

**INDONESIAN UNIVERSITY STUDENTS' AND LECTURERS'
PERCEPTIONS OF ENGLISH MEDIUM INSTRUCTION****Ahmad Husein Nst^{1*}, Rahmah Fithriani²**¹ahmadhusein.nst@uinsu.ac.id, ²rahmahfithriani@uinsu.ac.id

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ABSTRACT

English Medium Instruction is teaching in English, where the country's first language is not English. The internationalization of education and educational competence that makes campuses compete in their teaching and learning process, one of which is in the language of instruction. The purpose of this research is to investigate the perceptions of students and lecturers in higher education on medium instruction. This study used descriptive qualitative methods approach with an emphasis on qualitative data, with 60 students and 3 lecturers as respondents in this study. Questionnaires and interviews were used as tools to collect data from the respondents. The results of this study show that students and Lecturers had positive perception towards the use of English Medium Instruction. Students agreed that the use of English as a teaching medium can train their skills in English. The use of English in today's world of work means that everyone must learn English. Likewise with lecturers who make them challenged by teaching in English. The thing that is often faced by students and teachers in the process of learning to catch up with them is the lack of and understanding of vocabulary.

Keywords: EMI, Higher education, Lecture, Perception

A. INTRODUCTION

English (EMI) is one of the languages used in classroom education. English medium of instruction (EMI), frequently known as the utilization of English to show scholarly courses in countries where English isn't the principal language (L1) (Dearden, 2014). According to Qiu & Fang (2022), English Medium Instruction (EMI) is teaching non-language academic subjects using English in countries where their first language is not English (EFL). English Medium Instruction (EMI) was first introduced as the teaching method in Europe in the 1980s. This activity is very popular also in the Netherlands, Germany, Finland and Norway (Li, 2020). The choice of language has implications for language instruction that go beyond its use as a teaching tool. A contributing component to the successful transfer of knowledge from teacher to student is the language employed by the educator (Fithriani, 2021). Since instructive projects tried to offer a worldwide opportunity for growth in countries where English isn't the transcendent language, understudies frequently secure subjects (like science, physical science, and history) through the medium of English. Another variant frequently used in higher education is English media instruction (EMI), which emphasizes

ELTIN Journal: Journal of English Language Teaching in Indonesia, Volume 11/No 2, October 2023 content above language but suggests that language be learnt simultaneously (Pun & Thomas, 2020).

In nations where English is not widely spoken in society, the globalization of higher education (HE) has fueled an expansion in the number of secondary English teaching (EMI) techniques. EMI is a tool for facilitating faculty mobility programs and exchange student exchanges, as well as for providing English-taught courses to both domestic and international students (Simbolon, 2023). An extremely noticeable trend in the globalization of education is the use of English as the primary language of instruction in higher education (Chapple, 2015). To completely get to the most exceptional phases of information improvement and to increment seriousness both locally and universally as far as advancement and information creation, colleges in Asian nations like China, Taiwan, Korea, Vietnam, Indonesia, and Malaysia additionally utilize English as a worldwide language and most widely used language (Wayan & Despitasi, 2021).

EMI is very important because it is firmly connected with the arrangement of English as a global language of correspondence which brings about huge understudy portability all through the world. Empirical evidence shows the reasons from various tertiary institutions in the use of English Medium Instruction (EMI) (Simbolon, 2021). For example, the use of EMI in various universities, especially in Indonesia, many have implemented EMI, they argue that EMI is a solution to overcome global competition among universities in the world. But there are still many limitations in understanding the implications of EMI practice at universities, especially regarding support for lecturers and students.

There are many studies that discuss EMI in various parts of the world, such as in Turkey (Ekoç, 2020);(Kirkgöz, 2009) Portuguese (Lourenço & Pinto, 2019) China (Jiang et al., 2019);(Xie & Curle, 2022) ; (He & Chiang, 2016), Bangladesh (Karim et al., 2021), Korea (Kim et al., 2017) Taiwan (Hou et al., 2013). Netherlands (Duarte & van der Ploeg, 2019). The results of the researches showed that the existence of EMI will have a big impact on students to get ready for work life where English is a must. Besides that, learning using EMI is much liked by students because it is very interactive and efficient which focuses on content. While the challenge that must be faced is that there are several lecturers who still have limited English skills.

The previous research on EMI has been quite a lot of them such as the results of his research explain the perceptions of students that they respond positively to EMI itself because it is very important for their careers and they also do not perceive English as a threat to Indonesian culture and language. (Wayan & Despitasi, 2021). In the perception of Secondary School students and teachers, it shows that there is a strong acceptance of EMI because EMI facilitates the learning and teaching process and can develop their abilities in English (Setoningsih, 2022). In addition, others were happy because they felt that EMI could increase their competitiveness in a global world (Kim et al., 2017). Another study showed (Wayan & Despitasi, 2021) that in Indonesia, out of 40 undergraduate students majoring in business management, the results showed that the participants under study gave a positive response to the EMI program at their institution. They feel the significance of English for their learning and vocation on a worldwide scale. The vitality of Indonesian language and culture is not perceived by them as being threatened by English. They even consider moving abroad in search of a more stable source of income or employment. They were satisfied with how the EMI policy had been implemented overall at their institution.

Although there have been many studies that explain EMI in Indonesia, there is still very little research on EMI in higher education, especially the perceptions of students or lecturers regarding EMI. Previous research on student perceptions (Wayan & Despitari, 2021). And the perception of the lecturer (Santoso & Rindu Kinasih, 2022; Dewi, 2017). And there is still very little that discusses the perceptions of students and teachers. Regarding previous research on students' and teachers' perceptions at the high school level, very little has been written about students' and teachers' perceptions at the higher education level. Furthermore, there are still not many or even practically nobody who concentrated on the impression of students and teachers with respect to EMI.

Research has shown that English as a teaching medium is still a problem that must be discussed. EMI can provide a variety of difficulties for both students and teachers. Students may have various attitudes toward the language learning process in the same educational environment. Teachers must be aware of the shortcomings in their instruction and the necessity for pupils to enhance their learning growth in light of these various attitudes, instructors might consider the elements that eventually result in student achievement in L2 learning when both instructors and students in EMI classrooms are aware of their anxieties (Setoningsih, 2022). Therefore, it is very important to increase how the students' and lecturers' perception of English as Medium Instruction (EMI) in higher education. Therefore, the purpose of this research is to investigate how students' and lecturers' perceptions of English Medium Instruction in Higher Education.

C. METHOD

This research uses descriptive qualitative. An assessment of the needs of the target situation was carried out with 60 students who were not majoring in English, and 3 lecturers teaching subjects who were also not majoring in English, using questionnaires and interviews. Students are given a questionnaire item consisting of 10 items with a choice of answers: Strongly Agree, Agree, Disagree, Strongly Disagree. And the lecturers were given questions for the interview. This study uses two data sources—a questionnaire and interviews—in accordance with Johnson's claim that "dependence on various information sources can expand the intermingling of insights and hence the chance of tracking down a common or objective reality". For the sake of anonymity, they are portrayed as unnamed players throughout this chapter. After completing the questionnaire, each participant had a private interview with open-ended questions. The participants were given pseudonyms to ensure privacy. The participants had the option of using English or Indonesian in the questionnaire and interview. The majority of participants preferred Indonesian language, thus the researcher translated any Indonesian responses before using them in this chapter.

D. FINDINGS AND DISCUSSION

The results of the analysis of the research show that the use of EMI in the teaching and learning process is considered positive for most students and teachers. The students' perception towards the use of EMI are described as follows:

1. Students Perception of English Medium Instruction (EMI)

To obtain information and perceptions from students and teachers, this study used questionnaires and interviews. To get students' perceptions of the use of EMI the authors

ELTIN Journal: Journal of English Language Teaching in Indonesia, Volume 11/No 2, October 2023 used two methods, namely questionnaires and interviews. There are 10 statement items that have been modified from previous studies (Rahmadani, 2016).

a. The use of English as a medium of instruction can raise students' proficiency level

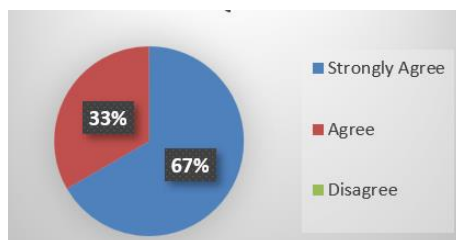


Figure 1. Statement 1

In the first statement that EMI can improve their abilities and inspire students to learn the language, it shows that 67% or 20 students stated that they strongly agreed with this statement. And 33% or 10 students agreed. We can interpret this as meaning that all students agree with this statement. This is also supported by previous research, in this research it is also explained that the use of EMI in the classroom can improve a person's language skills (Xie & Curle, 2022).

b. The use of English as a medium of instruction can improve students' Speaking skill

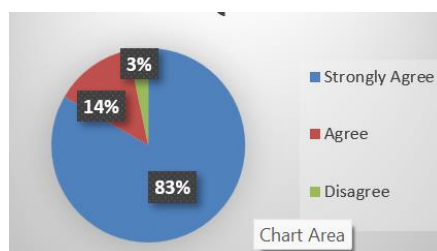


Figure 2. Statement 2

In the second statement, 83% or 50 students stated that they strongly agreed, 14% or 8 students stated that they agreed, while 2 students or 3% stated that they did not agree with EMI which makes them more able to speak English. However, it can be concluded that most students stated that EMI could make them more fluent in English. This is because there is practice every time you enter class by listening and learning to use English. This is also in line with previous research which concluded that EMI can train someone to improve their ability to speak English (Lin & Lei, 2021).

c. The use of English as a medium of instruction can improve students' Reading skill

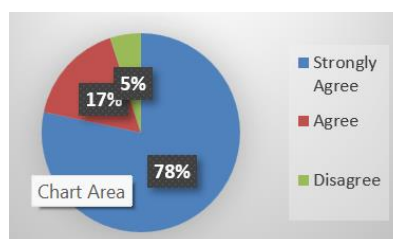


Figure 3. Statement 3

This statement explains that EMI can make you more aware of reading materials or journals regarding English. There were 78% or 47 students who strongly agreed and 10 students or 17% said they agreed, while 5% or 3 people said they disagreed with this statement. We can interpret that most students agree with this statement. This is meant when EMI is implemented in the classroom, so all books and related learning materials use English language teaching materials. This is in line with what is explained by Tange (2014) that media use in EMI must also be in English.

d. The use of English as a medium of instruction can help students' understand more about international culture

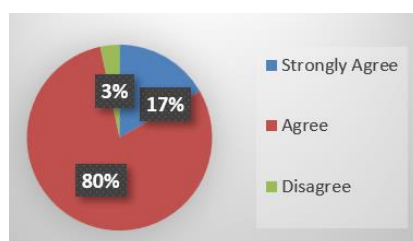


Figure 4. Statement 4

Without us realizing it, using EMI in the classroom makes us understand more about international culture. This statement was assessed by 17% or 10 students as strongly agreeing and 80% or 48 students agreeing, while 2 people or 3% said they disagreed with the statement. This explains that most students agree that using EMI in the classroom can make them more aware of international culture. In this case, previous research also explains that by using EMI we also study international culture (Galloway et al., 2020).

e. The use of English as a medium of instruction can help students understand English subject

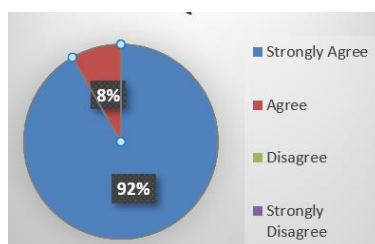


Figure 5. Statement 5

The 5th statement explains that using EMI makes it easier for students to understand and understand English lessons. There were 55 people who strongly agreed and 5 people agreed with this statement. It can be concluded that all students agree that using EMI makes it easier for students to understand English lessons. This is also in line with the fact that the use of EMI must be based on good knowledge of English so that EMI can run smoothly in the classroom (Kremer, 2020).

f. The use of English as a medium of instruction helps teacher communicate English during the class

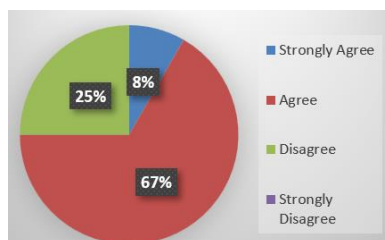


Figure 6. Statement 6

This statement explains that students see teachers communicating well in English during class. There were 8% or 5 students answered strongly agree, 67% or 40 students answered agree while 25% or 15 students said they disagreed with the statement. Then it can be interpreted that as many as 45 students agreed and 15 students disagreed. It can be concluded that there are still some teachers who are considered by students to be not good at using EMI in the classroom. This is in accordance with previous research that teachers still have to practice or be given training regarding EMI, because not all teachers have an educational background or come from the English department (Artini, 2013).

g. Students are happy when teacher explains in English

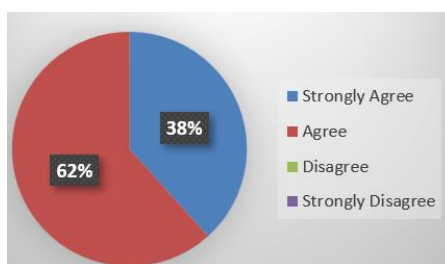


Figure 7. Statement 7

In this statement we can see that everyone agrees with the statement which explains that students feel happy when the teacher explains using English. There are 38% or 23 students strongly agree and 62% or 37 students agree with this statement. We can see in the pie chart above that all students are happy with the use of EMI in the classroom. This is also in line with previous research that with EMI students show interest in English which is currently very much needed by everyone (Rahmadani, 2016).

h. The use of words and sentences in learning process is difficult to understand

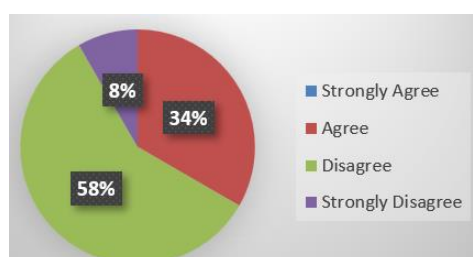


Figure 8. Statement 8

This statement explains that the use of EMI words and sentences in the teaching and learning process is difficult to understand. The students' answers explained that 58% or 35 students felt it was not difficult and they understood what the teacher explained. Meanwhile, 34% or 20 students found it difficult regarding the words and sentences used by teachers in the teaching and learning process using EMI and 8% or 5 students felt very difficult and did not understand the use of words and sentences in the teaching and learning process using EMI. We can see that there are still many students who do not understand the use of English as a medium of instruction in the classroom. This is in accordance with the results of previous research that not only teachers have difficulty using EMI but students also find it difficult due to teacher explanations that cannot be understood by students (Artini, 2013).

i. During the learning process students and teachers communicate using English

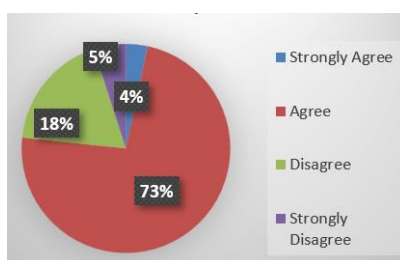


Figure 9. Statement 9

In this case, we can see in the diagram above that 73% or 44 students agree and 4% or 2 students strongly agree that during the teaching and learning process both students and teachers use English. This is in line with the fact that EMI is the use of English in the classroom whose first language is not using English as a medium of communication in the classroom (Block & Moncada-Comas, 2022). However, there were still 18% or 11 students who said they disagreed and 5% or 3 students said they strongly disagreed with this statement. They explained that during the teaching and learning process everyone does not have to use English.

j. Students feel difficult to answer the teacher's questions using English

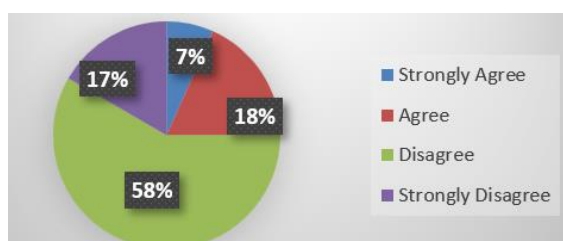


Figure 10. Statement 10

In this statement the students explained that they did not agree that they found it difficult to answer the teacher's questions using English. This is shown by 58% or 35 students answering disagree and 17% or 10 students answering strongly disagree. Meanwhile, 18% or 11 students answered agree and 4 students answered strongly agree. This explains to us that there are still students who find it difficult when answering teacher questions using English. This has also been explained in previous research that not all students and teachers are ready to use EMI in the teaching and learning process (Setoningsih, 2022).

From the data presented above, the first statement item states that the use of Emi can help students improve their English skills and also make them feel motivated to learn English. This is also in accordance with previous research which states that EMI can improve students' ability to speak English due to the use of EMI in the classroom (Bolton et al., 2022). Not much different from the first statement, the second questionnaire item also explained that by using EMI in class students felt their speaking ability had also improved. But in the third statement item there are three students who disagree with EMI which helps students more easily understand books and journals that use English. This is probably due to differences in the use of different vocabulary between EMI in the classroom and the English contained in the book.

The next item, the students agreed with the use of EMI which facilitated them to understand how international culture is. This is also in line with the statement that EMI is a competency to create internationalization and university competition from teaching (Barrios et al., 2022). The fifth item all students stated that they strongly agreed and agreed with the EMI that was carried out in class made them understand more about the teacher who taught English lessons. The sixth statement explains that the use of EMI makes students understand better when the English teacher explains when the teaching and learning process takes place. But there were 15 students who did not understand when the English teacher explained the lesson using English. Thus, in the next statement, most students felt very happy when the teacher explained using English because they were already familiar with the EMI class. When the teacher explained that in English there were some words or sentences that were difficult to understand, this was stated by the students, they agreed that there were some words or sentences that were difficult to understand. What makes the students feel difficult to answer the teacher's questions using English language.

The results of the student questionnaire were confirmed by the results of interviews conducted by the author with students as well. To help strengthen students' statements with the results of questionnaire answers, the author also collected student perceptions by conducting interviews with several students. When the author conducted interviews with students and asked how students felt when the teaching and learning process used EMI.

S 1 (Student 1): "I am very happy, even though I don't really understand English, but over time I can understand and it makes me more interested and challenged to learn English"

S 2 (Student 2): "Sometimes I don't understand what the teacher says when explaining. Because some words are rarely heard, and that made me ask the teacher what the meaning of these words.

And when asked what the perceived benefits of EMI are for students,

S 1: "I can know a lot of vocabulary, and especially now if you want to apply for a job, you are required to use English"

S 2: "There are so many, starting from being fluent in English, listening skills can also be honed and also the world of work now that streams English.

From the results of this short interview we can conclude that the use of EMI in the teaching and learning process is not just a process of conveying knowledge, but with EMI it is not only the lessons delivered by the teacher that can be understood by students but their English language skills also increase. This supports the results of the questionnaire. Most students stated that the use of EMI in the teaching and learning process was very useful for students'

English language skills. This is also in accordance with what has been studied previously (Wayan & Despitari, 2021) EMI usage in business communication class.

2. Teacher Perception of English Medium Instruction

To find out how lecturers perceive the use of EMI, the authors conducted interviews with 3 lecturers with questions quoted from previous research related to EMI research.

When the authors asked what they think about EMI. Lecturers expressed positive things about EMI.

"The use of EMI is very good, it will make students and lecturers accustomed to using English, especially now that the use of English has been studied since elementary school, and all tertiary institutions must also apply EMI" (Lecture 1)

EMI in learning is very good, this makes the quality of education even better, because today's global competition forces all campuses to show their respective strengths. The use of EMI will make campuses increasingly known for their use of English in teaching. (Lecture 2)

In the teaching and learning process, EMI is really needed nowadays, not only for students, lecturers will be considered more authoritative when they master English. Lecturer competition is also in writing scientific papers, making EMI an exercise for lecturers. (Lecture 3)

The results of the lecturers' first question explained that the use of EMI in the teaching and learning process was considered very positive. This is shown by the results of each lecturer's answer which explains that EMI can create global competition, especially now that scientific papers have to be in English, with EMI they can practice this. This is in line with the perceptions of the lecturers in Joseph Siegel's research (Siegel, 2020).

The second question when asked to the lecturer is related to the difficulties faced by the lecturer in the teaching and learning process using EMI.

For us lecturers, the difficulty we often face when there is a vocabulary that is rarely heard, and the vocabulary must be spoken, makes us have to first look and find the English language for the word. And when students also don't understand what we are saying, it makes the teaching and learning process ineffective." (Lecture 1)

"Sometimes we have to choose vocabulary for students, in order to understand better, sometimes we have to know various kinds of synonyms in English. This is done so that the teaching and learning process understands what is conveyed because it does not use Indonesian. (Lecture 2)

Difficulty, only sometimes, when students don't understand some of the vocabulary, and sometimes I also don't know what English is, and sometimes the class has to use a mixed language. That's it sometimes. (Lecture 3)

In the next question, the lecturers explained that the difficulties they faced during the use of EMI in the teaching process were difficulties with vocabulary that was rarely heard,

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lecturers had to choose words that were easier so they could be understood so that each lecturer had to master a lot of vocabulary in English. This is also felt by teachers when using EMI. Teachers find it difficult with the vocabulary they have to convey when explaining lessons (Artini, 2013).

The third question is related to what must be done according to the perceptions of the lecturers so that EMI can be successfully applied in higher education.

In my opinion, there is training for teachers and students related to English, or additional English class hours for students. (Lecture 1)

The use of EMI must be socialized to lecturers and must start learning related to English itself. (Lecture 2)

The need for a policy from the university or a curriculum that addresses and relates to EMI. (Lecture 3)

In the final question regarding what things must be done so that the use of EMI can run smoothly in the learning process, the lecturers answered providing training and additional learning for both lecturers and students regarding English itself.

We can conclude that perceptions about the use of EMI in higher education make researchers want to know the perspectives of both parties in the teaching and learning process in the classroom. From the two perceptions that have been explained, both students and lecturers feel positive about using EMI, students feel that EMI makes them more familiar with English, and they also think that English will make it easier for them to get a job one day. Because the use of English is very massive in this day and age. And lecturers also feel the same way as students that EMI can also train lecturers to be more proficient in English. especially at this time, the requirements that must be carried out by a lecturer, with scientific publications in the form of research that cannot be separated from the English language, they think that the use of EMI in class can train them in mastering English.

The widespread use of English as a teaching medium in class is inseparable from the competition from each campus that wants to demonstrate its capabilities in today's global competition. This was also conveyed in his research (Barrios et al., 2022) that EMI is a competition from universities to demonstrate the globalization and internationalization of an education. Even so, both students and lecturers experience the same thing related to vocabulary skills that are rarely heard so that they have difficulty understanding and explaining something in English. Because the quality of learning outcomes is also determined by the language of instruction used in the teaching and learning process which requires knowing a lot of vocabulary (Marteen, Seed Jawar in Artini, 2013) as well as the thing that must be done to make the use of EMI successful in the teaching and learning process is to carry out training and deepening of the English language itself both from students and lecturers. This is also in accordance with several previous studies which explain the need for training for lecturers and students for the smooth use of EMI (Farrell, 2020). From the data above, it shows that the use of EMI brings a very positive path for both students and lecturers, but the challenge that must be faced by students and lecturers is how to use EMI in the classroom properly so that students understand the learning with media instructions as English.

D. CONCLUSION

In summary, it appears that there are many different perspectives on EMI in Indonesia. It is true that the inclusion of English in the tertiary curriculum is usually recommended to encourage competition within tertiary institutions. However, for students to compete globally, greater empowerment is still needed. English has the potential to strengthen one's identity today. Therefore, it must be underlined once again that all walks of life, not just a few people, need to improve their English proficiency. In the context of higher education in Indonesia, the same idea must be used. Because English is considered to have a significant influence on global society, the use of English as the language of instruction for higher education in Indonesia allows both students and lecturers to practice their ability to speak English. When English is used as the language of instruction in the teaching and learning process, it must also be supported by education and support for students and teachers.

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