

An Indonesian student's perspective on the use of English by teachers as a monolingual language

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Suggested Citation:

Syahrurah, J.K., Ismail, H. & Hirji, B. (2023). An Indonesian student's perspective on the use of English by teachers as a monolingual language. *Global Journal of Sociology: Current Issues*. 13(2), 50-60. <https://doi.org/10.18844/gjs.v13i2.9155>

Received from July 12, 2023; revised from August 12 2023; accepted from October 23, 2023

Selection and peer review under the responsibility of Prof. Dr. Carlos Rodrigues, Universidade Fernando Pessoa, Portugal.

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Abstract

This study intends to determine how college students understand an instructor who instructs in a monolingual form of English in an English as a Foreign Language study room. This study involved 20 interviewees and 32 questionnaire respondents in an English as a Foreign Language, classroom. Interviews and questionnaires are the strategies used to collect data, hence, ensuring triangulation of data. Based on the evaluation and interpretation of the records obtained from the questionnaire and interview, the results of this look display that scholars have positive perceptions of teachers who train English as a monolingual language in their English classrooms. This is verified by the imperative tendency of ten questionnaire statements, and declaration. Nevertheless, the most persuasive remark succeeds in moving the main tendency to the "impartial" stage, allowing us to classify it as supporting evidence that students have favorable opinions of English-speaking teachers.

Keywords: EFL; English as a foreign language; monolingual; students' perception; teacher.

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1. Introduction

People want conversation as it allows them to get the statistics and know-how we need to get through every day, particularly whilst passing on our know-how to others. Because of this, conversation is important for people to percentage any form of activities in their lives to make sharing less complicated. Nowadays, communication is on the increase between people from different cultural backgrounds due to the rise in globalization and the demand for interaction to get things done effectively (Lenkaitis et al., 2020; Gómez-Parra, 2020; Song, 2023). The language that teachers use inside the school room is an example of a necessary detail in the learning method when a trainer is turning in clothes to their college students. This verbal exchange between teachers and students ought to be clear and well-understood to ensure the effectiveness of the studying technique.

The language used by the trainer is an important thing in the school room as an instructor is the primary supply of understanding and coaching (Nugrahaeni, 2018; Xu & Xiao 2023). The instructor's language is simply the way one communicates with the students. It establishes the context for the way the students will react to the instructor (Ma, 2023). High-quality student actions are strengthened and pupil attempts and paintings are endorsed by way of effective teacher language. moreover, it could resource pupils in converting their behavior and reflecting on it.

For the teaching and studying manner to achieve success, it's far important for the English instructor to establish a robust communicate with the scholars. Verbal exchange abilities are an essential task as an instructor. Everyone profits when the communicate is effective. It fosters better communication, deeper understanding, and suitable interplay modeling. The interplay among the students is likewise important. They display their expertise in the language the instructor uses after they reply appropriately to what the trainer says. To observe the lessons inside the lecture room to the fields that have been mastered, the instructor is crucial. Every trainer has a unique technique and plans for creating lessons and gaining knowledge of materials depending on the wishes of their pupils. Teaching strategies are used to facilitate the transfer of understanding and make certain that, getting-to-know goals, are efficiently communicated. In this instance, there are three distinctive ranges of English talent in the various students: newbie, intermediate, and advanced. The level of an instructor's language talent additionally affects their behavior (Harmer, 2007).

As a result of their connections, academic strategies, and tactics are important. English is a language that is most effectively utilized in monolingual settings. That is part of one of the strategies a teacher makes use of to assist students in researching English. Learning strategies and gaining knowledge of patterns differ (Terrell and Brown, 1981). The characteristic that we wish to encourage pupils to emerge as greater seasoned language newcomers is called studying strategies. Freshmen may use specialized strategies to accumulate or improve their language abilities.

Within the learning manner, the teacher is the facilitator, and the students are the teacher's intended target audience. The teacher's understanding can be transmitted to the scholars. For students to understand the mastering fabric the instructor provides and meet the meant learning objectives, the instructor also can explain the cloth using language that can help them. How do English teachers instruct students in English each day while using the entire English language magnificently? Can the teacher's lesson plans be efficaciously communicated to and understood by the students? When English is a foreign language being learned at college, how do students sense academics who speak full English while teaching, and can scholars understand the language?

Furthermore, research indicates that English is the language that international locations make use of the most to speak with each other and it is used as a tool for communication. In Indonesia, English is used in training since it may promote studying sports and assist students in resolving problems. That is because English is the language that countries throughout the arena use most, as a tool or medium for intercultural conversation (Choi & Lee 2020). English is used in schooling in Indonesia because it may sell neighborhood gaining knowledge of sports and help students pursue further schooling overseas. English is regarded as a foreign language in Indonesia and is taught in faculties.

Because perception is essentially an individual's interpretation of what they see, comprehend, and accept, students often express their opinions or impressions to a trainer openly and honestly while they are studying. Someone's mindset can be accurate or poor depending on their perception, which can have an impact on the characters themselves. Having an opinion about someone is rather normal since it enhances one's perspective of their ability to understand and determine what could be best for those around them.

1.1. Theoretical Framework

1.1.1. Definition of Perception

According to Hong et al., (2003), a person who has taken steps to determine how their mood reflects whether or not they agree or disagree with that approach or anything they know is said to have a notion. The first class on the assertion is that after a person follows a technique, it can offer them a reflective factor of view. This is especially true in studying classes where college students have the option of accepting or rejecting what they have already visible. Additionally, everybody has a unique attitude toward the matters that stuck their attention and had an effect on their lives.

Consistent with Ahmad and Aziz (2009), belief takes place whilst teachers choose stimuli with a specific means in their school room putting or inside the behavior of the students. Perception is vital whilst coaching and gaining knowledge, as it helps instructors make higher selections approximately how to manage problems inside the classroom. Belief takes place after humans have processed particular sensations in their sensory memories. Nevertheless, perception influences the information that enters running reminiscence (Sofeny, 2017).

Belief performs an important position in someone's life and that notion creates chances for studying and movement via the senses, expertise, and enjoyment. When students understand the different points of view on a subject, their motivation to examine a target language may increase. Finding motivation is essential to helping college students learn English in the study hall. McDonald in Kompri (2007) defines motivation as a power exchange in an individual that is typified by the emergence of "experience" and is combined with a response to the purpose of existence. In this situation, motivation is essential for issues that could impact people's activities.

It is evident from all of the aforementioned remarks that interpersonal interactions are influenced by an individual's point of view. Even though someone can only judge what they have personally experienced, an activity that can be both positive and unpleasant can inadvertently offer evaluations, tips, inspiration, or ideas that could redefine behavior and knowledge. Good deeds have an impact on the individual. Even if someone has a horrible point of view, the people around them may be affected by their actions.

In our day-to-day interactions with others around us, we are mindful of the need to ensure that they discover a move made when viewing anything from a different angle and consider anything that might improve the way that someone is feeling in the vicinity. To obtain knowledge that can always lead to mastery and the ability to make decisions about what to do next, one must apply the valuing viewpoint to their observations. The information gathered might be continuous and relevant to the assessment that the person who ended up immersed with someone who will influence someone's viewpoint made.

According to the definition given above, the action in question is characterized as seeking knowledge and expressing opinions about past occurrences, along with utilizing the experience to respond to physical curiosity or to advance and mature a person. Sarkol (2016), on the other hand, asserted that current ideas may be seen as a thorough analysis of a particular environment. Images, concepts, or awareness of environmental elements through physical sensations that can be interpreted in pleasure and knowledge are instances of this, whether they are intellectual or physical.

1.1.2. Definition of the Teacher's Role

For the scholars, the teacher is a role model. An instructor's feature in training is important. The teacher must also be involved with their student's growth. Moreover, the trainer ought to be qualified to educate and evaluate both themselves and their students.

According to Purwaningtyas (2017), teachers, as educators, have a crucial position and an extensive responsibility to provide students with the abilities they may need within the cutting-edge global, mainly verbal exchange capabilities. This indicates that instructors, as educators, have a massive responsibility to provide scholars with the talents required inside the present-day international, especially verbal exchange talents. This duty pertains to the difficulties and necessities of the worldwide community. Student acquisition of the learning contents substantially depends on the trainer's potential to speak at some stage in the know-how switch system. Augustina (2017) explains that a trainer's function as a teacher consists of helping students develop their abilities and making use of them for their futures in actual existence.

Teachers are one of the most vital elements influencing a scholar's educational fulfillment, in keeping with Al-Hadabi (2010). They are additionally one of the fundamental participants in a scholar's universal academic fulfillment. Instructors can assist in molding their college students' abilities by being aware of their traits, mastering desires, and offering the proper opportunities to carry out the pleasant in them.

The instructor is supposed to be a reputable authority in a ramification of areas, especially about the learning fabric she could be presenting to the scholars. For the knowledge of content to be introduced correctly and satisfactorily, the teacher must be able to lead or method information properly. In trying to impart information to students in colleges, teachers are the number one actors who organize, oversee, and perform getting-to-know activities (Pane & Darwis Dasopang, 2017).

According to (Kirom, 2017) the teacher's role is seen as dominant and is categorized as follows:

1. Using instructors as function models. Teachers should create and master the challenge or problem count of the learning to be trained.
2. Instructors who oversee instructions. The reason that classroom surroundings desire to be prepared, they play the process of training supervisors (study room managers).
3. Teachers acting as facilitators and mediators. Because instructional media serves as a verbal exchange medium to decorate the effectiveness of coaching and studying, the instructor should have a suitable understanding and comprehension of them.
4. The use of educators as assessors, the teacher should compare to decide whether or not the desires that have been set have been reached or not.

As stated above, teachers are essential to the formation of a rural community's future leaders, especially in Indonesia, as they are the primary source of documentation for the majority of the populace. The instructor assesses students' success in sports learning as well. Consequently, when the learning objectives set forth by the trainer are no longer being met by the getting-to-know activities or student learning results, the trainer has a role to play in comparing the scholars to acquire the intention. All parties may be greatly impacted by the trainer's role as a teaching staff member and facilitator of the coaching and learning approach in a given category, but students who participate in studies that will allow for appropriate interaction may be more affected.

1.2. Purpose of study

Before the teaching procedure starts, an instructor ought to have a few kinds of plans in the area. From that plan, the trainer may additionally decide the satisfactory manner to speak and distribute the clothes with their students. To set up wonderful relationships with their students, teachers have to be capable of talking effectively with them. Each research has a unique approach that becomes selected based totally on the purpose of the research. The motive of this study is to find out how students view their instructors' use of English as an unmarried language.

2. Method and materials

This examination will employ a descriptive qualitative methodology to shed light on the study's topic and find out how college students feel about their teachers' usage of English as a single language. Qualitative studies are described as a style of inquiry that focuses on a dynamic holistic picture, formed from phrases, collecting photos of entire viewpoints of informants, and finishing in an herbal setting to grasp human social trouble. It is not appropriate to classify individuals or organizations based on particular factors or beliefs for

this reason. For this inquiry, the statistical analysis yielded a qualitative result. It is also referred to as naturalistic technological know-how as the investigations are carried out in a natural setting (Nugrahaeni, 2018).

2.1. Participants

Thirty-two English college students might be the main sources of information for the study, while the temporary location of the investigation would be junior high school 3 Godean in Yogyakarta. Data from interviews and surveys will be compiled into statistics. First-hand recordings or first-hand resources on the floor are the primary sources of data, as stated (Iswan, 2021) in the eBook research technique for Quantitative and Qualitative Public members of the family. Participants in interviews, test subjects, and survey respondents who submitted replies may be included in this supply of information. The content material of the correspondence beneath the exam serves because of the studies' essential supply of information.

2.2. Data collection tools

Data collection takes place in a specific social setting, location, or organization of people, in step with Sarkol (2016). There also are many distinct forms of facts, which include an outline of what the researchers be aware of and pay attention to, what the contributors write and say, and what the members use and convey. To reply to the Look Act's query, the narrative from intensity interviews and questionnaires served as the principal supply of statistics. Seeing that there are various ways to gather facts at the same time as human beings are seeing or hearing something, the studies are qualitative and make use of information forms for wondering and interviewing junior excessive college students.

In this observation, questionnaires and interviews are the information collection methods used. By using the use of a video call, the researcher may be in a position to speak with the respondents face-to-face and accumulate data without delay from them. A cell telephone may also be used to seize the interview's statistics. If you want to get accurate data regarding students' perceptions, the researcher additionally gave out a questionnaire to them. There were kind of ten statements general in the questionnaire. To make it easier for members to fill out the questionnaire, the writer translated it into Indonesian. Closed-ended questionnaires are used as information series tools. Ten closed-ended questions made up the questionnaire (table 1). College students' possibilities, feelings, views, and the benefits and downsides of instructors' usage of English as a monolingual were the types into which the questions were grouped (Resmini, 2019).

Table 1
The Grills of Questionnaire

Research Variable	Factors	Indicators	Number of Items
Students Perception of Teachers in Using English as a Monolingual	Students' Preferences.	The students' interest when the teacher uses monolingual language.	1, 4, 6
	Students' Feeling	The students feel enthusiastic during the English class.	8
	Students' perception	The understanding of the students towards the teacher uses monolingual language.	2, 5, 7, 9
	The advantages and disadvantages	To improve the student's motivation to learn English.	3, 10

The process of gathering facts and information to produce research data is known as data collection. The researcher won't gather the data needed to satisfy the specified data needs until they are learned and mastered. The questionnaire statements listed in Jannah (2018) are as follows (table 2):

Table 2
Questionnaire Statements List

No.	Statements	1	2	3	4	5
1.	I prefer that teachers use English when teaching the English process.					
2.	I understand when teachers use English in English lessons					
3.	I easily remember when the teacher explains the material in English					
4.	My teacher uses English in the classroom.					
5.	My teacher uses English while teaching English lessons.					
6.	My teacher always gives instructions in English.					
7.	I know the imperative from the teacher.					
8.	I am happy when the teacher uses English					
9.	I see when the teacher asking					
10.	The teacher's English skills motivate me to improve my English skills.					

2.3. Data analysis

To assess the facts for this study, the researcher used a Likert scale. The Likert scale is used to gauge a person's or a collection of people's attitudes, wealth, and beliefs regarding social phenomena, in step with Danuri & Maisaroh (2019). Using a Likert scale, the variables that want to be evaluated are converted into indicator variables. The indicator is then hired as a starting point to assemble device gadgets, which may additionally take the form of statements or queries.

The Likert scale is an examination scale that is used to gauge attitudes and opinions, consistent with (Kho, 2020). Respondents are required to reply to a questionnaire about the usage of this Likert scale in which they need to price how lots they agree or disagree with several statements. Generally known as study variables, the questions or statements applied to this take a look at had been chosen by way of the researcher. This scale's call is derived from that of its inventor, American social psychologist Rensis Likert.

2.3.1. Data Validity

Authenticity, transferability, dependability, and conformability are a few processes to examine the facts's validity in qualitative evaluation. According which Nugrahaeni (2018) there are 4 forms of triangulation: method triangulation, triangulation among researchers, triangulation among records assets, and triangulation among theories.

- Using contrasting the actual findings or statistics, technique triangulation is accomplished in a spread of instructions. As is common in qualitative research, the researcher gathers data through an interview, a statement, a questionnaire, and a paper to get sincere data.
- The triangulation of facts sources examines such facts through the use of several strategies and assets of facts accumulating. For instance, researchers may employ player notes, written recordings, images, or pics similar to interviewing and watching. Based on those assertions, the writer chose to use the triangulation technique and triangulation of information sources to verify the statistics' accuracy and reliability.

3. Results

The researcher discussed college students' perceptions of the trainer's use of English as a monolingual on this bankruptcy at the side of facts presentation and research findings from the questionnaire and interview. In this examination, the presentation of the records serves as a device for the researcher to discover the problem system, while the discovery of the records serves to cope with the hassle components. How do pupils view a trainer who speaks the most effective English within the schoolroom throughout the academic method?

3.1. Results of Questionnaire

Table 3
Questionnaire Respond of Students

Respondent	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
A	2	1	1	3	3	5	1	3	3	5
B	5	5	4	5	5	5	5	5	5	5
C	3	4	4	4	4	4	3	3	3	3
D	5	4	3	4	5	3	4	4	5	5
E	4	4	2	4	4	4	4	3	3	5
F	4	3	3	5	5	3	3	3	3	3
G	3	4	3	4	4	4	4	2	3	3
H	4	3	3	4	4	3	3	3	3	4
I	5	4	5	5	5	5	5	5	5	5
J	3	4	3	3	3	4	4	3	4	3
K	4	3	3	4	4	4	3	5	3	5
L	3	3	2	3	2	2	3	2	3	3
M	3	3	4	4	2	5	2	1	3	4
N	4	4	3	4	4	4	4	3	3	5
O	3	2	2	4	4	4	2	2	3	4
P	3	2	2	4	4	3	3	2	3	3
Q	4	4	3	5	5	5	4	4	4	5
R	4	5	4	5	5	5	5	3	5	5
S	3	3	4	3	3	2	3	2	3	4
T	3	3	4	3	2	3	3	3	3	4
U	1	1	2	3	3	3	1	1	2	3
V	5	3	3	2	4	5	3	3	3	5
W	4	4	3	3	3	3	3	4	3	5
X	3	2	3	3	4	3	3	3	2	4
Y	3	4	3	4	4	4	3	3	3	3
Z	4	3	4	5	4	5	5	3	4	5
AA	4	3	2	4	4	4	3	3	4	5
BB	1	1	1	3	3	3	1	1	1	1
CC	3	3	2	4	4	4	3	2	2	4
DD	4	5	4	2	2	2	4	3	4	2
EE	4	5	4	5	5	3	4	4	5	4
FF	3	3	3	4	3	3	3	3	3	3

Information:
 Strongly disagree (brown)
 Disagree (red)
 Neutral (blue)
 Agree (green)
 Strongly agree (yellow)

Table 3 shows students' responses to the questionnaire. Table 4 shows the calculation of central tendency in every statement of the questionnaire

Table 4
The Calculation of Central Tendency in Every Statement of Questionnaire

No.	Statements	Central Tendency	Interpretation
1	I prefer that teachers use English when teaching the English process.	69%	Agree
2	I understand when teachers use English in English lessons	66%	Agree
3	I easily remember when the teacher explains the material in English	60%	Agree
4.	My teacher uses English in the classroom.	76%	Agree
5.	My teacher uses English while teaching English lessons.	75%	Agree
6.	My teacher always gives instructions in English.	74%	Agree
7.	I know the imperative from the teacher.	65%	Agree
8.	I am happy when the teacher uses English	59%	Neutral
9.	I see when the teacher asking	66%	Agree
10.	The teacher's English skills motivate me to improve my English skills.	79%	Agree

3.2. Analyzing the questionnaire statements

Table 5
Statement 1 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
1	I prefer that teachers use English when teaching the English process.	69%	Agree

I prefer that teachers utilize English while teaching English because of the Index score that the researcher obtained from the calculation, which is 69%, it can be inferred that the responder "Agree" with the statement (table 5). The numerous respondents surveyed provide support for the data value finding. According to interview responses, respondents prefer English-speaking instructors when learning the language in class since they find it more difficult to comprehend what the instructor is saying and hence have more opportunities to practice their English.

Table 6
Statements 2 and 9 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
2	I understand when teachers use English in English lessons	66%	Agree
9.	I understand when the teacher asks questions in English	66%	Agree

The second questionnaire item that the researcher discovered reads, "I understand when teachers use English in English lessons," and "I understand when the teacher asks questions in English," both with a 66% response rate (table 6). The respondent's statements can be interpreted as "Agree" for both of them. The findings of the data can be supported by statements made by those who were interviewed, and many pupils stated that they comprehend when teachers utilize English in English lessons.

Table 7

Statement 3 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
3	I easily remember when the teacher explains the material in English	60%	Agree

I find it easy to recall when the teacher teaches the topic in English, according to the third statement of the questionnaire that the researcher discovered to be 60%, thus it can be said that the responder "Agree" with this statement (table 7). The outcome of the interview can be used to support the data value's conclusion. According to the third item of the questionnaire, the majority of students remember the subject more readily when the teacher explains it in English, while some of them also attempt to comprehend and remember what the teacher said even though they must take note of the material.

Table 8

Statement 4 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
4.	My teacher speaks English while teaching.	76%	Agree

Another statement questionnaire data result is 76%, which indicates that the students "Agree" with the assertion that my instructor uses English in the classroom (table 8). The data value result can be supported by statements from students who were questioned. The children will learn to speak English if the teacher speaks it. Additionally, when a teacher uses English frequently, kids appreciate it and get used to it, and it also broadens their vocabulary. Additionally, they feel that English-speaking teachers are superior to those who do not utilize it.

Table 9

Statement 5 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
5.	My teacher explains the material in English	75%	Agree

The respondent "Agrees" with the assertion that my teacher uses English while giving English courses, as evidenced by the statement index score of 75% that the researcher obtained from the calculation (table 9). The student interview statement can support the data value outcome. When the instructor speaks in English during English lessons, the majority of students can understand. Some of them, meanwhile, requested that the teacher translate what he was saying. Some pupils lack confidence, which causes them to feel humiliated and fear misinterpreting what the teacher is saying.

Table 10

Statements 6,7 and 8 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
6.	I see the instruction	74%	Agree
7.	I see the command from the teacher	65%	Agree
8.	I am happy when the teacher uses English.	59%	Neutral

From the three results of the questionnaire, the researcher calculated that 74% of respondents agreed with the statement that their teachers always give instructions in English, 65% agreed that they understood when their teachers did so, and 59% agreed that they felt excited when their teachers did so (table 10). The respondent indicated "Agree" for both statements and "Neutral" for the final statement, according to the researcher. Values that are supported by interview data findings. According to the statements made in such questionnaires, the majority of pupils can comprehend, like, and feel enthusiastic toward the teacher when he consistently offers instructions in English. Additionally, it piques students' interest in the class and a tiny

percentage of them believe they can grasp the teachers' usage of English based on the language the teacher employs. Even then, they ask the teacher if they have any questions.

Table 11
Statement 10 of the Questionnaire

No.	Statements	Central Tendency	Interpretation
10.	I got motivated when the teacher used English	79%	Agree

The researcher discovered that 79% of respondents "Agree" with the statement that "My teacher's English skills motivate me to improve my English skills," and the results support this conclusion. Nearly all students claim that their teachers' abilities inspire them to study more about English, expand their vocabulary, get more experience, and improve their listening skills.

4. Discussion

Based on data analysis and interpretation of the information gathered from the questionnaire and interview, the results of this study show that students have positive perceptions of teachers who teach English as a monolingual language in their English classrooms. This is demonstrated by the central tendency of ten questionnaire statements reaching 79% and one statement reaching 59% of the central tendency. Even so, the fact that only one statement was successful in moving the central tendency to the "neutral" level makes it possible to classify it as a supporting argument that students did have a favorable opinion of professors who only spoke English.

The use of English as a monolingual language by teachers has seven additional advantages for students learning the language, including making it simple for them to comprehend what the teacher is explaining in English lessons; students feeling enjoyable and becoming accustomed to listening to English; increasing their vocabulary; stimulating their curiosity; and motivating them to learn English.

5. Conclusion

The use of English as a monolingual by teachers has seven additional advantages for students learning the language, including making it simple for them to comprehend what the teacher is explaining in English lessons; students feeling enjoyable and accustomed to listening to English; increasing vocabulary; piqued curiosity; and motivating them to learn English. The teacher should take into account how their students are utilizing English.

The teacher needs to pay close attention to how their students use English. The student should have the guts to tell the teacher what they think. The student must broaden and memorize their vocabulary. The reader should take into account their use of English, especially at a school level. For readers to gain more information about how to take into account English learning tactics in the classroom.

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