STUDENTS' PERCEPTION ON THE USE OF ENGLISH AS MEDIUM OF INTERACTION IN THE CLASS AT SMK MUHAMMADIYAH 3 MAKASSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Part Fulfillment of the Requirement for the Degree of Education in English Department

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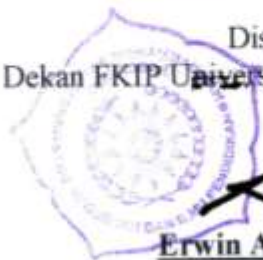
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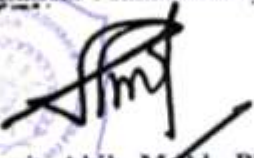|		
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MOTTO

SATISFACTION LIES IN BUSINESS, NOT IN RESULTS. TRYING HARD IS
AN ESSENTIAL VICTORY

(Wiwit Nor Wijayanti, 2019)

ABSTRACT

Wiwit Nor Wijayanti, 2019. *Students' Perception on the Use of English as Medium of Interaction in the Class at SMK Muhammadiyah 3 Makassar* under the thesis of English Education Department and Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Guided by Ummi Khaerati Syam and Eka Prabawati Rum.

This research aimed to find out the students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah Makassar. It employed a descriptive qualitative method. It was conducted in SMK Muhammadiyah 3 Makassar enclose twenty students as a sample of this research. It was used the purposive sampling technique to take the sample. The data were collected through questionnaire and interview. To collect the data, the study employed the questionnaire with 10 items given to 20 students. The responses from the interview were concluded to answer the research questions.

As a result of the study, it is shown that most of the students agree of use English as medium of interaction in the class. By using English as medium of interaction in the class it can increase students' English ability with appropriate English standard, motivate them to learn English, improve their confidence to speak English, help them to comprehend English textbook or article, and assist them to understand the international culture.

Keyword: Perception, English teaching, Interaction.

ABSTRACT

WiwitNorWijayanti, 2019. Persepsi Siswa Tentang Penggunaan Bahasa InggrisSebagai Media Interaksi di Kelas Pada Smk Muhammadiyah 3 Makassar. SebuahtesisjurusanBahasaInggris.FakultasKeguruandanIlmuPendidikan.Universit asMuhammadiyahMakassar.DibimbingolehUmmiKhaeratiSyamdanEkaPrabawati Rum.

Penelitianinibertujuanuntukmenemukanpersepsi siswa tentang penggunaan bahasa Inggrissebagai media interaksi di kelas pada Smk Muhammadiyah 3 Makassar.Penelitianinimenggunakanmetodedeskriptif qualitative.Penelitianinidiadakandi Smk Muhammadiyah 3 Makassardengan 20 siswasebagai sample. Penelitimenggunakantehnik purposive dalampengambilan sample.Padapenelitianini data dikumpulkandenganmenggunakanpertanyaandanwawancara.Untukmenggumpulka n data padapenelitianini, penelitimemberikan 10 macampertanyaankepada 20 siswa.Umpanbalikdariwawancaradisimpulkanuntukmenjawabrumusanmasalahpad apenelitianini.

HasildaripenelitianinimenunjukkanbahwasiswasangatsetujumenggunakanbahasaIn ggrissebagai media interaksi di kelas. DenganmenggunakanbahasaInggrissebagai media interaksi di kelasbisameningkatkankemampuanbahasaInggrismereka, dengantepat, memotivasimerekauntukbelajarbahasaInggris , meningkatkankepercayaandirimerekauntukberbicarabahasaInggris, membantumerekauntukmemahamibacaanatauartikeldanmembantumerekauntukme ngertibudayainternasionalmereka

Kata kunci:Persepsi, PembelajaranBahasaInggris, Interaksi

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Bismillahirrahmanirrahim

(In the name of Allah, Most Gracious, Most Merciful)

The writer delivered her high gratitude to Allah SWT because of the blessing and mercies upon him, so the writer could finish this thesis under the little "**Students' Perception on the use of English as Medium of Interaction in the Class at SMK Muhammadiyah 3 Makassar".** Shalawat and salam are addressed to our beloved and chosen messenger prophet Muhammad SAW peace be upon him.

In writing this thesis, the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect. The writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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Finally, the writer realized that this thesis still have not been perfect yet and still need more suggestion and critics. Thus, more improvement for this thesis

are strongly needed. Hopefully, this thesis would be useful for many people who need it.

May almighty, Allah SWT blesses us all now and forever. Aamiin.

Makassar,   Februari 2019

The researcher

<u>WiwitNorWijayanti</u>

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CHAPTER I

INTRODUCTION

This chapter consist of five main section, namely background, problem statement, objective of the study, significance of the study and scope of the study.

A. Background

A formal education are conducted at school are the second place after home, where the students' behavior and the future educational success are shaped. At school there are many elements or factor that can influence the teaching and learning process that may take place.

Language teaching is a complex activity, and this complexity derives primarily from the diversity of perception and the goals of the various participants who play a role in the teaching learning process (Tudor, 2001: 43). Indeed, if all participants have the same perceptions about the nature and the goal of language teaching, teaching would be much clearer and easier to be undertaken than it generally is. By doing that, there would be no gap between the teacher and students. Thus, language teaching can be understood in term of interactions of different rationalities of the teacher and students rather than enactment of a single rationality.

Learning is an activity where an individual transferred a knowledge. While, teaching is to give lesson or knowledge to students in a school, collage or university, etc. Thus, learning and teaching activity are related one another. On the other hand, the success of the transferring knowledge activity from teachers to

students is really depended on how the teachers cover the material or the subject in activities, appropriately.

Nowadays, language learning is important for human's social development. As a language which is used by more that a half of population in the world. English hold the key as International language. English is a tool of communication among people of the world to get trade, social-cultural, science and technology goals. Moreover, English competence is important, students need to understand and use English to improve their confidence to face global competition.

Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact and another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom. Then the learners also bring with them to the classroom their whole experience of learning and life, along with their own reasons for being there, and their own particular needs that they hope to see satisfied. The teacher brings experiences of life and learning, and of teaching too (Allwight and Bailey, 1991: 18).

Classroom is considered as the most important place for foreign language learners to apply and practice their target language. Classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using the English for the real communication. The teacher must create communication with their students either in oral or written forms. Communication in the classroom can be built through interaction.

The interaction between teacher and students in the classroom becomes an essential part of teaching learning process. Interaction is the key in teaching language for communication. Classroom interaction describes the form and the content of behavior or social interaction in the classroom. Classroom interaction are expected to deal with social use of language that is reflects what actually people do. There are some other times when students are not active in the classroom and can be very reluctant to give feedback or communicate with their teacher.

Students' perception are need to know on the basic that the student as the object of the learning process. After knowing the perception of students, appropriate adjustments can be made to the success of the learning process. Thus, the researcher conducted a research entitled *Students' Perception on the Use of English as Medium of Interaction in the Class.*

Based on the researcher experiences during observation called magang 1, 2, 3, and teaching practice (P2K), the researcher found some problems. The first, the students in the class experience obstacles in learning English if the teacher explains using English language as difficult in understanding the lesson. The second, the students do not have the spirit in learning if the teacher using English language in the classroom. The third, the students have affected by their mother tongue, so that they were difficult to express their ideas because they lack of vocabulary, and students' pronunciation still low. Therefore the researcher has motivated to do a descriptive quantitative research about *Students' Perception onthe Use of English as Medium of Interaction in the Class at SMK Muhammadiyah 3 Makassar.*

B. Problem Statements

Based on the background above, the researcher formulated the following problem statements:

What are the students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar ?

C. Objective of the Study

Based on the problem statement above, the researcher intend to find out:

The students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar.

D. Significance of the Study

The significance of the study can be considered into two, theoretically and practically. Theoretically, this research can be a reference for the next researcher in term of the students' perception on the use of English as medium interaction in the class, in conducting a further related research. While, practically, this research can be useful for the teachers in order to know the students can to use English as medium of interaction in the class based on the perception given by the students.

E. Scope of the Study

This research focus on the students' perception on the use of English as medium of interaction in the class. However this research limited to students' at SMK Muhammadiyah 3 Makassar in learning English process. There are many types of perception, such as person perception, social perception and perception of situation. The general characteristics of perception namely, modality, dimensional space, dimensional time, contextual structure, and the meaningful of word.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of three main section, namely previous related research findings, some patient ideas, and conceptual framework.

A. Previous Related Research Findings

There are some researcher which attempt to study the topic related to the students' perception on the use of English as medium of interaction in the class which line to this research.

1. Ibrahim (2014) stated an English as a medium, English is likely to be used to perform academic tasks involving various classroom-related communicative activities like gaining information (listening and reading) and conveying information (speaking and writing).

2. Idris (2014) states that English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc.

3. Feldman (2011) stated perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.

4. Thirunavukkarsu (2013) said that the main aspect of the way in which English is used as a medium of instruction is that in government

schools some subjects are taught in English while some other subjects are taught in Tamil.

Interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

Shows that similarity based on the title but there are some different. The first, the previous researchers conducted their research in university but this research conducted in the senior high school. The second, the method of this research used descriptive quantitative but this research used descriptive qualitative and the last the previous researchers conducted in another country and this research conducted in Indonesia.

B. Some Patient Ideas

1. Definition of Perception

Barry (1998: 48) in his study reveals that perception is the set of process by which we recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto (2003: 12) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Perception is defined variously by different scholars as Chee (2002) has stated that the reception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.

According to Leavit (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Rose (1995) said that in the science of psychology, there are terms of processing the information received from the observations, one of term is perception. Perception is a psychological function that starts form the sensation,

continued multiple stimuli at once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.

From the explanation above, the researcher concludes that perception is process of observing something in the brain to interpret it in the from of opinions or feelings that occur based on the experiences experienced by individuals.

2. Types of Perception

Based on the explanation from perception Robbins (2003) divides perception in the three types as follow:

a. Person Perception

Person perception refers two those process by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which we attribute stable straits and enduring disposition to the others people.

We feel that we are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them.

b. Social Perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer, or loved one closer to home is not easy task.

Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment. Sustained patterns of interaction or social

relationship require us to retain information, as the situation require. Without memory we should react to every events as if it we unique, and if we did not remember the facts, we should be in capable of thinking or reasoning.

c. Perception of Situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time, and give a place. It is an interaction of time and space within which we act in specific ways.

The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

3. Concept of Perception

a. Indicators of Perception

According to Robbins (2003: 21) there are two indicators of perception:

1. Acceptance / Reabsorption

The process of acceptance or reabsoption is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

2. Understanding / Evaluation

The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

b. General Characteristic of Perception

General characteristics of perception which is contained in the sensing process in the way interpreting against an object by Shaleh (2004) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics are;

1. Modality

Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so on).

2. Dimensional Space

Perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others.

3. Dimensional Time

The perception world has the dimension of time, such as slow fast, young old, and others.

4. Contextual Structure

Overall fused, objects or phenomena in the world has a structure that blends observation context. The structure and context of a unified whole.

5. The Meaningful of Word

World perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.

c. Factor that Influence Perception

Everyone have different perception. The existence or level of human perception can be influenced by several factors. According to Sobur (2011), there are some factors that are considered important influence on the selection of stimulation and can be used for the perception of people and situation, namely:

1. Intensity, an intensive stimulation can give more attention than the less stimulation.

2. Size, the more big object have big interest then big object which more easy to see.

3. Contrast, different object with the other objects that is common will be more interesting. Many people are aware of it or not, doing strange things to attract attention. Exceptional behavior attracted attention because of the difference principle.

4. Movement, more things more interesting than the silence.

5. Repetition, repetitive things that can attract attention. However, repeat too often, can result in saturation meaning and can lose perceptive meaning. Therefore, the replay value has attracted attention for use with caution.

6. Familiarity, things that are familiar or known to attract more attention.

7. Something new, new things also attract attention.

d. Changes of Perception

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology

from receptor that be less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The second change is a psychological processes. The change in psychology of perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition). In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition is the main push or the will of the individual itself. (Sobur, 2011).

4. **The Definition of Medium of Instruction**

Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. If the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction.

The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.

English is used from the beginning of a course as the main language in class, and the teacher adapts their methodology to support meaning, by using a lot of visual information and non-verbal communication to support meaning.

The question of which medium of instruction to use, and the impact on learners and learning, is a complex one. It is useful to consider how the language used supports the aims of the class. For example, it may fit the aims to give all classroom instructions in English in a low level class, because this is useful exposure to new language and will be learnt, but explaining the methodology behind an activity to the same group might be done in L1.

Based on the explanation above, the researcher concludes that using English as the medium of instruction as the target language in the classroom is very important to do so far the process of language learning. English as a medium of instruction can be defined as the use of the English language to teach academic subjects in countries or jurisdictions and implemented in some countries where the first language of the majority of the population is not English.

C. Conceptual Framework

The conceptual framework underlying in this research is given below:

Classroom interaction

English as medium of interaction in the class

Students' perception

Figure 2.1. Conceptual Framework

The conceptual framework is the basic from this research. The conceptual framework shows the situation of interaction by the students and teacher in learning process. Interaction between students and teacher is fundamental to the learning process. During teaching and learning process, teachers and students interact in the classroom. Classroom interaction involves the teacher and the students, so the teacher as facilitator will have more opportunity in organizing the class. This research conductedin SMK Muhammadiyah 3 Makassar. The researcher focus on two types of English as a medium of interaction; the first type is a English language use by an English teacher and the second type is interaction by students in learning process. The students asked to know their perception about

the use of English as medium of interaction in the class which includes English and interaction from teacher and students through filling in the questionnaire and interview.

CHAPTER III

RESEARCH METHOD

This chapter outlines the methodology of this research. The researcher began by outlining the method that the researcher used for this study, and followed by sample and population, research instrument, procedure of data collecting data and technique of data analysis.

A. Research Design

Considering the purpose of this research, the researcher applied a descriptive qualitative method. It supported by IqbalHasan (2002: 22) which states that this descriptive qualitative method was used to systematically describe the facts or characteristics of a particular population or field. Based on the definition above this research aimed to describe the students' perception in using English as a medium of instruction in the class at SMK Muhammadiyah 3 Makassar.

B. Population and Sample

1. Population

According to Margono (2010) population is all the data that concerns us in the scope and time we specify. Based on the definition above, the population of this researchwas all the students of SMK Muhammadiyah 3 Makassar.

2. Sample

Margono (2010: 121) suggests that the sample as part of the population, as an example taken using certain methods. Based on the definition above, the sample of this research selected from the students of XI AdministrasiPerkantoran

at SMK Muhammadiyah Makassar. The sample of this research used a purposive sampling, according to Sugiyono (2016: 85) purposive sampling is data source sampling technique with certain consideration.

C. Research Instrument

The research aimed to find the students' perception on the use of English as medium of interaction in the class. The instrument of this research was questionnaire and interview, it used to know and understand the using of English as medium of interaction in the class.

D. Procedure of Collecting Data

1. Questionnaire

   a. The researcher gave the explanation to the students' about the purpose of the questionnaire and how to answer the test.

   b. The researcher informed the objectives of the questionnaire after distributing them to the participants.

   c. The sample participants of the researchanswered the questionnaire in the answer sheet and they have 30 minutes to answer the questionnaire.

2. Interview

   a. The researcher gave the explanation to the students' about the purpose of the interview and how to answer the test.

   b. The researcher informed the objectives of the interview after distributing them to the participants.

   c. The sample participants of the research answer the interview.

E. Technique of Data Analysis

The data obtainable from the test and analyzed by Likert Scale procedures indicating whether one strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD) with each statement. Each response associated with point value an individual. Score determinedby summing the point value of each statement.

1. Questionnaire

   To analyzed the research data, the researcher appliedlikert scale. Likert scale used to measure some different things such as, attitude, opinion, and perception from someone or group toward the social phenomena in a researching. The social phenomena specifically determined by the researcher. Therefore, this research variable is the students' perception in using English as medium of instruction in the class.

2. Interview

   After collecting the data, the researcher classified the data through interviews. Interview helped to strengthen and clarify information gained from previous research.

Interval score of the students' responses on the questionnaire.

Interval Score	Category
0-2	Strong Disagree
2,1-2,5	Disagree
2,6-3	Undecided
3,1-3,5	Agree
3,6-4	Strong Agree

(Sugiyono, 2012:137)

After collecting the data, the researcher analyzed the category of questionnaire through the interval score.

To analyze the mean score of the responses, as following:

$$\bar{x} = \frac{\sum x}{N}$$

Where: $\bar{x}$ = Mean

$\sum x$ = Total Raw Score

N = Total number of the students (Gay, 1981:298).

To analyze the grand mean score of the responses, as following:

$$X = \frac{\sum x}{N}$$

Where: X = Grand mean

$\sum x$ = Total Average

N = Total number of the students (Gay, 1981:298).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the study are presented. The chapter is divided into two main section. The first section presents the findings on each statement aspects to answer research questions about students' perception on the use of English as medium of interaction in the class and lastly the discussions on findings from the questionnaire and interview.

A. Findings

The data of students' perception on the use of English as medium of interaction in the class by questionnaire distributed to 20 participants then analyzed by using likert scale. In interview technique, the researcher used interview guideline as the instrument to collect the data. The result of this aspect analyzed statement by statement which is consisted of ten statements and followed by the explanation and its category.

Statement number 1:*DalampembelajaranBahasaInggris guru menggunakan Bahasa Inggris dalam menjelaskan materi di kelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
1.	SA	5	5	25
	A	8	4	32
	U	6	3	18
	D	0	2	0
	SD	1	1	1
	Total	**20**		**77**

Table 4.1

20

Mean (X) $:\frac{\sum X}{N}$

$:\frac{77}{20}$

$:3,85$

Table 4.1 indicates that among 20 students,there are 5 students or 25% chose strong agree, 8students or 40% choseagree, 6 students or 30% chose undecided, none students chose disagree, and 1 student or 5% chose strong disagree. A few students are strongly agree and agree about the teacher using English language in giving material, some students undefined if the teacher using English in giving material. Thus, by looking the data percentages above we can conclude that most of the students perceive if teacher using English language in learning processcan be useful to increase students' vocabulary because the teacher using English in given material students can getnew vocabulary.

Statement number 2:*Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat membantu memahami pembelajaran dikelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
	SA	2	5	10
	A	10	4	40
1.	U	5	3	15
	D	2	2	4
	SD	1	1	1
Total		**20**		**70**

Table 4.2

Mean (X) $:\frac{\sum X}{N}$

$:\frac{70}{20}$

$:3,5$

Table 4.2 indicates that among 20 students, there are 2 students or 10% chose strong agree, 10students or 50% choseagree, 5 students or 25% chose undecided, 2 students or 10%chose disagree, and 1 student or 5% chose strong disagree. A few students are strongly agree and agree about the teacher using English language in giving material, some students undefined if the teacher using English in giving material. Thus, by looking the data percentages above we can conclude that most of the students perceive teacher who use English language in learning process can be useful to increase students' vocabulary because if the teacher using English in given material students can get new vocabulary.

Statement number 3:*MenggunakanBahasaInggrisdalaminteraksiantarasiswadengansiswadidalamkelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
	SA	5	5	25
	A	7	4	28
1.	U	6	3	18
	D	2	2	4
	SD	0	1	0
	Total	**20**		**75**

Table 4.3

Mean (X) : $\frac{\sum X}{N}$

: $\frac{75}{20}$

:3,75

Table 4.3 indicates that among 20 students, there are 5 students or 25% chose strong agree, 7students or 35% choseagree, 6 students or 30% chose undecided, 2 students or 10%chose disagree, and none student chose strong

disagree. A few students are strongly agree and agree about the using of English language in interaction in the class between student and student, some students undefined if using English language in interaction in the class between student and student. Thus, by looking the data percentages above we can conclude that most of the students agree with the statement and it can increase the students' vocabulary if their using English language every day as medium of interaction.

Statement number 4:*MenggunakanBahasaInggrisdalaminteraksiantarasiswadengansiswadiluarkelas*

.

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
1.	SA	0	5	0
	A	3	4	12
	U	4	3	12
	D	10	2	20
	SD	3	1	3
	Total	**20**		**47**

Table 4.4

Mean (X) $\quad:\frac{\Sigma X}{N}$

$\qquad:\frac{47}{20}$

$\qquad:2,35$

Table 4.4 indicates that among 20 students, there are none studentchosestrong agree, 3 students or 15% choseagree, 4 students or 20% chose undecided, 10 students or 50%chose disagree, and 3 students or 15% chose strong disagree. A few students are strongly disagree and disagree about using English language in interaction in the outside of classroom between student and student, some students agree and undefined if using English language in interaction in the

outside of classroom between student and student. Thus, by looking the data percentages above we can conclude that most of the students disagreeusing English language in interaction in the outside of classroom between student and student because they felt shy in expressing their ideas.

Statement number 5:*MenggunakanBahasaInggrisdalaminteraksiantarasiswadengan guru didalamkelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
	SA	3	5	15
	A	5	4	20
1.	U	8	3	24
	D	4	2	8
	SD	0	1	0
	Total	**20**		**67**

Table 4.5

Mean (X) $: \frac{\sum X}{N}$

$: \frac{67}{20}$

:3,35

Table 4.5 indicates that among 20 students, there are 3 students or 15% chose strong agree, 5 students or 25% choseagree, 8 students or 40% chose undecided, 4 students or 20%chose disagree, and none student chose strong disagree. A few students are strongly agree and agree about using English language in interaction in the classroom between students and teacher, some students undefined if using English language in interaction in the classroom between students and teacher. Thus, by looking the data percentages above we can conclude that most of the students agree using English language in interaction in

the classroom between students and teacher because it can useful to increase students' performance in speaking English with their teacher.

Statement   number 6:*MenggunakanBahasaInggrisdalaminteraksiantarasiswadengan   guru diluarkelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
1.	SA	6	5	30
	A	6	4	30
	U	6	3	30
	D	1	2	2
	SD	1	1	1
	Total	**20**		**52**

Table 4.6

Mean (X)   : $\frac{\sum X}{N}$

: $\frac{52}{20}$

: 2,6

Table 4.5 indicates that among 20 students, there are 6 students or 30% chose strong agree, 6 students or 30% choseagree, 6 students or 30% chose undecided, 1 students or 5%chose disagree, and 1 students or 5% chose strong disagree. A few students are strongly agree and agree about using English language in interaction in the outside of classroom between students and teacher, some students undefined if using English language in interaction in the outside of classroom between students and teacher. Thus, by looking the data percentages above we can conclude that most of the students agree using English language in interaction in the outside of classroom between students and teacher because it

can useful to increase students' performance in speaking English with their teacher and it can increase students' vocabulary.

Statement number 7:*PenggunaanBahasaInggrisguru dalam menjelaskan materi dapat menambah kosa kata siswa.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
	SA	9	5	45
	A	8	4	32
1.	U	2	3	6
	D	0	2	0
	SD	1	1	1
	Total	**20**		**84**

Table 4.7

Mean (X)   : $\frac{\sum X}{N}$

: $\frac{84}{20}$

: 4,2

Table 4.5 indicates that among 20 students, there are 9 students or 45% chose strong agree, 8 students or 40% choseagree, 2 students or 10% chose undecided, none student chose disagree, and 1 students or 5% chose strong disagree. A few students are strongly agree and agree about using English language by an English teacher in giving material can increase students' vocabulary, some students undefined if using English language by an English teacher in giving material can increase students' vocabulary. Thus, by looking the data percentages above we can conclude that most of the students strongly agree using English language by an English teacher in giving material can increase

students' vocabulary because the students can get new vocabulary if the teacher always using English language in the classroom.

Statement number 8:*Penggunaan Bahasa Inggris guru dalam menjelaskan materi dapat meningkatkan semangat belajar siswa dikelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
	SA	8	5	40
	A	5	4	20
1.	U	4	3	12
	D	3	2	6
	SD	0	1	0
	Total	**20**		**78**

Table 4.8

Mean (X) $: \frac{\sum X}{N}$

$: \frac{78}{20}$

$: 3,9$

Table 4.8 indicates that among 20 students, there are 8 students or 40% chose strong agree, 5 students or 25% choseagree, 4 students or 20% chose undecided, 3 students or 15% chose disagree, and none student chose strong disagree. A few students are strongly agree and agree about using English language by an English teacher in giving material can increase students' spirit in learning process, some students undefined using English language by an English teacher in giving material can increase students' spirit in learning process. Thus, by looking the data percentages above we can conclude that most of the students strongly agree if using English language by an English teacher in giving material

can increase students' spirit in learning process because the students feltenjoy in learning process.

Statement number 9:*Siswa mendapatkan hadiah dari guru jika menggunakan Bahasa Inggris dalam interaksi dikelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score
	SA	5	5	25
	A	8	4	32
1.	U	4	3	12
	D	2	2	4
	SD	1	1	1
	Total	**20**		**74**

Table 4.9

Mean (X) $: \frac{\sum X}{N}$

$: \frac{74}{20}$

: 3,7

Table 4.9 indicates that among 20 students, there are 5 students or 25% chose strong agree, 8 students or 40% choseagree, 4 students or 20% chose undecided, 2 students or 10% chose disagree, and 1 student or 5% chose strong disagree. A few students are strong agree and agree if the teacher giving gift to the students if their always using English language in interaction in the classroom, some students undefined if the teacher giving gift to the students if their always using English language in interaction in the classroom. Thus, by looking the data percentages above we can conclude that most of the students agree the teacher giving gift to the students if their always using English language in interaction in the classroom it can make the students always will using English in the classroom.

Statement number 10:*Siswa mendapatkan hukuman dari guru jika tidak menggunakan Bahasa Inggris dalam interaksi dikelas.*

Item	Respondents' Answers	Total Respondents (N)	Scale	Total Score (X)
1.	SA	1	5	5
	A	4	4	16
	U	4	3	12
	D	6	2	12
	SD	5	1	5
	Total	**20**		**50**

Table 4.10

Mean (X) $\quad : \frac{\sum X}{N}$

$\quad\quad\quad\quad : \frac{50}{20}$

$\quad\quad\quad\quad : 2,5$

Table 4.10 indicates that among 20 students, there are 1 students or 5% chose strong agree, 4 students or 20% choseagree, 4 students or 20% chose undecided, 6 students or 30% chose disagree, and 5 students or 25% chose strong disagree. A few students are strong disagree and disagree if the teacher giving punishment to the students if their do not using English language in interaction in the classroom, some students undefined and agreeif the teacher giving punishment to the students if their do not using English language in interaction in the classroom. Thus, by looking the data percentages above we can conclude that most of the students disagree the teacher giving punishment to the students if their do not using English language in interaction in the classroom because the students do not have more vocabulary.

Grand Mean (X) $\quad = \frac{\sum X}{N}$

$$(X) = \frac{3,85+3,5+3,75+2,35+3,35+2,6+4,2+3,9+3,7+2,5}{20}$$

$$(X) = 31,32$$

The grand mean of the students perception is total average by number of statements.

From the data above, it showed that the mean score of each statements were categorized as agree and strong agree. The grand mean, total average divided by number of statements is 31,32, it means that the students perception on the use of English as medium of interaction in the class was categorized agree based on the interval scale.

The interval scale:

Interval Score	Category
0-2	Strong Disagree
2,1-2,5	Disagree
2,6-3	Undecided
3,1-3,5	**Agree**
3,6-4	Strong Agree

The researcher has given a task interview to 20 students of XI Administrasi Perkantoran to find out the students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar. There are five question in interview as follow:

1. ApakahandasenangbelajarbahasaInggris ?

2. ApakahkesulitanandadalambelajarBahasaInggris ?

3. Apakahandacepatmemahamipelajaranjika guru menggunakanBahasaInggrisdalammenyampaikanmateri ?

4. ApakahandabersemangatdalambelajarBahasaInggrisjika guru menggunakanBahasaInggrisdalammenyampaikanmateri ?

5. Apakahdalamberinteraksidengan guru andadominanmenggunakanBahasaInggris ?

Based on the data interview the researcher can conclude that students had positive perception if the teacher using English language in the learning process because it can improve the students' vocabulary, increase students' English ability with appropriate English standard, motivate them to learn English, and improve their confidence to speak English with their teacher or their friends. Although there are students had negative perception about using English as medium of interaction in the class because they are felt shy, afraid, don't have confidence in using English language as medium of interaction and the students have affected by their mother tongue so that they were difficult to express their ideas because they lack of vocabulary and students' pronunciation still low. However the students agree if the teacher using English as medium of interaction in the class because it can help them to improve their knowledge about English.

B. Discussion

As has been presented on findings, result in questionnaire and interview showed that students had positive perception on the use of English as medium of interaction in the class. It can be seen from the mean score of the data.

Students' Perception of English as a Medium of Instruction (EMI) in English Classroom (Rahmadani. D, 2016) it said that a positive correlation was

found between perceptionsof English and perceptions of English-medium instruction for each group.Results also showed that all groups perceive English positively as a foreignlanguage, and support the teaching and learning of English. The result foundthat most students in this survey had a positive response of English as amedium of instruction.

English as language of interaction in higher education (Kagwesage Anne Marie, 2013) the present study has mainly investigated a students' perspective with regard to the strategies they use to facilitate learning. It could equally be of interest to further investigate teachers' support strategies in helping students to build up knowledge and understanding of their domain specific content learnt through the medium of English in the Rwandan context.

The objective of the study in this research was to uncover the students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar. Then the data result of the students' perception were described by the researcher based on the research type that is descriptive qualitative research. This research is to uncover the "what" of students' perception on the use of English as medium of interaction in the class, then the writer describing the data result of students' response of English as medium of interaction in the class by descriptive research.

According to Hermiadi Haris (2006), students felt positive influences on the use of English as a medium of instruction on the classroom interaction. It is hoped that the findings of this research will help teachers in making decision on whether they should use English or Indonesia as a medium of instruction during teaching and learning process in the classroom.

This research question is meant to collect the students' perception on the use of English as medium of interaction. In the questionnaire that had been distributed, the respondents were asked to respond to 10 items related to using English as medium of interaction in the class. The students' have positive perception toward interaction in the class. The researcher assumed that using English as medium of interaction in the class can improve their vocabulary.

According Annas Surdyanto (2016), students with bilingual kindergarten background gave positive perceptions of the use of English at bilingual school. The findings can show that there is a correlation between students' previous exposure to a foreign language and their future preference for the language used as the medium of teaching-learning processes.

This part the researcher would discuss with the answer of the problem statements there are: What are the students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar.

Based on the data analysis collected through questionnaire and interview, it was found that the majority of the students agreed with the positive statements and disagreed with the negative statements about using English as medium of interaction in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the result of the research, the researcher concluded that the most students had positive perception or agreed toward English as a medium of instruction that it could increase the students' standard of English and motivate them to learn English, improve their confidence to speak up, and helps them to understand more of English textbook or article and international culture. It could be seen from thegrand mean, total average divided by number of statementsis31,32. This survey also proved that English as a medium of instruction in the perspective of students motivate them to learn English more and to communicate with it.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggested as follows:

Teacher should employ English language in learning process because it can be improve students' vocabulary, and it can be motivate the students in learning. Using English in interaction in the class with students and students, students and teacher can improve their speaking skill.

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INSTRUMENT

LIST OF PATICIPANTS

1. Kurnia
2. NurulAlfiani
3. Sarinah
4. Fitri Mega
5. SitiJumria
6. JamiahAksari
7. Indira Rahayu
8. Tanti Septiani
9. Nanda Sari
10. Muhammad Agustin Firmansyah
11. Nadia Putri
12. Husnul Fatimah
13. SitiAisyah
14. Ike NurSagita
15. Yunistira
16. Ansar
17. Vebi R. Tanamal
18. Nuraidah
19. Nurmiati
20. Sri Wahyuni

KUISIONER PENELITIAN

Adik-adik yang saya hormati,

Saya mahasiswa penelitian jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Kuisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi mahasiswa tentang penggunaan Bahasa Inggris sebagai media interaksi di kelas. Saya meminta kesediaan adik-adik untuk mengisi kuisioner berikut ini.

IDENTITAS:

Nama: HF

Kelas: XI AP

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD: Strong Disagree (Sangat tidak setuju)

D: Disagree (Tidak setuju)

U: Undefined (Netral)

A: Agree (Setuju)

SA: Strong Agree (Sangat setuju)

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KUISIONER PENELITIAN

Adik-adik yang saya hormati,

Saya mahasiswa penelitian jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Kuisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi mahasiswa tentang penggunaan Bahasa Inggris sebagai media interaksi di kelas. Saya meminta kesediaan adik-adik untuk mengisi kuisioner berikut ini.

IDENTITAS:

Nama: nS

Kelas: XI AP (Adm. Perkantoran)

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:
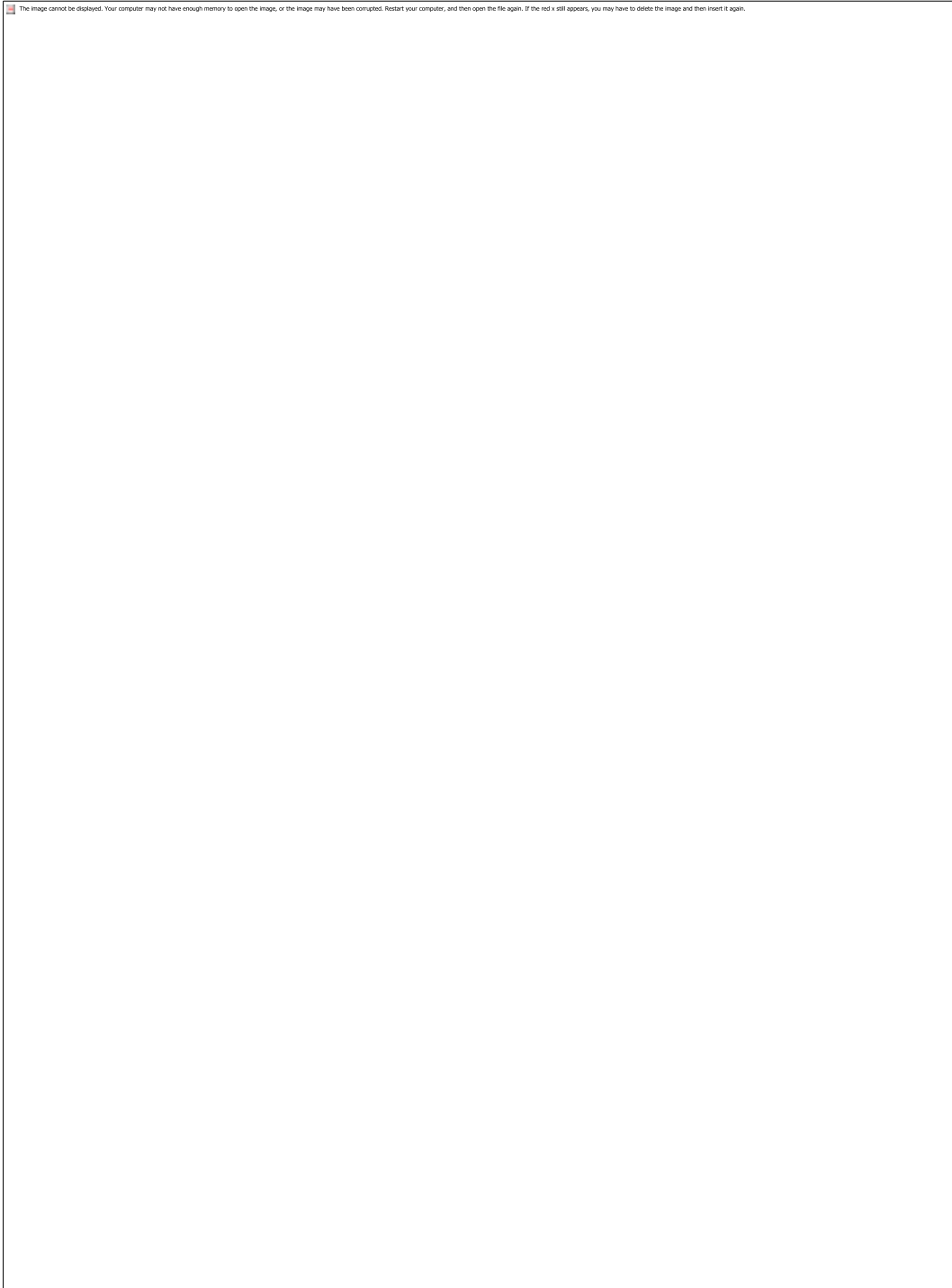
SD: Strong Disagree (Sangat tidak setuju)

D: Disagree (Tidak setuju)

U: Undefined (Netral)

A: Agree (Setuju)

SA: Strong Agree (Sangat setuju)

Anda diminta memberikan tanda centang (√) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan Bahasa Inggris sebagai media interaksi di kelas. Silahkan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terima kasih atas partisipasi dan kesediaan anda untuk mengisi kuisioner ini.

No.	STATEMENT	SA	A	U	D	SD
1.	Dalam pembelajaran Bahasa Inggris guru menggunakan Bahasa Inggris dalam menjelaskan materi di kelas	✓				
2.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat membantu memahami pembelajaran di kelas			✓		
3.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa didalam kelas		✓			
4.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa diluar kelas				✓	
5.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru didalam kelas			✓		
6.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru diluar kelas			✓		
7.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat menambah kosa kata siswa	✓				
8.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat meningkatkan semangat belajar siswa di kelas			✓		
9.	Siswa mendapatkan hadiah dari guru jika menggunakan Bahasa Inggris dalam interaksi di kelas		✓			
10.	Siswa mendapatkan hukuman dari guru jika tidak menggunakan Bahasa Inggris dalam interaksi di kelas			✓		

KUISIONER PENELITIAN

Adik-adik yang saya hormati,

Saya mahasiswa penelitian jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Kuisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi mahasiswa tentang penggunaan Bahasa Inggris sebagai media interaksi di kelas. Saya meminta kesediaan adik-adik untuk mengisi kuisioner berikut ini.

IDENTITAS:

Nama: MAF

Kelas: XI Adm. Perkantoran

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD: Strong Disagree (Sangat tidak setuju)

D: Disagree (Tidak setuju)

U: Undefined (Netral)

A: Agree (Setuju)

SA: Strong Agree (Sangat setuju)

Anda diminta memberikan tanda centang (√) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan Bahasa Inggris sebagai media interaksi di kelas. Silahkan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terima kasih atas partisipasi dan kesediaan anda untuk mengisi kuisioner ini.

No.	STATEMENT	SA	A	U	D	SD
1.	Dalam pembelajaran Bahasa Inggris guru menggunakan Bahasa Inggris dalam menjelaskan materi di kelas		✓			
2.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat membantu memahami pembelajaran di kelas		✓			
3.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa didalam kelas		✓			
4.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa diluar kelas				✓	
5.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru didalam kelas				✓	
6.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru diluar kelas				✓	
7.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat menambah kosa kata siswa		✓			
8.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat meningkatkan semangat belajar siswa di kelas		✓			
9.	Siswa mendapatkan hadiah dari guru jika menggunakan Bahasa Inggris dalam interaksi di kelas		✓			
10.	Siswa mendapatkan hukuman dari guru jika tidak menggunakan Bahasa Inggris dalam interaksi di kelas				✓	

KUISIONER PENELITIAN

Adik-adik yang saya hormati,

Saya mahasiswa penelitian jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Kuisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi mahasiswa tentang penggunaan Bahasa Inggris sebagai media interaksi di kelas. Saya meminta kesediaan adik-adik untuk mengisi kuisioner berikut ini.

IDENTITAS:

Nama: NP

Kelas: XI AP

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD: Strong Disagree (Sangat tidak setuju)

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Anda diminta memberikan tanda centang (√) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan Bahasa Inggris sebagai media interaksi di kelas. Silahkan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terima kasih atas partisipasi dan kesediaan anda untuk mengisi kuisioner ini.

No.	STATEMENT	SA	A	U	D	SD
1.	Dalam pembelajaran Bahasa Inggris guru menggunakan Bahasa Inggris dalam menjelaskan materi di kelas	✓				
2.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat membantu memahami pembelajaran di kelas			✓		
3.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa didalam kelas	✓				
4.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa diluar kelas				✓	
5.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru didalam kelas	✓				
6.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru diluar kelas				✓	
7.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat menambah kosa kata siswa	✓				
8.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat meningkatkan semangat belajar siswa di kelas		✓			
9.	Siswa mendapatkan hadiah dari guru jika menggunakan Bahasa Inggris dalam interaksi di kelas				✓	
10.	Siswa mendapatkan hukuman dari guru jika tidak menggunakan Bahasa Inggris dalam interaksi di kelas					✓

KUISIONER PENELITIAN

Adik-adik yang saya hormati,

Saya mahasiswa penelitian jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Kuisioner ini merupakan instrument penelitian yang digunakan untuk mengetahui persepsi mahasiswa tentang penggunaan Bahasa Inggris sebagai media interaksi di kelas. Saya meminta kesediaan adik-adik untuk mengisi kuisioner berikut ini.

IDENTITAS:

Nama: KU

Kelas: XI AP

PETUNJUK

Berikut ini terdapat sejumlah pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihan jawabannya:

SD: Strong Disagree (Sangat tidak setuju)

D: Disagree (Tidak setuju)

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Anda diminta memberikan tanda centang (√) pada jawaban yang menurut anda paling menggambarkan persepsi anda terhadap penggunaan Bahasa Inggris sebagai media interaksi di kelas. Silahkan anda menjawab pertanyaan tersebut dengan jujur dan apa adanya. Kami mengucapkan terima kasih atas partisipasi dan kesediaan anda untuk mengisi kuisioner ini.

No.	STATEMENT	SA	A	U	D	SD
1.	Dalam pembelajaran Bahasa Inggris guru menggunakan Bahasa Inggris dalam menjelaskan materi di kelas			✓		
2.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat membantu memahami pembelajaran di kelas					✓
3.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa didalam kelas	✓				
4.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan siswa diluar kelas		✓			
5.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru didalam kelas			✓		
6.	Menggunakan Bahasa Inggris dalam interaksi antara siswa dengan guru diluar kelas			✓		
7.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat menambah kosa kata siswa			✓		
8.	Guru menggunakan Bahasa Inggris dalam menjelaskan materi dapat meningkatkan semangat belajar siswa di kelas	✓				
9.	Siswa mendapatkan hadiah dari guru jika menggunakan Bahasa Inggris dalam interaksi di kelas	✓				
10.	Siswa mendapatkan hukuman dari guru jika tidak menggunakan Bahasa Inggris dalam interaksi di kelas			✓		

Instrumen Wawancara dengan Siswa

- Tujuandariwawancarainiuntukmenggaliinformasilebihdalammengenaiinter aksi guru dengansiswadalam proses belajarmengajar.
- Pertanyaan-pertanyaandibawahiniberkaitandenganaspek-aspekinteraksi yang terjadiselama proses belajar-mengajarberlangsungdidalamkelas.

1. ApakahandasenangbelajarBahasaInggris ?
2. ApakahkesulitanandadalambelajarBahasaInggris ?
3. Apakahandacepatmemahamipelajaranjika guru menggunakanBahasaInggrisdalammenyampaikanmateri ?
4. ApakahandabersemangatdalambelajarBahasaInggrisjika guru menggunakanBahasaInggrisdalammenyampaikanmateri ?
5. Apakahdalamberinteraksidengan guru andadominanmenggunakanBahasaInggris ?

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kantor : Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221 http://fkip.unismuh.info

بسم الله الرحمن الرحيم

Nomor   : 1280/FKIP/A.1-II/X/1440/2018
Lampiran   : 1 Rangkap Proposal
Hal   : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di –

    Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama   : **WIWIT NOR WIJAYANTI**
N I M   : 10535599914
Jurusan   : Pendidikan Bahasa Inggris
Alamat   : Jl. Sultan Alauddin 2

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **Students' Perpection on the Use of English as Medium of Interaction in the Class at SMK Muhammadiyah 3 Makassar**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar,   Oktober 2018
D e k a n

......ib, M.Pd., Ph.D
NBM 860 934

UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-
Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail: dp3munismuh@plasa.com

Nomor : 164/Izn-5/C.4-VIII/X/37/2018
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

16 Safar 1440 H
25 October 2018 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMK Muhammadiyah 3
di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1280/FKIP/A.1-II/X/1440/2018 tanggal 25 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **WIWIT NOR WIJAYANTI**
No. Stambuk : **10535 599914**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Students' Perpection on the Use of English as Medium of Interaction in the Class at SMK Muhammadiyah 3 Makassar"

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

10-18

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم
KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **WIWIT NOR WIJAYANTI**
NIM : **10535599914**
Judul Penelitian : **"STUDENTS' PERCEPTION ON THE USE OF ENGLISH AS MEDIUM OF INTERACTION IN THE CLASS AT SMK MUHAMMADIYAH 3 MAKASSAR"**

Tanggal Ujian Proposal : **19/10/2018**
Tempat/Lokasi Penelitian : **SMK MUHAMMADIYAH 3 MAKASSAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Selasa, 30 Oktober 2018	Membawa surat penelitian ke sekolah	Firmawati, A, SE, M. M Pd	
2	Rabu, 01 November 2018	Bertemu dengan wakil kepala sekolah	Firmawati A. SE, M. M Pd	
3	Kamis, 02 November 2018	Membagikan angket penelitian di Kelas XI Administrasi perkantoran	Saidani S Pd	
4	Senin, 05 November 2018	Interview siswa	Saidani S Pd	
5				
6				
7				
8				
9				
10				

Makassar , 6 Desember 2018

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S Pd , M.Pd
NBM 977 807

Pimpinan/Kepala sekolah,

Ruslan, S.E , MM
NBM. 858 629

| Fasak setiuai Institut
BAN PT

MAJELIS DIKDASMEN
SMK MUHAMMADIYAH 3 MAKASSAR
KELOMPOK BISNIS & MANAJEMEN
KELOMPOK TEKNOLOGI & KESEHATAN
Jl. Muhammadiyah No. 51 B Telp. 0411-3853252 Makassar 90171
NPSN 40301/393 NSS 322196007032
email : smkmuh3mks@gmail.com web : www.smkmuh3makassar.sch.id

SURAT KETERANGAN PENELITIAN
NOMOR :09/IV.3/F/XII/2018

Assalamu Alaikum Warahmatullahi Wabarakatuh

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar , Nomor 1280/FKIP/A/I-II/X/1440/2018 pada tanggal 25 Oktober 2018, Menerangkan bahwa Mahasiswa/i tersebut dibawah ini :

Nama	:	**Wiwit Nor Wijayanti**
Nomor Pokok		10535599914
Program Studi	:	Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswi

Telah melaksanakan Penelitian pengumpulan data pada SMK Muhammadiyah 3 Makassar dalam rangka penulisan Tesis dari tanggal 27 Oktober 2018 s/d 27 Desember 2018 dengan judul :

"Studens' Perpection on the Use of English as Medium of Interaction in Class at SMK Muhammadiyah 3 Makassar"

Demikianlah Surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 6 Desember 2018
Kepala Sekolah

Ruskin, S.E.,M.M.
NBM 858 629

CURRICULUM VITAE

The Researcher, Wiwit Nor Wijayanti was born on February 10th 1997 in Gersik, East Borneo. She has one sister. She is the first child of two siblings from a lovely couple of her parents Marno and Dra. Naidah.

She began her study at SDN 029 Penajam Paser Utara and graduated in 2008. Then she joined at SMP Negeri 4 Lalabata and graduated in 2011. Afterwards, she continued her study at SMA Negeri 1 Watansoppeng and graduated in 2014. After finishing her study from senior high school, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University. In the university, she is active and being the student of F-Class.