interview is via WhatsApp, there is no face to face

(M6.O3 : Is it via WhatsApp chat, isn’t it?)

(I : Yes, it is. Could you?)

(M6.O3 : Yes, I could)

[10:29 AM, 6/27/2019] I: Oke
Kita mulai yaa
Bener ngga sih dek kalau guru bahasa inggris sering pake bahasa inggris buat menjelaskan dan interaksi dengan siswa waktu pelajaran?

(I : Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(M6.O3 : Yes, it was often. But sometimes also mixed with Bahasa)

[10:31 AM, 6/27/2019] I : Kira² prosentase pake Inggris nya brapa persen dek?
(I : How much the percentage of using English along the learning?)

M6.O3: 75%
(M6.O3 : 75%)

I : Banyak siswa yang mengalami kesulitan ngga sih kalau kayak gtu? Apa malah seneng?
(I : Did there many students get difficulties or did they like it?)

(M6.O3 : Yes, it did. Because we did not understand of what teacher talked)

[10:38 AM, 6/27/2019] I: Wah oke²
Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interraction in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

(M6.O3 : Yes, I do)
Question 1
[10:40 AM, 6/27/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X
SMA N 2 Salatiga di dlm pelajaran Bhs Inggris?
(I : Okay, let’s we start from the main question. How is your reaction about
the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English
lesson? Why?)

b.inggris komunikasi nya menggunakan b.inggris, cm karena banyak siswa yg
blm bisa berbahasa inggris dengan lancar ya materi yg bisa dicerna siswa nggk
bisa 100%
(M6.O3 : In fact, it is beneficial if along the English lesson the
communication use English, unfortunately there is many studenrs who have not
could speak English fluently. So that’s the materials which were absorbed by
students could not 100%)

[10:47 AM, 6/27/2019] I: Alasan dr bagusnya apa?
(I : So what the reason for the positive side?)

benar bagaimana
(M6.O3 : The students may know the correct pronunciation)

(I : It can be speaking practise ya?!)  

(M6.O3 : Yes)

Question 2a
[10:50 AM, 6/27/2019] I: Oke lanjut
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris?
Bagaimana dampaknya?
(I : Okay, next. What did your difficulties got when the teacher used EMI in
English lesson? How was the impact?)

akhirnya jd nggk mudeng sm materi yg disampaikan
(M6.O3 : Commonly I found unknown vocabulary then I became did not understand to the materials delivered)

[10:56 AM, 6/27/2019] I: Kalo pelafalannya kamu bs faham?
(I : Did you understand the pronunciation?)

(M6.O3 : Yes, I did)

**Question 2b**

[11:00 AM, 6/27/2019] I: Oke² lanjut Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
(I : Okay, next. How did you usually overcome that difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what?

(M6.O3 : Asked to my friend whom smart in English)

(I : Did you understand your friend’s explanation?)

(M6.O3 : Yes, I did)

(I : Why did not ask the teacher?)

(M6.O3 : It was more enjoy when my friend explained)

[11:05 AM, 6/27/2019] I: Oke,
Di rumah dipelajari lg ga?
(I : Okay, did you learn again at home?)

(M6.O3 : Sometimes I learnt again sometimes no, I would learn if any examination)
**Question 3a**


Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni

Dipilih salah satu, trus alasan/mgkn pelaksanannya gmana mnrt kamu

I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a]


(M6.O3 : d. Because the known vocabulary for students was not too much, but also the students may be accustomed to English)


Dikit bgt dong pake inggrisnya

(I : Wow, are you sure to choose D? It is so little to use English)


(M6.O3 : Yes, it’s okay just a little)


Kira² mnrt kamu kpn harus pake inggris kapan harus pake Indo?

(I : Approximately, in the implementation when the learning shall use English and the time for use Bahasa?)


(M6.O3 : When explaining the materials may use English, but when the students got misunderstanding, re-explain use Bahasa)

**Question 3b**


Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?

(I : What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? May be improved, be saved, be upgraded, be decreased, just lost or what shall do?)
If in that class has many students who mastering in English, just be saved. But if in the class still many students have not mastered in English correctly, the explanation use Bahasa may be increased.

Is it adapted to students’ conditions?

Yes, it is

Okay. That’s all the questions

Okay

Thanks a lot for your readiness to be interviewed

Yes, sist. Same same

Wish you are better on next academic year

Amin
I : Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face
Wawancaranya tntg pndpt kok dek, jd gaada bener/salah, dan pake bhs Indonesia

(I : Assalamualaikum. Hello, I’m Khori’, the pre-service English teacher last year. I need interview for my graduating paper, could you help me please? Just Via WhatsApp, there’s no face to face. The interview is about opinion, so there’s no correct/incorrect and using Bahasa)

(M6.O4 : Well, I’m willing)

[5:21 PM, 7/2/2019] I: Skrg bisa dek?
(I : Are you available now?)

(M6.O4 : Yes, I am)

[5:21 PM, 7/2/2019] I : Sebelumnya Makasih bnyk ya dek Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
Before I start, thanks a lot yaa.. Let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?

(M6.O4 : Yes, it was)

[5:22 PM, 7/2/2019] I: Kira² brapa persen dek pake bhs inggrisnya selama pelajaran?
(I : How much the percentage of using English along the learning?)

(M6.O4 : It was around 70%)

[5:23 PM, 7/2/2019] I: Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Did there many students get difficulties or they like it?)

(M6.O4 : For students whom understood, they were happy. But for students like me, it was rather difficult to understand)

[5:24 PM, 7/2/2019] I: Jd trgntg kemampuan masing² siswa ya dek, hehe Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Do you mean it is depend on students’ ability? Well, so this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interaction in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

(M6.O4 : Yes, but sometime students whom understood also did not know [chuckle]. Yes, I do)
Question 1
[5:27 PM, 7/2/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(M6.O4 : Actually it is beneficial, because by using EMI we are little by little will be more understand and may be by the time we will be fluent to speak English. But the problem we were lack of knowledge for vocabulary, so we still misunderstood for translating)

Question 2a
[5:31 PM, 7/2/2019] I: Oke bagus
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : Okay good. What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

(M6.O4 : The method on delivering the materials was rather confusing. The impact we did not understand the materials of what teacher’s meant)

[5:34 PM, 7/2/2019] I: Membingungkan gmana dek mksdnya? Mgkn bs dikasih contoh realnya hehe
(I : What do you mean with confusing? May be you can give me the real example)

(M6.O4 : The confusing was because of using English. Mom X when explaining used Bahasa and Javanese, we understood)

[5:37 PM, 7/2/2019] I: Kdng jg pake bhs jawa to? Hehe
(I: Do you mean that the teacher also used Javanese?)

(M6.O4: For javanes, it was rare. When getting mad to us because we did not understand)

**Question 2b**

[5:38 PM, 7/2/2019] I: Oh gt oke²
Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
(I: How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

(M6.O4: Generally I asked to my friend which had understood)

[5:39 PM, 7/2/2019] I: Stlh itu jd faham sm materi nya?
(I: Did you after that being understand to the materials?)

(M6.O4: Yeah, I understood little by little)

**Question 3a**

[5:47 PM, 7/2/2019] I: Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Pilih salah satu trus alasannya/penjelasan penggunaannya gmana
(I: The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

Kalo gini kan seimbang kak, ada kalanya pake bhs inggris bgtu juga dgn bhs indo. Mngkn kalo seperti ini kita bisa paham/menerima materi yang disampaikan kak
(M6.O4: 50 percents for English, 50 percents for Bahasa. If using this, it is equal. There is time to use English and vice versa. May be if like this, we are being understand/accept the materials delivered)

[5:53 PM, 7/2/2019] I: Oke²
Kira² saat kapan harus pake bhs inggris dan saat kapan harus pake bhs Indo kalo kyk gt?
(I : Okay. Approximately, when is the best time to use each English and Bahasa?)

(M6.O4 : When explaining use Bahasa, when practising use English)

[5:54 PM, 7/2/2019] I: Latian gmana dek mksdnya?
(I : What do you mean with practise?)

(M6.O4 : Practising using quiz. Generally it was answered or discussed together. Well it use English)

**Question 3b**

[5:56 PM, 7/2/2019] I: Oh gt, oke²
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misalnya ditingkatkan, dipertahankan, diperbaiki, dikerangi, dihilangin, apa gmana?
(I : Well. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? May be increased, be kept, be upgraded, be decreased, be removed or how shall be?)

(M6.O4 : Just be kept, but be equal on the using of two languages)

[5:58 PM, 7/2/2019] I: Kalo dr guru/siswa kira² ada yg perlu diperbaiki ngga?
(I : For the teacher/students, is there anything need to be improved?)

(M6.O4 : No, there is not I think)

[6:08 PM, 7/2/2019] I: Oke dek, udah semua ni pertanyaannya
Makasih banyak yaa sudah mau tak wawancara
Snga skill inggris mu meningkat
(I : Okay, that’s all questions. Thanks a lot for readiness to be interviewed. Wish your English skill may increase)

Semoga lancar skripsinya yaa
[8:30 PM, 7/2/2019] I: Oke, tk simpulkan yaa
Jd mntt kamu itu EMI itu kagus karena dg EMI ini siswa bs sdkti² faham dan
gkln lama² bs membuat siswa fasih berbahasa inggris. Hnya saja minimnya
kekayaan vocab siswa jd kdnng membuat siswa bngung dg arti dr vocab tsb
Kesulitan dg EMI ini karena ya pake bhs inggris jd bngung ya? mgkn karena
kurang nya vocab kamu jd bngung penjelasan guru gt ya?! Hehe
Dan harapan kamu ke depannya EMI itu bs digunakan seimbang 50:50 dg bhs
Indonesia spy siswa jg faham dg materi yg guru sampaikan. Bhs Indo bs di pake
waktu menjelaskan, sdgkn bhs inggris dipake saat membahasa latihan soal
Dan kedepannya EMI ttp dipertahankan keberadaannya namun penggunannya bs
diseimbangkan dg bhs Indonesia
Silahkan dikoreksi dek ᵇᵉᵗᵘˡ ᵇᵃᵏᵏ
(I : Okay, let me conclude yaa. So in your opinion EMI is beneficial because
by using EMI the students may understand little by little and by the time can make
students are fluent on speaking English. Unless, the students’ lack vocabulary
makes the students to be confused with the meaning of those vocabulary. The
difficulty when using EMI was because using English so you confused, right?
Because of the lack of vocabulary, made you confused to teacher’s explanation,
right? And your hope to EMI in the upcoming for can be used equal 50:50 with
Bahasa. So that the students may understand with the materials delivered by the
teacher. Bahasa can be used when explaining, while English is used when
discussing quiz. And in the upcoming EMI is still be kept for the existences, but
the implementation can be equaled with Bahasa. Please check it!)

(M6.O4 : Exactly, sist)

[8:58 AM, 7/3/2019] I: Oke dek, Makasih banyak yaa pokoknyaانتشار
(I : Okay. Thank you very much yaa)

(M6.O4 : Yes, sist. Wish you success)
I : Siang
Dek, Ini Mb Khorι’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

(I : Good Afternoon! Hello I’m Khorι’, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(M6.O5 : What is the interview?)

[1:42 PM, 7/4/2019] I: Wawancara tntg bhs inggris sih, tp pndapat kok
Jd gaada bener/salah, dan pake bhs Indonesia hehe
(I : The interview is about English, but concerning to opinion. So there’s no correct/incorrect, and use Bahasa)

(M6.O5 : What is opinion?)

[1:43 PM, 7/4/2019] I: Ya tntg pelajaran bhs inggris
Kamu bisa ngga?
(I : Well, about English lesson. Could you?)

[1:54 PM, 7/4/2019] I: Dicoba ya? Hehe
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?

(I : Let’s we try ya? Let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(M6.O5 : Sometimes used)

[1:58 PM, 7/4/2019] I: Brapa persen kira² makenya?
(I : How much the percentage roughly?)

(M6.O5 : I’ve forgot. It has been long time I do not go to school)

[2:00 PM, 7/4/2019] I: 50% ada? Selama pelajaran gt hehe
(I : Did it reach 50%? Along the learning I mean)

(M6.O5 : I think yes it did)

(I : Did there many students get difficulties or they like it?)

(M6.O5 : Yeah for unskilled students would get difficulties. For speaking, sometimes did not understand)

Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interation in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)

(M6.O5 : Yes, I do)

Question 1
I: Nah kita mulai pertanyaan inti Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?

(I: Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

M6.O5: kalo menurutku bagus juga kalo ada sistem kayak gitu. tp diliat lagi, minat b ing itu menurutku masih kurang. masih banyak yg ngeluh bla bla bla. dan juga pengucapan b ing dari guru ya kurang dipahami untuk temen temen. kalo gini kan minat b ing makin kurang. saran aku kalo di terapin EMI untuk X smanda bagus bagus aja dan bimbing juga murid murid nya biar pada paham.

(M6.O5: In my opinion it’s beneficial if any system like that. But we must observe again, English passion is still less in my view. There are many students complains many things. Also the English pronunciation by the teacher was less understandable for the students. If like this, English passion is more lack. My suggestion, if wanting to apply EMI for tenth grade students of Smanda well it’s good, and guide the students for being understand)

Question 2a

I: Oke Bagus, Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?

(I: Okay good. What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)

M6.O5: kadang ngga mudeng sama yg diomongin. pengucapannya kecepetan menurutku, jadi harus tanya sama temenku yg pinter english.

(M6.O5: Sometimes I did not understand of what teacher talked about. The pronunciation was too fast for me, so I should ask my friend whom skilled in English)

I: Kalo materi jd ketinggalan ngga?

(I: For the materials, did you miss it?)

M6.O5: engga sih, soalnya habis materi b ing langsung pinjem catetan temen

(M6.O5: No, I didn’t. Because after the English lesson end, I borrow my friend’s note)

I: Ngejar keteringgalan yg tadi gt ya? Hehe

(I: Getting the missing materials, right?)

M6.O5: hoo mbak
**Question 2b**


(I: How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)


(M6.O5 : I asked my friend)

[2:46 PM, 7/4/2019] I: Ga berani tanya guru?

(I: Had you courage to ask teacher?)


(M6.O5 : Up)


(M6.O5 : If our friends were usually have understandable language)

[2:47 PM, 7/4/2019] I: Oh gt oke²

(I: Well, okay)

**Question 3a**


Dipilih salah satu, trus alasan/mgkn pelaksanannya gmana mnrt kamu

(I: Well, the previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])


(M6.O5 : Is it for daily or on the lesson?)


(I: For in English lesson the tenth grade in the upcoming)


(M6.O5 : Fifty:fifty in my opinion)


(I: What is the reason?)
M6.O5: diliat lagi soalnya minat b ing belum terlalu banyak. takutnya kalo full ing banyak murid yg ngga paham. nanti guru juga disalahin. kalo fifty fifty kita juga bisa sekalai belajar meaning kata kata gitu

(M6.O5 : It must be observed again the passion in English, it s not too much. I worry if using full English, many students will not understand. May be, the teacher will be blamed. If fifty:fifty, we also can learn the meaning of words)

I: Knpa ga 75% bhs inggris? Hehe

(M6.O5 : If the class is almost understand to English, it's okay. But the problem is there still many students do not understand to English. The impression of English is still difficult in students’ view. That’s my opinion)

I: Ohh.. well. If fifty:fifty, you may understand the materilas/theories, but also can practise using English, right?)

(M6.O5 : Yes)

Question 3b

I: Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??

(M6.O5 : Be improved)

I: I think you have given suggestion in the beginning [chuckle]. On what is matter that shall be improved?)

(M6.O5 : In my opinion, the pronunciatin by the teacher. Honestly, it was not really clear if teacher talk)
[3:02 PM, 7/4/2019] I: Lha kalo dr siswanya ada yg perlu diperbaiki ngga?
(I : How about for students? Does there need to be improved, doesn’t it?)

(M6.O5 : They shall be more pay attention, so that the impression of English is not difficult for the students)

[3:03 PM, 7/4/2019] I: Brarti mencoba memahami dan menyukai gt ya?
(I : Do you mean the students try to understand and like English?)

(M6.O5 : Yes, it does)

(I : Okay, lest me conclude the interview’s result)

(M6.O5 : Okay)

[3:09 PM, 7/4/2019] I: Jd mnrt kamu, EMI itu bagus, tp sambil ttp melihat minat siswa, yg mgkn masih kurang, jg dr pengucapan guru yg kurang jelas shg agak sulit utk dipahami,
Dan kesulitan kamu karna penggunaan EMI ini kamu ga mudeng sm yg diomongin sm guru karena pengucapannya trlalu cepat, sbnrnya karna hal tsb kamu jd ketinggalan pelajaran, shg kalo stlh pelajaran kamu harus minjem catetan teman biar ngga ketinggalan materi
Dan saran kamu utk ke depannya, EMI itu di pake fifty fifty sm bhs Indonesia
Oiya, lupa saya, yg ini masih kurang he he
Kira² saat kapan harus pake bhs inggris dan saat kapan harus pake bhs Indonesia?
(I : So, based on your opinion, EMI is beneficial, but it is also must observe students’ passion which still lack. Also the teacher’s pronunciation was unclear, so that it was not understandable. And your difficulties were caused by the using of EMI applied by the teacher made you confused, teacher’s pronunciation was too fast. Actually cause of that you were being misunderstood to the materials, but after the lesson you borrowed your friend’s note. And your suggestion for the upcoming, EMI is used fifty:fivey. Oh my god, I forget one thing. Approximately, when is the best time to use each English and Bahasa?)

(M6.O5 : When in the class)

[3:21 PM, 7/4/2019] I: Mksdnnya misal, bhs inggris dipake waktu njelasin materi, trus bhs Indo di pake pas komunikasi sm siswa
Apa gmana?
(I : I mean, for the example, English is used when explaining the materials, then Bahasa is used for communicating with the students. Or how shall be?)
(M6.O5 : Yes, like that)

[7:55 PM, 7/4/2019] I: Dan harapan kamu EMI digunakan fifty:fifty spy anak² yg masih kurang faham dg materi dan jg minimal menimbulkan Minat mereka trhdp bhs inggris ya?
(I : And your hope to EMI is used for fifty:fifty so that the students whom still less skill to the materials and at least also can build their passion to English, right?)
(M6.O5 : Yes)

[7:56 PM, 7/4/2019] I: Oke dek, udah semua ni pertanyaannya
Makasih bnyk ya udah mau berpartisipasi

(I : Okay, that’s all questions. Thanks a lot for being my participant)

(M6.O5 : Okay, you’re welcome)
IS
I: Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face
Yg kmren ng’line kamu
(I: Assalamualaikum. Hello I’m Khori’, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)


I : Oke
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

It was not always to use English, because there were still many students who had not understand on using English. Commonly use English in order to make students understand and memorize faster.

Di mix sm Indo ya? (Was it mixed to Indonesian?)

Iya, soalnya kalo pake bhs inggris aja anak anak pada bengong, ngg pada faham apa yang di jelasin. (Yes, it was. Because if only use English, the students were blank, did not understand what was explained)

Kira² brapa persen guru pake bhs inggris? (How much the percentage of using English along the learning?)

60% (60%)

Oke. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?

Gimana mba? Kurang faham (How is, sist? I do not really understand)

Kan guru mu sering pake bhs inggris di kelas kan?! Baik utk mnjelaskan materi maupun interaksi ke siswa? Iya ngga? (The teacher was often to use English in the class, right? Both for explaining the materials and doing interact to the students, was it right?)

Iya mbak bener (Yes, it was)

Lah, itu Namanya/istilaha nya itu EMI (English As Medium of Instruction) Wawancaranya mengenai itu, jd gaada bner/salah, yg pntg sesuai pndpt kamu Sampe segini faham?
Well, it is called EMI [English As Medium of Instruction]. The interview is concerning to that, so there is no correct or false, the important is suitable to your thought. Do you understand?

I.O1: Owalahhh
I.O1: Oke faham
I.O1: Ya tak jawab sesuai pendapaku sebisanya
I.O1: Oo.. well I do. I’ll answer based on my opinion as I can

**Question 1**

I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?

I: Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?

I.O1: Concerning to the usage of EMI for the 10th grade students in Smanda is beneficial enough, because when the teacher explained using English, the clearness of utterance was clear enough in students’ ears. So the students were easy to understand what teacher uttered before. But it was often that the teacher uttered was not same to what teacher’s meant. And when the students did not understand to what teacher’s explained using English then the teacher would re-explana the materials using Indonesian

I: Brati cukup baik y!
*ya?!

Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?

I: So, it was beneficial enough right ya? What did your difficulties have when the teacher used EMI in English lesson? How was the impact?

**Question 2a**

I.O1: Iyaa
I.O1: Kesulitan memahami kosa kata yang di ucap guru kadang tidak sesuai ,dan kesulitan yang aku alami belum hafal semua kosa kata bahasa inggris,dampaknya jadi salah faham ttg apa yg di jelasis
I.O1: Yes it was. The difficulties were on understanding vocabulary uttered by the teacher. Sometimes it was not suitable. My difficulties were I have not
memorize all English vocabulary. The affect was misunderstanding to what was explaining

[10:57 PM, 6/27/2019] I: Dr guru tidak sesuai nya yg kyk di atas ya?! Msal beliau ngmg apa, trnyata mkshnya beda, bgtu?
(I : From the teacher was not suitable as you said before, right? The example, the teacher said something, apparently the meant was different, was it?)

(I.O1 : Yes, it was)

Question 2b
(I : How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what?)

(I.O1 : On solving that, I usually asked again to the teacher and asked to re-explain)

(I : Did the teacher re-explain? Did the teacher got angry, didn’t it?)

[11:00 PM, 6/27/2019] I.O1: Kadang gurunya jengkel, tapi kalo saya masih ngg faham saya mencoba memahami sndiri dan beljr sndiri
(I.O1 : Sometimes the teacher got angry, but if I still misundersatnding I would try to understand by my self and learnt autonomously)

[11:01 PM, 6/27/2019] I: Biasanya kalo nanya pake bhs apa?
(I : Usually, what the language you used when you asking?)

(I.O1 : I used Bahasa)

[11:02 PM, 6/27/2019] I: Nanya temen, prnh nggga?
(I : Did you ever ask your friend?)

(I.O1 : Yes, I did. But my friend also did not understand)

**Question 3a**
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni

(I : Well, okay. I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

Karena,dengan menggunakan bahasa inggris siswa dapat menambah kosa kata baru yang blm di ketahui,menjadi hafal bahasa inggris sedikit sedikit karena sudak menjadi kebiasaan dan mencoba memahami kalimatt bahasa inggris Kemudian,menggunakanbahasa indonesia ketika murid tidak faham apa yang guru jelaskan
(I.O1 : I choose 75% English and 25% Bahasa. Because by using English the students can add their new vocabulary, become memorize English little by little cause it has been become habit and try to understand English’s sentence)

**Question 3b**
[11:08 PM, 6/27/2019] I: Oke good
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
(I : Okay, good. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming?)

Dgn saran menurut saya meningkatkan kosa kata” asing,penambahan hafaln,penguacapan,penulisan,pendengaran di mapel bahasa inggris
(I.O1 : My expecation is by using EMI in English lesson, can make the students are fluent when use English. My suggestion is improving the vocabulary, adding the memorization, pronunciation, writing, listening in English lesson)

Pertanyaannya udah semua ni
Trmksh bnyk ya atas kesediaan waktunya utk tk wawancara
(I : Okay, good. That’s all questions. Thanks a lot for your readiness to be interviewed)

(I.O1 : Okay, sist. You’re welcome)
Code : IS
I (Interviewer): Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face?
(I.O2: Waalaikumsalam mba
I (Interviewer): The interview use Bahasa, about opinion, so it is not English’s quiz)

(I.O2: Well, it’s okay)

[12:46 PM, 6/28/2019] I: Skrg bisa?
(I: If doing now, could you?)

(I.O2: If I am wrong, it’s okay ya sist?)

[12:48 PM, 6/28/2019] I: Ini pndpt kok dek, gaada salah/Bener he he
Kalo jwbn kamu kok blm sesuai/ga nyambung dg pertanyaan, ya nanti kan tk jelaskan lg hehe
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : This is about opinion, so there is no correct or wrong. If your answers have not suitable to the question, I’ll explain it again. let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(I.O2 : If in the lesson, it was not always use English, Indonesian also may use. But if it may, it can be accustomed shall use English in order to familiarize and fluent on speaking. Whether it with friends or teacher)

[12:51 PM, 6/28/2019] I : Lha kmren guru mu sering nya pake bhs apa dek?
(I : How about last year experienced? What did language your teacher use?)

(I.O2 : It was more often to use English)

[12:52 PM, 6/28/2019] I: Brapa persen kira²?
(I : How much the percentage of using English along the learning?)

(I.O2 : 80%)

(I : Did there many students get difficulties or they like it?)

(I.O2 : Cause it is the primary English lesson, for English specialization it is more often to use Indonesian)

[12:54 PM, 6/28/2019] I.O2: Buat siswa yang gag suka sih mungkin susah, tapi kalo yg udah suka sama pelajarannya ya seneng” aja
(I.O2 : For students whom do not like English may be they would get difficulties, but whom like to the lesson, they would enjoy it)

(I.O2 : Moreover for my class which social class, it must get difficulties and the students were many whom did not like English)

[12:55 PM, 6/28/2019] I: Oke
Well. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interaction in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?

I.O2: Iya mba (I.O2 : Yes, I do)

Question 1

I: Nah kita mulai pertanyaan inti Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?

(I : Okay, let’s we start from the main question. How is your opinion about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

I.O2: Setuju sih dengan adanya penggunaan EMI pada saat pelajaran bahasa inggris, dengan ini kan siswa dapat berlatih sedikit demi sedikit agar bisa lancar berbahasa Inggris. Memang sulit jika belum dibiasakan. Karena jika siswa sudah paham dan bisa bahasa inggris pastinya akan mudah untuk melakukan setiap kegiatan yg terdapat bahasa inggrisnya. Saat ini bahasa inggris juga sudah menjadi bahasa yg sering digunakan jadi gak ada salahnya jika kita menggunakan EMI

(I.O2 : Well, I agree with the usage of EMI in English lesson, by this method the students can practise little by little so they can fluent to speak English. Of course it will be difficult if have not habituated. Because if the students have understood and know English, they will be easy to do activities which is including English there. Nowadays, English is language which often used, so it’s no matter if we use EMI)

Question 2a

I: Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?

(I : What did your difficulties get when the teacher used EMI in English lesson? How was the impact?)

I.O2: Kesulitan yg sering saya alami dalam penggunaan vocab nya yang masih banyak yang saya gak tau artinya, misalnya pada saat penggunaan sinonim kata. Dampaknya yaa saya pastinya gak mengerti apa yg guru tersebut sampaikan
The most difficulties I got were on using the vocabulary which many words I did not know the meanings. For example, on using synonym words. The affect was of course I did not understand what teacher uttered.

I: Kalo materi nya jd ketinggalan ngga?
(I: Did you missed the materials?)

I.O2: Iya sering
(I.O2: Yes, I did)

Question 2b
I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
(I: How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what?)

I.O2: Tanya ke temen
(I.O2: Asked friend)

I.O2: Kadang juga tanya ke guru kalo jam nya udah mau selesai
(I.O2: Sometimes I asked the teacher when the lesson almost finished)

I: Berani? Pake bhs apa biasanya?
(I: Did you have courage? What did language you use?)

I.O2: Beraninya kalo jamnya udah mepet selesai gitu. Pake bahasa Indonesia
(I.O2: I had courage if the lesson almost finished. I used Indonesian)

I: Blajar sndiri diulang gt ga di rumah?
(I: Did you review the materials at home?)

I.O2: Kalo lagi pengen bahasa inggris, dibaca lagi sambil nulis tambahan catatan gitu. Nanti yang sekiranya gak mudeng bisa dikasih tanda apa gitu
(I.O2: If I wanted to learn English, I would read again and wrote additional notes. If I did not understand, I would give tag)

Question 3a
I: Oh gt oke lanjut
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Pilih salah satu trus alasannya/penjelasan penggunaannya gmana
I: The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a]

(I.O2 : I choose B. The existence of English lesson is to make the students can use that language well and correctly. So, in the lesson, it must not use English fully. Indonesian still can be used. Because the students if wanna to ask the teacher, they will get difficulties to compose the words. So it shall be 75% and 25%)

Question 3b
[1:40 PM, 6/28/2019] I: Oke Bagus Lanjut pertanyaan
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
(I : Okay, continue to the next question. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming?)

(I.O2 : The students are different, some students can and the other is not. So by the existence of use Indonesian of course to simplify them)

[1:42 PM, 6/28/2019] I: Oke bagus²
(I : Well, good)

[1:45 PM, 6/28/2019] I.O2 : Penggunaan EMI ini harus ttp digunakan, gak harus 100% memakai bahasa inggris, kalo bisa juga ada bahasa indonesianya juga agar mempermudah siswa yang belum menyukai/belum mengerti bahasa inggris
(I.O2 : The usage of EMI shall be still used, it does not must use fully 100% on using English. If may, Indonesian also can be used to simplify the students whom have not like English or have not understood English)

[1:45 PM, 6/28/2019] I: Kalo dr guru/siswa mgkn ada koreksi dlm penggunaan EMI?
(I : Do you have suggestion for the teacher or students on using EMI?)
I.O2: Kalo bisa, penggunaan EMI ini dibuat persentase 75% dan 25% dimana gak sepenuhnya pake bahasa inggris & gak terlalu banyak juga penggunaan bahasa Indonesia.

(I.O2 : If perhaps, the usage of EMI is made 75%, where English is not used fully and does not need often to use Indonesian)

(I : I mean for the teacher example, the voice can be louder or how shall be? The students also add their vocab by themselves at home or how shall be?)

(I.O2 : If perhaps, every students are required for having their own vocabulary book. If they find unknown vocabulary, they may write it there. In long term, they will memorize it)

(I.O2 : For the teacher, must be patient when teach the students whom have not understood)

[1:52 PM, 6/28/2019] I: Oh gt, jd nulis vocab yg sulit mnrt dia gt ya?
Oke bagus
Sudah semua ni pertanyaannya
Trmksh bnyk ya dek sudah mau membantu
Maaf kalo pertanyaannya bikin bngung/muter²
Hehe
(I : Well, so they write difficult vocab, right? Okay good. That’s all the questions. Thanks a lot for you readiness to help me. I’m so sorry if the questions are not understandable)

(I.O2 : Yes)

(I.O2 : Okay, never mind)

[2:00 PM, 6/28/2019] I.O2: Gapapa
(I.O2 : It’s okay)

[2:00 PM, 6/28/2019] I: Smga tahun ajaran depan bhs inggrisnya lbh menyenangkan yaa, hehe
(I : Wish the next academic year is more funny yaa)

I.O2 : Iya mba aamin
(I.O2 : Yes, sist. Amein)

Code : IS
Assalamualaikum

Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

I: Assalamualaikum. I”m Khori’, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face

(I.O3 : Did you Smanda’s pre-service teacher? How’s the interview? Do IT use English?)

[8:16 PM, 6/28/2019] I: Iyap
Engga Kok, pake bhs Indo biasa
Tntg pndpt, jd gaada benar/salah
(I : Yup. No, did not. It uses Bahasa. It is concerning to opinion, so there is not correct or false)

(I.O3 : With pleasure)

[8:16 PM, 6/28/2019] I: Skrg bisa?
(I : Do you can to be interviewed now?)

I.O3 : Yes, I do

[8:22 PM, 6/28/2019] I: Oke
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Okay, let’s start the interview. Is it right that your English teacher often to use English to explain and interact along the learning activities?)

(I.O3 : Yes, it is. We are as the students may know how to do simple commnication use English. But sometime also got difficulties if the teacher spoke fastly)

[8:24 PM, 6/28/2019] I: Wkwk oke²
Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Okay. Did there many students get difficulties or they like it?)

(I.O3 : The difficulty was not bad. It was not really difficult. Yes I was happy, even this is senior high school but the teacher made quiz sometimes before the teaching learning activities, so we were not bored)

(I : Really? Was Mom X like that?)

(I.O3 : Mom X started with story telling and tell her story in the beginning)

[8:29 PM, 6/28/2019] I: Iya to? Wah seru dong yaa
(I : Are you sure? It must be exciting, right?)

(I.O3 : Yes, but usually I liked to be nervous, it would be rolled whom tell the story, it was used random system)

[8:30 PM, 6/28/2019] I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

(I.O3 : Yes, I do)

**Question 1**

[8:32 PM, 6/28/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

(I.O3 : It is very effective for adding the knowledge of English basic communication techniques. Because senior high school’s students are more potentially to study at college. So I feel language fluency and communicating in foreign language is very needed)

[8:35 PM, 6/28/2019] I: Oke lanjut
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : Okay, next. What did your difficulties got when the teacher used EMI in English lesson? How was the impact?)

**Question 2a**

(I.O3 : The difficulty was on using vocabulary which I have not mastered, for understand unknown word we should think first. The effect, for less active and responsive students would get difficulty on following EMI in the class)

[8:40 PM, 6/28/2019] I: Kalo kamu sndiri kesulitannya dan dampaknya apa?
(I : How about the difficulties and the effects for yoursels?)
I.O3: The difficulty was on grammar rules, sometimes still exchanged where was object where was verb. The effect was mistake, shall be improvement and make target in order to beneficial EMI may achieve.

I: For the material, did you miss the teacher’s explanation?

I.O3: For the material, I was not. I understood always and did not miss because the usage of EMI was simple and very helping. But sometimes still exchanged.

I: Was the teacher use the known vocab?

I.O3: Sometime yes, sometime no. Commonly if there was unknown vocab, I should ask till I know

Question 2b

I: How did you usually solve that difficulties? For example, asked teacher, asked friend or review the lesson at home or what did you do?

I.O3: Asked to the teacher. Because if I learnt independently at home I could not understand, there was no debate’s opponent.

I: How about asked your friend?

I.O3: If asked friend I did not understand, it must be the teacher. Then getting opinion’s argue, I would understand
**Question 3a**

[9:14 PM, 6/28/2019] I: Oh gt, oke²

Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni

Dipilih salah satu, trus kira² alasan kamu milih itu apa, atau mgkn pelaksanaannya tu gmana mnr t kamu

(I : Okay. I : The previous questions are about your opinion for happened experiences, the next question is concerning the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

I.O3 :

![Question 3a Image]

Supaya pemahaman ttg kosakata sederhana bahasa Inggris lebih bisa meluas. Dan kelancaran dalam kecakapan juga semakin terbentuk bagi siswa SMA.

(I.O3 : For understanding of simple English vocabulary can be more widespread. And the fluency in skills also being more formed increasingly for students’ senior high school)

I : Kira² kapan saat harus pake bhs inggris, kapan saat Harus pake Indo?

(I : Approximately, in the implementation when the learning shall use English and the time for use Bahasa?)


(I.O3 : When doing all activities, so when explaining there is both English and Bahasa. When correcting the assignment too. So it is equal)


(I : But Bahasa is used little more than English, right?)


(I.O3 : Yes, little more. For making us know and understand for the meant of we learn in the class)
Question 3b

[9:25 PM, 6/28/2019] I: Oke² next last ni
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??

(I : Okay, the last question. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming?)


(I.O3 : It can make students prefer to English and open their mind that English is not difficult)

[9:28 PM, 6/28/2019] I: Misalnya ditingkatkan, dipertahankan, diperbaiki, dikuurangi, dihilangkan, apa gmana?

(I : For example can be improved, be kept, be upgraded, be decreased, be abolished or what shall be done to EMI?)


(I.O3 : Just be kept. In my opinion, SMA 2’s students cannot be forced, so if it is improved instead make students will get bored. Just it is more to be kept, so that the students thought ‘oh yess, if I wanna study at college, I must be the master in English)

[9:33 PM, 6/28/2019] I : Kalo perbaikan,kira² ada ngga?

(I : For upgrading, how about that?)


(I : Just little bit. The teacher may be more slowly, because not all student can be more responsive. There was also needs time for thinking the answer and meaning from the sentences’ uttered)

[9:45 PM, 6/28/2019] I: Kalo dr siswanya ada ga yg harus diperbaiki?

(I : For the students, is there any someting that shall be upgraded?)


(I.O3 : May be must pay more attention concerning to vocab that actually easy to be understood but placed in the middle of sentence. The key word is ease vocabulary)
[9:47 PM, 6/28/2019] I: Iya sih memang spt itu,  
(I : Yes, that’s true)

(I.O3 : Yes, sist)

[9:48 PM, 6/28/2019] I: Jd kesimpulannya kamu stuju bgt pake EMI di kls bhs inggris yaa, Soal nya sngt membantu utk kelancaran speaking nya, dan harapannya ttp dipertahankan keberadaannya, tp dg diperbaiki baik dr guru saat menjelaskan maupun siswanya jg memperhatikan dg baik Bgtu ya?  
(I : So the conclusion is you are very agree to EMI in English lesson. Because it is very help for the speaking fluency and the expect must be kept for the existing, but with the upgraded both the teacher pay attention and students also pay attention)

(I.O3 : Yes, like that)

[9:49 PM, 6/28/2019] I: Oke  
Emg kmren slama 1th ajaran ini, brapa persen pake EMI slama stiap pertemuan?  
(I : Okay, experiencing an academic year, how mush English has been used in every meeting?)

[9:50 PM, 6/28/2019] I.O3: Mom X hampir 70%  
(I.O3 : It is almost 70%)

(I : Okay, in the previous you chose B. Must be improved a little bit for the intensity?)

(I.O3 : Yes, just little bit for reaching to my choice)

[9:52 PM, 6/28/2019] I: Oke²  
Udah semua ini dek pertanyaan nya, he he  
Trmksh bnyk ya sudah mau membantu  
(I : Okay, that’s all questions. Thanks a lot for helping me)

(I.O3 : Okay sist, no problem)
Assalamualaikum
Dek, Ini Mb Khor'i, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

(I : Assalamualaikum. Hello I'm Khor'i, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(I.O4 : Okay, sist)

[9:12 AM, 6/29/2019] I: Skrg bisa?
(I : Are you available for now?)

(I.O4 : Is it not chat, is it?)

(I : Yes, it is)

(I.O4 : Well, I can)

[9:14 AM, 6/29/2019] I: Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?

(I : Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(I.O4 : Yes, it was often. If use full English, many students did not understand, moreover teacher spoke fastly)

(I : Did there many students get difficulties or they like it?)

(I.O4 : In my opinion, it was difficult. Because we have not mastered many English vocabulary)

[9:19 AM, 6/29/2019] I: Kira² brapa persen dek penggunaan bhs inggrisnya slama jam plajaran?
(I : How much the percentage of using English along the learning?)

[9:21 AM, 6/29/2019] I.O4: Kalau sastra inggris (pak X) kira" 70%
Kalau b inggris wajib (bu X) kira" 80%
(I.O4 : For English literature [Mr. X] it is around 70%. While for primary English [Mom X] it is aroung 80%)

Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Okay okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interraktion in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

(I.O4 : Yes, I do)

**Question 1**
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?

(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

[9:29 AM, 6/29/2019] I.O4: Kalo menurutku bagus, karena dapat mendorong kita untuk belajar b ing lebih dalam lagi biar kita kalau kelas b ing paham betul maksudnya guru itu

(I.O4 : In my opinion, it is beneficial. Because it can encourage us to learn English deeper. So that we understand right the English lesson)

Question 2a


(I : What did your difficulties got when the teacher used EMI in English lesson? How was the impact?)


(I.O4 : The difficulties were because we have not mastered many vocabulary, then if question and answer sometimes we got confused to give answer. The problem was we have not able to arrange the words correctly. The affect was many of them were dislike to English lesson, they did not understand)

[9:35 AM, 6/29/2019] I: Kalo dr kamu sndiri kesulitan dan dampaknya apa?

(I : For youself, what was you difficulty and the affect?)


(I.O4 : The difficulty was same to what I said before. For the affect, I wanted to learn more, because I felt shy if my friend understood while I was not)

Question 2b


(I : Oh, so you become more enthusiasm right? How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

(I.O4 : For the materials, usually I asked to the teacher/friend, but for vocabulary and grammar I opened youtube)

[9:40 AM, 6/29/2019] I: Wah kamu brati trmsk suka bhs inggris kamu ya? Hehe Bagus tu kalo liat YouTube, skrg kan bnyk bgt yg bikin video utk mempermudah memahami teori bhs inggris (I : Well, is it mean you like English? Yes it is good to open YouTube, now there are many video for ease on understanding English)

(I.O4 : [laugh] Yes it is. Yes, sist)

(I : Did you have courage to ask teacher?)

(I.O4 : Yes, I did. Eh.. asked for what?)

(I : You said the materials)

(I.O4 : Yes, for that I have courage)

(I : What did language that you use?)

(I.O4 : I used Bahasa)

(I : Was the teacher angry?)

(I.O4 : If asking, it did not matter. But if answering the question it should use English usually)

Question 3a
[9:49 AM, 6/29/2019] I: Oh gt oke²
Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Pilih salah satu trus alasannya/penjelasan penggunaannya gmana
(I: Well. The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

I.O4: For me I choose B, because this is English lesson actually English is used fully. But I have not master more, I am afraid if English is used fully I become stress)

Question 3b
[10:08 AM, 6/29/2019] I: Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
(I: What is your hope or suggestions for the usage of EMI in English lesson for the 10th grade students in the upcoming?)

(I.O4 : I wish it always be used, suppose in the future we are practised to do interact using English fluently)

[10:12 AM, 6/29/2019] I: Kira² ada yg perlu diperbaiki ga dr pengalaman 1 tahun kmren?
(I: May be, is there any thing shall be upgraded experiencing the last year?)

(I.O4 : I think not, may be do not speak too fast)

[10:13 AM, 6/29/2019] I: Kalo dr siswanya ada yg perlu diperbaiki ngga?
(I: For the students, is there anything shall be upgraded?)

(I.O4 : For the students are based on each person, my hope is they are not trifling the teacher whom teach them. If examination they said it has not taught, but actually they did not pay attention to the teacher)

[10:16 AM, 6/29/2019] I: Oalah sering nya gt ya?!
(I : Oo.. did it often happened?)

(I.O4 : Yes, it did)
I: Oh gt, oke²
Jd kamu setuju aja dg EMI ya, karna membantu utk melatih komunikasi dan aplikasi pake bhs inggris, adanya bhs Indo saat pelajaran itu biar kalo ada yg sulit mgkn bs dijelaskan dg bhs Indo gt ya?! Jd ga 100% bhs inggris Dr guru mgkn saat mnjelaskan jgn trlau cepat, dan dr siswa nya harus memperhatikan guru gt ya?!
(I : Well. So the conclusion is you agree with the existing of EMI because it helps for pratising communication and application of using English. The existing of Bahasa in the lesson is used to make clear difficult term. So it is not 100% English)

I.O4: Iya betull
(I.O4 : Yes, correctly)

I: Oke dek, udah semua ni pertanyaannya
Trmksh bnyk atas kesediannya utk tk wawancara
Smga skill bhs inggrismu smakin meningkat yaa
(I : Okay, that’s all questions. Thanks a lot for your readiness to be interviewed. Wish your English skill to be more improved)

I.O4: Iya sama-samaa
(I.O4 : You’re welcome)
I: Assalamualaikum
Dek, Ini Mb Khori', PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face ??
(I: Assalamualaikum. Hello I'm Khori', the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(I.O5 : Yes, I could)

[10:09 AM, 6/29/2019] I: Skrg bisa?
(I : Are you available for now?)

(I.O5 : Yes, I am. Does it take longer time?)

(I : Insya Allah, it will take just for a moment)

(I.O5 : Okay)

[10:09 AM, 6/29/2019] I: Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

(I.O5 : Yes, it was)

(I : Did there many students get difficulties or they like it?)

(I.O5 : For this time, there are many students got difficulties, because most of them have not understood difficult vocabulary)

[10:11 AM, 6/29/2019] I: Kira² guru mu pake bhs inggris nya slama plajaran brapa persen sih?
(I : How much the percentage of using English along the learning which used by your teacher?)

(I.O5 : Approximately 80%)

Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Well. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interration in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?)

(I.O5: Yes, I do)

Question 1
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)
IO5: Sebenarnya sesuai, mengenai pembelajaran menggunakan EMI sangat membantu siswa dalam hal pemahaman materi (IO5: Actually it is suitable, concerning to the learning using EMI is very helping the students on understanding the materials)

IO5: Iya (IO5: Yes)

IO5: Saat guru menjelaskan dengan EMI susudhnya guru akan memberi penjelasan untuk mengarahkan murid (IO5: When the teacher explained using EMI, after that teacher would gave explanation for directing the students)

IO5: Iya untuk saat ini (IO5: Yes, for this time)

Question 2a
IO5: Terkadang saat menghadapi satu atau dua kosakata sukar, yang berdampak membuat kita bisa saja tertinggal materi yang dibahas tadi, karena belum tau apa arti dari kosakata sukar yang digunakan guru tsb (IO5: Sometimes when finding one or two difficult vocabulary, which affected making us could be missed the materials, because we have not known the meaning from that difficult vocabulary)

Question 2b
IO5: Terkadang saat menghadapi satu atau dua kosakata sukar, yang berdampak membuat kita bisa saja tertinggal materi yang dibahas tadi, karena belum tau apa arti dari kosakata sukar yang digunakan guru tsb (IO5: Sometimes when finding one or two difficult vocabulary, which affected making us could be missed the materials, because we have not known the meaning from that difficult vocabulary)

IO5: Terkadang saat menghadapi satu atau dua kosakata sukar, yang berdampak membuat kita bisa saja tertinggal materi yang dibahas tadi, karena belum tau apa arti dari kosakata sukar yang digunakan guru tsb (IO5: Sometimes when finding one or two difficult vocabulary, which affected making us could be missed the materials, because we have not known the meaning from that difficult vocabulary)

Question 2b
I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
I: How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?

(I.O5 : Solution 1. Asked directly to the teacher in the end of lesson, solution 2. Opened dictionary to look for the difficult vocabulary)

(I : Did you have courage to ask the teacher?)

(I.O5 : Of course, I did)

[10:34 AM, 6/29/2019] I: Pake bhs apa?
(I : What did the language you use?)

(I.O5 : I used Bahasa, if needed I would use English)

[10:52 AM, 6/29/2019] I: Dipelajari lg ngga di rumah?
(I : Did you review the lesson at home?)

(I.O5 : If difficult, yes I did)

Question 3a
[10:56 AM, 6/29/2019] I: Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
(I : Well, the previous questions are about your opinion for happened experiences, the next question is about for the future)

(I.O5 : How?)

[10:57 AM, 6/29/2019] I: Dipilih salah satu, trus alasan/mgkn pelaksanannya gmana mnr ke kamu
(I : Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

(I.O5 : D)

[11:00 AM, 6/29/2019] I: Alasannya?
I: The reason?

I.O5: Guru saat ini srring menggunakan b inggris, apalagi di kurikulum 13
(I.O5: The teacher for this time is often to use English, moreover in Curriculum 2013)

I: Harapan kamu itu, ke depannya bhs inggris digunakan brapa persen?
(I: Depend on your expectation, how much English shall be used in the upcoming?)

I.O5: 50-60% saja
(I.O5: only 50% to 60%)

I: Brati yg C?
(I: Do you mean C?)

(I.O5: Yes, I do)

(I: The reason?)

(I.O5: Just it can be easier to be understood)

(I: Approximately, when is the best time to use each English and Bahasa?)

(I.O5: It can be made as routine in specific day)

(I: I mean in the learning activities at the class)

(I.O5: Yes)

(I: You said before that EMI shall be used 50:50. For example, when giving explanation may use English, while getting interaction with students may use Bahasa, or how shall be?)

(I.O5: English is no problem, if after that using Bahasa to make clear)
Question 3b

Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?
(I : Okay, well. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? The example may be improved, be saved, be decreased, lost or what?)

(I.O5 : Can be continued, but give ratio between English:Bahasa become 50:50)

(I.O5 : Just need to be improved)

[11:34 AM, 6/29/2019] I : Ditingkatkan dlm hal apa ini?
(I : What thing that shall be improved?)

(I.O5 : Just the ratio and decrease the unknown vocabulary for the students, especially the speaking’s interruption)

(I : For the students, is there any upgrading needed?)

(I.O5 : Just the learning method and vocabulary memorization)

[12:15 PM, 6/29/2019] I: Jd kesimpullannya kamu stuju dg penggunaan EMI yaa, karena membantu siswa dlm hal pemahaman materi, tp harus diperbaiki dr sisi guru spt ngomongnya jgn trlalu cepat dan siswanya memperbaiki diri spt Cara belajar dan penghafalan vocab
Bgtu ya?!
(I : So the conclusion is you agree for the use of EMI, because it helps the students on understanding the material, but it shall be upgraded on teacher’s side such as do not fast on speak and the students can be upgraded themselves, such as the learning method and vocabulary memorization. Is it right?)

(I.O5 : Yes, it is)
Okay, that’s all questions. Thanks a lot for your readiness to be interviewed.

Okay

Wish your English skill may be improved.

Amin
I: Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via
WhatsApp kok, ngga face to face

(I: Assalamualaikum. Hello I’m Khori’, the pre-service English teacher last
year. I need you to be interviewed for my graduating paper. Could you help me?
The interview is via WhatsApp, there is no face to face)

mbak?:3 maluu uu
(I.O6 : Waalaikumsalam, sist. How is the interview? I’m shy)

[9:31 AM, 6/29/2019] I: Cuma tanya jwab biasa Kok dek, pake bhs Indonesia,
tntg pndpt kok, jd gaada benet/salah
(I: Just Question and Answer as commonly, use Bahasa, about opinion so
there’s no correct or wrong)

[1:45 PM, 6/29/2019] I.O6: maaf br bls mbakk, sini gaada sinyal e uu
(I.O6 : I’m so sorry for lating reply the message, here is low signal)


[1:45 PM, 6/29/2019] I: Oke gpp dek, skrg bisa?
(I : No problem, are you available for now?)
I.O6: nek nanti gmn mba? aku lg keluar ek uu
(I.O6: How about tonight? I’m not available now)

I: Gpp dek, jm brapa kira² free nya?
(I: It’s okay. What time is it when you free?)

I.O6: eh skrg aja gapapa deng mbak wkwk
(I.O6: Eh.. for this time it’s okay, sist)

I: Beneran?
(I: Are you sure?)

I.O5: iyaa mba gapapaaaa
(I.O5: Yes, I’m sure)

I.O6: iyaa bener kak hehe
(I.O6: Yes, it was)

I: Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin
dan interaksi sm siswa waktu pelajaran?
(I: Let’s start the interview. Was it right that your English teacher often to
use English to explain and interact along the learning activities?)

I.O6: iyaa bener kak hehe
(I.O6: Yes, it was)

I: Kira² brapa persen guru mu pake bhs inggris slama
pelajaran?
(I: How much the percentage of using English used by your teacher along
the learning?)

I.O6: kira² yaaa 75% kak hehe
(I.O6: It’s around 75%)

I: Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk
gtu? Apa malah sneng?
(I: Did there many students get difficulties or they like it?)

I.O6: malah seneng sii kak, kan sedikit2 jadi nambah vocab
(ehe
(I.O6: We liked it. It meant little by little we added our vocabulary)

I: Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of
Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs
pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
Okay. So, this interview is about the usage of EMI (English As Medium of Instruction), so English does not only a material, but also used as language of instruction, language of interaction in English classroom. The interview is concerning to opinions, so there is no right/wrong. For now, do you understand?

I.O6: faham kakk, siapp dehhh
(1O6 : Yes, I do)

Question 1
[2:17 PM, 6/29/2019] I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X
SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start from the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

I.O6: penggunaan EMI bagi siswa dapat membantu menambah pengetahuan dan vocab untuk lebih memahami komunikasi menggunakan bahasa inggris, dengan berkomunikasi bahasa inggris, siswa dapat lebih mudah mengingat kata2 yang diucapkan
(1O6 : The usage of EMI for the students can help to add the knowledge and vocabulary to be more understand the communication using English, by communicating use English, the students are able to be easy memorize the words they uttered)

[2:20 PM, 6/29/2019] I: Jd kamu stuju aja nih dg penggunaan EMI di kls X?
(I : Does it mean you aree to the usage of EMI in the 10th grade?)

I.O6: setuju kak, kan lebih membantu komunikasi juga, toh bahasa inggris juga bisa dimanfaatkan besok sewaktu kita dewasa
(1O6 : I agree, sist. It means EMI can be more help the communication too. Moreover English is also can be useful in the future)

Question 2a
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris?
Bagaimana dampaknya?
(I : What did your difficulties had when the teacher used EMI in English lesson? How was the impact?)

Sometimes the vocabulary used by the teacher was difficult for the students. It was because vocabulary’s knowledge of the students was limited and had not rich. But if the students did not understand the meaning, the students would ask the teacher and asked to explain slowly.

I: Kesulitan dan dampak yg kamu alami sndiri apa?
I.O6: kalau dr pribadi saya sendiri yaa terkadang sulit dalam menggabungkan pola kalimat inggris tersebut

I.O6: For my self, sometimes got difficulty on gathering English sentences pattern

I: Tenses nya ya?
I.O6: iyaa betulllll kak

Question 2b
I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?

I.O6: biasanya sih bertanya pd guru tentang materi yang belum jelas, terkadang juga bertanya pada teman ataupun browsing internet

I: How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?

Question 3a
I: Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni
Pilih salah satu trus alasannya/penjelasan penggunaannya gmana
Well, in the previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a]

[7:00 PM, 6/29/2019] I.O6: jawabannya yg C kak, karena siswa juga blm terlalu fasih bahasa inggris, sehingga harus di imbangi dengan bahasa indonesia sebagai bahasa bantuan supaya mudah dipahami kak

(I.O6 : The answer is C. Because the students was also not really mastered in English. So it must be balanced with Bahasa as language assistance so it will be understandable)

[7:35 PM, 6/29/2019] I: Kira² mnrt kamu, saat kapan harus pake bhs inggris, saat kapan harus pake bhs Indo?

(I : Approximately, when is the best time to use each English and Bahasa?)


(I.O6 : When explaining materials that is looked specific or deeper materials, it's okay to use Bahasa, so the students can be easier to understand and know)

[7:45 PM, 6/29/2019] I : Lha kalo pas bhs inggris?

(I : How about [the time to use] English?)


(I.O6 : English is used when explainig general materials, then when giving example and doing presentation)


(I.O6 : That's based on my opinion yaa)

[7:46 PM, 6/29/2019] I: Ngasih contoh dan presentasi jg pake inggris ya?! Hehe Iya gpp dek, emg ini fokus nya pndpt kalian kok, hehe

(I : Giving example and doing presentation are also using English?!. It’s okay, the interview is focused on your opinion)


(I.O6 : The better way is like what I said. Because the presentation means that students can practise to do communication using English in front of the audiens)


(I.O6 : With pleasure)

[7:55 PM, 6/29/2019] I: Oke good, mskpn belepotan yaa

Jd dilatih sjak dini hehe
Question 3b
Last question ni
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misalnya ditingkatkan, dipertahankan, diperbaiki, dikuurangi, dihilangkan, apa gmana?
(I: Okay, good. Even it is still bad yaa. So they are practised earlier. The last question yaa. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? The example may be improved, be saved, be upgraded, be decreased, lost or what shall be?)

[8:21 PM, 6/29/2019] I: ya harapannya semoga bisa membantu para siswa dalam berbagai bidang disaat dewasa ataupun disaat tertentu yang sekiranya membutuhkan bahasa inggris
(I: My hope is wish it can help the students on many sectors when they grow old or on special condition which seem need English)

[8:22 PM, 6/29/2019] I: Kalo mslh pelaksanaan mungkin ada saran? Diperbaiki atau gmana gt?
Spt ini mksdnya
(I: How about the implementation, do you have suggestion? To be upgraded or how shall be?)

(I.O6 : Ehm.. if perhaps, it can be saved and may be upgraded slowly)

[8:24 PM, 6/29/2019] I: Kalo misal diperbaiki, dr segi apa yg harus diperbaiki?
(I: If be upgraded, on what thing which shall be upgraded?)

[8:24 PM, 6/29/2019] I.O6: ya mungkin cara atau metode yang digunakan guru untuk menyampaikan materi kpd siswa supaya lebih membuat nyaman siswa dan tidak membosankan
(I.O6 : Well may be the method used by teacher on delivering the materials to the students. So that the students are more comfort and do not boring)

[8:25 PM, 6/29/2019] I: Kalo dr siswa ada yg perlu diperbaiki?
(I: Is there any upgrading needed for the students?)

(I.O6 : May be on the students’ behavior when learning activities can be improved for the seriousness)

[8:27 PM, 6/29/2019] I: Oh gt
Oke² good
Oke dek, udah semua ni pertanyaannya
Trmksh bnyk atas kesediannya utk tk wawancara
Smga skill bhs inggrismu lbh baik lg ya dek
(I : Well. Okay okay, good. That’s all the questions. Thanks a lot for your readiness to be interviewed. Wish your English skill may be improved)

I.O6 : aminn, siapp siapppp kakk , sama sama yaahhh

(I.O6 : Amin. It’s okay, sist. You’re welcome yaa)
I: Assalamualaikum
Dek, Ini Mb Khori’, PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face
(I: Assalamualaikum. Hello I’m Khori’, the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face)

(I.O7: What is the materials about for the interview?)

[2:19 PM, 6/30/2019] I: Wawancaranya tntg pndpt kok dek, jd gaada salah/bener,
Bukan materi pelajaran kyk di sekolah, hehe
(I: The interview is about opinion, so there’s no correct/incorrect. It’s not about materials of lesson in the class)

(I.O7: Oh, well)

[2:38 PM, 6/30/2019] I: Skrg bisa?
(I: Are you available for now?)

[2:38 PM, 6/30/2019] I.O7: Bisa
(I.O7: Yes, I am)
Okay, let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?

Yes, miss. It was right. But sometimes also depend on the students whether they understood or not. If the students did not understand, the teacher would explain using Bahasa.

Did the students rather have difficulties, didn’t they?

Yes, they did. Because they did not understand the meaning.

Okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interaction in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?

Yes, I do miss.

Okay, let’s we start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson?

Yes, I do miss.

Question 1

Okay, let’s we start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson?
I.O7: Actually it is beneficial, Miss. It may be for practising the students to be more accustomed to use English as a learning or as interaction.

I: Actually beneficial? So how about the reality?

I.O7: The reality was many students still got misunderstanding.

Question 2a

I: Okay. What did difficulties you have when the teacher used EMI in English lesson? How was the impact?

I.O7: The difficulties were there was new verb, so we did not understand the meaning.

I: Because of misunderstanding to the meanings, you were being missed the materials too, right?

I.O7: Automatically, yes miss.

Question 2b

I: How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?

I.O7: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?
Kalau saya selalu bertanya kepada ibu guru atau teman yg paham bu (I.O7 : For me, I was always asking to the teacher or friends whom understood, miss)

Berani tanya ke guru? (I : Did you have courage to ask your teacher?)

Kadang berani bu, tapi sering sering nya engga (I.O7 : Sometimes I dis, miss. But I was often to do not)

Mager (I.O7 : I was lazy)

Kalo pas nanya, biasa nya pake bhs apa? (I : When you asked, what did language you use?)

Bahasa Indonesia (I.O7 : I used Bahasa Indonesia)

Sthl bertanya, jd faham? (I : Were you being understand after asking?)

Iya bu (I.O7 : Yes, I was miss)

Question 3a

The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a]

C. Karena ga semua siswa paham artinya, jadi harus diselingi dengan bahasa indonesia

Seperti ada tanya jawab sedikit (I.O7 : I choose C. Because not all students understand the meanings. So it must be interspersed with Bahasa. Such as giving question and answer a little bit)

Tanya jawab mengulas materi yg baru dibhs gt ya?! (I : Question and Answer to review the materials which explained before, right?)
I.O7: Iya bu

I: Pas mengulas materi td pake bhs Indo gt ya?

I.O7: Iya buuu

I: Tp pas njelasin materi pake inggris ya?

I.O7: Iya di selingi pake bhs indo

Question 3b

I: Oke²
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misalnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?

I.O7: Di tingkatkan untuk melatih siswa

I: Misalnya?

I.O7: Be increased for practising the students

I: Kalo menurut aku sih mending diskusi pake EMI

I.O7: In my opinion, it prefers to discuss using EMI

I: Oke dek, udah semua pertanyaan nya
Makasih bngt udah mau tk wawancara平方
Smga skill English mu trus meningkat ya dek平方

I.O7: Iya bu sama2

I.O7: Aminn

I.O7: Yes, miss you’re welcome. Amein
I: Assalamualaikum
Dek, Ini Mb Khori', PPL bhs Inggris tahun kmren
Saya butuh wawancara buat skripsi, kira² kamu bisa mbantu ngga dek? Via WhatsApp kok, ngga face to face

Wawancaranya tntg pndpt kok dek, jd gaada bener/salah, dan pake bhs Indonesia

(I: Assalamualaikum. Hello I'm Khori', the pre-service English teacher last year. I need you to be interviewed for my graduating paper. Could you help me? The interview is via WhatsApp, there is no face to face. The interview is about opinions, so there’s no correct/incorrect and using Bahasa)

[4:51 PM, 7/2/2019] LO8: Iya mbk boleh gmnna?
(LO8: Yes, you may. What I can do?)

[4:51 PM, 7/2/2019] I: Skrg bisa dek kalo tk wawancara?
(I: Are you available now ro be interviewed?)

[4:51 PM, 7/2/2019] LO8: Siapa aja ek mbk?
(LO8: Anyone who shall be interviewed?)

[4:52 PM, 7/2/2019] I: Temen²mu udah ada 7, tinggal 1 anak lg target saya, hehe
Cuma via personal chat kok dek
(I: Your friends were 7 who has been interviewed, just remain one student more to meet my target. Just via personal chat)
I.O8: Okay

[4:52 PM, 7/2/2019] I: Makasih bnyk ya dek
Kita mulai yaa
Bener ngga sih dek kalo guru bhs inggris mu sering pake bhs inggris buat njelasin dan interaksi sm siswa waktu pelajaran?
(I : Thank you very much yaa. Let’s start the interview. Was it right that your English teacher often to use English to explain and interact along the learning activities?)

[4:55 PM, 7/2/2019] I.O8: Iya mbk tapi kadang"tergantung muridnya ngerti mksud gurunya apa enggak kalo nggak mudeng msti lingsung pake bind
(I.O8 : Yes, it was. But sometimes it was depend on the students whether they understood or not to the teacher’s meant. If they did not understand, teacher would use Bahasa)

[4:56 PM, 7/2/2019] I: Oh, kira² brapa persen dek pake bhs inggrisnya?
(I : Well, how much the percentage of using English along the learning?)

[4:57 PM, 7/2/2019] I.O8: Kira" 70%
(I.O8 : It was around 70%)

[4:58 PM, 7/2/2019] I: Bnyk siswa yg mengalami kesulitan ngga sih kalo kyk gtu? Apa malah sneng?
(I : Did there many students get difficulties or they like it?)

[4:59 PM, 7/2/2019] I.O8: Banyak bgt yg kesulitan mbk
(I.O8 : Yes, there did many students had difficulties)

[4:59 PM, 7/2/2019] I: Oh gt to
Oke
Jd ini wawancara nya itu tntg penggunaan EMI (English As Medium of Instruction) jd bhs inggris itu bukan cuma materi, tp juga digunakan sbg bhs pengantar, bhs interaksi di dlm kelas bhs inggris
Wawancaranya tntg pendapat kok, jd gaada salah/bener
Sampe sini faham?
(I : Oh, well. Okay. So, this interview is about the usage of EMI [English As Medium of Instruction], so English is not only a material, but also used as language of instruction, language of interation in English classroom. The interview is concerning to opinions, so there is no correct/incorrect. For now, do you understand?)
I.O8: Oke mbk faham
(I.O8 : Okay. Yes, I do)

**Question 1**

5:00 PM, 7/2/2019 I: Nah kita mulai pertanyaan inti
Bagaimana sih tanggapan kamu mengenai penggunaan EMI utk siswa kelas X SMA N 2 Salatiga di dlm pelajaran Bhs Inggris? Mengapa?
(I : Okay, let’s we start to the main question. How is your reaction about the usage of EMI for the 10th grade students of SMA N 2 Salatiga in English lesson? Why?)

5:04 PM, 7/2/2019 I.O8: Penggunaan EMI tu menurut saya bagus bgt tapi mnurut banyak siswa bhs inggris itu pelajaran yg susah mereka kurang terbiasa menggunakan bhs inggris jadinya kalo setiap ada pelajaran bhs inggris ya mereka biasaaja nggak mudeng cuma dengerin sama ngerjain mereka beranggapan kalo bhs inggris itu kurang penting buat mereka
(I.O8 : The usage of EMI in my opinion is very beneficial. But for many students English is the hard lesson, they were less accustomed on using English. So when in every English lesson they were just ordinary, did not understand and just listened while finished. They assumed that English is less important for them)

5:05 PM, 7/2/2019 I: Kalo mnrt kamu kan bagus bgt to? Alasan kamu mengatakan EMI itu bagus, apa?
(I : Do not you think that EMI is beneficial, do you? What is you reason to say that?)

5:07 PM, 7/2/2019 I.O8: Kita nggak cuma tau materinya apa tapi kita bisa nerapin ilmunya bisa belajar banyak bhs bisa interaksi sama banyak orang gtu deh hehe
(I.O8 : We do not only know the materials but also can apply the knowledge, we may learn more language, can interact with many people)

**Question 2a**

5:08 PM, 7/2/2019 I: Oh gt, iya dek, jd bs terlatih ngmg Inggris gt ya? Hehe
Oke Injut
Kesulitan apa yg kamu alami saat guru menggunakan EMI utk mapel bhs inggris? Bagaimana dampaknya?
(I : Oh, like that. So we can practise to speak English, right? [chuckle]. Okay next. What did difficulties you have when the teacher used EMI in English lesson? How was the impact?)
I.O8: Kesulitanya pas kalo guru ngomong pake kosata yg kita blm pernah denger kita nggak tau apa yg guru mksut tanya temen juga nggak tau dampaknya kalo kita diem aja ya seterusnya kita nggak ngerti

(I.O8 : The difficulty was when the teacher talked using vocabulary which we were never heard, we did not know what teacher’s meant. We asked friends, they also did not know. The impact was if we were just quiet, well continuously we did not understand)

I: Kalo materi nya jd ketinggalan ngga karna ada vocab yg masih baru bagi kamu tadi?

(I : Did you miss the materials because there was unknown vocabulary for you?)

I.O8: Iya

(I.O8 : Yes, I did)

**Question 2b**

I: Bagaimana kamu biasanya mengatasi kesulitan tsb? Misalnya tetap bertanya pd guru, bertanya pd teman gatau mengulang bljr sndiri di rumah atau bagaimana?

(I : How did you usually overcome those difficulties? For example, you asked the teacher, asked your friend or learn the material at home or what did you do?)

I.O8: Biasanya ditulis gtu dibuku nnti dirumah dicari di google

(I.O8 : I was usually writing on my book, then I would look for at home via google)

I: Brarti kalo dngr vocab yg asing dr guru, se bisa mgkn dicatet gt ya?

(I : Did it mean that when you heard unknown vocabulary from the teacher, as you could you would write, didn’t it?)

I.O8: Iya gtu tapi kadang” hehe

(I.O8 : Yes, it did but just sometimes)

I: Oke², sudah cukup berusaha kok namanya hehe

Lha kalo td ada vocab asing akibatnya kamu jd tertinggal materi, kamu ga nyoba nanya ke guru nya lgsg?

(I : Okay, it was enough you have tried. You said before that you found unknown vocab, that the impact was missing the materials, did not you try to ask your teacher directly, did you?)
I.O8: Tergantung gurunya mbk kalo galak aku nggak nanya hehe

(1.O8 : It was depend on the teacher. If teacher was mad, I would not ask)

I: Lha kalo pas berani nanya, nanya.e pake bhs apa dong bisa ny? Hehe

(I : When you had courage to ask, what did language you use?)

I.O8: Bhs indo hehe

(1.O8 : I used Bahasa)

Question 3a

I: Nah kalo td kan pertanyaannya mengenai yg udah berlalu, kalo skrg mengenai ke depannya ni

Pilih salah satu trus alasannya/penjelasan penggunaannya gmana

(I : The previous questions are about your opinion for happened experiences, the next question is about for the future. Please choose one then give the reason or explanation for the implementation [send picture of question 3a])

I.O8: Yg b soalnya biar bingg tu familiar aja gtu nggak jadi pelajaran yg susah

(1.O8 : Which B, because in order to make English becomes familiar, being not a hard lesson)

I: Kira² saat kapan harus pake bhs inggris dan saat kpn harus pake bhs indo??

(I : Approximately, when is the best time to use each English and Bahasa?)

I.O8: Pake bhs inggrisnya pas materinya nggak terlalu susah aja soalnya nnti nggak mudeng hehe

(1.O8 : Using English is when the material is not too hard, because we will not understand if using English)

I: Lha bhs Indo nya?

(I : How about Bahasa?)

I.O8: Pas materinya sulit aja atau kalo muridnya Tanya

(1.O8 : When the material is hard or when the students ask)

I: Jd pas kyk tanya jawab gt, kyk misal guru bertanya siswa faham apa engga, guru mnjelaskan pake bhs Indo gt ya?!

(I : So when question and answer session, or when teacher ask the students whether they understand or not, teacher explains using Bahasa, right?)

I.O8: Iya gtu deh kira" mbk

(1.O8 : Yes, like that I assume)
Question 3b

Last ni
Apa harapan/saranmu terhadap penggunaan EMI di dlm mapel Bhs Inggris utk siswa kelas X ke depannya??
Misinnya ditingkatkan, dipertahankan, diperbaiki, dikurangi, dihilangin, apa gmana?
(I : Okay, the last question. What is your hope/suggestion for EMI’s implementation in English lesson for the 10th grade students in the upcoming? May be shall be increased, be kept, be upgraded, be decreased, be removed or how shall be?)

[5:37 PM, 7/2/2019] LO8: Dipertahankan aja ditingkatkan tapi pelan"sesuai sama kemampuan siswanya kasian kalo nggak ngerti sama pljrannya
(I.O8 : Just be kept, it may be increased but be slowly, depend on students’ ability. It will be pity if the students do not understand to the lesson)

[5:37 PM, 7/2/2019] I: Oh gt, oke²
Kira² ada yg perlu diperbaiki ngga dr guru atau dr siswanya mgkn?
(I : Okay. Roughly, is there anything need to be upgraded from the teacher or the students may be?)

[5:40 PM, 7/2/2019] LO8: Kalo buat guru harus lebih sabar aja ngadepin murid soalnya kemampuan kita kan beda" kalo buat siswa ya lbh belajar lagi jangan nyepelein mapel yg kita anggep nggak penting gtu hehe
(I.O8 : For the teacher, she must be more patient in dealing with the students. Because students’ ability is different. For the students must be more diligent on learning, don’t be underestimate the lesson which we consider unimportant)

[5:42 PM, 7/2/2019] I: Oke udah semua ni dek pertanyaannya
Makasih bngt ya sudah mau meluangkan waktu utk tak wawancara
Smga skill bhs inggris mu meningkat yaa
(I : Okay, that’s all questions. Thanks a lot for your readiness to be interviewed. Wish your English skill may increase)

[5:43 PM, 7/2/2019] LO8 : Amin sama"mbk semangat skripsi mbk hehe
(I.O8 : Amein, you’re welcome. Keep fighting, sist)

[5:44 PM, 7/2/2019] I : Iya dek, makasih banyak yaa
Oiya, ini sbnr.e kurang kesimpulan, mgkn nanti hasil wawancara sm kamu ini tk simpulkan sm saya dulu, lha kamu memastikan itu udah sesuai apa blm gt, he he
Ngga papa kan kalo nanti tk WA lg? Hehe
(I : Okay, thanks a lot ya. This is actually I have not made the conclusion. I’ll make conclusion from this interview, then please you check it whether it is
suitable to what you said before or not. Does not it matter if I text you again, does it?)

[5:46 PM, 7/2/2019] I:O8: Iya siap mbk
(I:O8 : Well, it’s okay)
[8:29 PM, 7/2/2019] I: Jd kesimpulannya itu bagus bgt, dg alasan siswa ga skedar tau materi (teori) nya saja tp jeg bagaimana menggunakan bhs inggris scara nyata sbh bahasa komunikasi
Tpt jeg mengalami kesulitan spt saat guru menggunakan vocab yg masih asing bagi kamu jd ga tau apa yg di mksd guru
Dan harapan kamu ke depannya EMI digunakan sbnyk 75% selama pelajaran bhs inggris dg alasan supaya bhs inggris lbh familiar dan mnjd pelajaran yg lbh mudah
Bhs inggris bs digunakan utk materi yg mudah supaya siswa jg faham sdgkn bhs Indo bs digunakan saat materi nya lmyan sulit dan siswa bertanya
Dan harapan ke depannya EMI ttp dipertahankan, bs jeg ditingkatkan tp pelan² sesuai kemampuan siswanya
Bgtu dek? Hehe
(I : So the conclusion is you think that EMI is beneficial, with the reason students are not only know the materials (theory) but also how to use English in real as language of communication. You were also experiencing the difficulties such as when the teacher used unknown vocab, so you were being misunderstood to what was teacher mean. And your hope for the upcoming is EMI can be used for 75% along the English lesson with the reason English is being more familiar and being lesson that easier. English may be used for easy materials so the students can understand while Bahasa is used for hard materials and when students ask. and you hope that EMI is kept, can be increased but slowly depend on students’ ability)

[8:32 PM, 7/2/2019] I:O8 : Iya mbk mantul hehe
(I.O8 : Yes, sist. Exactly)

[8:43 PM, 7/2/2019] I: Okay
Makasih bnyk lho dek utk waktu dan jawabannya yg maksimal hehe
Smga usaha belajarmu dipermudah yaa hehe
(I : Okay, thank you very much for the time and your answer. Wish your study effort made easy by the God)

[8:46 PM, 7/2/2019] I:O8: Sama’ ya mbk
(I.O8 : You’re welcome, sist)
Code : IB
Start : Morning start interview
Interviewer : Bahiyah. K
Transcriber : Bahiyah. K
Translator : Zulfaniah. S
Typist : Zulfaniah. S
Date : May, 29 2019
Start : 8.50 am End : 10.17 am
Place : SMA N 2 Salatiga

Session 1

I : Tak rekam yaa, biar saya bikin transkipnya mudah
(I : It's being recorded, I'll make easy transcript)

Siswa : Ya
(Siswa : Yes)

I : B.A2! Pertanyaannya sama, bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X di Smanda ini di pelajaran Bahasa Inggris?
(I : B.A2! Same question, how is your perception regarding the use of EMI for students of 10th grade in Smanda for English subject?)

B.A2 : Yaa bagus, gimana yaa, ya setuju sih jane si, yaa kan biar nambah wawasan gitu ya
(B.A2 : Yea it's beneficial, but, well I actually agree because it will help us gain more knowledge)

I : Biar nambah wawasan dalam penggunaan Bahasa Inggris juga?
(I : Does it help with your English knowledge as well?)

B.A2 : Ya
(B.A2 : Yes, it does)

I : Ada lagi?
(I : Is there more?)

B.A2 : Dah itu aja
(B.A2 : That’s it)

I : Tapi kamu sendiri seneng gurunya pake EMI
(I : But, personally do you like the teachers using EMI?)

B.A2 : Biasa aja (tertawa)
(B.A2 : So-so (laughs))

I : Tapi menikmati?
(I : Did you enjoy it?)

B.A2 : Ya menikmati
(B.A2 : Yes, I did)

I : B.A3, pertanyaannya sama
(I : B.A3, same question)

B.A3 : Ya kan kalo penggunaan EMI biar siswa kan PD gitu lho. Lha buat kalo bicara sama orang biar lancar ngomong Bahasa Inggris, suatu saat kalo kuliah ngga kaget
(B.A3 : Well, the use of EMI has the purpose to make students more confident. When we are faced with other people we can speak English fluently, so when we go to university we wouldn’t be surprised)

I : Yo, B.A4
(I : Yes, B.A4)

B.A4 : Yaa biasa saja, karena dalam penggunaan Bahasa Inggris kalo pas Bahasa Inggris biar bisa nambah terus kalo memperdalam Bahasa Inggris walaupun itu bahasa keseharian
(B.A4 : Yaa just so so, because using English when learning English subject can make us understand more even though it’s daily conversation)

I : Penggunaan EMI dalam Bahasa Inggris itu bagus gitu ya?
(I : Do you think using EMI in English subject is a beneficial thing?)

B.A4 : Iya
(B.A4 : Yes, I do)

I : Karena?
(I : How so?)
B.A4 : Supaya ya kalo dapet kerja di luar atau mau kuliah di luar negeri bisa mudah, gampang

(B.A4 : When we get a job or want to go to university abroad it will be easier)

Session 2a

I : Oke, lanjut ke pertanyaan kedua. Kesulitan apa yang kamu alami saat guru menggunakan EMI untuk pelajaran Bahasa Inggris ini dan dampaknya apa?

(I : Ok, now for the second question. What did you struggle in when teachers used EMI for English subject and what are the impacts of doing so?)

B.A1 : Kesulitannya itu ya misalnya kalo guru sedang menjelaskan, muridnya itu biasanya ngga dong. Itu misalnya ada kosakata baru gitu. Nah kayak misal guru ya menjelaskan cerita sejarah gini, terus ada kosakata baru yang belum dikenali, itu kan akibatnya kan muridnya ngga tahu ini alur ceritanya gimana

(B.A1 : The struggle is when teachers were explaining, the students didn’t really get what they were explaining. For example when there were some new vocabularies. Another exampe is when teachers explained a historical event, then there would be new vocabulary we didn’t know before, it would cause the students not to understand the story line)

I : Ada vocab yang asing untuk siswa gitu ya?

(I : There were some foreign words, right?)

B.A1 : Yaa ada

(B.A1 : Yes, there were)

I : Jadi ngga mudeng?

(I : So you didn’t understand the explanation?)

B.A1 : Ya, jadi ngga mudeng

(B.A1 : Yes, we didn’t)

I : Tapi secara keseluruhan selama satu tahun ini sama materi Bahasa Inggrisnya kamu mudeng ga?

(I : Overall, did you understand English material for a year?)

B.A1 : Ya ada yang mudeng, ada yang ngga. Ya ngga mudengnya itu guru nya njelaske terus guru nya tu sering marah-marah gitu ya marai ngga mudeng

(B.A1 : There were some that I understood, but there are some I didn’t. What madwe me not fully understood was caused by the teachers who kept on being mad at us)

I : B.A2, sama. Kesulitannya apa? Terus dampaknya

(I : B.A2, same thing. What is the struggle? The impact?)
B.A2 : Yaa ada beberapa kata-kata yang masih belum mudeng artinya, masih asing
(B.A2 : *Ya there are some words which I don’t understand the meaning, still foreign to me*)

I : Terus dampaknya?
(I : *So the impacts?*

B.A2 : Dampaknya apa yaa
(B.A2 : *What else is there yaa*)

I : Mudeng ngga yang beliau omongin?
(I : *Did you understand what the teachers said?*

B.A2 : Kadang nyari-nyari tu bisa tahu
(B.A2 : *Sometimes looking up (on books or internet) would make me understand*)

I : Kalo materinya faham ngga?
(I : *What about the material?*

B.A2 : Faham
(B.A2 : *I understood*)

I : Terus B.A3, kesulitannya apa saat guru pake EMI?
(I : *Next B.A3, what did you struggle in when teachers used EMI?*

B.A3 : Kalo pake EMI tu kalo menjelaskan tu ada vocab baru, terus ngomongnya kecepeten, terus kosakatanya kayak ngga jelas gitu
(B.A3 : *While explaining using EMI there were some new vocabs, the teacher talked too fast, and sometimes we couldn’t hear the words properly*)

I : Kosakatanya berarti vocab itu. Apa pronunciationnya? Pronunciation itu pelafalanannya
(I : *So vocabularies or pronunciation? Pronunciation is the way you pronounce the words*)

B.A3 : Pronunciation, pelafalan
(B.A3 : *Pronunciation*)

I : Terus dampaknya apa buat kamu?
(I : *So how did it affect you?*

B.A3 : Kalo materi ada yang mudeng ada yang engga
(B.A3 : *There are some things I understood and I didn’t*)
I: B.A4, sama. Kesulitannya apa terus dampaknya apa?
(I: B.A4, same questions. Both the struggle and impact?)
B.A4: Kesulitannya paling yaa pelafalan terus sama ada kosakat baru yang belum tahu
(B.A4: The struggle was pronunciation and new vocabs)

I: Terus dampaknya?
(I: And the impact?)

B.A4: Dampaknya ya jadi ngga ngerti yang beliau omongin, tapi kalo materi faham
(B.A4: We would misunderstand what teachers said, but for the materials I understood)

I: Terus kalo diminta ngerjain tugas atau guru memberi perintah itu mudeng ngga?
(I: So when the teacher asked you to do a task or to do something, did you understand?)

B.A4: Kadang mudeng
(B.A4: Sometimes, I did)

Session 2b
I: Lanjut B.A4 dulu yaa, ini masih satu nomor. Kan tadi kamu mengalami kesulitan, terus cara kamu mengatasinya gimana?
(I: B.A4 first, it is still one number. So you said you struggled, how did you overcome it?)

B.A4: Paling awalnya tanya temen suruh ngapain, terus kalo temen ngga mudeng langsung tanya guru pake Bahasa Indonesia
(B.A4: At first, I asked my friend what was I supposed to do, but when my friend also didn’t get it I asked our teacher directly using Bahasa Indonesia)

I: Terus di rumah belajar lagi ngga? Misal ntuk memperdalam materi gitu
(I: Did you study when you’re home? Reviewing the material so you would understand more)

B.A4: Engga (tertawa)
(B.A4: No)

I: Emm, B.A1. Cara kamu menagatasi kesulitan tadi apa?
(I: Emm, B.A1. How did you manage when you had hard time understanding?)

B.A1: Tanya-tanya sama temen
(B.A1: Asking my friends)
B.A1 : Biasanya kalo tanya sama guru, kalo moodnya bagus itu langsung diberikan jawaban. Kalo moodnya lagi jelek, tanya itu (nanti) kayak di marah-marahin, katanya ngga mendengarkan, malah guyonan, ya gitu-gitulah

B.A1 : Sometimes if we asked our teacher, they would give us answer immediately when the teacher was on a good mood. But when the teacher wasn’t, we would get scolded while asking, they said we didn’t listen, just joking around, and so on)

I : So you were afraid to ask when the teacher was not in the mood?)

B.A1 : Iya

B.A2 : Ya, tanya temen, cari (di) HP

B.A2 : Ya, I asked my friend, looked up on mobile phone)

I : On dictionary?)

B.A2 : Ya google. Terus apa ya? Dah itu tok si

B.A2 : Ya google. What else is there? Just like that)

I : Then B.A3, how did manage the struggle)

B.A3 : Ya, tanya temen

B.A3 : By asking a friend)

I : So what if there were some materials that you didn’t understand, did you work on it yourself? For example, looking up on google)

B.A3 : I did so)
Session 3

I: B.A1, kan tadi kan pertanyaan pengalaman ya, nah kalo sekarang untuk ke depannya. Kira-kira sebanyak/sesering apa sebaiknya Bahasa Inggris tu digunakan untuk kelas X ke depannya di kelas Bahasa Inggris?

(I: B.A1, you said it was for experience, now what about the next step. Do you think how much do we need to use English in English subject for 10th grade in the future?)


(B.A1: Ya half and half using English and Bahasa. I mean if we keep on using English it would be hard to understand, because English is a foreign language. And the future is already set or something along those line. So what if we got accepted in a job where we don't need to use English, it would be a waste. People's dreams are so different, not many jobs require English)

I: Terus pertanyaan terakhir, B.A1. Harapan kamu/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris untuk kelas X ke depannya?

(I: Next the last question, B.A1. What will be your wish/suggestion regarding the use of EMI in English subject class for 10th grade in the future?)

B.A1: Yaa harapan tu ya sedikit ditingkatkan, tapi tu gurunya juga harus mengerti keadaan muridnya

(B.A1: Well my wish for it to be improved, but teachers shall also understand students’ conditions)

I: Ditingkatkannya yang gimana?

(I: What is there to be improved?)

B.A1: Ditingkatkannya itu kan misalnya materi nya sudah ini, terus ditingkatkan vocabnya yang baru-baru itu supaya muridnya bisa tahu. Tapi penjelasannya secara jelas

(B.A1: Improving, for example in like already-existed-material, then improving new vocabularies so students would understand more, but using a more detailed explanation)

I: Oh, berarti siswa dikasih tahu vocab baru biarambah secara resmi dari gurunya, dikasih tahu vocab. Terus melihat kondisi siswa gitu ya?

(I: Oh, so teacher gives out new list of vocabularies to student so students would know more by examining students’ condition, like that?)
B.A1 : He’e. Misalnya kan dijelaskan vocab baru, gurunya itu juga harus faham kalo muridnya belum faham, jangan nga mau tahu (kondisi siswa)

(B.A1 : Yes. For example if new vocabs are explained, teachers shall understand that us, students, haven’t understood the meaning. Don’t ignore it)

I : Maksudnya saat beliau menjelaskan, kok siswanya belum faham, beliau harus menjelaskan lagi pake Bahasa Indonesia gitu?

(I : You mean when the teachers explained something but the students don’t understand anything, the teachers should explain more using Bahasa Indonesia?)

B.A1 : Iya, biar faham

(B.A1 : Yes, so we would understand)

I : Terus siapa tadi? B.A2. Sebanyak/sesering apa sebaiknya Bahasa Inggris digunakan di kelas Bahasa Inggris?

(I : Who was there? B.A2, how much do we need to use English in English subject?)

B.A2 : D, yang 25

(B.A2 : D, the 25 one)

I : D? Yang 25? Sedikit sekali?

(I : D? 25? Why is so little?)

B.A2 : Jangan banyak-banyak

(B.A2 : Don’t use a lot of English)

I : Alasannya?

(I : What is the reason?)

B.A2 : Yaa alasane senenge segitu ok, ngga faham Bahasa Inggris banyak-banyak

(B.A2 : Yaa, because I like it like that, I don’t understand many English)

I : Terus harapan kamu terhadap penggunaan EMI di kelas Bahasa Inggris ni apa untuk kelas X ke depannya? Maksudnya apa ditingkatkan, dihilangkan apa gimana?

(I : So what will be your wish in using EMI for English class in 10th grade in the future? Does it need to be improved, removed, or something?)

B.A2 : Ya jangan dihilangkanlah, ditingkatkan tapi sedikit

(B.A2 : No need to be removed, a little improvement)

I : Ditingkatkan sedikit yang kayak gimana?

(I : Little improvement like what?)
B.A2 : Ya sedikit-sedikit aja, nanti jadi banyak. Sedikit-sedikit tapi terus
(B.A2 : *Ya, just a bit, there will be more added. Little by little but continuously*)

I : Yang penting masuk gitu ya?
(I : *The most important thing is for students to understand, right?*)

B.A2 : Penting masuk, daripada banyak tapi ngga masuk
(B.A2 : *Yes, understandable, it’s better to understand bit by bit that having to receive a lot but nothing are understood*)

I : Yang penting mengena gitu ya?
(I : *Importantly, having immediate effect on students, right?*)

B.A2 : Ya, mengena
(B.A2 : *Yes*)

I : B.A3, yang mana?
(I : *B.A3, which one?*)

B.A3 : Yang C
(B.A3 : *C*)

I : Alasannya?
(I : *Why?*)

B.A3 : Saat menggunakan EMI guru seharusnya.. kalo ngajar kan banyak Inggrisnya. Terus harapannya.. kan banyak yang ngga mudeng, nah itu tu nanti dijelasin pake Bahasa Indonesia
(B.A3 : *While using EMI, the teachers shall.. while explaining keep using a lot of English. My wish is also using Bahasa Indonesia because there are a lot of students who still don’t understand*)

I : Jadi misal pertama guru njelasin pake Bahasa Inggris, tapi saat siswa ngga mudeng, dijelasin lagi pake Bahasa Indonesia gitu ya?
(I : *So for example, when teachers explain in English, but students don’t understand, they should explain more using Bahasa Indonesia?*)

B.A3 : Dijelasin lagi pake Bahasa Indonesia, ya
(B.A3 : *Ya, explaining more using Bahasa Indonesia*)

I : Oke, lha terus harapan kamu/saran kamu terhadap penggunaan EMI di kelas X untuk kelas Bahasa Inggris tu apa?
(I : *Oke, so what will be your wish/suggestion regarding the use of EMI in English subject for 10th grade students?*)

B.A3 : Yaa kosakatanya diperjelas
(B.A3 : Vocabularies shall be explained more)

I : Pronunciationnya mungkin ya yang diperjelas?
(I : Do you mean pronunciation shall be spoken more clearly?)

B.A3 : Ya pronunciationnya, pengucapannya diperjelas
(B.A3 : Yes pronunciation, spoken more clearly)

I : Terus apalagi?
(I : And what else?)

B.A3 : Terus ngomongnya ngga kecepeten
(B.A3 : Also not to talk too fast)

I : Biar siswa ngikutinya ya?
(I : So students can follow the class, right?)

B.A3 : Ya ngikutin
(B.A3 : Yes)

I : Kalo ketinggalan kan nanti jadi malah.. 
(I : When you can’t catch up on the explanation it will be...)

B.A3 : Males gitu siswane
(B.A3 : We will be lazy to listen)

I : Terus B.A4, sebanyak apa kira-kira sebaiknya Bahasa Inggris digunakan di kelas Bahasa Inggris?
(I : Next B.A4, how many percentages do you think we should use English in English subject?)

B.A4 : 50%:50%
(B.A4 : 50%:50%)

I : Alasannya?
(I : And the reason?)

B.A4 : Kan ini (negara) Indonesia, jadi kalo dalam pelajaran Bahasa Inggris juga butuh Bahasa Indonesia untuk memperjelas dan sekarang kan banyak juga yang ngga bisa Bahasa Indonesia dengan benar
(B.A4 : Because this country is Indonesia, so even in English class we still need to use Bahasa Indonesia to explain and now since a lot of people cannot speak Bahasa Indonesia properly)

I : Terus harapan kamu/saran kamu terhadap penggunaan EMI di kelas Bahasa Inggris untuk kelas X ke depannya?
(I : Now what would be your wish/suggestion regarding the use of EMI in English subject for 10th grade in the future?)

B.A4 : Sarannya yang gurunya kudu jelas saat pelafalannya
(B.A4 : Teachers shall have more clear pronunciation)

I : Terus?
(I : And?)

B.A4 : Terus ya liat murid-murid juga, kalo ada yang kurang faham bisa dijelasin pake Bahasa Indonesia
(B.A4 : Also being more understanding to the students, so when some of us don’t really understand, the teacher shall explain in English)

I : Coba tulisan saya, meskipun jelek, tong dibaca lagi. Kira-kira sudah sesuai dengan yang tadi kalian bilang apa belum. Kalo ada yang kurang pas bisa tak sesuaikan, kalo sudah bisa tanda tangan sama nama terang dibawah
(I : Look at my writing, even though it’s ugly, please read once again. Did I write correctly from what everyone has said. If there are anything else to add I would fix it, if everything is done you can sign and write your name in the bottom of the page)

I : Terimakasih yaa
(I : Thank you)

Siswa : Sama-sama mbak.
(Siswa : You’re welcome)
I : Jadi saya mau wawancara, tentang pendapat. Jadi sesuai dengan pendapat kalian masing-masing saja. Kemaren guru Bahasa Inggrisnya sering pake Bahasa Inggris ya?

(Student : Yes, it was)

I : Njelasin gitu, terus nanya, nyuruh siswa apa gitu pake Bahasa Inggris?

(Student : Yes, teacher did)

I : Mengalami kesulitan ngga sih?

(Student : Did you have difficulties?)

Salah satu siswa : Kalau menurut saya si sebenere kurang jelas gitu lho, bu

(One of them : In my opinion actually it was unclear, miss)

I : Oke nanti dijelaskan yaa, saya tulis nama kalian dulu

(Student : Okay, you may explain later. Let me write down your name first yaa)
Session 1

I : Oke, jadi disini saya menggunakan istilah EMI, English As Medium of Instruction, jadi Bahasa Inggris sebagai bahasa interaksi, paham?
(I : Well, here I will use the term EMI, English As Medium of Instruction, so English as the language of interaction, do you understand?)

Siswa : Ya
(Students : Yes, I do)

I : Oke dari kamu (B.B1) dulu yaa. Bagaimana tanggapan kamu mengenai penggunaan EMI untuk siswa kelas X di Smanda ini untuk pelajaran Bahasa Inggris?
(I : Okay, starting from you (B.B1) yaa. How is your reaction concerning to the usage of EMI for the 10th grade students at Smanda in English lesson?)

B.B1 : Itu ok, kadang ok buk, ngga terusan pake Bahasa Inggris. Ee 30% pake Inggris
(B.B1 : It is just sometime, not often on using English. Ee.. it was around 30% on using English)

I : Oh, cuma 30%. Then how is your reaction? beneficial or needed to be increased?
(I : Oh, just 30%. Then how is your reaction? beneficial or needed to be increased?)

B.B1 : Yaa perlu ditingkatkan kalo buat kelas bahasa juga
(B.B1 : Well I think it needs to be increased especially for language class)

I : Apalagi kelas bahasa, presentasenya harusnya lebih tinggi gitu ya?
(I : Moreover this is language class, is the percentage must be higher, isn’t it?)

B.B1 : Ya, lebih tinggi
(B.B1 : Yes, must be higher)

I : Berarti tanggapan kamu pake EMI itu bagus ya?
(I : So your reaction to EMI is beneficial, right?)

B.B1 : Bagus si
(B.B1 : Well, beneficial)

I : Alasannya apa?
(I : What is the reason?)

B.B1 : Itu Bahasa Inggrisnya (bagus) buat pribadi, meningkatkan
(B.B1 : *English is beneficial for personal too, increasing*)

I : B.A2!
(I : B.A2!)

B.B2 : Ya
(B.B2 : Yes, I am)

I : Pertanyaannya sama kok, tanggapan kamu gimana dalam penggunaan EMI ini untuk siswa kelas X?
(I : The question is same, what is your opinion about the usage of EMI for the tenth grade students?)

B.B2 : Ya bagus si, bu. Tapi..
(B.B2 : Well, it is beneficial miss. But..)

I : Alasan bagusnya apa dulu
(I : Let me know the reason first of why it’s beneficial)

B.B2 : Alasan bagusnya kan melatih kita memperbanyak vocabnya itu lho bu, jadi kan banyak
(B.B2 : The reason is practising us to add our vocabulary, Miss. So we have many vocabulary)

I : Memperbanyak vocab gitu ya?
(I : Do you mean increase the vocabulary, don’t you?)

B.B2 : Iya, melatih siswa, kan tadi ini kelas Bahasa ya, jadi bahasa (termasuk) Bahasa Inggris ya harus bagus
(B.B2 : Yes, practising the students. As we said before, this is language class, so language (included) English is must be excellent)

I : Terus tapi apa?
(I : Then, but what happen?)

B.B2 : Tapi kadang gurunya tu ngomongnya kurang jelas gitu lho bu. Jadi kan artinya kadang ngga mudeng gitu
(B.B2 : But sometimes the teacher spoke unclearly, miss. So we did not understand to the meaning)

I : B.B3!
(I : B.B3!)

B.B3 : Ya yaa gitu. Ya bagus
(B.B3 : Yes, well like that. Well it’s beneficial)
I : Bagus, alasannya?
(I : Beneficial, what is the reason?)

B.B3 : Ya sama, meningkatkan..melatih gitu
(B.B3 : Yeah same, increasing..practising)

I : Meningkatkan skill komunikasi?
(I : Do you mean increasing communication skill?)

B.B3 : Iya
(B.B3 : Yes, I do)

I : Terus, itu aja? Apa lagi?
(I : Then, just it? Anything else?)

B.B3 : Itu aja, suka yang singkat-singkat ok
(B.B3 : Just it, I like simples something)

I : Oke, B.B4! Gimana tanggapan kamu?
(I : Okay, B.B4! How is your reaction?)

B.B4 : Bagus
(B.B4 : It's beneficial)

I : Alasannya?
(I : What is the reason?)

B.B4 : Ehmm... (bagus) untuk kelas Bahasa juga, nanti kalo ada yang mau melanjutkan apa, jadi tour guide gitu. Nanti bisa membantu banget gitu lho, bu. 
Tapi sayangnya disini tu Bahasa Inggrisnya tu kurang bu
(B.B4 : Ehmm... [beneficial] for language class, in the upcoming for anybody wants to continue their study or become tour guide, it will be very useful, miss. But unfortunately the English here is lack, miss)

I : Berarti (bagus) untuk skill komunikasi ke depannya gitu?
(I : Do you mean for communication skill in the upcoming?)

B.B4 : Ya
(B.B4 : Yes, I do)

I : Tapi disini kurang?
(I : But, English here is lack?)

B.B4 : Ya
(B.B4 : Yes)
I : Kurangnya dimana?
(I : What is that?)

B.B4 : Yaa kadang itu gurunya kurang jelas ngomongnya, terus juga kalo apa yaa, murid-muridnya itu belum diharuskan harus pake Bahasa Inggris jadi tu gimana yaa
(B.B4 : Well sometimes the teacher spoke unclear, then the students had not pressed to use English, so...)

B.B2 : Ngga diwajibkan
(B.B2 : Not obligated)

B.B4 : He’e, jadi yaa...
(B.B4 : Yes, so...)

I : Berarti kayak belum ditekan pake Bahasa Inggris?
(I : Do you mean that usage of English have not obligated?)

B.B4 : Ya
(B.B4 : Yes, I do)

Session 2

I : Oke, pertanyaan kedua. Kesulitan apa yang kamu alami saat guru pake EMI selama pelajaran Bahasa Inggris?
(I : Well, the second question. What did difficulties you have when the teacher used EMI along the English lesson?)

B.B1 : Vocabnya
(B.B1 : The vocabulary)

I : Vocabnya ngga mudeng?
(I : Do you mean that you did not understand to the vocabulary?)

B.B1 : He’e ngga mudeng
(B.B1 : Yes, I do)

I : Ada lagi?
(I : Anything else?)

B.B1 : Terus kalo ngomongnya kecepetan itu kan juga bingung, belum agak mudeng Bahasa Inggris
(B.B1 : Then if spoke, it was too fast so made me confused, have not understood English)
I : Terus dampaknya apa kalo beliau ngomong cepet sama vocabnya ngga mudeng?
( I : Then what was the effect if the teacher spoke too fast and you did not understand the vocabulary?)

B.B1 : Ngga ngerti maksudnya yang diomongin itu apa
(B.B1 : I did not understand to what the meant of teacher talked)

I : Terus kalo materi mudeng ngga?
(I : How about the material, did you understand?)

B.B1 : Materi, lumayan
(B.B1 : For the material, yes not bad)

I : Terus cara kamu mengatasi kesulitan tadi? Kan beliau ngomong kecepeten, kamu tanya sama temen apa minta ke guru untuk mengulangi lagi?
(I : What did you solve that? You said that the teacher spoke fastly, did you ask to your friend or ask the teacher to re-explain?)

B.B1 : Itu tanya sama temen biasanya
(B.B1 : Well I asked my friend commonly)

I : Ada lagi?
(I : Anything more?)

B.B1 : Udah
(B.B1 : Enough)

I : B.B2, kesulitan apa yang kamu alami?
(I : B.B2, what did difficulties you have?)

B.B2 : Kalo saya vocabnya kan kurang, kan kadang ada vocab baru yang belum kita mengerti dan belum dijelasin gitu lho
(B.B2 : For me, I have lower vocabulary. Sometimes there was new unknown vocabulary and had not explained before, Miss)

I : Terus apalagi?
(I : Anything else?)

B.B2 : Kecepetan
(B.B2 : Too fast)

I : Dampaknya apa?
(I : What was the effect?)

B.B2 : Ngga mudeng sama ngantuk
(B.B2 : I did not understand and became sleepy)

I : Ngga mudeng materi apa yang diomongin?
( I : What did not understand? The material or the utterance?)

B.B2 : Ngga mudeng yang diomongin
(B.B2 : I did not understand to what teacher talked)

I : Terus kamu mengatasi kesulitan itu gimana?
( I : Then how did you solve that problem?)

B.B2 : Belajar sendiri
(B.B2 : Learnt independently)

I : Pernah tanya temen ngga?
( I : Have your ever asked your friend?)

B.B2 : Temennya aja ngga mudeng ok, tanya ibuk di rumah
(B.B2 : My friend also was misunderstanding, I asked my mother at home)

I : Ibumu ambil jurusan apa emang?
( I : What was your mother’s department?)

B.B2 : Bahasa dan Sastra Inggris
(B.B2 : English Language and Literature)

I : Terus B.B3, kesulitan apa yang kamu alami saat guru pake EMI?
( I : Then B.B3, what did difficulties you have when the teacher used EMI?)

B.B3 : Bukane ngga mudeng, kadang ngga denger gitu, kelewatan ‘tadi ngomong opo?’
(B.B3 : It’s not misunderstanding, but sometimes I did not hear, missed ‘what teacher said before?’)

I : Kecepeten gitu?
( I : Do you mean too fast?)

B.B3 : Kadang ngga kecepeten, nangkep gitu lh, gimana ya maksudnya
(B.B3 : Sometimes did not too fast, I caught, ehm wait wait)

I : Ngga nangkep artinya tapi mudeng maksudnya?
( I : You did not catch the meaning but you understood the meant, didn’t you?)

B.B3 : He’e
(B.B3 : Yes, I did)
I : Dampaknya apa?
(I : What was the impact?)

B.B3 : Ya kadang ngga mudeng materi
(B.B3 : Well sometimes I did not understand the materials)

I : Terus cara kamu mengatasinya tadi?
(I : How did you solve that problem?)

B.B3 : Belajar sendiri
(B.B3 : Learnt independently)

I : B.B4, kesulitan apa yang kamu alami?
(I : B.B4, what did difficulties you have?)

B.B4 : Vocab juga
(B.B4 : Vocabulary too)

I : Vocabnya ngga jelas, asing gitu ya?
(I : The vocabulary did not clear, seemed unknown, isn’t it?)

B.B4 : Iya soalnya ngomongnya juga terlalu cepat, kadang suaranya kecil
(B.B4 : Yes, because when [teacher] talk, it was too fast, sometimes the voice was soft)

I : Terus dampaknya?
(I : Then what was the impact?)

B.B4 : Nggga faham sama yang diomongin
(B.B4 : I was misunderstanding to what teacher talked)

I : Tapi materinya faham?
(I : Did you understand the materials?)

B.B4 : Yaa lumayan
(B.B4 : Yes, not bad)

I : Terus cara kamu mengatasi kesulitan tadi?
(I : How did you solve that problem?)

B.B4 : Tanya temen
(B.B4 : I asked friends)

I : Nggga tanya guru?
(I : Did not you ask your teacher first, did you?)
B.B4 : Ngga berani, mesti nanti ‘kan tadi udah dijelasin’
(B.B4 : I did not have courage, it would be ‘I have explained before’)

Session 3

I : Nek tadi kan (pendapat) pengalaman yang udah terjadi ya, kalo sekarang (pendapat) ke depannya. Kira-kira sebanyak/sesering apa Bahasa Inggris itu digunakan sebagai bahasa pengantar di pelajaran Bahasa Inggris untuk siswa kelas X? Ada pilihannya kok
(I : In the previous questions were [opinion] about experiences that has been happened. For now, is about [opinion] in the upcoming. Approximately, how much English shall be used as language of instruction in English lesson for the tenth grade students? Here is the choices)

B.B1 : Aku C
(B.B1 : I’m C)

I : Alasannya?
(I : Is there any reason?)

B.B1 : Kan setengah-setengah to itu, nanti kalo Bahasa Inggris semua kan kita juga ngga ngerti, terus nanti malah ngga faham materi yang disampaikan itu apa
(B.B1 : It’s fifty:fifty, so if full English we will not understand, well we do not understand the materials that uttered what is that)

I : Bingung sama materinya gitu ya?
(I : Will you confuse to the materials?)

B.B1 : Iya
(B.B1 : Yes, I will)

I : Terus harapan kamu/saran kamu terhadap penggunaan EMI untuk siswa kelas X ke depannya?
(I : What is your hope/suggestion concerning to the usage of EMI for the tenth grade students in the upcoming?)

B.B1 : Itu lebih mempelajari banyak vocab untuk siswanya, untuk guru ngomongnya dipelanin (jangan kecepeten), suaranya lebih keras dan jelas
(B.B1 : Well it may more use unknown vocabulary for the students. For the teacher may speak slowly [don’t too fast], the voice is louder and more clear)

I : Terus, B.B2
(I : Then. B.B2)

B.B2 : C, fifty:fifty
(B.B2 : C, fifty:fifty)
I : Alasannya?
(I : What is the reason?)

B.B2 : Kan kalo habis nerangin pake Bahasa Inggris, dikasih tahu artinya sekalian pake Bahasa Indonesia
(B.B2 : If giving explanation can use English, tell the meaning in Bahasa directly after that)

I : Oh berarti gini, misal beliau menjelaskan tentang Narrative Text, ‘Narrative Text is bla bla bla’, habis itu dijelasin lagi pake Bahasa Indonesia?
(I : Oh, so example the teacher gives explanation about Narrative Text, ‘Narrative Text is bla bla bla’, after that teacher re-explain in Bahasa?)

B.B2 : Habis itu yang kata-kata barunya dijelasin lagi
(B.B2 : After that the new words are explained again)

I : Biar pemahaman apa itu Narrative Text itu lebih dalem ya?
(I : That supposed the understanding of what is Narrative Text can be deeper, right?)

B.B2 : Iya
(B.B2 : Yes)

I : Oke, terus harapan kamu/saran kamu terhadap penggunaan EMI untuk kelas Bahasa Inggris untuk kelas X ke depannya?
(I : Okay, so what is your hope or suggestion concerning to the usage of EMI for the 10th grade students in the upcoming?)

B.B2 : Ya sama kayak B.B1, ya siswa dibanyakin vocab
(B.B2 : It is like B.B1, students are have more vocabulary)

I : Diperbanyak vocabnya siswa belajar sendiri apa guru nya yang ngasih tahu?
(I : How to do that? The students learn independently or the teacher asks them?)

B.B2 : Belajar dulu di rumah, nanti tanya guru dan gurunya itu mau njelasin,
(B.B2 : Learn independently at home, then at school the students ask teacher ans teacher may give explanation)

I : Misal ada vocab yang ngga mudeng gitu ya?
(I : If any unknown vocab, right?)

B.B2 : Iya nanti ditanyain ke guru
(B.B2 : Yes, it is asked to the teacher)
I : Terus apalagi?
   (I : Anything else?)

B.B2 : Gurunya dipelanin kalo ngomong dan lantang
   (B.B2 : Teacher may be slowly and louder when speak)

I : B.B3
   (I : B.B3)

B.B3 : Nek aku sih B
   (B.B3 : For me, I choose B)

I : Alasannya?
   (I : What is the reason?)

B.B3 : Ya kan itu Bahasa Inggris, ya pake Bahasa Inggris dan pake Bahasa Indonesia sedikit-sedikit
   (B.B3 : Well it’s English lesson, so it must be use English more and Bahasa use just a bit)

I : Karena pelajaran Bahasa Inggris jadi Bahasa Inggris harus mayoritas gitu ya?
   (I : Becuase of English lesson, so English must be majority, right?)

B.B3 : He’e, dominan ke Bahasa Inggris
   (B.B3 : Yes, dominant to English)

I : Terus harapan kamu dalam penggunaan EMI ke depannya apa?
   (I : What is your hope to the usahe of EMI in the upcoming?)

B.B3 : Siswanya juga bisa ngomongnya gitu
   (B.B3 : The students also can speak)

I : Bisa mengikuti pace EMI gitu ya?
   (I : May follow to use EMI, right?)

B.B3 : He’e, gurunya bisa membimbing siswa buat bisa..
   (B.B3 : Yes, the teacher also guides the students to can follow [the learning] using EMI)

I : Membimbing siswa buat bisa menggunakan EMI perlahan-lahan gitu?
   (I : Guiding the students to use EMI step by step, right?)

B.B3 : He’e
   (B.B3 : Yes)
I : Terus kalo B.B4
( I : Then for B.B4)

B.B4 : B
(B.B4 : B)

I : Alasannya?
( I : What is the reason?)

B.B4 : Ee.. ya itu, kan itu pelajaran Bahasa Inggris jadi harus bener-bener. Yaa ngga harus Bahasa Inggris semua karena ada yang ngga mudeng, karena kan ada vocab yang belum diketahui
(B.B4 : Ehmm.. well it's English lesson so it must be right. Well it does not must full English because there is any student does not understand, because there's unknown vocabulary)

I : Terus harapan kamu ke depannya?
( I : Then what is your hope for the upcoming?)

B.B4 : Harapannya bisa lebih baik lagi
(B.B4 : My hope is willing be better)

I : Apanya yang diperbaiki?
( I : What is that shall be upgraded?)

B.B4 : Emm itu lho buk, penggunaan EMInya bisa lebih baik gitu
(B.B4 : Ehmm, the usage of EMI may be better)

I : Contohnya dalam hal apa ini? Pronunciation mungkin biar lebih jelas untuk gurunya?
( I : Give me the example. The pronunciation perhaps can be more clear for the teacher, isn’t it?)

B.B4 : Iya
(B.B4 : Yes, it is)

I : Tulisan saya jelek sih, tapi coba dibaca lagi sudah sesuai dengan pemikiran kalian belum. Kalo sudah sesuai silahkan tanda tangan sama nama terang dibawah.
Terimakasih yaa
( I : My hand writing is bad, but please read to check whether it is suitable to what you think or not. If it’s suitable, please signature and your name below. Thanks a lot)

Siswa : Iya
(Students : Never mind)
Some Pictures of Students’ Interview
**STUDENTS’ SCORE LIST**

<table>
<thead>
<tr>
<th>No</th>
<th>M1 Speaking</th>
<th>FSA*</th>
<th>M2 Speaking</th>
<th>FSA</th>
<th>M3 Speaking</th>
<th>FSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>72</td>
<td>50</td>
<td>75</td>
<td>52</td>
<td>77</td>
<td>66</td>
</tr>
<tr>
<td>2.</td>
<td>73</td>
<td>36</td>
<td>75</td>
<td>56</td>
<td>72</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>73</td>
<td>62</td>
<td>72</td>
<td>52</td>
<td>76</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>80</td>
<td>52</td>
<td>70</td>
<td>46</td>
<td>78</td>
<td>64</td>
</tr>
<tr>
<td>5.</td>
<td>73</td>
<td>64</td>
<td>75</td>
<td><strong>70</strong></td>
<td>73</td>
<td>80</td>
</tr>
<tr>
<td>6.</td>
<td>77</td>
<td>56</td>
<td>72</td>
<td><strong>78</strong></td>
<td>78</td>
<td>66</td>
</tr>
<tr>
<td>7.</td>
<td>75</td>
<td>60</td>
<td>77</td>
<td><strong>70</strong></td>
<td>77</td>
<td><strong>78</strong></td>
</tr>
<tr>
<td>8.</td>
<td>76</td>
<td>58</td>
<td>72</td>
<td>68</td>
<td>73</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>78</td>
<td>42</td>
<td>70</td>
<td>34</td>
<td>70</td>
<td>58</td>
</tr>
<tr>
<td>10.</td>
<td>75</td>
<td><strong>86</strong></td>
<td>73</td>
<td>60</td>
<td>75</td>
<td>52</td>
</tr>
<tr>
<td>11.</td>
<td>77</td>
<td>64</td>
<td>75</td>
<td><strong>74</strong></td>
<td>73</td>
<td>56</td>
</tr>
<tr>
<td>12.</td>
<td>72</td>
<td>36</td>
<td>75</td>
<td>64</td>
<td>77</td>
<td>62</td>
</tr>
<tr>
<td>13.</td>
<td>85</td>
<td>66</td>
<td>70</td>
<td>64</td>
<td>76</td>
<td>62</td>
</tr>
<tr>
<td>14.</td>
<td>73</td>
<td>62</td>
<td>75</td>
<td>66</td>
<td>75</td>
<td>62</td>
</tr>
<tr>
<td>15.</td>
<td>75</td>
<td>42</td>
<td>72</td>
<td><strong>74</strong></td>
<td>73</td>
<td>62</td>
</tr>
<tr>
<td>16.</td>
<td>73</td>
<td>54</td>
<td>85</td>
<td>54</td>
<td>73</td>
<td>54</td>
</tr>
<tr>
<td>17.</td>
<td>76</td>
<td><strong>72</strong></td>
<td>78</td>
<td>52</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>18.</td>
<td>75</td>
<td>66</td>
<td>78</td>
<td>46</td>
<td>72</td>
<td>56</td>
</tr>
<tr>
<td>19.</td>
<td>80</td>
<td>60</td>
<td>73</td>
<td>68</td>
<td>73</td>
<td>52</td>
</tr>
<tr>
<td>20.</td>
<td>75</td>
<td>60</td>
<td>70</td>
<td>56</td>
<td>76</td>
<td>58</td>
</tr>
<tr>
<td>21.</td>
<td>72</td>
<td>46</td>
<td>72</td>
<td>60</td>
<td>75</td>
<td><strong>80</strong></td>
</tr>
<tr>
<td>22.</td>
<td>76</td>
<td>52</td>
<td>75</td>
<td>26</td>
<td>77</td>
<td>60</td>
</tr>
<tr>
<td>23.</td>
<td>80</td>
<td>60</td>
<td>70</td>
<td>58</td>
<td>73</td>
<td>50</td>
</tr>
<tr>
<td>24.</td>
<td>80</td>
<td>54</td>
<td>70</td>
<td>42</td>
<td>75</td>
<td>56</td>
</tr>
<tr>
<td>25.</td>
<td>76</td>
<td>50</td>
<td>75</td>
<td>56</td>
<td>72</td>
<td>64</td>
</tr>
<tr>
<td>26.</td>
<td>77</td>
<td>56</td>
<td>70</td>
<td>56</td>
<td>80</td>
<td>64</td>
</tr>
<tr>
<td>27.</td>
<td>73</td>
<td>54</td>
<td>80</td>
<td>56</td>
<td>76</td>
<td>56</td>
</tr>
<tr>
<td>28.</td>
<td>76</td>
<td>62</td>
<td>72</td>
<td>28</td>
<td>72</td>
<td>42</td>
</tr>
<tr>
<td>29.</td>
<td>75</td>
<td>54</td>
<td>80</td>
<td><strong>72</strong></td>
<td>77</td>
<td>58</td>
</tr>
<tr>
<td>30.</td>
<td>77</td>
<td>54</td>
<td>75</td>
<td>62</td>
<td>75</td>
<td>58</td>
</tr>
<tr>
<td>31.</td>
<td>76</td>
<td>70</td>
<td>80</td>
<td>64</td>
<td>75</td>
<td>56</td>
</tr>
<tr>
<td>32.</td>
<td>82</td>
<td>82</td>
<td>72</td>
<td>50</td>
<td>77</td>
<td>62</td>
</tr>
</tbody>
</table>

FSA : Final Semester Assessment
<table>
<thead>
<tr>
<th>No</th>
<th>M4 Speaking</th>
<th>M5 Speaking</th>
<th>M5 FSA</th>
<th>M6 Speaking</th>
<th>M6 FSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>72</td>
<td>77</td>
<td>47</td>
<td>75</td>
<td>52</td>
</tr>
<tr>
<td>2.</td>
<td>73</td>
<td>80</td>
<td>68</td>
<td>84</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>75</td>
<td>79</td>
<td>70</td>
<td>90</td>
<td>76</td>
</tr>
<tr>
<td>4.</td>
<td>70</td>
<td>77</td>
<td>64</td>
<td>76</td>
<td>48</td>
</tr>
<tr>
<td>5.</td>
<td>75</td>
<td>76</td>
<td>78</td>
<td>77</td>
<td>66</td>
</tr>
<tr>
<td>6.</td>
<td>73</td>
<td>79</td>
<td>52</td>
<td>80</td>
<td>58</td>
</tr>
<tr>
<td>7.</td>
<td>70</td>
<td>76</td>
<td>72</td>
<td>70</td>
<td>62</td>
</tr>
<tr>
<td>8.</td>
<td>70</td>
<td>75</td>
<td>46</td>
<td>80</td>
<td>54</td>
</tr>
<tr>
<td>9.</td>
<td>80</td>
<td>79</td>
<td>84</td>
<td>73</td>
<td>62</td>
</tr>
<tr>
<td>10.</td>
<td>77</td>
<td>78</td>
<td>46</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>72</td>
<td>70</td>
<td>34</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>12.</td>
<td>78</td>
<td>70</td>
<td>34</td>
<td>85</td>
<td>68</td>
</tr>
<tr>
<td>13.</td>
<td>78</td>
<td>77</td>
<td>40</td>
<td>83</td>
<td>66</td>
</tr>
<tr>
<td>14.</td>
<td>73</td>
<td>77</td>
<td>42</td>
<td>77</td>
<td>66</td>
</tr>
<tr>
<td>15.</td>
<td>80</td>
<td>79</td>
<td>62</td>
<td>70</td>
<td>52</td>
</tr>
<tr>
<td>16.</td>
<td>77</td>
<td>77</td>
<td>50</td>
<td>70</td>
<td>46</td>
</tr>
<tr>
<td>17.</td>
<td>75</td>
<td>77</td>
<td>50</td>
<td>74</td>
<td>46</td>
</tr>
<tr>
<td>18.</td>
<td>75</td>
<td>75</td>
<td>42</td>
<td>70</td>
<td>44</td>
</tr>
<tr>
<td>19.</td>
<td>73</td>
<td>77</td>
<td>46</td>
<td>70</td>
<td>46</td>
</tr>
<tr>
<td>20.</td>
<td>70</td>
<td>77</td>
<td>66</td>
<td>73</td>
<td>38</td>
</tr>
<tr>
<td>21.</td>
<td>70</td>
<td>77</td>
<td>42</td>
<td>73</td>
<td>40</td>
</tr>
<tr>
<td>22.</td>
<td>72</td>
<td>75</td>
<td>64</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>23.</td>
<td>75</td>
<td>75</td>
<td>72</td>
<td>77</td>
<td>64</td>
</tr>
<tr>
<td>24.</td>
<td>80</td>
<td>77</td>
<td>66</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>25.</td>
<td>72</td>
<td>79</td>
<td>60</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>26.</td>
<td>75</td>
<td>77</td>
<td>56</td>
<td>80</td>
<td>64</td>
</tr>
<tr>
<td>27.</td>
<td>75</td>
<td>70</td>
<td>42</td>
<td>77</td>
<td>30</td>
</tr>
<tr>
<td>28.</td>
<td>75</td>
<td>70</td>
<td>28</td>
<td>78</td>
<td>50</td>
</tr>
<tr>
<td>29.</td>
<td>78</td>
<td>80</td>
<td>74</td>
<td>82</td>
<td>54</td>
</tr>
<tr>
<td>30.</td>
<td>73</td>
<td>76</td>
<td>68</td>
<td>85</td>
<td>68</td>
</tr>
<tr>
<td>31.</td>
<td>73</td>
<td>76</td>
<td>58</td>
<td>80</td>
<td>68</td>
</tr>
<tr>
<td>32.</td>
<td>75</td>
<td>77</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>IS Speaking</td>
<td>IS FSA</td>
<td>IB Speaking</td>
<td>IB FSA</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------------</td>
<td>--------</td>
<td>-------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>78</td>
<td>58</td>
<td>70</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>78</td>
<td>56</td>
<td>70</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>60</td>
<td>72</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>77</td>
<td>62</td>
<td>73</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>78</td>
<td>58</td>
<td>70</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>75</td>
<td>26</td>
<td>78</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>24</td>
<td>78</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>44</td>
<td>78</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>80</td>
<td>58</td>
<td>78</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>78</td>
<td>50</td>
<td>75</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>78</td>
<td>60</td>
<td>80</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>78</td>
<td>60</td>
<td>80</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>77</td>
<td>30</td>
<td>75</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>34</td>
<td>72</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>79</td>
<td>62</td>
<td>78</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>72</td>
<td>62</td>
<td>78</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>70</td>
<td>32</td>
<td>75</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>70</td>
<td>40</td>
<td>70</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>44</td>
<td>70</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>70</td>
<td>62</td>
<td>70</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>70</td>
<td>42</td>
<td>72</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>79</td>
<td>56</td>
<td>70</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>75</td>
<td>46</td>
<td>75</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>75</td>
<td>52</td>
<td>75</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>75</td>
<td>62</td>
<td>78</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>78</td>
<td>54</td>
<td>70</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>73</td>
<td>34</td>
<td>80</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>73</td>
<td>58</td>
<td>78</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>73</td>
<td>48</td>
<td>80</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>70</td>
<td>50</td>
<td>70</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>78</td>
<td>50</td>
<td>73</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>
The Instrument of Teacher’s Interview

Date: July 14th, 2018
Place: GRS N 2 Salatiga
Interviewer: initials
Interviewee: 

Instruction:

The interview is about the usage of EMI in English lesson for the 10th grade students of SMA N 2 Salatiga in the academic year 2018/2019. EMI (English As Medium of Instruction) is that English is used as the medium to convey the subject along the teaching learning process (instruction). The interview is concerning the perceptions, so please answer the questions below based on your opinions! In order to answer the questions maximally, you may use Bahasa.

1. Based on your opinion, how important is the usage of EMI for students in English lesson for the 10th grade students of SMA N 2 Salatiga?

Answer:

- To instruct the students, improving their English continuously.
- To get the student used to speak in English in teaching learning process.
- To prepare the student dealing with the future.

...
2. As an evaluation, how did you monitor students’ acceptance of the usage of EMI?

Answer:
- Giving spoken test.
- Asking the students to speak in English in the classroom.
- Giving a good mark when they were active in answering/responding the questions in English. (actively participate in the class).
3. What difficulties did students have while following a classroom learning using EMP?

Answer:

The difficulties are:

- It's not easy to understand for the students when the teacher used a full in English.
- Teacher should elaborate/interpret after explaining why "The Indonesia"
- It means that, the teacher had to translate the sentences/utterances he/she read.
4. Experiencing an academic year using EMI in the English lesson, what students' improvements measured based on your evaluation?

Answer:
- Many students could understand well what the teacher meant.
- Students can give responses in English partially.
5. What are your plans for the application of EMI for the next academic year?

Answer:

Improving the percentage of applying English in teaching learning process.

Salatiga, July 2019
The English Teacher of SMA N 2
Salatiga

S. Pd.
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Khoridatul Bahiyyah  
NIM : 23036-15-0009  
Dosen Pembimbing : Hanung Triyoko, S.S., M.Hum., M.Ed.  

Judul Skripsi pada surat pemanjakan pembimbing skripsi:

"THE STUDENTS' PERCEPTION OF USING FULL ENGLISH ON ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019"

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-04-2019</td>
<td>Proposal</td>
<td>Rekomendasi terima draft proposal, continue to draft chapter I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>26-04-2019</td>
<td>Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>29-04-2019</td>
<td>Chapter I</td>
<td>Note clear the difference of exam research with previous research.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30-04-2019</td>
<td>Chapter II</td>
<td>Acquire summary questionnaire of introduction chapter II</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>01-05-2019</td>
<td>Chapter III</td>
<td>Write the conclusion and introduce the quotation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10-05-2019</td>
<td>Chapter IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>23-05-2019</td>
<td>Chapter V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>29-05-2019</td>
<td>Chapter VI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>05-06-2019</td>
<td>Chapter VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>05-07-2019</td>
<td>Chapter VIII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>31-07-2019</td>
<td>Chapter IX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>02-08-2019</td>
<td>Chapter X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dosen Pembimbing:**  
Hanung Triyoko, S.S., M.Hum., M.Ed.  
NIP. 19730815 199902 1 003

Catatan:  
Jika ada perubahan judul skripsi, harus dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0258) 6031244 Kode Pos 50716 Salatiga
Website: http://tarbiyah.iansalatiga.ac.id e-mail: tarbiyah@iansalatiga.ac.id

Nomor: B-051/In.21/D1.1/PP.07.3/03/2019
Lamp.: Proposal Skripsi
Hal.: Pembimbing Skripsi

Salatiga, 27 Maret 2019

Kepada
Yth. Hanung Triyoko, S.S., M.Hum., M.Ed.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama: Kholidatul Bahiyah
NIM: 23030150009
Program Studi: S1-Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan
Judul Skripsi: "THE STUDENTS’ PERCEPTIONS OF USING ENGLISH AS MEDIUM OF INSTRUCTION (EMI) IN ENGLISH LESSON FOR THE 10TH GRADE STUDENTS OF SMA N 2 SALATIGA IN THE ACADEMIC YEAR 2018/2019"

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Dekan Bidang Akademik

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik

[Signature]
PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU

REKOMENDASI PENELITIAN
NOMOR: 07/0/6803/04.5/2019

Dana
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 07 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia No. 64 Tahun 2011 tentang Pemetaan Pemerintah Bimbingan Penelitian;
2. Peraturan Gubernur Jawa Tengah Nomor 02 Tahun 2016 tentang Organisasi dan Tata Kerja Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah;

Mempertahankan

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah, memberikan rekomendasi kepada:

1. Nama: SAKINAH SABRIYAH
2. Alamat: DZIKHIYAL ALMA 002/001, DRS. KALISA, KECAMATAN LIMPUNG, KABUPATEN BATANG
3. Kepercayaan: MAHASISWA

Untuk:
Melakukan Penelitian dengan niatan sebagai berikut:

b. Tempat / Lokasi: SMA N 2 SALATIGA
c. Bidang Penelitian: FAKULTAS TARBIYAH DAN ILMU KEGURUAN
d. Waktu Penelitian: 23 Mei 2019 sampai 14 Juni 2019
e. Penanggung Jawab: Hanum Triyoso, S.S., M.Hum., M.Ed
f. Status Penelitian: Baru
g. Anggota Peneliti:
h. Lalu Lembaga: Institut Agama Islam Negeri Salatiga

Keterangan yang harus diperhatikan adalah:
a. Sebelum melakukan kegiatan terlebih dahulu melakukan kepada Pejabat setempat / Lembaga swasta yang akan dijadikan objek lokasi;
b. Pelaksanaan kegiatan dimaksud tidak disalihkankan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah;
c. Setelah pelaksanaan kegiatan dimaksud seluruh supaya menyiapkan hasil kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah;
d. Apabila masalah berikut Surat Rekomendasi ini tidak berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu barus diajukan kepada instansi pemohon dengan menyelesaikan hasil penelitian tersebut;
e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan dianulir perlu perubahan perdata.

Demikian rekomendasi ini dibuat untuk dipergunakan segera.

Semarang, 09 Mei 2019
P. KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PEMERINTAH JAWA TENGAH
Kepala Dinas Penanaman Modal
Pengendalian Penelitian

DIIMPOT: 02 MEI 2019
PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan Mgr. Sugiyono No.1 Semarang Kode Pos 50113 Telepon : 024 – 354796, 3547438,
354487 Faksimile 024-3545050 Laman web dpmptsp.jatengprov.go.id Surat Elektronik
dpmptsp@jatengprov.go.id

Semarang, 03 Mei 2019

Kepada
Yth. Kepala Dinas Pendidikan dan
Kebudayaan Provinsi Jawa Tengah


Demi kian untuk menjadi maklum dan terima kasih.

Pt. KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
DEKANATU JAVA TENGAH

Kepala Dinas Pendidikan dan Pengendalian

Daftar Pustaka:
1. Gubernur Jawa Tengah;
2. Kepala Dinas Kebersihan Provinsi Jawa Tengah;
3. Dekan Fakultas Ilmu Tarbiyah Dan Ilmu Agama IAIN Salatiga;
4. KENDRATUL, BAKYAH
PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2
SALATIGA
Jalan Tegalrejo Nomor 79 Argomulyo, Kota Salatiga Kode Pos 50723 Telp. (0298) 322250
Faksimile (0298) 316638 Surat Elektronik sma2salatiga@gmail.com

SURAT KETERANGAN
Nomor : 070 / 745

Yang bertanda tangan di bawah ini :
Nama : Muhammad Sahli, S.Pd
NIP : 19670119 199403 1 003
Pangkat/Gol : Pembina Utama Muda, IV/c
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 2 Salatiga

Dengan ini menerangkan bahwa :
Nama : Khodiatul Bahiyah
NIM : 23030150009
Mahasiswa : IAIN Salatiga
Jurusan : S1 – Tadris Bahasa Inggris

Mahasiswa tersebut telah melakukan penelitian pada 29 Mei – 23 Juli 2019 di SMA Negeri 2 Salatiga, yang digunakan sebagai tempat penelitian dengan judul :

"The Students’ Perceptions of Using English As Medium of Instruction (EMI) In English Lesson For The 10th Grade Students of SMA N 2 Salatiga In The Academic Year 2018/2019"

Demikian harap menjadi periksa dan dapat dipergunakan sebagaimana mestinya.

Salatiga, 31 Juli 2019

[Signature]
Muhammad Sahli, S.Pd

[Signature]
Muhammad Sahli, S.Pd
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Sebagai</th>
<th>Niliti</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Seminar Internasional: &quot;Be Global Citizen through Non Formal Learning in International Voluntary Service: Another Way to Go Abroad&quot;</td>
<td>4 April 2017</td>
<td>Peserta</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Seminar Internasional: &quot;Menjadi Mobilepreneur dalam Era E-commerce&quot;</td>
<td>25 April 2017</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Seminar Internasional: &quot;Festival Solidaritas Untuk Petani Indonesia&quot;</td>
<td>24 September 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Seminar Nasional Peringatan &quot;Hari Hutan Dunia 2018&quot;</td>
<td>24 Maret 2018</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>Seminar Nasional: &quot;Literasi Media Di Kalangan Pelajar dan Mahasiswa&quot;</td>
<td>26 April 2018</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>8.</td>
<td>Seminar Nasional: &quot;Pembangunan Karakter Bangsa Upaya Mewujudkan Generasi Muda yang Berbudiaya untuk Indonesia Bermartabat&quot;</td>
<td>9 April 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date/Event Details</td>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Seminar Nasional: &quot;The Use of English as a Medium of Islamic Preaching&quot;</td>
<td>28 Mei 2016</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Seminar Nasional: &quot;Pemuda, Peradaban Islam, dan Kemundirian&quot;</td>
<td>2 September 2015</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Seminar Nasional LDK Fatihir Ar Rasyid IAIN Salatiga: &quot;Muslimah Sejati Bernabar Inspirasi&quot;</td>
<td>29 November 2015</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Certificate of Achievement on completing the 82.5-hour Indonesian Massive Open Online Course (IMOOC): Technology for Autonomous Learning Modules</td>
<td>14 Januari-5 Mei 2018</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Pendidikan dan Latihan Calon Pramuka Pandega XXV Racana Kusuma Dilinga Word</td>
<td>25-27 September 2015</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Pelatihan Kepemimpinan (Pembelajaran Praktik Pengolahan Lapangan)</td>
<td>19-21 Juli 2018</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) Fakultas Tarbiyah</td>
<td>13-14 Agustus 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Pendidikan Pernustaka (Library User Education)</td>
<td>21 Agustus 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>OPAK IAIN Salatiga 2015</td>
<td>16-12 Agustus 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Syahadah (Sertifikat Lulus) Studi Intensif Bahasa Arab (SIBA)</td>
<td>30 Juni 2016</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Sertifikat Lulus Studi Intensif Bahasa Inggris (SIBI)</td>
<td>30 Juni 2016</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Toefl Training Edulight and IAIN Salatiga</td>
<td>5-6 Mei 2018</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Inspirasi Tazkiya: Love Story From Allah</td>
<td>6 Oktober 2018</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Terapi Hati &quot;Mengemisat Keberagaman dengan Cinta dan Syakur&quot;</td>
<td>20 Mei 2017</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Wisuda Akbar 6 Indonesia Menghifal QS Al-Baqarah 101-157, QS As-Shoff, QS Qaf</td>
<td>22 November 2015</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Type</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>25</td>
<td>Wisuda Akbar 7 Indonesia Menghafal QS Al-Hasyr, QS Al-Jumu'ah, QS Al-Munafiqun</td>
<td>29 Mei 2016</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>Wisuda Akbar 8 Dunia Menghafal QS Al-Fath dan Golongan Per 5 Juz</td>
<td>22 Oktober 2017</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>Sertifikat Kehadiran One-Day Workshop on Teaching of English Using Apps and F2F Meeting 1MOOC 2018</td>
<td>11 April 2018</td>
<td>Peserta</td>
<td>3</td>
</tr>
</tbody>
</table>

Jumlah Total Nilai 150

Salatiga, 8 April 2019

Mengetahui,
Wakil Dekan Bidang
Komunikasi dan Kerjasama

[Signature]

Dr. Achmad Maimun, M.Ag
NIP.197005101998031003
# CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Name</th>
<th>Khoridatul Bahiyyah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and Date of Birthday</td>
<td>Batang, March 30(^{th}) 1998</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
</tr>
<tr>
<td>Address</td>
<td>Kalisalak 02/01, Ds. Kalisalak, Kec. Limpung, Kab. Batang</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:khorikkunawi@gmail.com">khorikkunawi@gmail.com</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>085642801085</td>
</tr>
</tbody>
</table>
| Education           | TK Seruni Kalisalak 2003  
                    | MI Islamiyah Kalisalak 2009  
                    | MTs Al-Islam Limpung 2012  
                    | MA Nahdahtul Ulama Banyuputih 2015  
                    | IAIN Salatiga 2019 |