



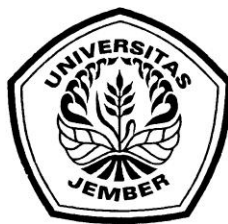
THESIS

**A DESCRIPTION ON THE USE OF ENGLISH AS A MEDIUM OF
INSTRUCTION USED BY THE TEACHER USING CONTENT AND
LANGUAGE INTEGRATED LEARNING (CLIL) AT STIKES
DR. SOEBANDI JEMBER IN THE 2012/2013
ACADEMIC YEAR**

By:

**A. CHOIRUL ANWAR
080210401044**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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2013**

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, H. Abdurahman and Alfiatul Laily, my sisters and brother, Shofiatul Laili, Rifka Ilmaniyah, and Ahmad Rizal Faqih, thank you for your never ending love and support.*
- 2. All of my great lecturers thank you for the great support and help.*

MOTTO

“Dire ce que je sais moi, dire ce que toi tu ne sais pas”

(Telling you what I know, telling you what you don't know)

~Gaulmyn, M.M

^{*)}Gaulmyn, M.M. de. 1986. Learning to explain; Apprendre a expliquer. *Travaux-neuchateloisede-linguistique (TRANEL)* 11: 119–139.

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

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Jember, September 2013

The Writer

A. Choirul Anwar
080210401044

CONSULTANT APPROVAL

A DESCRIPTION ON THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION USED BY THE TEACHER USING CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AT STIKES DR. SOEBANDI JEMBER IN THE 2012/2013 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
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Jember University

Name	: A. Choirul Anwar
Identification Number	: 080210401044
Level	: 2008
Place and Date of Birth	: Jember, May 25th 1988
Department	: Language and Arts Education
Study Program	: English Education

Approved by:

Consultant I

Consultant II

Dr. Budi Setyono, M.A
NIP. 19630717990021001

Drs. I Putu Sukmaantara, M.Ed
NIP. 196404241990021003

APPROVAL OF THE EXAMINATION COMMITTEE

THESIS

This thesis entitled “**A Description on the Use of English as a Medium of Instruction Used by the Teacher Using Content and Language Integrated Learning (CLIL) at STIKES dr. Soebandi Jember in the 2012/2013 Academic Year**” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Wednesday

Date : September 25th, 2013

Place : Faculty of Teacher Training and Education of Jember University

Examiner Committee:

Chairperson,

Secretary,

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 196503091989022001

Drs. I Putu Sukmaantara, M.Ed
NIP. 196404241990021003

Members,

Member 1,

Member 2,

Dra. Wiwiek Istianah, M.Kes.,M.Ed
NIP. 195010171985032001

Dr. Budi Setyono, M.A
NIP. 19630717990021001

The Dean,

The Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M.Pd
19540501 198303 1 0

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength, so that I can finish writing the thesis entitled “A Description on the Use of English as a Medium of Instruction Used by the Teacher Using Content and Language Integrated Learning (CLIL) at STIKES dr. Soebandi Jember in the 2012/2013 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of the Language & Arts Department
3. The Chairperson of English Language Education Study Program
4. The first and second consultants, Dr. Budi Setyono, M.A. and Drs. I Putu Sukamaantara, M.Ed. Thank you for inspiringly great ideas and sincere help for writing this thesis better.
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7. The Examination Committee that have given me great comments and suggestions for completing the thesis.
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9. Great teachers of GET (Global English Training), and my friendly friends at PPI Darussalam Jember.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be highly appreciated.

Jember, September 2013

The Writer

SUMMARY

A Description on the Use of English as a Medium of Instruction Used by the Teacher Using Content and Language Integrated Learning (CLIL) At STIKES dr. Soebandi Jember; A. Choirul Anwar, 080210401044; 2013: 80 pages; Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Different subjects need different language use. The use of English for midwifery students needs specific English for future work or studies. Dealing with the use of English taught in different course subjects in which English is not used, Content and Language Integrated Learning (CLIL) provides a chance to use English a medium of instruction. CLIL is an approach where English is used for medium of instruction. This research focuses on the use of language used by the English teacher at Sekolah Tinggi Ilmu Kesehatan (STIKES) dr. Soebandi Jember especially in explaining materials, asking questions, and giving instruction to the class. There was a team of English teacher consisting of three English teachers. All of them teach English in English class which refers to English Specific Purpose (ESP). Therefore, there is a need to know the English use in the classroom as the medium of instruction.

The research objectives were to know the extent to which the teacher used English as a medium of instruction, to know the purposes of using English for classroom instruction, and to know how effective the use of English used by the teacher is. The result of a case study was expected to be an evaluative study for the teacher for inspiringly better teaching style in using English as the medium of instruction.

The research belongs to qualitative research intended to portray the use of English as a medium of instruction done by the English teacher which was conducted continually through observation and fieldnotes, and to know the purpose the teacher used English, the interview was chosen purposively as the data collection method.

The data from the observation were written up as the summary of the raw data and later were coded based on the research problems. In this present study, the observation was conducted four times for the purpose of collecting data.

Based on the results of the discussions, the extent to which the teacher used English for classroom communication was the teacher used English to translate the English words, used simple English to the students, and repeated the English expressions. It was recorded in the first observation that the teacher spoke English only when he got English words, but the explanation was mostly done in Indonesian. Based on the theory, the teacher should have emphasized on English rather than Indonesian to get the students highly motivated. The results of the second, third, and fourth observation were almost similar to the previous one.

The purpose of the English use was already matched with the one suggested in CLIL. Based on the interview results, he used English for the sake of motivating students to use English for communication. In fact, he teacher used Indonesian very much that made the English use was not effective. In explaining and giving instruction, the use of English was not effective, but it was effective in questioning. It was because the teacher did not optimize the English in communicating with the students.

The four times observation has already shown the results of the research problems. The finding would be an evaluative finding for teacher, and he was highly suggested to use English more than Indonesian inside and outside classroom.

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