# LEARNING CONTENT KNOWLEDGE THROUGH ENGLISH MEDIUM INSTRUCTION (EMI) AT THE FACULTY OF COMPUTER SCIENCE, SRIWIJAYA UNIVERSITY

# A THESIS
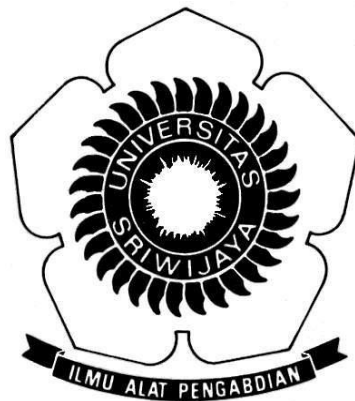
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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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# DECLARATION

I, the undersigned,

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Certify that thesis entitled "Learning Content Knowledge through English Medium Instruction (EMI) at the Faculty of Computer Science, Sriwijaya University" is my own work and I did not do any plagiarism or in appropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face the court if I am found to have plagiarized this work.

Palembang, July 2020
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# DEDICATION

**This thesis is dedicated to:**

- **Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis and for our prophet Muhammad SAW, may peace be upon him.**
- **My forever beloved parents, Muhammad Syafei and Salmah, for their love, prayer, motivation, support, and inspiration.**
- **My lovely siblings, (Alm) Adam Rahmad Pratama, Ade Larasati and Zidan Agustian.**
- **My support system and best friends, Ayu Vermila, Giratia, Louay Ma'mun Assabiq, Shisi Octa Ruli, Tria Febi Ramadhania, and the Cuntals for the support, love and inspiration.**

**Motto:**

**"If Allah helps you none can over come you; and if he forsakes you, who is there that can help you? And Allah (Alone) let believers put their trust. – (Q.S Ali Imran: 160) "**

**"Anything might happen if you put your trust to Allah SWT and work hard for it" (Salwa Damayanti)**

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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. The researcher's deepest appreciation goes to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis and for  our prophet Muhammad SAW, may peace be upon him. And also to her beloved family, her father Muhammad Syafei, her mother Salmah, and her siblings (Alm) Adam Rahmad Pratama, Ade Larasati, and Zidan Agustian for the endless love, pray, support and to remind me to keep going and never giving up.

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Finally, the researcher would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Inderalaya, July 2020

Salwa Damayanti

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# LEARNING CONTENT KNOWLEDGE THROUGH ENGLISH MEDIUM INSTRUCTION (EMI) AT THE FACULTY OF COMPUTER SCIENCE, SRIWIJAYA UNIVERSITY

## ABSTRACT

This research was aimed to investigate the student's perception of the English Medium Instruction (EMI) program in learning content subject, the support given by the faculty, and the challenges faced by the students in learning content at the Faculty of Computer Science, Sriwijaya University. The study applied a qualitative method approach. The samples of this research were taken from the 3$^{rd}$-semester students of the Information System Study Program in the 2018/2019 academic year, the 5$^{th}$-semester students of the Technical Informatics Study Program in the 2017/2018 academic year, and the 7$^{th}$-semester students of the Technical Informatics Study Program in 2016/2017 academic year. The samples consisted of 68 students for the questionnaire, three groups of students participated in focus group discussion, and three EMI classes were observed in the classroom observation. The results of this study showed that most of the students agreed and had a positive perception of English as a Medium of Instruction in teaching content (computer) at the Faculty of Computer Science, Sriwijaya University. The supports given by the faculty were quite excellent and effective. Furthermore, most of the challenges faced by the students could be related to the difficulty of understanding the content being taught because they did not understand the language of instruction.

**Keywords:** *EMI, perception, support, challenge*

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# CHAPTER 1
# INTRODUCTION

This chapter presents the background of the study, the problems of the study, the objectives of the study, and last the significance of the study.

## 1.1 The Background of the Study

Using English as a medium of instruction inside the classroom is very essential to do during the process of language learning. As Dearden and Macaro (2016) said English Medium Instruction (EMI) means using English as an instruction in a context in which English is not the language that regularly used to communicate. Using English as the objective language in the teaching and learning process can give a reference for the students in their ability to produce the language and even in their orientation toward the language. Several colleges, secondary schools, and even the primary school have been implemented EMI in their classes. Coleman (2006) said that most colleges in Europe, attempt English medium programs with the Business course, Engineering courses, and Sciences course managing. Some Asian countries also have a similar case. In this case, people can obtain a quick inclination towards using the EMI program in higher education.

About ten years ago, fascinatingly, Graddol (1997) said that the most notable institutional leaning worldwide is by using English as a medium of instruction in the teaching content subjects in universities.

Used as a foreign language in Indonesia, the implementation of using EMI program has already applied in some Indonesian academies. Dearden (2013) stated that starting from the year 2003, the implementation of teaching and learning use English as a medium of instruction in several international schools in Indonesia has been limited to the children of refugees. In Education Law, No. 20 of 2003, section 50, loosened certain limitations plus wanted that the states build a school which now we know as International Standard School (ISS) at complete

levels, in primary level up to senior secondary level. EMI program held in 2006 in a particular current of public schools in Indonesia called SBI (International Standard Schools)/Rintisan Sekolah Bertaraf Internasional or RSBI. Within SBI or RSBI, the government in Indonesia attempts to establish schools that can cherish the succession of education in Indonesian. This was under the supervision of the two parliamentary implements (Law Number 20/2003 and Decree Number 19/2005, the Government of Republic Indonesia, 2003 and 2005). Policymakers recognize the EMI program as a tool for expanding their education proposition, performing opportunities for students to enter a global educational and marketing alliance. Some lecturers comprehend that using EMI in the classroom can ensure their students compete in world demand and they expected that using this program also can be a way to build the English language capacity of their students.

To enable the students to access EMI courses more successfully, EMI students should be chosen more strictly by English entry requirements or a well-designed English test. Entry requirements can be an essential support structure. It can be implemented based on the rules that the University has. It can be based on the TOEFL scores of the students or any other test.

In implementing the EMI program in the classroom, both the students and the lecturers are not only learning about the content subject but also through English since the implementation of English as a medium of instruction is used. When students take this course, they will make the perception that this class will be entirely using English all the time. However, based on some of the universities in Indonesia, the teacher are barely using code-mixing in order that their students will understand what the teacher said, and the learning progress will run smoothly. Even the teacher is allowed to use code-mixing, the teacher needs to master English well, both in the content of the lesson or in teaching the language itself. Similarly, Ibrahim (2014) stated, that the teachers who do not have the ability to deliver English correctly and fluently might be failed to deliver their main role which is teaching. Students' perception of EMI class depends not only on the way the teacher is teaching in the classroom but also on the condition of the classroom

itself. Moreover, it will impact students'students' performance in the learning progress.

Utilizing the EMI program in learning subjects can cause some stress. It can be shown from some of the studies which indicate that the effectiveness of using English for addressing material contents confronts multiple the students' pedagogical challenges and complexities. Klaassen and De Graaff (2001) found that there were difficulties with methodology and language in a program where subject content was given to students using the English language when we knew that the student was not a native speaker of English. Although students reported feeling unconfident with their language proficiency, both the students and the teachers considered that EMI had high potential if the operation is enhanced. In line with the students' perception, which has a significant role in the success EMI program, the faculty support also has the same important role. The implementation of EMI programs can be influenced by other issues related to external factors. The support given by the faculty has a notable part to perform in the success regarding the EMI program. The support of faculty can be in the form of media needed in EMI class such as textbooks, adequate classrooms, electronic media such as computers or projectors, and other media.

Even for native speakers of the language itself, conducting EMI in the classroom might be challenging. So, it is no wonder that those who try to do it in languages other than their mother tongue (L1) usually gain it difficult to learn. Other findings from Belhiah and Elhami (2015) define that in the UAE, the current implementation of the EMI program situation gives many hopes for students who are trying to learn the subject matter, this is because their English skills are arguably low. However, they need to read the material given, listen to the lecturer's explanation when explaining the material, and also practice to write long essays or English-language theses in which there is no purpose to give additional instructions about the language itself. Huang (2015) found that there were many students who were very enthusiastic about participating in the EMI class, but they also sometimes looked worried. This condition happened because

their level of English proficiency is still relatively low. Not only intended for the students, but also the English language skills owned by the teachers (who have abilities in subjects other than English, such as mathematics, medicine, science, engineering, or other subjects) are also still relatively limited (Byun et al., 2011).

The use of English as a medium for learning sometimes makes students feel anxious and also not confident (Huang, 2015). The difficulties, such as the reduction of English language proficiency (both in students and lecturers), also have an impact on attitudes held by students. They will give a positive response if the implementation of the EMI program is appropriate with their expectation. It can be seen from the enthusiasm from students in the learning progress, such as the students is not feel embarrassed to ask something that they do not understand, answer what the teacher is asking during the learning progress, and so on. However, it can be a negative response if the implementation of the EMI program is not like what they expect before. From the research described earlier, this is clear that there are still many challenges concerning the effectiveness of English as a teaching medium, and the results are skeptical about the impact of EMI itself.

Based on the description above, this paper aimed to investigate the student's perception of the faculty of EMI program in learning content (computer), the support given by the faculty in determining EMI program in learning content (computer) and the challenges faced by students from the faculties in determining EMI in learning content (computers) at the Faculty of Computer Science, Sriwijaya University.

## 1.2 Problems of the Study

In consolidation with the background described above, the problem of this research is splintered into the subsequent questions:

1. What is the students' perception of learning content through EMI in the Faculty of Computer Science at Sriwijaya University?

2. To what extent is the support given to the students in learning content through EMI in the Faculty of Computer science at Sriwijaya University?

**3.** What are the challenges encountered by the students in learning content through EMI in the Faculty of Computer Science at Sriwijaya University?

## 1.3 Objectives of the Study

The objectives of the study are formulated in the following questions:

**1.** To find out the student's perception of learning content through EMI in the Faculty of Computer Science at Sriwijaya University.

**2.** To find out the support given to the students in learning content through EMI in the Faculty of Computer Science at Sriwijaya University.

**3.** To find out the challenges faced by students in learning content through EMI in the Faculty of Computer Science at Sriwijaya University.

## 1.4 Significances of Study

This research was significant in many forms. It was to examine students' perception of learning content through EMI. It also examined the support giving to the students in learning content through EMI. Last, it investigated the challenges faced by the students in learning content through EMI.

The researcher assumed that with the EMI program, students will be able to understand the implementation of the EMI class in the Faculty of Computer Science at Sriwijaya University, especially under the contexts where EMI is applied in nations where English is not their first language. Not only for the students but also for the lecturers who teach in EMI class, this study gave experience and additional on how EMI class is implemented in the Faculty of Computer Science at Sriwijaya University. It was lead to consciousness and enhanced practices among university lecturers in EMI contexts that would be profitable to the students in terms of learning content subject using English as a medium of instruction where EMI aims to improve the students' language proficiency. Last, this study also suggested in the Faculty of Computer Science at Sriwijaya University, to enhance their EMI program so it could help to achieve the goals of the EMI program itself.

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