

ENGLISH AS A MEDIUM OF INSTRUCTION: INDONESIAN TERTIARY STUDENTS' PERCEPTION ON THE STRENGTHS AND WEAKNESSES

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ABSTRACT

EMI (English as Medium of Instruction) is an innovative teaching approach where subjects other than English are taught to the students in English, a second or foreign language. This approach has been widely adopted in European and Asian tertiary education institutions, including Indonesia. However, only a limited number of research has been carried out to reveal the student's perception of the advantages and drawbacks of the implementation in the country. This study, therefore, aimed at investigating the students' perceptions of the advantages and drawbacks of EMI implementation in one state university in Bali, Indonesia. This study employed mixed-method research, which was carried out with 130 participants enrolled in the international class initiation. The obtained data were collected through questionnaires and interviews. The results of the study showed five significant advantages of EMI class: cognitive advantages, resource availability, rich exposure to English and chances to use it, career opportunity, and improvement of students' motivation in English. However, EMI students also encountered challenges such as difficulties comprehending lectures/materials, taking tests, and low participation in classroom discussions.

Keywords: advantages, drawbacks, EMI, students' perception

INTRODUCTION

EMI (English as Medium of Instruction) is the use of English in teaching academic subjects in countries whose first language is not English (Dearden, 2014). It is also defined as a bilingual teaching model where some curriculum contents are taught in English, which is not the student's first language (Baker, 2011). There are several names used to refer to it. In North America, it is named 'content-based learning'. In Europe, it is usually labelled CLIL 'content and language-integrated learning' (Macaro et al., 2018). In this study, the definition proposed by Macaro et al. (2018) will be applied, a term

ubiquitously geographically and usually not exclusively applied to higher education.

EMI, or CLIL in a more generic term, became popular in Europe in the 1990s with reference to any educational program in L1 that is taught in L2 (Urmeneta, 2019). It involves teaching subject-specific content while concurrently developing students' English language skills. It requires lecturers who are proficient in both the subject matter and English. EMI also assumes that students have a certain level of English proficiency to engage effectively in academic content. Hence, lecturers also need to be aware of the student's proficiency level and provide linguistic support to facilitate their

comprehension and learning (Coyle et al., 2010).

EMI has gained popularity in many non-native English-speaking countries (Doiz et al., 2012; Galloway et al., 2017; Pennarola & Bandini, 2020; Rose & McKinley, 2018). This is because the program is reported to offer many benefits for students, teachers, and institutions. Phuong & Nguyen (2019) grouped the benefits of EMI into four: cognitive advantages; resource availability; exposure to English and chances to use the language; and career opportunity. Regarding cognitive advantages, they argued that bilingualism improved divergent/creative thinking. Similarly, Senapati et al. (2012) stated that EMI students were more outgoing, active, emotionally mature, assertive, competitive, conscientious, and independent-minded. Psychological tests revealed that bilingual children had better fluency, flexibility, originality and elaboration in their thinking than monolingual students (Baker & Jones, 1998).

Regarding resource availability, enrolling in EMI classes enabled students to access materials available everywhere, like textbooks, journals, and other references. To access them, students needed to be proficient in English, and being in an EMI class helped (Phuong & Nguyen, 2019).

Additionally, EMI classes allowed students to get exposed to English and have more chances to use it. They would not learn about it but learn through it. As a medium, English is surely used in activities in class. Hence, students would have more chances to use the four skills (Phuong & Nguyen, 2019). Regarding career chances, having bilingual proficiency, particularly in English, brings more progress chances. As (Tamtam et al., 2012) stated that bilingualism was a factor in career and study opportunities. This is relevant to Bali, as tourism is a significant sector on this island. Regarding continuing study or any academic undertaking, post-graduate levels in universities and many other academic programs usually require high scores on English proficiency tests (Raharjo, 2020). Enrolling in EMI classes can help students to improve their English proficiency and gain high scores on their English proficiency tests.

In addition to global communication, global labour market, and access to information, institution internationalization is another factor resulting in this phenomenon. By establishing internationalization, the institutions will be more prestigious and able to attract enrolment of international students (Knight, 2013).

Seeing the importance of English, many universities adopt it as a medium of instruction. The number of universities offering English programs worldwide is increasing (Ibrahim, 2001; Tang, 2020; Vu & Burns, 2014). In Indonesia, the EMI approach has been implemented in both private and state universities (Gill & Kirkpatrick, 2013; Manafe, 2018; Simbolon, 2018). Some universities open internationally, and others open bilingual classes (Simbolon, 2018). In Indonesia context, the drivers of implementing EMI, as reported by prior research, are to address competitions among global universities (Simbolon, 2018), promote university internationalization, enhance university academic reputation, take part in international competition (Santoso & Rindu, 2022; Simbolon, 2018); enhance students' employability, improve the international status of the university, improve the students' English, attract international students, collaborate with overseas universities (British Council, 2021).

Previous research on the implementation of EMI in universities in Indonesia indicated that EMI was beneficial to students in some ways. Manafe (2018) reported that the EMI program was proven to help students make progress in their subject matter and language learning. Talaue and Kim (2020) researched the perception of the alums at an English medium university in Jakarta, Indonesia, on how their education in the university applied in the workplace. They reported that the alums perceived that their English proficiency from the EMI program benefitted them in the workplace. Despitasari (2021) researched university students' perception of EMI from various aspects, namely English for learning, English for career, English for internationalization, tradition preservation, and local and global identities. The results indicated that the students positively perceived the importance of English for their learning and career. Moreover, they did not

perceive English as threatening their Indonesian identity.

However, much literature also indicated that the EMI program faces many challenges and drawbacks. Phuong and Nguyen (2019) grouped them into three: comprehending lectures/materials, taking tests, and participating in classroom discussions. Difficulties comprehending lectures/materials may be caused by the students' low proficiency in the four skills and vocabulary. This made them unable to ask for clarification when they needed help understanding a lesson. In addition, the low ability to take notes also contributed to this (Phuong & Nguyen, 2019). Regarding difficulties in taking tests, the studies by Sivaraman et al. (2014) indicated that EMI students had difficulty understanding instructions. When they understood the instructions, they encountered difficulty in articulating their answers. Lastly, EMI students may also need help participating in discussions, as discussions involve listening and speaking skills requiring adequate vocabulary and proper sentence structure. These difficulties may cause hesitation in students to participate and lower their self-esteem (Köksal & Tercan, 2019).

EMI is also seen as a barrier for students and lecturers who still need to grapple with a foreign language as a medium of instruction. Tunisian students reported being unprepared to shift to English (Badwan, 2019). This result echoed similar findings to the study conducted by Rose et al. (2020) that showed students below the threshold of English proficiency score in the Japanese context experienced challenges in EMI. In the Indonesian context, research by British Council (2021) revealed that students admitted to having problems comprehending lectures when studying. Research by Santoso and Kinasih (2022) revealed similar findings that lecturers sometimes experienced difficulty explaining difficult concepts, and students encountered difficulty understanding materials in English (Simbolon, 2021). In Simbolon's (2023) research on the insights of Indonesian vocational lecturers towards EMI implementation, several challenges were revealed. They were the lecturers' dominant focus on the content, limited pedagogy to implement the program, lecturers' and students'

limited English proficiency, lack of shared understanding between policymakers and lecturers, and social issue, namely the clustering of elite and non-elite higher education.

Despite its various challenges, the growing need for EMI in Indonesia gives impetus to the pilot program of International Class Initiation in one state university in Bali, Indonesia. The switch from mother tongue-medium instruction to English-medium instruction has been applied in seven faculties, namely the Faculty of Educational Sciences, Faculty of Sports and Health, Faculty of Medicine, Engineering and Vocational Faculty, Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences, and Economic Faculty. Being an international class means that the subjects, except the ones included in general subjects, i.e., Pancasila (The Five Pillars), Bahasa Indonesia, and Basic Cultural Sciences, use English as a medium of instruction.

As this is a pilot program, it is necessary to hear from the students whether they perceive it as advantageous. This study, therefore, aimed at investigating the perception of Indonesian tertiary students that enrolled in EMI classes on the advantages and drawbacks. The results will be used as feedback for policymakers as part of the program implementation evaluation. This study will also enrich the literature on the advantages and drawbacks of EMI implementation as perceived by students in Indonesia.

METHOD

This study employed a mixed-method approach combining quantitative and qualitative paradigms. A mixed-method research was used to provide directions in collecting and analyzing the data through multiple methods to view a phenomenon from diverse perspective and research lenses (Creswell, 2012; Creswell & Plano, 2011). This was aimed at examining the students' perceptions on the advantages and drawbacks of EMI implementation. The quantitative data were collected and analyzed through validated questionnaire and the qualitative data were gathered through semi-structure interview.

The context of the study was in tertiary educational level. It was conducted in a state university in Bali, Indonesia. This university had initiated international class initiation in 2021, in which selected students were enrolled in this program. The basis of the selection was their English proficiency test results and the type of university admission they enrolled from.

Participants

The participants of this study were 130 first-year students. They were all Indonesians. They were from seven faculties in the university. There were the Faculty of Educational Sciences (N=24), Faculty of Sports and Health (N=20), Faculty of Medicine (N=10), Engineering and Vocational Faculty (N=25), Faculty of Mathematics and Natural Sciences (N=12), Faculty of Social Sciences (N=19), Economic Faculty (N=20).

Instruments

Online Questionnaire

The first instrument used in this study was collected through Google Form platform. The questionnaire was administered to 130 students enrolled in international class initiation in 7 faculties at their convenience. They spent about 15 minutes to complete the questionnaire. It was a 5-point Likert scale questionnaire adapting Phuong and Nguyen's (2019) and validated by two experts. The quality of the questionnaire was obtained through Gregory formula. The results of validity score were 0.96, meaning that the questionnaire was valid for this study. In detail, the questionnaire consisted of three sections. The first section had factual questions. They were designed to collect the participants' demographic characteristics, including gender, age, email address, major, and the most recent English Proficiency score.

The second section had 15 items that investigated the student's perception of the advantages of EMI lessons that were divided into five clusters: cognitive advantages, resource availability, chances to practice and

acquire English, motivation to learn English, and employability/career/study prospects.

The third section had 12 items that investigated students' perception of the drawbacks of EMI lessons, which were divided into four clusters: difficulties in comprehending the lectures, difficulties in comprehending the textbooks and course materials, difficulties in taking tests, and difficulties in participating in classroom discussions.

Semi-structured interview

The qualitative aspect of the study was conducted through a semi-structured interview. It explored in-depth information by interviewing the same predetermined questions to the EMI students. Semi-structured interviews were conducted with 7 participants as selective representatives from 7 faculties in one state university in Bali, Indonesia. The average of interview duration was 30.15 minutes.

The focus was on students' perceptions of EMI lessons' advantages and drawbacks. The semi-structured interviews specifically covered the following themes: background information, comments on the advantages of EMI and the drawbacks of EMI.

Data Collection and Analysis

This study employed the triangulation design in collecting and analyzing the obtained data. Triangulation design was intended to mix the strengths and weaknesses of the quantitative methods (participants N=130, generalization) with qualitative methods (participants N=7, in-depth) (Creswell & Plano, 2011). This study was a one-phase design in which two methods were collected and analyzed simultaneously into one interpretation. It is illustrated in Figure 1.

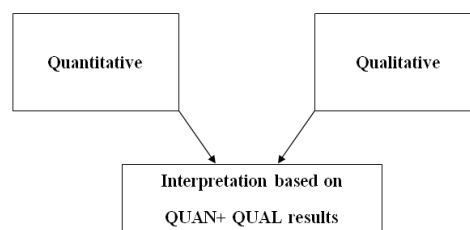


Figure 1. Triangulation Design (Creswell & Plano, 2011)

This study collected quantitative data through an online questionnaire and qualitative data through semi-structured interviews. The results of the online questionnaire were calculated to determine each option's percentage. The in-depth interview results were analyzed descriptively to provide more detailed responses from the respondents.

FINDINGS AND DISCUSSION

The Advantages of EMI Class as Perceived by Students

This section will present the study's findings regarding the advantages of EMI as perceived by the students. Regarding cognitive advantages, responses from the questionnaire confirmed that EMI students positively reacted to EMI lessons. It is worth highlighting that a number of students (N=72) agreed that EMI lessons offered benefits for their cognitive aspects. It can be examined in Figure 2.

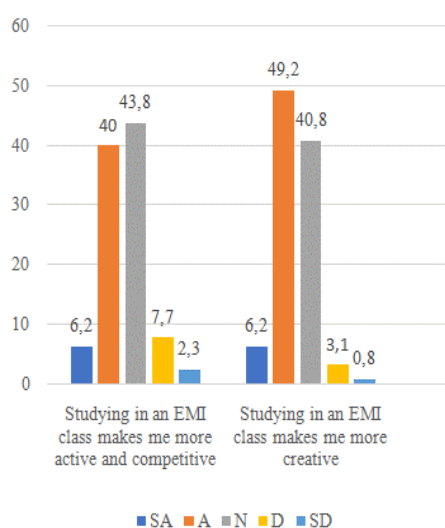


Figure 2. Cognitive Advantages

Figure 2 presents that almost half of EMI students (46.2%) admitted that studying in an EMI class enabled them to be more active and competitive. More specifically, 6.2% of them strongly agreed, and 40% of them agreed. However, a small percentage of students

(10%) disagreed with this statement. Besides, more than half of EMI students considered studying an EMI class helped them to be creative (55.4%). These outcomes indicated that EMI class provided cognitive advantages to the students.

Based on the interview result, most students also considered EMI as beneficial in terms of cognitive aspects. It was illustrated in the following transcription.

"I think so. For example, in my presentation. I become more creative to find source, to make good presentation." (Student 1)

"I agree, I get more active in reading the materials. And I like discussion in English. I am usually active in discussion. Speaking in English is I think more straightforward. I like it." (Student 5)

Findings from the questionnaire and interview also indicated that EMI class provided cognitive advantages to the students.

In addition, the students were asked to rate the extent to which they think studying in EMI class allowed them to explore some sources written in English and make smart choices on which materials to read. The results were positively viewed. It is demonstrated in Figure 3.

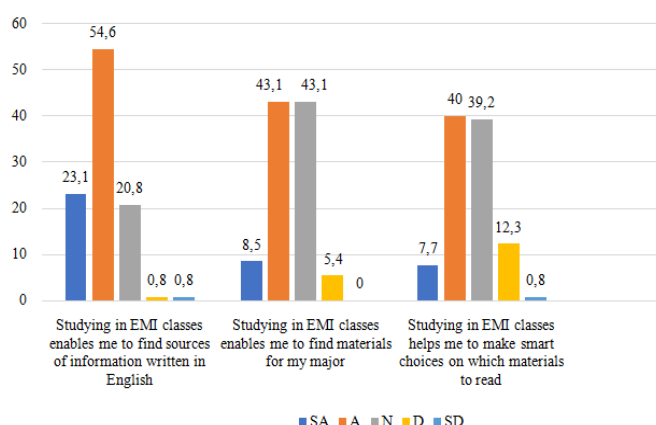


Figure 3. Resources Availability in EMI Classes

Figure 3 reveals that more than half of the students believed that EMI classes helped them discover sources of information written in English, with a total of 77.7% of students.

More specifically, 23.1% of students strongly agreed and 54.6% agreed. It was only 2 students (1.6 %) disagreed with this statement. Statement which attained the second most agreement was *studying in EMI classes enables me to find materials for my major*, precisely 51.6% in total. In addition, the majority of students also believed that EMI class enabled them to make smart choices when selecting materials to read. However, 17 EMI students (13.1%) still found it hard to select materials to read.

Besides, the results from interview also revealed positive responses from EMI students. Most students believed that EMI helped them find materials in English. It is illustrated in the following transcription.

“Yes, I agree because I understand English better, I can find material faster.” (Student 3)

“Ya because I study in international class, I understand more English, I can find information I need more quickly.” (Student 6)

Therefore, the data from the survey and interview showed that most of the students perceived EMI class as beneficial for them to find information and materials in English. The students were further asked to rate the learning opportunities in EMI class. Figure 4 demonstrates the frequencies of the responses. It is worth noting that most students elicited positive views that EMI improved their English.

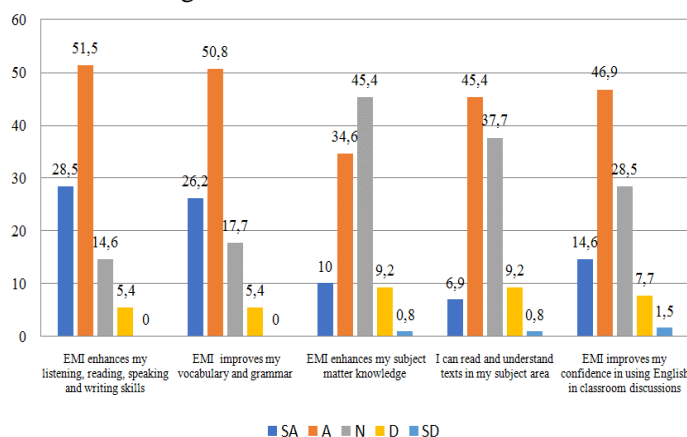


Figure 4. Exposures to English and Chances to Use It

Figure 4 shows great percentages of students who perceived EMI class as the medium to empower their skills in English, like listening, reading, speaking, and writing (80%). Specifically, 28.5% of students strongly agree, and 51.5% agree. Similarly, more than half of the students (77%) revealed that EMI class could enrich their vocabulary in English and elevate their understanding of grammar, precisely, 26.2% of students strongly agreed, and 50.8% of students agreed. In addition, more than half of EMI students agreed with the *statement I can read and understand texts in my subject area and that studying in EMI classes improves my confidence in using English in classroom discussions*, 52.3% and 61.5%, respectively. A fairly high percentage of students, precisely 44.6%, believed that EMI class allowed them to explore and deepen their subject matter knowledge.

In contrast, a small percentage of students perceived it differently. It was shown that 7 EMI students (5.4%) disagreed with both statement 1 and statement 2. Ten percent of students disagreed on both statements *studying in EMI classes enhances my subject matter knowledge and I can read and understand texts in my subject area*. There were also 12 EMI students (9.2%) who disagreed that EMI class could boost their confidence in using English in classroom discussions.

“Yes, I agree because I can practice my English and I have this opportunity since the beginning. I use English like for presentation, the material and discussion too.” (Student 4)

“I agree because by joining EMI class I can speak more in English compared to before joining EMI class.” (Student 4)

Thus, it can be concluded that most students believed that EMI class offered them wide exposure to English and more opportunity to use it.

Following that, students were asked to rate other statements on the extent to which studying in EMI class offers them job opportunities. More than half of the students

expressed positive attitudes towards the statements. Figure 5 shows the distributions of the responses.

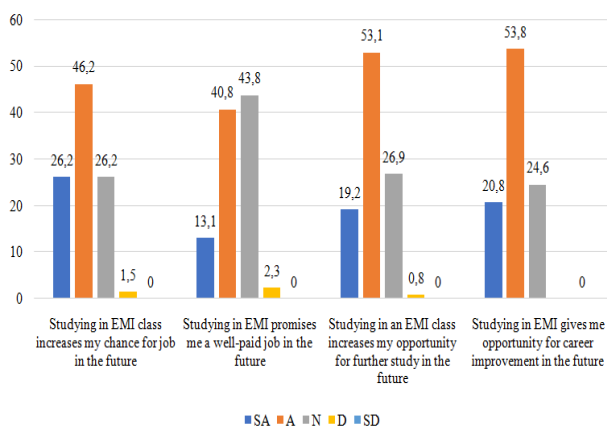


Figure 5. Employability/Career/Study Opportunity

As presented in Figure 5, all items showed high percentages of agreement. Most EMI students believed that studying EMI enabled them to develop and elevate their careers in the future (74.6%), precisely, 20.8% strongly agreed, and 53.8% agreed. The statement which received almost similar results of the agreement was *studying in EMI class increases my chance for job in the future and studying in an EMI class increases my opportunity for further study in the future*, precisely, 72.4% and 72.3%. In addition, more than half of the students also agreed that studying EMI helped them to earn a well-paid job in the future (53.9%).

Findings from the interview showed that most students agreed that studying EMI helped them find future job opportunities. It is illustrated in the following transcription.

“For future opportunities, I agree because now many jobs need people who can speak English.” (Student 1)

“I think so, English is international language, I agree, if we can speak English fluently, we can find job easier.” (Student 4)

Regarding employability, career or study opportunity, most students believed that studying EMI could be an asset for their future careers.

Concerning students’ motivation in EMI class, results from the questionnaire reflect a remarkably positive attitude towards its implementation. The responses are reported in Figure 6.

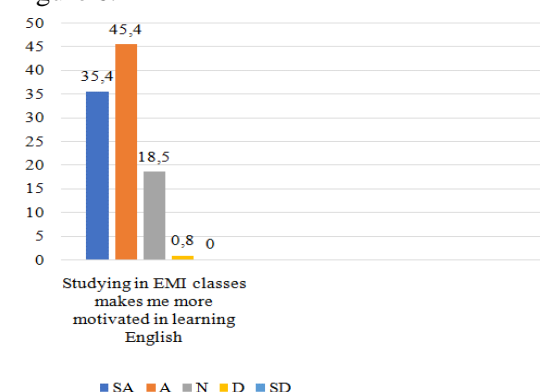


Figure 6. Motivation to Learn English

As can be seen from Figure 6, EMI students appeared to agree that studying EMI encouraged them to be more motivated to learn English. A significant proportion of the students, 105 students (80.8%), believed that EMI class stimulated them to become motivated in their learning. Only 1 student (0.8%) admitted that EMI class did not make her feel motivated in learning.

Based on the interview, most students favoured EMI since it encouraged them to learn English. It is illustrated in the following transcription.

“I agree because I need to use English in class”(Student 7)

“I totally agree. I have to learn materials in English and do presentation in English”(Student 3)

These outcomes portrayed that EMI class helped students feel motivated in learning English.

The Drawbacks of EMI Class as Perceived by Students

Not only the advantages of the students after participating in EMI classes, the present study also found that there are some drawbacks faced by the students. Amongst those are students’ difficulties comprehending lectures, textbooks and course materials, tests, and classroom discussions participation.

The first difficulty of the students came from the perspective of difficulties in comprehending the lecturers. The difficulties were seen in understanding the lecturers' contents, taking notes, understanding instructions and explanations, and low listening and English proficiency that influenced the understanding of the lectures and taking notes ability. The distribution of frequency is shown in Figure 7.

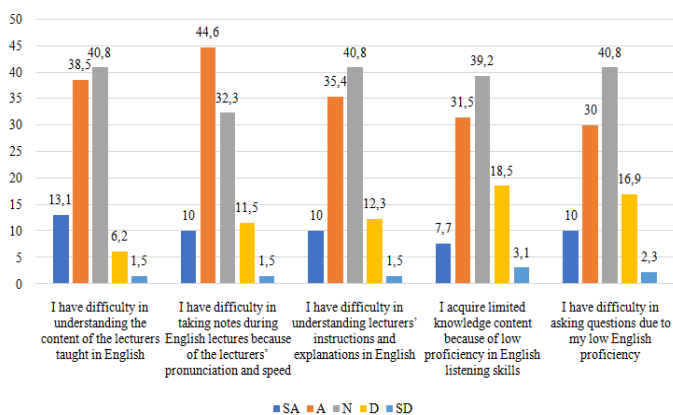


Figure 7. Difficulties in Comprehending Lectures

As presented in Figure 7, it is noticeable that EMI class as perceived by students also has some drawbacks. High percentage of students admitted that they had difficulties in understanding the topics being delivered in EMI class (51.6%). In addition, more than half of the students, precisely, 71 students (54.6%) claimed that it was a challenge for them to jot down some notes during EMI class because of lecturers' pronunciation and speed in explaining the materials. In addition, three statements such as *I have difficulty in understanding lecturers' instructions and explanations in English*, *I acquire limited knowledge content because of low proficiency in English listening skills*, and *I have difficulty in asking questions due to my low English proficiency* received slightly similar percentages, with 45.4%, 39.2%, and 40%, respectively.

However, a small proportion of students admitted that they did not find it hard to understand lecturers' explanation (7.7%). Two items received similar percentages such

as *I have difficulty in taking notes during English lectures because of the lecturers' pronunciation and speed* and *I have difficulty in understanding lecturers' instructions and explanations in English* with 13% and 13.8%, respectively. The statement *I acquire limited knowledge content because of low proficiency in English listening skills* and *I have difficulty in asking questions due to my low English proficiency* received 21.6% and 19.2%.

The results from the interview showed that EMI students encountered difficulties in comprehending lecturers due to vocabularies that they are not familiar with. It is portrayed in the following transcription.

"For me, I often feel difficult to understand. I am from mathematic department. Many theories I do not understand, a lot of vocabularies in English I don't understand." (Student 1)

"... in my class I have anatomy lesson, and the lecturer explains fully in English, sometimes I can't understand the words." (Student 7)

The second difficulty of the students came from the understanding textbook and course materials perspective. This was seen from the students' limited vocabulary and the time taken while looking up for new words and terms.

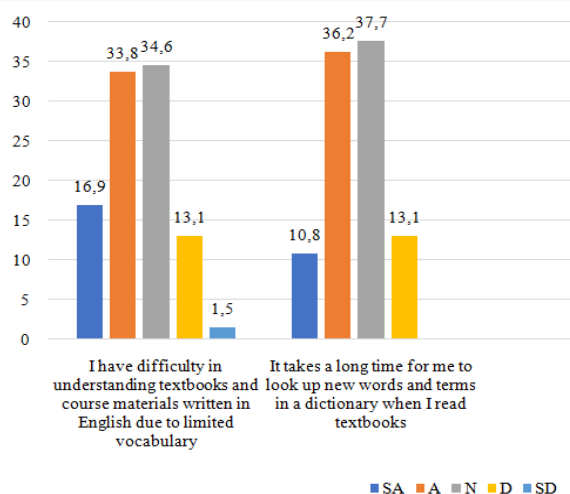


Figure 8. Difficulties in Understanding Textbooks and Course Materials

Figure 8 indicates that half of EMI students also faced difficulties in understanding

textbook and course materials (50.7%). Specifically, 16.9% students strongly agreed and 33.8% agreed. Besides, slightly 61 students (47%) believed that they needed a great amount of time to look up new words and terms in a dictionary when reading textbooks.

Similarly, the results from the interview also revealed that students had difficulty in understanding the textbook used in EMI class. It is presented in the following transcription. “Yes, I find difficulties because I often find difficult words in the textbook.” (Student 3)

“Yes, there are always difficult words, makes me difficult to understand; take a long time to check dictionary” (Student 5)

Thus, most students admitted that it was difficult to understand textbooks and course materials due to a lack of English vocabulary.

The third difficulty of the students was their difficulties in working on their tests. These difficulties were seen from the questions about their understanding of the tests and their difficulty expressing their thoughts and ideas due to their low English proficiency. Figure 9 captures the frequency of distribution associated with these questions.

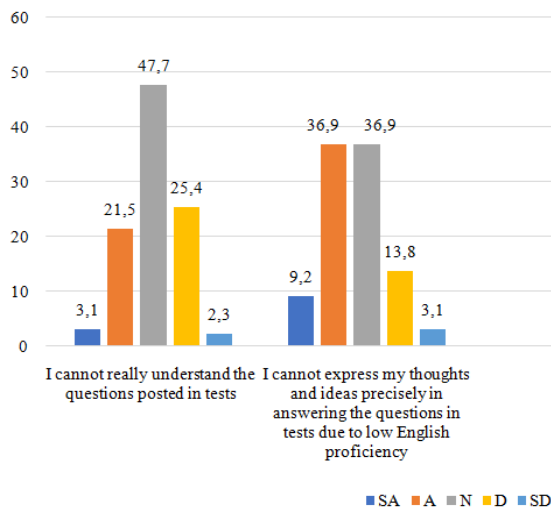


Figure 9. Difficulties in Tests

As shown in Figure 9, great proportion of agreement went to the statement *I cannot express my thoughts and ideas precisely in answering the questions in tests due to low*

English proficiency (46.1%). The statement *I cannot really understand the questions posted in tests* received 24.6%. However, 27.7% of students could understand the questions posted in the tests.

The results from interview revealed that students still found hard to understand the questions in the test. It is depicted in the following transcription.

“Yes, there are questions that I don’t understand. I ask the teacher to explain in Indonesian” (Student 2)

“Yes, if you can answer in Indonesian, my answers will be complete, but because I need to answer in English, my answers are shorter” (Student 7)

Thus, it can be concluded that due to low English proficiency, EMI students still found it difficult to express their thoughts and ideas in the tests.

The fourth difficulty came from the students’ difficulties in participating in the discussions. These difficulties were seen from the students’ activeness, communication effectiveness, and the students’ feeling of discouragement and hesitation. Figure 10 presents the data of students’ difficulties in participating in the classroom discussion.

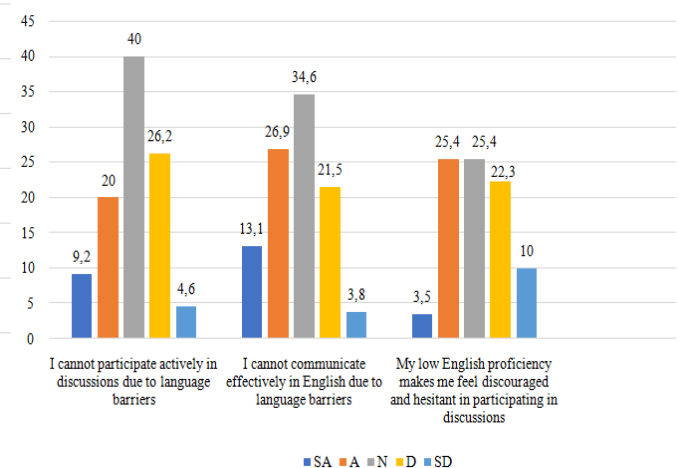


Figure 10. Difficulties in Participating in Classroom Discussions

As shown from Figure 10, the majority of students also claimed that they found some difficulties in participating in classroom discussions. The highest percentage of

agreement went on *my low English proficiency makes me feel discouraged and hesitant in participating in discussions*, with 42.3% respectively. The second proportion of agreement was *I cannot communicate effectively in English due to language barriers*, precisely, 40% of students.

From the interview results, most students admitted that they had difficulties in participating in EMI class. It is shown in the following transcription.

“For me yes, because I am a bit afraid to speak. I’m afraid my grammar is wrong” (Student 6)

“Same, for me yes. In EMI class because it uses English, sometimes I think too long before I participate in discussion” (Student 3)

Thus, low English proficiency was perceived as the cause of students’ difficulties in participating in the classroom discussions.

Findings from the questionnaire and interview revealed that EMI class offered advantages and also drawbacks. Regarding its advantages, the results from the questionnaire portrayed five aspects of advantages: cognitive advantages, resource availability, rich exposure to English and chances to use it, career opportunity, and improved students’ motivation in English. On the other hand, the results also indicated several drawbacks: difficulties in comprehending lectures/materials, taking tests, and low participation in classroom discussions. Findings suggested that more than half of the students considered EMI class as the medium that can help them to be creative (55.4%), active and competitive (46.2%), and more outgoing (48%). This is similar to the previous study that has been investigated by Phuong and Nguyen (2019) that also showed a high percentage of agreement on EMI class could activate students’ divergent thinking, competitive, and outgoing. Similarly, Ibrahim (2001) also discovers that EMI supports bilingual learning that allows students to elaborate their creative thinking and flexibility. This suggests that EMI class

contribute to the development of cognitive aspects of the students.

Some previous studies also reported that the implementation of EMI class helped the students to explore extensive learning materials that were not provided in their first language (Alhamami, 2021; Probyn, 2005; Zare-ee & Hejazi, 2017). Findings from this study portrayed 77% of students perceived EMI class could facilitate them in exploring diverse sources of information written in English. In addition, more than half of the students believed that EMI helped them to be more selective when reading materials. Regarding this, EMI class was confirmed to be effective in providing students ‘with chances to venture materials in English related to their major and helped them be selective readers.

Results from the questionnaire and interview also portrayed a great proportion of student agreement. 80% of students believed that EMI encouraged them to elevate their ability in English, like their listening, reading, speaking, and writing skills. Students favoured EMI as they believed it helped enrich their vocabulary and grammar (77%) and deepen their subject matter (44.6%). Some studies investigated by Belhiah and Elhami (2015) and Galloway et al. (2017) also proved the successful implementation of EMI to foster English proficiency, and enhance students’ linguistic and biliteracy skills. Take, for example, a study conducted by Galloway et al. (2017) that depicts how some universities like Netherlands and Scandinavia had highly proficient students in English because they switched STEM courses to English.

Findings also captured a large proportion of students (80.8%) were in favour of EMI since it stimulated them to learn more in the class. A majority of students felt motivated to learn English. Atlı (2017) also points out that EMI has potential effect on students’ motivation. It is in contrast to the study investigated by Fernández-Fontecha and Canga (2014) who revealed that those students who used English as the medium for learning were less motivated compared to

students who did not use English as a tool in the learning process.

This study also showed the great percentages of students who perceived EMI as a bridge to reach a fulfilling career in the future (76.6%) and increase the opportunity to get further study in the future (72.3%). Some studies offered similar perspectives. Tamtam et al. (2012) asserted that EMI helps students accomplish a good prospective career in the future since EMI increase students' proficiency in English. To support this, Doiz and Lasagabaster (2012) and Rose and McKinley (2018) also stated that EMI provides clear benefits for local students to explore knowledge and skills both personally and professionally by studying abroad.

Discussing the advantages encapsulated in EMI, findings from the questionnaire and interview also showed some drawbacks. It was found that 51.6% faced difficulties in comprehending the lectures. They admitted that they acquire limited vocabulary, low proficiency in English listening skills, with 45.4%, 39.2%, and 40% respectively. These are some common issues faced by students in EMI class as Chang (2010) and Tatzl (2011) investigated. Students whose English is not their first language tend to face some challenges, such as a lack of listening comprehension skills, speaking skills, hard to grasp details in class.

Moreover, Chang (2010) also points out other challenges raised by EMI students, such as the unfamiliar terms used in the textbooks or materials, limited vocabulary, and slow reading speed. In this study, half of EMI students agreed that they dealt with the inability to understand the textbook and course materials (50.7%). The data from the questionnaire also shows that 47% of students were unfamiliar with some terms used in the textbook, and they spent so much time to discover the meaning from dictionary.

As the interview and questionnaire findings showed, 24.6% of students still found it hard to understand questions posted in the test. Almost half of the students also admitted that they could not express their ideas and thoughts due to low English proficiency

(46.1%). This is in line with some studies conducted by Sivarama et al. (2014) that EMI students have difficulty in taking tests due to low English proficiency.

Findings also revealed that EMI students acknowledged the difficulties when participating in the class. Data shows that 42.3% of students felt discouraged and hesitant to participate due to low English proficiency. Besides, 40% of students reported that they could not communicate effectively due to language barrier. It indicates that EMI students encountered challenges in participating in classroom discussions. Students with low language ability were reported having low self-esteem to participate, pose questions, and maintain interpersonal relationship with other students or lecturers (Ibrahim, 2001).

In a nutshell, the results of the current study offer prominent information on the advantages and drawbacks of the EMI Program in one of the universities in Bali, Indonesia. It is expected that through these findings, EMI Program could be re-evaluated to minimize its shortcomings.

CONCLUSIONS

This study attempted to investigate students' perception on the advantages and the drawbacks of EMI class in one of the universities in Bali, Indonesia. The findings revealed five major advantages of EMI class: cognitive advantages, resource availability, rich exposure to English and chances to use it, career opportunity, and improved students' motivation in English. However, EMI students also encountered challenges such as difficulties in comprehending lectures/materials, in taking tests, and low participations in classroom discussions. These results would be beneficial to provide insights for the policymakers on what kinds of training should be provided for both students and lecturers for the program to run effectively and for students to gain the most benefit from it.

Based on the study's findings, there are several suggestions for further research in the field of EMI. Firstly, future research should explore strategies that can be implemented to

address the challenges identified by the students and lecturers. This includes investigating effective pedagogical approaches, materials, or language programs tailored to meet the needs of the students or lecturers. Secondly, tracking the academic and linguistics progress of students by conducting longitudinal studies will be beneficial to understand the long-term impact of EMI on the student's language proficiency, academic performance, and overall learning outcomes. Furthermore, exploring the perspective of lecturers and administrators

involved in EMI programs. This would provide a comprehensive understanding on their experience, the challenges faced, and the strategies that can be implemented to support EMI implementation. This may give information on the training needed for lecturers and administrators to enhance the quality of EMI instruction. By addressing these areas as further research, the institutions will gain comprehensive and valuable insights into the implementation of EMI, tackle better shortcomings and enhance its effectiveness.

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