

**THE USE OF ENGLISH AS MEDIUM OF INSTRUCTION
IN TEACHING YOUNG LEARNERS AT MI KHOIRUL**

HUDA

THESIS

Submitted in partial fulfillment of requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Dewi, Ermawati. (2023). *The Use of English as medium of Instruction in Teaching Young Learners* at MI Khoirul Huda Sidoarjo. Thesis. Department of English Teacher Education, Faculty of Tarbiyah and Keguruan, Sunan Ampel Islamic University, Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed., Ph.D Advisor II: Rakhmawati, M.Pd.

Keywords: English as Medium of Instruction, Young Learners

English is not only a subject of learning but also used as a language instruction. Especially nowadays English is used to teach young learners in primary school. This research discusses the use of English as a medium of instruction to teach young learners. This research aims to investigate how English is used as a medium of instruction when teaching young learners in MI Khoirul Huda Sidoarjo and to explore the challenges faced by the teachers in MI Khoirul Huda with the research subjects being teachers who teach using English as the instruction. Data collection was conducted through observation and interviews using a descriptive qualitative approach. The results of this study are five parts of how English is used as a language of instruction to teach young learners including explaining the material, teacher involvement in class, classroom atmosphere, classroom interaction, and giving feedback. And the results of the challenges in the use of English as a language of instruction there are several challenges faced namely, teacher ability, student ability, and learning resources.

ABSTRAK

Dewi, Ermawati. (2023). Penggunaan Bahasa Inggris Sebagai Bahasa Pengantar untuk Mengajar Pembelajar Muda di MI Khoirul Huda Sidoarjo. Tesis. Jurusan Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Sunan Ampel, Surabaya. Penasehat I: H. Mokhammad Syaifudin, M.Ed., Ph.D Pembimbing II: Rakhmawati, M.Pd

Kata kunci : Bahasa Inggris sebagai Bahasa pengantar, Pembelajar Muda

Bahasa Inggris tidak hanya sebagai subject pembelajaran namun juga digunakan sebagai bahasa pengantar terlebih lagi saat ini bahasa Inggris digunakan untuk mengajar pembelajar muda di sekolah dasar. Penelitian ini membahas mengenai penggunaan bahasa Inggris sebagai bahasa pengantar untuk mengajar pembelajar muda. Penelitian ini bertujuan untuk menyelidiki bagaimana penggunaan bahasa Inggris sebagai bahasa pengantar saat mengajar pembelajar muda di MI Khoirul Huda Sidoarjo dan untuk mengeksplorasi tantangan-tantangan yang dihadapi oleh guru di MI Khoirul Huda dengan subjek penelitian adalah guru yang mengajar menggunakan bahasa Inggris. Pengumpulan data dilakukan melalui observasi dan wawancara yang menggunakan kualitatif deskriptif. Hasil dari penelitian ini adalah lima bagian mengenai bagaimana bahasa Inggris yang digunakan sebagai bahasa pengantar untuk mengajar pembelajar muda diantaranya adalah menjelaskan materi, keterlibatan guru di kelas, suasana kelas, interaksi di kelas, pemberian umpan balik. dan hasil dari tantangan pada penggunaan bahasa Inggris sebagai bahasa pengantar ada beberapa tantangan yang dihadapi yakni, kemampuan guru, kemampuan siswa, dan sumber belajar.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study that describes the reason why the researcher wants to investigate this study. The second part shows the problem and the objective of the study and its continued significance that talk about the benefit of the research. Continuing the part is the scope and the limit of the study are given. The last part is the definition of key terms that show the terms related to this research.

A. Background of the Study

Language of Instruction (LOI) can be defined as the language used to convey information for the education, usually chosen by the ministry to fulfill the demand of the growth and expansion of the knowledge.¹ Currently, using English as the instruction in learning and teaching activities in bilingual schools or international schools in Indonesia. It is because making English as medium instruction provides greater access to English materials and curricula, better jobs and career opportunities, and a positive impact in society at large and wider opportunities.² In an era that is developing rapidly, the quality in the learning process also needs improvement. English is one of the ways in which learning activities can progress. Students, especially young learners, this is the appropriate age to educating young students in the development of English language knowledge.

Nowadays in education, English is not only a subject for students but English is used as a language instruction in school activities. This is because for some schools, students are taught to master English and make English their everyday

¹ Sotco Claudius Komba and Stephen Bosco, 'Do Student' Backgrounds in the Language of Instruction Influence Secondary School Academic Performance?', *Journal of Education and Practice.*, 6.30 (2015), 148–56 <<http://search.ebscohost.com.proxy-ub.rug.nl.>>.

² Heidi Karvonen, 'English as the medium of Instruction Benefits and Challenges as Viewed By Founders of International Schools in Ethiopia', December, 2017, 1–50 <<https://www.utupub.fi/bitstream/handle/10024/145508/MastersThesis.pdf?sequence=1&isAllowed=y>>.

The researcher aims to investigate and examine the use of English as a medium of instruction. The word used here will explore how to express the feedback, how to deliver the material, and how to give and how to manage classes, as well evaluate learning outcomes. The use of English as instruction for learning cooperates exclusively with the consequences and learning process because as a learning facilitator, the teacher takes responsibility for delivering pupils to the achievement of skills using the language spoken or written at the time, explaining, giving instructions and feedback, managing classes, as well evaluating learning outcomes.

Regarding using English as medium instruction in teaching young learners, researcher wants to elaborate the teacher challenges when they teach Math and science subjects in 3grade using English for medium instruction especially in teaching young learners who are still in their first stage of the school. This research is focused on the teacher's challenges faced by the teacher when English is used as medium instruction.

Generally students in this country still use their mother tongue as their daily conversation for school activity. The researcher wants to explore how English is used as medium instruction in the Islamic primary school in Indonesia, specifically in Sidoarjo East Java. As a result, the researcher wants to perform the study under the title. "The use of English as Medium of Instruction in Teaching Young Learners at MI Khoirul Huda."

B. Research Question

Based on the explanation above, in this study there will be two research questions that will be investigated.,

1. How is the use of English as medium instruction (EMI) in teaching young learners at MI Khoirul Huda?
2. What are the teachers' challenges on the use of English as the language of instruction (EMI)

C. Objective of the Study

This study aims to find out the use of English as the Medium of Instruction (EMI) in teaching young learners at MI Khoirul Huda. The descriptions of it are described below;

1. To explore the use of English as medium instruction (EMI) in teaching young learners at MI Khoirul Huda.
2. To identify the teacher challenges on the use of English as the Medium Instruction in teaching young learners at MI Khoirul Huda.

D. Significance of the Study

This study is expected to convey useful information for teachers, particularly non-English teachers who teach subjects in which English is the primary language of instruction, as well as future researchers and the school itself. .

1. For the researcher

The final finding from this research could be used as a reference for the other research. For Future experimenters who have the same issue. In particular, the researcher might use this research as a previous research for their own investigation to find gaps that researchers haven't discussed, the other researcher can focus on the mentality of the students, or it can be used as a basis for examining and validating the results of this most recent research.

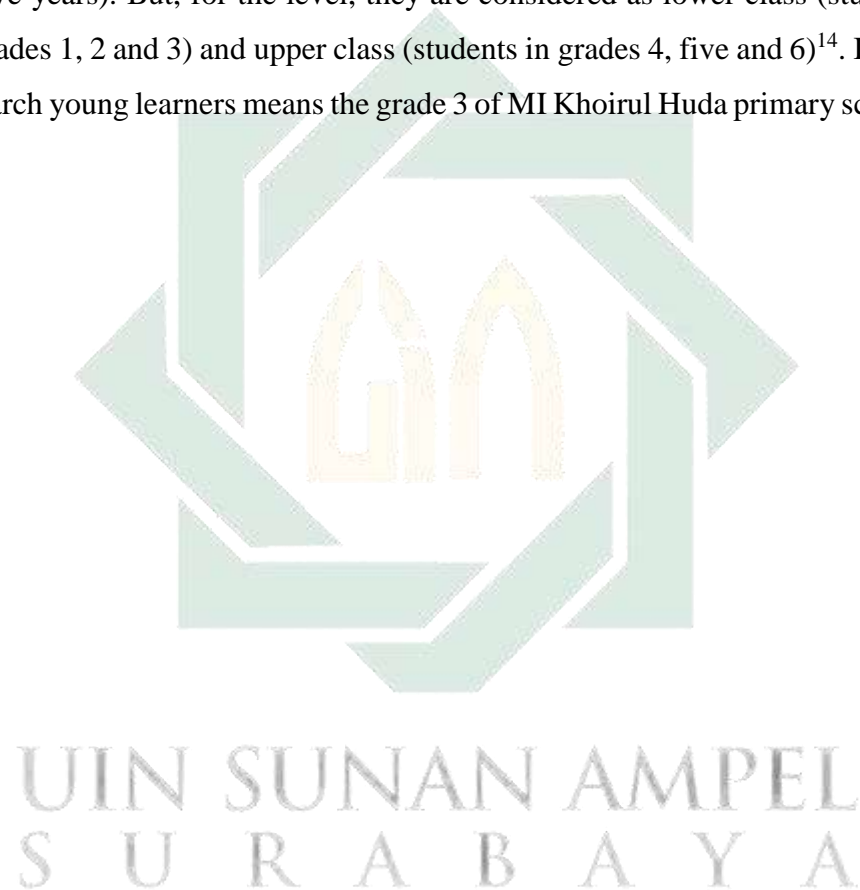
2. For English primary school teachers

The findings of this study can be used as a resource for teachers who will be teaching in bilingual schools hoping that as readers they will get information about how English is used as an introductory language for teaching and what challenges they will face.

3. For the school

This final result can be a reference or evaluation for schools to develop the use of English for the language instruction at the primary school.

students who were studying English as a local subject or additional subject. Stated by Suyanto, Indonesian Young Students are primary students aged between six and twelve years old. These students were branched into two groups, the young group (six to eight years old) and the old group (nine to twelve years). But, for the level, they are considered as lower class (students in grades 1, 2 and 3) and upper class (students in grades 4, five and 6)¹⁴. In this research young learners means the grade 3 of MI Khoirul Huda primary school.



¹⁴ Suyanto, Kasihani K.E. , “English for Young Learners” , 2008, Jakarta: PT Bumi Aksara

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the theories related to the focus of the research. In relation to the research, the researcher outlines the relevant literature so as to support the research problem. This chapter explains the meaning of English as the medium of instruction, the characteristic of English as a medium of instruction and the problems of using English as a language instruction. Then, showing the previous research.

A. Theoretical Framework

1. English as the Medium of Instruction (EMI)

English is one of the world's languages, yet it is a regional language with few native speakers. According to Jeremy Harmer, English is a social language, a language commonly used to communicate between two people from different places because English is an international language. According to Villegas, the language of instruction is the language used by the teacher to teach. EMI refers to a foreign language used or employed as a form of communication in various subjects.¹⁵

The Austrian Ministry Education is promoting the EMI concept to increase the implementation of foreign. The period of globalization has renewed the improvement of communication technology. However, the most important point from which world communication functions is a common language that everyone understands. Based on this statement, it motivates people to investigate a common language.¹⁶ The use of English as medium

¹⁵ Villegas, A., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.

¹⁶ *Ibid*

instruction could be defined as using English language to teach academic subjects other than English subjects in countries or jurisdictions in which the majority of the population of the first language is not English.¹⁷ Also Julie Dearden stated that for the EMI course, these things that should use English are content delivery, whole-class relationships, learning materials.

2. The Use of English as the Medium of Instruction

English as a Medium of Instruction (EMI) has begun to be adopted in numerous countries, according to Julie Dearden's explanation in the research background. On the other hand, English is not only used to interact with foreigners, but it has also been used to many elements such as social, educational, and other institutions, which is known as the use of English as a medium of instruction. English is also used as the language of instruction in schools that have been internationalized or are known as bilingual schools.

The use of English as medium instruction is not a simple thing. According to Joyce Kling Soren, providing wide-scales events in English is not without concerns. Thus, the effects derived from using English as an instruction will be greater and cause concerns including concerns about the loss of the domain of the national language, the improvement of learners who finish learning using the national language, learners who drop out of school, There is a lack of understanding regarding the use of national or additional foreign languages, as well as concerns about their impact on the quality of learning.

In the world of education, using English as the instruction presents challenges for teachers who teach students using English as medium instruction in the teaching and learning process, because teachers must be of high quality in terms of competence and English language skills, as well as having good and correct English standards.¹⁸ According to Mc Keon, many teachers are struggling with their competency and proficiency in the new

¹⁷ Julie Dearden, "English as a medium of instruction – a growing global phenomenon", p. 8-29

¹⁸ *Ibid.*

Last, the study by Suwarjo.³⁸ It is explored the evaluation in English as language instruction in RSBI Banjarbaru. It was clearly described in English for language instruction in the learning process at SDN Idaman RSBI Banjarbaru. This prior study focused on evaluating the bilingual program in Sdn Banjarbaru. This would be different from the current study. In other words, this study will focus on implementing English for language instruction in primary school at Sidoarjo.

Based on some of the descriptions from previous research, researchers can conclude that using English for language instruction in teaching young students is still less studied and researched, especially among young learners in elementary schools in Indonesia. The results of many previous researchers indicate that using English for teaching in class still needs to be considered by policy makers because of the many challenges that must be faced by the parties involved such as teachers and students. Therefore, the researchers consider this as an important shortcoming which guarantees the novelty of this study and its validity and relevance to current issues.



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³⁸ Suwarjo Daud Yahya, 'Evaluasi Bahasa Inggris Sebagai Bahasa Pengantar Dalam Proses Pembelajaran di SDN Idaman RSBI Banjarbaru'.3 (2013), 70–84.

CHAPTER III METHODOLOGY

This chapter presents the methodology. It consists of research design, research setting, data and source data, research instrument, data collection technique, and data analysis technique.

A. Research Design

Design of this study is qualitative research. The qualitative technique entails investigating cases in order to comprehend and interpret the significance of an occurrence of human attitude connections in a specific setting from the researcher's point of view. This study employs qualitative research thorough understanding of the subject under consideration. The descriptive qualitative technique was employed in this paper assess the use of English as instruction in the classroom with young learners. Qualitative research was an investigation process to uncover in-depth perspective representing the contextual situation of the concept, experience and opinions.³⁹

It means the type of this research design is identifying words, and also reports specific data about a person or phenomenon from interviews, behaviors, and documents that were not identified using statistical methods. This research is qualitative. It explores the framework of the use of English as instruction to teach young students and also explores how teachers use English for instruction to students in which all data is in a word, both written and spoken, regardless of the number of numbers.

B. Research Setting and Subject

³⁹ John w. Creswell, *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research* (Boston, Person, 2012).

The research was observed in MI Khoirul Huda Sedati Sidoarjo. It investigated the use of English as the language of instruction and the challenges faced by the teachers when teaching using English as the language of instruction. The subject of this study is the teachers at 3 grade who teach the students using English as Medium of Instruction.

This research took place at MI Khoirul Huda Sedati Sidoarjo which is located in Abd Rachman street No.199 Pabean, East Java, Sedati, Sidoarjo. The school is chosen by the researcher because this school is one of the favorite Islamic elementary school in Sedati, since it is categorized as an A-accredited school. This school is having a bilingual school program known as Intensive Class Program (ICP) that using English as instruction, there are 4 classes that use English as instruction, so far grade 4 is the highest class in the Intensive Class Program, but the researcher choosing the 3 grade because the highest level of ICP at that time cannot be observed.

C. Data and Source data

The data from the first question is the use of English as the medium of instruction in teaching young learners. The data from the second question is the challenges that are faced by the teacher when teaching using English as the medium of instruction. The source of data is the two teachers who are teaching at 3 grade of Intensive Class Program in MI Khoirul Huda.

D. Data Collection Techniques

This research uses two ways of collecting data to get data through observation and interviews. To get a rich data and also the valid data researchers conducted observation for two days. On the first day observations were made to observe English when teaching classes, on the second day researchers re-observed to get more accurate data. Then the second research question can be answered by a structured interview. Each data collection technique is described below.

giving the feedback, as well as managing the classroom in the intensive class and the interaction between students and teacher.

The researcher created an observation checklist based on Julie Dearden's theory. The research includes five elements in the observation checklist, which contain some statements regarding the implementation English as a medium of instruction in teaching the two subjects, math and science. On observation, the researcher acted as a participant observer to gather information from the teacher while teaching the subject using English as an Introduction for answering the study's first question.

A participant as the observer is someone who does not participate in the teaching and learning process in the classroom, but observes what happens in the classroom. Furthermore, the researcher made an observation checklist to collect discourse issues about learners' classroom use of English at MI Khoirul Huda.

2. Interview

In this study, interviews were employed to supplement the data gathered through observation. The researcher used interviews that were semi-structured with open-ended question for gathering data. The researcher was preparing a list of questions for the responders to answer. To learn more about using English as a medium of instruction in the classroom, the researcher conducted interviews with teachers, the subject matter used in the school and how teachers face challenges when they teach their students using English as a medium of instruction in teaching materials especially in math and science subjects in this school with this technique. In this section, the researcher has prepared some questions to interview teachers related to how teachers faced the challenges in teaching using English as a medium of instruction.

E. Research Instrument

Considering from this study which is qualitative research, the researcher selects to use these instruments, those are interview and observation analysis to answer the research questions.

1. Observation Checklist

The researcher employed the observation checklist to examine the teacher when teaching math and scientific courses using English as the medium of instruction. The observation checklist was created according to Julie Dearden's theory. On the observation checklist, the researcher has 5 components that contain several statements about how English the medium instruction in teaching learners when explaining material so that students can know the material in depth, how the teacher giving feedback, manage the class, and the use of English Medium Instruction (EMI) related to the relationship between the teacher and the learners in the classroom.

2. Interview Guideline

The researcher used the interview guide to collect information from the EMI teachers regarding the process of teaching math and science using English as the language of instruction. In this section, the researcher asked specific questions to the selected teachers. To collect data, the researcher used open-ended questions. The total number of questions for the first interview was fifteen questions, which were prepared by the researcher based on the ideas of Vu and Burn.

The questions asked to the interviewees were classified into three categories: warm-up, core, and closing. The researcher asked about the instructor's role in the school and their background in the warm-up section. This is listed in the standard interview in questions one to three. This section consisted of questions intended to find solutions to the research questions in the core section. This section is already written in the interview rules for questions four to ten. The researcher closed the activity by thanking the interviewees at the end. In addition, the researcher used a recording device to record the interviewee's speech during the interview process.

C. Conclusion

Drawing conclusions is drawing conclusions after all the processes that have been done before. Researchers interpret the data into a conclusion.

2) Interview

Data collection is the process of obtaining data about the challenges teachers face when English is used as the language of instruction in teaching young learners. The researcher conducted the research on the afternoon of Wednesday, March 1st. The researcher interviewed 2 teachers from the intensive class program. In the interview, the researcher asked about the teacher's background regarding English proficiency, experience when teaching EMI and the challenges they face when English is used as the language of instruction. After collecting the data from the interviews, the researcher made a transcript and then underlined some important points. Furthermore, the researcher reduced some sentences that were not important then the data was determined after that the researcher displayed the data and drew conclusions.

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CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. It reports the findings and results of data collection. A detailed description of the results obtained from this study will be presented.

A. Research Finding

The research findings show the results of the research according to the statement depending on the study difficulties presented in the first chapter. These are about how English is used as an instruction to teach young learners in mathematics and science in the Grade 3 intensive class program, as well as the difficulties that teachers experience when English is used as an instruction to teach these subjects. The researcher gathered these data in February, from February 27 to March 1, 2023.

Related to the research procedures and data collection techniques, Data collection is done by conducting two classroom observations and one interview with the science and mathematics teacher in class 3 intensive at MI Khoirul Huda. The first observation was conducted on Monday, February 27, 2023. The second observation was conducted on Tuesday, October 28, 2023. During the two observations, the first observation and the other observations were not the same. Because the teacher continues the lessons that have been learned in the previous teaching and learning process. So, not all statements that have been made in the observation checklist are found at each meeting in the observation. On statements that were not found in the observation session, the researcher asked about it in the interview session with the teacher so that the researcher has more informative data and has more complete and accurate data. Next for the interview process, the researcher conducted it on Wednesday, March 1, 2023 after the observation process was completed. From these data collection instruments, the researchers then

described the findings to answer the research questions. The findings are described narratively as follows:

1. The Use of English as Medium of Instruction (EMI) in Teaching Young Learners at MI Khoirul Huda.

The researcher wants to describe how English is used as the instruction in science and math classes in this part of the study. This study uses Julie Dearden's theory which states that the use of EMI in the classroom is categorized into five points, namely content delivery, teacher-student interaction, learning materials or resources, feedback and assessment provided, and teacher engagement to students. To collect data regarding the use of English as medium instruction in teaching science and math subjects, the researcher used observation checklists as an instrument. The researcher wrote down all activities based on these techniques. The results of classroom observations conducted by science teachers and mathematics teachers explained below.

a. Delivering Material

On the first part of observation the researcher use this question (How do teachers deliver Science and Mathematics materials using EMI?) to gain the information related to the first point which is delivery of content using English as medium of instruction in teaching 3 grade intensive. The observation result showed that the science teacher as the teacher that teaches Science delivers the content conveys the material well, it is fully implemented in the delivery of science and mathematics learning materials. Fully means not using mother tongue when first explaining the material by the teacher. This is shown by the results of observations where the science teacher uses English as instruction that is easily understood by students when explaining the material and he was very confident when using English to explain the material, this can be seen from the delivery of material that is not stuttered. The science teachers explained about the growth of tubers to students and how the tubers grow well. In delivering the material the science teacher also always checks

students' understanding after explaining the material. Furthermore the science teacher also encourages students to actively speak and express their opinions in learning activities. This can be seen from the discussion activities carried out by students with their group friends. After conducting discussions, students are asked to make presentations from this activity. Students will actively communicate using English. The science teacher also independently creates learning materials that are easy for students to understand. The material is made into power points and tests in the form of worksheets. The material is made varied with the aim that students are interested and easy to understand the topic.

The result from Mathematic classroom observation with Ms. R as the teacher. This is shown by the results of observations where the science teacher uses English as instruction that is easily understood by students when explaining the material and she was very confident when using English to explain the material, this can be seen from the delivery of material that is not stuttered. The math teacher also encourages students to actively speak in class by asking students to discuss with their classmates. During the discussion session students are asked to use English to train students' English skills. The math teacher makes the material independently. This is so that students find it easier to learn and understand the topics to be discussed.

b. Teacher's Engagement

The second point is about teacher engagement when teaching science and math using English as medium instruction. The researcher use this question "How do teachers engage in teaching young learners using EMI?" as a reference to get data on whether or not the teacher was well engaged when teaching the subject.

In the science class, the science teacher is less well involved. As shown from the observation checklist where out of six statements e statements were not found in the observation session. The science teacher did not use

gestures and body language in explaining the material and looked very flat. The teacher just sit down on his chair. Besides that the teacher did not actively ask questions and encouraged students to improve students' abilities, only ask about the meaning of each sentence in the question worksheet, the teacher did not motivate students to actively answer questions and submit arguments because most activities were teacher-centered so students listened more. What stands out the most is that the teacher does not differentiate teaching which one of the demands or effective ways of teaching in the EMI class. This happens for several reasons explained in the interview session.

In the Math class, the Math teacher is also not well engaged. This can be seen from the observation checklist where out of six statements, four statements were not found in the observation session. The math teacher's did not use effective learning strategies to deliver the material, so the math teacher's only explained material related to numbers and shapes. The math teacher's only uses the lecture method during the math learning process, the most prominent is that the teacher does not do teaching differentiation which is one of the demands or effective teaching methods in EMI class, the teacher also does not respond well to students who answer or express opinions so that students' motivation to stay active in class is lacking.

c. The Classroom Atmosphere

The third point is about the classroom atmosphere in ICP classes that use English as Medium Instruction. "How do teachers create a good classroom atmosphere for students in teaching and learning activities so that English can be used as medium instruction and can run well?" This question is used to gain information from the class. In science classes most of the activities carried out are in the teacher-centered, where the teacher is more active than the students. For example, asking questions, the teacher explains a lot. But the teacher tries to make the class feel more

comfortable and effective during science learning. Teachers always make students feel happy and comfortable while learning. For example they learn in groups where it will make students more stimulated because the activities in the classroom are not monotonous listening to lectures from the teacher. However, the drawback is that the teacher does not give praise in some conditions that have been observed for example when students conduct discussions well, when students can translate sentences well or when students complete their presentations.

In math class, because the teacher is very cheerful and active the class becomes more lively and fun the teacher gives ice breaking for students to intelligence gymnastics to stimulate students and prepare students to start learning and the teacher also always stimulates students to communicate with English The drawback is that this class is still dominantly teacher centered The teacher does not give compliments in some of the conditions that have been observed for example when students can answer the question or try to be active in the class.

d. The Classroom Interaction

The fourth point is about whole class interaction in ICP class that using English as Medium Instruction. The question for gaining the data is “How does the teacher interact with students when using English as a medium of instruction in class?”

In science class the class interaction is sometimes not well established or less interactive related to the statement on the observation checklist the teacher does not give praise when students praise or appreciation to the students for what they have done. It is shown when the student has a presentation in front of the class the teacher asks students to translate the sentence into Indonesian, after doing this activity the teacher does not appreciate the student where appreciation or praise can make students more confident to do presentation activities or other activities using English as the medium instruction.

Instead the science teacher only looks at students when they answer or translate not according to the sentence and throws out the phrase "is that right?" which actually intimidates students and makes them afraid to convey their arguments using English as an English language. The same thing happened in the mathematics class which was guided by the math teacher. The math teachers' also only focused on students to be able to answer the questions on their worksheet but did not appreciate students who could or wanted to answer. This can be seen when there is a student who can answer the subtraction question. The math teacher does not give praise or compliments to the student for successfully answering the question.

e. The Teacher's Feedback

The fifth point is about teachers' feedback in ICP classes that use English as Medium Instruction. Both of the teachers based on the observation checklist do not well in giving feedback to the students. For providing feedback to students in class 3 ICP is still very lacking because the teacher does not provide feedback on student activity in class or give appreciation. After learning activities, the teacher does not invite students to make conclusions about what has been learned.

So, from the results of observations in the third grade ICP regarding the use of English when teaching math and science using English as the medium instruction at several points is still lacking in its application such as providing feeds to students who are still lacking in interaction between teachers and students and also providing feeds to build students' enthusiasm for learning using English as the language of instruction.

2. The teachers challenges on the use of English as the language of instruction (EMI)

In this section, the researcher presents the teachers' challenges in using English as the Language of Instruction (EMI) in teaching science and mathematics subjects at MI Khoirul Huda Sidoarjo obtained from the results of interviews with science and math subjects in grade three. This section focuses on some of the challenges in using English as the language of instruction in teaching science and math with Vu material and Burns Theory. The results of the study found several points related to teachers' challenges in using English as the language of instruction in teaching science and math subjects. Regarding the interviews with the teachers, there was a lot of information extracted. There are two parts to the questions that the researcher asked the teachers. The first part focused on the teachers' background and experience. The second part deals with teachers' challenges in using English as a medium of instruction in teaching science and math subjects. Some questions were limited to teachers' challenges in using English as a Language of Instruction (EMI) in teaching science and math subjects. The questions asked in this interview ranged from the general to the specific, namely about the challenges faced by teachers in using English as a language of instruction in teaching science and mathematics subjects.

In part one there were 3 questions that talked about the teacher's background and experience in teaching science and math subjects by using English as The Medium of Instruction (EMI) also the . The data showed that the science teacher in that school graduated with a Biology major. The teacher had experience below five years in using English as The Medium of Instruction (EMI) before entering MI KHOIRUL HUDA as the teacher in the third grade. For math teachers, she graduated from PGMI major and started teaching using EMI in MI Khoirul Huda for about 4 years.

The next question in the first part discusses the teacher's experience in learning English. Based on the interview results, science teachers have experience in learning English. The Science teacher stated that he had English

at school, and after graduating from college teachers attended English courses at TBI (The British Institute) to improve their ability to speak English. In addition to attending courses, teachers also improve their English skills through movies, or watching YouTube about learning science using English so that teachers get a lot of vocabulary that can be applied when teaching in class. Teachers also stated that this way can improve English skills significantly because teachers get a lot of new vocabulary. The math teacher stated that she learned English in Senior High School by joining extracurricular English lessons.

In part two the first question is about Teacher Challenges and Teacher Proficiency in Teaching using EMI. The question asked “What do the teacher need to consider to make learning in the classroom fun?” The science teacher answered “I consider about 3 things in teaching and learning in EMI class.” The Science teacher explains that in teaching there are 3 variables that need to be considered, namely the educator, the audience, and the learning material. This science material is very fun and varied. As a good teacher, of course, you must understand the material that will be taught to students and the material must be in accordance with the conditions of the students. So that variable will be related and will make the learning activities run according to the plan and in accordance with the targets to be achieved. So the point is that teachers need to understand the needs of students and the conditions of students then educators compile teaching materials that are in accordance with the topic but still pay attention to students then educators must master the material and of course master the students. The math teacher explain based on her experience, the first thing needed and the first thing to be prepared is mastery of the material to be taught to students. The second is the media used. So this media must follow the needs of students, the media must be interesting, eye-catching and fun so that students are interested and want to learn. Third, because of this ICP we will deal with different student abilities as a teacher must be more patient so that students can follow the material to be taught.”

The second question talk about “Do you have problems when using English as The Medium of Instruction in teaching natural science subjects?” the science teacher said “yes of course” the researcher asked to explain what kind of problems and the Science teacher answered The problem facing by the science teacher is mastering the material, especially on certain vocabulary related to science because there are many foreign vocabulary that the teacher have to convey this is also a challenge for the teacher because it makes the teachers worried that students do not understand what he said about the material. The math teacher answered “Yes” and she explain The problem that face by the math teachers is usually in the learning material, sometimes she still feel confused about teaching this material to which limit and other problems may also be the same, as a teacher whose abilities are still limited so sometimes feel less professional in teaching these students, especially using English, sometimes confusion about the language to be used and the material to be explained.

The third question talk about “Are there any challenges you face when teaching in ICP class? The science teacher said “Yes” and he explained the challenges that faced in ICP class. The teacher stated that the obstacle in the ICP class is the ability of the students. The uneven ability of students is one of the important obstacles because here learning uses English. So this is an obstacle for some teachers in the ICP class. From the differences in student abilities this will be a domino effect, meaning that in class 1 this student still does not understand then he continues to the next grade level and this will ultimately make students lag behind their other friends. Now as I explained during the class observation, the next challenge is how to implement differentiated learning which has not been conceptualized from the center. The booklet already exists but has not been completed so that the teacher does not want to apply it. Even if it is forced to be applied, I as a teacher have limits and also school policies that are not optimal. Such narrow lesson hours are also an obstacle to the application of this differentiated learning. The next obstacle is the ability of the teacher himself. As a teacher, of course that the teachers

realize that the mastery of language skills is still not good. How do I give instructions well? The same question was asked to the math teacher and the teacher also answered “yes” and stated that the first challenge is in the ability of students. Students have different abilities and here we are required to teach the material using English

The fourth question is talk about student proficiency. The question asked is “How do you deal with students who do not understand the material being explained?” The science teacher explained that Because in teaching the teacher also has a target to have a lesson plan that has been arranged inevitably that the ICP class is not allowed to use Indonesian, finally the teacher tries to achieve the learning objectives, for example, class interaction is still attempted in English but using easier words. Or combining the two languages or the teacher explaining the concept in Indonesian then continuing with English. Like when the teacher teaches the process of growing tubers. The teacher explained conceptually using Indonesian then using English to re-explain how the tubers grow. The math teacher answered that usually students will be asked one by one what parts they do not understand because the teacher is afraid that they will be left behind with their friends so the teacher gives the best to approach students who do not understand the material.

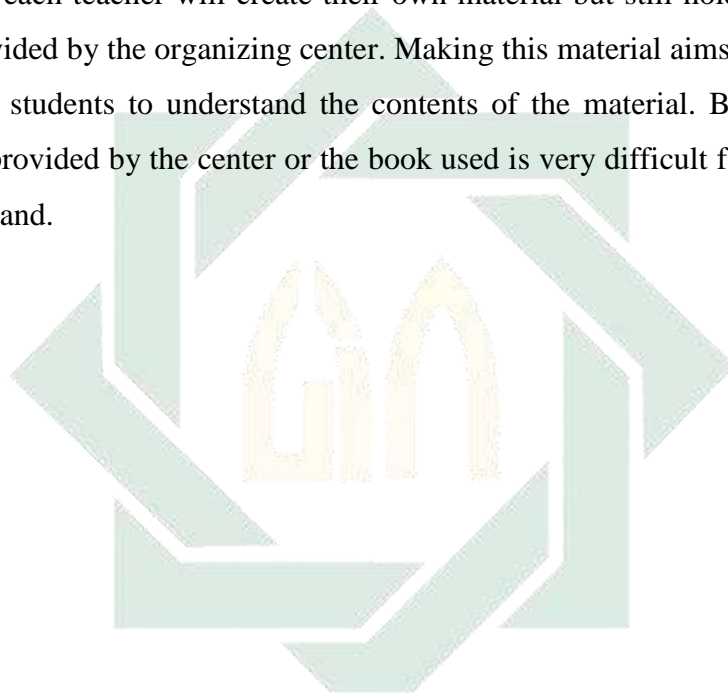
The fifth questions is talk about “How do you ensure that students understand what you are saying?” The teacher said “I have some activity to ensure it.” The teacher explained that In general, to find out whether students have mastered the material or not, namely by giving assessments or assignments. Or you can also do exercise questions according to the topics that have been discussed. Apart from written assignments, I usually ask directly to students, especially to students who are at the low grade level. For children who have seemed to really master the material, of course the questions asked are also a little different. The math teacher has the same answer as the science teacher which is to give the students assessment and assignment and also have a bond with the students in a lower grade.

The sixth question talk about “How do you deal with students who have difficulty in following the learning activities using EMI?” The science teacher answered that usually they will group students who have difficulty in learning using EMI with students who have higher abilities so that they not only learn from the teacher but also learn from their friends. And in my opinion in class 3 ICP this is very effective because the child can be motivated to learn more so that he is motivated to learn. while the math teacher has a way of approaching students who are less able to understand learning using EMI, besides that the math teacher also provides tests for these students by asking for help from parents to accompany the child's learning at home so that the child is not left behind by his friends.

The seventh question is "What are the techniques that you use to overcome your problems in using English as The Medium of Instruction (EMI) in teaching science subjects?" the science teacher said “There is no specific method that I used” the science teacher said that usually on some learning activities using the jigsaw method. Students are asked to analyze, discuss with their group mates. Then students make presentations with the aim of encouraging students to actively speak and think. So they are not fixated only on the teacher's explanation but also solve their own problems. This is in line with the 4C (creative, communication, critical thinking, and collaborative) that must be mastered by students. For the math teacher she said that there are no special techniques used. The method used is like the method in general, namely discovery learning. Usually ice breaking is applied to make students focus on the learning material.

The eight questions is “How do you organize learning activities to make students actively speak or express opinions?” Both teachers have the same answer that to make students active in speaking, teachers create activities that make students actively speak such as presentation activities, dialog tasks, discussion activities and questions and answers. Through these activities, it will encourage students to speak English.

The last question is about the resources that are used in teaching young learners using EMI. The question asked “In using learning resources, what learning resources do you use to make it easy for students to follow your lessons?” Both math and science teachers have the same answer that for the resources each teacher will create their own material but still hold on to the book provided by the organizing center. Making this material aims to make it easier for students to understand the contents of the material. Because the material provided by the center or the book used is very difficult for students to understand.



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B. Research Discussion

This section provides an analysis of the research findings. The study's study addresses two questions. The researcher emphasizes the two research discovered , which are How is English is use as the medium instruction (EMI) in educating young students at MI Khoirul Huda and What are the challenges faced by teachers when using English as the language of instruction (EMI).

The first research topic concerns how English is used in the classroom as instruction to teach younger students. It is information on young learners' use of English in the classroom. In response to study question number two, the researcher gave data on the types of challenges that teachers confront when utilizing English as a medium of teaching during the instructional and learning process. The data for the discussion are provided by evaluating and supporting the existing theory.

1. The Use of English as Medium of Instruction (EMI) in Teaching Young Learners at Mi Khoirul Huda.

When teaching mathematics and science in grade 3, the data shows that teachers must pay attention to several things, including the delivery of material in English, teacher involvement in class, communication between teacher and students, the atmosphere in the classroom, and the lecturer's feedback, in order to build students' English language skills. This is in reference to Julie Dearden's book, *English as a Medium of Instruction: A Growing Global Phenomenon*.⁴¹

⁴¹ Dearden, Julie, 2014. *English as a Medium of Instruction: A Growing Global Phenomenon. British Council Report*", p. 34

c. Classroom atmosphere

Based on the observation for the classroom atmosphere both the teachers in the Intensive Class Program have their own way to have a good classroom atmosphere. The science teacher is trying to make a classroom fun by mapping students to learn together with friends who have more ability to encourage other students to learn well. The math teachers are very cheerful and create a lively and fun classroom atmosphere by mapping students to learn together with friends who have more ability to encourage other students to learn well. While math teachers are very cheerful and create a lively and fun classroom atmosphere.

Classroom atmosphere is a crucial component in the school process that helps build and maintain relationships between teachers and students, build motivation and confidence among pupils, as well as to make the process of learning and teaching easier. W.Theo Dalton stated that a good classroom has a pleasant atmosphere, evidence of healthy and purposeful activities, displays of the children's work, and makes the greatest possible use of available resources. Such classrooms have a genuine atmosphere that even casual outsiders may sense.⁴³ In learning, especially for Intensive class programs which use English as the instruction, there should be a good classroom atmosphere so the student can enjoy the learning and improve their capability to understand the material in English. A good classroom atmosphere should be built together by teachers and students and that both parties playing necessary role in creating a classroom environment conducive to enjoyable teaching and learning.

⁴³ W. Theo Dalton, “ *Classroom Atmosphere Reflect Quality Learning*”, Eduactional Leadership, April 2015, p 429-433

almost all aspects as stated by Vu, N. T. T, & Burns, A in the theory those are teachers' language abilities, students' proficiency, and inadequate resources.

a. Teacher's Language Abilities

The use of English as the Medium of Instruction (EMI) in science and math made it difficult for the teacher who teaches those subjects. The teacher is not an English major, yet they are required to teach that topic using English as the Medium of Instruction (EMI). As stated by Vinke, lecturers use someone who communicate at a slower rate and are less adaptable to unexpected occurrences and problems in language use, they have trouble successfully expressing themselves, particularly when paraphrasing, searching for words, and fine-tuning the statement. These kinds of situations may have a negative impact on pupil performance, such as diminished subject coverage and knowledge loss.⁴⁶ Based on the interview, teacher's language abilities is one of the main problem that faced faced by the teacher in MI Khoirul Huda Sidoarjo Sometimes the teachers feel difficult in teaching the subject using English because of some vocabularies that is not familiar and different for example, the word "*Stomach*" in English has the meaning "Perut". But, in science, the word "*Stomach*" has the meaning "Lambung" and the teachers who feel that their Language abilities still lower so this makes the teachers sometimes not confident when teaching the subject using English as the medium of instruction.

⁴⁶ Vinke, A. A., Snippe, J., & Jochems, W. (1998). English-medium content courses in non-English higher education: A study of lecturer experiences and teaching behaviors. *Teaching in Higher Education*, 3(3), 383-394.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter has two parts: conclusion and suggestion. Based on the findings and discussion on previous chapter, the researcher made some conclusion of how is the use of English as the Medium of Instruction (EMI) in teaching young learners at MI Khoirul Huda and about teacher Challenge when using English as the Medium of Instruction (EMI) in teaching young Learners. The suggestion is for the teachers, Future research and for the bilingual school.

A. Conclusion

Below are some conclusions made by researchers from the research conducted in the previous chapter.

1. Results of the data shows that English is used as the language of instruction in teaching young students in MI Khoirul Huda found five parts in this research those are: (1) Delivering Material using fully English as the instruction (2) Teacher engagement at the class is not involved well, (3) The Classroom Atmosphere for teaching young learners using English as the instruction, (4) The interaction between the teacher and the students in the classroom while using English as instruction, (5) The Teacher's Feedback. This result of the study is like what Julie Dearden's found for English that is used as the instruction. To find the data, on the first day the researcher conducts the observation in Science and math class to find the data based on the statement that has already been made. For the second observation, observe more detail to strengthen the data from the observation checklist. For the first, the teacher delivers the material starting from greeting and concludes the teaching fully in English, but the teacher also has to translate their explanation sometimes when learners struggle to comprehend the subject. Second is the teacher engagement that is not well involved that

terms of English vocabulary and subjects, and understand the teaching materials and teaching methods so that they can reduce the challenges when teaching using English as the language of instruction in teaching the subjects. So that the teaching and learning process runs smoothly and students can improve their English language skills and understanding of the subject.

2. The second suggestion is addressed to future researchers who have the same topic, namely teaching young students using English as the medium instruction. For other researchers who want to conduct this study, it would be better if the researcher tried to observe students' perceptions of the implementation of English as medium of instruction in the subjects taught. On the other hand, other researchers may conduct research focusing on other topics, such as in the areas of civics, social, and others. Thus, more data and information will be obtained and more information so that this research will be broader than previous research.
3. For bilingual schools needs more attention: 1) bilingual learning design such as forming a bilingual team and English language development program, preparing learning tools that suit the needs of students and also students' ability to speak English, creating a student activity program that trains students not to be afraid to speak English. 2) Implementation of bilingual-based learning by paying attention to learning methods, discussing again about learning differences, using English properly and without hesitation. 3) Evaluating both students and teachers, learning methods, and learning materials.

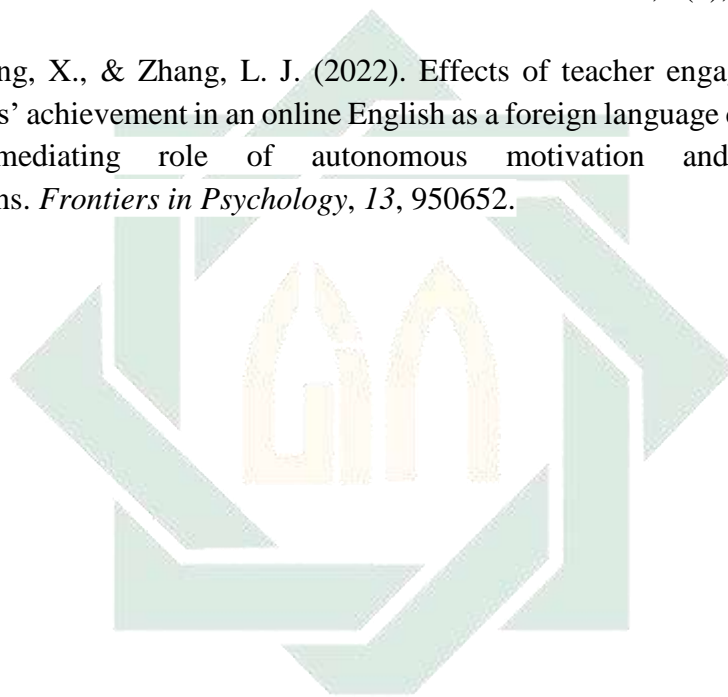
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