

## Chapter Four

### Finding and Discussion

This chapter presents the finding of the research. The researcher described the finding of the research entirely as this study used quantitative. The findings essentially answered the three research questions. In addition, this chapter demonstrates the researcher's discussion to the results.

#### Findings

The researcher divides the findings of this study in three sections. The finding on how the lecturer used English as a medium of instruction at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) is explained in the first time. The second is the finding on how the students' speaking skills at EED of UMY. The last is the finding about the correlation between English as a medium of instruction (EMI) and the students' speaking skills at EED of UMY. In addition, normality test result of this research is provided first to show that the data were normal.

**Normality.** The normality test was used to analyze the data in a correlational research. Since the participants of this study were less than 200 people, the significant level used was the significant level (Sig.) in Kolmogorov-Smirnov. Consequently, the data can be considered normal if the significant level was higher than 0.05. In the table below, the result of normality test is presented. The result showed that the distribution of the data was normal because the significant level of the data was 0.089 which means it was higher than 0.05.

**Table 4.1 Test of Normality Result**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Mean	.086	93	.089	.971	93	.039

a. Lilliefors Significance Correction

**The use of EMI by EED of UMY lecturers.** The researcher gained the data of the use of EMI from the questionnaires that were distributed to the participants which were used to measure the used of EMI by the EED lecturers of UMY. The result was gained from 93 students from batch 2016. Then, the data were analyzed by using SPSS, so the researcher obtained the total of mean score. The result is shown in the table below.

**Table 4.2 The Use of EMI Total Score**

Nvalid	Missing	Mean	Std. Deviation	Skewness	Std. Error of Skewness	Sum
93	0	3.3199	.38735	-.087	.250	308.75

As the result from the table above, the total of mean score was 3.31. Thus, the number of mean score result indicated that the used of EMI at EED of UMY level in batch 2016 in academic year 2016/2017 was high which means that English as a medium of instruction was frequently used by EED lecturers of UMY. The categorization table can be seen in the table 3.7 on page 28.

In the next following paragraph, the researcher explicitly described the frequency table of each questionnaire item in order which is also followed by the mean score of each item. Hence, the 16 valid items are depicted in the tables and numbers.

Table 4.3 shows the result of questionnaire item frequency number 1 on the use of EMI in explaining materials.

**Table 4.3 The use of EMI in explaining materials**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Seldom	3	3.2	3.2	3.2	3.39
Often	51	54.8	54.8	58.1	
Always	39	41.9	41.9	100.0	
Total	93	100.0	100.0		

The table above described that there were 3 participants (3.2%) from total 93 participants who stated that the lecturers were seldom using English to deliver materials to the students. Then, 51 participants (54.8%) said that the lecturers were often using English in delivering materials to the students. In addition, there were 39 participants (41.9%) who considered that the lecturers were always using English in delivering materials to the students. As a result, the mean score showed was 3.39 which mean that the used of EMI by EED lecturers of UMY in explaining materials to the students in batch 2016 was high. It means that EMI was frequently used by the lecturers to deliver materials to the students.

Table 4.3 describes the result of questionnaire item frequency number 2 on the use of EMI in giving instruction.

**Table 4.3 The use of EMI in giving instruction.**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Seldom	2	2.2	2.2	2.2	3.40
Often	52	55.9	55.9	58.1	
Always	39	41.9	41.9	100.0	
Total	93	100.0	100.0		

The table above described that there were only 2 participants (2.2%) from total 93 participants who considered that the lecturers were seldom using English in giving instruction. Afterward, 52 participants (55.9%) admitted that the lecturers were often using English in giving instruction. In addition, 39 participants (41.9%) thought that the lecturers were using English in giving instruction. Consequently, the mean score showed was 3.40 which showed that the used of EMI by EED lecturers of UMY in giving instruction to the students in batch 2016 was high. Thus, it can be concluded that EMI was frequently used by the lecturers to give instruction to the students.

Table 4.5 illustrates the result of questionnaire item frequency number 3 on the use of EMI in asking question.

**Table 4.4 The use of EMI in asking question**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Seldom	5	5.4	5.4	3.43
	Often	43	46.2	51.6	
	Always	45	48.4	100.0	
	Total	93	100.0	100.0	

The table above showed that there were 5 participants (5.4%) from total 93 participants who answered that the lecturers were seldom using English in asking question to the students. Besides, 43 participants (46.2%) stated that the lecturers were often using English in asking question to the students. Then, 45 participants (48.4%) admitted that the lecturers were always using English in asking question to the students. Therefore, the mean score showed was 3.43 which indicated that the used of EMI by EED lecturers of UMY in asking question to the students in batch 2016 was high. It also means that EMI was frequently used by the lecturers to ask question to the students.

Table 4.6 describes the result of questionnaire item frequency number 4 on the use of EMI in answering question.

**Table 4.5 The use of EMI in answering question**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Seldom	10	10.8	10.8	3.29
	Often	46	49.5	60.2	
	Always	37	39.8	100.0	
	Total	93	100.0	100.0	

The table above demonstrated that 10 out of 93 participants (10.8%) replied that the lecturers were seldom using English in answering question from the students. Moreover, 46 participants (49.5%) revealed that the lecturers were often using English in answering question from the students. Then, 37 participants (39.8%) stated that the lecturers were always using English in answering question from the students. As a result, the mean score showed was 3.29 which showed that the used of EMI by EED lecturers of UMY in answering question to the students in batch 2016 was high. Thus, it is considered that EMI was frequently used by the lecturers to answer question from the students.

Table 4.7 describes the result of questionnaire item frequency number 5 on the use of EMI in doing discussion.

**Table 4.6 The use of EMI in doing discussion**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Seldom	7	7.5	7.5	7.5	3.27
Often	54	58.1	58.1	65.6	
Always	32	34.4	34.4	100.0	
Total	93	100.0	100.0		

The table above proved that 7 out of 93 participants (7.5%) revealed that the lecturers were seldom using English in doing discussion with the students. Additionally, 54 participants (58.1%) stated that the lecturers were often using English in doing discussion with the students. Afterward, there were 32 participants (34.4%) described that the lecturers were always using English in doing discussion with the students. Consequently, the mean score showed was 3.27 which described that the used of EMI

by EED lecturers of UMY in doing discussion with the students in batch 2016 was high. Therefore, it can be concluded that EMI was frequently used by the lecturers to do discussion with the students.

Table 4.8 demonstrates the result of questionnaire item frequency number 6 on the use of EMI in giving assessment.

**Table 4.7 The use of EMI in giving assessment**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Seldom	2	2.2	2.2	3.63
	Often	30	32.3	34.4	
	Always	61	65.6	100.0	
	Total	93	100.0	100.0	

The table above showed that 61 participants (65.6%) expressed that the lecturers were always using English in assessing the students. Meanwhile, 30 participants (32.3%) stated that the lecturers were often using English in assessing the students. Moreover, there were only 2 participants (2.2%) uttered that the lecturers were seldom using English in assessing the students. As a result, the mean score showed was 3.63 which represented that the used of EMI by EED lecturers of UMY in giving assessment to the students in batch 2016 was high. It means that EMI was frequently used by the lecturers to provide assessment to the students.

Table 4.9 describes the result of questionnaire item frequency number 7 on the use of EMI in giving motivation.

**Table 4.8 The use of EMI in giving motivation**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Seldom	22	23.7	23.7	3.03
	Often	46	49.5	73.1	
	Always	25	26.9	100.0	
	Total	93	100.0	100.0	

The table above indicated that 25 participants (26.9%) stated that the lecturers were always using English in giving motivation to the students. Furthermore, 46 participants (49.5%) showed that the lecturers were often using English in giving motivation to the students. Then, 22 participants (23.7%) revealed that the lecturers were seldom using English in giving motivation to the students. Therefore, the mean score showed was 3.03 which indicated that the used of EMI by EED lecturers of UMY in giving motivation to the students in batch 2016 was high. Thus, it also means that EMI was frequently used by the lecturers to motivate their students.

Table 4.10 portrays the result of questionnaire item frequency number 8 on the use of EMI in playing games.

**Table 4.9 The use of EMI in playing games**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Never	7	7.5	7.5	2.86
	Seldom	22	23.7	31.2	
	Often	41	44.1	75.3	
	Always	23	24.7	100.0	
	Total	93	100.0	100.0	



The table above displayed that there were 7 participants (7.5%) told that the lecturers were never using English in playing games with the students. Moreover, the result indicated 22 participants (23.7%) said that the lecturers were seldom using English in playing games with the students. In addition, 41 participants (44.1%) expressed that the lecturers were often using English in playing games with the students.

Furthermore, the result showed 23 participants (24.7%) revealed that the lecturers were always using English in playing games with the students. As a result, the mean score showed was 2.86 which signified that the used of EMI by EED lecturers of UMY in playing games with the students in batch 2016 was fair. Therefore, it also proved that the lecturers did not always use English to play games with the students. The lecturers sometimes mixed the language used to play games since it might be caused by the context or it might be not perfect if the games should be played by using full English.

Table 4.11 shows the result of questionnaire item frequency number 9 on the use of EMI in giving warning.

**Table 4.10 The use of EMI in giving warning**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Never	9	9.7	9.7	9.7	2.89
Seldom	25	26.9	26.9	36.6	
Valid Often	26	28.0	28.0	64.5	
Always	33	35.5	35.5	100.0	
Total	93	100.0	100.0		

The table above showed that there were 9 participants (9.7%) stated that the lecturers were never using English in reprimanding the students. Besides, there were 25 participants (29.9%) showed that the lecturers were seldom using English in reprimanding the students. Additionally, 26 participants (28.0%) revealed that the lecturers were often using English in reprimanding the students. Meanwhile, 33 participants (35.5%) confirmed that the lecturers were always using English in rebuking the students. Therefore, the mean score showed was 2.89 which means that the used of EMI by EED lecturers of UMY in giving warning to the students in batch 2016 was fair. Furthermore, it also means that the lecturers sometimes used other languages to reprimand the students because the lecturers might want to ensure that the students really understood what the lecturers said.

Table 4.12 illustrates the result of questionnaire item frequency number 10 on the use of EMI in giving oral feedback.

**Table 4.11 The use of EMI in giving oral feedback**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Seldom	9	9.7	9.7	9.7	3.27
Often	50	53.8	53.8	63.4	
Always	34	36.6	36.6	100.0	
Total	93	100.0	100.0		

The table above indicated 9 participants (9.7%) who revealed that the lecturers were seldom using English in giving oral feedback to the students. Besides, there were 50 participants (53.8%) who stated that the lecturers were often using English in giving oral feedback to the students. Moreover, 34 participants (36.6%) explained that the

lecturers were always using English in giving oral feedback to the students.

Consequently, the mean score showed was 3.27 which indicated that the used of EMI by EED lecturers of UMY in giving oral feedback to the students in batch 2016 was high. Therefore, it determined that EMI was frequently used by the lecturers to give oral feedback to the students.

Table 4.13 describes the result of questionnaire item frequency number 11 on the use of EMI in giving written feedback.

**Table 4.12 The use of EMI in giving written feedback**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Never	1	1.1	1.1	1.1	3.30
Seldom	9	9.7	9.7	10.8	
Valid Often	44	47.3	47.3	58.1	
Always	39	41.9	41.9	100.0	
Total	93	100.0	100.0		

The table above showed that there was only 1 participant (1.1%) who said that the lecturers were never using English in giving written feedback to the students. Then, 9 participants (9.7%) stated that the lecturers were seldom using English in giving written feedback to the students. Meanwhile, there were 44 participants (47.3%) who revealed that the lecturers were often using English in giving written feedback to the students. Then, 39 participants (41.9%) uttered that the lecturers were always using English in giving written feedback to the students. As a result, the mean score showed was 3.30 which specified that the used of EMI by EED lecturers of UMY in giving

written feedback to the students in batch 2016 was high. Thus, it proved that EMI was frequently used by the lecturers to give written feedback to the students.

Table 4.14 displays the result of questionnaire item frequency number 12 on the use of EMI to enrich vocabulary.

**Table 4.13 The use of EMI to enrich vocabulary**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Disagree	2	2.2	2.2	2.2	3.56
Agree	37	39.8	39.8	41.9	
Valid Strongly Agree	54	58.1	58.1	100.0	
Total	93	100.0	100.0		

The table above described that there were only 2 participants (2.2%) from total 93 participants who disagreed that the used of EMI can enrich the students' vocabulary. Then, 37 participants (39.8%) agreed that the used of EMI can increase the students' vocabulary. Meanwhile, 54 participants (58.1%) who stated strongly agree that the used of EMI can enrich the students' vocabulary. Therefore, the mean score showed was 3.56 which proved that the used of EMI by EED lecturers of UMY to enrich the students' vocabulary in batch 2016 was considered high. It means that EMI which was frequently used by the lecturers could enrich the students' vocabulary.

Table 4.15 describes the result of questionnaire item frequency number 13 on the use of EMI to improve pronunciation.

**Table 4.14 The use of EMI to improve pronunciation**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Disagree	2	2.2	2.2	2.2	3.62
Agree	31	33.3	33.3	35.5	
Valid Strongly Agree	60	64.5	64.5	100.0	
Agree					
Total	93	100.0	100.0		

The table above showed that 2 participants (2.2%) disagreed that the used of EMI can improve the students' pronunciation. Furthermore, 31 participants (33.3%) agreed that the used of EMI can improve the students' pronunciation. Besides, there were 60 participants (64.5%) who stated strongly agree that the used of EMI can improve the students' pronunciation. As a result, the mean score showed was 3.62 which proved that the used of EMI by EED lecturers of UMY to improve the students' pronunciation in batch 2016 was considered high. Therefore, it proved that EMI which was frequently used by the lecturers could improve the students' pronunciation.

Table 4.16 displays the result of questionnaire item frequency number 14 on the use of EMI to increase ability in grammar.

**Table 4.15 The use of EMI to increase ability in grammar**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Disagree	5	5.4	5.4	5.4	3.46
Agree	40	43.0	43.0	48.4	
Valid Strongly Agree	48	51.6	51.6	100.0	
Agree					
Total	93	100.0	100.0		

The table above indicated that 5 participants (5.4%) disagreed that the used of EMI could increase the students' ability in grammar. As well, 40 participants (43.0%) agreed that the used of EMI could increase the students' ability in grammar. Then,48 participants (51.6%) stated strongly agree on the use of EMI that could increase the students' ability in grammar. Consequently, the mean score showed was 3.46 which verified that the used of EMI by EED lecturers of UMY to increase the students' ability in grammar in batch 2016 was considered high. Hence, it was considered that EMI which was frequently used by the lecturers could increase the students' ability in grammar.

Table 4.17 shows the result of questionnaire item frequency number 15 on the use of EMI in enhancing the students' confidence to communicate.

**Table 4.16 The use of EMI in enhancing students' confidence to communicate**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Strongly Disagree	1	1.1	1.1	1.1	3.26
Disagree	10	10.8	10.8	11.8	
Agree	46	49.5	49.5	61.3	
Strongly Agree	36	38.7	38.7	100.0	
Total	93	100.0	100.0		

The table above pointed out that there was only 1 participant (1.1%) who stated strongly disagree that the used of EMI could increase the students' confidence to communicate using English. Besides, 10 participants (10.8%) disagreed that the used of EMI could increase the students' confidence to communicate using English. In addition, 46 participants (49.5%) agreed that the used of EMI could increase the students' confidence to communicate using English. Moreover, 36 participants (38.7%) stated strongly agree that the used of EMI could increase the students' confidence to communicate using English. Consequently, the mean score showed was 3.26 which showed that the used of EMI by EED lecturers of UMY to enhance the students' confidence to communicate was considered high. Thus, it also means that EMI which was frequently used by the lecturers could enhance the students' confidence to communicate in English.

Table 4.18 portrays the result of questionnaire item frequency number 16 on the use of EMI to motivate in giving response in English.

**Table 4.17 The use of EMI to motivate in giving response in English**

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Disagree	5	5.4	5.4	5.4	3.45
Agree	41	44.1	44.1	49.5	
Valid Strongly Agree	47	50.5	50.5	100.0	
Agree					
Total	93	100.0	100.0		

The table above displayed that 5 participants (5.4%) disagreed that the used of EMI could encourage the students to respond the lecturers by using English. Besides, 41 participants (44.1%) agreed that the used of EMI could encourage the students to respond the lecturers by using English. As well, 47 participants (50.5%) stated strongly agree that the used of EMI could encourage the students to respond the lecturers by using English. As a result, the mean score showed was 3.45 which clarified that the used of EMI by EED lecturers of UMY to motivate the students batch 2016 to give response in English was considered high. Therefore, it showed that EMI which was frequently used by the lecturers could encourage the students to respond the lecturer by using English.

In conclusion, there were two components included in the questionnaire. First, the frequency of using EMI that has explained in the table 4.2 to 4.12 showed the total of mean score was 3.25 which are considered as having a high level. Hence, based on the students' point of view, it proved that mostly EED lecturers of UMY used English when they were teaching. Second, the impact of using EMI that has explained in the table 4.13 to 4.17 showed the total of mean score was 3.47 which are



also considered as having a high level. Thus, the finding clarified that the use of English by EED lecturers of UMY in teaching activities affected the students' language proficiency.

**Table 4.18 Total Mean Score**

Component	Item	Mean Score	Total Mean Score
The frequency of using EMI	Q1	3.39	3.25
	Q2	3.40	
	Q3	3.43	
	Q4	3.29	
	Q5	3.27	
	Q6	3.63	
	Q7	3.03	
	Q8	2.86	
	Q9	2.89	
	Q10	3.27	
	Q11	3.30	
The impact of using EMI	Q12	3.56	3.47
	Q13	3.62	
	Q14	3.46	
	Q15	3.26	
	Q16	3.45	

**The EED of UMY students' speaking skills.** The data of the students' speaking skills were gained from the students in batch 2016 in academic year 2016/2017 by asking to the related lecturers. First, the researcher found the categories which included the scale from the known formula. The formula was the maximum score of the students' speaking skills are subtracted by the minimum score of the students' speaking skills and then divided by n Category. Therefore, that was 9.50 –

3.50 : 3 = 2. The result was shown in the table below which was presented in three categories; they were poor, fair, and good.

**Table 4.19 The Categories of the Students' Speaking Skills Level**

No.	Scale	Category
1.	3.50 – 5.50	Poor
2.	5.51 – 7.50	Fair
3.	7.51 – 9.50	Good

Based on the data in the table above, the students who got the score between 3.50 and 5.50 were categorized as getting poor level, the students who got the score between 5.51 and 7.50 were categorized as getting fair level, and the students who got the score between 7.51 and 9.50 were categorized as getting good level.

The researcher analyzed the data by using SPSS to find out the students' level of speaking skills which the result of the mean score was used to determine the level of the students' speaking skills. The calculation result is shown in the table 4.21.

**Table 4.20 Students' Speaking Skills Total Score**

N	Valid	93
	Missing	0
Mean		6.5370
Std. Error of Mean		.12952
Median		6.6700
Mode		7.33
Std. Deviation		1.24908
Variance		1.560
Skewness		.208
Std. Error of		.250
Kurtosis		.246
Std. Error of Kurtosis		.495
Range		6.00
Minimum		3.50
Maximum		9.50
Sum		607.94

Based on the data in the table above, the total of mean score was 6.53. Therefore, based on the categorization in the table 4.18, 6.5370 belonged to fair. It means that the speaking ability of EED students of UMY was not really good.

**The correlation between the use of EMI and the students' speaking skills at EED of UMY.** After identifying the score of using EMI at EED of UMY and the score of EED students' speaking skills, the researcher combined both result to identify whether they were correlated or not. The researcher activated Person Product Moment to get the finding. When the significant value is  $< 0.05$ ,  $H_1$  is accepted, or there is correlation. It means that when the use of EMI by EED lecturers increased more, the EED of UMY students' speaking skills will increase more. The result of correlational data is presented in the table below.

**Table 4.21 Correlational Test Result**

		Mean	Speaking Score
Mean	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	93	93
Speaking Score	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	93	93

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the result showed that the significant value ( $p$ -value) was 0.000, so it means that  $H_1$  is accepted which was there is positive correlation between English as a medium of instruction and the students' speaking skills. Besides, by looking at the result of Person Correlation value that was 0.753, it can be interpreted that the two variables have strong correlation, since the number was in scale between 0.71 and 0.90. The categorization was illustrated in the table 4.22 on page 48. Thus, there was positive correlation between English as a medium of instruction and the students' speaking skills with the strong correlation level. Therefore, it can be interpreted that the higher the use of EMI by EED lecturers of UMY in teaching activities, the better the EED students of UMY speaking score can be got.

**Table 4.22 Coefficient Correlation Interpretation**

<b>Standard <math>r_{x,y}</math></b>	<b>Interpretation</b>
0.00- < 0.20	Very weak correlation
>0.21 - < 0.40	weak correlation
>0.41 - < 0.70	Medium correlation
>0.71 - < 0.90	strong correlation
>0.91 – 1.00	Very strong correlation

### **Discussion**

In this section, the researcher discusses the analyses of the statistical data that were conducted in previous part. There are three purposes to achieve in this research; firstly, this research aims to identify the use of EMI by EED lecturers of UMY; secondly, this research aims to classify the students' speaking skills at EED of UMY; and thirdly, this research aims to find out the correlation between the use of EMI at EED of UMY and the students' speaking skills at EED of UMY.

**EMI at EED of UMY.** This research indicated that the use of English as a medium of instruction in batch 2016 was high as shown by the mean score that was 3.31 and it was also considered that EMI was frequently used by EED lecturers of UMY. The researcher found those results from 93 questionnaires that have been collected from the participants which talked about the frequency of the use EMI and the impact of the use EMI.

The frequency of the use of EMI was included in the questionnaire for item number 1 until number 11. The findings showed that mostly EED lecturers of UMY used English in delivering materials, giving instruction, asking question, answering question, doing discussion, giving assessment, giving motivation, giving oral feedback, and giving written feedback to EED students of UMY. It can be seen from the mean score that was between 3.01 and 4.00. On the other hand, the findings showed that EED lecturers of UMY did not always apply EMI to play games with the students and give warn to the students. It can also be seen from the mean score that was between 2.01 and 3.00.

The impact of using EMI was included in the questionnaire for item number 12 until number 16. The findings showed that the EED students of UMY perceived that EMI which was frequently used by EED lecturers of UMY could enrich the students' vocabulary, improve the students' pronunciation, increase the students' ability in grammar, enhance the students' confidence to communicate in English, and influence EED students of UMY to give response in English. It proved by the mean score that was between 3.01 and 4.00.

The researcher believes that sound of learning is needed by the students in learning English, so EMI should be implemented. Ibrahim (2001) stated that the use of EMI is very significant to influence the students to learn the language. Thus, the students who are learning a language can get a good result if EMI is implemented.

**Students' speaking skills at EED of UMY.** The researcher only took speaking scores of EED students in batch 2016 in academic year 2016/2017 and the result showed that the speaking skills of EED students of UMY was fair. It can be

proved from the mean score that was 6.53. It means that the speaking ability of EED students of UMY has not been really good yet. It might happen because the students just already learned speaking at EED of UMY for two semesters. Besides, to have good ability in speaking is complicated so when EED of UMY students now in the first year have already had speaking skills which are in fair level, it means getting better. Bashir, Azeem, and Dogar (2011) asserted that speaking skills are more complicated than it seems at first as it does not only involve pronouncing words but also involve three areas of knowledge; those are mechanics which consist of pronunciation, grammar, and vocabulary, functions which consist of transaction and interaction, and social and cultural rules and norms which consist of turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants. Hence, EED of UMY students still needs more circumstances to learn and they can do it in the following year of their study to always increase their ability in speaking English.

**The correlation between EMI at EED of UMY and EED students' speaking skills at UMY.** The result of the research revealed that there was correlation between EMI and the students' speaking skills at EED of UMY. The correlation number (*p*-value) was 0.000 Sig. (2 tailed) signifying that the correlation was significant and there was positive correlation because  $H_1$  is accepted. Besides, the Person correlation number (*r*-value) was 0.753 representing that between two variables had strong correlation. It means that when the use of English by EED lecturers of UMY increased well, then the speaking skills of EED students of UMY

will also increase well because the positive correlation between EMI and students' speaking skills at EED of UMY was significantly strong.