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STUDENTS PERCEPTIONS OF THE USE OF ENGLISH AS MEDIUM OF INSTRUCTION

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Abstract: This study aims to explore the students' perception of the use of English as Medium of Instruction (EMI) in teaching and learning at SMA Negeri 1 Kota Gorontalo. This explorative qualitative study employed a purposive sampling method. This study involved 112 twelve-grade students from IPA, IPS, and BAHASA majors of SMA Negeri 1 Kota Gorontalo as the subjects. This study utilized questionnaires for data collection, while the Likert Scale and Percentage Formula were performed in data analysis. The result showed that the students had positive perceptions of the three EMI types of perception: visual, auditory, and speech perception. The average results in visual, auditory, and speech perceptions were 70.96% ('strongly agree' category), 70.49% ('strongly agree' category), and 57.90% ('agree' category). Further study with bigger samples and different subjects is recommended since this research only focuses on students perception of the Use of EMI in Teaching and Learning at SMA Negeri 1 Kota Gorontalo.

Keywords: *English as medium of instruction; perception; students; high school*

INTRODUCTION

English has played an important role in this era of globalization. As said by Crystal (2003) that the number of people in the world who communicate in English with international speakers is increasingly rising compared to other languages. This statement is supported by the fact, that today, English is the third main language that is mostly used after Chinese and Spanish. There are 1 billion people in this world who can speak English, and about 380 million people speak English as an international language.

In Indonesia, English is used as a foreign language. As Alwasilah (1997) states, English is recognized as the most significant foreign language in Indonesia since the 1980s, proven by a tremendous growth since the early 1990s. The recognition of English as a foreign language is based on government policy formulated through Article 29, Paragraph 2, Law No. 24/2009 about Flag, Language, National Symbol, and National Anthem.

Furthermore, in the 1983 and 1988 State Policy Guidelines (GBHN), non-native language policies are not integrated. However, in the 1993 GBHN, guidelines on non-native languages, particularly English, are clearly defined. Government Guidelines No. 28, 29/1990 is introduced to replace Government Guideline No. 55, 56, and 57/1988. These guidelines approve the use of English in schools. Government Guidelines No 57/1957/1988 also support the use of English as a foreign language and as a means of

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communication and interaction at universities. Moreover, it was incorporated into Government Guidelines No. 60/1999 on the use of English in all higher education. As a foreign language, English is used to communicate and interact at university or in all higher education. However, communicating skills in English is a very difficult mission in Indonesia because of the emphasis on the national language.

Tutyandari (2005) states that the fear of making mistakes has affected the rate of personal expression so much that not all students in an EFL (English as Foreign Language) speaking class have the courage to speak. Many students feel anxious in a speaking class, and some are likely to keep silent to avoid making mistakes.

In order to make students improve their foreign skills especially for mastering English, the government of Indonesia makes an alternative to use English thoroughly in their lesson. It is called English as Medium of Instruction (EMI).

According to Dearden (2014), EMI as "the use of English language to teach an academic subject in countries or jurisdictions where the first language of the most is not English." (p. 2). It means that EMI is not only the content of the subject, but it is also the language of instruction on that subject. In other words, EMI can be a better means of solving learners' language problems than teaching English as a subject because it allows learners more exposure to the language and more opportunities to use it.

English as a medium of instruction has been implemented and taught in-state schools and many private schools, universities, industrial and government institutions. As Gandeel (2016) states, "schooling education system is divided into three main stages: primary, intermediate, and Advance level." (p. 4). Therefore, English as a medium of instruction is the English language used by the teacher at the beginning of a course in the teaching and learning process.

EMI is fundamental for the teacher in instructing and learning process because as the facilitator, the teacher has an obligation in students learning outcomes through oral or written, giving instruction or feedback, managing class, and evaluating students learning outcomes. Thus, EMI likewise can be defined as using English in the teaching and learning process in class Regarding the use of English as medium of instruction, there are several sights of the supportive expert of EMI. In contrast, some others look at application EMI can cause problems in the teaching-learning process; it because the use of EMI is the individuals and who can see the likely points of interest of EMI in enlightening students' learning results.

In the meantime, the experts who do not uphold the usage of EMI are the individuals who can not perceive the temperance of EMI in enlightening student accomplishment. Despite the positive impact of some experts who favor applying EMI, or the experts who can not see the advantages of EMI, the first shortcoming is that students less understand the use of language, and the low ability of teachers to speak English. As a result, it will be an obstacle to student learning progress and have a negative impact on student learning results, such as having difficulty in doing assignments in English and a lack of understanding of the teacher's explanation. In this situation, students prefer to ask their friends rather than ask the teacher, and students will be less enthusiastic in the learning process. Thus, learners might fail to understand academic concepts through the language they are still learning because their content and the teacher is unable to help them do it.

In Zainura (2016) based on the theory of Dickson (1996), the use of the objective language in the English classroom is important to increase students' acquaintance to the objective language. Students are being able to comprehend the use of words by using EMI.

By way of further guidance on the teacher's language system that guides students in creating language and attitude towards a language, students can be familiar with the

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foreign language; teachers and students can have some opportunities to use English actively in discussions, presentations, etc. In addition, not only understand the use of the word, but it also can help them to learn be better in English and understand the materials taught.

The use of English as a medium of instruction in the class had been examined through several scholars. Tsui and Ngo (2016) show their study about students' perceptions of English-medium instruction in Hong Kong University. In analyzing the data, they employed a quantitative approach with 606 surveys were collected. Some variables were analyzed, i.e., English for a career, English for learning, English for internationalization, and preservation of three different developed traditions.

The discoveries appeared that the students did not see the risk of English in improving their subject information of knowledge; they were anxious with their academic results, inspiration to memorize, and in-class discourse might be inhibited. Also, a previous study by Kusumawati (2013). Her study used a survey method and aimed to explore students' perceptions on the use of English as a medium of instruction in RSBI at SMP Negeri 2 Magelang.

The participants for the questionnaires were 25 students. She selected five students as the representative in four subjects they are Mathematic Physic, Biology, and ICT, for interviews. The finding showed that EMI is good, but it should be improved more because Bahasa Indonesia in the classroom as a medium of instruction is still dominated.

The other researcher, Rahmadani (2016) had done surveys at the four schools: MAN Model, MA Muslimat NU, SMKN 2, and SMAN 4, in Palangka Raya. She distributed ten items questionnaires to 134 students of the eleven-grade; the samples were taken from one class of each school using the cluster random sampling technique. The result appeared that most students had a positive response or perception, in which EMI can increase the students' standard of English, influence them to learn English, increase their confidence to speak up, and help them to know English textbooks or courses and global culture.

Another study conducted by Owu-Ewie and Eshun (2015) about the use of English as a medium of instruction at the basic upper level (primary four to junior high school in Ghana) found that both English and Ghanaian language (in the case of Fante) were used as media of instruction. In most classrooms, the percentage use of Ghanaian language (Fante) was more than English, which supposed to be the medium of instruction. In analyzing the data, the researcher used quantitative data, which focused on semi-structured interviews and observation; the participants consist of 100 students and 40 teachers in upper primary and junior high schools in the selected district. The cluster purposive sampling technique was used to take the samples.

The other research conducted by Huko (2017) investigated the teachers' and students' perceptions on the use of English as a medium of instruction in English as a foreign language in the classroom, particularly in the English Department of Universitas Negeri Gorontalo. It applied the theory of Villegas and Lucas (2002) with a qualitative descriptive method.

Moreover, El-Fiki (2012) conducted a study on TEFL by using English as a means of instruction in Egypt. Using multi-method approaches, 174 teachers were surveyed. In-depth and semi-structured interviews with 36 teachers, 15 principles, and 8 professional development providers, field assessment, and review of related records and objects in the study of the results were conducted. It is observed that most teachers accept a significant shift in their practice because their expectations and the achievement of communicative methods are context-bound.

Zhao, Dearden, and Macaro (2013) conducted a research entitled EMI on an emerging global phenomena. Their surveys were carried out in October 2013 and March 2014, respectively. They used a qualitative technique that relied on semi-structured interviews, a written questionnaire with an

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open-ended global survey and an overview analysis to evaluate data from 55 countries around the world.

In general, the number of private sector that included as approving EMI was consistently higher than in the public sector, according to the findings presented. There was more EMI reported at the tertiary level than at the secondary level when comparing primary, middle, and high level. At the secondary level, there was more EMI, and at all levels, throughout the private sector, EMI was more prevalent.

Based on previous studies, some parallels and variations occur between the findings and these studies. The parallels, they also used perception and the use of EMI as the topic research. The differences between their studies and this study are the object. This study also explains three kinds of perception, namely visual, auditory, and speech perceptions, which have not been discussed in papers. Furthermore, the differences lie in the research designs, participants, data collection, and data analysis are different with this research. Further, this research employs an explorative qualitative method to investigate undefined problems. Thus, the results of other papers and this paper are different.

As the example above, the researcher conducted this research at SMA Negeri 1 Gorontalo to discover the students' perception of the use of EMI in teaching and learning in high school.

METHOD

This research used a descriptive analysis method. According to Danial and Wasriah (2009), "Descriptive method is a method that aims to describe a situation systematically, the condition of the object of study at a time accurate". (p. 62). The descriptive method was also supported by Nasution (2003) that, "Descriptive research is research that aims to hold descriptions to provide a clear picture of social situations". (p. 24)

This research was carried out at SMA Negeri 1 Gorontalo. This school was chosen as the site because of some reasons. First, it is one of the public schools in Gorontalo province. Second, it is second-ranked among the public schools in Gorontalo. Third, SMA Negeri 1 Kota Gorontalo has taught an English subject in every major class. Fourth, the time efficiency.

The research subjects were 112 twelve-grade students at SMA Negeri 1 Kota Gorontalo, selected using the purposive sampling technique. Purposive sampling is a technique of taking a sample of data sources with certain considerations (Sugiyono, 2013).

Purposive sampling technique was used as the study could take the samples based on the certain purposes. Hence, the subjects of this study consisted of the IPA 1, IPA 3, IPS 1, IPS 3, and BAHASA 1. The students in these classes were heterogeneous and like to learn English as they have been taught by the researcher.

The data were taken from students' perceptions data, in which the students should have a concern with the use of English as medium of instruction in the teaching and learning at SMA Negeri 1 Gorontalo City.

In principle, research is measuring both natural and social phenomena. It is because the principle of research is the measurement, then there must be a good measuring instrument (Sugiyono, 2013). This research utilized questionnaires as the instrument with provided answers. The advantages of this instrument are that the students could freely and easily, choose their honest answers to the provided options without feeling embarrassed.

Data analysis was carried out using Likert Scale and percentage analysis. Likert Scale was used to measure the students' perception of the use of EMI in teaching and learning in SMA Negeri 1 Kota Gorontalo. According to Sugiyono (2013), Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Here are the steps of the use of Likert Scale:

Scoring the questionnaire answer

Each point of the answer was labeled with a value from 1-5. The scoring is shown;

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Strongly Agree 5, Agree 4, Neutral 3, Disagree 2, Strongly Disagree 1.

Finding out the highest and lowest ideal score

In finding out the highest and the lowest score, a formula was used.

Y (The Highest Score) = The highest Likert score x Total of respondent
X (The Lowest Score) = The lowest Likert score x Total of the respondent.

Moreover, percentage analysis was used to manage and interpret data in the form of systematic numbers. This percentage analysis using the following formula based on Sudjana (2004). Each item of the instrument question is divided by the number of respondent x 100% formulated as follows:

$$Pr = F/N \times 100\%$$

To calculate the percentage score, the researcher used this formula below:

$$Pr = AS/IS \times 100$$

RESULTS AND DISCUSSION

The variable of this research was students' perception of the use of EMI in teaching and learning in SMA Negeri 1 Kota Gorontalo. The questionnaire consisting of 25 questions with five alternative answers. The questionnaire was recapitulated to determine the value based on the frequency of the respondent's answer to each question.

Table 1. *The distribution of indicator results of students' perception of the use of EMI in teaching and learning in SMA Negeri 1 Kota Gorontalo*

Indicators	Percentage	Classification
Visual Perception	70.96%	Strongly Agree
Auditory Perception	70.49%	Strongly Agree
Speech Perception	57.90%	Agree
Average	66.45%	Strongly Agree

Based on the table above, in general, most of the students are 'strongly agree' with the use of EMI in teaching and learning at SMA Negeri 1 Kota Gorontalo, proven by the average percentage of 66.45%. The result above can provide a clear picture of the objectives to be achieved in the research conducted by the researcher. The students gave their perceptions in the field of visual, auditory, and speech. These three indicators showed positive results with the percentages of 70.96% (Strongly Agree), 70.49% (Strongly Agree), and 57.90% (Agree), respectively.

The students of SMA Negeri 1 Kota Gorontalo gave positive responses from their perception; a positive perception of an object will generate a positive response. Likewise, the negative perception of an object will cause a negative response. According to Ahmadi (1999), a positive perception is a form of response, action, or attitude that shows or maintains, accepts, acknowledges, agrees, and implements the norms that apply to the individual. In this case, the response given by students through their perceptions was positive.

On this indicator, as shown in Table 1, the positive perceptions of students can be seen based on the aspects of each answer they chose from each question in the visual perception indicator. They considered that English is important. As they said, it can improve their grammar and vocabulary. It also makes them increase their accent ability, both for students and teachers. Also, it would not be hard to do an assignment that

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is written in English.

Furthermore, in auditory perception, the students agreed if the teacher speaks bilingual so that they will be able to know or understand what the teacher has told or explained to them. The reason was due to the lack of their vocabulary. To deny the misunderstood, the students need to enrich their vocabularies. However, the students agreed if the teacher should use English only to ask questions to obtain good category results. It means that the use of English by the teacher to ask questions can train the students listening skills and recognize the students' comprehension and ability.

In English teaching and learning process, questioning is one of the important roles in class. Sujarti, Rahman, and Mahmud (2016) claim that questioning to students must be applied in teaching and learning, which is used to ask students to gain a purpose in teaching.

In addition, asking students in English is one of the basic skills of a good teacher. Teachers pose questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching (Adler, 1982). Therefore, in practicing good teaching skills, an educator must reach out to the learner's hidden level of knowledge and awareness to help learners reach a new level of thinking.

In speech perception, the use of English was often from the teacher. Training the speech in many languages can help improve other language skills; it can help students build vocabulary, improve grammar, listening, and writing as well. For many years FL/SL teachers thought making students repeat sentences was the best way to improve their speaking. Thus, the more teacher uses English during the lesson, the more the students can copy, repeat and save it to their mind.

Moreover, Brown and Yule (1983) discussed that it is important that teachers should focus on having students practice in producing speeches. Because practicing to produce dialogues in an interactional situation might not guarantee that students can yield satisfactory results from long talks to a group of listeners.

Based on this, an English teacher are highly required to have many strategies in teaching this subject. It is not only a problem to convey material to students effectively, but also to have a strategy to encourage students to be talkative in the teaching speaking process. One strategy that can affect students' speaking ability is the teacher's speech as learning input.

The teacher explained something to students using English to improve the quality and quantity of teaching and learning as the success of students in learning is very determined by the learning process carried out by the teacher. According to Aryanika (2016), English language learning in high school is expected to reach an informational level because they are prepared to continue their education to college.

If that is the case, then the school has succeeded in achieving the objectives of English language learning, especially speaking learning. Teachers have provided students with the ability to speak in various types of dialogue for various purposes, both formally and informally. This means that teachers and students have carried out speaking learning as skill-getting and skill-using activities.

The two previous section research had accomplished the goals of language learning, which require the skills and the success of a complex language. In addition, the students were given responses to why they agreed that is better for them to speak English, as they had several school activities.

By percentage, their answer is 66.78%, indicating that their perception of English is not as difficult as what is described in the visual indicators. They consider that English is easy with the practices given by teachers where it can improve their abilities because they practice as often as possible.

Students must be taught practical language skills; all skills depend on practice (Fachrurrozi & Mahyuddin, 2011). Thus,

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language learning is a combination of several processes carried out through the cooperation of teachers and students, in this case housed in schools. The process of language learning begins with the individual in the classroom. Then, it is practiced together in the school environment as a habit is formed in the student to be practiced.

With many practices in the classroom, it is changing students' perception of the use of English in the teaching and learning process become easy for learning the material. The results of the perception of students of SMA Negeri 1 Kota Gorontalo found that they felt more comfortable and confident during the learning process.

This can be interpreted that the teacher during the learning process provided efficient and maximum teaching. The teacher also made the atmosphere in the classroom alive to make English lessons more active without making students feel afraid or depressed in learning English.

Regarding confidence, students at SMA Negeri 1 Kota Gorontalo were already good in terms. However, it needs to be improved again because when they are confident, teachers have managed to develop one potential that exists within them. Self-confidence means to believe in ability, strength, and self-assessment (Aprilia, 2019). Thus, it can be said that self-assessment is a positive assessment.

This positive assessment will cause the motivation in each student to appreciate themself to be able to achieve the goals of his various life goals, one of which is by more confidently using English inside and outside the school. In this case, confidence is very important for students because confidence is one of the factors that affect the success of students in learning English.

Angelis (2003) explained that confidence is something that must be able to channel everything we know and everything we do. In this research, confidence can arise because of the ability to do or do things. So that confidence only arises after a person does something proficiently and does it in a way that satisfies his heart.

Based on the self-confidence of the students that they do not feel afraid of other students who mock each other when speaking English as it has a positive impact on learning English.

They do not feel afraid if when some students scoffed at them. Aprilia (2019) states that in the process of language learning, this behavior will awaken students to be ready to try, produce, and interpret the acquisition of a new language without fear of ridicule or blame.

It also relates to teacher competence and confidence together towards the use of English. Students' ability to speak English is strongly influenced by the competence factor of the teaching teacher. This factor will affect student perception. If the ability is good, then the students' perceptions will be good for them. This good perception will cause students to have the courage to risk being ridiculed, blamed, ridiculed, etc. In this case, it will greatly affect the success of students speaking English.

Last, they disagree with the question that was they felt bored during English. It means that their good perception to EMI because they did not feel bored during English class. This is one of progress and should be maintained by every teacher towards improving students' learning attainment and English language ability. Students will be more bored if in the classroom the teacher only tends to be monotonous so that as a consequence the students in the class become bored and unmotivated. That is why the teacher has to know how to deny the boredom in class and make students happy. According to Al-Sahra (2015), happiness and satisfaction in students can increase their motivation to learn. This will guide to the highest achievement since teacher's practices are consistent with students' learning patterns.

CONCLUSION

Most students agreed on English as an instruction tool that could be seen through visual perception, auditory perception, and

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speech perception.

In visual perception, the students agreed when the teacher speaks English as it is important during the lesson. If the teacher speaks more English, the students will be better in English. They have stated that their English ability, such as vocabularies, grammar, and their English accent had improved.

Next, auditory perception also received positive perceptions from the students. They agreed that if the teacher speak bilingually to them will make them understand the material in English; this was due to their lack of vocabulary. It will be good for the teacher to know that the students need more help to improve their skills.

Last, students also had positive perceptions related to speech perception. In this part, the frequency of the teacher using English during the lesson was often than speak in Bahasa Indonesia. It signified that the use of EMI in schools has been good. However, compared to the frequency of English used by the teachers, the students used less English than the teacher during the lesson.

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