

## Appendices

### Appendix 1. Research question blueprint

No.	Literature Review	Research Problems	Research Questions	Research Objectives
1	<p>English as a medium of instruction which is delivered by English teacher can make students feel stress but it can also give significances on language learning process, such as: increasing the exposure for students to the target language, giving more comprehensible input and providing the example of the use of language (Rahmadani, 2016) as cited from (Dickson, 1996).</p>	<p>The use of English as a medium of instruction (EMI) which is delivered by the teacher in English class gives significances for students in learning English. On the other hand, applying EMI can cause students get stressed.</p>	<p>What are students' perceptions toward the use of English as a medium of instruction by teachers in teaching English?</p>	<p>To find out students' perceptions toward the use of English as a medium of instruction by teachers in teaching English.</p>
2	<p>English as a medium of instruction is used for communicative activities in order to receive the information (listening or reading) and deliver the information (writing and speaking) related to the academic task or material understanding in learning English. Thus, it gives students the opportunity to read English textbook and speak English in discussion, presentation, interactions, lectures, etc as the sources to</p>	<p>EMI can be used to deal with the academic task or material understanding in English class through the communicative activities, such as: reading English textbook, speaking English, etc. However, EMI can render the students do not understand the material which is delivered by</p>	<p>What are students' perceptions about the effect of applying English as a medium of instruction on the students' material understanding in English class?</p>	<p>To investigate students' perceptions toward the effect of applying English as a medium of instruction on the students' material understanding in English class?</p>

	<p>get the comprehensible input(Ibrahim, 2014) as cited in (Ramadani, 2016)</p> <p>However, according to the studies conducted by Artini (2011) and Mardiah, et al. (2017), the result showed that most of the students did not understand the material in English lesson when it was delivered in full English. However, it was stated that students little bit more understand it the material was delivered in partial EMI (mixture of English and L1/Bahasa Indonesia).</p>	<p>English teacher if it is delivered in full English.</p>		
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#### Appendix 2. Closed-ended Questionnaire Blueprint

Research Question	Theory	Statements of Questionnaire	Data analysis
<p>1. What are students' perceptions toward the use of English as a medium language by teachers in teaching English?</p>	<p>1. The finding of the research conducted Shauqi (2015) explained that the most of students have positive perception toward the use of English as a medium language in teaching and learning in the classroom.</p>	<p>I agree on the use of English as a medium of instruction used in English class</p>	<p>Determining the mean of the data result after conducting the research through <b>SPSS program</b> and decide the interpretation.</p> <p>Interpretation of Mean Score:            1. 0.50 – 1.49 (very high)            2. 1.50 – 2.49 (high)</p>
	<p>2. According to Allford (1999) as cited in Shauqi (2015), the use of the target language (English) as the medium in the</p>	<p>English as the medium of instruction is useful because it can make me learn</p>	

<p>classroom by the teachers who teach the lesson will provide chances for students to learn the language directly.</p>	<p>English directly.</p>	<p>3. 2.50 – 3.49 (low) 4. 3.49 – 4.00 (very low) Source: Arora and Bedarkar (2020)</p>
<p>3. The result of the research conducted by Rahmadani (2016) found that the most of students in the survey about English as a medium of instruction have positive response. Result also showed all groups perceived that English is a positive foreign language which can be the medium to support the English teaching and learning process.</p>	<p>It is easy to understand the teacher explanation in English thus it can support the teaching and learning process.</p>	
<p>4. Chalmers (2019) stated that many researchers strongly believe that teachers and students have to use only English to achieve effective English as a Medium of Instruction program. It includes the teaching resources and assessment of students' academic content knowledge.</p>	<p>In delivering the instruction, I like the teachers use full EMI (English as a medium of instruction).</p>	
<p>5. Dearden (2014) said whether English as a medium should be used only in English or whether a mixture of English and L1 might be permitted or advised. The EFL field determined that code switching principle could be beneficial for L2 (English) learning in a</p>	<p>I prefer to have mixture of English and L1 (bahasa Indonesia) to be the medium of instruction.</p>	

	classroom where the teacher and students or students and students share an L1. Clearly, this can also be applicable to the EMI classroom.	
2. Does English instruction delivered by the English teachers make the students' understand the English material?	6. Harmer (2002) stated that as a model in the classroom, teachers should ideally provide many opportunities for students to relate to the language they are learning, so that, although the students did not understand every word spoken by the teacher, they will seek to understand the meaning of the context.	EMI English as a medium of instruction) gives me opportunities to learn English skills directly thus I can apply those English skills in finishing the lesson.
	7. The result of the research conducted by Rahmadani (2016) found that EMI helps the students easier to understand English textbook or article and international culture.	Through EMI (English as a medium of instruction), I learn some English words to understand the context of text and English textbook.
	8. Mardiah et al. (2017) in research about the use of English as medium of instruction (EMI) at pgmipa-u stated that the participant of this study are not really able to use English and it made the students did not really understand about the lesson if full English is used by the lecturers as a medium of instruction in the class.	I understand the material delivered by English teachers if it uses full EMI (English as a medium of instruction).

9. According Dearden (2014) concerned home students who are not native speaker of English might find it is too demanding and not able to fully comprehend the academic input if it is delivered in full English.	It is too demanding to understand the material if the explanation delivered only in English.
10. According to research conducted by Mardiah et al. (2017), it said that when the lecturer used partial EMI (mixture of English and L1), the students slightly understand about the material.	I more understand the English material as long as the application of EMI (English as a medium of instruction) is mixture between English and L1 (bahasa Indonesia).

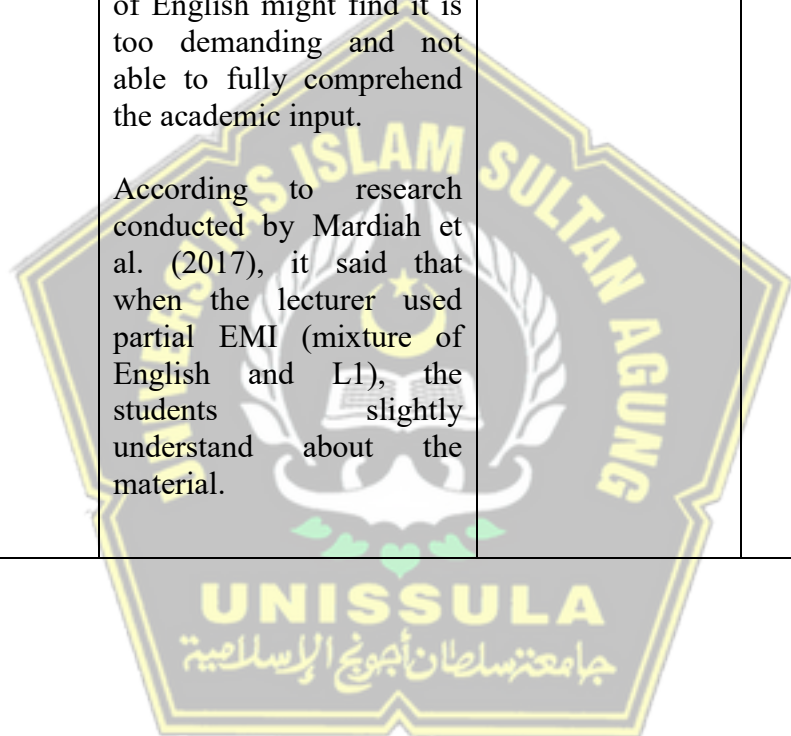
### Appendix 3. Open-ended Questionnaire Blueprint

Research Question	Theory	Question	Data Analysis
1. What are students' perceptions toward the use of English as a medium language by teachers in teaching English?	The finding of the research conducted Shauqi (2015) explained that the most of students have positive perception toward the use of English as a medium language in teaching and learning in the classroom.	1. What is your opinion about English used as a medium of instruction?	The opened-ended questionnaire data result will be analyzed qualitatively using Miles and Huberman technique of data analysis which the stages are data reduction, data display and conclusion
	Chalmers (2019) stated that many researchers strongly believe that teachers and students have to use only English to achieve effective English	2. Do you think applying EMI as a medium of instruction is an effective way? What is your	



	<p>as a Medium of Instruction programme. It includes the teaching resources and assessment of students' academic content knowledge.</p> <p>Dearden (2014) said whether English as a medium should be used only in English or whether a mixture of English and L1 might be permitted or advised. The EFL field determined that code switching principle could be beneficial for L2 (English) learning in a classroom where the teacher and students or students and students share an L1. Clearly, this can also be applicable to the EMI classroom.</p>	<p>reason?</p> <p>3. Which do you prefer between EMI in full English and mixture EMI of English and L1?</p> <p>4. How much is the percentage of using English and L1 as EMI?</p>	<p>drawing.</p>
<p>2. Does English instruction delivered by the English teachers make the students' understand the English material?</p>	<p>Harmer (2002) as cited in Shauqi (2015) stated that as a model in the English classroom, teachers should ideally provide many opportunities for students to relate to the language they are learning, so that, although the students did not understand every word spoken by the teacher, they will seek to understand the meaning of the context.</p> <p>Mardiah et al. (2017) in research about the use of English as medium of instruction (EMI) at pgmipa-u stated that the</p>	<p>5. What is the benefit of applying EMI related to the understanding of material?</p> <p>6. What do you feel when teachers explain the material in English?</p>	

	<p>participant of this study are not really able to use English and it made the students did not really understand about the lesson if full English is used by the lecturers as a medium of instruction in the class.</p> <p>According Dearden (2014) concerned home students who are not native speaker of English might find it is too demanding and not able to fully comprehend the academic input.</p> <p>According to research conducted by Mardiah et al. (2017), it said that when the lecturer used partial EMI (mixture of English and L1), the students slightly understand about the material.</p>	<p>7. Which makes you more understand with the material between explanation using only English or mixture between English and L1? Why?</p>	
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Appendix 4. Closed-ended and open-ended Questionnaire Sheet

RESEARCH QUESTIONNAIRE SHEET

The following is a questionnaire related to students' perceptions on the use of English as a medium of instruction (EMI) in English class. Please tick (✓) on each response you choose in the provided column that is suitable with your opinion.

Respondent Identity

Respondent Name :

Absent Number :

Class :

No	Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1	I agree on the use of English as a medium of instruction used in English class				
2	English as the medium of instruction is useful because it can make me learn English directly.				
3	It is easy to understand the teacher explanation in English thus it can support the teaching and learning process.				
4	In delivering the instruction, I like the teachers use full EMI (English as a medium of instruction).				
5	I prefer to have mixture of English				



	and L1 (bahasa Indonesia) to be the medium of instruction.				
6	EMI English as a medium of instruction) gives me opportunities to learn English skills directly and I can apply my skills in finishing the lesson.				
7	Through EMI (English as a medium of instruction), I learn some English words to understand the context of text and English textbook.				
8	I understand the material delivered by English teachers if it uses full EMI (English as a medium of instruction).				
9	It is too demanding to understand the material if the explanation delivered only in English.				
10	I more understand the English material as long as the application of EMI (English as a medium of instruction) is mixture between English and L1 (bahasa Indonesia).				

## OPEN-ENDED QUESTIONNAIRE SHEET

Respondent Name :  
 Absent Number :  
 Class :

No	Questions	Comments
1	What is your opinion about English used as a medium of instruction?	
2	Do you think applying English as a medium of instruction is an effective way? What is your reason?	
3	Which do you prefer between EMI (English as a medium of instruction) in full English or mixture of English and L1 (bahasa Indonesia)?	
4	How much is the percentage of using English and L1 (bahasa Indonesia) in English class?	
5	What is the benefit of applying EMI (English as a medium of instruction) related to the understanding of material?	
6	What do you feel when teachers explain the material in English?	
7	Which makes you more understand with the material between explanation using only English or mixture between English and L1 (bahasa Indonesia)?	

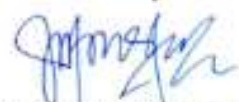
## Appendix 5. Instrument Validation

### Questionnaire Validation Rubric for Expert Panel

Instruction:

- Give tick mark (✓) at the alternative answers which you think the best one for the following criteria
- The space for general comment and suggestions are provided at the last part of this form

Criteria	Operational Definitions	Score				<i>Please use the comments and suggestion section to recommend revisions</i>
		1	2	3	4	
Clarity	• The statements are direct and specific			✓		
	• Only one statement is asked at a time			✓		
	• The participants can understand what is being asked				✓	
Wordiness	• Statements are concise			✓		
	• There are no unnecessary words				✓	
Negative Wording	• Statements are asked using the affirmative				✓	
Overlapping Responses	• All possibilities are considered				✓	
	• There are no ambiguous statements				✓	
Balance	• The statements are unbiased and do not lead the participants to				✓	

	a response. The statements are asked using a neutral tone					
<b>Use of Jargon</b>	• The terms used are understandable by the target population					✓
	• There are no clichés or hyperbole in the wording of the statements					✓
<b>Appropriateness of Responses Listed</b>	• The choices listed allow participants to respond appropriately					✓
	• The responses apply to all situations or offer a way for those to respond with unique situations					✓
<b>Use of Technical Language</b>	• The use of technical language is minimal and appropriate					✓
	• All acronyms are defined			✓		
<b>Application to Praxis</b>	• The statements asked relate to the daily practices or expertise of the potential participants					✓
<b>Relationship to Problem</b>	• The statements are sufficient to answer the research question					✓
	• The statements are sufficient to obtain the purpose of the study.					✓
<b>Comments and Suggestions</b>						
Validated by:						
						
<u>Huvi Intan Sari, S.Pd., M.Pd.</u>						
NIK.210810017						
Advisor						

**Simon & White (2011)**

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

$$= 3,77$$



Appendix 6. Item Total Responses of Closed-ended Questionnaire

No	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	3	4	4	2	4	4	4	2	4	4
2	3	4	3	2	4	4	4	2	3	4
3	2	3	3	3	3	3	3	2	2	3
4	3	3	3	3	3	3	3	2	3	3
5	3	3	3	2	3	3	3	2	3	3
6	3	3	3	3	3	3	3	3	3	3
7	3	4	3	2	3	3	3	2	4	4
8	3	4	3	3	4	3	3	2	4	3
9	2	3	2	2	4	3	3	2	2	3
10	4	4	4	2	4	4	4	2	2	4
11	3	3	2	1	3	3	3	1	4	3
12	3	3	2	1	4	3	3	1	4	3
13	3	3	3	2	3	2	3	2	2	3
14	4	4	4	2	4	3	4	2	3	4
15	3	3	3	2	3	3	2	2	3	3
16	3	4	4	3	4	4	3	4	2	3
17	3	3	4	3	3	3	3	3	3	3
18	2	3	3	2	3	3	3	2	2	3
19	3	3	3	3	4	4	4	3	3	4
20	3	4	3	2	4	3	4	3	3	3
21	2	3	3	2	4	3	3	2	3	3
22	3	3	3	2	4	3	3	3	3	3
23	3	3	3	2	3	3	3	3	3	3
24	3	3	3	2	3	3	3	2	3	3
25	3	2	3	2	3	2	3	2	2	3
26	3	4	2	3	2	3	3	2	3	3
27	2	2	3	2	4	3	3	2	2	3
28	3	3	2	2	3	3	3	2	2	3
29	3	3	3	3	4	4	4	3	3	4
30	3	3	2	2	3	2	3	1	2	3
31	3	3	3	2	3	3	3	2	3	4
32	3	4	3	2	3	4	3	2	2	2
33	3	3	3	3	3	3	3	2	3	3



## Appendix 7. SPSS Result of Instrument Reliability and Descriptive Statistics

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	15	100.0
	Excluded <sup>a</sup>	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.766	10

<b>Descriptive Statistics</b>				
	N	Minimum	Maximum	Mean
VAR00001	33	2.00	4.00	2.9091
VAR00002	33	2.00	4.00	3.2424
VAR00003	33	2.00	4.00	2.9697
VAR00004	33	1.00	3.00	2.2424
VAR00005	33	2.00	4.00	3.3939
VAR00006	33	2.00	4.00	3.1212
VAR00007	33	2.00	4.00	3.1818
VAR00008	33	1.00	4.00	2.1818
VAR00009	33	2.00	4.00	2.8182
VAR00010	33	2.00	4.00	3.2121
Valid N (listwise)	33			

## Appendix 8. Open-ended Questionnaire Transcript

### 1. What is your opinion about English used as a medium of instruction (EMI)?

- R1: "Pendapat saya kurang dimengerti siswa kalau hanya dijelaskan dengan Bahasa Inggris dan tidak dijelaskan dengan Bahasa Indonesia juga." (In my opinion, EMI cannot be understood by students if it is only explained in English and not explained in Bahasa Indonesia too)
- R2: "Itu cukup memberikan pembelajaran bagi murid, sehingga kita bisa belajar lebih banyak jika guru mempraktekkan langsung penggunaan Bahasa Inggris dalam pembelajaran Bahasa Inggris." (It provides sufficient lesson for students, so that we can learn more if the teacher directly practices the use of English as the medium of instruction in English lesson)
- R3: "Penggunaan Bahasa Inggris menggunakan perpaduan antara 2 bahasa yang dapat lebih mudah dipahami." (The use of EMI in mixture of 2 languages is more understandable)
- R4: "Penggunaan full English untuk mereka yang tidak paham mungkin akan merasa kesulitan jadi lebih baik memakai campuran antara bahasa Inggris dan Bahasa Indonesia." (The use of EMI in full English for those who cannot understand it may find it difficult so it is better to use mixture between English and Bahasa Indonesia)
- R5: "Saya setuju dengan pengaplikasian EMI, karena dapat melatih pendengaran kita." (I agree with the application of EMI, because it can train our listening skills)
- R6: "Saya sangat setuju dengan begitu kita dapat mempelajari bahasa Inggris dengan baik." (I really agree so that we can learn English well)
- R7: "Menurut pendapat saya, saya setuju dengan bahasa Inggris yang dijadikan pengantar untuk memberi perintah selama disampaikan dengan bahasa yang dapat dipahami pula." (In my opinion, I agree with English which is used as a medium of instruction to give orders as long as be delivered in a language that can be understood as well)
- R8: "Saya setuju dengan penggunaan EMI karena secara tidak sadar saya juga melakukan latihan listening namun alangkah baiknya jangan 100% menggunakan Bahasa Inggris. Tolong ada Bahasa Indonesia nya setidaknya 25%." (I agree on the use of EMI because I also do listening exercises unconsciously but it will be better not to use 100% English. Please, deliver it in Bahasa Indonesia at least 25%)
- R9: "Penggunaan EMI lebih baik sambil diterjemahkan Bahasa Indonesia nya karena saya belum banyak hafal kata-kata berbahasa Inggris." (The

application of English as the medium is better being translated into Bahasa Indonesia too because I do not memorize many English words)

- R10: “Saya sangat setuju karena dapat melatih Bahasa Inggris dengan baik.” (I really agree because I can practice English well)
- R11: “Penggunaan EMI sangat efektif.” (The use of EMI is very effective)
- R12: “Penggunaan Bahasa Inggris sebagai bahasa pengantar sangat baik karena siswa dapat belajar tentang penggunaan Bahasa Inggris secara langsung.” (The use of English as a medium of instruction is very good because students can learn directly about the use of English)
- R13: “Penggunaan EMI itu efektif sekali, karena membantu saya untuk melatih pendengaran dan menyusun kata dalam bahasa Inggris.” (The use of EMI is very effective, because it helps me to train my ears and organize words in English)
- R14: “EMI dapat membuat siswa paham Bahasa Inggris.” (EMI can make students understand English)
- R15: “Penggunaan Bahasa Inggris penting karena Bahasa Inggris merupakan bahasa yang sangat penting.” (The use of English is important because English is a very important language)
- R16: “Penggunaan Bahasa Inggris mudah dipahami.” (The use of English is easy to be understood)
- R17: “Menggunakan EMI membuat murid belajar Bahasa Inggris lagi.” (Applying English makes students learn English again)
- R18: “Saya tidak setuju karena kita juga harus belajar Bahasa Inggris dengan perlahan.” (I don't agree because we also have to learn English slowly)
- R19: “Menurut saya, ini adalah salah satu cara penambahan untuk siswa agar mudah memahami dan membiasakan siswa dengan kalimat-kalimat berbahasa Inggris sehingga menurut saya tidak apa-apa jika Bahasa Inggris menjadi bahasa pengantar.” (In my opinion, this is an additional way to easily understand and familiarize students with English sentences so that I think it is okay if English is used as the medium of instruction)
- R20: “Kurang pas, karena masih banyak siswa yang belum paham betul mengenai yang dibicarakan jika menggunakan Bahasa Inggris.” (It is not quite appropriate, because there are still many students who do not really understand what is being discussed when using English)
- R21: “Saya setuju karena bisa belajar Bahasa Inggris untuk mudah.” (I agree because I can learn English easily)
- R22: “Saya setuju, karena dengan cara ini dapat mendukung belajar Bahasa Inggris siswa.” (I agree, because in this way it can support students' English learning)

- R23: "Penggunaan Bahasa Inggris membuat siswa supaya lebih mudah belajar Bahasa Inggris." (The use of English makes students' easier to learn English)
- R24: "Kurang setuju dengan penggunaan full English, karena saya kurang paham dalam mendengarkan Bahasa Inggris. Jadi saya sangat setuju apabila seorang guru menjelaskan dengan kedua nya yaitu menggunakan bahasa inggris kemudian dijelaskan dengan Bahasa Indonesia." (I do not agree of the use of full English, because I don't understand when listening in English. So I strongly agree when a teacher explains both of using English and then explained in Bahasa Indonesia)
- R25: "Menurut saya itu baik." (I think it's good)
- R26: "Saya setuju karena dari mempelajari bahasa inggris saya ingin bisa membaca, berbicara dengan bahasa inggris agar lancar." (I agree because from studying English I want to be able to read, speak English fluently)
- R27: "Hal itu bagus tapi terkadang susah untuk dimengerti." (It is good but sometimes difficult to understand)
- R28: "Terkadang saya bingung dengan apa yang dijelaskan karena saya tidak mengerti apa yang di maksud dan artinya." (Sometimes I am confused about what is being explained because I do not understand what it means)
- R29: "Saya setuju karena bisa belajar Bahasa Inggris untuk mudah mendapatkan pekerjaan dan mudah di terima di mata dunia." (I agree because I can learn English to easily get a job and easily accepted in international forum)
- R30: "Saya merasa biasa saja sih." (I think it is just so so)
- R31: "Sebenarnya saya sulit jika begitu bahasa pengantarnya, karena saya juga tidak terlalu paham Bahasa Inggris." (Actually I think it is difficult if the medium is applied in that way, because I also don't really understand English)
- R32: "Menjadi motivasi bagi siswa dalam menguasai ataupun mempelajari Bahasa Inggris." (Motivating the students to master and learn English)
- R33: "Sangat baik, karena siswa akan lebih mudah paham bahasa inggris jika dalam pembelajaran menggunakan Bahasa Inggris." (It is very good, because students will more easily understand English if the learning uses English)

**2. Do you think applying English as a medium of instruction is an effective way? What is your reason?**

- R1: "Menurut saya agak kurang efektif, karena siswa yang belum terlalu paham berbahasa Inggris, tidak paham materi yang diajarkan." (In my opinion, it is a bit ineffective, because students who don't really understand English don't understand the material being taught)

- R2: “Ya, efektif karena kita akan semakin terbiasa dan lebih cepat belajar. Namun, menurut saya tetap 50% sebagiannya dijelaskan menggunakan Bahasa Indonesia (tidak full English).” (Yes, it is effective because we will get to be used to it and learn faster. However, 50% of it should be explained in Bahasa Indonesian (not full English))
- R3: “Ya, sangat efektif untuk belajar dalam berbahasa Inggris.” (Yes, it is very effective using English in learning)
- R4: “Tidak efektif karena beberapa anak ada yang tidak paham. “ (It is ineffective because many students do not understand)
- R5: “Sangat efektif, tetapi lebih efektif jika ditambah dengan Bahasa Indonesia.” (It is very effective, but will be more effective if it is also explained in Bahasa Indonesia)
- R6: “Lumayan efektif, karena saya sudah sedikit paham dengan cara guru menjelaskan materi tersebut.” (It is bit effective, because I already understand a little bit about the way the teacher explains the material)
- R7: “Ya, karena dengan aplikasi ini kita juga dapat mengetahui lebih dalam arti kata berbahasa Inggris.” (Yes, because with this application we can also find out more about the meaning of English words)
- R8: “Efektif, karena menguji listening saya.” (It is effective because it can measure my listening skill)
- R9: “Efektif jika diterjemahkan dalam Bahasa Indonesia nya.” (It is effective if it is also translated into Bahasa Indonesia)
- R10: “Efektif, karena itu dapat melatih kita untuk berfikir lagi.” (It is effective, because it can train us to think again)
- R11: “Iya, dengan mempelajari Bahasa Inggris kita dapat berbicara dengan orang asing.” (Yes, by learning English we can talk to foreigners.)
- R12: “Ya, karena itu cara yang cukup mudah untuk belajar Bahasa Inggris.” (Yes, because it's a fairly easy way to learn English)
- R13: “Sebenarnya pengaplikasian Bahasa Inggris dijadikan kata pengantar untuk memberi petunjuk sangat efektif namun lebih efektif lagi apabila ditambah dengan Bahasa Indonesia.” (Actually the application of English is used as a medium of instruction to give instructions is very effective, but it will be more effective if there is also Bahasa Indonesia in addition)
- R14: “Iya, karena membuat murid memahami Bahasa Inggris secara tidak langsung.” (Yes, because it makes students understand English indirectly)
- R15: “Ya, untuk menjadikan murid agar berkembang didalam penguasaan Bahasa Inggris.” (Yes, it can make students get the improvement in mastering English)
- R16: “Ya, itu efektif” (Yes, It is effective)



- R17: "Iya, karena Bahasa Inggris sangat penting." (Yes, because English is very important)
- R18: "Ya, karena kita belum sepenuhnya menggunakan Bahasa Inggris." (Yes, because we are not fully using English yet)
- R19: "Untuk di saya pribadi mungkin efektif tetapi bisa jadi tidak untuk teman-teman yang lain, mengingat bahwa pada PJJ atau pembelajaran jarak jauh ini saja siswa susah untuk mengerti materi yang dijelaskan dengan bahasa Indonesia, apalagi Bahasa Inggris." (For me personally may be effective but maybe not effective for another students, known that at this ODL or open and distance learning course students are difficult to truly understand the material explained in bahasa, even less in English)
- R20: "Kurang efektif, karena masih banyak murid yang belum paham betul mengenai yang diperbincangkan jika menggunakan Bahasa Inggris." (It is less effective, because there are still many students who do not really understand what is being discussed when using English)
- R21: "Ya, itu efektif." (Yes, it is effective)
- R22: "Menurut saya sudah efektif, karena penjelasannya juga sudah cukup memuaskan dan mudah untuk dimengerti." (In my opinion, it is effective because the explanation is also quite satisfying and easy to be understood)
- R23: "Iya, itu sangat efektif." (Yes, it is very effective)
- R24: "Kurang efektif bagi yang tidak mengerti bahas inggris secara dalam." (It is less effective for those who do not truly understand English)
- R25: "Efektif, karena Bahasa Inggris adalah bahasa wajib untuk dikuasai juga tapi tidak semua orang mampu bisa berbahasa Inggris termasuk saya." (It is effective, because English is also a language needed to be mastered but not everyone can speak English, including me)
- R26: "Saya tidak setuju karena menurut saya banyak murid lain dan termasuk saya yang belum terlalu tau kosa kata Bahasa Inggris dan jika dalam setiap guru menjelaskan dengan Bahasa Inggris mungkin para murid akan kesusahan untuk menangkap apa yang sedang dijelaskan." (I don't agree because in my opinion many other students, including myself who don't really know English vocabularies and if each teacher explains in English maybe the students will find it difficult to get what is being explained)
- R27: "Kurang efektif karena kurang paham dalam memahami Bahasa Inggris." (It is ineffective because of the lack of understanding of English)
- R28: "Menurut saya efektif jika di aplikasikan kepada siswa yang sudah penuh dan menguasai Bahasa Inggris tetapi terkadang ada beberapa siswa bingung untuk memahami karena tidak sepenuhnya memahami arti dan apa yang di maksud." (In my opinion it is effective if applied to students who are fully master ing English but sometimes there are some students who are confused)



about understanding because they do not fully understand the meaning and what is being discussed)

R29: “Efektif untuk mempelajari bentuk Kata (Tenses), menulis (Writing), berbicara (Speaking).” (It is effective to learn the tenses, writing, speaking)

R30: “Kurang sih soalnya ada yang mengerti benar Bahasa Inggris dan ada juga yang kurang mengerti.” (It's less effective because there are those students who really understand English and some do not understand)

R31: “Menurut saya kurang efektif karena beberapa siswa ada yang tidak memahami Bahasa Inggris jadi menurut saya lebih efektif jika dicampur dengan Bahasa Indonesia.” (I think it is less effective because some students do not understand English so I think it's more effective if it is mixed with bahasa)

R32: “Menurut saya efektif, karena mahir Bahasa Inggris merupakan hal penting yang bisa dilakukan, karena masyarakat saat ini dituntut untuk mahir berbahasa Inggris.” (In my opinion, it is effective because being proficient in English is an important thing that can be done, because today society is required to be proficient in English)

R33: “Efektif, dengan begitu siswa akan lebih paham dengan bahasa Inggris.” (It is effective, by that way students will understand more about English)

**3. Which do you prefer between EMI (English as a medium of instruction) in full English or mixture of English and L1 (Bahasa Indonesia)? Why?**

R1: “Campuran, karena Bahasa Indonesia adalah bahasa yang sering kita gunakan dalam sehari-hari.” (Mixture, because Bahasa Indonesia is a language that we use every day)

R2: “Campuran Bahasa Inggris dan Indonesia. Karena menurut saya itu lebih memudahkan kita dalam pembelajaran. Saat pembelajaran digunakan full English justru membuat saya bingung karena belum sepenuhnya paham dengan apa yang disampaikan, walau tetap bisa menerimanya namun tetap lebih mudah ketika pembelajaran digunakan menggunakan bahasa campuran Inggris dan Indonesia.” (Mixture of English and Bahasa Indonesia. Because I think it makes us easier to learn. When full English is used in learning, it makes me confused because I don't fully understand what is being said, even though I can still accept it, it's still easier when using mixed languages (English and Bahasa Indonesia) in learning activities)

R3: “Lebih memilih bahasa campuran seperti Bahasa Inggris dan Bahasa Indonesia untuk mudah dipahami.” (I prefer mixed languages like English and Bahasa Indonesia to more understand)

R4: “Campuran. Karena lebih mudah dipahami.” (Mix. Because it's easier to be understood)

- R5: “Campuran Bahasa Inggris dan Bahasa Indonesia, karena supaya lebih mudah dipahami ketika guru sedang menjelaskan materi.” (A mixture of English and Bahasa Indonesia, because it is easier to understand when the teacher is explaining the material)
- R6: “Campuran Bahasa Inggris dan Bahasa Indonesia, karena jika terus menggunakan Bahasa Inggris kemungkinan ada beberapa siswa yang belum atau bahkan tidak paham jadi tidak bisa mengikuti pelajaran dengan baik.” (A mixture of English and Bahasa Indonesia, because if English is used continuously there may be some students who don't even understand so they cannot follow the lessons well)
- R7: “Saya lebih suka dengan campuran Bahasa Inggris dan Bahasa Indonesia, karena saya masih belum terlalu paham dengan Bahasa Inggris sepenuhnya.” (I prefer a mixture of English and Bahasa Indonesia, because I still don't really understand English completely)
- R8: “Campuran Bahasa Inggris dan Bahasa Indonesia. Karena untuk pelajar terkadang kamipun sering buka tutup google translate dan menurut saya itu membuang waktu lama hanya untuk mengetahui maksud dari ucapan orang.” (Mixture of English and Bahasa Indonesia. Because for students, sometimes we often re-open and close google translate and I think it is a waste of time just to find out what people say)
- R9: “Campuran karena belum banyak hafal kata Bahasa Inggris.” (Mixed because I have not memorized many English words yet)
- R10: “Saya lebih setuju kalau tidak menggunakan full Inggris karena masih banyak siswa yang belum mengerti dan akan lebih sulit lagi jika full Bahasa Inggris.” (I prefer not using full English because there are still many students who do not understand it and it will be even more difficult if it is full English)
- R11: “Campuran, agar lebih mudah di pahami.” (Mixed, so it's easier to be understood)
- R12: “Bahasa Inggris dan Bahasa Indonesia karena kebanyakan siswa belum terlalu bisa memahami Bahasa Inggris secara full.” (English and Bahasa Indonesia because most students do not really fully understand English)
- R13: “Campuran Bahasa Inggris dan Bahasa Indonesia, karena agar mudah dipahami saat guru menjelaskan.” (A mixture of English and Bahasa Indonesia, because it is easy to understand when the teacher is explaining)
- R14: “Dalam Bahasa Inggris sebagai pengantar, kalau full English murid ada yang tidak paham.” (In English as a medium of instruction, there are students who do not understand if it is in full English)
- R15: “Campuran karena murid yang tidak tau menjadi tau.” (Mixture because students who don't know become know)

- R16: “Campuran Bahasa Inggris dan Bahasa Indonesia karena lebih mudah dipahami.” (A mixture of English and Bahasa Indonesia because it is easier to understand)
- R17: “Campuran bahasa Inggris dan Indonesia karena tidak semua kata Bahasa Inggris saya tahu.” (Mix of English and Bahasa Indonesia because not all English words I know)
- R18: “Campuran. Supaya mudah di pahami.” (Mixture. So that it is easy to understand)
- R19: “Mungkin campuran Bahasa Inggris dan Bahasa Indonesia karena mungkin ada beberapa siswa yang berkendala saat memahami pembelajaran yang disampaikan dengan Bahasa Inggris.” (Maybe it should be a mixture of English and Bahasa Indonesia because there may be some students who have problems in understanding the lessons that are delivered in English)
- R20: “Campuran, karena jika bahasa inggris penuh, pasti banyak yang kebingungan.” (Mixed, because if it is full English, there must be a lot of students who are confused)
- R21: “Campuran bahasa Inggris dan Indonesia.” (Mixture of English and Bahasa)
- R22: “Saya lebih suka campuran karena agar anak tidak bingung dengan perintah yang guru berikan, tetapi juga bisa sedikit mengerti perintah dalam Bahasa Inggris.” (I prefer mixed because so that the students are not confused with the instructions that the teacher gives, but they can also understand a little command in English)
- R23: “Bahasa Inggris pengantar campuran antara Bahasa Inggris dan Bahasa Indonesia.” (English as a medium of instruction that mixed of English and Bahasa Indonesia)
- R24: “Saya sangat menyukai campuran Bahasa Inggris dan Bahasa Indonesia. Karena saya kurang paham apabila mendengarkan seseorang berbicara Bahasa Inggris, jadi saya lebih suka apabila menggunakan Bahasa Inggris kemudian dijelaskan lagi menggunakan Bahasa Indonesia agar lebih jelas.” (I really like the mix of English and Bahasa Indonesia. Because I don't understand when listening to someone who speak English, so I prefer when English is used then it is re-explained using Bahasa Indonesia to make it clearer)
- R25: “Campuran Bahasa Inggris dan Bahasa Indonesia karena tidak semua orang paham berbahasa Inggris.” (A mixture of English and Bahasa Indonesia because everyone does not always understand English)
- R26: “Campuran karena tidak semua murid dikelas memahami Bahasa Inggris walau ada google translate menurut saya membutuhkan waktu yang agak lama untuk google translate untuk mengetik dan yang lainnya.” (Mixed because not all students in the class understand English even though there is

Google translate but it can take a long time to type and do another thing at Google translate)

- R27: “Campuran Bahasa Inggris dan Bahasa Indonesia karena dengan full English kita kurang tau arti perkata tetapi dengan campuran Bahasa Inggris dan Bahasa Indonesia kita sedikit paham untuk mengerti untuk mengartikan perkata.” (A mixture of English and Indonesian because in full English we don't know the meaning of words but with a mixture of English and Bahasa Indonesia we can a little bit understand and translate the meaning of words)
- R28: “Campuran Inggris dan Indonesia karena hal itu bisa membuat kita sedikit memahami apa yang harus dipahami.” (A mixture of English and Bahasa Indonesia because it can make us understand a little bit what should be understood)
- R29: “Campuran, penggunaan bahasa Inggris dan Indonesia (bilingual) sangat populer di sekolah Indonesia.” (Mixture, the use of English and Bahasa Indonesia as bilingual is popular in Indonesian schools)
- R30: “Yang campuran di karenakan kita bisa mengetahui arti dari kata- kata baru yang di ajarkan.” (Preferring on mixture because we can know the meaning of the new words being taught)
- R31: “Campuran dengan Bahasa Indonesia kerana siswa lebih mengerti apa yang dijelaskan.” (Mixed with Bahasa Indonesia because students can more understand about what is being explained)
- R32: “Campuran Inggris dan indonesia karena agar mudah di mengerti dan tidak bosan mendengarkan. Selain itu, Bahasa Indonesia adalah bahasa yang kita gunakan sehari-hari, Bahasa Indonesia pun menjadi salah satu dasar negara yang harusnya kita lestarikan.” (A mixture of English and Bahasa Indonesia because it is easy to understand and not bored in hearing. Besides, Indonesian is the language we use every day, Indonesian is also one of the foundations of the country that we should preserve)
- R33: “Saya lebih menyukai campuran Bahasa Inggris dan Bahasa Indonesia.” (I prefer a mixture of English and Bahasa Indonesia)

#### **4. How much is the percentage of using English and L1 (Bahasa Indonesia) in English class?**

- R1: “70% English 30% Bahasa Indonesia”
- R2: “Setengah, jadi 50% Inggris 50% Bahasa Indonesia agar pembelajaran lebih menarik, tetapi murid tetap paham dan tidak bingung mengenai apa yang disampaikan saat pembelajaran Bahasa Inggris.” (A half, so 50% English 50% Bahasa Indonesia so that learning is more interesting, but students still understand and not confused about what is said during learning English)
- R3: “50% English, 50% Bahasa Indonesia”



- R4: "50% English, 50% Bahasa Indonesia"
- R5: "50% English 50%, Bahasa Indonesia 50%"
- R6: "Bahasa Inggris 50%, Bahasa Indonesia 50%. Karena bahasa indonesia adalah bahasa kita dan bahasa inggris bukan bahasa asli kita tapi kita juga harus sedikit banyak memahami supaya jika ada sesuatu tentang bahasa inggris kita paham." (English 50%, 50% Bahasa Indonesia. Because Indonesia is our language and English is not our native language but we also have to understand a little more so that if there is thing about English we can understand)
- R7: "50% English, 50% Bahasa Indonesia"
- R8: "Lebih baik 50/50 atau bahasa inggris 50%, bahasa indonesia 50%." (It is better 50/50 or English 50%, Indonesian 50%)
- R9: "50% English, 50% Bahasa Indonesia"
- R10: "70% English and 30% Bahasa Indonesia"
- R11: "50% English, 50% Bahasa Indonesia"
- R12: "50% English, 50% Bahasa Indonesia"
- R13: "English 50%, Bahasa Indonesia 50%"
- R14: "70 Bahasa Indonesia 30 English"
- R15: "50% English, 50% Bahasa Indonesia"
- R16: "50% English, 50% Bahasa Indonesia"
- R17: "50% English, 50% Bahasa Indonesia"
- R18: "50% English, 50% Bahasa Indonesia"
- R19: "60% English and 40% Bahasa Indonesia"
- R20: "50% English, 50% Bahasa Indonesia"
- R21: "50% English, 50% Bahasa Indonesia"
- R22: "50% English, 50% Bahasa Indonesia"
- R23: "50% English, 50% Bahasa Indonesia"
- R24: "50% English, 50% Bahasa Indonesia"
- R25: "50% English, 50% Bahasa Indonesia"
- R26: "50% English, 50% Bahasa Indonesia"
- R27: "40% English and 60% Bahasa Indonesia"
- R28: "50% English, 50% Bahasa Indonesia"
- R29: "50% English, 50% Bahasa Indonesia"
- R30: "50% English, 50% Bahasa Indonesia"
- R31: "50% English, 50% Bahasa Indonesia"
- R32: "50% English, 50% Bahasa Indonesia"
- R33: "50% untuk Bahasa Indonesia dan 50% untuk Bahasa Inggris" (50% for Bahasa Indonesia and 50% for English)

**5. What is the benefit of applying EMI (English as a medium of instruction) related to the understanding of material?**

- R1: "Manfaat nya untuk melatih kita supaya bisa berbahasa Inggris." (The benefit is to train us to master English)
- R2: "Membuat kita cepat belajar mengenai materi Bahasa Inggris yang diajarkan." (It makes us learn faster about the English material is being taught)
- R3: "Menjadi lebih baik dalam berbahasa." (Becoming better in language skills)
- R4: "Bisa menambah wawasan Bahasa Inggris." (It can add insight into English)
- R5: "Untuk memperlancar dan memahami materi dalam Bahasa Inggris." (To facilitate and understand the material in English)
- R6: "Belajar Bahasa Inggris lebih dalam dan detail." (To learn English in more depth and detail)
- R7: "Manfaatnya adalah jika kita pelajari materi tersebut kita dapat memahaminya." (The benefit is if we study about the material we can understand it)
- R8: "Untuk melatih pendengaran supaya paham dengan ucapan yang diucapkan." (To train the listening skill in order to understand the spoken word)
- R9: "Supaya paham Bahasa Inggris." (To understand English)
- R10: "Karena dengan itu, saya dapat mendalami dalam belajar Bahasa Inggris." (Because by that way, I can deepen my English learning)
- R11: "Menambah ilmu bahasa." (To add knowledge of language)
- R12: "Sangat bermanfaat karena Bahasa Inggris merupakan bahasa internasional yang harus di pelajari." (It is very useful because English is an international language that must be learnt)
- R13: "Untuk memperbaiki listening dan memperlancar dalam mendengar maupun membaca." (To improve listening skill and facilitate listening and reading activities)
- R14: "Agar murid paham Bahasa Inggris dasar." (To make students understand basic English)
- R15: "Menguasai Bahasa Inggris sangat penting." (Mastering English is very important)
- R16: "Agar dapat berkomunikasi saat bertemu dengan orang asing." (In order to be able to communicate when meeting strangers)
- R17: "Manfaatnya adalah jika sedang di luar negeri kita bisa menggunakan Bahasa Inggris karena sebagian besar paham dengan Bahasa Inggris." (The benefit is that if we are abroad we can use English because most of them understand English)
- R18: "Lebih mengerti Bahasa Inggris." (To be better in understanding English)
- R19: "Melatih kemampuan mendengar dan memahami Bahasa Inggris." (To practice listening skill and understanding English)
- R20: "Bahasa Inggris nya jadi lancar." (To be fluent in English)
- R21: "Untuk menambah pengetahuan." (To increase knowledge)



- R22: “Agar siswa dapat lebih mahir dalam berbahasa Inggris.” (To make students can be more proficient in English)
- R23: “Supaya lebih mudah memahami.” (To make it easier to understand)
- R24: “Bagi yang bisa Bahasa Inggris itu sangat mudah dimengerti langsung pada materi tersebut. Bagi yang kurang dalam Bahasa Inggris mereka sangat sulit memahami apabila seorang guru menerangkan dengan menggunakan full Bahasa Inggris.” (For those who master English, it is very easy to understand directly on the material. For those who are lack in English, it is very difficult for them to understand when a teacher explains in full English)
- R25: “Manfaatnya untuk bisa melatih pemahaman Bahasa Inggris.” (The benefit is to be able to train understanding in English)
- R26: “Dapat mengetahui dan belajar kosa kata yang belum pernah didengar dalam sebuah kalimat dan bisa berbicara Bahasa Inggris.” (To be able to know and learn vocabulary that has never been heard in a sentence and can speak English)
- R27: “Untuk melatih berbicara Bahasa Inggris.” (To practice speaking English)
- R28: “Untuk melatih kecakapan kita dalam Bahasa Inggris.” (To practice our proficiency in English)
- R29: “Menambah pengetahuan dan dapat berkomunikasi dengan orang lain yang menggunakan Bahasa Inggris.” (To increase knowledge and communicate with other people who speak English)
- R30: “Manfaatnya agar kita lebih bisa memahami kata-kata baru.” (The benefit is we can understand new words better)
- R31: “Ada beberapa manfaat seperti kita dapat memahami kosakata demi kosakata dan melatih cara bicara kita untuk berbicara Bahasa Inggris.” (There are several benefits such as we can understand on each vocabulary and train our speaking skill to speak English)
- R32: “Meningkatkan Potensi yang dimiliki.” (To increase our potential)
- R33: “Dapat memudahkan siswa memahami bahasa inggris secara perlahan.” (It makes students easier to slowly understand English)

## **6. What do you feel when teachers explain the material in English?**

- R1: “Memikirkan arti sebuah kata yang dijelaskan oleh guru.” Thinking about the meaning of word is explained by the teacher)
- R2: “Sedikit bingung ketika saya tidak tahu artinya.” (A little bit confused when I don't know the meaning)
- R3: “Lebih menyenangkan jika menggunakan bahasa campuran seperti Bahasa Inggris dan Bahasa Indonesia.” (It is more fun to use mixed languages such as English and Bahasa Indonesia)

- R4: "Terkadang bingung saat ada kata yang tidak saya pahami." (Sometimes, I am confused when there are words I don't understand)
- R5: "Ada kosa kata yang tidak saya mengerti saat guru sedang menjelaskan materi menggunakan full Bahasa Inggris." (There are words that I don't understand when the teacher is explaining the material using full English)
- R6: "Jika melulu menggunakan Bahasa Inggris, saya merasa bosan karena saya tidak terlalu pandai dalam berbahasa Inggris." (If it only uses English, I feel bored because I am not very good in mastering English)
- R7: "Sedikit tidak tau, karena saya belum begitu paham tentang Bahasa Inggris." (I little bit do not know, because I do not really understand English)
- R8: "Saya paham apa yang guru itu minta saat beliau bertanya, namun penjelasan materi yang beliau berikan apabila menggunakan full English membuat saya terkadang merasa tertinggal." (I understand what the teacher is questioning, but the explanation of the material the teacher delivers in full English makes me sometimes feel left behind)
- R9: "Kurang paham karena kadang sinyal buruk." (I do not understand because sometimes the signal is bad)
- R10: "Senang" (Happy)
- R11: "Sedikit bingung" (A little bit confused)
- R12: "Masih kurang paham karena belum terlalu lancar dalam memahami kosa kata Bahasa Inggris." (I still do not understand because I am not too fluent in understanding vocabulary in English)
- R13: "Ada beberapa kosa kata yang saya tidak mengerti jika guru menggunakan full Bahasa Inggris." (There are some words that I do not understand if the teacher uses full English)
- R14: "Memikirkan arti sebuah kata." (Thinking about the meaning of a word)
- R15: "Agak bingung." (A little bit confused)
- R16: "Memahaminya." (I understand it)
- R17: "Yang saya rasakan adalah senang tetapi ada juga yang masih terburu- buru saat menerangkan." (What I feel is happy, but some are still explained in hurry)
- R18: "Sedikit bingung." (A little confused)
- R19: "Terdiam dan mencoba memahami apa yang disampaikan guru agar saya juga dapat memahami materi yang ada." (I am quiet and try to understand what the teacher said so that I can also understand the material)
- R20: "Sedikit kebingungan" (A little bit confused)
- R21: "Senang" (I am happy)
- R22: "Sedikit bingung, karena ada beberapa kosakata yang saya belum pahami." (A little bit confused, because there are some vocabularies that I do not understand)

- R23: “Bingung” (Confused)
- R24: “Sulit mengerti” (It's hard to understand)
- R25: “Saya tidak mudeng kalau guru menjelaskan tentang Bahasa Inggris.” (I do not understand when the teacher explains about English)
- R26: “Bingung, karena guru terlalu cepat saat menjelaskan dan setelah itu diberi tugas banyak.” (I am confused, because the teacher was too fast in explaining and after that we were given many assignments)
- R27: “Kurang paham atau kurang memahami.” (I do not understand)
- R28: “Terkadang saya paham dan terkadang tidak.” (Sometimes I understand and sometimes I do not)
- R29: “Senang dan dapat memahami Bahasa Inggris” (I am happy and understand English)
- R30: “Sedikit gak mudeng” (I a little bit do not understand)
- R31: “Kadang saya bingung apa yang dijelaskan, tetapi ada beberapa kata yang saya pahami.” (Sometimes I am confused about what is explained, but there are some words that I understand)
- R32: “Menurut saya lumayan sulit memahami.” (I think it is little bit difficult to understand)
- R33: “Terkadang bingung dengan kata kata yang sulit untuk dipahami.” (Sometimes, I am confused with words that are difficult to understand)

**7. Which makes you more understand with the material between explanation using only English or mixture of English and L1 (Bahasa Indonesia)? Why?**

- R1: “Campuran, karena mudah dipahami.” (Mix, because it is easy to understand)
- R2: “Campuran. Karena kita akan lebih mudah memahaminya dengan bahasa campuran dibandingkan full English.” (Mix, because we will easier to understand the material in mixed language than full English)
- R3: “Bahasa campuran seperti Bahasa Inggris dan Bahasa Indonesia.” (Mixed languages such as Mixed of English and Bahasa Indonesia)
- R4: “Campuran, karena lebih mudah dipahami.” (Mix, because it is easier to understand)
- R5: “Campuran antara Bahasa Inggris dan Bahasa Indonesia, karena saat tidak mengerti atau tidak paham bisa bertanya dengan guru dalam Bahasa Indonesia.” (A mixture of English and Bahasa Indonesia, because when I do not understand, I can ask the teacher in Bahasa Indonesia)
- R6: “Campuran antara Bahasa Inggris dan Bahasa Indonesia, karena saya tidak terlalu mengerti dan paham Bahasa Inggris.” (Mixture between English and Bahasa Indonesia, because I do not really understand English)
- R7: “Menurut saya campuran antara Bahasa Inggris dan Bahasa Indonesia saya akan lebih memahami materi, karena dengan itu saya akan dapat memahami materi yang disampaikan.” (In my opinion, a mixture of English and

Indonesian will make me more understand the material, because in that way I will be able to understand the presented material)

- R8: “Campuran Bahasa Inggris dan Bahasa Indonesia karena biar kami paham dulu apa artinya.” (A mixture of English and Bahasa Indonesia because it will let us firstly understand what it means)
- R9: “Belum banyak hafal suku kata bahasa Inggris.” (I have not memorized many English words yet)
- R10: “Campuran, karena itu terdengar lebih mudah dan tetap bisa belajar Bahasa Inggris.” (Mix, because it sounds easier and we still can learn English.)
- R11: “Campuran, agar lebih efektif.” (Mix, to make it more effective)
- R12: “Bahasa Inggris dan Bahasa Indonesia karena kebanyakan siswa belum terlalu bisa memahami Bahasa Inggris secara full.” (English and Bahasa Indonesia because most students do not really understand in full English)
- R13: “Campuran antara Bahasa Inggris dan Bahasa Indonesia, karena jika tidak ada kosa kata yang dimengerti bisa bertanya.” (A mixture of English and Indonesian because I can ask if there is unfamiliar vocabulary)
- R14: “Campuran” (Mixture)
- R15: “Campuran karena kalau tidak tau akhirnya bisa menjadi tau.” (Mixture because If I do not know then I can know after all)
- R16: “Campuran antara Bahasa Inggris dan Bahasa Indonesia karena mudah dipahami bagi siswa yang tidak bisa Bahasa Inggris.” (A mixture of English and Bahasa Indonesia because it is easy to be understood by students who cannot speak English)
- R17: “Campuran, karena lebih mudah dipahami.” (Mix, because it is easier to understand)
- R18: “Campuran, karena mudah di pahami.” (Mix, because it is easy to understand)
- R19: “Campuran karena ada saatnya otak tidak dapat mencerna Bahasa Inggris dengan baik mengingat kebiasaannya menggunakan bahasa Indonesia.” (Mix because there are times when the brain can't receive English properly given the habit of using Bahasa Indonesia)
- R20: “Campuran, karena lebih mudah dipahami.” (Mix, because it is easier to understand)
- R21: “Campuran, karena saya sendiri juga belum mahir dalam berbahasa Inggris.” (Mix, because I am also not fluent in English)
- R22: “Iya sangat setuju dengan bahasa campuran.” (Yes, I totally agree with the mixed languages)
- R23: “Saya lebih paham menggunakan campuran, karena disitu guru menjelaskan menggunakan Bahasa Inggris kemudian diperjelas lagi menggunakan Bahasa Indonesia, dan itu saya baru memahami materi tersebut.” (I more



understand using a mixture, because the teacher explains in English then it is re-explained in Bahasa Indonesia, and that makes me understand the material)

- R24: “Lebih memahami campuran Bahasa Inggris dan Bahasa Indonesia karena tidak semua orang paham tentang Bahasa Inggris.” (I more understand in mixture of English and Bahasa Indonesia because not everyone understands English)
- R25: “Campuran supaya yang belum terlalu memahami Bahasa Inggris bisa menyerap apa yang sedang dipelajari.” (A mixture, so that those who do not really understand English can absorb what is being learned)
- R26: “Campuran Inggris dan Indonesia karena membantu untuk memahami materi.” (Mix of English and Bahasa Indonesia because it helps me to understand the material)
- R27: “Campuran Bahasa Inggris dengan Indonesia karena lebih mudah memahami.” (English mixed with Bahasa Indonesia because it is easier to understand)
- R28: “Bahasa Indonesia, karena mudah dipahami.” (Bahasa Indonesia, because it is easy to understand)
- R29: “Campuran Bahasa Indonesia, karena mudah dipahami. Mix of English and Bahasa Indonesia, because it is easy to understand”
- R30: “Campuran karena kalau guru menggunakan kata-kata baru kita bisa mengetahuinya.” (Mix because if the teacher uses unfamiliar words we can find it out)
- R31: “Campuran, lebih paham aja apa yang dibicarakan apa yang dijelaskan.” (Mix, to understand more what is being discussed and explained)
- R32: “Campuran karena tidak semua orang dapat memahami Bahasa Inggris.” (Mix, because not everyone can understand English)
- R33: “Saya lebih paham jika menggunakan campuran antara Bahasa Inggris dan Bahasa Indonesia.” (I understand more when using a mixture of English and Bahasa Indonesia)