

Students' and Teachers' Responses to the Practice of English Medium Instruction in the Secondary School Level: Evidence from Indonesia

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ABSTRACT

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In response to the expansion of English medium instruction (EMI) in secondary education, this qualitative case study explores students' and teachers' responses to EMI practices in the context of the secondary school level. Data for this study were collected from interview guidelines with teachers and students from a secondary school level implementing EMI, which is located in West Java Province, Indonesia. Questionnaires and interviews were used as research instruments to obtain data about students' and teachers' responses to EMI practices. The findings showed EMI practices trigger bilingualism in the learning process. Besides, It can potentially promote students' and teachers' enthusiasm in the context of English for Specific Purposes in which the teacher plays an important role in the learning process. The findings also detail teachers' knowledge of EMI, Responses to the practice of EMI, teachers' challenges to the practice of EMI, and Students' and Teachers' Attitudes to the practice of EMI.

I. Introduction

With the trends of the proliferation of English as a global language in science and academia, an increasing number of educational institutions at every level have chosen to deliver some or all of their academic programs in English [1]. The expansion of English medium instruction (EMI) has been described as the paramount tendency in the internationalization of education [2]. In the same words, the growth of English-medium instruction (EMI) worldwide has famously been described as an “unstoppable train” [3] sweeping enthusiastic policy-makers and educators off their feet as they charge towards a truly internationalized future [4]. Consequently, EMI is increasingly being used in universities, secondary schools, and even primary schools [5]. EMI is also considered a language learning model in the world of education in universities, secondary schools, and even primary schools in which English as medium instruction is a program [6] that minimizes the use of the mother tongue (L1) in the classroom by providing English-language instruction to English language learners [7].

Taking an integrative perspective of EMI in secondary-level schools, the whole class interaction patterns of teachers and students in EMI class, interaction have been established as important for learning in both second language (L2) contexts and content subjects such as science [8]. To provide a nuanced understanding of classroom interaction, they explored the role of interaction hypothesis in SLA [9] and the role of interaction in science education [10]. Taking a conceptualization of the classroom interaction of Tang [11], types of teacher whole-class interactions in EMI classes were confirmed. The types of whole-class interactions were explored through lesson

observations, questionnaires, and semi-structured post-lesson interviews. Hong and Basturkmen [12] researched to investigate incidental instances during classroom interaction which is primarily focused on disciplinary content when attention shifts temporarily from content to language. Two EMI classes, second-year economics, and politics, were each observed over two weeks, and a total of six economics and five politics lessons were observed. The researchers concluded that language became the topic of discussion in interaction in the EMI high school classes. Shifts of attention from content to language were common, and language appeared to be an accepted and routine topic of classroom talk [13].

In the Indonesian context, Over the past decade, a growing number of higher education institutions in Indonesia have adopted English as the medium of instruction in their academic programs. This seems to have been a predominantly independent 'bottom-up' initiative, aimed at internationalizing their courses and enhancing their worldwide competitiveness. English Medium Instruction (EMI) is being implemented at both undergraduate and postgraduate levels across nearly all disciplines in the Sciences and Humanities, in programs catering to overseas students as well as in courses solely for Indonesian students. The teaching staff generally exhibits enthusiasm for EMI, and we observed both reports and direct instances of successful implementations of the method. When functioning effectively, it distinctly provides numerous advantages for both individuals and institutions [1].

Exploring EMI in Indonesia higher education, Erliana, et.al [14] used interviews to examine the management of EMI as language policy at the meso-(institutional) and micro-(classroom) levels with the theorization proposed by Spolsky [15]. The use of this framework enabled Erliana to address the explicit and observable activities (e.g. declared official rules and regulations), mechanisms, or policy devices (e.g., medium of instruction) as the driving force of language choice to determine the expected language behaviors. Simbolon [16] reported on a picture of the current implementation of EMI in select universities as a strategy to achieve international recognition. Survey research is employed to identify critical concerns related to the implementation of EMI. A questionnaire was distributed to 30 universities, and 50% of them responded. Data analysis employs a descriptive methodology. The study highlighted The primary rationale for the implementation of EMI at numerous Indonesian universities is to respond to the prevailing rivalry among worldwide institutions. The internationalization of higher education is evidenced by the utilization of the English language in two primary categories of English Medium Instruction (EMI) classes: 'Bilingual Classes' and 'International Classes'. This study underscores the restricted comprehension of the ramifications of EMI practices in Indonesian universities.

In the context of EMI at the secondary level in Indonesia, Baa, et.al [17] analyzed and discussed study data about students' attitudes and views of EMI program implementation in secondary schools in South Sulawesi Province. The students' interview responses identified three difficulties hindering the execution of the EMI program: insufficient language assistance from teachers, absence of an English-speaking environment within the school, and inadequate bilingual learning resources. Furthermore, Setoningsih [18] analyzed the perspectives of students and teachers on the implementation of EMI at one Indonesian International school. She found both students and teachers demonstrated strong acceptance of the policy because EMI could facilitate the teaching and learning process better and improve their English skills. Another study conducted by Rahmadani aimed to uncover the extent of students' expectations of EMI used by the teachers at senior high schools in Kalimantan province, Indonesia [13].

Although the high expansion of English medium instruction (EMI) at secondary and higher education levels has been of great concern among researchers across the globe, particularly in the Indonesian context, little empirical research has been undertaken to investigate the implementation of English medium instruction at the secondary level. Therefore, this present research intends to explore students' and teachers' responses to the practice of EMI in non-English subjects in International secondary schools.

II. Method

Research design

This study is under the paradigm of the qualitative method. The case study was used as the research design to get data about teachers' and students' responses to the practice of EMI at the higher secondary level. Interviews and questionnaires were used as the research instruments to get the data. "A case study is a qualitative research approach in which the researcher explores a single case or multiple cases through in-depth data collection involving various sources of information (e.g., interviews, observations, documents, and reports)" [19].

Research Participants

Two teachers and two students were recruited voluntarily as research participants to provide their perceptions of EMI practices. In selecting the research participants, a purposive sampling technique was employed. Two teachers who were invited to participate in this study teach mathematics and history subjects at the higher secondary level. These two teachers have different teaching experiences in the EMI context. The 42-year-old teacher has been teaching history subjects for more than 6 years. The second teacher was recruited as the mathematics teacher. He has been teaching for more than 5 years teaching experience in EMI practice at a higher secondary level. Two students were invited to be research participate in this study. Both are 11th-grade, aged 15-16 years, who take mathematics and history lessons.

Research Setting

This research was conducted at a private International high school in Bogor, West Java Province. The school integrates the EMI program into the content subjects. We selected this private International school because it had a strong commitment to the implementation of EMI and Cambridge Curriculum. The school met certain high standards of school management and quality which has Grade A Accredited by the Indonesian National Accreditation Body/INAB).

Data Collection

Over one month (October 2023), empirical data were collected through multiple semi-structured interviews and questionnaires. The interview guidelines were used to get deeper by raising new questions based on the responses given by the interviewee. Interviews were conducted in two types, the first was teacher interview guidelines covering: 1) teachers' knowledge about EMI, 2) learning activities in EMI practice, and 3) the challenges of EMI practice. Secondly, student interview guidelines covering: 1) students' impressions of EMI practice, 2) learning activities in EMI practice, and 3) the challenges of EMI practice. This interview aims to dig up deeper information regarding EMI practices according to the perceptions of lecturers and students based on an adaptation of the theory from Ibrahim [20]. In addition, a Likert scale questionnaire was used in this study, namely by selecting statements; agree, quite agree, and disagree. The type of questionnaire used is closed-ended, similar to a multiple-choice questionnaire. It aims to make it easier for participants to express students' and teachers' perceptions of EMI practices in the classroom. Indonesian is used for each question to make it easier for respondents to answer each question. Two types of questionnaires are made to determine students' and teachers' responses to EMI practices. The student questionnaire guide which consists of 16 main questions. This questionnaire has two main themes adapted from Robbins and Judge's perception theory; attitudes and experiences [21]

Data Analysis

To analyze the data, this study uses the Grounded Miles and Huberman analysis model [22], the activities carried out in data analysis are data reduction, data Display, and Concluding/verification. Data reduction was carried out by collecting the results of interviews, and questionnaires. Interviews are carried out by recording the interview process using a voice recording device and then transcribed into written results. Meanwhile, the questionnaire results will be collected into one combined file. The result data for questionnaires is displayed by showing the percentage of participants' answers, for interview results it will be written or quoted directly from the participants' answers. To conclude, researchers combined the results of participant answers from questionnaires and interviews to find students' and teachers' perceptions of EMI practices in the classroom at the higher secondary level.

To validate the data, the results of this research were verified using previously produced research theories regarding EMI practices.

III. Findings and Discussion

The interviews conducted consisted of two types; interview guidelines for teachers and interview guidelines for students. Three themes emerged in the interview guidelines for teachers: (1) Teacher knowledge of EMI, (2) Implementation of English as a Teaching Media (EMI), and (3) Challenges of EMI in the classroom. These three themes highlight teachers' responses to how EMI practices are implemented in their classrooms. Three other themes also emerged in the interview guidelines for students: (1) Student perceptions of EMI practices, (2) Classroom learning activities, and (3) Challenges of EMI in the classroom. These three themes were generated to obtain data regarding students' experiences of EMI practices in the classroom. Researchers also obtained data through questionnaires distributed to teacher and student participants with two main guidelines, namely to obtain perceptions based on; (1) Attitude: EMI Improves language skills and enhances literacy, and (2) Experience: EMI Raises Academic Interest and Enthusiasm. The four participants provided interesting responses regarding the practice of EMI. The answer is explained as follows.

Students' Responses to The Practice of EMI

1. Students' Responses to the Use of EMI in non-English Subject

The two participants had different responses regarding their perceptions of EMI practices in history and mathematics classes. The differences are explained as follows.

Excerpt 1

"My first impression, of course it was fun learning to use English for history lessons, apart from the different atmosphere, I can practice speaking English every day without fear of making mistakes because almost everyone communicates using English during the lesson" (Student 1, Interview answer, 30 October 2023, Researcher translation).

Excerpt 2

"During mathematics lessons, I feel that using English makes me feel challenged, not really fun, but so far I can follow and enjoy mathematics lessons, I can get more knowledge about math and English at the same time" (Student 2, interview answer, 31 October 2023, Researcher translation).

Based on interview data, it is known that student 1 answered that learning history using English is fun, provides a different learning environment, has a positive impact, and increases self-confidence in speaking English. Meanwhile, student 2 felt that in mathematics lessons the use of English was not very enjoyable, but this made the student feel challenged to get more knowledge.

2. Students' Responses to The Practice of EMI in the Classroom

EMI Practice in History Classes

Excerpt 1

"When studying history, we usually speak full English from the beginning of the lesson to the end. Activities that are often carried out are usually discussions, questions and answers, presentations, or creating projects. So, we will talk and listen more to the teacher and friends in class. The media used are also in English, such as online books, articles, videos, and slides" (Student 1, Interview answer, 30 October 2023, Researcher translation).

Based on the results of interview data with students in history classes, EMI plays a very important role in supporting learning activities and communication between students and teachers. EMI practices enable students and teachers to use English fully in the learning process. Student 1 revealed that the activities that are often carried out to support EMI practice in history subjects emphasize competency in reading, speaking, and listening to English lesson material. In this case,

EMI practices in history classes require students and teachers to be fluent in English. EMI practice allows English as the main language in learning activities. That means EMI practices are implemented perfectly by students in history class.

EMI Practice in Mathematic Classes

Excerpt 1

“Learning activities in mathematics classes mostly discuss material, exercises, discussions, or practice in the mathematics lab. Usually when studying we use slides or online books that have been provided by the teacher. In class, sometimes the teacher explains using Indonesian too, perhaps so that we can understand better and be easier to understand. So, the activities are mostly writing and speaking in English too, of course.” (Student 2, Interview answer, 31 October 2023, Researcher translation).

Based on interview data with student 2 in mathematics classes, EMI practices trigger bilingualism in the learning process, namely English and Indonesian. Student 2 stated that the teacher prepared all lesson material in English, but Indonesian was used to explain the material. Student 2 also said that the EMI practice's emphasis on learning mathematics focused more on writing and speaking through exercises and discussions.

3. Students' Responses to The Challenges of EMI Practice in The Classroom

Excerpt 1

“For me, the challenge in history class is that when I am reading a book or explaining material, there are some vocabulary words that I don't know. I don't have any problems studying history using English” (Student 1, Interview answer, 30 October 2023, Researcher translation).

Excerpt 2

“In mathematics, the difficulty is when you have to count and combine it with English. To be honest, I can speak and understand English well, but when combined with counting, it drains my brain's energy” (Student 2, Interview answer, 31 October 2023, Researcher translation).

From the third question given in the interview, the researcher found that student 1 had challenges with the standard vocabulary he had just heard. Meanwhile, student 2 felt that the challenge they faced was when they had to count and speak English at the same time. The remaining two participants felt that they did not have big problems in learning to use English. They can even understand and speak English well.

Teachers' Responses to Practice of EMI

1. Teachers' Knowledge of EMI

The two participants had different perceptions regarding their knowledge of the EMI concept in teaching history and mathematics classes. The differences are explained as follows.

Excerpt 1

“So far, I never heard the term EMI in teaching practice. In terms of knowledge, of course, I don't know much about EMI. Maybe I understand this as a concept to internationalize education” (Teacher 1, Interview answer, 30 October 2023, Researcher translation).

Excerpt 2

“I have just heard the word EMI, in terms of knowledge, I have nothing special to learn about EMI. However, I have used English as the language of instruction in learning activities at this school because it is under the curriculum used. As for the concept, I understand this better as a bilingual program” (Teacher 2, Interview answer, 31 October 2023, Researcher translation).

Based on interview data, it is known that the two teachers gave the same and different answers. Regarding knowledge of EMI, teacher 1 and teacher 2 simultaneously answered that they had never known about EMI. Then, in understanding the EMI concept, teacher 1 stated that he did not understand the EMI concept, while teacher 2 understood the EMI concept as a bilingual program.

2. Teachers on the Practice of EMI in The Classroom

EMI Practice in History Classes

Excerpt 1

"From a linguistic perspective, for activities in history class, of course, I require the students and I to communicate completely in English. To support this, I also use learning media in English. Of course, when in class I will let students talk more by expressing opinions and discussing"

"Examples of instructions that I usually give are; when I ask students to watch videos, look at slides, read books, ask questions or answers, express opinions, and make presentations in front of the class. Usually, there will be a conversation between me and the students."

"Students' responses when I give instructions in English are that some of them will respond with words or sentences in English, but some of them only respond through actions based on what I instruct."

(Teacher 1, Interview answer, 30 October 2023, Researcher translation).

Based on the results of interview data with teachers who teach history classes, EMI plays a very important role in supporting learning and communication activities between students and teachers. EMI practices enable students and teachers to use English fully in the learning process, this supports teachers to use English learning media as well. This is also of course in line with what teacher 1 said that learning activities must use English. Teacher 1 revealed that based on the English instructions given, there were two types of responses from students, namely responses that gave rise to conversation and responses only through action. In this case, EMI practices in history classes require students and teachers to be fluent in English. EMI practice allows English as the main language in learning activities. That means EMI practices are implemented perfectly in history classes.

EMI Practice in Mathematic Classes

Excerpt 1

"In mathematics class, of course, I mostly explain the subject matter using English, sometimes Indonesian is still used."

"Most of the use of Indonesian is to explain terms that are difficult to explain in Indonesian."

"I use 60% English and 40% for Indonesian"

"I also use a mixture of English and Indonesian for words or sentences that are difficult to explain fully in English."

"To improve students, I usually hold discussions where they try to solve practice questions that are done in front of the class. That way of course they will speak more English to me and their friends. During learning activities, around 50% of students are interactive and communicative, they also speak more English when asking/discussing. But the other 50% can be said to be just standard, maybe you have to think harder because the lesson is mathematics"

(Teacher 2, Interview Answer, 31 October 2023, Researcher Translation).

Based on interview data with teachers who teach mathematics classes, EMI practices trigger bilingualism in the learning process, namely English and Indonesian. This was confirmed directly by teacher 2 who stated that there was a mixture of languages to express words or sentences that were difficult when using English. In this case, teacher 2 explained that the EMI exercise also provided

two different student responses during learning. EMI practice in mathematics learning, some students respond using English interactively and communicatively, but some students tend to remain silent. Teacher 2 said this happened because students may have difficulty when it comes to counting and using English.

3. Teachers Challenges on the Practice of EMI

Two participants explained what challenges they faced during the teaching process. From this explanation, there are differences in answers between teacher 1 and teacher 2.

Excerpt 1

“So far in teaching history using English, I have not had any significant challenges, during the teaching process I can explain the material well, communicate with students, and so on. English gives them space to be more confident in speaking academically” (Teacher 1, Interview answer, 30 October 2023, Researcher translation).

Excerpt 2

“For mathematics lessons, the challenge is when students have to count, then it must be combined with English. Maybe specifically for mathematics lessons like that. However, the application of English in this school generally has minimal challenges, meaning that because of the habit of speaking English, students are more enthusiastic if they learn to use English rather than Indonesian” (Teacher 2, Interview answer, 31 October 2023, Researcher translation).

From the third question given in the interview, the researcher found that student 1 had challenges with the standard vocabulary he had just heard. Meanwhile, student 2 felt that the challenge they faced was when they had to count and speak English at the same time. The remaining two participants felt that they did not have big problems in learning to use English. They can even understand and speak English well.

Students and Teachers’ Attitude and Experience on The Practice of EMI

1. EMI Promotes Students’ and Teachers English Language Skills

At the first point, it is shown how students' attitudes and abilities respond to English language learning regarding EMI practices in the classroom carried out by the teacher. In learning English, two-way communication between students and teachers is needed so that the class becomes interactive. To find out this, the researcher asked 16 questions in the form of a questionnaire with 8 statements regarding students' attitudes towards the EMI Improve English Language Skills practice to two participants. The following are the results of the questionnaire from two participants.

No	Alternative answer	Frequency		Percentage (%)	
		Student 1	Student 2	Student 1	Student 2
1.	<i>Agree</i>	8	7	100%	87.5%
2.	<i>Quite agree</i>	0	1	0	12.5%
3.	<i>Disagree</i>	0	0	0	0

Table 1. EMI Improves Students’ English Language Skills

The table above shows that student 1 admits that EMI can potentially promote students' English language skills, this is shown by the results of student 1's questionnaire answers which answered 8 related questions with a result of 100% ‘agree’. Meanwhile, student 2 showed results of 87.5% ‘agree’, and 12.5% ‘quite agree’, this shows that student 2 admits that EMI can improve students' English skills, but not completely.

The second point showed how the teacher's attitudes and abilities are in implementing EMI practices in teaching history and mathematics classes. To find out this, the researchers asked 18 questions in the form of a questionnaire with 9 statements regarding teachers' attitudes and abilities towards EMI Improve English Language Skills training to two participants. The following are the results of the questionnaire from two participants.

No	Alternative answer	Frequency		Percentage (%)	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	<i>Agree</i>	8	9	89%	100%
2.	<i>Quite agree</i>	1	0	11%	0
3.	<i>Disagree</i>	0	0	0	0

Table 2. EMI promotes English Language Skills

The table above shows that teacher 1 admits that EMI can sufficiently improve the English language skills of students and teachers. This is shown in the results of teacher 1's questionnaire answers which answered 8 questions related to the results of 89% 'agree' and 11% 'quite agree'. Meanwhile, teacher 2 showed a result of 100% 'agree', this shows that teacher 2 recognizes that EMI can fully improve the English language skills of students and teachers.

2. EMI Promotes Students' and Teachers' Literacy

At the first point, it is shown how students' perceptions of EMI Enhance students' literacy. History or mathematics lessons certainly require written learning media such as books, articles, magazines, journals, and so on. To find out this, the researchers asked 16 questions in the form of a questionnaire with 3 statements regarding attitudes toward EMI Enhancing literacy to two participants. The following are the results of the questionnaire from two participants.

No	Alternative answer	Frequency		Percentage (%)	
		Student 1	Student 2	Student 1	Student 2
1.	<i>Agree</i>	1	1	33%	33%
2.	<i>Quite agree</i>	2	2	67%	67%
3.	<i>Disagree</i>	0	0	0	0

Table 3. EMI Enhances Students' Literacy

The table above shows that there are similarities in the answers between student 1 and student 2. They answered 33% 'agree', then 67% 'quite agree'. This shows that they are quite able to read and understand English language literature which is used as a learning medium in history and mathematics classes.

At the second point, it is shown how teachers' perceptions of EMI increase student and teacher literacy. Learning history or mathematics certainly requires written learning media such as books, articles, magazines, journals, and so on. To find out this, the researchers asked 18 questions in the form of a questionnaire with 4 statements regarding the attitude toward enhancing Literacy to two participants. The following are the results of the questionnaire from two participants.

No	Alternative answer	Frequency		Percentage (%)	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	<i>Agree</i>	4	4	100%	100%
2.	<i>Quite agree</i>	0	0	0	0

3.	<i>Disagree</i>	0	0	0	0
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Table 4. EMI promotes Literacy

The table above shows that there are similar answers between teacher 1 and teacher 2. They answered 100% ‘agree’ to 4 related questions. This shows that they are very capable of reading understanding and explaining English literature which is used as a learning medium in history and mathematics classes to students.

3. *EMI Promotes Students’ and Teachers’ Academic Interest and Enthusiasm*

At the first point, it is shown how enthusiastic and interested students are in the academic field by implementing EMI practices in history and mathematics classes. To find out this, the researcher asked 16 questions in the form of a questionnaire with 5 statements regarding students’ interest in EMI practices in learning activities to two participants. The following are the results of the questionnaire from two participants.

No	Alternative answer	Frequency		Percentage (%)	
		Student 1	Student 2	Student 1	Student 2
1.	<i>Agree</i>	5	5	100%	100%
2.	<i>Quite agree</i>	0	0	0	0
3.	<i>Disagree</i>	0	0	0	0

Table 5. EMI Promotes Students’ Academic Interest and Enthusiasm

The table above shows that there are similar answers between student 1 and student 2. They answered 100% ‘agree’. This shows that they are very enthusiastic about using English in history and mathematics learning activities, apart from that they have a high interest in EMI practices. So, at this point, it is demonstrated that EMI Raises Students' Academic Interest and Enthusiasm.

The second point can be seen what the teacher's enthusiasm and interest in EMI practices in teaching history and mathematics subjects. To find out this, the researcher asked 18 questions in the form of a questionnaire with 5 statements regarding teacher enthusiasm and interest in EMI practices in teaching activities to two participants. The following are the results of the questionnaire from two participants.

No	Alternative answer	Frequency		Percentage (%)	
		Teacher 1	Teacher 2	Teacher 1	Teacher 2
1.	<i>Agree</i>	5	5	100%	100%
2.	<i>Quite agree</i>	0	0	0	0
3.	<i>Disagree</i>	0	0	0	0

Table 6. EMI Promotes Academic Interest and Enthusiasm

The table above shows that there are similar answers between teacher 1 and teacher 2. They answered 100% ‘agree’. This shows that they are very enthusiastic about using English in teaching history and mathematics, besides that they have a high interest in EMI practice. So, at this point, EMI is intended to arouse academic interest and enthusiasm.

Discussion

In this section, the researcher will discuss the research results by focusing on research purposes. This research aims to determine students' and teachers' responses to EMI practices in the classroom. To fulfill the findings, researchers used questionnaires and interviews as an instrument.

1. Students and Teachers' Responses to the Practice of EMI

To answer the research questions, researchers conducted an interview process with four participants to find out how students and teachers perceive EMI practices in the classroom. The results of this research question are based on participants' answers in interviews and based on participants' experiences while learning and teaching history and mathematics using English. Regarding EMI practices at the upper secondary level, positive perceptions were found from the results of student and teacher interviews. Ibrahim stated that there are at least four factors that support the possibility of implementing EMI in Indonesia: The fact that bilingualism provides cognitive advantages; EMI Motivates Students and Teachers to Learn Languages; EMI Will Give Students and Teachers More Exposure to English and More Opportunities to Acquire It; Literacy Skills and Strategies Acquired in Native to Second Language Transfer [20].

The first result of student interviews shows that EMI practice has advantages, student 1 in the history class said that EMI practice was fun, provided a different learning atmosphere, and increased confidence in speaking English in line with Ernawati, Sofendi, and Shilviany stated that EMI has a positive impact on their communication skills in English. Meanwhile, student 2 stated that the EMI training provided two types of knowledge at once, namely mathematics and English [23]. Further findings show that EMI training can motivate students to learn, this was shown by student 1 who stated that discussion activities, presentations, and watching videos in English would provide opportunities to listen and talk more with teachers and English-speaking friends in class. The findings about positive perceptions of EMI implementation are in line with the findings of research conducted by Kurniati [24] and Erliana [25] which also revealed that EMI was considered beneficial in promoting students' English learning.

Then, the second results of the teacher interviews show how extensive the teacher's knowledge is regarding the EMI concept, teacher 1 shows his ignorance of EMI practice. It is what was mentioned by Sundusiyah [26] that EMI practices have its micro-level challenges. In contrast, teacher 2 considers EMI practice to be like a bilingual program. The interview results also show that there are advantages that teachers gain from practicing EMI, teacher 1 stated that by practicing EMI in the history class the learning activities become interactive, and the media used also varies because it uses English. Meanwhile, teacher 2 said there were mixed methods in mathematics learning activities, this was because it made it easier for students to understand the material. Furthermore, the two teachers simultaneously stated that they faced very few challenges in teaching history and mathematics using English, this was due to the habit of speaking English every day at school, resulting in students being integrated with the curriculum used in schools today.

Findings from EMI practices in history and mathematics classes show differences in the use of language in each class. In history classes, EMI practices emphasize learning activities not to use the first language (L1) of teachers and students at all, while in mathematics classes, EMI practices allow mixed modes to occur in learning activities, with the term code-switching, namely the use of English and Indonesian simultaneously in class. Ibrahim [20] stated that this must be allowed or even encouraged, he also explained this matter; code-switching is the recognition of objects (words, phrases, or sentences) from another language into the basic language, which occurs within sentences or between sentences in one conversational sentence. EMI practice also produces different student responses to English instructions given by teachers in history and mathematics classes. Two student responses emerge when history lessons use EMI practices; (1) there is a two-way conversation in English, (2) there is a response based on action. Two responses also emerged in mathematics classes; (1) interactive and communicative, and (2) tends to be silent.

Additionally, EMI practices allow students and teachers to transfer their first language (L1) to English as a Foreign Language (EFL). This is relevant to what students 1 and student 2 said that they did not have significant challenges in speaking English. The penetration of the EMI phenomenon throughout the educational environment shows a quick change from learning English as a foreign or second language to learning different academic subjects through English [27].

Researchers also found that the reason for the success of EMI practice was that it was motivated by schools implementing a bilingual program, thus requiring students and teachers to use English instructions in teaching and learning activities.

2. Students and Teachers' Attitudes and Experience

The findings show that there are student and teacher perceptions of EMI practices in history and mathematics classes that arise due to attitude and experience factors as stated by Robbins & Judge [21]. The results of the student questionnaire showed that; (1) EMI improved students' English skills in history and mathematics classes. This was demonstrated by student 1 who answered 8 questionnaire questions with a result of 100% 'agree'. Then student 2 answered 87.5% 'agree' and 12.5% 'quite agree', so these two results show that with EMI practice students can improve their English skills. Then (2) EMI also increased students' literacy quite a bit, this was shown by student 1 and student 2 who answered 3 questions with results of 33% 'agree' and 67% 'quite agree'. Apart from that, (3) EMI can also increase students' academic interest and enthusiasm in the learning process, this was demonstrated by student 1 and student 2 who answered 5 questionnaire questions with 100% 'agree' results. These results were also found by Jiang and Li that most students perceived that interactions between teachers and students were beneficial for them learning in English [28].

Then the results of the teacher questionnaire also showed the same thing as the results of the student questionnaire. Both teachers stated that EMI training improved their English language skills, this was demonstrated by answering 9 questionnaire questions. Teacher 1 showed a result of 89% 'agree' and 11% 'somewhat agree', while Teacher 2 showed a result of 100% 'agree'. The two teachers also stated that EMI increased their literacy, this was demonstrated by answering 4 questionnaire questions. Both teachers answered in unison, namely 100% 'agree'. Apart from that, EMI can also increase teachers' academic interest and enthusiasm in the teaching process, this is demonstrated by answering 5 questionnaire questions. Both teachers agreed by answering 100% 'agree'.

In line with Su and Kong [29], the use of English in EMI classrooms significantly increases literacy; EMI helps students improve their English language skills, including reading, writing, listening, and speaking; EMI can also increase students' academic interest and enthusiasm in the learning process so that it becomes more interesting. Researchers found that what causes the success of EMI practice in the classroom is based on the attitudes and experiences of students and teachers such as students' backgrounds who are accustomed to using English other than at school; teachers who master English fluently; then the lessons are considered easy.

IV. Conclusion

Based on the research objective to determine student and teacher perceptions of EMI practices in the classroom especially at the higher secondary level using international curriculum, the researcher concluded from the analysis that the research findings were obtained from questionnaires and interviews as data collection instruments. This research refers to student and teacher perceptions which are based on three major themes; (1) Knowledge and impression of EMI, (2) EMI practice in learning activities in non-English subjects, and (3) The challenges of EMI practice. Based on the data obtained, this research develops participants' perceptions: (1) EMI practice makes students and teachers interactive, confident, and gain two knowledge at the same time; then (2) researchers found that EMI practices were successfully implemented fully by teachers and students in history classes, while in mathematics classes it caused code-switching used in learning activities, namely by combining Indonesian and English at the same time simultaneously. Based on students' and teachers' attitudes and experiences towards EMI practice, the findings showed: that EMI practice improves the English language skills of students and teachers; EMI practice improves literacy skills; and EMI raises students' and teachers' academic interest and enthusiasm. Teachers and students have minimal challenges in EMI practice, this is behind the success of EMI practice due to several things: schools implement an international curriculum with a bilingual program; students and teachers are fluent in using English; as well as lessons that they consider easy. Teachers and students have high interest and enthusiasm for EMI practices, this is because EMI practices support them to be able to compete on the international stage. Drawing on the data presented earlier, this study offers three recommendations. Our recommendations include (a) EMI teachers need to be equipped with sufficient knowledge and skills of EMI practices; (b) incorporating teaching EMI into in-service

professional development programs; (c) facilitating students with diverse learning sources and media of non-English subjects so that they will be enthusiastic in learning English.

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