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Dealing with English Medium Instruction Factors in Universities

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Abstract: This research aims to explore and deal with the factors and perception of English Medium Instruction Issues around the universities. Quantitative research was chosen by the researcher to find the exact relationship among the factors of English Medium Instruction. The population of the research is the students of Universitas Wahid Hasyim, Universitas Pancasakti Tegal, and Universitas Negeri Semarang, who has recently use English Medium Instruction in their classes. Moreover, the research also reaches the lecturer's voice of English Medium Instruction. The sample was chosen by random sampling method therefore 70 participants participated in this research. The data was tested by a Multiple linear regression test. The result shows if English language skill, motivation, and material understanding has been influencing English Medium Instruction

Keyword: English Medium Instruction, English Language Skill, Motivation, Material Understanding.

INTRODUCTION

The notion of English Medium Instruction (EMI) was bear in mind since the english become the lingua franca. Especially for English for Second Language (ESL) and English Foreign Language (EFL) countries which use english as their way to communicate. In line with this, the development of English Medium Instruction (EMI) in higher education has become a trend in the world of academics and practitioners who have different characteristics that tend to be used in social sciences and exact sciences (Macaro et al., 2021).

The paragraph discusses sustained problems associated with the implementation of English as a Medium of Instruction (EMI) in educational settings. One major issue highlighted is the approach of submersion or transactional bilingual education used as the framework for EMI. Submersion entails learners constantly acquiring the second language at a rapid pace, with the restriction of using their first language during classes. This method poses challenges in effectively facilitating learning and understanding among participants.

Additionally, the paragraph addresses the dilemma of whether a preparatory course or a bridging program is necessary for successful EMI implementation, and if so, what its focus

should be. It suggests that determining the necessity and focus of such programs is crucial for optimizing the effectiveness of EMI. (Macaro & Tian, 2020; Setoningsih, 2022)

Furthermore, the paragraph references evidence supporting Transitional Bilingual Education (TBE) over submersion education, and late-exit TBE over early-exit TBE. This suggests that students should first achieve a sufficient level of English language proficiency to handle academically rigorous tasks before fully immersing them in EMI. This emphasizes the importance of considering language proficiency levels and appropriate instructional methodologies when implementing EMI to ensure students' academic success and comprehension. (Kim & Tatar, 2017; Ramanathan, 2002; Sastra Inggris et al., n.d.).

This stems from the fact that university-level courses are both intellectually demanding and use English in a context that lacks linguistic support. Simultaneously, it is evident that many university students and teachers struggle with their English language skills, particularly in speaking and writing. This situation underscores the need to bridge the gap between their limited language proficiency and the high demands of university-level tasks. Both problems are two of several problems that exist such as the how far EMI that will be use in their class, the teacher's capability, the comparison gap of material understanding and etc.

Bradford, (2019) have contended that the efficacy of EMI (English as a Medium of Instruction) hinges on pedagogical transformations, with a significant facet of this transformation being an augmented level of interaction between teachers and students. It is noteworthy that certain propositions attribute the dearth of interaction in EMI environments to teachers' apprehension regarding their English proficiency, which may dissuade them from departing from prescribed instructional scripts (Doiz et al., 2011; Poon, 2013; Tan, 2005) Moreover, conceptually the teacher has to change the way to teach, different with the non EMI learning activities. The curriculum should be flexible and adapted with new way of teaching.

However, the rapid growth of EMI expansion is also attributed to globalization, the continuous movement of resources, the higher education sector's aspiration to attain international status, and the increasing global prominence of the English language (Hu, 2019; Macaro, 2020). Additionally, the notion that EMI can improve English proficiency while simultaneously acquiring complex subject matter expertise often holds the promise of better career prospects. Those the factors such as English proficiency, Motivation and Material Understanding collectively contribute to the proliferation of EMI (Lei & Hu, n.d.). However, the previous research does not cover the quantitative research that finds the several factors to the success of EMI in their classes either in universities or high scholl (Coleman, 2006; Lasagabaster & Doiz, 2018; Rose et al., 2022).

According to the status quo and research previously, this research aims to uses a quantitative approach to measure the correlation among the factors (English Competence, Motivation, and Perceived English) and find the strongest factors that influence the success of EMI. The Hypothesis

METHOD

This research used quantitative approach to find the correlation among the factors of the success of EMI in University (Cresswell & Plano Clark, 2011). Data collection was carried out from students and lecturers at Universitas Wahid Hasyim and Universitas Pancasakti Tegal, and Universitas Negeri Semarang with a total population of 100-200 participants in study programs that had implemented EMI in learning programs with indicators of overseas student learning activities in them. Then calculate the margin of error, standard deviation, and degree of confidence to calculate the number of samples to be used in the research. Then sampling process, researchers used systematic random sampling to give equal rights to every individual in the population without paying attention to other factors.

RESULTS AND DISCUSSION

This chapter will explain the finding of this research then discussed directly.

Table 1. Gender and Status

	Gender		Status		
	Frequency	Percent (%)	Frequency	Percent (%)	
Male	20	28,6	Students	54	77,1
Female	50	71,4	Lecturer	16	22,9
Total	70	100,0	Total	70	100,0

Table 1 shows the demographic of participant that consist of gender and status. Moreover the participant was structured by 20 male and 50 female participants. It means they were dominated by female participants. However the participants also dominated by students. Through the description of tables above, this tables is significant inform that participants in this research was dominated by the the used of EMI in University.

Table 2. Initial Age to learn English

Age	Frequency	Percent (%)
3-5 years	7	10,0
6-8 years	37	52,9
9-12 years	26	37,1
Total	70	100,0

The initial age to learn english influences how far they master the English as their second language (Hu, 2019). 7 (10%) participants was to learn english in 3-5 years. Then 37(52,9%) participants started to learn English in 6-8 years. Then 26 (37,1%) participant was started to learn english between 9-12 years. Moreover the participant was dominated by the people who was started to learn english between 6- 7 years.

Table 3. Descriptive Statistics

	Mean	Std. Deviation	N
English Competence	25,0571	4,53612	70
Motivation	27,3857	4,17478	70
Perceived English	16,9571	3,51162	70

Descriptive results showed the mean score of each variables such as english competence, motivation and perceived english. Moreover the English Competence has a mean 25,0571, std deviation 4,53612. however Motivation has a highest score of mean 27,3857 and std deviation 4,17478. Then the lowest score of mean is perceived english with a mean 16,9571 and std deviation 3,51162. However table 3 does not represent how far the variable impact for EMI.

Table 3. One Sample Kolmogorov Test

		Unstandardized Residual	
N		70	
Normal Parameters ^{a, b}	Mean	.0000000	
	Std. Deviation	.50753766	
Most Extreme Differences	Absolute	.077	
	Positive	.055	
	Negative	-.077	
Test Statistic		.077	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.374	
	99% Confidence Interval	Lower Bound	.362
		Upper Bound	.386

Table 3 shows the one sample Kolmogorov-smirnov test that shows the normality test. Asym. Sig (2-tailed) score is 0.200d, which means more than the requirement of normality data at 0,005. it indicates that the data was spread in the normal way. It was supported by the scatterplot of data in figure 1. The notion of dependent variable of English Medium Instruction was spread in range of -2,8 until 2,8 for regression stundertized residual. Morover the data also reach in range of -1,8 until 3 of regression standardized predicted value.

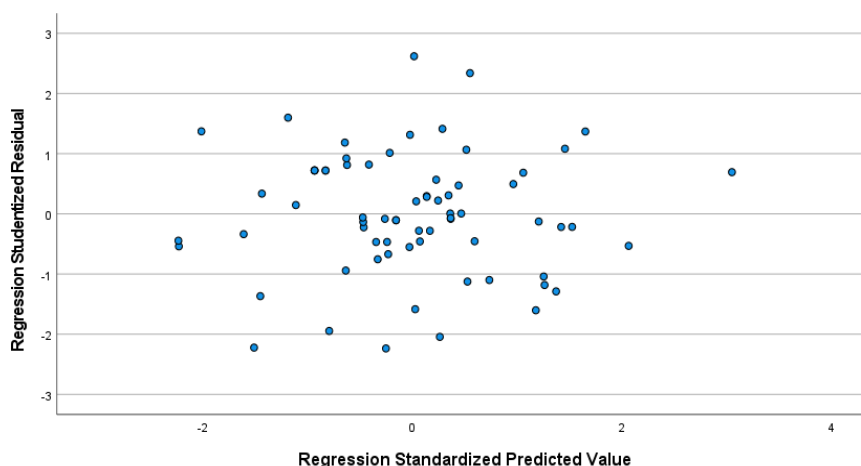


Figure 1. Scatterplot data

Table 4. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-.430	.454		-.946	.347	-1.337	.477		
	English Competence	.904	.017	.429	51.690	<.001	.869	.939	.620	1.612
	Motivasi	1.000	.021	.377	47.362	<.001	.958	1.042	.674	1.483
	Perceived English	.949	.021	.397	45.464	<.001	.907	.991	.559	1.788

a. Dependent Variable: English Medium Instruction

Table 4 focuse on the Multicollinearity test, they consist of tolerance (T) and Variance Inflation Factor (VIF) score. English Competence has T = 0,620, and VIF=1,612, Motivation has T= 0,674 and VIF=1,483, Perceived English 0,559 and 1,788. Therefore the tolerance score has a score above of 0,010 and VIF has a score below of 10. It means that the correlation among the coefficient does not occurred among them. It signs that the variable passed the multicollinearity test and valid to be tested in this research.

However table 4 also shows the signifcnce score from standardized coefficient. which indicates the hypothesis of this research. The first significance score of English Competence (X1) toward EMI has 0,429. Then the second significance score of Motivation toward EMI has 0,377. Then the third significance score of Perceived English toward EMI has 0,397. Moreover the variables who has the highest score to impact the EMI is English Competence followed by Perceived English and Motivation. Therefore the final equation of regression become:

$$Y = -0.429956 + 0.903776X1 + 1.000064 X2 + 0.948896 X3$$

CONCLUSION

English Medium Instrctution in Universities has a big part to internationalize the students, lecture and universities itself. However the factors to make it succes EMI has been found in many research before. Thus research pointed the gap of research should be fullfill the sequence which one of the top priority to be concern to fix. Then this research become the answer to deal with the factors of EMI in universities. Through 3 universities that participated in this research,

the researcher found that English competence followed by Perceived English and Motivation become the sequence of EMI factors that should be concern to improve it. However further research need to implement in project reseach, classroom action research and many method of learning to find how far they will push the success EMI in universities.

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