STUDENTS' PERCEIVED EXPERIENCE ON THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN JUNIOR HIGHSCHOOL IN YOGTAKARTA

A Thesis

Presented to the Deparment of English Language Education as the Partial Fulfillment to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By: AdheniaMoulisa

16322038

ENGLISH EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIAL CULTURE

ISLAMIC UNIVERSITY OF INDONESIA

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APPROVAL SHEET

STUDENTS' PERCEIVED EXPERIENCE ON THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN JUNIOR HIGHSCHOOL IN YOGTAKARTA

By

Adhenia Moulisa

16322038

Approved on August 2020

By

Supervisor

(IRMA WINDY ASTUTI, S.S., M.HUM)

RATIFICATION SHEET

STUDENTS' PERCEIVED EXPERIENCE ON THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN JUNIOR HIGHSCHOOL IN YOGTAKARTA

By

Adhenia Moulisa

16322038

Defended before the Board of Examiners on Monday, August 17th, 2020 and

Declared Acceptable

Board Examiner

Chairperson : Irma Windy Astuti, S.S., M. Hum.

First Examiner : Ista Maharsi, S.S., M.Hum

Second Examiner : Intan Pradita, S.S., M. Hum.

Yogyakarta, August 17th, 2020

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head Department

Irma Windy Astuti, S.S, M.Hum

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 17th August 2020

The Writer,



Adhenia Moulisa
16322038

MOTTO

"Is it important to compare who is better between other and me or me and other? After countless nights of suffering, I finally got it. I am too precious to just sit and keep worry. Take a look of your heart; it is okay to be yourself"

(Lee Hi – Holo)

"The starting point of all achievement is desire. Keep this constantly in mind. Weak desire brings weak result, just as a small fire makes a small amount of heat"

(Napoleon Hill – Think and Grow Rich)

DEDICATIONS

This thesis I dedicate gratefully to myself for how I strongly passionate, patient and persistent in integrating this thesis. Besides, I also dedicate this thesis to my beloved parents, my thesis supervisor and all the people who have supported me through ups and downs during my thesis writing. I hope this thesis is a good start for me to continue my journey of my future.

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Yogyakarta, August 17th 2020

Adhenia Moulisa

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STUDENTS' PERCEIVED EXPERIENCE ON THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN JUNIOR HIGHSCHOOL IN YOGTAKARTA

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ABSTRACT

This research investigates students' experience on the use of English as a Medium of instruction (EMI) in EMI – based science and math classes. Three students participated in this research. The participant voiced their experience by taking the EMI courses on learning math and science subject while using English language as the medium of instruction. A descriptive qualitative method was employed to analyze the participant answer by elaborating the participant explanation and the existing previous similar studies. The findings show that students have several problems in the classroom such (1) communication breakdown, (2) loss of rapport, (3) lack of discussion, and (4) students' anxiety. The teacher implementing code-switching or practicing code-switching in accordance to students' challanges in dealing with EMI. The researcher also found that students had the advantages of taking EMI program like acquired English language and develop the students' self-confidence using English language.

Keyword : English Medium Instruction (EMI), EMI – based classes, students' Perceived experienced

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, formulation of the problem, objective of the research, and the significance of the research.

1.1 Background of the study

In 2006, the ministry of education in Indonesia launched International Standard Schools (ISS), it is stated in UUSPN no. 20 Tahun 2003. ISS schools' apply the English language into subjects such as math and science in the classroom while they have a class to learn English language itself, meanwhile they also learn math and science through English language and learning English language as subject in the classroom is a different thing in the classroom.

English as a Medium of Instruction (EMI) in the classroom act as a vehicle for content learning. EMI acts as a vehicle because an educator will teach or delivery the material using an English language where English is not the student first language. Deardean (2014) said that EMI is the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population was not English. In other hand, Madhavan, McDonald, and Paris (2014) stated that EMI essentially refers to the teaching of a subject using the medium of the English language, but where there were no explicit language learning aims and where English was not the national language. The focus aim of EMI is not to replace their mother language.

Some of school in Indonesia tried to provide a program such as learning the L2 outside the curriculum that is given by the government. According to many researchers, given an adequate environment for having interaction, developing the language will add some of cognitive advantage (Lightbown 2008,8; Barac & Bialystok 2011 ;Nicolay & Poncelet 2013). Many schools and university around the world are attracted to the idea of implementing EMI. A cited ftom Freeman (2000) on Floris (2014) research said that education decision – makers belief that teaching subject course in English can promote students' motivation in learning English language and also can improve their language competence and fluency but at the same time, students' can improving academic knowledge and skills. From the use of English as a Medium of Instruction (EMI) itself, the school is tried to create an environment where student must able to understand the other subject via English language. Learning other subjects using English as the language of instruction will create an atmosphere that is conducive for students to acquire another language. Aziz (2010) stated that learning other languages by responding in daily life activities for students will give better results than just learning in the classroom. In line with Aziz (2010), Iskandarwassid (2009) also voiced that it is a good change to acquire the L2 if student who practice the language continuously. However, with school aim, Coleman (2010) stated that using a foreign language as a medium of instruction for other subject is an obstacle to the develop student learning process. Artini (2011) stated that when teacher who use foreign language as a medium of instruction, student could not get the information that is delivered from the teacher in the

classroom. The use of the language of instruction is related to the learning process. A teacher as a learning facilitator, has the responsibility to the achieve student target competencies through spoken and written language. The language must be correct and in accordance with the level of language development of students, but language also must be well understood by students (Baker, 1988).

Referring to the phenomena above, this study aims to investigate the students' perception in experiencing learning content subjects through English language that might also include the challenges. Although many researchers had discussed the EMI topic, most of them did not investigate for secondary school especially for junior high school level. Some of previous studies explained the EMI in higher education for ESL and EFL countries. Two of the latest researcher from Indonesia was also investigate in higher education level in Indonesia. Floris (2014) who investigate students' and teachers' experience and perceptions as the benefits and drawbacks of applying in Indonesian policy context was investigate for the private university in Indonesia and Dewi (2017) who is explore how lecturers of English and other subjects in Indonesia perceiving EMI, as well as the relation of EMI to national identity and notion of 'the West' was also held on tertiary level. Kirkpatrick (2014) argued that EMI should not be implemented too early. He also recommended EMI should be implemented when student had been exposed to English language for more than five years, so the student can gain adequate proficiency to handle the academic concept. Thus for more specifically, this study attempted to investigate the experience the students had when learning mathematics and

science using English language. Learning mathematics and science content is certainly different from learning English itself as already mentioned above. Furthermore, the writer observed that there was a tendency the potential obstacle in learning is mathematics and science using English because the vocabulary for daily communication and mathematics and science language is different.

1.2 Formulation of the Problem

In this research, the writer formulates the problem of the study as follows:

How was the students' experience in EMI for Junior high school level?

1.3 Objective of the research

Based on the research problem, the aim of this research is:

Investigate students' experience on the use of English as medium of instruction (EMI).

1.4 Significance of the Research

The researcher hopes that this researcher will have benefits especially for teacher and student who join the EMI program to see the challenges and the benefits from the EMI program. There are two kind of benefits from this research:

1.4.1 Theoretical benefits

This research will give benefits to the researcher who has similar kind of research in the future. This research describes the implementation on the use of English as a Medium of Instruction (EMI).

1.4.2 Practical Benefits

This research is expected to help future researcher and classroom practitioners to give the information about the use of English as a medium of instruction in junior high school.

CHAPTER II

LITERATURE REVIEW

This chapter present about related and relevant studies of this research. It also contains a theoretical framework that is given in order to make this research more understandable.

2.1 English as Medium of Instruction (EMI) in EFL Context: Benefits and Controversies

English as a medium of instruction (EMI) program attract many institutions to develop an EMI program into higher education and secondary school on many countries. In 2007, there is an increasing EMI program on European country, about 400 higher education institutions have 2400 EMI program, which represented 340 percent increasing percentage on bachelor and master degree compare with 2002, (Watcher and Maiworm, 2008).

The global spread of EMI has also influenced the Nepalese school system. Nepalese Private English Medium schools or commonly known as boarding's school in Nepal implemented the EMI into their educational system. Since the boarding schools always have a significant performance compare to the public school in the School Level Certificate (SLC) examinations or known as national standardize exams, their high achievements has led the Nepalese people to consider the English Medium instruction as a synonymous with high-quality education. Following this phenomena, the Ministry of Education of Nepal enacted the Education

Act, which legitimate the Medium of instruction to be Nepali, English or both in the public schools. Since 2010, a larger number of public schools have adopted EMI in Nepal, and most of them are low socio-economic status school with limited recourses (Sah & Li, 2018).

In India, although scholars claim that there is no explicit policy concerning medium of instruction in India, the use of language in education is guided by 'Three Language Formula' (TLF) was proposed in 1956 with several modification. The TLF recommended using regional language or mother tongue (MT), Hindi, and/or English and an additional modern Indian Language in all schools. The TLF has seemed to promote Indian language in education, encouraging the use of regional languages or MTs as the medium of instruction, at least in the primary education. However, the ground – level impact of TFL, as to teach the children through MT is absent (Monathy, 2009). There is unclear concerning the differences between the mother tongue used as medium of instruction and students' home language.

Aligning with Nepal and India, Pakistan's national Education policy emphasized English as Medium of Instruction and recommended the use of English as a Medium of Instruction for science and mathematics subject start from grade 4 onward. However, The Educaion policy suggested that mother tongue, Urdu, still being used as the medium of instruction for early education along with the literacy skills for the national identity. Following this situation, the Panjab School Education Department decided to convert all its schools from Urdu to EMI in 2009. EMI was

abruptly introduce in 56.000 government schools in Nepal. After about 10 years examined the EMI program in Panjab's schools they responsed to the report of EMI failure. The Panjab's school has decided to re-vert the EMI policy to Urdu – medium in primary schools (Sah, 2020).

Even though EMI was promoted and accepted in many countries however EMI is still getting refined or even getting rejected. The concern being rejected from some of the countries is about the effect of EMI program, when students' using English language in school to study other subjects it might be affecting students' communication in the daily activities and they worried about the loss of their native language. Israel, Senegal, Venezuela and Bangladesh are country who rejected the EMI program on their educational system. Protecting the national identity is the main reason why those countries rejected the EMI program (Dearden, 2014). Bangladesh voiced that the student who learn through EMI, it shows an impression that the content is brought by western countries literature's is damaging to Bangladeshi culture and traditions.

In Indonesia, EMI program was promoted in 2003. The government launched the policy which the public school in the central or regional require to establish one International standard school in each level of education and in 2006, The EMI program was implemented. They applied English language as a medium of Instruction into some subject such as science and math in each stages of school. However, in 2013, teacher and parent request to the ministry of educational to re-evaluate the use of EMI in a public school. Yahya & Suwarjo (2013) argue that the use

of English at school will endanger Indonesians' national identity and bring up a perspective of Bahasa Indonesia becoming the language for poor people and they who use international language to be elite classes.

A long with those phenomena, there is a researcher, Artini (2011) from Indonesia who interest in the EMI field for secondary stages. On her research, She distribute a survey question and also do an interview both teachers and students in Bali high school. The aimed of this study was analyzing the teachers and the students' perception toward the use of English language in the teaching and learning process in bilingual classes in the piloted international standard school in Bali. From the research that is done by her, she found that the EMI's teacher in Indonesia still need an improved their ability on the L2. The teachers realize that they are lack of the English language but they are trying their best to speak English often than Bahasa Indonesia in the classroom. Even the teacher trying their best to communicate with students using English language, it affects the student learning experience. The student feels that the teacher lack of the English language so the instruction and the explanation from the teacher is less effective. Even though the teacher is lack of the L2, both student and teacher feels that the students' English proficiency is increasing on other aspect, such as daily communication.

In spite of that, the student admits they have a problem with the language in EMI courses. In Asian countries, for example in Turkey, Yildiz and his friends (2017) have a research. On his study which aims to investigate kind of challenges students experiencing when trying to study

using English language and how they view their needs. In addition, the findings from this research, the participants describe various challenges including the challenges with understanding the technical term or vocabulary, lecturer inadequate using English language, a code – switching, an English preparatory year curriculum, their English language skill and the lack of language support system. On their research Yildiz, Soruc, and Griffiths (2017) found that the students have a problem with technical vocabulary and lecturer proficient of English. On the other hand, students also need teacher use English consistently in the classroom, a new curriculum of English prep-year, ongoing production-based instruction and also a language support system. Student had to dealing with the content but they have a barrier between understanding the content and the language. The support from the teacher such as constantly using English in the classroom will help the student to manage their problem. The participant from this study comes from one private university and two state universities in Turkey.The student from five different departments from those universities.

In spite of student are enthusiastic joining the EMI program here are the things that they worried about when attending the EMI class. Not all of the student who joined the EMI program have a high level of English. Moreover, there is a different level of English intelligence on each student in one classroom. The different ability can give the negative impact of the student who is with Low-English Proficiency (LEP).A research conducted by Da-Fu Huang (2015) entitled “Exploring and

Assessing Effectiveness of English Medium Instruction Courses : The students' Perspective". This study aimed to investigate the students' perception in terms of the students' language motivation, learning anxiety and learning achievement. More specifically, From his survey study on Southern Taiwan University of Science and Technology (STUST), He finds out that the students' motivation on EMI courses is adequate level of learning motivation. The student will be best motivated when they interact with the other student who had different nationality with them. However, the student showed an anxiety by joining the EMI program. Learning anxiety had a high degree on student resulting from difficulties self-perceived as being linked with student's English ability. The anxiety was caused by the stress from the content comprehension as well as peer competition. Then, the teacher's voiced that using the effective strategies to facilitate comprehension to the low-levels of English would considerably lower their anxiety and inspire them to be more confidence.

On his research, Huang (2015) stated that at the Southern Taiwan University of Science and Technology; found that many students were eager to take EMI courses, but that they also felt anxious because of their low level of English proficiency. Student with Low – English Proficiency tend to have a negative self- talk and can caused a poor performance and affects their ability to process information in foreign language context. As stated on the Liu (2006) research journal, Tobias (1979) said that some students with high level of foreign language anxiety have a mental block, this is similar to the experience with the students who studied

mathematics. In line with Lee (2014), many studies also showed the similar result, where students with low-proficiency English did not find their learning experience effective (Kang & Park, 2004, 2005; Kang et al., 2007; Kim, 2009).

In spite of that, many students have an opportunity to success in the EMI courses. Artini (2011), voiced that teacher have a positive point of view where the students can improve the English language ability by join this program. Exposing the English language continuously will drive the students to produce an English language. Applying the English language into a content to other subject will give an adequate experiencing the English language environment. Artini (2011) also found that 79.45% student who joined this program gained their English level in general. On the other hand, Lee (2014) argue that student will find a failure if the system measure focus on quantitative result rather than qualitative achievement. Focusing on the students final score can contributing to a limited verbal participation and failing to achieve the desire learning outcome for EMI Courses.

2.2 English as a Medium of Instruction: Method & Strategies

There are so many obstacles that students' face such as student hard to understand the technical term that is appear in the content as a basic understanding of the content itself. According to the Soruc and Griffiths (2018), there are some strategies to reduce the difficulties with the language like guessing from the context, using dictionary, using paralanguage (for example gestures), translating, using key word and

using visuals or the teacher can switch the language from L2 to L1. One issue which has been focused by the researcher is opposed the use of L2 in the L1 classroom or English only in the classroom. They suggest having a code – switching in the EMI classroom. The researcher recognize that the principled of code-switching could be beneficial for L2 learning in a classroom situation where the teacher and the student share an L1.Clearly this may be applicable to the EMI classroom (Dearden, 2014). According to David Chen and Su Hie-Ting (2009) the teacher switching the language from English into the mother tongue is to re-voicing, calling attention, personalization and in the process they acted as resource, need analysis, and communicating facilitators for their students. Other than that, Chen and Ting (2009) the primary function from switching into mother language is to facilitate students understand and build their vocabulary knowledge. From code- switching, the teacher will give a change for students to get the clue about the content that had been learned in the classroom. The teachers' who do the code – switching can give the students opportunity to let the student say something that they really want to say. In the Liu (2010) research journal, Cook (2000) believed that let the student use their L1 is a humanistic approach. He also argue that from code – switching, students get a permit from the teacher to say something that they really want to say.

2.3 Teaching and Learning through EMI: Indonesia's Context

In Indonesia in 2006, some of the public school implementing the EMI program into public school through RSBI *(Rintisan sekolah*

berstandar internasional) program. The school selected the student before they join a new program that was carried by the education ministry. However, the teacher was not being selected to teach the other subject using English as a medium of instruction. It caused the teacher not ready with the new program and also the new challenges for EMI Program. The teacher who teach through EMI program feel doubtful that they were not capable to teach the student. Artini (2011) found that fifty percent of the EMI programs' teacher in Bali feels they were not confident with their English speaking ability. They worried that the student would have a problem in the classroom because of the lack English language and causing lack of explanation from the teacher when teaching in the classroom. Similar with those statements, Haryanto (2013) found out that teachers' perception on the use of English as medium of instruction (EMI) will create another problem for the students. Teacher feels that the use of EMI will limit the interaction between teacher and student. Understand the concept of some subject is already challenges for student and the EMI policy give an extra challenges which the use of foreign language in the teaching process. A teacher often feels that the limitations of language which they have will hinder the process of exchanging the information from teacher to student. The finding from Artini also shows that only half of the teachers in that school sure that the student understands from their explanation. Nonetheless, the teachers try their best to make the student get the basic concept of the subject.

In line with the teachers' problem, the student also voiced their difficulties when the teacher is lack on the L2 and they teach them in the classroom. Student feels that the use of English as a medium of instruction is less effective than the regular class. Students argue that the teachers' explanation is unclear when they explain the materials using English language and make students feel dissatisfied with the material that being taught in the classroom. In line with Artini (2011), she found that 49.36% teachers' explanation in the classroom makes the student confuse and 26.03% respondent said that the teacher explanation is not clear. Another statement from Haryanto (2012), research which strengthen those issues. This research aim is to investigate the student demographic characteristic, perceptions on vision, mission, goals and objective, English as a medium of instruction, and facilities and resource of the school. The findings from the FGD activities were the students also feel uneasy to use English as their language to communicate in the classroom. Some of the students said that often the teacher and their classmate misunderstood about their opinion while learning process in the classroom, this situation also happen when the teacher give the student an assignment. In addition, student also found it difficult to do assignments due to the unclear instructions for the assignments.

Moreover, the teacher cannot deliver the effective instruction to the student due to lack of L2. According to students thought about the teachers' in EMI courses, there is a relationship between the teachers lack of L2 ability with the consequences that would be received by the student.

Students feel less active in class and less enthusiastic in following class lessons (Artini, 2013). The teachers trying hard to deliver the material, but unconsciously they create a boring classroom atmosphere. Eventually, it makes the student reduce their desire to participate in the classroom. Based on Brewster et al (2007) in Artini (2013), teacher needs to keep the student enthusiasm during the learning process to optimize the quality of learning process that can affect the final result. When students get confused about the content, the student prefers to learn it by themselves after the class or join a private class outside the school.

2.2 Theoretical Framework

Table 2.1. Theoretical Framework

Construct	Key – Component	Sub - Component
The Challenges from English as a Medium of Instruction (EMI) – based program	There are many students who interested in joining the EMI program however, students who have low ability in English cannot find an effective learning experiences and drive them to hard on understand the materials from their EMI lectures. Some of teacher has an inability of the English proficiency as well and this will lead a threat such as a communication disruption, loss of rapport and lack of discussion. However the students are also feel concerned about their level of English Ibrahim, (2001), Huang (2015), Lee(2014)	• Communication breakdown • Loss of rapport • Lack of discussion • High level of comprehension from their EMI lectures. • Correlation between Students' low proficiency and the effectiveness of the learning experience • Feeling anxious because their Low – English Proficiency
The Benefits of EMI- based program	EMI program gives benefits both for students and teachers because EMI program offers them to speak English more often (e.g. in lectures, comments, discussions, presentations, interactions, tests, etc.).The benefit from the EMI program is an increase on progressing the English language and also give the opportunities for students to acquiring second language acquisition. Dearden, (2014) & Ibrahim (2001)	• Students' progress in English when studied through EMI. • Speaking actitivities • Opportunities of acquiring SLA
Methods and Strategies Used in EMI	Soruc and Griffiths (2018), mention some strategies to reduce the difficulties while student having a	• Code switching in EMI classroom • Code – switching to

– based program	foreign language class such as guesting the context, using dictionary, using paralanguage (for example gestures), translating, using key word and using visuals. Beside that, the EFL field now recognizes the principled code-switching could be beneficial for L2 learning in a classroom situation. The primary function from switching into mother language is to facilitate their understand and build their vocabulary knowledge. Clearly this may also be applicable to the EMI classroom Dearden, (2014), Chen & Ting (2009), Soruc and Griffiths (2018)	facilitate students undestanding, • Code – switching to build students vocabulary • Some strategis to overcoming the used of EMI

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research methodology that contains research design, setting and participant, data collecting, data analysis thecnique and trustworthiness.

3.1.Research Design

This research aims to investigate and describe student and perception on the implementation of EMI in junior high school stage. To find out their perception deeply about the implementation of EMI, researcher used descrptive qualitative strategies in this study. As stated by Creswell (2002), qualitative research study needs to explore the phenomenon from the participant's perspective. Exploring the phenomenon is to obtain a deep understanding of a theme. This exploring process is one of the way the qualitative approach answer the phenomenon.

This study used Thematic analysis to analyze the data. Thematic analysis is a method for identifying, analyzing and reporting the pattern (themes) within data (Braun & Clark, 2006). The reason researcher choose a thematic analysis as a method is mainly because the flexibility to use in a case to describe and explaining the findings. As a stated by Braun and Clark "Thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data"(Braun & Clark, 2006) . Beside that thematic analysis is easy to use for novice researcher

because the researcher will find the answers from the data that she/he possesses.

3.2.Setting and Participant

The research settings at junior high school SMPN X is well-known as a high-ranking School among the student in a rural area around Sleman Regency. SMPN X is also well known for their achievement on many competitions. One of the examples they won a story writing competition at an international level of competition in 2018. Besides that, the reason researcher chose SMP X because the schools introduce an EMI program into their extra activity. The EMI program in that school called as Math Science and English class. This program is one of the obligated extracurricular activities in SMPN X. The class start at 6.15 a.m until 7 a.m, which mean that the class begin before the regular class is begin.

In this research, researcher interviewed three students whom have an experience in the EMI Class. The three participants were student from SMPN X. Each participant has a different level of English language skills, this is the reason why the researcher chose the three participants to participate in this study. The first participant is a male student from third grade and in the interview transcription it is written as Student one (S1). He considered himself having a good skill on English because he had an experience to attend an intensive English course since he was in elementary school. During his study at SMP X he often attended some science competition and he tell the researcher sometimes he found that he need to solved the problem which using English language in that competition.

Next participation is female student. She was on the same grade as S1, in the interview transcription researcher mention the second participant as S2. In contrast to S1, S2 had problems with English language skills. She expressed herself that she had no interest in English and she admitted that she had no confidence in English skills as well. She believed the reason why she had no confidence because she never experienced English classroom or English subject when she was in the elementary school level. And the last participant was another female student.

Similar to S2, S3 stated she had a low confident in English language but she still could maintain the classroom using full English while learning math and science in the classroom. She had a small amount of experienced English when she was in the elementary school which is English subject class.

3.3.Data Collection

The study used an interview to collect and identify the participants' perception on their experience of learning using English as a medium of instruction. In a qualitative research, researcher asked the participants with open-ended questions so the researcher allows the participant to provide the option for the responding, (Creswell, 2002). The interview data will be recorded using audio recorded then would be examined using some of relevant theories on EMI that is found on the previous research

3.4 Data Analysis Technique

The interview for these research, present twenty questions. The question is formulated from the previous theory from a lot of researchers who are interest on that field. The first step of an interview session, the respondent has to

introducing their identity by mentioning their name, age, gender, schools, what grade they are and from what class. Those general information will be included as a personal respondent data.

Based on the Braun & Clark (2006), The step in analyzing the data in this study are as followed;

a. The first step, Familiarizing with the data by re-reading the transcript data. From the obtained data, the researcher conducted a meaning, pattern that related to the data.
b. Next, Generating initial codes by taking notes on the text that will be analyze. Mark the participant answer related to the theoretical framework by put a comment and text highlight color.
c. Move to other step, Search for themes by sorting different code into potential themes and collating all the relevant data.
d. Then, reviewing themes. In this phase, researcher reviewed and refining the collected data extract into a big group and a small group.
e. The fifth step is defining and naming themes. The first things to do is defining, defining is a process of identifying the essence of each themes is about and determining what aspect of the data each theme capture. After that, naming the themes.
f. The last step is producing the report.

3.5 Trustworthiness

Trustworthiness is describing the participant statement as a findings as closely as possible reflect with meaning. In Lietz et al (2006) research, Padgett (1998: 92*)* trustworthiness is not a natural answer, but

rather an answer that contains a scientific answer that is being explored by researchers in accordance with the procedure. Guba and Lincoln (1982), proposed a good criteria of qualitative findings, there are certain criteria should be considered to pursuit trustworthiness, there are dependability, transferability and conformability.

a). Dependability

Dependability refers to consistency aspect on Guba & Lincoln (1981). Based on Anney (2015), Dependability refers to the stability of the findings (Bitsch, 2005). Dependability involves the participant to evaluate the findings, interpretation and recommendation from the study. The function from the dependability term is to make sure that the findings or the data are come from the informant of the study (Anney, 2015). Related to this research dependability term remind the researcher to evaluate and ensure that everything need to be supported. Therefore, the researcher will have a consultation and be guided with the lecturer supervisor to ensure from the whole process from this research.

b). Transferability

Transferability can be defined as the findings of the research are applicable into other situation. Anney (2015) convey that the transferability is the findings of qualitative research where the findings can be transferred into other context with other respondent and interpreted with equal generalization. It means that the findings are applicable for many contexts that related with a

certain topic of research. Therefore, the findings of this research can be useful for some reference of future research

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c). Conformability

Anney (2015) explained, conformability point out the level of the findings from the investigation can be confirmed by other researcher. It means that, the findings are not based on the researcher assumption or researcher preference but the findings are based on the participant statement and experience related to the research topic. So, related to this research, researcher will involve the lecturer supervisor to decide whether to checking this research is objective or not and to ensure the conformability.

CHAPTER IV

FINDINGS AND DISCUSSION

This forth chapter consists of findings that is identified from the data reading and a discussion. The findings in this research are the data that was collected from three student-participants' in depth interview based on their English Proficiency level. Furthermore, for the discussion section contains the description, analysis and interpretation from the interview result as the main data of this research.

4.1. Findings

This section discussed the findings that were found during the interview session. The researcher interviewed three students from junior high school whom each of the students have a different English Proficiency (High, Average and Low) level. They answered the researcher question that is related to their experience joining the class with English as a Medium of Instruction (EMI) at their school.

4.1.1. Data Presentation

The Three participants were student from SMPN X. The first participant is male student from class 9E and in the interview transcription it is written as Student one (S1). Next participation is female student. She was on the same grade as S1 but she is at class 9A, in the interview transcription researcher mention second participant as S2. And the last participant is another female student from same grade but different class.

The third participant is from class 9B. In this research the third participant is written as S3.

The interview was done in one session except for S2 because researcher need more information in a deep about the answer that researcher ask to her. The interview process took about four weeks start from asking permission from the school, sent the proposal via email, sent the printed proposal into the school, asking English teacher to recommend the student which have a different level of English then asking the agreement to the student. The interview session was only took three days and plus one day to interview the three students. Then, researcher transcript the interview recorded into a transcript. Here is one of an example below (Table 4.1) of transcription the researcher did.

Table 4.1. Sample of interview's transcript

S3	90	Em ... in my opinion it is effective, as long as I get used to it, then later it is also a become a habit, but maybe not full English too. Maybe there are some e ... if there are many science things, what are the names?
A		A scientific language, like that?
S3	91	He.eh, scientific names make it more difficult, in my opinion. Then if in mathematics it might be explained in two languages. One language will be used in English and then later, **if we don't understand, then the teacher later could explain it again using Indonesian**. Because learning math using Bahasa Indonesia we still complain that the mathematics is difficult, however using English language it more complicated for us.

4.1.2. Thematizing and Coding

Thematizing process is categorizing the data by grouping the participant answer that often appear or often mention by them. The data grouping is based on the analysis of what the participant experiencing during the EMI class and the related to the relevant question with this research ask. While in the thematizing process the researcher found 4 big themes and 14 sub themes. However, the researcher did not use all of the themes as the data but only prominent and frequent themes occurring

Table 4.2. Thematizing and Coding

Construct	Themes	Sub-Themes	Codes
English as a Medium of Instruction (EMI)	The challenges in the EMI class	Communication breakdown	EMI/CH/CB
		Loss of Rapport	EMI/CH/LR
		Lack of Discussion	EMI/CH/LD
		High level of Comprehension	EMI/CH/HLC
		Student anxiety due to lack of proficiency	EMI/CH/SAL
	The benefit in the EMI class	Student progress in EMI class	EMI/ BN/SP
		Opportunity to acquiring second language	EMI/BN/OAS
	Method and Strategies to resolve difficulties in EMI class	Code-switching in EMI class	EMI/ MS/CS
		Code-switching facilitating students understanding	EMI/MS/CFU
		Other strategiest to reduce difficulties in the classroom	EMI/MS/SRD

which will reach the next stage, Coding process. In addition, researcher only used 3 big themes and 10 sub-themes.

In the coding process, researcher coded the themes based on the thematizing process. Then, researcher gave an explanation or the translation from the coded as can be seen in the Table 4.3.

Table 4.3 Coding Translation

CODE	TRANSLATION	CODE	TRANSLATION
EMI	English as a Medium of Instruction	**SP**	Student Progress
CB	Communication Breakdown	**CS**	Code-Switching
SRD	Strategies to Reduce Difficulties	**OAS**	Opportunities to Acquiring Second language
LR	Lost of Rapport	**S1**	Student 1
LD	Lack of Discussion	**S2**	Student 2
HLC	High Level of Comprehension	**S3**	Student 3
CFU	Code-switching Facilitating student Understanding	**SAL**	Student Anxiety from Lack of Proficiency

4.1.3. Findings

The result of interview data indicated that students faced an obstacle in learning math and science subject using English language as a medium of instruction. To handle the obstacle that is shown up in that programs, student had some methods and strategies to resolve the difficulties and yet for almost two years faced some obstacle that appeared

in that program, finally that program gave them a benefit of acquiring the English language and grown their self-confident using English language. Each level of the students had a different experience of challenges; it depends on their proficiency before joining the classroom.

Even though, three participants claimed they had a problem in the classroom but they could still understand the learning material as well. They had a high comprehension on the material that has been explained by the teacher because they used some strategies to overcome the problems in the classroom. One of the strategies they mentioned was the use of code-switching in class when explaining the material. This strategy gave the student a chance to acquiring the second language for educational proposes. For the S2 and S3, they said the limitations of their English language gave them a sense of fear and pessimism, they felt pressured to achieve the targeted competencies. However, the teacher also understands the circumstances of the students they teach. From the researcher's findings, the teacher gives different ways of teaching for different levels. S2 stated that the use of code switching is facilitating her understanding

Those findings are the example of a trending themes or the most mention or answered by all of the participants that has been interviewed. However, there were a number of themes mentioned by some participants but not prominent so it could not be categorized as a theme. Therefore, the researcher will only focus on trending topics in this forth chapter, the discussion section.

4.2 Discussion

In this section, the researcher tried to elaborate the data from the interview with the statement from the existing studies previous research or event from a theory that has been identified and elaborated by the researcher in previous chapter. Researcher will focus on discussing the student challenge in that class, student strategies and method to dealing with the difficulties and also the benefit that student got from the EMI program that is provided from the school.

4.2.1. Student challenges in English as a Medium of Instruction (EMI) Program

All of the students who are participating on interviewed section agree that they had a problem with teacher in the classroom. As the finding above (EMI/CH/LR/S1/091) shows that, some of teacher is not friendly to them as stated from S1. This statement was also supported by S3 which she stated that the teacher is not looks friendly because they are highly focused on the content that is being explained by her in front of the classroom and they rarely had a communication using English language as a functional language (EMI/CH/LR/S3/079). Teacher who is much more focus on the content explanation rather than classroom interaction drive a bored classroom atmosphere which students not willing to deal and it caused to reduce the student desire to participate in the classroom. One of the participant said that he could do another activities while the teacher is focus with her explanation because the teacher were rarely pay attention to the student. These are the

sample of statement about their thought of rapport between student and teacher.

"I usually go to school at a quarter to six so it doesn't matter. **My problem is more with the teacher, which makes us not connected and disconnected and the teacher is unfriendly so that is the problem**".

(EMI/CH/LR/S1/091)

"What should I say, **The teacher only explain and explain, so for something like that make us bored**, but I like the previous (teacher) if we met then we like to say "Hi!" or chit-chatted using English language. But if the teacher is rigidthen we met, I could not said any word, so if the teacher feels like a friend she (the teacher) could help us gain our speaking skill if we were shy, right?"

(EMI/CH/LR/S3/079)

On the previous research, Ibrahim (2001) stated that teacher in the classroom are not only giving the information of the material but also can do some other interaction such as soliciting answer, checking comprehension, encouraging, suggesting, stirring, persuading etc. Thus, activities can act as language social function too and those activities can create a lively class and can establish the good rapport between teacher and student. Communicating using English language with the students can give the student feel more appreciated when learning in the classroom.

Lack of rapport can cause by the lack of discussion in the classroom. Lack of discussion can have a bad effect for student in

EMI program. A study conducted by Airey & Linder 2006 (as cited by Lee, 2014), showed that teacher from non-English language were less likely to interact with the student on their classroom, this action can possess poor improvisational ability and exhibit to minimum capabilities to the content. Discussion in the classroom is a kind of activities, where the classroom activities are essential to the process of learning. There are a lot of classroom activities which can lightens up the mood of the classroom and the student could be more active in the EMI Program using English language. Teacher can bring various activities in the classroom so the student can be actively involved in the class. Here is the problem that is appeared related to the student activity in the classroom based on the students experiences, One of the researcher participant said that they only had one classroom activity, which is answer the question from the paper that had being distributed early when the classroom start (EMI/CH/LD/S1/133).

"Honestly this is drive into one feeling, boring**. Because the learning system only using one type, worksheets. Worksheet was distribute and then we discussed. Done"**

(EMI/CH/LD/S1/133)

"So when I ever answer the question, kan e ... divided like, like A B C D E. For example, A section, eh what should I said ... e ... for example, the A section is.., the the B section is Essay, right ... Nah, **usually she gives me a direct answer right away. So, whether is true or not, she would going to the next number, like that"**

(EMI/CH/LD/S2/025)

The activity on this program is only solved the problem that is written in the pieces of paper. Then, student must answer the question from the paper that is given from the teacher on each meeting. As stated by the S2, sometimes she had an answer where she did not know what a right answer was and then she only followed the other (EMI/CH/LD/S2/025). This is true, when a student perception of task requirement does not correspond with the teaching process, poor learning outcomes will result (Lee, 2014). She hesitated to asking deeply about the wrong answer if the whole class already have a right answer. As a result she only got the exact answer, and sometimes if she confused with the answer then she asked the answer to the friend next to him. Similar finding that were found by Lee (2014), Students indicated that they had to actively check or ask their peers in order to understand what professors were asking of them. Surprisingly, the student had a bad point of you about this strategy. She stated that one time she had an uncertain understanding from her professor. Then she asked people next to her to clarify, but sometimes their respond were less accurately from what the professor said and it was also happenned in opposite order. Asking the other peer or friends sometimes gave a less accurate answer.

From the problem above (EMI/CH/LD/S2/025), as we can see S2 had a problem with communicating issue. She felt hesitate

when the majority of the class already had a right point. It also shows the existence of a problem faced by the participant in the form of communication breakdown. Student who are hesitant to talk or ask questions about answers or clarify something, will lead to poor results in understanding the material in the EMI class program. A study conducted by Ibrahim (2001), found that student who had not adequately develop on their English language, they will have a difficulties in expressing themselves. This situation can create a feeling of frustration and powerlessness, which it may affect their self-esteem or self-confident. Two of the three participants who took part in the interview session stated that they did have a communication problem with the teachers from the EMI program. It can be seen from the results of the interviews that have been conducted as below. They stated the reason what makes them had a communication problems.

"Sometimes, sometimes **there are some vocabularies that might be high In my level.** I means e ... the vocabulary is not familiar among us"

(EMI/CH/CB/S3/019)

"Um ... what is it ... **maybe the pronunciation is already so great,** so sometimes I am still confused to follow"

(EMI/CH/CB/S2/008)

Both participants felt that they had problems with language due to a lack of proficiency in English. The second participant, having a problem with the pronunciation of a teacher who is already good in English she states it is difficult to follow or

understand what is said by the teacher and therefore sometimes she loses enthusiasm while in the class. As stated by Lee (2014) there is an English language incompetency which is pronunciation, This incompetency will lead the student feels frustrated where she/he who experience difficulty to converse with their teachers in English. In addition, there are adverse effects if students have language limitations such as listening skills and oral skills if not handled properly. As stated by Ibrahim (2001) student who had lack of listening comprehension skill are likely to miss the point of teacher delivers in their lecturer meanwhile, those who is poor in oral proficiency will not have a courage to ask question to clarify their confusion. However there is a difference between S2 and S1. S1 where he has better English skills than the other two participants, he did not feel had any communication problems with the teacher as he said as follows;

“I communicate with English language, it doesn't matter, I’m OK ... I can enjoy it. I listened, I spoke in English. In terms of communication it's not a problem because e ... interaction with the teacher is outside the class. I mean sometimes it's a teacher who explains material using Indonesian. So ... No problem”.

(EMI/CH/CB/S1/031)

The findings above were similar to Lee (2014) which she stated that student who have a different levels of English competency have a dichotomous EMI class experiences, where learning difficulties can cause frustration for some, other students

who are capable find enjoyment in the same environment. It means that, for student who had a high English proficiency can enjoy to communicated with the EMI teacher or participating in the classroom. This situation also happened to part of the level of student anxiety in the EMI class. S1 stated that he did not hesitate to participate in classes using English as the S1 opinion below:

> "Uh ... not really **I already feel PD (Confidence) first".**
> (EMI/CH/SAL/S1/101)

While students who had a medium and low ability (S3 and S2) in English language, they stated that they feel nervous, shy and also not confident using English as the language of instruction in learning mathematics and science. The statement can be seen as follows;

> "**I feel Embarrassed** usually"
> (EMI/CH/SAL/S3/042)

> "Em ..**I seem ashamed, pessimistic, so I'm afraid I'll be asked by the teacher** using English".
> (EMI/CH/SAL/S2/324)

This finding was similar to Huang (2015), as he stated in regards to learning anxiety, the participants were found to have the highest degree of anxiety resulting from learning difficulties self-perceived as being linked to low English ability. Low English ability gives student some kind of pressure to handle with.

However, the teachers in the EMI class are aware of this problem, so they have a way to overcome with it. Therefore, the teacher uses methods such as using two languages if the teacher seen the student had problems with understanding the material that has being presented. In line with Haryanto (2012), he said that there is recommendation to overcome with that problem such as build up student proficiency in English before learn science and mathematics effectively. Teacher can focus on student proficiency first before having a huge English language involvement as a medium of instruction. Huang (2015) also added using strategies to facilitate comprehension by students with low-levels of English would considerably lower anxiety and inspire in them more confidence and motivation.

As on the third participant who stated there was a problem when the vocabulary she just heard. The emergence of the new vocabulary did become a problem at an early stage but S3 said it also gave him language development. According to him, it is okay to use English regularly as long as it gets used to it and it will become a good habit for her. But she also did not deny that the use of mixed languages in the class really helped her in understanding the material in the classroom as stated below.

"Em ... in my opinion it's effective, **as long as I get used to it then later it is also a become a habit, but maybe not full English too.** Maybe there are some e ... if there are many IPA, what are the names?"

(EMI/CH/HLC/S3/090)

This statement was also reinforced by the first participant's (S1) statement which states as below;

"I communicate with English language, it doesn't matter, I'm OK ... I can enjoy it. I listened, I spoke in English. In terms of communication it's not a problem because e ... interaction with the teacher is outside the class. **I mean sometimes a teacher who explains material using Indonesian. So ... No problem ...".**

(EMI/CH/CB/S1/031)

As the two statements above, it could be concluded that the teacher considered the students' understanding of the material that was presented in English language. If the students still had difficulties on understanding the material, teacher will switch the language into Bahasa Indonesia. The findings supported by Ibrahim (2001), since the goal of instruction is make a learner understand or able to perform something, it must be connect with the learner condition in term of cognitive, affective etc. The use of English language which is more dominant than the first language, especially for students who have English problems, will cause a problem for the level of confidence in students. A study conducted by Huang (2015) at Southern Taiwan of Science and Technology (STUST) found the students overall did not think that they had a high level of comprehension of their EMI lecturers. The fact that EMI requires the instruction delivered in English can certainly lead to a conflict with the student condition.

4.2.2. Methods and strategies to Reduce the difficulties in the English as a Medium of Instruction (EMI) Class

The large variety of students' English proficiency in one class makes the teacher and students have several strategies to reduce their lack of English. One of the strategies most mentioned by the three participants is the use of two languages in the classroom or called as code switching. On a previous researcher Dearden (2014), stated that the use of code switching may be applicable to the EMI classroom. Furthermore, Chen and Ting (2009) also voiced the primary function from switching into mother language was facilitated student understand and build their vocabulary knowledge. On the data, (EMI/MS/CS/S3/011) and (EMI/MS/CFU/S2/369) shows that, the two participants agree that the use of code switching help them to have a better understanding on the material. We can see one sample from S3 (EMI/MS/CS/S3/011) who stated that code switching is help her to maintain the language problem that she had;

"e .. like myself, I am not fluent in English. There must be a (situation) the teacher who is asked (the student), in the beginning - **at first she might be in full English but when there is someone who didn't understand, She will definitely explain it with mixing two languages. So, we could understand the material, we don't just listen to English but we understand**".

(EMI/MS/CS/S3/011)

"Um ... what ... what? it's help me, because I'm not really good in English, so my understanding is excessive (Using Code-switching). **I understand what the teacher explained**".

(EMI/MS/CFU/S2/369)

The evidence from the interview excerpt above was in line with the finding that was conducted by Haryanto (2013). He found that there are many times the teacher switch their language from English language into Bahasa Indonesia otherwise student would not fully understand to what teacher said. Code switching help the student to had an excessive understanding on the content as mention from the data above (EMI/MS/CFU/S2/369). Switching language into mother language also found in Tan and Lan (2010) research, as cited in Haryanto, (2013), teaching mathematics and science in Malaysian classroom found the switching happens more frequently. EMI programs in Malaysia also use code switching methods so students can take class lessons well. In line with Haryanto, Chen (2009) suggested in the circumstances where students' proficiency in the instructional language is lacking (Which is English language), code switching is a necessary tool for teacher to make their message more comprehensible to the students. In addition to being useful in understanding, code switching is also useful for students who want to express their opinions but they are less able to convey in the English language. A study conducted by Chen (2009) at secondary school English and science in Malaysia found code switching can be beneficial for

student because they are allowed to answer a question both in English and Bahasa Malaysia. This action can reduce the anxiety of the student to participate in the classroom activities.

In addition using code switching as methods from the teacher, students also used several strategies such as translating the language into Indonesian, guessing the context, and using visualization from the paper. As stated by Soruc and Griffiths (2018), they mentioned some strategies that is helpful for student to reduce their difficulties in the classroom such as guessing the context, using dictionary, using paralanguage (for example gestures), translating, using key word and using visuals. Ibrahim (2001) also added some statement which he said skills and strategies like scanning, skimming, contextual guessing of word, tolerating ambiguity, making interference, using background knowledge about the text etc. Are certainly useful in acquiring a second language literacy. As it can be seen from the data, some participants mentioned their ways to reduce problems in their English. In case of the first participants, he used the method guessing the context (EMI/MS/SRD/S1/121), then the second participant using a method like translated English language into Indonesia (EMI/MS/SRD/S2/067). Other than that second participant also mention that the teacher using the strategies like tolerating ambiguity as mention on (EMI/MS/SRD/S2/212) data.

"Guess first, **guess what the concept** is like that ..."

(EMI/MS/SRD/S1/121)

"e .. what is it like? E .. maybe there is a difficult sentence, **usually the teacher writes on the board, writes the words**, and then asks what it means, usually we don't ..., usually searching on Google"

(EMI/MS/SRD/S2/212)

"we were given a problem on paper. Well, usually **it is translated first to** after that we also discussed it ... well after that it was discussed by the teacher ..."

(EMI/MS/SRD/S2/067)

4.2.3. Benefit from English as a Medium of Instruction (EMI) Program

The teacher who come up with the strategies to overcome the difficulties of students in English, students who had followed the program English Science and Math for two years told that they have progress in English, (EMI/BN/SP/S3/060).They could feel the development of language and their confidence in speaking English even though it only for the class. In line with the findings, Dearden (2014) stated that EMI courses are beneficial to the student more specifically that students made a progress in English when they studied through EMI class.

"I am more fluent when compared to first grade. The problem that I have started now I get used to fell better using English. Although not for all"

(EMI/BN/SP/S3/060)

But unlike students who have average and low English proficiency, students who have better English stated that he gets less significant development of his English skill (EMI/BN/SP/S1/082).

"He.eh so e .. **not so taste it was not so significant (development)** because of the delivery of the teacher and the environment of his friends".

(EMI/BN/SP/S1/082)

From the interview data above, Students who had a high and average skill had a different progress on the language acquiring the second language. Ibrahim (2001) believes there are some factors causing the different progress as mention above (EMI/BN/SP/S3/060) and (EMI/BN/SP/S1/082). On his previous research Ibrahim (2001) said that the fact that the EMI classroom involves only one setting or context, certain language skill, certain language task, certain topics and certain purpose of communication suggests that it provides student and teacher only with formal register. This situation certainly will not allow them enough opportunity to develop the social function of language. Lee (2014) added that the view also fail to acknowledge the relationship between students' previous schooling practice and past learning experience and the social-political factors that shape these effort and its outcomes.

But the good news is all three participants admitted they felt helped by English, math and science classes because they had the experience of getting questions using English. Such as S3 who had experience working on math test questions using English (EMI/ BN/OAS/S3/030) or S1 who had the opportunity to take part in national competitions and sometimes some science and math questions were used English (EMI/BN/OAS/S1/104).

"e ... it doesn't really affect too much, **because it seems like there are a number of teachers there are tests or math practice questions ... usually math, e sir ... the teacher has questions at the end using English. Well, that's also one of the benefits,** so I can also learn ..."

(EMI/ BN/OAS/S3/030)

"Hem ... for me, I often take part in the Olympics competition... yeah, sometimes science sometimes math or even mixed it up. There is a feeling. **There are English language as an instruction in the question of the test**, and yesterday PDBS test which I come along to, but I didn't pass, only that".

(EMI/BN/OAS/S1/104).

In term of benefit from those EMI classes, student got a benefit to able answering the question which the test having English language as the medium of instruction. The fact that the goal of EMI is the content of instruction (meaning) rather than the English language (form) suggested that the second language can be acquire simultaneously or unintentionally (Ibrahin. 2001). This idea finds justification in krashen's Monitor Model (1982) in

which he believes that all of the respondents get the benefit where they experience having a test using English language as a medium of instruction.

BAB V

CONCLUSION AND SUGESSTION

This chapter will covers the conclusion of the research in brief which is the summary of the findings that I found in the interview section and the suggestion for the further research to a successful in English language as a Medium of Instruction (EMI) for junior high school stages.

5.1 Conclusion

In this research, the researcher tried to elaborate the findings and the existing studies from the interview's data. According to the findings, three students who had experienced the EMI class for two years voiced their obstacle during the program, such as lack of rapport that caused by the teacher focused on the material and the competency target, lack of discussion due to using only task-based learning which was answered the question in a piece of paper, the anxiety case of S2 and S3 are due to their lack of proficiency. However, the three students agreed that they got the benefit by taking the EMI program such as developing their self-confidence toward the English language for the average and low level students' English proficiency, and able to answered the math and science test for national competition or the senior high school selection.

Based on the findings, the researcher also found the student mention some of methods and strategies they used to resolve the difficulties. The most dominant methods used by the teacher and the student were code-switching. The use of two language in the EMI classroom help student to got an excessive understanding and also lower the student anxiety in English language.

5.2 Recommendations

Based on this research, the researcher would like to share some recommendation in order to improve further study on English as a Medium of Instruction field. Based on the researcher experience interviewing three junior high school students it was not easy to get the deep and meaningful answer. In order to get an in-depth answered based on the experience in asking the participants using a simple language and provided an example will make them easy to understand our question. Since this research focused on the students' experience, researching the perceptions of EMIs' teachers is also needed to understand the problems that occur in the classroom more deeply for junior high school stages. Another recommendation for interviewing the student, tried to be humble and friendly to the participant because it would be easier for us to get a smooth and natural answer from them.

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APPENDICES

Appendix 1 Interview Questions

Construct	Key – component	Sub – Component	Interview Question
The Challenges from English as a Medium of Instruction (EMI) program for student	Ibrahim (2001), stated that if a teacher has an inability of the English proficiency, this is considered as a threat for the student. This threat will leading to communication disruption, loss of rapport and lack of discussion (Ibrahim, 2001)	• Communication breakdown • Loss of rapport • Lack of discussion	1. What problem do you have in EMI Classroom? 2. What problems do you have when communicating with your teacher? What do you think of those problems? 3. How is your rapport between you and your teacher in EMI class? **4.** Based on your experience taking EMI courses, what do you think of your discussion with your teacher?
	Huang (2015), said that most students assume they cannot understand the materials really	• High level of comprehension from	5. How is your understanding of what your teacher has been explaining in

	well from their EMI lectures. (Huang, 2015)	their EMI lectures.	English? 6. How do you think your teacher explain the lesson in English?
	In Lee's research (2014), states that students who have low ability in English cannot find effective learning experiences (Lee, 2014)	• Correlation between Students' low proficiency and the effectiveness of the learning experience	7. How about your English proficiency? To what extend has your English improved through the EMI program? 8. Based in your experience taking EMI class, how effective do you think learning academic (non- English) subject through EMI?
	Many students are interested in joining the EMI program, however the students are also feel concerned about their level of English (Huang, 2015)	• Felt anxious because their Low – English Proficiency	9. Have you ever felt anxious using English language as your academic language? Why do you think anxious appear when using L2 in the non – English academic subject? 10. How do you handle your anxiety taking EMI courses related to your English proficiency?

The Benefits from English as a Medium of Instruction (EMI) program for student	EMI has benefits for students, one of the benefits of the EMI program is an increase on progressing the English language for studentby take the EMI program (Dearden, 2014)	• Students' progress in English when studied through EMI.	11. What are the benefits that you received of experience taking EMI courses for you?
	EMI offers students and teachers opportunities to speak English (e.g. in lectures, comments, discussions, presentations, interactions, tests, etc.) Another component responsible for second language acquisition. (Ibrahim, 2001)	• Speaking activities • Opportunities to acquiring SLA	12. What is the positive impact by taking EMI courses? What are the other opportunities or benefits besides acquiring the second language?
Method and Strategies to overcome the challenges	The EFL field now recognize the principled code-switching could be beneficial for L2 learning in a classroom situation. Clearly this may also be applicable to the EMI classroom (Dearden, 2014)	• Code switching in EMI classroom	13. What do your teachers do when the students have no idea about that?

of Englis as a Medium of intruction (EMI)	The primary function from switching into mother language is to facilitate their understand and build their vocabulary knowledge. (Chen & Ting , 2009)	• Code – switching facilitating students understanding, • Code – switching building students vocabulary	14. What do you think from doing code – switching in the EMI class? 15. What is the problem by using the code – switching in EMI class and please explain it?
	Soruc and Griffiths (2018), mention some strategies to reduce the difficulties while student having a foreign language class by doing guesting the context, using dictionary, using paralanguage (for example gestures), translating, using key word and using visuals. (Soruc and Griffiths, 2018)	• Guessing the context • Dictionary • Paralanguage • Translating • Key word • Visualization	16. What are your strategies if you had difficulties with your teachers' explanations using English language in front of the classroom? 17. What are strategies your teacher use in the classroom? 18. Which the strategies that you and your teacher usually used in the classroom? 19. What are the pros and cons using those strategies for you? How is it? 20. Overall/ of all of the above strategies

			mentioned above, is there any other strategies that you use? May be your very own strategies that work for you? Kindly explain

Appendix 2 Interview Transcript

NARASUMBER 1 (High – Proficiency)

A		Oke, sekarang Titan kelas 9 Ya?
S1	1	He.em....
A		Berarti udah eh nggak ada UN ya? Dihapus?
S1	2	Nggak ada dong, he.em...
A		Enak banget ya...
S1	3	Em...
A		e.. terus kalau misalkan perpisahan sekarang jadinya gimana?
S1	4	Ya... nggak tau sih kalau itu belum ada rencana. Makanya diundur sampai emnga sampai bener-bener aman. Entah itu dari SMA atau sampai gimana...
A		Em.. berar, kan sekarang bulan april eh sekarang bulan mei... udah ...
S1	5	Mei
A		Udah Uas belum, sekolah?
S1	6	e... belum,
A		Belum yah..
S1	7	Di tiadakan juga katanya..
A		Ditiadakan juga? (suara bayi dibelakang)
S1	8	Emang sekarang nggak ada, nggak ada kaya e.. pemberitahuan lagi lebih lanjut or what ever
A		Oh.. tapi kalau kelas online masih ada sampai sekarang?
S1	9	Masih..
A		Em.. enak juga, eh Ya Allah jangan hehehehe... gegara korona nih... tapi sehat – sehat kan?
S1	10	Sehat- sehat
A		Selama karantina ngapain aja nih dirumah?
S1	11	Em... banyak... nggak bisa di sebutkan satu persatu..
A		xixixi... salah satunya nyuci... ngepel gitu nggak ?
S1	12	He.eh
A		Hehehe.. jadi anak rumah tangga. Titan aku mau nanya nanya nih tentang sekolah...
S1	13	Okei, gimana?
A		Jadi kemaren pas aku PPL disana itu aku e... ada denger namanya e... English for science and math programm itu ya?
S1	14	He.eh
A		Nah, boleh tau nggak program nya itu kaya apa?
S1	15	Okei, jadi program nya itu pada dasarnya itu mendidi e itu, pengajaran diluar jam formal ya, itu pagi jam enam seperempat sampai jam jam tujuh. Kalau yang kelas tujuh itu yang hari selasa sama kamis kalau yang kelas delapan hari rabu sama sabtu kelas sembilan itu udah nggak ada.
A		Em...
S1	16	Nah itu, isinya tentang e.. pelajaran biasa.. matematika bahasa inggris, e sesuai materi sekolah. Biasanya kek guru pengajar jam pagi itu sama matematika ipa itu

		kaya kolaborasi. Jadi apa yang mau di ajarin. Cuma kalau pelajaran biasa itu pake bahasa indonesia yang jam pagi itu pakai bahasa inggris. Gitu aja..
A		Em... berarti materinya sama? Sama yang dikelas?
S1	17	Sama
A		Oh.. ada matematika sama bahasa inggris kan ya.. eh matematika sama ipa
S1	18	Matematika dalam bahasa inggris dan ipa dalam bahasa inggris
A		He.em kalau guru nya sendiri itu, bu guru yang emang disekolah atau guru dari lain?
S1	19	Kalau yang tahun ku, yang pas aku kelas tujuh sama kelas delapan full dari luar tapi nggak tau dari mana, nah tapi kalau yang tahun ini ada satu yang dari dalem.
A		Em... tahun ini ada satu dari dalem. Siapa itu kalau boleh tau?
S1	20	e... miss sunny.
A		o.. key.. a... berarti, guru-guru tersebut ngajarkan mata pelajaran itu pake bahasa inggris kan ya?
S1	21	Iya.
A		Nah, susah nggak sih menurut titan, maksudnya e...
S1	22	Enggak...
A		Serius? Karena pelajaran itu punya ininya sendirikan? Target pencapaian nya sendiri? Menurut titan itu
S1	23	He.eh
A		Efektif nggak sih pakai bahasa inggris?
S1	24	e... enggak.
A		Kurang? Kurang efektif atau apa emang nggak efektif sama sekali?
S1	25	Kurang kurang. Sebenernya tuh, eh kalau kerasanya dari apasih manfaatnya kita belajar ipa matematika pakai bahasa inggris kayak belum ketemu bagi sebagian orang. Tapi kalo kemaren kan ada PPDB SMA. Nah, beberapa SMA itu adayang emang butuh tes nya pake inggris for math and science, jadi kepake nya tuh baru di detik itu.
A		Em... jadi kalau untuk emang..
S1	26	Trus sekarang
A		Kelas reguler itu nggak begitu kerasa tapi kalau ada tes kaya gitu baru kerasa?
S1	27	He.eh itu baru kerasa... soa.. tapi kan juga karena kita kelas tujuh sama delapan nggak kepikiran sampe situ dan ya kita nggak pernah kebayang apasih manfaat dari kita belajar itu. Jadi kita nggak punya niat mau belajar ini
A		Em... karena nggak niat berarti kaya... apa ya... ke..
S1	28	Apa yang disampaikan tuh...
A		Ke efektifannya kurang...
S1	29	Ho.oh kurang efektif...
A		Em...
S1	30	Mayoritas seperti itu.... termasuk saya dalam beberapa waktu.. nah..
A		Em... kalau.. e... kalau dari ini sendiri masalahnya nih. Guru kan menjelaskan menggunakan bahasa inggris kan ya? Nah masalah yang kamu hadapi selain kurang, ngerasa kurang efektif itu apa?
S1	31	e.. kalau komunikasi sama materi bahasa inggris nya sih aku nggak masalah ya kek... ya enjoy enjoy aja aku dengerin aku ngomong pakai bahasa inggris. Kalau dari segi komunikasi nggak masalah soalnya kalau se... interaksi sama gurunya yang diluar pelajaran. Maksud ku kadang itu guru yang jelasin materi kadang

		pakai bahasa indonesia. Jadi...
A		o...
S1	32	Nggak masalah..
A		Jadi nggak, masalahnya itu nggak begitu berasa ya...
S1	33	Ho.oh
A		Tadi tadi bilang, kalau interaksinya itu kaya gimana? Interaksi sama bu gurunya nya itu
S1	34	Gimana?
A		ee... jadi apa ya kurang, kurang baik atau masih bis..
S1	35	Ah kurang baik. Perhatiannya kurang
A		Karena terlalu fokus sama bahasa inggris nya atau gimana?
S1	36	Terlalu fokus sama dunianya sendiri..
A		Hehehe.. dunia sendiri? Dunianya sendiri gitu?
S1	37	Eh nggak, ya kaya di cek lah atau ngerjain pr pagi-pagi kalau mau jujur ya kaya gitu
A		Em.. jadi partisipasi siswa di dalem kelas itu jadi berkurang ya?
S1	38	He.eh
A		Bukan karena, bukan karena interaksinya doang ya.. gitu. Mungkin karena interaksinya kurang jadi kurang *enganggging* trus akhirnya siswa melakukan kegiatannnya masing masing gitu?
S1	39	Bisa jadi...
A		Em.. pernah nggak sih e.. jadi ada... titan nih berpartisipasi dalam kelas kek bertanya memberikan opini atau berdiskusi sama gurunya gitu. Ada nggak sih masalah ngerasa oh kaya kok aku maksud ku tuh bukan kaya gitu bu. Kaya jadi salah paham gitu?
S1	40	Em.. pernah.. pernah.. tapi aku ngomomgmya pake bahasa indonesia... kalau aku debat ngga bisa pake bahasa inggris
A		Em.. tapi kalo bertanya gitu pernah pake bahasa inggris?
S1	41	Sering tapi ngga selalu
A		Em.. jadi masih blended ya kelasnya, masih ada pake bahasa indonesia sama bahasa inggrisnya.
S1	42	Ho.oh
A		e... kalau mislkan dikira-kira berapa persen sih antara bahasa indonesia sama bahasa inggris nya dikelas?
S1	43	Kalo dikelas yang pagi itu?
A		He.em
S1	44	Kelas yang math and science?
A		Iyak
S1	45	Tujuh puluh tiga puluh lah. Tujuh puluh nahasa inggris tiga puluh indo
A		Em... berarti kebanyakan e gurunya itu lebih banyak menjelaskan pakai bahasa inggris didepan kelas?
S1	46	Ho.oh iya, kalo kalo kalo menjelaskannya tetep pakai bahasa inggris
A		Em.... karena guru menjelaskannya pakai bahasa inggris, kebanyakan 70% itu kira-kira kamu ngerti nggak sih, paham nggak sih apa yang dijelasin pake e.. yang dimaksud sma bu guru itu? Pake bahasa inggris itu?
S1	47	Paham..
A		Paham?

S1	48	Paham.
A		e... biasanya ada kesulitan nggak untuk memahami? Emang karena bugurunya emang udah bahasa inggris nya udah baik atau emang pelajarannya emang udah dimengerti duluan sebelum dijelasin sama gurunya?
S1	49	Em... ada suatu kasus dimana pelajaran yang dipagi itu ngedahuluin jadi sebelum kita sebelum nyentuh pelajaran normal itu yang diajarin pake bahasa inggrisnya dulu. Tapi yang diajarin pas pagi itu kan masih simple banget yah jadi kalau misalnya dibahasa indonesiakan anak SD pun ngerti.
A		Em... jadi pake bahasa inggris yang sederhana ya? Nah berarti..
S1	50	Tapi...
A		Kaya gimana?
S1	51	Tapi mungkin yak kecuali kalau misalnya pelajaran pelajaran kelasnya biologi. Biologi kan ada kaya istilahnya, istilah yang agak ribet sama gimana merangkai kata itu menjadi suatu kalimat yang bilogis itu yang kadang jadi agak bingung
A		Bingung ya? Em... bentar. Kalau kaya gitu aku tanya dulu kesitu deh. Itu namanya tuh technical term dimana itu emang muncul e.. bahasa – bahasa itu muncul diranah tertentu. Misalkan kaya bahasa eh biologi tadi ya..
S1	52	He.eh
A		Nah.. gimana sih cara guru tuhngejelasin technical term tadi tu.. biasanya ngejelasin nya kaya gimana? Biar siswanya ngerti gitu...
S1	53	Eh... kan biasanya lebih.. lebih pengaruh dalam bentuk kalimat yah jadi kalimat itu kek di translate dulu biasa terus di kek ambil kesimpulannyajuga kesimpulannya dari bahasa inggris itu apasih trus dibahasa indonesiakan lagi trus kaya a...baru di bahas dari segi ilmiah..
A		Baru dibahas dari?
S1	54	Segi ilmiah,
A		Em... tapi tetep pake bahasa inggris
S1	55	Tapi ya..
A		Kan?
S1	56	He.eh
A		Berart pertamanya dijelasin, di am..
S1	57	Kek pertamanya di translate dulu ke indonesia, terus ke indonesia terus baru kayak diambil kesimpulan maksudnya itu maksud dari kalimat itu apa. Maksud dari kalimat itu apa.. trus nanti dikomunikasikan dalam bahasa inggris
A		Oh.. baru dielaborasi lah ya...
S1	58	Iyah...
A		Tap... e ini ada berarti ada e... waktu diaman guru juga menjelaskan menggunakan bahasa indonesia kan yah?
S1	59	Ada..
A		e... nah itu namanya code-switching yah, untuk menjelaskan
S1	60	Namanya apa?
A		Code- switching, jadi dia e mengganti bahasa yang tadinya bahasa inggris ke bahasa ibu atau bahasa indonesia kaya gitu. Itu kan untuk menjelaskan untuk lebih lanjut tentang technical term tadi bahasa-bahasa biologi tadi, nah menurut
S1	61	Oh...
A		Titan nih. Gimana nih kalo ketika e.. guru tuh menggunakan bahasa indonesia

		yang di.. yang seharusnya pake bahasa inggris ? kan jadinya kurang ini yah
S1	62	Nggak pas yah
A		Kurang konsisten kan yah?
S1	63	Iyes..
A		Kalau menurut titan..
S1	64	Nggak pas menurut ku..
A		Nggak pas nya kaya gimana?
S1	65	Nggak pas kaya, e maksud dari inggris itu dan cara mereka mengajar itu ... nggak pas jadi, yang kaya kita bisa ambil tuh kurang.
A		Em... berati e.. mungkin nggak efektif lah ya maksudnya
S1	66	He.eh intiny, soalnya kan kayak e... tujuannya kita tuh biar paham gimana maksud dari bahasa maksud dari matematika sama ipa itu dalam bahasa inggris tapi kalau misalnya dijelaskan dalam bahasa indonesia, terus kan yang menjadi tugas guru adalah menjelaskan dalam bahasa inggris biar kami paham bahasa inggris
A		He.em.. ck.. okey.. jadi merasa kaya nggak pas di ini lah yah.. konsistensinya..
S1	67	Hem..
A		Kalau setau titan nih.. bahasa inggrisnya bu guru yang menjelaskan menggunakan bahasa inggris itu gimana? Dia menggunakan bahasa yang cukup baik, misalkan udah pake grammar... grammmar yang tepat... terusmudah dimengerti atau sekedar mudah dimengerti sama anak- anaknya aja?
S1	68	Eh... kalau aku sih, aku yang nggak modelannya yang nggak paham banyak tentang grammar. Aku bakalan nganggap grammar gurunya udah bagus di grammar... tapi kalau dari segi gimana kita menerima itu, menurutku yo... udah lumayan dengan tipikal guru kan beda-beda dan Guru yang kita dapet itu kadang ganti-ganti jadi ya tetep ada guru yang emang yang nyampeinnya itu enak nyampeinnya itu bahasanya bahasa yang komunikatif ada yang emang enggak...
A		Ada yang emang kek terpaku sama buku?
S1	69	He.eh
A		Kalau titan sendiri nih... bahasa inggrisnya titan udah sampai mana kira-kira? Udah...
S1	70	Sekarang?
A		e... se... se... sebelum. Sebelum mengikuti program itu?
S1	71	e... kalo dari skala satu sampai sepuluh kalau dianggap sepuluh itu seratus semua mungkin ya... lapan setengah sampai sembilan
A		Delapan setengah sampai sembilan? Kalau kaya gitu? Dulunya sebelum ikut program itu titan udah mengerti belum orang ngomomg pakai bahasa inggris trus titan oh langsung ngerti maksudnya atau masih e... itu tuh harus tertulis semuanya? Baru titan ngerti?
S1	72	Aku baru dengerin udah bisa langsung ngerti tapi kalau ngomong langsung mungkin untuk ngomong apa yang dipikiran ku di komunikasiin dalam bahasa inggris masih agak susah
A		Oh... berarti udah sampai listeningnya yah.. listeningnya udah lumayan e...
S1	73	Yes...
A		Ada. Terus adanggak sih kerasa apa yaoeningkatan. Peningkatan dari ikut program itu? Setelah itu?
S1	74	e... ada. Jelas kalo peningkatan nya ada. Tapi nggak begitu signifikan kayak yang

		didapetin yang... kemampuan kita tau kosa kata dalam bahasa inggris nya sederhana
A		Em... jadi lebih banyak vocabulary walaupun itu bahasa bahasa ilmiah ya...
S1	75	Iyes..
A		Kalau nge rasa before after nya? Before after itu? Ikut program ini? Misalnya... dulu ngomngnya Cuma sedikit – sedikit sekarang jadi lumayan aktif atau gimana? Sampai sejauh mana sih bahasa inggrisnya sekarang? Berkembangnya?
S1	76	Em... kalo di kelas udah juga aku kalo bahasa inggrisnya agak dominan untuk mengeluarkan suara tentang sesuatu
A		Berarti seka..
S1	77	Jadi
A		Sekarang
S1	78	Tapi, aku kelas tujuh juga gitu... before afternya nggak begitu kerasa
A		Em... emang dari dulu titan udah aktif ya bahasa inggrisnya?
S1	79	Yes..
A		Cuma mungkin waktu awal – awal speakingnya belum begitu terkumpul tapi begitu ikut program ini jadi lumayan membangun speakingnya titan... atau emang udah ada?
S1	80	Kalau bisa diblang udah ada dari dulu...
A		Udah ada?
S1	81	Udah dari SD
A		Hem..
S1	82	He.eh jadi e.. nggak begitu kerasa itu tadi nggak begitu signifikan karena dari penyampaian guru dan lingkungan teman – temannya.
A		Kalau dulu berarti waktu SD tuh ada ikut ikut les bahasa inggris atau udh emang sekolahnya dulu waktu SD ada program yang menunjang bahasa inggris lebih tinggi?
S1	83	Ada, aku ikut les satu setengah tahun tapi kalau dari SD nggak begitu ngelatih bahasa inggris. Aku ngelatih sendiri bahasa inggris dari rumah.
A		Em... kaya gimana biasa latihannya?
S1	84	e... kalau aku tuh pake video video bahasa inggris gitu yang berbau edukasi misalnya dari national geographic atau ted X dan sebagainya
A		Em.... aku mau nanya lagi nih kaya seberapa efektif sih belajar mata pelajaran lain tapi pake bahasa inggris? Titan kan belajar ipa sama matematika itu kan pake bahasa inggris ya?
S1	85	He.eh
A		Pelajarannya itu jadi lebih efektif nggak sih buat titan ? untuk dipelajari gitu? Atau malah jadi mengurangi minatnya titan untuk belajar mata pelajaran tersebut?
S1	86	Kalau mengurangi minat nggak, tapi kalau naikin minat juga nggak. Konstan jadi ada nggak nya pelajaran itu nggak pengaruh banget.
A		Enggak pengaruh banget?
S1	87	He.eh
A		Jadi ya dijalanin aja gitu ya?
S1	88	He.eh
A		e... kalau menurut titan sendiri nih setelah dua tahun hampir iyah dua tahun lah ya ngikutin program English..

S1	89	Gimana?
A		Selama dua tahun itu, ngikutin program English for science and math problem masalah apa yang titan rasain selama dua tahun? Apa aja itu masalahnya?
S1	90	Nggak ada
A		Misalnya kelas kepagian atau e karena kepagian jadi belom nyambung... atau kaya gimana gitu?
S1	91	Aku biasanya udah disekolah jam enam kurang seperempat jadi kepagian nggak masalah. Aku yang lebih masalah sama gurunya, yang bikin kita nggak dong dan nggak nyambung dan gurunya unfriendly jadi itu yang masalah.
A		e.. gurunya unfrienly gitu ya?
S1	92	Iya
A		Kalau kaya gitu, berarti guru nya itu kan emang ngikutin buku banget gitu ya. Biasanya guru yang unfriendly itu karena dia tuh e... terlalu mengikuti kompetensi yang harus dicapai... makanya dia itu fokus pada pelajarannya nih..
S1	93	He.em
A		Nah menurut titan.. gimana sih biar apaya nge handle problem itu, karena guru nya unfriendly
S1	94	e.... karena itu emang udh tipikal gurunya ya udah kita memang imposible buat ngerubah ya.. satu satu nya cara atau nggak ada cara lain kita nya yang aktif. Murid nya yang aktif e... buat cairin suasana emang butuh peran siswa nggak Cuma gurunya aja gitu...
A		Em... tapi karena e... unfriendly itu ke ini juga nggak ke... apah.. keganggun ngga ke pelajarannya? Kenilainya titan?
S1	95	Ya, ya ke ganggu soalnya kan kalau kaya gitu kan kaya jadi nggak niat gitu to...
A		He.em
S1	96	Kaya gurunya sendir kaya tidak terlihat ingin mengajar juga kenapa kita harus terlihat ingin diajar oleh gurunya...
A		He.em jadi partisipasi didalam kelas pun jadi berkurang kalo kaya gitu ya. Hampir anak – anak se... hampir semua anak-anak kaya gitu..
S1	97	Iyes...
A		e.. karena titan sendiri tadi bilang harus berpartisipasi aktif di... kelas, dan tadi titan juga pern... ada bilang kalau e.... bertanya itu biasa menggunakan bahasa inggris tapi berdebat masih menggunakan bahasa indonesia ya...
S1	98	He.em
A		Pernah nggak sih titan ngerasakhwatir atau ragu gitu mau bertanya pake bahasa inggris...
S1	99	e... kalau ragu nya sih nggak soalnya kalo aku nggak tau bahasa inggrisnya aku langsung pake bahasa indonesia...
A		Em... jadi ada perca.. tenta... campur ya bahasanyanggak full seratus persen bahasa inggris.
S1	100	He.em
A		Tapi kalau untuk, pernah nggak sih deg degan dulu sebelum nanya atau nanya dulu ke temen sebelah nya ini maksudnya apa tapi akhirnya titan nanya ke bu guru gitu ngerasa, ngerasa apa ya takut gitu untuk bertanya pernah nggak?
S1	101	Eh... enggak sih aku bawaannya udah PD duluan
A		Oh... berarti em.. bisa dibilang sebenernya titan itu enjoy juga sih dikelas bas e... English for science and math ini ya kan?

S1	102	Em.. emang
A		hmm... kalau titan ini kan jadinya e... enjoy seneng gitu kan yah ngikutin program ini,
S1	103	He.eh
A		Ada nggak sih kerasa manfaat sama keuntungannya setelah dua tahun ikut program ini...
S1	104	Hem... kalau aku kan juga sering ikut olimpiade – olimpiade gitu... ya ipa sama kadang mtk juga di campur itu sih ada kerasa ada soal – soal bahasa inggrisnya sama tes yang kemaren PDBSyang kemaren itu yang kebetulan ikut tapi nggak lolos, itu juga kerasanya disitu doang.
A		Karena itu, e.. pas yang di olimpiade itu dia menggunakan bahasa inggris?
S1	105	He.em
A		Em... jad..
S1	106	Beberapa soal
A		Em... jadi kalo untuk secara langsung dikelas meingkatkan nilai itu nggak bukan itu targetnya tapi ketika ada lomba atau olimpiade itu. Itu sangat membantu ya?
S1	107	He.em
A		Selama mengikikuti program itu, kamu sekarang menggunakan bahasa inggris lebih lancar nggak sih? Dari yang sebelumnya gitu kan walaupun udah punya basic tapi kan ada yang namanya tadi terbata – bata jadi lancar gitu kan... kalau menurut titan sendiri secar.. sekarang ini menurut titan e.. udah lancar belom? Ngomong bahasa inggrisnya? Untuk segala hal gitu?
S1	108	Kalau segala hal belom, kalau skala in satu sampe sepuluh mungkin sembilan
A		Sembilan.. berarti kalau untuk debat udah bisa?
S1	109	Kadang tergantung isinya apa
A		Tergantung topiknya yah.. selain.. selain positif e... impact atau manfaat dari.. kelas tadi tuh kan e... titan sekarang lebih ngerasa lumayan lah ya bahasa inggrisnya lebih baik kalau menurut titan
S1	110	Lebih baik sih
A		Kalau menurut titan sendiri itu, e.... positif impact selain itu apa aja?
S1	111	Hem... maksudnya selain dari segi akademik yang kita dapet?
A		Iya..
S1	112	Nggak ada..
A		Mungkin lebih percaya diri gitu ada? Ngerasa lebih percaya diri..

S1	113	What's?
A		Mungkin lebih percaya diri...
S1	114	Sorry re-connect
A		Hehehe.. he.eh nggak papa...
S1	115	e... ndak juga soalnya kalau dari lima e... empat puluh lima menit pagi itu... dominan nya itu masih ke sekolah sama pelajaran reguler sama e... untuk speaking class di siang...
A		Em... English yang untuk ini ya... e... ada kelas bahasa inggris lagi kan ya dikelas siang itu...
S1	116	He.eh ekskulnya wajib
A		Hem...kalau pernah nggak merasa terbantu gitu baca... baca... sumber informasi yang emang bahasa inggris.. misalkan juga pernah nggak ngerasa terbantu e...

		bisa baca caption yang bahasa inggris di instagram atau di youtube gitu?
S1	117	Terbatu sih terbatu tapi kalau di jam science and math itu nggak signifikan
A		Nggak begitu signifikan ya
S1	118	He.eh
A		Kalau titan itu.. tadi itu kan ee..bilang nggak ngerti bahasa inggrisnya titan bakalan pake bahasa indonesia ya ngomongnya
S1	119	He.em...
A		Ada nggak sih e.. titan punya strategi untuk berbicara atau menggunakan bahasa inggris gitu? Selain ganti langsung ke bahasa indonesia. Misalkan bu guru itu ada bahasa – bahasa yang nggak titan ngerti, titn itu langsung nanya ke buguru kaya bu itu apa artinya atau Cuma nebak aja artinya apa.. oh... itu atau langsung buka kamus gitu? Ada nggak?
S1	120	Kalau buka kamus jarang tapi kalau udah nggak ketebak baru aku tanya...
A		jadi langsung nanya gitu?
S1	121	Nebak dulu, nebak kaya digabungin konsepnya apa gitu..
A		Em...
S1	122	Kalau misal kalimat sebelumnya atau kata sebelumnya bahasa ini nanti setelahnya ini kan kek kena itu maksud kata nya apa. Kalau misal udah yakin nggak aku tanya tapi kalau ragu aku tanya...
A		Kalau klau dari bugurnya sendiri waktu ngejelasin bahasa yang ipa nggak dimengerti gitu kaya misalkan ada bahasa penyakit pernafasan atau apa gitu gurunya itu kan tadi kata titan translate dulu kebahasa indonesia
S1	123	He.em
A		Terus abis itu diambil kesimpulannya pake bahasa inggris baru dijelaskan kembali pakai bahasa inggris ya...
S1	124	He.em
A		Pernah nggak sih gurunya pake visualisasi gitu? Untuk menjelaskan
S1	125	Eng.. gak.
A		Nggak? Langsung aja? Emang kaya gini emang.... kaya gini systemnya translate dulu kebahasa indonesia?
S1	126	He.em kalau misalnya visualisasi juga kita mau mengvisualkan itu pake apa trus juga kalau misalnya pake yang ada di tubuh kita sendiri itu juga e... butuh kreativitas tinggi
A		Em.. menurut tian apasih pro sama conranya pake system translate ke bahasa indonesia abis itu ambil keimpulan baru dijelaskan lagi pakai bahasa inggris? Itu menurut titan kebai kebaikan tuh apa yak manfaatnya tu kaya gimana yang jeleknya itu kaya gimana? Kaya kekurangan sama kelebihannya
S1	127	Kalo kalo pro nya kek kita jadi tau kay sturuktur dari kalimatnya itu apa kata katanyaterus gimana cara kita menyusun kata sama soalnya itu kan kaya dipisah bikin kita berpikir dulu jadi kek kita yang dimaksudnya itu... trus kalau misalnya ada teks gitu cara nya jadi kita paham maksud dari teks nya itu. Tapi kontranya nggak semua orang paham bahasa inggris.. dan nggak semua orang langsung bisa e... keyak oalah maksudnya gini toh... kalau udah di bahasa indonesian masih ada yang masih perlu mikir soalnya e... nggak semua orang gaya belajar nya yang visula. Kan ada yang kinestetik dan sebagainya jadi e... tidak semua orang itu bisa nerima gaya pembelajaran kaya gitu. Trus juga kadang boring yah... jadi, yah mengurangi interest nya kami.

A		Pernah nggak ada kejadian kaya misalkan guru ini ngejelasin tentang hormon. Tapi siswanya ini nggak ngerti ngerti maksud dari materinya ini gitu akhirnya itu gurunya ngulang ngulang ngulang kaya gitu pernah nggak? Atau ah nyerah gitu gurunya..
S1	128	em... sebenrnya kalau kasus pernyataan pertama yang nggak paham itu sering banget mungkin tapi kalau ngulang nya nggak e... jarang banget maksimal ya dua kali lah ngulang kenapa karena orang – orang yang emang dia itu nggak paham sampai titik terakhirnya itu, jarang tanya.
A		Jarang ditanya?
S1	129	Jarang tanya, dia kayak nggak pernah dan nggak mau ngungkapkan apa yang di rasain tentang perasaan itu
A		Jadi pasif ya?
S1	130	Pasif
A		Jadi kalau menurut titan selain masalah dari bu gurunya itu selain boring itu apa? Kurang aktif atau kaya gimana gitu gurunya?
S1	131	Selain masalah
A		Kalau masalahnya selain boring itu, ya...
S1	132	Gimana?
A		Gimana selain boring tadi ?
S1	133	Sebenernya berujung pada boring juga mereka sistem pembelajaranya Cuma satu pake worksheet – worksheet yang di bagikan terus dibahas gitu selesai..
A		He.em. Cuma satu itu aja?
S1	134	Iya nggak ada inovasi
A		Oh...
S1	135	He.eh
A		Nggak ada misalkan main games gitu atau ... gimana gitu...
S1	136	Enggak, nggak ada
A		Kalau pengambilan nilainya kaya gimana?
S1	137	Tes pake worksheet itu juga. Maksudnya kaya misalkan minggu pertaman minggu kedua kita bahas worksheet bab A terus minggu ke empatnya ujian – ujian tentang bab A itu. Ya kayak review materi – materi yang ada di worksheet nya itu aja
A		Jadi sistemnya lebih ke review materi yah. Materi lewat worksheet
S1	138	Iya...
A		Kalau menurut titan sendiri ada nggak sih mungkin masukkan dari titan gimana biar kelas itu lebih interaktif leboh banyak yang sukak kaya gitu
S1	139	Em... e.. pertama kalau aku tidak aku nggak begitu suka yang nyalahin dari segi siswanya hehehe...
A		He.em
S1	140	Yang pertama itu milih gurunya, milih gurunya itu yang memang mampu untuk komunikatif sama siswa. Itu kunci utamananya setelah itu mungkin ya biarkan guru itu berinovasi dengan cara mereka sendiri atau mungkin mereka inovasi bareng bareng atau ada satu kelas dimana satu kelas itu satu angkatan. Ya soalnyakan cara pengajaran itu bisa juga keluar dari siapa gurunya. Sebereapa kreatif gurunya dan seberapa pinter guru itu nyampein pembelajaran.
A		Em...
S1	141	Nah setelah guru nya bisa mekanismenya bagus nantikan siswanya jadi kaya

		enjoy. Mereka jadi tertarik ngikutin dan nggak jadi bosen. Setelah itu tujuannya bisa tercapai.
A		Kalau menurut titan sendiri komunikatif itu, komunikatif yang kaya gimana?
S1	142	Komunikatif yang gimana, e.. apa yang dimaksudkan guru sama apa yang kaya dimaksudkan siswa.
A		Yang dimaksudkan guru sama dengan yang dimaksudkan siswa maksudnya?
S1	143	Jadi kaya e... gurunya maunya nyampein A B C D siswanya, e muridnya itu nek A B C D nggak A C B D nggak A C D B
A		Sesuai urutan ?
S1	144	Katanyakan kan komunikasikan cara untuk menyampaikan pikiran kan, jadi komunikatif nya disini berarti em... apa yang pelajaran yang di kasih sama gurunya itu, apa maksudnya gurunya itu tu sampai ke siswa itu bener – benr paham apa maksudnya.
A		Mungkin cara penyampainnya lebih tertata kali ya? Dari yang lebih rendah agak tinggi, lebih tinggi.
S1	145	He.eh he.eh iya. Gampang
A		Okei deh makasih lo titan udah ngebantuin aku buat ngumpulin data data kaya gini
S1	146	Yes... sama sama

BIODATA NARASUMBER 2 (Low – Proficiency)

S2	1	Kadang ngerti, kadang nggak.
A		Kadang ngerti?
S2	2	Kalau nggak aku biasanya ...
A		Kalau nggak ngerti kaya gimana?
S2	3	Kalau nggak ngeti biasanya nanya temen
A		Nanya temen?
S2	4	Kalau nggak tanya gurunya. Nanti kalau nanya langsung dijelasin
A		Biasanya kalau dijelasin sama bu gurunya kaya gimana?
S2	5	a... kadang make indo sih, jelasinnya.
A		Tapi biasanya a... langsung pake bahasa indonesia atau langsung pakai bahasa inggris dulu ?
S2	6	Inggris dulu
A		Inggris dulu abis itu kalau belum ngerti baru pake bahasa indonesia?
S2	7	Iya...
A		o.. ke.., e... kalau misalkan jarang mengerti sulit untuk mengerti gurunya nih, waktu menggunakan bahasa inggris. Kira-kira kalau dari celin sendiri itu apa yang buat sulit?
S2	8	Em... apa ya... mungkin pengucapannya itu kan gurunya udah lancar jadi kadang masih bingung buat ngikutin
A		Pengucapan dari gurunya ya?
S2	9	Iya..
A		Ke- inggrisan banget atau ada jawa- jawanya?
S2	10	Ke inggrisan banget
A		Ke inggrisan banget yah... berarti bu guru-nya bahasa inggrisnya e... lumayan tinggi ya?

S2	11	Iya...
A		Kalau gitu, sebenernya bu gurunya nih menurut celin. Biasanya pake bahasa inggris yang sederhana atau emang bahasa inggris yang e... ke ipa- ipaan banget sama matematikaan banget?
S2	12	e.... Sederhana sih, Cuma emang banyak istilah ipa ya tetep aja ada banyak ipa ipanya hahaha... gimana ya...
A		e... berarti yang bikin sulit itu malah pelajarannya ya. Karena pelajaran itu ipa banyak bahasa asing makanya itu yang mempersulit celin?
S2	13	Iya!...
A		Hem... berarti tadi kan sama pengucapan bu guru ya sama masalah pertama untuk e... dari gurunya. Terus selain itu, misalkan gurunya kecepetan nggak ngomong bahasa inggrisnya? Atau sedeng-sedeng aja...
S2	14	Jadikan itu guru nya banyak, nah itu ada yang cepet ada yang sedeng gitu.. tergantung sih gurunya.
A		Banyak apa nya nih?
S2	15	Itu... apah... guru nya tuh banyak.. jadi kadang entar ganti-gantian. Kan nanti ada lima kelas A B C D E. Nah, itu kan berarti nanti gurunya beda-beda. Nnti kadang di gilir gitu.
A		Em... misalkan dari tadinya dia di kelas A besok nya dia di kelas B kaya gitu ya?
S2	16	Iya..
A		Rolling ya?
S2	17	Iya..
A		Em... key.. tapi kalau kaya gitu mempengaruhi juga nggak sih ke celin nya kaya udah nyaman sama guru yang ini, tapi malah di ganti jadi harus mulai lagi dari awal atau sama aja?
S2	18	Jadi itu tuh di gantinya perbulan jadi ya.. nggak terlalu mempengaruhi juga
A		Per bulan baru di ganti?
S2	19	Iya
A		Em... perbulannya itu per bulan misalkan awal mei ke akhir mei atau per-bab
S2	20	Per bab..
A		Per bab? Em.. okey..
S2	21	Iya
A		Terus kalau kaya gitu, e... celin ada masalh nggak si sama gurunya. Mungkin kaya masalah apa sih celin hadapin di kelas itu.. dengan bu guru yang kaya gitu gitu...
S2	22	Em... nggak ada..
A		Nggak ada? E... kalau misalkan salah satunya contohnya nih.. kalau bu gurunya itu.. e... terlalu patokan sama kerjaan maksudnya kalo nggak salah itu di kelas ini dibagiin kertas-kertas gitu kan yah buat ngerjain soal ?
S2	23	Iya... iya
A		Nah ada nggak sih bu guru yang kira-kira, itu tuh Cuma nomor satu pokoknya harus kaya gini- kayak gini – kayak gini. Nggak tau nih siswanya bisa apa nggak, kaya gitu ada nggak? Atau memang semuanya sudah dijelaskan
S2	24	Ada sih... pernah
A		Kaya gimana itu boleh dijelasin?
S2	25	Jadi pernah waktu ngerjain soal, kan e... dibagi misal kaya A B C D E. Misalnya A suruh,ah apah yah gimana yah... e... misalnya yang A itu paligan terus yang B itu Essay gitu kan...

A		He.em
S2	26	Nah itu biasanya langsung kasih jawaban. Jadi, bener apa nggak ya kalau bener yaudah lewat kaya gitu...
A		Em... ada yang nggak di bahas kalau kaya gitu sama bu gurunya?
S2	27	Ada...
A		Tapi pernah nggak misalkan semua rata-rata kelasnya udah bener oke... lewat aja gitu ya jawabannya, terus celin bagian nya tuh “ih tapi punya ku tuh salah trus aku nggak ngerti caranya” kalau kaya gitu celin nanya ke gurunya “ bu saya salah, ini nya boleh minta tolong jelasin” atau yaudahlah ikutin temen temen aja gitu?
S2	28	Kalau saya biasanya ikutin temen temen aja ehehehe...
A		Ehehehe oh... okey.. berart itu kalau ngikutin temennya nanti dijelasin lagi nggak sih atau ini liat jawabannya aja gitu?
S2	29	Kadang di jelasin kadang suruh liat jawaban temen aja gitu...
A		Em.. itu bu gurunya yang nyuruh?
S2	30	Enggak, jadi biasanya kan aku nanya temen nah, nanti temennya itu nanti kadang bilang “nanti tak jelasin” kalau nggak “ udah liat aja jawaban punya ku” gitu hehehe..
A		Kalau menurut celin nih, mempengaruhi nilai celin nggak sih dikelas?
S2	31	Em... nggak juga. soalnya kan itu kelas science sama matematika nah kalau belajar bahasa Inggris itu kan beda kan bab nya gitu jadi ya nggak terlalu pengaruh..
A		Em.. okey.. kalau tadi itu kan celin punya masalah sama pengucapan bahasa inggris yang gurunya itu udah proficiency nya bagus ya.. kalau celin sendiri itu mempengaruhi keadaan mental celin nggak sih? Kaya misalkan celin nya jadi “aduh ragu banget” jadi males banget ngikutin kelas kaya gitu atau kaya gimana perasaan celin?
S2	32	Em... keganggu sih. Kadang kan aku jadi nggak... ya... tetep nggak ngerti gitu.. kadang aku jadi deg.. deg.. an juga kek tegang. Gimana kalau nanti gini.. gini.. gini.. gitu...
A		Kalau misalkan e.. yang bikin tegang itu apa?
S2	33	Em... kalau aku ya biasanya takut di tunjuk.. hehehe di tunjuk jawabannya apa gitu...
A		Oh.. sering di tunjuk sama bugurunya?
S2	34	Iya,,, suruh jawapan
A		Disuruh jawab itu nanti disuruh pake bahasa indonesia atau bahasa inggris?
S2	35	Inggris...
A		Inggris? Kalau misalkan e... celin nih takut celinnya khawatir nih.. terus tiba-tiba celin ditunjuk terus e... celin harus ngapain biasanya? Kaya gimana cara celin biar bisa nggak masalah gitu dikelas itu jadinya...
S2	36	e... mungkin, tapi biasanya kek gitu di bantu gurunya dikit-dikit kok... nanti di tuntun kaya gitu.
A		Di bantu ya berarti di tuntun.. kalau menurut celin nih.. rasa takut untuk ngikutin kelas itu.. itu tuh karena kemampuan celin bahasa inggrisnya atau emang kelasnya yang tegang?
S2	37	Kemampuan, kemampuan ku yang kurang
A		e... kalau, kan celin takut. Kadang e.. ragu ya untuk ada di kelas itu maksudnya... canggung lah ya khawatir.. tapi pernah nggak sih celin berpartisipasi dalam kelas misalnya bertanya? Atau diskusi atau menyampaikan opini gitu?

S2	38	Pernah.. pernah...
A		Itu pake bahasa apa?
S2	39	Kalau diskusi sama teman itu biasanya pake bahasa indo sih.. kan nanti kadang hasil diskusi kita itu disampaikan dikelas nah disitu nanti.. kan udah siap di tulis dikertas biasanya tuh baca... baca bahasa inggris gitu..
A		Em... jadi udah disdikusikan dulu yah.. di belakang eh.. maksudnya sma teman-teman baru abis itu selesai e... selesai kerjaannya baru dibacain...
S2	40	Iyah..
A		Tapi pernah nggak celin nanya ke buguru gitu misalkan “bu saya nggak ngerti” tapi pake bahasa inggris. Itu pernah nggak?
S2	41	Enggak
A		Enggak? Kenapa tuh?
S2	42	E... takut di tanya macem-macem
A		Takut ditanya yang lebih ya? Hehehe
S2	43	Iya...
A		Takut ditanya yang macem-macem lebih takut ke bahasanya atau materinya yang celin takutin?
S2	44	Bahasanya
A		Lebih kebahasanya? Jadi celin itu ngerasa kurang berdiskusi karena bahasa inggris celin yang masih terbatas ya...
S2	45	Iya...
A		Kalau kaya gitu celin sendiri ngerasa nggak sih kaya ada jarak antara celin sama bu gurunya? Jadi nggak... nggak e... bisa apa ya istilahnya nge blended itu.. e... berkomunikasi secara luwes gitu sama bu gurunya...
S2	46	Ada... kerasa..
A		Kerasa?
S2	47	He.eh... cuman yah...
A		Cuma kaya gimana?
S2	48	Cuman kan biasanya itu kan gurunya sering bikin games juga kan dikelas jadi... jadi tuh ya apa ya... em... biasa aja.. jadi kek nggak terlalu mempermasalahkan gitu loh...
A		Em... karena ada games tadi itu ya?
S2	49	Iyah
A		Kalau games nya sendiri games nya games apa dikelas?
S2	50	e.. pernah rangkai kata.. terus lupa kalau nggak memperagakan juga pernah..
A		Itu masih dikelas yang science and math?
S2	51	Eh. Ho.oh
A		Okey.. kalau celin sendiri nih sebelum ngikutin ekstrakulikuler ini... bahasa inggris celin tuh sampai mana ya
S2	52	Em... masih masih apa ya masih parah sih... soalnya SD nggak ada inggris
A		Oh SD nggak ada inggris? Tapi kalau sekedar membaca bahasa inggris celin langsung ngerti nggak atau harus pelan-pelan dulu?
S2	53	Pelan-pelan. Oh tapi kalok baca aku ngerti sih..
A		Baca masih ngerti...
S2	54	Aku malah lebih bisa baba.. gitu (suara terputus)
A		kaya gimana?
S2	55	Aku malah lebih, lebih bisa ngerjain soal langsung kaya gitu...

A		Lebih memahami apa yang tertulis berarti ya...
S2	56	Iyah..
A		Terus kan kalau dikelas ini kan.. lebih ditekan kan untuk mendengarkan dan berbicara ya..
S2	57	Iya..
A		Kalau selama dua tahun itu, e... pengalaman celin mendengarkan bahasa inggris ini.. kaya gimana? Nggak ngerti sama sekali atau kaya gimana pertamanya?
S2	58	Pertamanya awal-awal gurunya tuh masih pake bahasa yang... yang... yang kaya gimana yah... awal-awal itu masih yang sederhana banget. Jadi masih yang aku ngerti juga
A		He.em
S2	59	Cuman banyak istilah-istilah ipa gitu loh..
A		He.em
S2	60	Tapi masih awal-awal itu masih paling perkenalan habis itu games kaya gitu jadi masih belum yang ke ipaan banget jadi bisa lah pelan-pelan.
A		Terus setelah itu, kira-kira satu tahun ikut itu baru kerasa perbedaannya?
S2	61	Bahasa?
A		Bahasanya itu baru kerasa bedanya “aduh kok kaya bahasanya jadi ipa banget” kaya gtu?
S2	62	Iya kerasa..
A		Salah satu contohnya tuh bahasa yang ipa banget itu kaya gimana sih?
S2	63	Em.. apa yah? A... nggak tau
A		e.. mungkin. Coba aku cari sebentar, e... mungkin misalkan ada ini nggak e.. kayak pernafasisn eh sistem pernafasan gitu?
S2	64	Nah iya kaya gitu
A		Sistem pernafasan terus misalkan ada baahasa penyakit pernafasan ada nggak kaya gitu?
S2	65	Adaa..
A		Nah kaya gitu itu kan bahasanya emang bahasa yang ipa banget yah misalkan kaya hormone secretation, itu kan berarti produksi nya hormon atau blood presure regulation itu kan yang tekanan darah gitu kan dalam bahasa indonesiannya? pertamanya kan celin ngedengernya nih asing nih..
S2	66	He.em
A		Terus cara guru menjelaskan nya itu kaya gimana?
S2	67	Itu kan dikasih soal di kertas. Nah biasanya itu di translate dulu ke indonesia abis itu diskusi juga.. nah setelah itu baru di bahas gurunya...
A		Oh jadi soal dulu?
S2	68	Iyah..
A		Berarti nanti celin sama temen-temen harus cari dulu e.. arti dari bahasa-basaha asing tadi?
S2	69	Iyah
A		Terus kalo misalkan dibahas sama gurunya nih bahasa asing itu kaya gimana caranya?
S2	70	Eemmm kadangkan ada yang nanya ee misal ee “buk ini apa?’ gitu nanti gurunya ngomongin pake indo sih
A		Ohh indo
S2	71	Eheheheh gimana yah? Heeh

A		Jadi ga pake bahasa ingris dulu abis itu diambil inti sarinya atau engga langsung bahasa indonesia aja?
S2	72	Iyah..
A		Berarti bahasanya masih campur lah ya?
S2	73	Aaaa ya sih hihii
A		Ee karena bahasa ada campuran kaya gitu, untuk memberikan pengertian yang lebih lanjut pengertian- pengertian IPA itu tadi. Menurut celin kaya gitu bikin bingung ga si? Menurut celin kalo masih pake bahasa indonesia itu gimana?
S2	74	Eemm apa apa?
A		Menurut masih pake bahasa indonesia padahal seharusnya pake bahasa inggris gimana menurut celin? Membantu atau malah menambah masalah buat celin?
S2	75	Eemm membantu
A		Membantu? Kenapa tuh membantunya?
S2	76	Yaahh ga tau mungkin gegara lebih ngerti aja gitu artinya
A		Jadi lebih dalem kali ya pengertiannya jadi lebih memahami banget gitu ya?
S2	77	Yah
A		Tapi celin, a.. materi-materi yang dipelajarin dikelas matematika ipa, eh kebalik engglish for science and math itu e.. ini ga sih bakalan di pelajarin lagi ga sih di dalem kelas reguler biasanya? Kaya gitu kaya kelas yang biasa bukan kelas yang kaya gini?
S2	78	Engga, entar udah beda materi lagi
A		Emmm gitu, jadi antara kelas pagi sama kelas yang biasa itu engga saling sangkut paut?
S2	79	Engga, kalo yang kelas biasa itu biasanya ya sesuai kurikulum
A		Kalo yang ini engga?
S2	80	Engga, eheheh
A		Tapi kalo biasanya nih materi yang ada dikelas engglish for science and math ini itu lebih cepet dikelas itu atau lebih lama? Maksutnya “oh celin udah pernah belajar itu” jadi ga begitu masalah gitu atau malah belom pernah belajar itu ?
S2	81	Eemmm.. udah si udah pernah belajar itukan waktu regulerkan kalo biologi biasanya bahas itu jadi entar kaya ya sama aja kaya tinggal diingrisin kan gitu
A		Jadi udah duluan ya?
S2	82	Iyah,
A		Oke. Kalo celin berati tadi yang pake bahasa indo eh bahasa inggris terus dibahasa indonesiain itu celin malah buat celin itu membuat membantu
S2	83	Apa?
A		Yang tadi e... ada untuk menjelaskan bahasa-bahasa IPA tadikan ke bahasa inggris terus bahas bahasa keindoneisain itu malah membuat celin lebih terbantu kan dari pada ini lebih, daripada mempersulit gitu?
S2	84	Iyah
A		Okey
S2	85	Iyah
A		Terus setelah setahun ikut kelas itu, ada peningkatan ga sih bahasa ingris celin?
S2	86	Ada, pasti ada
A		Kerasanya gimana? Peningkatannya?
S2	87	Eehhh jadi kalo ngomong ingris yah gimana ya, lumayan lah eheheh
A		Jadi lebih berani?

S2	88	Dulukan waktu SD, iyah iyah lebih berani
A		Tadi kaya gimana? Dulukan waktu SD?
S2	89	Waktu SD kan sama sekali engga inggris kan yah jadi ya
A		Berati sekarang e.. celin udah bisa ngomong bahasa inggris ya?
S2	90	Udah
A		Eee kalo misalkan mendengarkan nih kan tadi eee celin pertamanya baru bisa lewat apa yang tertulis kan ya?
S2	91	Iyah
A		Terus kalo sekarang, kalo yang celin rasain udah bisa ngomong pake bahasa inggris, tapi kalo untuk bagian mendengarkan celin kaya gimana? Misalkan celin ada nonton film pake bahasa inggris terus udah bisa tanpa subtitel?
S2	92	AAA belom
A		Belom tapi kalo misalkan eeee nonton youtube yang durasinya cuman sebentar terus pake bahsa ingris udah bisa tanpa subtitle?
S2	93	Bisa
A		Berati, untuk film masih belum ya?
S2	94	Belom
A		Okey, menurut celin nih belajar matematika sama IPA pake bahasa inggris itu efektif ga si?
S2	95	e... efektif
A		Efekifnya kaya gimana menurut celin?
S2	95	Eeehhh apa ya? Mungkin, engga tau hehehe
A		Materi-materinya itu masih nempel ga dikepala celin? Walaupun pake bahasa ingris?
S2	97	Yang matematika masih
A		Matematika masih?
S2	98	IPA udah rada lupa ahahahah
A		e... kalo di kelas itu, tadi aku mau nanya apa ya? Oh iya eeheheh itu e.. matematika masih tapi IPA agak lupa itu karena materinya yang sulit atau cara menjelaskannya yang berbelit-belit?
S2	99	Menjelaskannya yang berbelit-belit
A		Em.. kalo menurut celin menjelakan yang ga berbeli-belit itu kaya gimana?
S2	100	Em.. gimana ya? Mungkin kasih penjelasan yang singkat simpel bahasanya yang sederhana abis itu ya itu eheeheh
A		Bahasanya sederhana tapi singkat gitu ya ga harus ini eee definisi banget gitu jelasinnya ya?
S2	101	He.eh
A		e.. gurunya sering gasih kalo misalkan pelajarannya IPA ngasih contoh-contoh gitu biar siswanya ngerti, lebih cepet ngertinya?
S2	102	Contoh apa ya? Oh kaya gambar gitu?
A		Heem gambar atau ada misalkan ada suatu kejadian gitu dianalogikan pake kaya gitu?
S2	103	o.. kalo ngomong langsung si jarang, cuman kalo disoalnya udah dikasih gambar ehe
A		Ooo jadi ada visualisasinya ya?
S2	104	Iyah
A		Kalo pake gambar-gambar kaya gitu menurut celin kaya gimana?

S2	105	Eemm enak si jadi kaya misalnya eee apa ya?, misalnya ngomongin tentang darah, eh penyakit deh penyakit
A		Heem
S2	106	Eh jantung-jantung lah, misalnya kita kan tau ini artinya apa gitu cuman
A		Heem
S2	107	Ada gambar jantung, pasti ngerti ini artinya jantung kaya gitu
A		Heem jadi lebih gampanglah ya pake itu, tapi itu soal-soal itu dari mana ya? Celin tau ga soal-soal itu dari mana?
S2	108	Engga tau, tapi kayanya yaa sama kaya materinya kaya kelas tujuh delapan biologi, cuman di bahasa inggrishin kaya gitu
A		Eemm, oke. Eee kalo celin sendiri nih kan tadi ee ini ya, dari yang membaca terus udah listeningnya mendengarkannya udah lumayan bagus, sekarang sudah mulai ketahap speaking ya ?
S2	109	Iyah
A		Terus kalo menurut celin nih kesempatan berbicara dalam bahasa inggris dikelas itu banyak ga si? Atau emang gurunya yang selalu menjelaskan menggunakan bahasa ingris ?
S2	110	Eemm.. aku kalo aku jujur jarang ngomong pake bahasa ingris
A		Tapi kalo temen-temen celin?
S2	111	Kalo engga, tergantung jadi ada yang ada yang aktif make inggris ada yang kaya aku juga
A		Em masing-masing anak ya?
S2	112	Iya
A		Tapi kesempatan untuk berbicara menggunakan bahasa inggris itu lumayan banyak?
S2	113	Lumayan
A		Lumayan? Kalo celin sendiri nih sekarang bisa menggunakan bahasa inggris secara bebas ga? Misalkan ngobrol sama temen terus mau kaya keren kerenan gitu pake bahasa inggris gitu? Bisa?
S2	114	Bisa dikit
A		Gimana?
S2	115	Dikit-dikit, jadi ga. Bisanya satu kalimat gitu nah nanti indo semua, jadi cuman satu kata aja yang inggris gitu
A		Oh.. tapi kalo misalkan kitakan tinggal yang di Jogja nih banyak turis-turis asing pernah ga celin ngobrol sama turis asing gitu atau misalkan Cuma “hi” gitu berani ga?
S2	116	Engga
A		Engga? Masih malu ya?
S2	117	Hahaah malu, heeh
A		Eee selama dua tahun celin ikut kelas engglish for science and math ini celin kan merasa lebih percaya diri ngomong pake bahasa inggris ya?
S2	118	Hem
A		Selain manfaat, selain mafaat menambah percaya diri celin itu, dari kelas ini apa? Manfaatnya?
S2	119	Eem apa ya, o.. mungkin bisanambah kosa kata asing
A		Heem
S2	120	Kan habis itu apa ya? e.. eehheemm ga tau

A		Kalo misalkan kaya sekarang celin suka pake, suka baca buku bahasa inggris bisa? Ada?
S2	121	Ada, tapi tipis
A		Tipis? Tapi celin suka ga?
S2	122	Engga, hahahah
A		Kalo ga salah ada literasi ga sih setiap hari apa gitu ya?
S2	123	Ada
A		Yang kalian baca buku itu ya?
S2	124	He.em
A		pernah ga kalian pake buku bahasa inggris? Yang celin baca?
S2	125	Engga hehehe
A		Engga?
S2	126	Engga
A		Kalo baca komik pake bahasa inggris pernah?
S2	127	Ah! pernah, sering si
A		Komik apa itu?
S2	128	Webtoon
A		Oh webtoon,, eee tadikan celin bilang bisa nambah kotakasa, kosakata asing ya? Kebalik lagi gua bilang. Berartikan tadinya celin ga ngerti nih bahasa-bahasa itu, kosakata itu, kata-kata baru itu
S2	129	Iyah
A		Biasanya kalo celin ga ngerti bahasa-bahasa itu kaya gimana? Buka kamus?
S2	130	Buka hp google translate
A		Google translate ? Terus e pernah ini ga cucuma nebak aja?
S2	131	Pernah heheheh
S2	132	Nebak-nebak.
A		Nebaknya kaya gimana?
S2	133	Kan misal sering kalo ada gambar seperti semisalnya komik kaya gitu bisa nebak gitu, gara-gara ada gambarnya sih
A		Karena ada gambar ya? Tapi kalo..
S2	134	Oohh a tu ma
A		Gimana?
S2	135	Tapi kadang ada satu kalimat, misalnya ada satu kata yang ga ngerti itukan biasanya dalem satu kalimat ada yang mendukung gitu, jadi mungkin bisa nebak ee itu arahnya apa kata itu
A		Berarti, eem berati dari antar kalimat bisa, dari gambar juga bisa ya nebaknya?
S2	136	Iyah
A		Kalo pake ini pernah e.. keyword, misalkan celin tau nih bahasa inggrisnya satu kata ini terus disambungin gitu? Terus oh celin ngerti bahasa indonesianya gitu, bisa ga?
S2	137	Gimana?
A		Misalnya celin tau e.. ada satu kata yang, misalkan home
S2	138	Oh ya
A		Terus kata selanjutnya celin ga ngerti tapi karena ada kata home terus misalkan ada kata apa lagi gitu celinakhirnya “ oh iya ini ngerti” pernah ga?
S2	139	Eh iya pernah, pernah
A		Salah satu contohnya masih inget ga?

S2	140	Engga
A		Engga? Eheheh Oke. E kalo dikelas itu sendiri nih. Kalo celin ga ngerti kosa kata itu, e dan rata-rata temen celin juga ga ngerti, biasanya gurunya ngapain?
S2	141	Biasanya gurunya suka ambil kamus
A		Suruh ambil kamus?
S2	142	Kalo engga, ya di ba itu
A		Gimana?
S2	143	Kadang sueuen si
A		Nebak juga?
S2	144	Kadang jelasin, tapi lebih sering ke. Apa?
A		Oh engga-engga suara celin tadi putus-putus, kaya gimana?
S2	145	Eheheh itu suruh google translate sendiri, tapi entar kadang juga dijelasin si
A		Lebih sering dijelas?
S2	146	Pake indo tapi
A		Lebih sering dijelasin atau “coba buka kamus” gitu ?
S2	147	Coba buka kamus, lebih sering kaya gitu
A		Lebih sering kaya gitu, oke. Terus aku mau tanya lagi nih tentang yang tadi engga sempet kerekam sama aku, ee kelas ekstrakulikulernya bisa dijelasin lagi ga programnya kaya apa?
S2	148	Oh iya, jadi itutuh program buat kelas tujuh sama kelas delapan ya itutu biasanya buat hari selasa siang sama ngenol juga mbak
A		He.em
S2	149	Nah itu tuh e.. lebih menjelaskan, eh englisnya lebih mengutamakan mendengar sama ngomong, tapi ke mapel sains sama matematika.
A		Oke berarti yang ditekankan mendengar sama berbicara ya ?
S2	150	Iyah
A		Berapa banyak, berapa persen si gurunya ngomong pake bahasa inggris dikelas?
S2	151	60-70 %
A		He.em, kalo siswanya
S2	152	Tapi tergantung gurunya
A		Oh tergantung gurunya. Kalo siswanya?
S2	153	E... engga tau mungkin 40 sampe 50%
A		40 sampe 50% ya? Kalo menurut celin tadi ee bahasa ingris bugurunya kaya gimana?
S2	154	Lancar bagus
A		Lancar bagus, tapi dicelinnya?
S2	155	Akunya kurang
A		Kurang kaya gimana?
S2	156	Kurang e.. gabisa lancar bahasa inggris
A		Eem okey. Tadi aku mau nanya lagi nih tentang kosa kata baru
S2	157	Oh iya
A		Menurut celin lebih enak yang mana sih ? lebih enak pake gambar atau langdung nebak dari perklimatnya?
S2	158	Gambar
A		Gambar? Kenapa tu?
S2	159	Engga tau, mungkin kebiasaan baca webtoon. Ee ada petunjukny kali ya
A		Dari gerakan-gerakan, dari gambar-gambar itu ada petunjuknya ya?

S2	160	Iyah
A		Menurut celin nih, nebak dari gambar itu bagusnya kaya gimana? Kekurangnnya kaya gimana?
S2	161	Eehh? Gimana?
A		Dari kosakata yang celin ga tau nih, celin kan nebak dari gambar menurut cellin itu pro sama kontranya gimana?
S2	162	Eeemm pronya? Mungkin asik ya? Rasanya eh bener kalo bener gitu kan kata-katanya. Kalo kontranya kaya em engga tau
A		Menghambat baca ga jadinya ada harus mikirin dulu ini bagian ini harus ditebak dulu dari gambar kira kira baru lanjut ke panel selanjutnya gitu ga?
S2	163	Iyah !, jadi ada rasa penasarannya gitu
A		Em kalo e kalo menurut celin nih ikut kelas engglish for science and math ini kira-kira kelasnya rasanya kaya gimana? Seru kah atau malah jadi ngebosenin atau kaya gimana?
S2	164	Ee menurutku ya itu tergantung sama gurunya, jadi kadang ada guru yang ngebosenin soalnya ada gapeduli cuek bebek gitu tapi ada juga yang asik karena main game gitu
A		Em
S2	165	Tapi ada yang kek galak gitu jadi degdekan hehe
A		Oo ada yang galak juga?
S2	166	Apa?
A		Ada yang galak juga?
S2	167	Engga galak si mukaknya kaya serem
A		O....
S2	168	Heheheh
A		Kalo masalah buat celin ikut kelas itu apa? Misalnya kelas pasif atau kelasnya kepagian terus kaya gimana? Kaya gitu ada engga?
S2	169	Em.. engga si
A		Engga? Temen-temen juga semua aktif dikelas ?
S2	170	Aktif
A		Kalo kelasnya kepagian kelasnya bikin ngantuk ada?
S2	171	Ada
A		Ada? Biasanya celin harus ngapain tuh ? biar ga ngantuk?
S2	172	Keluar ijin ketoilet eheh
A		Heheh ngapain tu?
S2	173	Ehehe e paling cuci muka atau yah akhirnya jalan-jalan sebentar
A		Jalan-jalan sebentar?
S2	174	Biasanya...
A		Biasanya entar kaya gimana ?
S2	175	Tapi, entar kaya gitu juga ngajak temen, engga cuman sendirian gitu
A		e.. refreshing sebentar ya sama temen itu?
S2	176	Iya
A		Kalo menurut celin nih ada ga sih massukan untuk kelas pagi itu, kelas English for science and math? Biar kelasnya itu lebih enak untuk ikut belajar
S2	177	Em itukan ee mesti selalu dikasih soal
A		Heem
S2	178	Nah aku lebih enak ke game sih lebih asyik aja gitu, kan seru

A		biasanya kalo main game itu berapa lama? abis itu langsung ngerjain soal ?
S2	179	Biasanya kalo udah ngerjain soal, kan selesai nah tapi waktunya itu sisa nah disitu main game
A		Em gitu. Tapi setelah main game tu, gamesnya masih tentang pelajaran atau beda lagi?
S2	180	Beda lagi
A		Oh gitu
S2	181	Engga nyambung,
A		Tapi seengganya itu bisa naikin mood anak-anak ya belajar
S2	182	Iya
A		Oke deh terimakasih celin udah mau jadi narasumber aku
S2	183	Iya sama-sama
A		Sukses ya belajarnya. Kalo gasalah UN dihapus ya?
S2	184	Iya
A		Tapi UAS ga dihapuskan kan ya?
S2	185	UAS ?
A		Belum tau?
S2	186	UAS engga ada
A		Oh tetep engga ada? Enaknya hehehe e sukses ya, nanti mau masuk SMA kan ya?
S2	187	Iya
A		Semoga dapet SMA yang celin mau, terus nanti juga masih bisa berprestasi. Okey?
S2	188	Aamiin, makasih
A		Sekian dari saya wassalamualaikum wr. wb
S2	189	Walaikumsalam wr. Wb

Wawancara Part II untuk student 2

S2	190	Saya celindita Annisa azzahra, Alumni SMP Negeri 4 Pakem.
A		Okey... udah alumni ya sekarang ya..
S2	191	Hahahaha... iya
A		e.. jadi selama celin dulu sekolah di SMP 4 Pakem itu, e... kan ada program yang namanya English for science and math ya? Nah boleh dijelasin itu program nya yang kaya apa?
S2	192	e... jadi programnya itu tuh bisa publik speaking, nah itu tuh biasanya itu program yang buat kelas tujuh sama kelas delapan terus itu dilaksanain di hari selasa. Pulang sekolah, ya setelah pelajaran ekstrakulikuler wajib terus pagi sebenernya ada, nah yang pagi itu buat English for science and math
A		Kalo kelas English for science and math itu ini gak sih kelas belajar matematika sama IPA, tapi pake bahasa inggris?
S2	193	Iya, bener
A		Nah boleh tau ga sih, e... gimana sih buguru ngajarinnya pake bahasa inggris, e... jadi apa dikelas itu kebanyakan menggunakan bahasa inggris dibandingkan bahasa indonesia ?
S2	194	e... setengahlah, jadi kadang gurunya pake bahasa inggris sama bahasa indo
A		Jadi porsinya setengah-setengah ya?
S2	195	Iya
A		Oke, kalo menurut celin sendiri nih, kelas yang kaya gini nih menggunakan

		bahasa inggris untuk pelajaran lain itu menurut celin kaya gimana?
S2	196	Buat pelajaran lain? Jadi kaya pelajaran matematika sam...
A		Gimana?
S2	197	Iya bukan? Maksutnya mata pelajran lain tuh matematika sama bahasa inggris?
A		Oh iya
S2	198	o.. gimana ya? Ya mungkin kalo aku sih karena aku kurang bisa bahasa ingris mungkin kurang, ya gimana ya? Mungkin menurutku aku kesusahan jadi kaya. Jadi mungkin ya
A		Jadi mungkin, e celin apa ya? Ga begitu enjoy dikelas atau kaya gimana?
S2	199	Kalo enjoy sih enjoy-enjoy aja, kan takut ini kesulitan mengikuti gitu
A		Oke
S2	200	Heem, soanya kan...
A		Soalnya kaya gimana?
S2	201	Soalnyakan kaya dari awal biasanya kan terbiasa buat matematika sama IPA. Untuk matematika sama IPA sudah terbiasa pake bahasa inggris, tapi kalo yang lain belum. Nah kalo pelajaran yang lain aku gatau
A		Berarti dikelas itu aja ya celin merasa terbiasa?
S2	202	Iya
A		e.. ketika menggunkan bahasa ingris dikelas matematika sama IPA, apa aja problem celin sama bugurnya ketika komunikasi. Kaya tadi sulit mengikuti itu satu terus ada lagi ga?
S2	203	Apa ya? Kayanya ga ada, cuman kaya terlalu kaya udah keburu takut gabisa
A		Emm, kalo hubungan sama bugurunya sendiri ada ngerasa lebih canggung ga atau kaya gimana? Malah kehilangan apa ya? Rasa- rasa, kedekatan sama bugunya?
S2	204	Canggung sih, soalnya jujur aku jarang ngobrol sama bugurunya cuman ngikutin pelajaran gitu
A		Kalo e, menurut pengalaman celin nih ambil kelas eh, program itu gimna e menurut celin gimana sih diskusi antara guru sama celin
S2	205	Em, kalo disuksi langsung berdua, misalnya kaya berdua berhadap-hadapan gitu, kayanya jarang deh. Malah gapernah , soalnya gurunya tuh langsung bahas kesatu kelas gitu, jadi gapernah diskusi. Jadi malah diskusinya malah temen
A		Kalo gitu didepan kelas gitu gurunya diskusi ketika didepan kelas gitu ya?apakah bahasanya itu ga sih? Bisa, dari bahsa inggrisnya itu bisa menjelaskan dengan baik. e atau malah karena bahasa inggrisnya penjelasannya malah jadi kurang pas
S2	206	Ee pas kok, soalnyakan nanti kan dikasih kertas gitukan, nah kertasnya itu nanti ngisi soal-soal. Nanti gurunya itu ya tinggal apaya, tinggal baca soalnya terus nerangin gitu, jadi bisa diikuti
A		Berarti, ga begitu berarti ya ininya kalo penjelasan?
S2	207	Iya
A		Tapi kalo dari penjelasan yang kaya gitu ada kertas terus dijelasin menurut celin sendiri, celin itu sering ini gak sih, sering punya pemahaman yang baik dari apa yang dijelaskan sama bugurunya yang didepan ?
S2	208	e.. iyak kayanya iya pemahamannya baik kok
A		Kenapa kira-kira bisa kaya gitu? E.. kenapa menurut celin pemahamannya bagus gitu? Dari penjelasan buguru
S2	209	Hehe mungkin karena apa ya?karena udah ada kertas jadi bisa baca abis itu, bisa

		searching google juga terus abis itu mungkin gurunya juga jelasin terus bisa juga diskusi sama temen
A		Jadi ga begitu masalah ya? Karena ada kertas itu yang membantu banget ya?
S2	210	Heeh
A		Dari penjelasan bugurunya ini, bahasa inggrisnya menurut celin gimana? Apakah menyesuaikan kesiswanya atau kaya gimana?
S2	211	Menyesuaikan
A		Menyesuaikan? Contohnya kaya gimana menyesuaikan?
S2	212	e.. kaya apa ya? E.. mungkin jadi ada kalimat yang susah nah, biasanya gurunya nulis dipapan tulis kata-katanya terus abis itu ditanya artinya, biasanya kita engga, biasanya searching di google gitu
A		em..
S2	213	Nah menyesuaikan kaya gitu
A		Oke berati itu jadi kaya student yang aktif gitu ya?
S2	214	Iya, eh o... tapi gurunya juga aktif kok
A		Apanya yang aktif? Gurunya?
S2	215	a.. gapapa hehehe
A		Loh hehehe
S2	216	Iya gurunya juga kok heheh kadang gurunya juga nanya- nanya gitu, paham atau engga gitu heheh
A		Lebih banyak guru yang menjelaskan didepan atau lebih banyak siswa yang mencari informasi yang ada dikertas?
S2	217	Em.. siswa yang mencari dari kertas
A		Berarti, e.. kalo menurut celin sendiri ini ga? Bahsa ingrisnya buguru itu bagus?
S2	218	Bagus
A		Bagusnya kaya gimana menurut celin?
S2	219	e.. apa ya? Mahir heheh jelasinnya kaya gimana ya? Waktu jelasin lancar bahasa inggrisnya terus gimana ya? Ya.. udah jago gatau
A		Bahasa inggrisnya ini ga? E.. apa ya bahasanya masih sederhana gitu ga? Misalkan apa ya? Aku juga bingung. Bahsanya itu masih bisa dimengerti sama anak-anak engga terlalu vocabulary yang tinggi jadi harus buka kamus gitu?
S2	220	E iya iya
A		Jadi bahasanya
S2	221	E.. kalo
A		Kalo gimana?
S2	222	Kalo buat jelasin sih biasanya pakek yang sederhana cuman, kalo yakan itukan kaya science gitu, nah biasanya kalo ada kalimat susah dimengerti ya mau gamau gurunya tetep pakek kalimat susah, nah disitu cari sendiri
A		Eemm.. jadi dua-duanya harus aktif ya?
S2	223	Iya
A		Em.. kalo menurut pengalaman celin nih, ntar dulu yah.
S2	224	Iyah
A		Menurut pengamalan celin nih, e balajar matematika sama IPA pake bahasa inggris itu menurut celin efektif ga sih? Belajar mata oelakaran itu jadinya?
S2	225	Efektif- efektif
A		Efektifnya menurut celin kaya gimana? Apakah pelajaran itu bakalan emang tersampai dengan baik, celin bisa memahaminya lebih dalam lagi atau emang

		sekedar, oh ya mengerti aja?
S2	226	Hehehe em.. mungkin kalo menurutku ya, itu buat science sama matematikanya beda. Jadi kalo matematika tersampaikan dengan baik, mungkin kalo sainsnya kaya aku kaya selalu srek oh ya kaya ngerti aja, ya jadi tu ... hehehehe
A		Terus kalo misalkan masalah tadi yang e ini kaya gimana, kurang bisa mengikuti ya tadi kalo gasalah?
S2	227	Iya iyah
A		Itu cara celin buat nge-*handle* nya kaya gimana?
S2	228	Nah biasanya aku nanya temen, kadang nanya minta jelasin suruh ngapain atau gimana, atau gak nanti tak searching
A		Searching sendiri?
S2	229	He.em
A		Tapi kalo celin pernah ga sih? Pernah ya dijelasin sama temen itu engga ngerti terus celin searching itu juga masih belom paham akhirnya celin nanya kebuguru, pernah engga? Mungkin secara privat?
S2	230	Engga
A		Oh engga hehehe
S2	231	Oh kalo maju kedepan sendiri gitu ya?
A		Heem
S2	232	Kayanya sih malu, masalahnya aku juga belom pernah e, kayanya sih malu
A		Malu yah?
S2	323	Heem
A		o.. kira-kira celin itu malu kaya gitu kenapa sih? Emang karena ga deket sama bugurnunya atau emang kaya gimana?
S2	324	Em.. aku tuh kayanya malu pesimis, jadi aku takut nanti ditanyainnya pakek bahasa inggris gitu
A		Em.. jadi celin merasa cemas? Cemas ga sih celin ?
S2	325	Em.. heem sih hehehehe
A		Kira-kira cemasnya itu kenapa? Pesimisnya itu kenapa? Kenapa bisa muncul itu?
S2	326	Ga tau kayanya em.. gegara apa ya e.. takut diketawain kaynya mungkin ya? Ga tau
A		Takut diketawain? Kalau mungkin ga sih celin ini takut diketawainnya karena celin itu ga mahir bahsa inggris makanya celin takut, terus takutnya
S2	327	Kayanya iya
A		Iya?
S2	328	Iya hehehe
A		Kalo celin sendiri bahasa ingrisnya kaya gimana? Masih terbata-bata kah? Atau
S2	329	Iya, masih terbata-bata, belum mahir
A		Belum mahir?
S2	330	He.em
A		Kalo kaya gitu cara caranya celin itu, celin tau kalo celin itu ga mahir ya bahasa inggrisnya, terus gimana sih caranya celin itu biar engga ketakutan dikelas itu?
S2	331	Em.. ngapain ya? Engga ada sih cuman ya tetep ngikutin aja, ngikutin tetep jalanin hehehe
A		Tetep jalanin sampe akhir gitu ya?
S2	332	Iya haha
A		Terus kalo misalkan, berartikan celin selama ini apa ya, selama dua tahun ikut

		program itu setiap ikut kelas itu kan kan takut gitu, ragu kali ragu kali ya?
S2	333	Apa apa?
A		e.. selama mengikuti e.. ikut program itu celin merasa ragu selamanya? Sampe dua tahun itu?
S2	334	Engga sih, waktu kelas delapan kayanya aku udah mendingan. Jadikan kelas delapan itu udah dibagi kelasnya, jadikan kelas tujuh perkelas 7a sama ini 7b sama ini 7c sama ini, sam gurunya nanti diini ini ini gitukan? Nah kalo kelas delapan itutu nanti dipisah nantikan jadi di tes dulu nah abis itu dibagi dikelas e.. pokoknya dibagi sesuai kemampuannya gitu loh, misalnya satu terus abis itu dua walaupun kelasnya ABCDE kegabung, tapikan udah sesuai sama kemampuannya yang apa ya? Yang mirip-mirip gitu. Nah terus abis itu satu kelas kadang engga 32, nanti ada yang cuman 24 28 gitu, terus ada yang 34 gitu
A		Jadi kalo..
S2	335	Jadi kerasanya lebih
A		Lebih intens ?
S2	336	Iya, lebih enak apa ya yang kaya lebih ga begitu ragu gitu ga takut ga tau
A		Jadi mungkin maksutnya kaya lebih nyaman kali ya, karena e.. level bahasa ingris kita sama jadi kita gak perlu khawatir gitu ya ?
S2	337	Iya,
A		Iya, karena ada temen seperjuaganya ya?
S2	338	Hehehe iya
A		Kalau selam dua tahun ini nih celin itu ngedapetin apa ya? Em.. keuntungannya ikut kelas ini itu apa?
S2	339	Em.. apa ya? Ya ilmu sih tambah tetap ya istilah science tadi pakek bahasa inggris kaya gitu. Terus kemarenkan ada ada test masuk SMA pradita itu loh. Itukan juga ada tesnya e.. pradita dirgantara
A		Oiyya
S2	340	Itu tesnya itu yang matematika ada pakek bahasa inggris juga, jadi berguna lah
A		Iya, Terus e.. selain itu apa lagi?
S2	341	e.. apa ya? Eiya biar bisa, oh anu, melatih kepedean ngomong bahasa inggris
A		Jadi?
S2	342	Oh tapi aku belom sih, belom pede banget, masih kurang
A		Kalo, lanjut ya aku tanya lagi ya
S2	343	Iya iya
A		Speaking activity dikelas kaya kegiatan berbicara didalem kelas itu apa aja? Kelas yang English for science and math itu?
S2	344	Em.. kadang main game, main gamenya itu biasanya nyebut bahasa inggris langsung ngomong terus kalo engga baca soal yang udah dikerjain suruh baca, jadi itu sebenrnya buat English speaking itu jarang lebih sering ke ngerjain soal malah
A		Jadi lebih sering ngerjain soal? Kalo misalkan presentasi itu ada ?
S2	345	Engga ada
A		Engga ada juga? Presentasi ga ada, berarti kesempatan berbicara bahsa inggris dikelas itu cuman bertanya aja?
S2	346	i.. iya bertanya
A		Kalo untuk diskusi sesama temen?
S2	347	e.. ya kalo sesama temen kaya gitu sering make bahasa indo sih

A		Kalo diskusi yang tadi kaya gimana? E ada ga sama buguru?
S2	348	Apa?
A		Diskusi yang sama buguru harus pakek bahasa inggris
S2	349	Em.. kalo privat aku belom pernah, cuman sebenernya itu gurunya itu biasanya muterin kelas nah nanya, ada kesulitan? Nah disitu kitakan diskusi sama temen nah kadang gurunya nanya kekita, nah abis itu gurunya jelasinnya pake bahasa inggris. Nah gitu jadi yang keinggris keinggris banget
A		Em..
S2	350	Nah tapi sering kekuali
A		Lebih sering ke apa?
S2	351	Kelompok
A		Oh kelompok
S2	352	Kan diskusi gitu
A		Jadi misalkan ada diskusi gitu jadi celin berkelompok kan ya? Sama temen-temen
S2	353	Iya
A		Pas dikelompok itu celin pakek bahasa indonesia sama temen-temennya tapi begitu bugurunya dateng bugurunya baru nanya pakek bahasa inggris?
S2	354	Iya, tapi kadang pakek bahasa indonesia juga
A		Em gitu
S2	355	50 : 50
A		Berarti celin sendiri masih sering pakek bahasa indonesia ya?
S2	356	Iya
A		Mungkin ada ga gitu sedikit-sedikit pakek bahasa inggris ?
S2	357	Em.. kalo diskusi sama temen biasanya aku pake bahasa indo terus
A		Kalo menurut celin merasa ga sih kaya ada “oh udah bisa pakek bahasa inggris nih?’ kaya gitu ada ga?
S2	358	Em.. ada ga ya? Engga tau ga sadar
A		Ga sadar? Berati kaya engga terukur ya?
S2	359	Iya, sebenernya yang ngomong langsung pakek bahasa inggris itu ga cuman tanya jawab. Jadikan nanti diakhir semester mau naik kelas itukan pasti ada tes, nah bahasa inggris ini pasti itu juga ada tes ngomong. Waktu kelas 7 itu pernah ngomong kaya tekaktek dikelas
A		Gimana gimana?
S2	360	Ngomong langsung dihadapan gurunya, ngantri gitu. Jadi kadang ada yang jelasin pengalaman sama nyeritain kesan gitu, iya pernah
A		Jadi kaya tes lisan gitu ya?
S2	361	Iya iya iya
A		Em gitu, oke lanjut. Kalo diawalkan celin tadi bilang pakenya 50 50% ya untuk bahasa inggrisnya, bahasa inggris bahasa indonesia
S2	362	Iya
A		Masih inget ga sih bahasa IPA itu ada beberapa bahasa yang ga bisa di bahasa indonesiakan, misalkan kaya pelajaran tentang nukleus apa ya nanti disitu kaya ada inti ada terus ada terus aku lupa sih bagian bagian dari nukleus itu e.. kan ada bahasa-bahasa yang emang IPA ya
S2	363	He.em
A		Nah, pernah ga? Gimana sih cara gurunya itu biar apa ya? Menjelaskan biar siswanya itu mengerti gitu dengan baik

S2	364	Di, dikasih gambar si. Kan karena dikelas IPA nya langsung kita juga ngebahasa itu jadi English speakingnya tinggal dikasih gambar dikasih panah itu apa, jadi kita ngerti bagian apa. Abis itu selanjutnya, kalo gangerti nanya kegurunya bahasa inggrisnya ini apa. Cuman ya kalo aku ni aku nanya ketemn atau ke google gitu, nanya temen gitu
A		e.. kalo celin kan gapernah nanya, cuman pernah ga si ketika gurunya menjelaskan didepan kelas gitu pakek bahasa yang IPA mejelaskan tentang penyakit itu e.. anak-anaknya nih siswanya misalnya masih kurang mengerti bahasa inggrisnya, e... apa yang dimaksud dari bahasa inggris itu
S2	365	Yah
A		Gimana cara guru untuk ngejelasinnya?
S2	366	Oh apa ya, mungkin nanti jelasinnya kayanya biasanya gurunya langsung pakek bahasa indo. Jadi langsung translate gitu. Jadi kaya misalnya ini tu ini ini tu ini gitu
A		Karena kalo udah ga ngerti baru pakek bahasa indonesia ?
S2	367	Iya
A		Berarti untuk ngejelasin definisi itu ya pakek bahsa indonesia, dari bahsa inggris kebahasa indonesia, tapi dengan kondisi anak-anaknya belom ngerti ?
S2	368	Udah mepet banget mentok mbak
A		Kalo menurut celin nih pakek bahasa indoneisa itu gimana menurut celin? Dikelas untuk pakek bahasa inggris?
S2	369	Em.. e.. apa ya enak sih, karena aku kan bahasa inggrisnya kurang jadi, jadi pemahamanku ya berlebih gitu. Ngerti apa yang dijelasin gurunya
A		Dari bahsa indonesia tadi membantu celin gitu? Oke. Kalo dari bahsa inggris kebahasa indonesia nih menurut celin ngebangun kosa kata celin ga? Menambah kosa kata celin ga?
S2	370	e... kalo yang susah susah biasanya langsung lupa
A		Hehehe langsung lupa. Tapi ada gak yang beberapa membangun kosa kata? Menambah kosa kata?
S2	371	Ada,
A		Contohnya masih inget?
S2	372	e... udah lupa
A		Oh, aku lanjut ya. Kalo dari penggunaan bahasa inggris kebahas aindonesia nih menurut celin itu bermasalah ga sih? Atau ada masalah ga sih pakek penggunaan bahasa indoneisa itu?
S2	373	Engga ada
A		Engga ada, bener-bener ngbantu celin berarti ya?
S2	374	Iya
A		Em.. oke. Berarti. Oke lah wkwkwk
S2	375	Hehehe
A		Nah next question ya, ada ga sih strategi yang celin pake ketika bahasa itu sulit dimengerti sama celin ?
S2	376	Ha? Apa apa?
A		Ada gasih strategi yang celin pakek untuk bahasa yang sulit untuk dimengerti, biar celin itu mengerti
S2	377	Em.. engga ad strategi sih, langsung aja google tranalate hehe
A		Langsung google translate. Tapi kalo misalkan, misalkan penjelasan guru itukan

		lisan ngomong gitu
S2	378	Iya
A		Kan itu kayanya, untuk ke google translate kan agak susah, nah biasanya celin kaya gimana?
S2	379	e.. kalo aku biasanya e.. tak diemin gimana ya, akutuh gak terlalu penasaran apalah gitu lah hehe
A		Tapi, e.. senggaknya celin mengertikan ya pelajarannya ?
S2	380	Iya
A		Pernah ga nebak selain itu? Langsung ditranslate?
S2	381	Em?
A		Pernah ga nebak-nebak itu artinya ini ? pernah ga?
S2	382	Pernah
A		Contohnya kaya gimana?
S2	383	Em soalnyakan biasanya gurunya lisan karena ada gegara ada kertasnya itukan. Dikertas nya itu kan ada tulisan kan dibelakangnya itu ada *clue* jadi kita bisa nebak itu apa, gitu
A		Apa tadi dibelakang kertas itu apa tadi? Ada apa?
S2	384	e.. biasanya itu di belakang itu sebenerrya ada apa ya e.. daftar udah dilist in gitu print-nya itu udah ada e.. kalimat eh kata-kata yang susah nah itu udah diartiin, jadi itu kaya soalnya itu ada pertanyaan yang menyangkut itu gurunya jelasin jadi ya udah ketebak itutu apa
A		Oh.. jadi udah dikasih kosa kata baru ya dibalakangnya ?
S2	385	He.em
A		Kalo dari bugurnunya sendiri nih pernah gasih pengalaman celin gitu, e ngeliat bugurunya itu ngasih apa ya, cara penjelasan yang lebih cepat maksutnya kan misalny ada penjelasn yang ga dimengerti sama murid-muridnya akhirnya bugurunya itu kaya ngasih keyword gitu ada ga?
S2	386	Ada
A		Contohnya? Masih inget ga contohnya kaya gimana?
S2	387	Em.. engga inget hehehe
A		Jadi langsung ke, lebih langsung kebahasa indonesia aja ya jadinya?
S2	388	Iya
A		Dari strategi-strategi yang jelasin tadi jelasin yang pakek translate google translate atau mungkin nebak atau mungkin nanya temen kaya gitu, menurut celin yang paling efektif buat cekin itu yang mana?
S2	389	Em.. apa ya? Kayanya google translate mungkin
A		Kenapa bisa google translate?
S2	390	Apa nanya temen ya? Ga tau. Efektif semua antara google translte sama nanya temen. Soalnya langsung dapet semua, langsung jawab. Eh engga sih, kayanya lebih efektif google translate, karena kadang temen juga ga tau, jadi ya ga tau
A		Oke deh, makasih ya celin

BIODATA NARASUMBER 3 (Average – Proficiency)

A		Assalamualaikum Wr. Wb
S3	1	Walaikum salam Wr. Wb
A		Eh.. perkenalkan nama saya Adhenia Moulisa mahasiswa pendidikan bahasa inggris UII 2016. E... saya disini ingin me... mewawancarai huma sebagai narasumber saya. Sebelumnya Huma boleh perkenalkan diri?
S3	2	Nama saya Humaira Lita Reswara dari SMP 4 Pakem kelas sembilan.
A		Sembilannya sembilan apa?
S3	3	9B
A		9D?
S3	4	B
A		Oh, B. Eh.. Huma kan waktu itu aku pernah PPL di sekolahnya Huma. Nah itu e.. aku juga pernha liat-liat ekstrakulikuler yang wajib sama yang nggak wajib. Aku ngeliat ekstrakulikuler wajib itu ada English for Science and Math, boleh di jelasinnya nggak itu ekstrakulikulernya kaya gimana?
S3	5	Eh... jadi itu tuh koyo English for math sama science itu dilakuin pagi hari. Kita harus berangkat pagi, jam masuknya jam enam seperempat. Jadi harus bener bener pagi banget. Di situ kan seminggu dua kali, jadi satu kali nanti itu kita buat yang matematika sama yang satu kali lagi buat yang IPA. Terus nanti gurunya itu, kebanyakan dari luar sih bukan guru sekolah.
A		Eh kalau sekarang, kelas sembilan masih ikut atau nggak?
S3	6	Enggak, kalau buat yang kelas sembilan kita ada nya buat PPMA buat persiapan ujian nasional. Itu Cuma buat kelas tujuh sama kelas delapan aja...
A		Cuma kelas tujuh sama kelas delapan aja? Eh.. boleh tau nggak kenapa kelasnya di namain kelas English for science and math?
S3	7	Soalnya disitukan biasanya kalau kita belajar bahasa inggris lebih ke grammar atau ke gunaan bahasanya gitu, tapi kalau di sini tuh lebih ke hubungan bahasa inggris di pembelajaran matematika sama pembelajaran IPA.
A		Berarti disini bahasa inggrisnya itu berperan sebagai bahasa yang apa ya pengantar ya?
S3	8	Iya sebagai bahasa pembelajaran
A		Nah belajar matematika dan IPA pake bahasa inggris
S3	9	Iya..
A		e.. berarti gurunya menggunakan eh menjelaskan menggunakan bahasa inggris. Nah, gurunya tuh kira-kira berapa persen sih menggunakan bahasa inggris dikelas?
S3	10	Gimana?
A		Dikelas guru nya tuh berapa persen pake bahasa inggris?
S3	11	Em.. 80% mungkin. Soalnyakan e.. kaya aku sendirikan kurang fasih dalam bahasa inggris, mesti gurunya kaya ada yang seumpama nya ditanyain, awal – awalnya mungkin pake *full* bahasa inggris tapi pas ada yang kaya belum paham pasti nanti dijelasin lagi dicampur gitu. Jadi, kitanya paham sama materinya nggak Cuma dengerin bahasa inggris nya doang dah..
A		Em... berarti masih ada bahasa inggrisnya sama bahasa indonesia nya tama eh Cuma bahasa inggrisnya lebih dominan dibandingkan bahasa indonesianya ya?
S3	12	Iya..

A		Nah, kalau dari ketika bu guru jelasin pake bahasa inggris itu menurut Huma itu penjelasannya itu jelas nggak sih? Maksudnya Huma itu bisa mengerti nggak sih materinya?
S3	13	Eh... aku sih, kalau aku sendiri aku dikit – dikit bisa. Soalnya kan aku sendiri nggak nggak terlalu gimana ya nggak telalu nggak terlalu suka bahasa inggris, jadi e.. kaya aku paham tapi pas aku disuruh ngomong aku nggak bisa. Aku paham apa yang dimaksud tapi...
A		Oh.. berarti baru memahami Cuma untuk berbicara..
S3	14	Mengkomunikasikannya belom...
A		Iya.. berkomunikasinya belom bisa ya... Kalau dari gu..
S3	15	Dikit – dikit lah
A		Oke dikit – dikit. Kalau dari gurunya sendiri Huma ada masalah nggak misalnya ngomong nya kecepetan atau misalkan e.. pengucapannya berbeda gitu? Ada nggak?
S3	16	Dulu sih sempet kaya e.. beda gitu kan yang diajarin yang pas sama kelas yang bahasa inggris. Nah pas kelas pelajaran KBM biasa sama yang pas ini.. yang kelas enol tapi itu udah dulu mungkin itu Cuma kaya apa ya pokoknya sempet kaya ada yang beda gitu
A		Em.. kalau sama bahasa inggrisnya bu gurunya gimana?
S3	17	Apa?
A		Bahasa inggris gurunya gimana? Aman?
S3	18	Am Aman aman aja sih..
A		Nggak nggak kecepatan atau mungkin pengucapannya agak aneh gitu mungkin kena bahasa jawanya atau inggrisnya udah pas gitu untuk anak – anak kelas SMP
S3	19	Kadang, kadang ada ada beberapa kosa kata yang mungkin levelnya menurut aku tinggi sih. Maksudnya e... kosa katanya nggak familiar di kalangan kami
A		Em.. berarti kaya kosa kata baru ya?
S3	20	Iya, tapi itu bisa nambahin, malah nambah ilmu
A		Malah nambah ilmu. Kalau kaya gitu, e.. kan bahasa nya masih belom familiar nih... biasanya kalian eh Huma deh cara Huma biar itu bisa jadi bahasa Huma kesehariannya?
S3	21	Gimana?
A		Jadi... kaya... bahasa yang asing itu akhirnya huma itu ngerti...
A		Bahasa yang asing tadi itu akhirnya huma ngerti
S3	22	Iya mba?
A		Gimana?
S3	23	Oh.. sebenernya semisal aku nggak paham itu aku nanya ke gurunya gitu sih. Kalau nggak aku nanya ke temen dulu, kalau sama temen juga nggak tau baru langsung tanya ke gurunya..
A		Em.. kalau gitu gurunya..
S3	24	a...
A		Jelasinnya pake bahasa indonesia apa pake bahasa inggris?
S3	25	Nah, kalau ada yang nanya kosa kata itu di deskripsiin dulu pake bahasa inggris terus nanti kaya di translatin maksud katanya itu dalam bahasa indonesia juga.
A		Em...
S3	26	Jadi dalam dua bahasa
A		Oke.. Huma kan tadi bilang e.. nggak begitu ini ya sama bahasa inggris, nggak

		begitu, apa yah nggak begitu.. mudah lah untuk dimengerti. Menurut Huma sendiri..
S3	27	Ho.oh..
A		Karena didalam kelas itu menggunakan bahasa inggris nih, mempengaruhi nilai Huma nggak sih?
A		Gimana huma?
S3	28	Gimana mbak? *Reconect*...
A		e.. tadi itu kan kaya misalkan..
S3	29	Mbak..
A		Bahasa inggris nih kan bukan bahasa yang mudah dimenegrti nih buat Huma.. mempengaruhi nilai Huma nggak dikelas? Karena belajar pake bahasa inggris?
S3	30	e.. enggak terlalu mempengaruhi banget sih, karena palingan soalnya kan guru-guru ada beberapa yang kaya mungkin kalau ulangan atau soal latihan matematika... biasanya kalau matematika sih, e pak... gurunya tuh ada soal di akhir akhir tuh pake bahasa inggris. Nah itu juga kaya manfaat gitu jadinya bisa sekalian belajar...
A		Eh, bisa sekalian belajar. Terus kalau misalkan eh, kalau sama keadaan mental kamu kaya gimana? Kamu merasa canggung nggak sih di kelas bahasa inggris? Padahal kemampuan kamu masih harus berkembang lagi gitu?
S3	31	e... kalau canggung enggak sih tapi lebih ke gimana ya kaya " ih kok temen ku paham tapi kok aku nggak paham – paham" tap aku kaya malah "ayo dong temen mu bisa mosok kamu nggak bisa"
A		Oh.. jadinya kaya khawatir tapi bisa jadi memacu juga ya untuk segera memamhami?
S3	32	Iya soalnya temen – temen juga kalau ada yang kesusahan bantuin gitu. Mesti nya nanya- nanya lah nggak nggak diem sendiri.
A		Em, kalau gitu Huma sendiri pernah nggak sih merasa khawatir atau cemas waktu misalkan di dalem kelas itu, misalkan ada diskusi atau ada presentasi? Kaya gitu Pernah nggak?
S3	33	Kalo mau itu tuh seumpama kita mau tes kadang tuh tes nya dadakan jadi kita tanpa persiapan terus tiba-tiba kaya "wah harus ngerjain" kaya langsung nge-*blank* gitu. Biasanya seumpama dikasih tau kan setidaknya kita ada persiapan mental dan.. ya setidaknya mental lah kalo dadakan gitu kaya langsung nge-*blank* gitu loh. Malah jadinya nggak paham apa-apa
A		Em..
S3	34	Tapi di usahain tetep bisa ngerjain, ya walaupun nilanya nggak bagus...
A		Berarti caranya huma untuk ngatasin itu jalananin aja gitu ya? Yang penting berusaha?
S3	35	Ho.oh
A		Yang penting semangat yah..
S3	36	Yang penting usaha
A		e..terus misalkan niha, Huma pernah nggak sih berpartisipasi dalam kelas? Misalkan bertanya? Diskusi? Atau menyampaikan opini ke kelas itu?
S3	37	Aku lebih sering ke tanya sih, soalnya kalau aku bingung langsung ku tanya aja...
A		Tanya nya, kalau nanya kaya gitu pake bahasa inggris atau bahasa indonesia?
S3	38	Disuruhnya pake bahasa inggris tapi kadang bahasa inggris ku tuh salah gitu, sering malah

A		Kalah? Oh salah?
S3	39	Iya, kaya mesti gurunya kaya "oh seharusnya kaya gini... gitu.." jadi belajar ke nanya nanti dikasih tau tapi ya semangat belajar gitu...
A		Oh jadi kaya di koreksi gitu ya?
S3	40	Gimana ya? Kaya nanya pake bahasa inggris tapi nanti guru nya bilang kalau cara nanya nya salah... tapi kalau bener – bener mentok nggak bisa itu nya dicampur – campur kaya e.. ini nggak tau bahasa inggris nya apa, di ucapin aja pake bahasa indonesia...
A		Oh gitu, boleh campur kalau gitu yah..
S3	41	He.eh
A		Kalau huma sendiri nih, ngerasa ada masalah nggak sih ketika berpatisipasi atau komunikasi di dalem kelas itu? Misalkan kaya taku ragu terus nggak jadi gitu? Pernah nggak?
S3	42	Malu sih biasnya
A		Malu?
S3	43	Kan kaya kaya kok nggak ada yang nanya tapi kok aku belum paham kadang mikir nya kaya gitu
A		Kira- kira rasa malu nya itu dateng dari mana? Misalkan e...materi yang sulit dimengerti atau bahasa yang menghalangi huma untuk berbicara?
S3	44	Lebih ke bahasa
A		Bahasa? Tapi kalau Huma sendiri, bahasa inggrisnya huma sendiri sebelum ikut ektrakulikuler wajib ini sampe mana? Sebelum ikut
S3	45	Em... naik dikit lah..
A		Naik dikit? Maksudnya kaya gimana nih?
S3	46	Maksudnya ke... nambah ke kosa kata juga kan terus seumpama jadi tuh kalo kita mau belajar bahasa kaya biasain gitu kan nah, kalau seumpama aku Cuma ngandelin Cuma di KBM biasa pasti kan aku kurang terbiasa. Kalau di KMB biasa kan juga guru malah lebih banyak menggunakan bahasa indonesia dan menjelaskan pelajarannya
A		Em...
S3	47	Tapi kan karena ada apa.. English for science and math jadi nya lebih ke bantu juga. Jadi naik lah ada progress nya..
A		Progress bahasa inggris nya ya?
S3	48	He. Em
A		Kalau sebelum ikut ektrakulikuler ini, dulu Huma waktu membaca tulisan bahasa inggris langsung mengerti atau nggak? Sebelum ikut
S3	49	Tergantung... tergantung kosa katanya. Kalo seumpama tapi kadang tuh aku tuh paham ini nya maksudnya apa tapi ada satu kata dua kata gitu aku nggak tau artinya apa gitu loh...
A		Em...
S3	50	Arti nya apa, jadi Cuma tau maksudnya tanpa tau arti secara bakunya itu apa..
A		Oh kaya gitu, tap.. kalau kaya gitu biasanya Huma ngapain? Buka kamus atau main tebak aja?
S3	51	Kalau ditanya maksudnya aku tinggal bilang aja pemahaman ku kaya gini. Tapi kalau seumpama itu beberin artinya yang kaya spesifik gitu, aku nanya ketemen dulu sih... "ini gak? Kaya gini bukan?" soalnya kalau bawa kamus kan juga tebel lumayan berat di tas nya tapi kalau pake yang online, Hape nya kalau pagi

		disuruh kumpulin. Makanya itu, Jadi lebih ke tanya temen
A		Nanya temen yah..
S3	52	Jadi nya lebih... he.eh kalo nanya ke temen kan gengsi nya nggak terlalu tinggi lah..
A		Terus kalau setelah ikut program ini satu tahun nih.. e...ada peningkatanya sampai mana kira-kira?
S3	53	Apa?
A		Peningkatannya ikut satu tahun ini sampai mana?
S3	54	Kalau aku ngerasa.. ya udah kaya.. juga.. kek.. gitu...sekolah ku juga.. adi.. gitu tuh... lebih... ya ke pembelajaran...tapi kita dikasih... apa... harus nya nggak sih?... gitu... (suara narasumber terputus-putus)
A		Kaya gimana gimana?
S3	55	Yang penting kita paham. Jadi kalau aku sendiri, jadi kalau dijelasin itu nggak paham tapi pas akhir-akhir sering disimpulkan nah nanti itu jadinya paham hubungannya kaya gimana. Terus kalau di gunain kelas satu tahun, itu sebelum nya sekolah ku kan RSBI jadi masih ada guru-guru yang masih pake power point lama itu masih ada bahasa inggris bahasa inggris nya. Jadi bisa memahami..
A		Oh.. dikelas yang regu reguler ya kelas yang biasa..
S3	56	He.em
A		Kalau waktu awal-awal, awal-awal kelas tujuh nih.. Huma ini nggak sih kalau misalkan ngedengerin ngedengrin guru bahasa inggris ngerti ngerti nggak?
S3	57	Kalau awal sih aku banyak diem, soalnya kan kaya aku nggak terbiasa pakai bahasa inggris jadi liat aja gitu
A		Em... kalau setelah...
S3	58	Tapi sejauh itu paham-paham aja sih soalnya kan ada temen temen juga yang bantuin gitu..
A		Pas kelas delapan itu jadinya terasah nggak sih kemampuan bahasa inggrisnya Huma?
S3	59	Gimana?
A		Kemampuan bahasa inggrisnya Huma waktu kelas delapan itu tentang mendengarkan bahasa inggris atau *listening* itu lebih terasah nggak sih di bandingkan kelas tujuh yang sebelumnya?
S3	60	Lebih fasih sih kalo di bandingkan kelas satu. soalnya kan udah mulai terbiasa dengan yang pakem ini yang menggunakan bahasa inggris. Walaupun nggak semua
A		Em.. kalau seum
S3	61	Juga kala
A		Gimana?
S3	6	Nah ba.. ha .. ga.. ada satu hari yang kita bener-bener harus pake bahasa inggris..
A		Gimana yang pake bahasa inggris tadi?
S3	63	Brus.. ke.. um.. pi...
A		Huma?
S3	64	Gimana? Iya
A		Suara nya putus putus tadi
S3	65	Gimana kak..
A		Yang tadi itu aku nggak kedengeran e, soalnya suara nya putus putus..
S3	66	Iya suara nya putus putus ...

A		Yang speaking tadi kaya gimana?
S3	67	Suara nya putus putus banget e..
A		Masih putus putus ya? Sebentar. Kalau kaya gini gimana?
S3	68	Iya udah mending udah mending
A		Udah mending. Kalau yang speaking jadi kaya gimana? Huma jadi kaya ini nggak?
S3	69	Lebih apa?
A		Lebih lancar nggak speaking nya?
S3	70	Kalau speaking... lebih lancar sih tapi tetep aja masih jelek..
A		Em...
S3	71	Tapi lebih lancar ada progress
A		Ada progress ya... berarti progress nya itu bisa di bilang e... *reading* Huma semakin baik, *listening* nya juga semakin jelas terus kalau *speaking* ada tapi belum lancar?
S3	72	Iya
A		Oke.. kalau menurut Huma nih, selama udah dua tahun ikut kelas itu, masalah apa aja sih yang huma hadapin selama belajar dua tahun di kelas itu?
S3	73	e.. kalau masalah sih kan itu... kalau masalah di awal-awal belum terbiasa berangkat pagi, jadi tuh aku sering telat. Nah kan ada maksimal masuk kelasnya ada 10 menit, jadi aku lebih sering ketinggalan kepelajarannya
A		Em..
S3	74	Gitu awal-awal
A		Karena kelasnya kepagian?
S3	75	Jadi kaya, engga kepagian si mungkin akunya aja yang kurang pagi
A		Heheheheh
S3	76	Jadi kaya malah gurunya udah bahas ini, bahas ini apa jadi kalo ga runtut kan malah bingung
A		Eeemmm, karena ketinggalan
S3	77	Kan sama tipikal gurunya juga, kalo seumpanya kita sukanya sama gurunya kan biasanya, murid juga sukak sama pelajarannya
A		Hem..
S3	78	Nah itu ada tipe guru yang kaku gitu, aku kaya udah males banget masuk kelasnya, jadi kaya aku lebih suka guru-guru yang gimana gitu pembawaannya itu humble kaya temen gitu. Jadi kita enjoy aja ga sepaneng. Kalo sepanengkan otaknya harus bener-bener dipress dulu
A		Em.. yang kira-kira menurut huma itu gurunya kaya temen itu kaya gimana si? Ciri-cirinya?
S3	79	Apaya guru kaya cuman jelas-jelasin terus jelasin terus, nah kaya gitu kan malah kaya bosen juga, boring terus tapi aku suka yang kemaren kaya kalo ketemu yaudah kita say apa say hi gitu pake bahasa inggris itu gak kepake. Tapi kalo sama yang kakukan malah jatohnya kalo ketemu diem aja, kalo sama kita kaya temen terus kalo kita malu bicara bahasa ingriskan itu juga bantu kita dalam speakingnyakan
A		Eemmm
S3	80	Terus kan dalam pelajaran juga tuh kaya diselingi games juga, terus kalo sama-sama ga paham aku kaya lebih sukak dideketin dan dijelasin, aku lebih sukak kaya gitu si kalo aku sendiri.

A		Dibandingkan kalo dengan langsung nanya kedepan kelas gitukan ya?
S3	81	Iya soalnyakan kalo kaya gitu mah diliatin banyak orang takutnya tiap anak beda-beda karakter kalo malu
A		Kalo dikelas sendiri itu ngapain si belajarnya, cara belajarnya?
S3	82	Cara belajarnya itu biasanya kita dijelasin bentar terus kita dikasih lembar kerja gitu kemudian disuruh ngisi, kalo jamanku.Tapi kalo sekarang udah beda deh
A		Oh gitu, kalo jamnnya huma itu ngerjain soal terus abis itu dinilain ga?
S3	83	Kumpulin, ee jarang si kalo ada nilainya, cuman ada apa tanda-tanda ini salah ini bener
A		Em... kalo menurut huma sendiri
S3	84	Paling..
A		Giman-gimana?
S3	85	Paling cuman dikasih reward doang
A		Reward?
S3	86	He.eh
A		Rewardnya apa tu?
S3	87	Dikasih bintang, dikasih bintang, bintangnya entar ada guru itu akhir-akhir ini siapa yang paling banyak dapet reward entar dia ngasih hadiah, tapi pribadi ngasih hadianya sendiri
A		Em..
S3	88	Jadikan muridnya kaya terpacu gitu “ah aku mau dapet nih hadianya apa?”
A		Iyaiya, kalo
S3	89	Lumayankan
A		Kalo kalo menurut huma efektif gaksih belajar matematika sama IPA pake bahasa inggris
S3	90	Emm menurut aku sih efektif-efektif aja, asal itunya dibiasain nanti juga kebiasaan, tapi mungkin kalo ga full bahasa inggris juga mungkin kan ada beberapa yang eee kalo IPA banyak, apasi itutu nama-nama
A		Ilmia kaya gitu?
S3	91	Heeh nama-nama ilmiah gitu kan lebih susah aja, menurut aku. Terus kalo dimatematika mungkin bisa dijelasin dalam dua bahasa. Satu bahasa nanti pake bahasa ingrris nanti seumpama belum paham, nanti dijelasin lagi pake bahasa indonesia. Soalnyakan banyak banget yang pakek bahasa indosenia aja masih ngeluh itu matematikanya itu susah, nah apalagi sama yang dijelasin pake bahasa inggris
A		Kalo?
S3	92	Jadi menurutku tergantung pamahamannya sih, kalo pemahamannya udah oke pake bahasa inggris oke, tapi kalo masih ada yang belom paham perlu diikutin pake bahasa indonesia
A		Eemm, kalo dikelas sendiri keadaannya kaya gitu engga?
S3	93	Gitu dikelas apa?
A		Dikelas matematika and science itu? Eh matematika and science, English for science and math, kaya gitu ga dijelasinnya pake bahasa ingris dulu nanti kalo ada yang ga ngerti baru di-*follow up* pake bahasa indonesia ?
S3	94	Iya
A		Em, berarti itu pake dua bahasa ya bisa dibilang?
S3	95	Iya tapi, kaya pas jelasinnya juga campur-campur gitu loh, kaya ditanyain “ kamu

		ga pahannya yang mana dulu?" jadi ga semuanya dijelasin
A		Emmm bagian tertentu aja?
S3	96	He.em
A		Eee tadikan pake dua bahasa ya? Padalah itukan kelasnya kelas bahasa inggris
S3	97	He.em
A		Menurut huma itutu ngeganggu gasih pake dua bahasa itu, apa malah mengganggu atau malah membantu?
S3	98	Menurut aku malah ngebantu sih, soalnyakan gasemuanya paham dalam bahasa inggris. Jadi kebantu juga dengan bahasa indonesianya juga dari bahasa campur-campur nya
A		Walaupun menurut ee beberapa orang eee aduh buih, walaupun menurut beberapa orang itu ga konsisten tapi menurut huma itu itu malah membantu ya ?
S3	99	Iya
A		Em oke
S3	100	Soalnya juga kan gurunya ngasih waktu " oke disini kalian bener-bener gaboleh ngomong pake bahasa indonesia, jadi kalian bener-bener for English gitu" kalo disitu gurunya udah bilang kaya gitu nanti bakal kaya ada hukuman nanti suruh nyanyi didepan atau kaya gimana
A		Ada itu?
S3	101	Jadi bener-bener ada waktunya gitu "kamu gaboleh ngomong pake bahsa inggris, kamu ga boleh ngomong bahasa indosenia" tapi nanti juga ada waktunya " kamu boleh tanya pake bahasa indonesia" jadi diatur waktunya biar kita juga kaya mau memacu diri, dibiasain kalo pake bahasa indonesia teruskan ntar juga murid-muridnya pake bahasa indonesia terus
A		Heem,berarti kesempatan untuk berbicara bahasa inggris itu emang ada khusus ya? Walaupun, waktu maksutnya itu khususnya itu anak-anak biar berpacu agar berbahasa inggris kan?
S3	102	Iya
A		Hem..
S3	103	Beberapa guru kaya gitu
A		Terus e..., bentar ya. Selain masalah bahasa tadi, misalkan selain masalah yang masih agak sulit dimengerti sama ada apa ya tadi ya? Menurut huma nih, kelasnya sendiri itu atmosfer kelasnya sendiri itu kaya gimana?
S3	104	Em.. panas sih, soalnya mikir
A		Panas soalnya mikir hehehe tapi kalo kelasnya sendiri itu pasif ga sih apa semua orang itu emang pay attention ke gurunya? Atau malah ngerjain tugasnya masing-masing ?
S3	105	e.. ada yang kaya gitu, kan kadang kaya tugas tugas sekolah ada yang belom selesai. Itu kadang curi-curi sih ngerjain apa. Teruskan kaya ga semua siswakan juga enjoy dikelas itukan, gasemua siswa sukak sama bahasa inggris jadinya. Ada yang ngomong aja sendiri, ada yang ini. Tapi guru-guru sih kaya bener-bener berisik banget ga kondusif nantinya gurunya bakal negur
A		Em.. gitu, kalau buat huma sendiri nih kesempatan berbicara bahsa inggriskan ada waktunya ya? Maksutnya ee emang harus pake bahasa inggris kaya gitu kan ya?
S3	106	Iya
A		Kalau huma sendiri sekarang ngerasa bebas gitu menggunanakan bahasa inggris

		buat berbicara ? maksutnya ga ragu lagi
S3	107	e.. kalo bebas sih engga kalo ragu antara ragu dan engga sih kaya, kalo soal akutuh ragunya aku ngomong nya bener ga ya, kalo salah kan malu gitu, aku musti kaya gitu, jadi kaya masih mikir-mikir
A		Em.. tapi seengganya sekarang udah bisa ini belum, ee ngomong beberapa kata untuk didepan umum pake bahasa inggris ?
S3	108	Bisa si mungkin soalnyakan kalo dikelas kan juga banyak presentasi pake bahasa inggris jadinya juga dipelajaran bahasa inggriskan kaya juga presentasi pake bahasa inggris tetepan, jadi yaudah mulai speakingnya udah mulai ada progres lah
A		Eemm, kalo misalkan presentasi kaya gitu, huma sendiri itu harus dipersiapin gitu ga? Maksutnya ditulis dulu apa yang mau diomongin buat nanti kedepan atau emang udah yaudah semua ada diotak huma
S3	109	Kalo aku harus dipersiapin sih, terus aku tulis dulu kata-kata kalimat yang aku susun terus aku konsulin keguru “ buk ini benran ga sih kaya gini?” ya soalnya seum...
A		Gimana?
A		Nah, tadi sampai mana ya kita?
S3	110	Hahahha... iya aku juga lupa
A		Iya ya aku lupa...
S3	111	Sampe?
A		Yudah lah kita lanjut aja pertanyaannya
S3	112	Sampai... ya udah oke
A		e...
S3	113	Oh... mbak mbak itu... pas bagian kebiasaan aku lagi presentasi... presentasi..
A		Oh iya... kaya gimana?
S3	114	Ho.oh kalau biasa nya aku presentasi itu aku biasanya nulis dulu, apa itu kalimatnya. Menurut aku terus abis itu aku konsulin ke guru. Soalnya kan nanti kalau salah kan nanti yang aku utarakan salah terus nanti malah temen temen ku ikutan salah juga.
A		Em...
S3	115	Jadi aku nggak suka di suruh dadak presentasi di depan. Tapi kalau Cuma di tunjuk “ eh kamu gini, kamu gini” pasti kan bakalan di koreksi sama gurunya. Tapi kalau presentasi kan kita lebih ke penyampaian materi terus pastinya kita juga harus nyampein materi yang itu.
A		Oke selama dua tahun nih e.. manfaat apa sih yang huma rasain selama ikut ekstrakulikuler itu?
S3	116	Manfaatnya jadi lebih kebiasa. Soalnya aku nggak terbiasa sama bahasa inggris awal nya sekarang jadi lebih terbiasa sama bahasa inggris dikit demi dikit. Terus jadi lebih nge buka diri “ kalau kamu mau bisa bahasa inggris kamu harus suka dulu sama pelajarannya”
A		Em berarti sekarang
S3	117	Jadi udah tau, udah tau banyak menggunakan itu jadi harus banyak menggunakan itu “ ayo dong udah tau banyak masak sampai sekarang belum ngebuka diri juga”
A		Jadi sekarang huma udah merasa percaya diri dan ada rasa terpacu untuk belajar bahasa inggris? Lebih
S3	118	Iya

A		Kalau, kalau huma sendiri nih udah selama dua tahun ikut ini. Itu kalau nggak salah guru nya beda beda ya tiap ini.. tiap bab?
S3	119	Iya..
A		Nah yang huma rasain selama eh, yang huma rasain masalahnya kan guru nya beda-beda itu apa?
S3	120	Kaya gimana ya, kita harus adaptasi lagi sama gurunya. Seumpama kita di bab ini sama guru ini, terus kita udah nyaman udah bab baru ya kita harus adaptasi lagi.. misalnya kalau udah suka sama gurunya eh malah ganti. Apalagi kaya awal-awal gurunya itu ngajarinnya selow gitu kaya seru terus tiba-tiba dapet guru yang yang lebih ke serius itu bakal malah bingung sih..
A		Hem.. kalau pernah nggak dapet guru yang serius banget semua harus dari buku semua harus dari materi gitu? Yang ada dikelas yang diomongin
S3	121	Aku, pernah nggak ya? Pernah deh kayanya sekali...
A		Pernah sekali?
S3	122	Per ada.. ad... adaa. Adaa... ada...
A		Gimana waktu itu?
S3	123	Galak sih, nggak galak juga sih Cuma tuh tegas aja. Kelas itu harus kondusif terus dijelasin kalau ditanya yaudah diajawab. Nggak boleh, kan kadang kalau kita ditanyakan kan kita cengengesan cengengesan gitu ya harus tetep langsung dijawab gitu walaupun cengenges-cengenges gitu..
A		He.em
S3	124	Nah aku nggak suka sih, kan biasanya kan kalau kita cengenges - cengenges gitu kan bingung kita mau jawab apa. Kan kalau gitu malah bingung
A		Iya jadi harus berfikir cepat ya?
S3	125	He.em
A		e.. dikelas ini nih. Ini kan kelas belajar matematika sama IPA tapi pake bahasa inggris ya?
S3	126	Iya
A		Itu kan sering muncul nih bahasa- bahasa yang emang tuh.. mapel banget gitu.. apalagi mata pelajaran biologi kan ya...
S3	127	Iya
A		Nah biasanya tuh gurunya kaya gimana sih cara menjelaskan bahasa bahasa tadi ke anak anaknya biar ngerti?
S3	128	Biasanya di lembar kerja, kalau nggak tes di lembar kerjanya ada pembahasan rangkuman, ada beberapa yang kaya gitu.. nah disitu juga ada gambar, di gambarnya itu ada ini ini ini itu apa kaya gitu soalnya kan kita juga menyesuaikan KBM dengan biasanya. Jadi kan “Oh ini yang itu.... yang itu...” jadinya kita kan lebih paham...
A		Hem.. biasanya pelajarannya itu nyambung sama kelas yang biasanya? Kelas reguler?
S3	128	Iya nyambung jadi kaya di kaitkan. Cuma yang materinya sama nanti ditanyain “ materi nya udah sampe ini belom?”
A		Pernah nggak materinya duluan kelas yang pagi dari pada kelas yang biasanya?
S3	130	Pernah
A		Itu kan, pasti bingung yah..
S3	131	Ho.oh
A		Terus gurunya jelasin pake bahasa yang sangat sederhana atau kaya gimana? Biar

		anak anaknya ngerti
S3	132	Em... kaya seumpama... mungkin bagi beberapa siswa itu udah sampe sana tapi mungkin seumpama masih belum paham, nanti kalau yang belum paham Cuma satu sampe dua orang nanti bakalan dijelasin kaya ditu doang loh jadi nggak kaya ngulang-ngulang lagi. Tapi kalau seumpama masih banyak yang belum paham nanti bakalan dijelasin lagi dicampur gitu
A		Bahasa yang leboh sederhana?
S3	133	Dicampur gitu terus ke bahasa indonesia
A		Hem... bahasa sederhana? Terus dicampur baru kebahasa indonesia kalau masih ada yang nggak ngerti...
S3	134	Ho.oh kalua nggak akuin aja gitu kalau " saya belum sampai situ"
A		Oh oke terus kalau misalkan sendiri huma ada nggak ngerti bahasa kosa kata ini..
S3	135	He.em
A		Huma ngapain biasanya selain nanya ke temen?
S3	136	Kalau angkatan ku sih masih nyolong-nyolong tetep bawa HP ke kelas jadi kaya searching gitu
A		Searching atau kaya google translate gitu?
S3	137	Ho.oh ini yang maksud nya apa gitu. Tapi kalau misalkan udah kita translate atau seraching masih nggak tau artinya kita tanya sih keguru nya langsung.
A		Hem..
S3	138	Kalau nggak suka sama guru yang itu, nggak sreg.. nanti tanya sama guru yang diluar yang selain itu..
A		Oke kalau menurut huma nih. Udah dua tahun kan ya ikut program itu?
S3	139	He.em
A		Masukan apa sih buat kelas itu biar lebih tepat sasaran ke anak-anaknya?
S3	140	Lebih ke.. penggunaann IT nya sih... sebenernya kan banyak yang ngumpulin gara-gara di IT nya itu nggak sesuai nggak sesuai di kelas.. menurut aku tuh mending tuh perangkatnya tuh disimpen aja di depan kelas. Jadi kita seumpama butuh kita itu tinggal ambil kita nggak harus ke ruang penitipan
A		Oh.. yang pas nitipin hp gitu ya?
S3	141	He.eh terus kaya lebih ke mungkin diliatin video pembelajaran nggak Cuma dijelas-jelasin aja..
A		Ada visualisasi?
S3	142	He.eh jadi kalau Cuma dijelasin kan bakalan boring.
A		Tapi kalau keseluruhan buat Huma kelas nya itu boring nggak? Ngebosenin nggak?
S3	143	Aku sih ngerasanya boring
A		Selain visuali sasi ada lagi?
S3	144	Em... pembawaannya lebih santai sih mungkin. Soalnya kan disitu juga kan dia sebagai ekskul gitu loh. Jadi tuh menurut ku ekskul itu nggak harus seketa KBM
A		Oke.. udah deh selesai. Terimakasih yaHuma udah mau bantuin aku
S3	145	Iya sama sama sukses ya mbak