THE CHALLENGES AND STRATEGIES IN IMPLEMENTING ENGLISH MEDIUM INSTRUCTION (EMI): INTERNATIONAL BILINGUAL SENIOR HIGH SCHOOL TEACHERS' EXPERIENCES

THESIS

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2023 M / 1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements fot The Degree
Bachelor of Education in English Language Teaching

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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.

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FAKULTAS TARBIYAH DAN KEGURUAN
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ACKNOWLEDGEMENT

In the name of Allah, all praise be to Him, who has given grace, guidance, health, and strength so I could finish writing this thesis. Shalawat and Salam to our beloved Prophet Muhammad SAW, who has guided us to a better life and been an inspiration in living the life of this world.I would like to express my gratitude to everyone who has assisted and advised me. I also thanks sincerely to my primary supervisors, Prof. Dr. Jarjani Usman, S.Ag., SS., M.Sc., M.S., and co-supervisor, Drs. Amiruddin, M.Pd who is my academic supervisor as well. My gratitude is extended to all of the professors and members of the English Department at Universitas Islam Negeri Ar-Raniry Banda Aceh who assisted and advised me throughout my studies in the Department of English Language Education.

My deepest gratitude and sincere respect go to my parents, Alm. Abdul Hamid Makdan, Rahimah.Syah, and my brothers bg ori, bg dian dan bg fajar for all their kindness, love, and endless moral and financial support; those two became and will always be one of my powerful strengths. Without their support and love, I would not arrive at this moment.

I am forever grateful to my big family specially dek usan and Cek pit, who has encouraged me in my ups and down and have been in love hate relationship with me. For Cek Jun, bunda, yah'nda, Yah Cek and kak Amel who has given me guidance as long as I am here thesis era. I might feel little shy to say

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this to you, but my friends took most important role in my thesis era. Maya, Ipeh, Ana, Tata, and Ismi, thank you for my “rabok jok” who has led me face many experiences that was not on my list. Life becomes so colorful as rainbow since you are existed in my life.

I would sending my love to Dinda, Nisak, and Fahlia, who has virtually supporting me, and have been around me since my teenage, my biggest thanks for my beloved one also sending my love and gratitude to some one who has supported me through my up and down. Then, I also thank the PBI 2018 batch, especially unit 8, for all memories we created together. Thank you for all the support, care, and warmth love.

In conclusion, I realize that this thesis was still far from perfect. Therefore, constructive criticisms and suggestions for the improvement of this thesis which make the thesis better in the future.

Banda Aceh, 13 June 2023

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ABSTRACT

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Keyword	: EMI, Challenges, Strategies, Teachers' Experiences

The implementation of English as a Medium of Instruction (EMI) at school in non English speaking in countries such as in Indonesia is growing but challenging. This study is to find out the challenges teachers deal with in teaching by implementing EMI and the strategies used to deal with these challenges. This study used a qualitative approach by conducting semi-structured interviews at 10 senior high school teachers in regarding the implementation of international programs in Banda Aceh. The findings show that the challenges teachers face in implementing EMI are teachers' English competence, teachers' educational background, and students' school entrence. They deal with the challenges by applying code-switching to support students in the teaching and learning process, using learning video media, and developing technical terms to help students in understanding new vocabularies. Hence, this study has provided insights into with challenges and strategies the English teacher use implaying EMI at senior high school in Aceh, Indonesia.

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CHAPTER I
INTRODUCTION

This chapter reviews the background of the study, the research question of the study, the significance of the study, the aims of the study and key terms.

A. Background Study

The language of instruction is the language used by the teacher in the teaching process in the classroom. English has been used as the language of instruction in some schools. In Indonesia in which, English is regarded as a foreign language. Bilingual schools include the school where English is provided as a medium of instruction (EMI). According to several studies, the use of EMI has several benefits; Kym (2014) explains that the use of EMI has an impact on improving the English language for students to be able to increase competitiveness in global academics and prepare themselves for a career in the international world.

The use of English as a lingua franca continues to grow following globalization; with the use of EMI, students improve their language and adapt to technology, textbooks, and human resources who already have a lot of English and encourage students in the development of human resources (Rosiana, 2019). According to Beker, as cited in Astuti (2017), students who can understand two languages, namely Indonesian and English, have educational, social, economic and cultural consequences and have different ways of thinking. Kalisa (2014) explains that learning by using English as the language of instruction is important

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in encouraging future learning. EMI is increasingly being used in various bilingual schools, both public and private.

In this case, several bilingual schools or international standard schools are based on UUSPN 20/2003, article 50, paragraph 3, which states the use of English as an introduction in the teaching and learning process. The purpose of the policy of implementing English medium instruction (EMI) is to expect every Indonesian student to be intelligent and internationally competitive so that they can compete globally (Depdiknas, 2006).

In implementing EMI in the teaching and learning process, teachers have challenges caused by many factors, and the most common factor is the lack of teachers' ability to speak English (Simbolon & Oliver, 2020). Teachers who have difficulties implementing EMI often feel stressed and not confident in what they teach their students (Doiz & Lasagabaster, 2018).

Teacher mastery in implementing EMI in the classroom greatly impacts student learning results. A study by Doiz et al. (2019) found that implementing EMI in classrooms with poor teaching skills had poor results due to the teacher's lack of mastery of English, explanation of material that students and lack of vocab mastery did not easily understand. In this case, teaching using English has many challenges faced by teachers. However, the challenges teachers face are resolved by using the right strategies to implement EMI in the teaching and learning process. According to Gili (2017), there are 3 teacher strategies in using EMI, namely, questioning strategies, instructional strategies and explaining strategies; in line with Khairunnisa & Istikharoh (2019), some of the strategies that teachers

have to make the learning process in class effective by showing English videos related to the material, giving games, and giving songs.

Despite the studies, it has been rare to see challenges and strategies implemented at bilingual schools in Aceh. Furthermore, the results of this study differ from the previous study by Almudibry (2022), which focused on the challenges faced by ELF science students, while this study will focus on teachers strategies and challenges. In addition, Khairunnisa and Istikharoh (2019) focused on teachers who teach junior level, while this study focuses on senior high school teachers.

Therefore, this study focuses on teachers challenges and strategies in teaching by implementing EMI in international standard schools in Banda Aceh. Exploring the teacher's challenges and strategies is crucial because it can provide insight for teachers teaching in international standard schools.

B. Research Question

This study sought to answer the following research questions:

1. What are the challenges faced by the teachers in using EMI (English Medium Instruction)?
2. What are the teachers' strategies to alleviate the problems?

C. The aim of study

1. To Explore teacher's challenges in implementation EMI at international school in Banda Aceh

2. To find out the starategies made by teachers in facing the challenges of using EMI in schools.

D. Significance of study

This study is significant because it can provide insight and knowledge about the challenges faced by teachers in implementing EMI in the teaching process at school and as an updated reference for teachers in teaching strategies on EMI implementation.

E. Key Terms

There are several key terms used in their research that need further explanation.

a. Challenges

According to Cambridge Dictionary (2023), a challenge is a situation a person faces that requires mental, physical, and ability readiness to test one's abilities. In this research, the challenge seen is using EMI teachers face in teaching. Applying EMI in some schools is still very rare, so teachers face many challenges in the classroom during the teaching process.

b. English Medium Instruction (EMI)

According to Macaro et al. (2018), English medium instruction is a teaching method applied in schools where most students are not L1 by using English as the language of instruction. EMI has applied not in English classes alone but in all school subjects.

The implementation of EMI is increasingly being used in several schools in Indonesia. It is a challenge because English is a foreign language in Indonesia. This study examines teacher's challenges in implementing EMI in the International standard schools in Banda Aceh.

c. Teachers' Strategies

The definition of *teacher strategies* is a pattern or way of the teacher encouraging students to participate in the teaching process in the classroom. According to Gili N (2017), teacher strategy is the teacher's ability to carry out activities in the classroom by having an effective teaching pattern that is easily accepted by students and encourages student interest in participating in the learning process. Teachers who play an important role in the classroom have goals that must be obtained from each lesson; in this case, implementing EMI is something new in the classroom, so a teacher has strategies for teaching by implementing EMI with the aim that students do not feel difficulties, and are increasingly encouraged in the teaching and learning process.

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CHAPTER II
LITERATURE REVIEW

This chapter presents some related literature and expert statements relevant to the study. These reviews can provide useful background information to help support the study**.**

A. Definition of English Medium Instruction

The use of English in countries where English is not the L1 has been implemented in the world of education and is growing following international developments. English as an international language is important in education as a language or material studied. It plays an important role in teaching media as a language of instruction in the teaching process (Khairunnisa & Istikharoh, 2019). Many figures define English Medium Instruction (EMI) according to Shafaatu et al. (2017), explaining that EMI is the language of instruction. Namely, English is used to teach academic subjects in countries where most do not use English as their first language. EMI is an implementation in education that does not focus on the English language but on the material or content being taught so that the teacher's ability to apply EMI in the classroom affects student understanding (Wannagat, 2007), as cited in Pun & Thomas (2020).

The global phenomenon that occurs in the world is that the English language has become an international communication tool and continues to grow in several countries, so the application of EMI in education is an update in teaching, namely the content taught in school academic learning in English, in

addition to using English textbook sources (Doiz, Lasagabaster, 2013; Dearden, 2014; Taguchi, 2014). It can be concluded that the global development that continues to occur is the importance of English not only to learn but also to use the language of teaching instruction to learn other subjects, besides that EMI has become a learning medium which is one of the learning plans that must be better prepared to support and help students understand the learning content. In addition, EMI becomes a learning medium that is one of the lesson plans that must be better prepared to support and assist students in understanding the learning content. In this case, teaching English content is a discipline that continues to be developed and applied in several schools and universities.

B. The Use English as Language Instruction

The teacher uses the instructional language in delivering lessons and interacting with students. In teaching strategies, implementing English Medium Instruction (EMI) in the classroom is a global phenomenon in education. Teachers frequently have a straightforward issue with implementing EMI (Dahal & Gyawali, 2022). This is because EMI is used in the classroom to deliver English and non-English subjects.

Implementing EMI as a global development highlights several countries that use English as a foreign language in schools and universities (Sah, 2015). With the growth of technology in both the social and economic sciences, English is being used more as a language of instruction. The choice of English as the language of instruction is because English is the language of science, technology, and politics in several countries, so EMI becomes an interesting issue to talk about

and research. Regarding the use of English, (Marsh, 2006, as cited in Dahal & Gyawali, 2022) has stated:

> "English is now more extensively taught and replacing other languages as a medium of instruction in many places. Since English is the language of knowledge and international relations, more emphasis should be placed on English as the medium of instruction in the context of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) at tertiary level (P. 30)".

Therefore explanation above that English is used as an instructional language throughout the world's education. Therefore, EMI is not only used in countries where English is a second language (ESL) but also in countries where English is a foreign language (EFL), such as Indonesia. A global phenomenon in education is the increasing use of EMI, so there is a shift in the education system from classroom teaching, which is non-English, to the application of EMI (Haryanto, 2012). In this regard, the Indonesian government developed Undang-undang in 2003, that "local governments are obliged to organize at least one education unit at all levels of education to be developed as an international unit" (No. 20, 2003 on the education system: 26–27). In Indonesia, EMI is used in some international standard schools from kindergarten to university.

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Most developed and developing countries use English as a language of instruction to compete worldwide. This is because English is an international language, or the language of globalization, in which most people worldwide communicate.

C. Challenges in Implemeting EMI

The application of EMI in several countries where English is a foreign language is developing globally in education. EMI program offers are increasingly popular and applied in the realm of education (Dearden, 2018). In this case, teaching mathematics, science, history, ect. The use of EMI is a teaching initiative that has international experience (Rose & McKinley 2018). Many teachers assume that the application of EMI in the classroom is influenced by the teaching system in the classroom which has an impact on student outcomes, hoping to improve students' language skills and comprehension skills of the lessons that have been learned, as well as the responsibility between teachers and students. However, there are many challenges faced by teachers in the implementation of EMI in the classroom. According to Dearden, (2015 as cited in, J.K.H & Thomas, (2020) in the implementation of EMI, many teachers do not get adequate education about the application of EMI which has an impact on language competencies and pedagogy skills that must be fulfilled as material for effective content delivery in English. Based on a study from (Bradford, 2016), there are 4 categories of challenges in using EMI, namely:

a. linguistic challenges

The challenges faced by teachers and students in implementing EMI are linguistic. Linguistic problems very often occur between teachers and students in the classroom, due to difficulties in understanding the English accent of the teacher and having difficulty in understanding the learning content delivered by the teacher in English (Hellekjær, 2010 as cited Tang

2020). The implementation of EMI with limited English proficiency makes it difficult for students to understand the academic literature taught by the teacher and master the content in English (Huang, 2015). The linguistic challenges faced by teachers make it very difficult for teachers to deal with students' limited English proficiency.

b. Cultural Challenges

Culture is one of the challenges faced by teachers in EMI classrooms. Cultural challenges are the different characteristics and expectations that students and teachers have in a country's teaching and learning process (Bradford, 2016). Teaching culture greatly affects the interaction between teachers and students. The teaching culture in one country is different from other countries. Implementing EMI in a country where English is not the main language has significant differences in cultural aspects. According to King (2013), there is a difference in teaching using EMI in a school in Bangladesh, where a teacher teaches with a very interactive delivery between students using the first language. However, the use of EMI in the classroom makes students passive. Bradford,(2016) describes some lecturers in Japan who adjust their teaching style in applying EMI, which can affect national ideology. There is a cultural conflict between applying EMI concerning losing the first language and the increasing application of English to students and the learning environment. In the findings (Splunder, 2010), in the case of Flanders in Belgium, the official language, namely Dutch, is not recognized, and English is dominated in daily life

and in the teaching and learning process, which continues to increase the application of EMI in various schools in Belgium**.**

c. Structural Challenges

The challenges in using EMI involve the school structure, where the problems are often related to program coordination, inadequate facilities, and the lack of training for teachers in implementing EMI (Bradford, 2016). There are several structural challenges in implementing EMI, including:

a) School Structure

Many schools implemented EMI, but there is no proper preparation for it. Many staff and division heads or principals cannot regulate the implementation of EMI due to a lack of knowledge of the requirements and standards for EMI implementation. In this case, the unpreparedness of a school to implement EMI can be a new challenge and provide a result that is not maximal.

b) Resources

Teaching resources and media are very important for implementing EMI in the teaching and learning process. The sources referred to in the application of EMI are teaching media in textbooks, activity books, reference books, and exercise books (Oktaviani, 2019). Vu and Burns (2014) found that teachers will experience difficulties teaching if the sources of teaching materials and learning media are inadequate. The implementation of EMI certainly uses English-language teaching

materials where English-language textbooks following the applied curriculum are still difficult to find (Nhung, 2019).

c) Teacher Quality

The importance of the teacher's role in implementing EMI in schools, where the teacher determines the implementation of EMI and improves students' abilities (Hattie, 2003, as cited by Octaviani 2019). Teacher quality determines the full implementation of EMI. However, in many cases, teachers' quality is the main problem in the implementation of EMI, where there is still a lack of guidance on the implementation of EMI and the teaching strategies used by teachers are often not effective in the implementation of EMI, thus creating new difficulties for students.

Low teacher quality creates challenges for themselves in delivering teaching materials, such as vocabulary, low English proficiency, inability to respond to problems in the classroom, and inability to express and explain content. For certain conditions, many teachers can implement EMI. However, their confidence is lacking due to the lack of support from educational institutions, in this case, making the implementation of EMI less than optimal.

d) identity-related (institutional) challenges

Among the challenges, school identity is important in implementing EMI. School accreditation must be evaluated before implementing EMI and looking at the curriculum applied in the

program. In this case, the school should pay attention to their readiness to implement EMI regarding curriculum, teachers, school facilities, student readiness and local environment adaptation (Knight, 2015).

In the study of Khairunnisa & Istikharoh (2019), Implementing EMI in the classroom has many challenges teachers face. It is not as easy as the teacher's expectations which will continue to impact students. According to (Luttah Waseka, 2016), several factors are faced by teachers, namely academic factors and non-academic factors.

a. Academic Factors

The first factor considered in the use of EMI is the academic factor provided by the school in preparing for the use of EMI in the school. In this case, the academic factor assessed is the teaching staff or teachers. The academic factor plays an important role in implementing EMI by creating a successful class in the application of EMI. Academic factors acquired by teachers affect the use of EMI, namely knowledge, skill, and affective factors.

a) Knowledge Factors

A teacher who teaches in the classroom knows a foundation or background knowledge that the teacher has in the teaching and learning process. The teacher's knowledge factor in the application of EMI must be knowledge because the ability of an EFL teacher to use EMI plays an important role in the teaching and learning process. (Ball, as cited in Philip M.S et al. (2013), explains that EFL teachers'

knowledge of the use of EMI helps students deal with learning problems with the application of EMI; in this case, the teacher's knowledge must be able to provide knowledge of the important role of EMI application in a classroom. However, teachers' lack of knowledge of English is common, so using L1 still often occurs to interact with students and think.

b) Skill Factors

Acccording to Zuniga, (2017) teachers' skills in the use of English as the language of instruction should also be possessed by EFL teachers. The skill factor in teaching and the use of EMI has an impact on classroom success, in this case the important role of training and experience contributes fully to teachers improving teaching skills by using English as the language of instruction. With adequate training a teacher can deal with the problems that occur in the classroom and how a teacher provides teaching content using limited English to transfer to students (Muller, 2010). In this case, training for EFL teachers plays an important role in the development of teaching skills using EMI. Many EFL teachers experience a lack of training to become professional teachers in the application of EMI so that teachers who have a mastery of skills and lack of English language do not run successfully in the application of EMI in the classroom.

c) Affective Factors

Affective factors or emotional factors that teachers have to affect learning. In this case, teachers must try to control their emotions with positive things so that teachers feel less confident when using EMI; a teacher has the responsibility to create a class with the application of EMI that is fun so that teachers feel more confident in their abilities. In addition, motivation by paying attention to student's readiness in teaching and their language anxiety by motivating students (Henter, 2014).

b. Non Academic Factors

a) Students' Characters Factors

The character of students who are different from one another is a challenge teachers have with applying EMI in the classroom. The different abilities of students are also an important thing for teachers to pay attention to with the application of EMI in the classroom, making it difficult for students to understand the content so that the use of L1 still often occurs to facilitate the explanation of students who do not understand. Many cases of using EMI cannot be received well by students. In this case, many students do not understand, do not care what the teacher explains in class, and feel bored or lazy in participating in learning (Khairunnisa & Istikharoh, 2019). In this case, the important role of the teacher is very concerning and becomes a challenge when the teacher invites students to participate in speaking

English when the teaching and learning process takes place. Some of them refuse because they have language anxiety and are not confident.

b) Student Social Background Factors

A student's social background affects learning in the classroom and the application of EMI. According to Cecilia van (2015), factors that come from the social background of students are the home language or mother tongue, family structure and the environment of friends at school and home. In this case, the home language becomes a habit of students in the use of language at school and becomes a challenge for teachers to increase students' interest in English.

D. Teaching Strategies in Using English as a Medium of Instruction (EMI)

The effectiveness of teachers in using EMI in the classroom is crucial. Therefore, a teacher with a strategy for teaching using EMI is successful as an EFL teacher. Teachers and students face many problems when using EMI in the classroom (Muttaqin & Chuang, 2022). Teachers have applied various ways or strategies to achieve effective learning. Applying the teaching strategy chosen by the teacher also adapts to students during the teaching and learning process (Gili N, 2017); there are two strategies to implement EMI, specifically by mixing L2 and L1. The use of L1 in the classroom is still used by teachers when students' English skills are lacking, and it is not easy to understand the teacher's explanation in class. The full use of L2 in the classroom is then made when the student's ability to understand English has improved. Mixing languages can

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implement EMI effectively and make it easier for teachers in the teaching process (Pun & Jin, 2021).

A study from Rahmaniah (2020) explained that the techniques for implementing EMI in schools could be accomplished through three activities during the teaching and learning process: pre-teaching activities, while-teaching activities, and post-teaching activities. In the first step, called pre-teaching, the use of EMI in the first hour of class begins with preparing for learning, such as greeting, checking for attendance, reviewing the last lesson, and prior knowledge of the current topic (Nasution et al., 2018). The teacher could easily greet students in English during the pre-activity and gain their responses. In addition, the pre-activities made students more exploratory and curious about the learning topic. In pre-teaching, the teacher explores students' prior knowledge by asking basic questions about the material to be learned. This is very important for a teacher to do in the learning process so students can better understand the next activity (Neilsen & Goates, 2018).

The next step, "while-teaching", is the teacher's process activity in teaching by using EMI to explain the lesson, discuss the lesson, exemplify the lesson, deliver the question, answer the question, and present the slides. This process has many challenges or difficulties teachers face due to the lack of teachers' ability in English and students' understanding of learning by using English as a medium of instruction. Lastly, post-teaching activities are the final process in teaching, followed by giving conclusions and closing the classroom with the use of full English.

According to Khairunnisa & Istiqamah (2019), The application of EMI has many challenges teachers face, making an EFL teacher succeed in applying EMI's teaching process. Therefore EFL teachers teaching strategies as an achievement of the success of EMI classes and make it easier for students to understand the content. There are several teaching strategies in the application of EMI, as follows:

a. Questioning strategies

An active classroom atmosphere plays an important role in the teaching process; with questions asked by the teacher, there is interaction between students and teachers. According to Cotton (2001, as cited in (Khairunnisa & Istiqamah, 2019), teachers who ask questions in the classroom are the first instructional stimulus to convey content to students and directions for students on what to do. The role of questions encourages learning activities, and students will be more effective in improving academic achievement. In this case, question strategies make students more focused on teaching content and attract students' attention to respond to the teacher.

b. Instructional Strategies

Teacher strategies in the learning process in EMI classes are teacher techniques used to help students understand English content; in this strategy, EFL teachers who provide English-language instruction must be able to focus attention, organize information that is interesting and easy for students to understand, and monitor student learning and achievement

(Khairunnisa & Istiqamah, 2019). Explaining content to students by giving flexible instructions requires systematic, interesting, and successful instructions to understand the teacher's explanation. According to Houck (2012), teachers who provide instruction take various approaches and material selection, support that includes modelling instructions and practising teacher skills in providing instructions to transfer knowledge and ideas to students. In the learning process, strategies such as providing instruction support through multimedia, using videos, slides, and dictionaries Robb, (2003, as cited in (Khairunnisa & Istiqamah, 2019). In presenting instructions from teachers without feeling insecure so that teachers do not feel nervous about using EMI, therefore, in the teaching environment, teachers must be comfortable and have high self-confidence to support the success of learning with the application of EMI in the classroom.

c. Explaining strategies

Explaining strategies are strategies that teachers have for the teaching process in the classroom. According to Mcneill & Krajcik (2008 as cited in Khairunnisa & Istiqamah 2019), in explaining the material, several strategies can be used in the explanation, namely making a clear outline of teaching materials to make it clear to students in a structured manner, teachers who have critical thinking with good explanations can focus students' attention, provide clear explanations in each material taught, provide explanations by connecting to students' daily activities so that

students more easily understand the explanation, and provide assessments of students through teacher and student interactions.

E. Related Studies

Several previous studies explored challenges encountered by teachers in implementing the program EMI, Pun & Thomas, (2020) in his study found that the implementation of EMI is a global phenomenon that is developing in several countries and has difficulties in implementing EMI. In this study conducted with a qualitative approach that interviewed several junior high school teachers in Hong Kong, got the results that the implementation of EMI in countries where English is not the L1 has difficulty in English language skills and many students do not understand the content of classroom learning, in this study the authors found that teachers use various teaching strategies with code switching in compensating for the use of English with their L1 in order to improve student understanding in the learning process.

Briggs, et al (2018) in qualitative research by collecting data with questionnaires and interviews obtained results about the implementation of EMI which still has many difficulties faced by teachers is the language ability in communicating with students, as well as the lack of training received by teachers and the lack of attention and discussion from stakeholders who make the policy less unclear until the implementation of EMI in some schools does not last long.

Othman & Saat, (2009) conducted a survey of Science teachers who teach in schools that implement EMI, in this study teachers gave their opinion that the implementation of EMI is difficult to accept by their students because they still

use L1 in learning besides that teachers are less skilled in teaching English content and have an impact on students.

The findings of the study from Tran, (2022) the challenges of EMI implementation are faced by teachers and students that affect pedagogical in teaching and the important role in this application is stakeholders in providing adequate training on teacher quality, resources and materials, readiness of the curriculum being taught. Therefore, the application of EMI which has challenges by teachers has an impact on students' academic performance.

According to research by Tang, (2020) which uses qualitative methods examines 12 lecturers at one of the Thailand International College by conducting interviews to see the challenges faced by lecturers in implementing EMI in Thailand and getting 4 categories namely linguistic, cultural, structural, and identity-related (institutional) challenges.

The finding of research Simbolon,Oliver & Mercieca, (2020) find out the internationalisation of higher education has contributed to the increasing number of English medium instruction (EMI) implementation in a variety of global teaching contexts, including in Indonesia. One approach used to practice EMI is content and language integrated learning (CLIL). This responsive practice, however, is not without challenges. One main issue is that teachers have limited English language skills to practice EMI. The study reported here investigates lecturers' perceptions of EMI practice in a university in Indonesia. Qualitative research methods, interview transcripts were then analysed thematically. Findings indicate that the teachers lack a clear understanding of EMI practice in a number

of key areas including the selection of learning materials for and ways to conduct students' learning assessment in EMI classrooms. Pedagogical implications include how to approach code-switching and how to incorporate ICT into EMI learning materials. Recommendations for strategies to support future EMI implementation are also outlined.

According to study Artini, (2013) In his findings on the implementation of EMI in international schools in Bali, he found that many teachers feel less confident due to their limited mastery of the English language so that many students who experience the application of EMI in the classroom are still difficult to understand the content. This study uses qualitative research and interviews and provides questionnaires to teachers who teach Science and math and students to find out the perceptions of the application of EMI in the classroom and review policies on international school education in Indonesia.

Furthermore, a study from Khairunnisa & Istikharoh (2019), describes the application of EMI in one of the junior high schools in Indonesia which has many challenges felt by teachers, in his study the most common challenges of teachers are the quality of teachers and teacher abilities, and the application of EMI teachers cannot avoid the use of students' L1, namely Indonesian in the teaching and learning process. However, from the research taken by interviewing 4 teachers, it was found that teachers have solutions to the challenges faced in implementing EMI in the classroom, namely with teaching strategies such as showing learning videos in English, providing games and playing English songs.

CHAPTER III
RESEARCH METHODOLOGY

This Chapter describes the research methodology dealing with description of, research method, research participants, technique of data collection and technique of data analysis. They will be presented respectively in the following sub chapters.

A. Research Design

This research uses a qualitative approach. Acccording to Creswell, (2016) qualitative research is research that explains the results of data obtained from the researcher's experiences, attitudes, and environment. Research using qualitative research methods explains data with theoretical explanations obtained from interviews that focus on attitudes and experiences (Heigham & Croker, 2009).

In this study, I am interested in evaluating and exploring teachers' experiences and challenges faced by teachers in using EMI. In this case, the researcher conducted several stages of data collection, data analysis and explanation and conclusion. Furthermore, the researcher also used references from various sources to obtain data with the aim of knowing the challenges faced by teachers in implemented EMI.

B. Research Participants

The participants in this study were high school teachers from international standard schools in Banda Aceh who implemented English Medium Instruction. Before the conduct of the research, first I asked permission to conduct interview

with teachers at the school by giving up the research permit letter issued from my campus. with teachers at the school by giving up the research permit letter issued from my campus.

In this study, the selection of participants was conducted by purposive sampling which has some specific criteria in the selection of participants. Acccording to Klar & Leeper, (2019) purposive sampling is used in conducting various studies to obtain information from participants who focus on some specific criteria. The criteria for selecting participants for this study are ten teachers from two high schools with several criteria such as:

Table 3.1 profile of participant

NO.	Initial teacher's name	Gender	Educational Background	Teaching Experiences
1.	KK	Female	Bachelor Chemistry USK	10 years
2.	DV	Female	Bachelor Math USK	3 years
3.	AA	Male	Bachelor Civil Enginereeng UI	4 years
4.	DK	Female	Bachelor Biology USK	10 years
5.	AU	Male	Bachelor Chemistry HACETTEPE UNIVERSITY Master Chemistry GAZI UNIVERSITY	3 years
6.	IR	Female	Bachelor physics USK Mater ART &SCIENCE UNIVERSITY THAILAND	2 years
7.	NB	Female	Bachelor Biology USK	2 years
8.	AD	Male	Bachelor Civil Engineering Turkiye University	3 years
9.	AM	Male	Bachelor Biology USK	3 years
10.	SS	Female	Bachelor Biology USK	2 years

C. Techniques of Data Collection

This research used semi structured interview data collection in which the questions asked to the particpants were systematically and directly answered by the interviewees. Acccording to Merriam & Tisdell, (2016) a semi-structured interview is one of the formal and informal interviews using questions asked to participants to obtain information and use solutions to the questions on the basis of this research. In this case, the interviewer follows up questions or asks more detailed questions to get clear information from the participants.

Before conducting interviews with teachers, in advance I asked permission from the school by sending a research letter to interview teachers with some criteria that were suitable for my research, then the school provided data on the teacher I wanted to interview and then I met the teacher directly.

In this interview, the researcher allows teachers to answer questions while providing their experiences and perspectives on the challenges faced by teachers who teach in schools that using EMI. The process interview will take 30 minutes for each participant and use an audio recorder to collect the information as data that will be evaluated by the researcher. There were some questions related to this research that the researcher asked the interviewees:

1. Please tell me about your experience in using English as medium instruction
2. In using EMI, do you have any language challenges in the classroom?
3. How is the student's ability and character when applying EMI in the classroom?

4. How does the school support the use of EMI? Is there any teaching training organized by the school to provide teachers?
5. How does the school provide teaching materials, such as textbooks, worksheets, etc., are they enough?
6. In the teaching process, are there any strategies in implementing EMI?
7. If students do not understand the explanation of the material with the use of EMI, do you use L1 to explain it back to the students.

D. Technique of Data Analysis

After collecting data by conducting interviews, next analyze the interviews that have been obtained using the Thematic analysis method. According to Braun & Clarke (2014), explaining the Thematic analysis method is to find, evaluate, patterns of themes dataset, and identifiying qualitative data. After conducting the interviews, the researcher used thematic analysis to analyze the interview transcripts. Furthermore, the researcher analyzed the data gained from interviewing several teachers who apply EMI in the classroom.

The first step was to make a transcript of the interview results by re-listening, writing and re-reading. Then, from the existing transcript, the researcher does coding by separating the answers from the research question, in this case the researcher combines the same initial code from the interview transcript.

Furthermore, the researcher re-read the transcripts that had been coded by determining several themes, such as challenges and strategies that were in accordance with the component theories to answer the research question. Researchers re-analyzed the themes that had been formed to get information from

the interview results. Then the analysis process was completed, The analysis method was carried out by carefully examining each participant's response one at a time.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents and analyzes the results of the study. In this study I have done teacher interviews as participants with a total of (10) and people to get information about difficulties and strategies implementing EMI the time required in interviewing ranges from 20-30 minutes. There A discussion of the findings is made in the last part of this chapter.

A. Findings

Analyzing the findings of this study has conducted interviews by answering seven questions asked to participants, the teachers who apply EMI in the teaching process. In this finding, experiences regarding challenges and strategies in implementing EMI were obtained. The seven interview questions are as follows:

1. Please tell me about your experience in using English as medium instruction
2. In using EMI, do you have any language challenges in the classroom?
3. How is the student's ability and character when applying EMI in the classroom?
4. How does the school support the use of EMI? Is there any teaching training organized by the school to provide teachers?
5. How does the school provide teaching materials, such as textbooks, worksheets, etc., are they enough?
6. In the teaching process, are there any strategies in implementing EMI?

7. If students do not understand the explanation of the material with the use of EMI, do you use L1 to explain it back to the students

1. The Challenges Of Implementing EMI (English Medium Instruction) Teachers' Experiences

From the results of interviews that I have been conducted and come up might several themes regarding teachers' challenges in implementation EMI, such as:

a. Teachers' Low English Competence

Implementing EMI in international standard schools is needed for teachers English competence. Teachers' English competence plays an important role in the achievement of EFL students who attend EMI classes. According to Sulistiyo (2016), a teacher's ability to teach EFL greatly impacts student achievement. The abilities possessed by a teacher in the implementation of EMI are English competencies, namely English language skills or communicative competencies, content knowledge, and the teacher's ability to provide explanations to students (Soepriyatna, 2012).

A teachers main factor is the teachers ability to communicate, especially in English competence. Teachers' ability to communicate using EMI affects students' academic performance (Wibowo, 2014). This study explores teacher English competencies in implementing EMI in the classroom. Teacher English competence qualifications are the language, teaching skills and intelligence in understanding the material (Sulistiyo,

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2016). However, an English foreign language teacher has many challenges.

Excerpt-1:

> English is not my first language, so I feel difficulties in teaching with difficult to understand chemistry content in full English and explaining in English, so I often feel less confident in teaching. Therefore, it is difficult for students to understand the material (KK, March 11, 2023).

Excerpt-2:

> Many students feel confused with my language when I teach, so I have to adjust my language skills to the student's ability to understand the subject (DW, March 11, 2023).

EFL teachers ability to teach in EMI classes is unfamiliar with understanding full English material; according to KK participants, chemistry material is already difficult and understanding full English material is more difficult because of their lack of ability in English. In this case, teacher psychology is related to teaching activities in the classroom; lack of confidence in teaching is a common thing that still happens to teachers. Lack of confidence when teaching is due to doubts that students do not understand the content and do not understand the instructions by the teacher.

Excerpt- 3:

> My language competence is intermediate, so I fear my students will not understand. I feel less confident with the pronunciation because some of my students have higher language skills because they continue to study here from elementary school (NB, March 12, 2023).

From the above 3 statements, it can be concluded that there are several challenges that are felt including challenges in communication skills, which affect their confidence in teaching. This has an impact on the teacher's teaching skills in the classroom, in addition to affecting the teacher's ability to master the material with the demands of English in each learning class. This factor is a challenge that EFL teachers have in implementing EMI.

b. Teacher's Educational Background

Schools that implement an international curriculum with a policy of using EMI in the classroom make it an obligation owned by the school (Knight, 2015). Therefore the school chooses the quality of teachers in accordance with the standards of schools that apply the international curriculum.Teachers' educational background affects teachers in using EMI, for example, teachers who graduated from abroad are familiar with the use of EMI in the classroom. Teachers whose background is rarely in the use of English will have challenges in using EMI.

Excerpt- 4:

> I am a graduate of chemical engineering at one of the Turkey university where English is used as the language of instruction so that I am easier to understand the material that is full of English and explaining the material is also easier because I am used to using English in daily activities (AD, March 13, 2023).

Excerpt- 5:

> I am a physics graduate from the University of Thailand, so I am already familiar with the EMI implementation therefore, I did not experience any obstacles with my language skills because I was used to using EMI in class during college. However, what I felt was a constraint in adjusting the language to make it easy to understand (IR, March 12, 2023).

The statements above are teachers who have a background that is familiar with the use of EMI, so it is easy for them to understand the material to be taught and they are easier to communicate to explain the material in class. According to Zuniga (2017), a teacher's skill in teaching involves experience that provides the achievement of teacher success in teaching. In this case, the experience of teachers who are familiar with the use of EMI is less challenging. Unlike teachers whose background is not familiar with the use of EMI during their education, so they have challenges in using EMI

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Excerpt- 6:

> I had difficulties because I used English very rarely when I was in college. so I found it difficult to understand material that was full of English, and explained English, so that the first 3 months students did not understand and I also had to take language classes held by the school for 3 months to meet the language standards used in teaching (SS, March 12, 2023).

Excerpt- 7:

> My experience in participating in EMI classes when I was still studying was rare and the material I often used was also full of Indonesian,". (NB, March 12, 2023).

Some teachers feel the use of EMI with an educational background unfamiliar with English is very difficult to understand material that is full of English, and with their English language skills it is difficult to communicate in explaining the material to students besides that some students find it difficult to understand the teacher's explanation. In this case, teachers who have intermediate level English skills are required to take language classes and teaching training held by the school for 3 months until they have the ability to speak English according to the standard.

c. Students' Previous Schooling Background

Secondary students choosing a standard international school to continue on to Senior high school are highly influenced by their educational background. Students who have different backgrounds and environments are a challenge for teachers in using EMI in the classroom. According to Van, (2015) factors that come from the social background of students are home language or mother tongue, family structure and the environment of friends at school and at home. The differences in student educational background is that students are not used to the use of English in their lives both at school and in their environment, therefore some of the teachers have difficulty with students who are not advanced or graduates of schools that apply English.

Excerpt- 8:

> Students whose background is not from junior high school here really struggle in the use of EMI because what I explain the students do not understand because students who are not advanced here are not used to the active use of English but students who are from outside are still very minimal in the use of EMI (AA, March 12, 2023).

Excerpt- 9:

> Students' school entrence is very important, especially students who are not advanced students here may experience

> challenges in giving explanations because they have to repeat several times (DW, March 12, 2023).

From the statement above, the challenge of using EMI from students whose educational background is still rare in using EMI. In this case students find it difficult to understand the material and are embarrassed to interact with the teacher and their fellow friends and this case the teacher must adjust to students who have a high level of English and students who do not understand during the learning process, so the teacher often repeats the material that has been explained.

Excerpt-10:

> The challenge is most felt if the students are advanced from outside such as students whose junior high school is not advanced in here there are those from outside the region even those from Banda Aceh will also struggle more in understanding the material and in teaching them in early grades such as grade 10 (KK, March 12, 2023).

From the statement above, teachers find it difficult to use EMI in classes with different student backgrounds. In a class of 10 students whose English skills are weak, it will be very difficult to understand the material and also the teacher is very stuggle in explaining the material for students with different backgrounds.

2. Strategies using EMI in Teaching

Teachers using EMI in the classroom have strategies that can help with the difficulties experienced in the classroom when teaching. From the results of the interviews that I have conducted, there are several strategies that teachers have, namely:

a. Code-Swithcing

The strategies that some teachers use in overcoming language challenges in using EMI is to mix languages, namely Indonesian and English in some instructions or in explaining the material. According to Pan (2010), the use of L1 in teaching with the application of EMI often occurs in explaining material that is difficult to understand, mixing languages to define new vocabulary or symbols, seeing students' abilities as an evaluation of teaching, making it easier for teachers when they feel difficult in explaining the material so that language mixing occurs.

Excerpt- 1:

> I teach chemistry, when there are some children who do not understand the explanation with the use of EMI, I will try to code- switching language 2 words or three, but the use of EMI still has to be 75% but a lot of language code- switching is done when there is an extra lesson for children with lower abilities if in class I continue to try to use EMI (KK, March 12, 2023).

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Excerpt-2:

> When explaining math symbol, code-swithcing in the classroom is still common especially students who ask questions and they often mix languages (DV, March 12, 2023).

Code-switching is done when students do not understand the material and explaining with mixing languages is mostly done during extra lessons which are strategies from the school to provide assistance to children who have difficulty with the use of EMI in the classroom.

Code-switching still mostly occurs in several situations in the classroom. In addition, in dealing with various challenges in explaining the material, code-switching is a very common teacher strategy in the classroom. In this case, some challenging material requires the teacher to explain the material using code-switching.

Excerpt- 3:

> For beginner students like grade 10, code-swithcing is very helpful and my strategy is to find out how students understand so that students want to interact with me even though the language mix (IR, March 13, 2023).

In this context, the explanation of material by teachers to students in class X is greatly helped by code-switching where beginners at this stage are still lacking in mastery of material on the application of EMI,

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therefore the use of code-switching is the main alternative for teachers when delivering material.

b. Using Audio Visual Tool (Video)

Strategies which are often used by teachers in attracting students' interest by providing explanations through animated videos made by the teacher or obtained from several flatfroms such as youtube. According to Khairunnisa and Istikharoh 2019 in their study the strategies used by teachers in making students interesting in learning and becoming a non-passive class by using videos related to the material and playing games related to the learning material.

Excerpt- 4:

> I teach the subject of global perspective which is a subject that discusses the development of the world in terms of technology, lifestyle and health so if I just explain I see students do not want to interact with me showing videos they are more interested and more critical thinking after I show a video (AA, March 11, 2023).

Providing videos related to the material increases student stimulus so that students can interact by using English in the classroom.

Excerpt- 5:

> I will explain the material use the video because I found that students were not interested and had difficulty understanding my explanations, so using videos with easy-to-understand

language was very helpful, then I divide the group to make a presentation of the subchapter so that students are not embarrassed to interact (AM, March 12, 2023).

Excerpt- 6:

I teach chemistry, I often relate daily events to the material I teach, then using videos is very helpful in the classroom because the video from the explanation is better understood by students and the videos I show are native videos " (AU, March 12, 2023).

From the statement above, Using learning media by showing videos that are in accordance with the material being studied really helps teachers in teaching because students are more interested in following the explanation. Using media in the classroom has many advantages, including making the message easier to understand, overcoming challenges on time, space, energy, and sense power, inspiring students to learn so that it is more interesting and fun, allowing students to learn independently based to their talents and kinesthetic, visual, and auditory abilities, providing the same stimulus, and equating experience and perception (Susilana & Riyana, 2009).

c. Technical Terms

Teaching in EFL classes by the implementation of EMI is very difficult for students in understanding learning, and communication from the teacher. In the implementation of EMI there are many foreign words or

certain symbols that students have never heard of, in this case it has an impact on students' academic performance, therefore it is difficult for teachers to teach. According to Polyakova et al., (2019) The difference in meaning between the source language and the target language is a difficulty for students in receiving explanations of terms. Technical terms are needed to show the concept or understanding in certain terms.

In this study, teachers provide technical terms for students in explaining the material to help students understand the content. From the results of interviews with several teachers, the strategies carried out by teachers in making it easier to explain the material and students understand more easily by using EMI is to make key words from each material taught, the majority of teachers who teach using EMI in the classroom provide some technical terminology to students.

Excerpt- 9:

> Every time I enter new material, the first thing I do is see the students' brain stroming in response to the material to be taught, then I make some meaning from the material, for example in physics whose symbol language is different from Indonesian, so with keywords students remember faster and they are also able to analyze the problems I give (IR, 12 March 2023).

Excerpt-10:

> In my class I use EMI very much, what's more, my teaching materials use a lot of international newspapers, international

magazines, and watch international news so I always give key words of some vocab that are difficult or rarely used by students" (AA, March 12, 2023).

Excerpt-11:

Many students we explain they understand but when I give them problems they are very difficult to analyze what else mathematics they only see numbers so I give key words in each material so that students are easier to analyze problems and easier to understand the material" (DV, 12 March 2023).

Most of the EFL teachers who implement EMI form technical terms of each material to be taught is a strategy that is very helpful in the language challenges that students have in understanding the material.

B. Discussion

This study focuses on teachers challenges and strategies in teaching by implementing EMI in international standard school in Banda Aceh.

1. What are the challenges faced by the teachers in using EMI (English Medium Instruction)?

This research question was answered using findings interviews. Based on the results obtained from the interviews, the challenges experienced by teachers are the competence of English teachers, teachers' educational background and students school enterence. Teachers find it difficult to adjust the language that is easily understood by students, the language skills possessed by students make the

class passive and it often happens that teachers do not know whether students understand or not in understanding the content in this case the use of EMI in several subjects such as chemistry, physics, mathematics, biology, and global perspective. According to Othman and Saad, (2009) found that teachers who teach with the application of EMI in SCIENCE classes must speak slowly or pronounce slowly because of the different English language skills of students and the English language skills of teachers who are still not fluent. Communication or interaction is very important in EMI class activities, in this case a teachers' English competence in EMI class is the quality of teachers in their English language ability in communication, intelligence and teaching skills in the application of EMI so that many teachers still lack confidence in teaching activities in the classroom with their abilities. EFL teachers who teach with the application of EMI in countries where English is not the first language, are limited in their mastery of English (Jiang et al., 2019). However, from the results of the interview, the researcher found differences in teachers who have learning experience in the use of EMI, teachers who have learning experience outside Indonesia are accustomed to the use of EMI and with teaching materials, namely the international curriculum, they are easier to understand the content to be given in class, and they are more confident and do not feel less confident, but in contrast to teachers who have study experience in the country because they still use L1 in every lesson they are not used to and still have a sense of lack of confidence, from the school also provides additional classes for teachers in improving the language for 3 months to meet the language standards that can be used in teaching. Teachers also think that

students' background is a difficulty in implementing EMI. The background of students in this case is students who have school experience implementing EMI from elementary to junior high school so that they are accustomed to following lessons in the use of EMI, but students whose school background is different will be a difficulty for teachers in teaching because children who are not familiar with the use of EMI are very difficult to understand the material and teachers must give repeated explanations and must adjust the use of language in the classroom. In study Oktaviani, (2019) found that students' low English proficiency is a challenge faced by teachers in classroom activities. In research Khairunnisa and Istikharoh, (2019) found that the challenge faced by teachers is the background of students which includes the school environment, family, and home environment in the English language skills possessed by students, so that their abilities affect the understanding of the material explained by the teacher. In this study, students who have attended school from elementary school and continue their schooling until high school in this school have a very high ability in English but students who first attend schools that implement EMI will feel confused, less confident and teachers who teach also have challenges with the understanding of different students in one class.

2. What are the teachers' strategies to alleviate the problems?

The teacher is the most important person in increasing educational quality. Knowing the right strategy to use is important for teachers. Users have the option of choosing an alternative delivery method or tailoring the ones that were suggested. The reason non-native speakers or FL teachers succeed in learning

English is because they have a plan for doing so. A strategy is a way to accomplish a specific goal, thus the teacher's success in solving the problem can be judged by the strategies they use.The majority of teachers want their pupils to be able to do more than simply memorize facts, thus the teacher should be aware of their approach. According to Gili N. (2017) states that a teacher's technique is to teach activities that. From the results of interviews with several teachers, the use of EMI has several challenges that teachers can overcome by having strategies in teaching both in mixing, using video media in explaining material, and making key words, so that students are more motivated in participating in learning. Mixing languages in classrooms that implement EMI still often occurs (Rahmaniah, 2020). The use of EMI in the classroom by mixing languages still often occurs with school policies that implement extra lesson programs for children who do not understand so that mix language is often used by teachers. Providing material by showing videos is a teaching medium that makes teachers attract students' attention and motivate students to participate in classroom learning (Khairunnisa & Istikharoh 2019).

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CHAPTER V
CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestion. The conclusion is based on the study findings and discussion from the previous chapter. The interview, data analysis and discussion were summarized in this section, while the suggestion included some recommendation that would be beneficial to future researchers.

A. Conclusion

After analyzing and discussing the findings, several things regarding challenges and strategies of teachers in using English medium instruction can be concluded:

1. There are many of challenges faced by the English Teachers' in using EMI such as the English competence owned by the teachers at school is a challenge for them, so they still feel less confident to teach with the English competence they have both in terms of communication and teaching skills. In addition, some teachers have challenges with their educational background towards the experience of EMI implementation. In addition, the different ability levels of students in the classroom created new challenges in the implementation of EMI in schools.
2. Various strategies were used in dealing with the challenges of implementing EMI. The first is code-switching, in class is still very common in the classroom when the lesson being taught is not understood

by students, so teachers and students greatly help the delivery of material by code-switching; the second is using video media related to the material, the use of videos helps teachers in increasing student attention in learning so that students are interested in participating in class activities, and the last is Technical terms The teacher carries out this strategy to make it easier for students to understand words that are rarely used so that by making keywords, students' vocabulary mastery also increases.

B. Suggestions

After carrying out the research, it is suggested that, this study several essentials can be highlighted first, the implementation of EMI is highly dependent on school policies and school regulations. In this case, schools and principals are advised to select teachers who are competent in English so that the implementation of EMI runs more effectively. Furthermore, the new students' admission is based on their English language skills, As well as selecting students by looking at their same abilities. Second, teachers need to improve their English skills considering that English is the lingua franca and teachers can utilize various some strategies and technologies in the learning process.

This study is has explored teachers' experiences of challenges and strategies in implementing EMI. However, teachers' abilities of using English is beyond this study such as in speaking, reading, pedagogy of teachers and students, and effect of implementation EMI. Nevertheless for future researchers should examine the effect of students' academic performance on the implementation of EMI.

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LIST OF APPENDICES

Appendix A Appoitment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 5659/Un.08/FTK/KP.07.6/05/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-7126/Un.08/FTK/KP.07.6/6/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI, Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10 Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11 Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 09 Juni 2022

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-7126/Un.08/FTK/KP.07.6/6/2022** tanggal **22 Juni 2022**

KEDUA : Menunjuk Saudara:
1. Dr. Jarjani Usman, S.Ag., SS., M.Sc.,M.S — Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd — Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Sainta Sakinah**
NIM : **180203267**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Challenges and Strategies of Implementing EMI (English Medium Instruction): Senior High School Teachers' Experiences**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 05 Mei 2023

Dekan,

Safrul Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*

Appendix B Permission Letter

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4377/Un.08/FTK.1/TL.00/03/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Sekolah Fatih Billingual School
2. Kepala Sekolah Teuku Nyak Arief Fatih Billingual School

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM	: **Shinta Sakinah / 180203267**
Semester/Jurusan	: / Pendidikan Bahasa Inggris
Alamat sekarang	: Jln. Tgk. Chiek Silang Gampoeng Blang Krueng Dsn. Cot Sibati, Kec. Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Challenges and Strategies of Implementation EMI (ENGLISH MEDIUM INSTRUCTION) Encountered By Senior High School***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 Maret 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 03 April 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

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AR-RANIRY

Appendix C Instrument of Interview

There were some questions related to this research that the researcher asked the interviewees:

1. Please tell me about your experience in using English as medium instruction
2. In using EMI, do you have any language challenges in the classroom?
3. How is the student's ability and character when applying EMI in the classroom?
4. How does the school support the use of EMI? Is there any teaching training organized by the school to provide teachers?
5. How does the school provide teaching materials, such as textbooks, worksheets, etc., are they enough?
6. In the teaching process, are there any strategies in implementing EMI?
7. If students do not understand the explanation of the material with the use of EMI, do you use L1 to explain it back to the students.?

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