

**STUDENTS' MOTIVATIONS AND CHALLENGES IN
THE INTERNATIONAL CLASS PROGRAM**

THESIS

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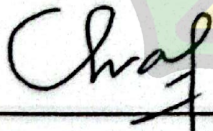
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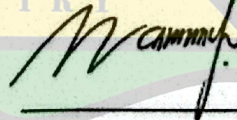
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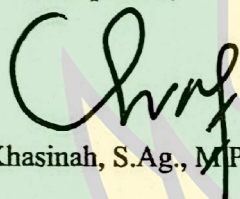
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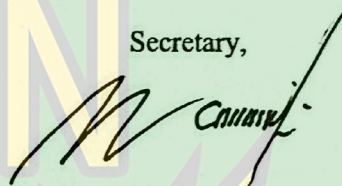
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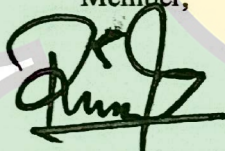
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 Februari 2024

Saya yang membuat pernyataan



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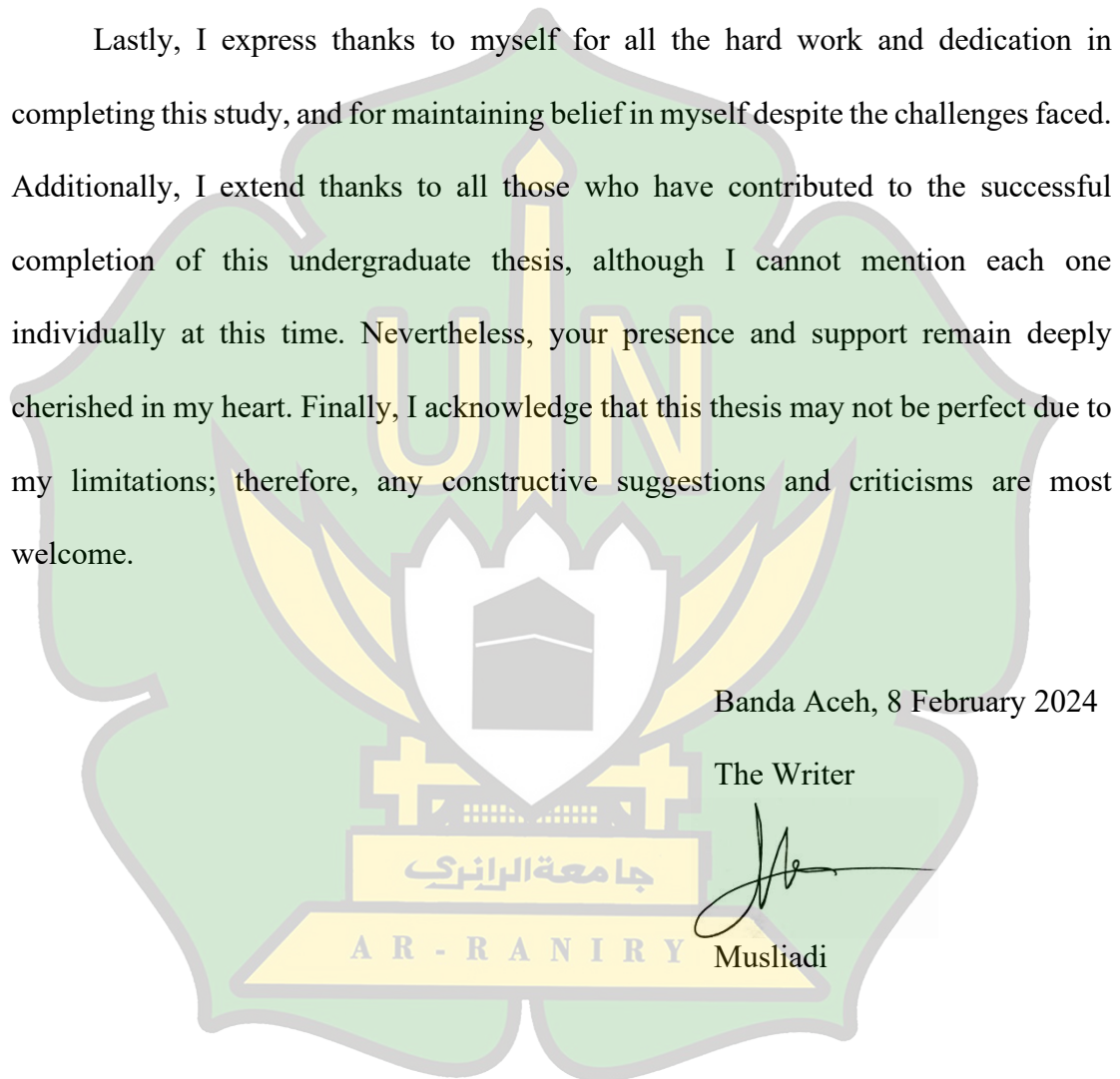
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ABSTRACT

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English Medium Instruction (EMI) is now integral to global higher education, extending to non-English-speaking nations like Indonesia. This study delves into student motivations and challenges in an EMI setting within an International Class Program (ICP) at Universitas Syiah Kuala. Utilizing a qualitative approach, nine undergraduate students from various majors in the International Business and Economic Program (IBEP) were interviewed. Findings reveal nuanced motivations, including a desire to enhance language proficiency, subject-specific skills, and experience in an international learning environment. Intrinsic motivations involve academic excellence, linguistic development, and personal interests, while extrinsic motivations relate to future career prospects and program benefits. Challenges encompass linguistic adaptation, academic transition, emotional resilience, bilingual navigation, class dynamics, lecturer language proficiency, academic challenges, cultural adaptation, and administrative intricacies. The findings underscore the need for targeted support within the ICP, including programs to support language learning, activities to help students adapt to different cultures, and better training for lecturer. By working on these challenges, the experience of studying in the ICP can be improved. This means that students can get the most out of their international education opportunities.

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CHAPTER I

INTRODUCTION

A. Background of Study

English has been used as a mean of communication among nations from all around the world. English is used as a tool to connect people, regardless of their backgrounds and nationalities. Mastering English allows one to communicate, do business, and exchange cultures. Therefore, in most non-speaking countries, English is one of the compulsory subjects that need to be learned, including in Indonesia. English is taught in schools, whether as a second language or as a foreign language, at most levels of education in the country.

There is no exception in higher education. At the tertiary level in most universities in Indonesia, English is one of the compulsory courses that every student takes during their studies. In addition to that, most of these universities even integrated English as the Medium of Instruction known as EMI into their classrooms. This is believed to enable the students to learn English along with the subject of their studies. As stated by Nohora & Habte-Gabr (2008), integrating English as a foreign language into the classroom could help students improve their English skills.

In order to effectively learn English, it should be used as the medium of instruction in the classroom. English Medium Instruction (EMI), as defined by Dearden and Macaro (2016), is the use of English as a language of instruction in a setting where English is not the primary language of communication. It places its

primary emphasis on acquiring subject matter knowledge in the English language, with the linguistic aspect being of secondary importance. This approach is predominantly employed in universities and bilingual secondary schools, where there tends to be a higher level of English proficiency (Ruiz-Cecilia et al. 2023). Hence, students' ability to use the language and their overall attitude toward it can serve as a standard when English is the target language for teaching and learning.

Due to the use of English as an instructional language in the EMI program, both students and lecturers are learning English in addition to the content they are studying in the classroom. When students enroll in this course, they will have the impression that it will only ever be taught in English. According to several Indonesian colleges, teachers hardly ever use code-mixing to ensure that their pupils comprehend what they say and that the learning process goes well. Even though the teacher is permitted to employ code-mixing, the teacher must have a strong command of English in order to effectively teach English or include it into lesson plans. Similar to this, Ibrahim (2001) claimed that teachers who are unable to speak English correctly and fluently may be at risk of not meeting their primary responsibility, which is teaching. Students' opinions of an EMI class are influenced by both the classroom environment and the teacher's methods of instruction. Additionally, it will affect how well pupils do in their learning process.

EMI aims to provide an internationalized educational experience by using English as the primary language of instruction. However, while the benefits of EMI are widely recognized, there is a need to comprehensively understand the motivations that make students want to participate in these programs, as well as the

challenges they encounter (Coleman, 2006; Phillipson, 2008).

Implementing EMI in the classroom thought to be useful not only to enhance students' ability in learning English but to increase the students' motivation as well. Kirkgöz (2005) found that student believed they excelled the most in reading and listening, while their writing skills were comparatively weaker. Speaking, in particular, was identified as an area of significant weakness. Essentially, the proficiency of EMI students varied across the spectrum of the four language skills. Furthermore, Kim (2014) conducted research in South Korea regarding students' motivation of EMI found that EMI can be beneficial for students, since they were interested to enroll in the program with the main focus to be on external factors such as for better job prospects or higher earnings in the future. Another study by Madileng (2007) in South Africa, investigated motivation and L2 proficiency in the context of EMI, found that EMI students were driven by both external and internal motives, such as gaining new perspectives or performing well in other subjects. This indicates that both types of motivation played a role for EMI students, although Kim's study highlighted the prevalence of external motivation. Similarly, Chen and Kraklow (2014) revealed that external motivational factors were more significant in influencing the English learning engagement of EMI students compared to those in non-EMI programs.

However, it can be stressful to implement the EMI in content learning. Some research has demonstrated that utilizing English effectively for teaching material topics presents a number of pedagogical difficulties and complexity for the pupils. In a program where subject material was delivered to students using the

English language when we knew that the student was not a native speaker of English, Huang (2015) found that local students frequently indicated learning challenges, and as a result, they experienced stress from both peer competition and material comprehension. Despite the fact that students claimed to lack confidence in their language skills, both the students and the professors thought that EMI had a great deal of promise if the operation was improved.

Despite the problems of the implementation of EMI in education, the utilization of the program has increased in the past few years, and the needs for the program have also increased as it is believed to have many benefits. For instance, Lasagabaster's (2010) research revealed that the students' motivation rose, which aided in their progress in learning English. Similar results were found in Normand and Normand-Marconnet's (2013) study, which demonstrated that bilingual students' writing in their first language performed better than their monolingual peers as a result of their higher motivation. In Yang's (2015) study, there was a favorable association between the students' enhanced productive English proficiency and their significantly improved receptive language skills. According to a study by Sultan et al. (2012) of EMI practice at the school level, pupils who were enrolled in an EMI program outperformed their peers who were enrolled in a non-EMI program in terms of grades on their national English examination. They correlated this result to their changed mindset regarding the use of English both inside and outside of the classroom.

EMI (English Medium Instruction) is often closely correlated with International Class Programs (ICP) which is an educational initiative that

incorporates an international dimension into the curriculum. The initiation of the International Class Program (ICP) is in accordance with the legislation of the Republic of Indonesia, specifically Act No. 20 of 2003. This act mandates that the national education system must guarantee equitable access, enhance quality and appropriateness, and ensure efficient administration to address the diverse demands of local, national, and international contexts. Consequently, a methodical, purposeful, and enduring education reform is imperative. It aims to provide students with exposure to global perspectives, cultural diversity, and language skills, often using English as the primary language of instruction through EMI. Thus, the same as explained above regarding EMI, ICP has its challenge as well as prospect in the future. It is considered challenging because both lecturers and students need to utilize English, particularly during class activities. However, it holds potential as by the end of the program, students will have a specific degree of English language proficiency.

In the context of higher education in Indonesia, International Class Program has been utilized in many state-owned universities. Universitas Negeri Semarang, UI, UGM, UII, UNM, UNY, UIN Malang, ITS, UNESA, Syiah Kuala University, and others, are among the state-owned universities that organize the International Class and Joint Degree Program, both at the faculty and study program levels. Semarang State University and UI, for example, both serve as examples of recruitment systems, classroom facilities and practice rooms that are adequate for the implementation of international classes (Handoyo et al., 2017). While UGM has had its Faculty of Medicine International Program for decades, UII Yogyakarta has

its Faculty of Law International Program and Faculty of Medicine equipped with Jogjakarta International Hospital (JIH) located off-campus and accessible to the public.

This program in Syiah Kuala University was created to address the demand for graduates who not only possess social or scientific knowledge, but are also able to function in a global setting because of a good mastery of English. As part of the implementation of EMI, professors and teaching staff from both within and outside of Indonesia who are experts in their particular fields of study deliver the lectures using English. The students will be more accustomed to the use of English in academic settings as a result. ICP in Syiah Kuala University is implemented in eight different undergraduate departments. Those are Chemical Engineering Program, English Education Program, International Accounting Program, International Economics and Development Program, Law Program, International Management Program, Mathematical Department, and Medical Education.

Regarding the explanation above, while EMI and ICP have gained popularity in Indonesian higher education, it is essential to investigate students' motivations and the challenges they face in these programs. Understanding these factors can help improve the implementation and effectiveness of EMI and ICP, ensuring that students receive a comprehensive and high-quality education.

This study was conducted at Universitas Syiah Kuala, one of the universities in Aceh that has implemented the International Class Program (ICP) with English Medium Instruction (EMI). The university has adopted English as the primary medium of instruction for all its International Class Programs. The research

specifically took place within the Economics and Business Faculty, hosting an international class program known as IBEP (International Business and Economics Program). The aim of this study is to delve into students' motivations and the challenges they encounter, providing insights into the broader issues associated with EMI and ICP in Indonesian higher education.

B. Research Question

Considering the background of study above, the researcher formulates two research questions, which are:

1. What are the students' motivations in the International Class Program (ICP)?
2. What are the students' challenges in the International Class Program (ICP)?

C. Research Aims

Based on the research questions above, the following are the objective of this study:

1. To identify the students' motivations in the International Class Program (ICP)
2. To identify the students' challenges in the International Class Program (ICP)

D. Significance of Study

The findings of this study can be used as an extra source of information for social studies concerning the implementation of the International Class Program (ICP), in addition findings of this study can have several significances for various stakeholders:

1. For students: The study's findings can assist non-English major students in improving their English-speaking skills and better understanding the International Class Program (ICP).
2. For policymakers: The study's findings can provide insights into the challenges and benefits of implementing International Class Program (ICP) in higher education. It can inform policy decisions related to language instruction and education.
3. For researchers: The study's findings can contribute to the existing literature on International Class Program (ICP) in higher education, particularly in non-English-speaking countries. It can also provide a basis for further research on the topic.
4. For the academic community: The study's findings can provide a better understanding of the challenges and benefits of International Class Program (ICP) implementation and can inform future pedagogical practices.

E. Research Terminology

To avoid confusion, clear explanations of key terms are essential in this study. The researcher has provided such explanations:

1. International Class Program (ICP)

The International Class Program (ICP) is a program initiated by educational institution where students are prepared in facing international challenges by using English as the main language of instruction which is known as English Medium Instruction (EMI). In the program there may also be a foreign student and/or foreign lecturers, thus make the programs known as International Class Program (ICP).

In the case of this study, the International Class Program (ICP) is a program in which the students and lecturers use English as the main medium of instruction in the classroom.

2. Motivations

Motivation can be defined as an internal psychological state that drives an individual to act in a certain way. According to Harmer (2012), action driven by motivation refers to the attempt to accomplish a goal that is perceived as worthwhile and appealing by an individual.

3. Challenges

Challenges can be defined as "obstacles that require individuals to put forth effort and exert their skills to overcome" (Yeager & Dweck, 2012, p. 72). These obstacles can be external or internal, and they can range in difficulty from minor setbacks to major life events. The aim of this study is to examine the relationship between students' motivation and challenges with their decision to enroll in the International Class Program (ICP) at Universitas Syiah Kuala, with a particular focus on the International Business and Economic Program (IBEP).