

**PRE-SERVICE TEACHERS' PERCEPTIONS OF
ENGLISH AS A MEDIUM OF INSTRUCTION IN THEIR
INTERNATIONAL TEACHING PRACTICUM PROGRAM**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor of Education in
English Language Education



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ABSTRACT

Title : PRE-SERVICE TEACHERS' PERCEPTIONS
OF ENGLISH AS A MEDIUM OF
INSTRUCTION IN THEIR INTERNATIONAL
TEACHING PRACTICUM PROGRAM

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This study examines pre-service teachers' perspectives of English as a Medium of Instruction (EMI) during their international teaching practicum at Maahad Tahfiz Al-Quran Darul Falah in Selangor, Malaysia. The study seeks to elucidate the obstacles, advantages, and methodologies utilised by pre-service educators in executing English Medium Instruction (EMI), along with their cultural acclimatisation in a global teaching environment. Data were gathered through semi-structured interviews and classroom observations utilizing a qualitative descriptive methodology including five pre-service teachers from the English Language Education program at Walisongo State Islamic University, Semarang, Indonesia. The results indicate that pre-service teachers often possess confidence in utilising English Medium Instruction (EMI), mostly attributable to their educational foundation in English education. Challenges emerge when addressing technical terminology and abstract notions, which elevate cognitive load and need further preparation. Educators utilized several tactics, including visual aids, code-switching, and peer assistance, to address these issues. The research underscores the advantages of EMI, such as elevated English proficiency, refined teaching abilities, and heightened student involvement. Cultural adaptation was a crucial element, as educators modified their instructional methods to conform to local customs and student requirements. The study concluded that whereas EMI poses considerable obstacles, it also provides

enormous opportunities for professional development and cross-cultural learning. Recommendations encompass more research with a more extensive participant pool, institutional backing for EMI implementation, and the creation of tools to aid pre-service teachers in addressing EMI-related obstacles. This study enhances the existing information on English Medium Instruction (EMI) in teacher education, especially within multicultural and multinational settings.

Keywords: English as a Medium of Instruction (EMI), pre-service teachers, international teaching practicum

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CHAPTER I

INTRODUCTION

This chapter demonstrates how the writer explains the background of the research, evidence for choosing the topic, research questions, objective of the research, limitation of the research, and significance of the research.

A. Background of the Research

Education is a fundamental element in the development of both individuals and society. In the era of globalization, English has increasingly become the dominant international language, particularly in the field of education. English as a Medium of Instruction (EMI) refers to the use of English as the primary language of instruction in teaching and learning across various educational institutions worldwide. The concept of EMI not only emphasizes English language proficiency but also highlights the ability to use English as a medium for disseminating knowledge across different subject areas.

In Malaysia, the EMI policy was introduced to enhance access to international knowledge and to equip students with the skills necessary to compete in a globalized world. However, the implementation of EMI within the educational context often presents various challenges, particularly for pre-service teachers who are

preparing to enter the formal education sector. The use of EMI has become a significant topic in education across various countries, including Malaysia, as part of efforts to improve English language proficiency among both students and teachers.

The capacity of EFL practitioners in Malaysia to adapt to the demands of teaching English as the primary language is one of the biggest obstacles they confront. For instance, practical scientific instructors frequently find it challenging to provide content in English, particularly in classes that employ complex technical vocabulary (Othman and Saat, 2009). As a result, instruction is less effective, and working teachers find it difficult to help pupils grasp the subject matter (Othman & Saat, 2009).

The creation of instructional resources is another difficulty. According to research by Albakri et al. (2017), in order to meet the demands of their students, practicing instructors frequently need to create their own instructional materials. In this regard, the efficacy of teaching English in the classroom is significantly impacted by how practicing instructors see the instructional materials. Teachers have challenges in matching their own teaching materials with the EMI requirements, despite the fact that they might enhance their engagement in the teaching-learning process (Albakri et al., 2017).

Additionally, this study focuses on the use of creativity in the classroom. According to Rohmaniah (2023), EFL practicing instructors who participate in international teaching practice programs frequently find it difficult to come up with innovative teaching strategies that cater to the demands of foreign students with varying language competency levels. Teachers' difficulties are made worse by pupils' varying degrees of English competence, particularly in EMI classrooms (Hasymi & Nurkamto, 2023).

Studies have also demonstrated the advantages of EMI use in spite of the difficulties. It is believed that using EMI helps pupils become more proficient in English overall, which enhances their ability to communicate. The significance of practicing instructors' reflection on self-developed teaching materials is highlighted by research by Tang (2020). This can assist them in better understanding the requirements of their students and modifying their teaching methods appropriately (Tang, 2020).

These difficulties, however, frequently make working instructors anxious. According to Kabilan et al. (2020), EFL practicing instructors who participate in EMI programs in Malaysian ESL schools frequently experience anxiety as a result of their poor command of the English language, which undermines their confidence as educators.

Given this high degree of worry, it is clear that practical instructors require additional assistance and training in order to properly manage the difficulties posed by EMI. In light of the aforementioned phenomena, the purpose of this study is to find out how pre-service instructors at Maahad Tahfiz Al Quran Darul Falah in Selangor, Malaysia, feel about using EMI (Kabilan et al., 2020).

B. Questions of the Research

The researcher developed the following study questions in order to address the aforementioned issues:

1. What is the perception of pre-service teachers at Maahad Tahfid Al-Quran Darul Falah, Selangor, towards the use of English as a Medium of Instruction (EMI)?
2. What are the challenging factors faced by preservice teachers in using English as a medium of instruction?

C. Research Objective

1. To understand the perceptions of EFL practicing teachers regarding the implementation of English as a Medium of Instruction (EMI) at Maahad Tahfid Al-Quran Darul Falah, Selangor.
2. To find out the strategies applied by EFL practicing teachers in teaching using EMI at Maahad Tahfid Al-Quran Darul Falah, Selangor, based on their perspectives.

D. Pedagogical Significance

The examiner forms the significance of the paper by giving benefits to the EFL Students, the examiner, upcoming researchers, and institutions. The significance of this paper is as follows;

1. Theoretical Benefit

The researcher anticipates that the findings of this study will contribute to theory and serve as a resource for future studies, particularly when it comes to investigating how real instructors see EMI and methods for enhancing English instruction.

2. Practical Benefits

a. The EFL Preservice

The study's findings, according to the researcher, should assist working EFL teachers in comprehending the elements that affect EMI instruction and in determining the best practices to use in EMI lessons.

b. The writer

As a reference for English language instruction and a roadmap for future research, the researcher thinks that this study will be useful to him personally.

c. The Other Researchers

The researcher thinks that by carrying out this study, the results will serve as a guide for future researchers who wish to investigate the use of EMI in comparable educational

settings.

d. The Institutions

The examiner hopes that this finding will be beneficial for the institutions' matters.

E. Limitation of the Research

This study is restricted to the opinions of EFL practicing instructors at Maahad Tahfid Al-Quran Darul Falah in Selangor on the usage of English as a Medium of Instruction (EMI) and the methods they employ in the classroom. This research excludes experienced instructors and concentrates on EFL practicing teachers at the secondary level. Understanding EMI teaching views and tactics from the viewpoint of practicing instructors who are new to education is crucial, which is why this restriction was put in place.

The results of this study might not apply to other educational institutions with various circumstances since it solely focuses on the opinions of EFL practicing instructors who live in Maahad Tahfid Al-Quran Darul Falah. The study did not address attitudes in English or other academic fields because it was limited to the use of English as a medium of teaching in non-linguistic topics.

Additionally, the researcher acknowledges that all of the data and information were gathered from the viewpoint of active teachers through open-ended

observations and interviews, which may have introduced biases or restrictions into the data interpretation process.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates theoretical framework and previous research.

A. Previous Researchers

The researcher of this thesis tried to connect with the various previous findings that were relevant to the point of this thesis to strengthen and assist the research.

(Julie Dearden, 2014) study, which looked at English as a Medium of Instruction in schools around the globe, including in Southeast Asia, produced the first finding. Dearden discovered that, particularly in rural regions, instructors' poor command of the English language frequently hinders the implementation of EMI. According to this study, in order to guarantee EMI's effectiveness in the classroom, instructors must get more thorough English language instruction. In order to get more thorough data, this study blends qualitative and quantitative methodologies, utilizing a qualitative approach with in-depth interviews. This study focuses on EFL practicing instructors at a specialized school, Maahad Tahfid Al-Quran Darul Falah, whereas Dearden's study focused on teachers in rural regions.

(Soruç & Griffiths, 2018) carried out the second research, which concentrated on the linguistic difficulties that students encounter in EMI lessons. They discovered that students frequently have trouble understanding technical English phrases, and that teachers play a critical role in assisting students in overcoming this language barrier by employing techniques like switch codes, gestures, and visualization. Flexible pedagogical approaches are crucial for overcoming language obstacles in EMI classrooms, according to Soruç and Griffiths. Similar to the work of Soruç and Griffiths, this study examines the application of a variety of instructional techniques in the context of EMI, but it focuses on the opinions of Malaysian instructors in practice.

(Huang, 2015) discusses the fear that Taiwanese students in EMI programs face in his third finding. Huang discovered that since they have trouble understanding academic texts, students with limited English proficiency frequently experience anxiety when taking part in EMI programs. Additionally, kids' anxiety is linked to peer competitiveness, which lowers their self-esteem. This study examined practical instructors' opinions of the difficulties students encounter in EMI lessons using both qualitative and quantitative methods, whereas Huang's study employed

a quantitative survey method to gauge students' anxiety levels.

(Leitner et al., 2016) looked at Malaysia's bilingual education policy, particularly how EMI is used to help pupils learn English. They discovered that while this approach is widely supported in middle-class urban regions, it frequently encounters opposition in rural areas because of the low level of English proficiency among instructors. Hashim and Leitner stress how crucial teacher preparation is for enhancing their English proficiency. This research's objective is a little different because it examines education policy in its entirety, whereas this study focuses on the opinions of individual practical teachers about the usage of EMI at a specific school.

(Nur et al., 2023) performed a study on the implementation of English as a Medium of Instruction (EMI) in educational activities in eastern Indonesia. Teachers possess a favorable perspective of English Medium Instruction (EMI), as it is seen to enhance students' English language proficiency. Nevertheless, several educators exhibit reluctance and favor methodologies that integrate both the local language and English in the learning process. This study examines teachers' perspectives on English Medium Instruction (EMI), whereas the research investigates the instructional

tactics employed by educators within the EMI framework.

(Tanjung et al., 2021) conducted a study on the perceptions of students regarding the use of EMI in the international class of the Economic Development Study Program at the Faculty of Economics and Business, Bengkulu University. EMI is perceived favorably by the majority of students, according to their findings. Nevertheless, in the majority of courses, the application of EMI is still partially implemented, and over half of the students lack confidence in their ability to use English during the learning process. This study shares similarities with this research in its examination of the obstacles students encounter during EMI; however, the emphasis of this study is on the strategies that teachers employ to surmount these limitations.

(Sudana et al., 2023) investigated the perceptions of students regarding the advantages and disadvantages of EMI at a public university in Bali, Indonesia. Students identified a variety of benefits, including cognitive enhancement, increased motivation to learn English, broader exposure to English, improved career opportunities, and the availability of resources. Nevertheless, they encountered obstacles, including low participation in class discussions, challenges with

comprehending course material, and difficulty with test-taking. Sudana et al.'s study emphasizes more on the experiences and challenges of students in EMI, in contrast to this study, which concentrates on teachers' perspectives.

(Irham & Wahyudi, 2024) examined the perspectives of lecturers, students, and alumni about the implementation of English Medium Instruction (EMI) in foreign classrooms at an Islamic university in Indonesia. EMI is frequently seen as a marketing tactic to get further pupils. Nevertheless, insufficient preparation and planning lead to subpar growth of English language proficiency or comprehension of the topic. The research indicates the necessity of pedagogical and professional assistance to aid lecturers and students in surmounting hurdles in English Medium Instruction (EMI). This research parallels others in addressing the challenges encountered in EMI; however, its primary emphasis is on the pedagogical approaches employed by educators within an EMI context.

B. Literatur Review

1. Perception

Perception is an emotion that seeks truth, informs us about the state of the world, and usually makes us believe that it could lead to beliefs (Schön, 2017). (Loughran, 2002) asserts that the term "perception" describes all of the various forms of

instantaneous, direct knowledge of the outside environment that are received via energy absorbing receptor organs. This supports (Korthagen et al., 2001) contention that the human brain's own biological processes underlie perception. Using the five senses, sight, hearing, smell, taste, and touch this process entails inputting messages or information. Perception is seen as a subjective term and is synonymous with "psychological reaction." According to the experts' definitions, perception is the process of gathering, identifying, and interpreting data that is acquired by the senses in order to determine the truth and offer a perspective and comprehension of the environment that may prompt a reaction.

Bandura, (1977), enumerated a number of distinguishing features that must exist for the idea of perception to be acknowledged. Perception makes sense of the world around us by using both sensory and cognitive processes. Perception is a specific way of understanding things through the interpretation of sensory experience, data processing, and mental model building (Zeichner & Liston, 2013).

2. Defining English-Medium Instruction (EMI): Evolution and Global Adoption of EMI in Education

English-Medium Instruction (EMI) refers to the use of English as the primary language of instruction, particularly

in educational settings where English is not the native language. Over the past few decades, the adoption of EMI has significantly increased, driven largely by the globalization of education and the widespread recognition of English as a global language. By utilizing English as a medium of instruction across diverse academic and cultural contexts, EMI has enabled numerous educational institutions to enhance their global competitiveness and attract international students (Paris et al., 2022; Tasaki, 2020). The rapid expansion of EMI has been particularly evident in regions such as Asia and Europe, where it is viewed as a strategy for improving educational quality and facilitating access to international knowledge networks (Siddiqui et al., 2021).

Since many academic subjects are now taught in English in higher education, research shows that EMI is becoming more and more common there. This change is especially noticeable in colleges that want to accommodate foreign students and match themselves with worldwide academic standards (He & Chiang, 2016). This movement is not without its difficulties, though. For both students and teachers, switching from native languages to English as the main language of teaching presents several challenges. These difficulties frequently call for thorough assessments of instructional strategies in addition to the creation of

strong support networks for participants (Tasaki, 2020). One of the most common reasons for EMI's implementation is its alleged advantages, which include increased employability in the global job market and greater English proficiency (Muthanna & Pei, 2015). Notwithstanding these advantages, the difficulties in carrying out EMI successfully show that considerable preparation and context-specific adjustments are required to get the intended results.

3. Benefits of EMI for Pre-Service Teachers

The implementation of EMI has been associated with several benefits for pre-service teachers, especially in enhancing language skills, encouraging cross-cultural engagement, and facilitating professional growth. Engaging in EMI programs enables pre-service teachers to substantially improve their English language proficiency, an essential ability for achievement in academic and professional domains. Research demonstrates that EMI contexts offer continuous exposure to academic English, facilitating pre-service teachers' fluency and confidence in their language skills. This language enhancement not only facilitates academic success but also enhances employability in a more competitive global work market (Muttaqin & Chuang, 2023; Said, 2023).

Furthermore, EMI classrooms facilitate cultural interchange by exposing pre-service teachers to varied viewpoints and methodologies from other educational systems. This connection promotes cultural awareness and empathy, which are vital for educators in multicultural environments (Navaz & Majeed, 2021). Exposure to multiple cultural perspectives enhances teachers' personal and professional development, preparing them to navigate the difficulties of varied classrooms. Moreover, EMI enhances the development of professional networks, allowing pre-service teachers to engage with international peers and educators. These contacts not only improve their pedagogical methods but also provide pathways for prospective career chances (Muttaqin & Chuang, 2023; Said, 2023). EMI facilitates the comprehensive development of pre-service teachers, equipping them for the challenges of worldwide education systems.

4. Challenges of EMI in Multicultural Classrooms

Notwithstanding its benefits, EMI presents several substantial problems, especially in multicultural school settings. A significant concern is the existence of linguistic barriers. Students from various linguistic origins sometimes encounter difficulties in understanding course content presented in English, which may impede their academic advancement. Teachers may find it challenging to articulate

intricate concepts in a second language, hence exacerbating the learning process (He & Chiang, 2016). Linguistic issues are intensified by cultural misconceptions that occur when instructors and students originate from disparate cultural backgrounds. Divergences in communication styles, classroom conduct, and expectations may result in misalignments, hence affecting the entire learning process (Siddiqui et al., 2021).

The effective execution of EMI necessitates considerable pedagogical adjustment. Educators must cultivate particular competencies and methodologies to instruct proficiently in English, sometimes requiring supplementary training and assistance. Inadequate resources may hinder instructors from addressing the different needs of their pupils, resulting in inequities in learning outcomes (Siddiqui & Syed, 2021). Moreover, the absence of institutional support can intensify these issues, rendering instructors ill-equipped to manage the intricacies of EMI classrooms. Resolving these difficulties necessitates a collaborative endeavor to equip educators with essential training and resources, so guaranteeing that EMI realizes its promise as an instrument for inclusive and effective education (He & Chiang, 2016; Siddiqui et al., 2021).

5. Teaching Practicums in International Contexts: Importance for Teacher Development

Teaching practicums in international contexts play a pivotal role in the professional and personal development of pre-service teachers. These experiences offer an opportunity to bridge theoretical knowledge with practical application, allowing teachers to refine their skills in real-world educational settings. By immersing themselves in foreign classrooms, pre-service teachers gain exposure to diverse teaching methodologies and classroom dynamics, which can significantly enhance their pedagogical approaches (Tasaki, 2020). Such experiences also foster cultural competence, as teachers learn to navigate the norms and expectations of different educational systems, broadening their global perspectives and adaptability (Navaz & Majeed, 2021)

However, these practicums are not without challenges. One of the primary difficulties is cultural adjustment. Pre-service teachers must adapt to unfamiliar educational environments, which can include differing classroom norms, communication styles, and student behaviors. This adjustment process often requires significant resilience and flexibility (Furnham, 2020). Another challenge is the lack of familiar support networks, which can lead to feelings of isolation and stress. In many cases, pre-service teachers are

expected to independently navigate the logistical and professional demands of teaching abroad, a task that can be daunting without adequate preparation (Soruç & Griffiths, 2018). Language barriers also pose a significant obstacle, as teachers may struggle with administrative tasks or interactions with local colleagues in a foreign language, even when teaching in English (He & Chiang, 2016). To maximize the benefits of international practicums, it is essential to provide pre-service teachers with robust preparatory programs and ongoing support, ensuring they are equipped to overcome these challenges and thrive in diverse educational contexts.

CHAPTER III

METHODOLOGY

This chapter outlines the research methodology employed in the study. It includes a discussion of the research design, research focus, data and data sources, research instruments, data collection techniques, and data analysis techniques.

A. Research Design

A qualitative descriptive design is used in this investigation. Qualitative descriptive research is a pragmatic approach that prioritizes a direct description of experiences or events, using minimal interpretation and without the need for dense theoretical frameworks. (Creswell & Creswell, 2018b). When a phenomenon has to be clearly described, a qualitative descriptive approach ought to be used. When a researcher wants to comprehend the circumstances around an occurrence, such as who and what was involved and where things transpired, this strategy is quite beneficial. The goal of gathering data for qualitative descriptive research is to comprehend the features of the specific events. Qualitative descriptive research aims to give a thorough account of specific experiences that individuals or groups have had.

B. Research Setting

This research was conducted at Maahad Darul Falah Selangor as part of a collaborative program between Walisongo State Islamic University and the institution. Walisongo State Islamic University sent six students, including the researcher, from the English Language Education Study Program to carry out a teaching practicum at Maahad Darul Falah, Selangor, Malaysia. However, the researcher only conducted observations and interviews with five of the students. This decision was made due to time constraints, as the practicum lasted only 21 days. The practicum was held from August 27th to September 15th, 2024. During this program, each pre-service teacher had the opportunity to teach at both the senior high school and junior high school levels. This program is a compulsory course in the teacher education curriculum and is designed as an internship to provide prospective teachers with hands-on classroom teaching experience.

C. Data Source

This study was conducted at a partner school of the international teaching practicum program in Malaysia, which served as the placement site for pre-service teachers from an English Education Department at a university in Indonesia. The teaching practicum was

carried out over a period of 21 days, from August 27 to September 15, 2024. The practicum took place at both the primary and secondary school levels, where the pre-service teachers were required to use English as a Medium of Instruction (EMI) in delivering their lessons. The participants in this study were selected using purposive sampling (Creswell, 2018), also known as judgmental sampling. This method was chosen because it allows the researcher to select participants based on specific criteria that align with the objectives of the study. The participants were pre-service teachers majoring in English Education who had taken part in the international teaching practicum program in Malaysia. During their practicum, they used English as a medium of instruction in various classroom settings. In addition, they were available and willing to participate in interviews and classroom observations and had provided informed consent. All participants were between the ages of 21 and 23 and were in the final stage of their teacher education program, ensuring a comparable level of academic and professional maturity.

D. The focus of the Study

The main focus of this research is to examine how pre-service teachers implement English as a Medium of Instruction (EMI) during their international teaching practicum program in Malaysia.

E. Data Collection Method

1. Interview

The researcher employed semi-structured interviews as a tool in this investigation. Even when the interviewer has prepared a list of pre-planned questions, semi-structured interviews typically take place during conversational interviews. Scholars are therefore free to investigate the topic as thoroughly and from as many angles as they choose. In addition to providing a wealth of expertise, semi-structured interviews are useful for examining complicated actions, viewpoints, and emotions (Creswell, 2018).

2. Observation

In descriptive qualitative research, observation is carried out to obtain data on the practices of prospective instructors in a broader context. This observation serves to systematically describe various events, interactions, and activities that occur without limiting it to one

particular case (Creswell, 2018). Researchers record places, activities, and characteristics of individuals and the environment in order to gain a more comprehensive understanding of the phenomenon under study. According to Julie Dearden, (2014), observation in the EMI context is important to understand how teachers use English in teaching as well as the challenges they face in delivering the materials.

F. Instrument

1. Interview

In this study, semi-structured interviews would be employed to explore pre-service teachers' perceptions of English as a Medium of Instruction (EMI). Interviews have significance not only for building a comprehensive overview, scrutinizing language, and presenting respondents' perspectives in detail, but also for providing a platform for interviewees to convey their thoughts and emotions in their own authentic voices. According to Creswell, (2018) Although interviewers may have a set of pre-planned questions, in-depth and semi-structured interviews often proceed in a more natural conversational flow. Since this study is about pre-service teachers' perceptions of English as a Medium of Instruction (EMI), the interview aspects that will be addressed to the

participants in this study are organized based on the main theories that support the variables and indicators related to pre-service teachers' perceptions of English as a Medium of Instruction (EMI). These interview aspects are based on concepts from each theory, such as Self-Efficacy Theory for self-confidence, Cognitive Load Theory for challenges, Sociocultural Theory for social support, Professional Development Theory for professional benefits, and Intercultural Competence Theory for cultural adaptation. These interview guidelines include Dearden (2014) who explored the perception of EMI from the perspective of teachers and students. Macaro (2018) investigated the challenges encountered by teachers in EMI settings and how they navigate these through social support mechanisms. Pinner (2017) emphasizes the importance of self-confidence and perceived professional benefits of EMI. Kirkpatrick (2014) reviews colleague support in EMI implementation. Hu (2009) also studies teachers' experiences in the context of EMI in different cultural environments.

2. Observation

Researchers identified the observational approach as beneficial in several aspects. Utilizing participant

observation, which proved beneficial in validating the terminology employed by interviewees, researchers were able to monitor occurrences that informants may have been unable or reluctant to disclose during the interview, thereby recognizing any inaccurate or biased information that informants might have presented. Participants were monitored for many hours throughout their teaching practice to verify the beliefs, behaviors, verbal responses, and emotions noted against the outcomes of the participant interviews.

G. Data Analysis Technique

After gathering data through interviews and observation, the collected data underwent a systematic examination. Data analysis is a crucial process that involves identifying, organizing, and interpreting information obtained from observations and interviews within the research context. In this study, the researcher employed model Miles & Huberman, (1994) for data analysis, which emphasizes the continuous examination of qualitative data. This model outlines specific procedures for data analysis, including data reduction, data display, and conclusion drawing. According to Miles & Huberman, (1994), data analysis involves selecting, focusing, and summarizing raw data obtained from interviews, observations, documents, or other qualitative sources. In

applying this approach, the researcher carefully determined which elements to include in the interview transcript to ensure relevant and meaningful data representation.

a. Data reduction

Data reduction is a fundamental aspect of the data analysis process that occurs continuously throughout the study, even before data collection begins. It is guided by the research concept, research questions, and the selected data collection methods. Essentially, data reduction is an integral part of analysis, allowing researchers to refine, categorize, focus, eliminate, and systematically organize data to facilitate conclusion drawing and validation. This process involves several key techniques, including data aggregation, coding, topic tracking, and clustering, all of which contribute to enhancing the clarity and coherence of the collected information (Miles & Huberman, 1994).

b. Data presentation

Data presentation is a critical step in the data analysis process, involving the systematic organization of collected information to facilitate conclusion drawing and decision making. In qualitative research, data can be presented in various formats, including field notes, matrices, graphics, networks, and narrative texts, often visualized through diagrams. The material was presented in many formats, including essays, tables, graphics, and

categorizations. Displaying data helps researchers comprehend what's happening and determine the next steps. This study offered interview data in the form of narration (Miles & Huberman, 1994).

c. Conclusion

The final stage of the Miles and Huberman model is conclusion drawing, which involves interpreting and synthesizing findings based on the analyzed data. This process is conducted continuously throughout the study, allowing researchers to refine their understanding as new insights emerge. From the initial stages of data collection, qualitative researchers actively seek meaning by identifying patterns, explanations, possible configurations, causal relationships, and thematic statements. Through this iterative process, researchers ensure that conclusions are grounded in the data, providing a comprehensive and well-validated interpretation of the study's findings (Miles & Huberman, 1994).

H. Trustworthiness

To ensure the trustworthiness of this study, the researcher applied four key criteria: credibility, transferability, dependability, and confirmability. Credibility was maintained through methodological triangulation, including semi-structured interviews and

classroom observations, as well as the inclusion of direct quotations from participants to authentically represent their perspectives. Transferability was achieved by providing rich and detailed contextual descriptions—such as the research setting, duration, and participant background—allowing the findings to be applicable to similar educational contexts. Dependability was ensured through a systematic explanation of the research procedures, including the research design, data analysis techniques following Miles and Huberman’s model, and the consistent use of relevant theoretical frameworks. Confirmability was established by grounding the analysis entirely in participant-derived data, supported by the inclusion of interview transcripts and observation sheets as appendices, thereby enhancing transparency and traceability. Furthermore, the researcher did not position themselves as a participant in the data collection process, ensuring the objectivity of the study.

CHAPTER IV

RESULT AND DISCUSSION

This chapter delineates the research outcomes and their subsequent analysis. The data were derived from interviews and observations focusing on pre-service teachers' perceptions and practices concerning the implementation of **English as a Medium of Instruction (EMI)** within international teaching programs. The discussion is organized into five principal sections: confidence in utilizing EMI, challenges encountered in EMI implementation, advantages of EMI, instructional strategies, and cultural adaptation.

A. Findings

The research findings are presented in tables to clarify the observed aspects and their connection to relevant theoretical frameworks. Additionally, interview results are integrated to provide deeper context to the observational findings. Detailed explanations of each table are accompanied by quotations from interview transcripts.

1. Pre-Service Teachers' Perceptions of EMI

Table 4.1: Pre-Service Teachers' Perceptions of EMI

Observed Aspects	Research Findings	Theoretical Framework	Interview Excerpts
Confidence in Using EMI	Teachers feel confident using EMI but struggle with technical terms.	Self-Efficacy Theory (Bandura, 1977)	<i>"I feel confident because my major is English Education, but when dealing with technical material I am not familiar with, my confidence decreases."</i> (P1)
Benefits of EMI for Teachers	EMI enhances teaching skills and communication abilities in English.	Professional Development Theory (Bandura, 1977)	<i>"EMI makes me more prepared to communicate in an academic environment"</i>

			<i>and improves my teaching skills." (P3)</i>
Teaching Strategies	Teachers use visual media, gestures, and code-switching to enhance students' understanding.	Sociocultural Theory (Vygotsky, 1978)	<i>"I start by giving examples in English, and then add pictures or gestures to clarify." (P5)</i>
Cultural Adaptation in EMI Teaching	Teachers need to understand the local culture and adjust their teaching methods accordingly.	Intercultural Competence Theory (Byram, 1997)	<i>"I try to understand their culture first before teaching so that my communication style is more effective." (P4)</i>

The findings indicate that pre-service teachers generally have a positive perception of EMI as it enhances their professional and teaching skills. However, they face challenges related to technical terms and cultural

adaptation, which they address through strategies such as code-switching and visual media.

2. Challenges in EMI Implementation by Pre-Service Teachers in Using EMI

Table 4.2: Challenges in Using EMI

Observed Aspects	Research Findings	Theoretical Framework	Interview Excerpts
Difficulties with Technical Vocabulary	Teachers struggle to understand and explain technical terms in English.	Cognitive Load Theory (Bandura, 1977)	<i>"I often have to look up the meaning of technical terms before teaching them to avoid explaining incorrectly." (P2)</i>
High Cognitive Load	Teachers must think in two languages while teaching, increasing their cognitive load.	Cognitive Load Theory (Bandura, 1977)	<i>"When students ask unexpected questions, I have to think quickly in</i>

			<i>English, and that is quite challenging."</i> (P2)
Differences in Students' English Proficiency	Students have varying levels of English proficiency, requiring frequent code-switching.	Sociocultural Theory (Vygotsky, 1978)	<i>"Some students understand quickly, but others need additional explanations in the local language."</i> (P3)
Lack of Institutional Support	Teachers feel they did not receive sufficient EMI training before their teaching practicum.	Professional Development Theory (Bandura, 1977)	<i>"Support from my peers was very helpful, but I feel I need more training to implement EMI effectively."</i> (P5)

Cultural Adaptation in Multicultural Settings	Teachers struggle to understand students' cultural norms and must adjust their communication styles.	Intercultural Competence Theory (Byram, 1997)	<i>"I learned how students from different cultures respond to lessons and adjusted my approach to help them understand better." (P4)</i>
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The main challenges in EMI include technical vocabulary, high cognitive load, and students' varying proficiency levels. Additionally, teachers face difficulties related to institutional support and cultural adaptation, which they address by adopting flexible teaching strategies and understanding students' cultural backgrounds.

B. Discussion

1. Confidence in Using EMI

The confidence levels of pre-service teachers are significantly impacted by their educational background and prior experience. Those with a background in English Education exhibited greater confidence; however, they

encountered difficulties when addressing subjects containing unfamiliar technical terminology. Interviews indicated that such challenges frequently necessitated more extensive preparation, including the identification of pertinent technical terms prior to instruction. **Self-efficacy Theory** (Bandura & Adams, 1977) explains that high self-efficacy supports teachers in overcoming these difficulties. Research by Macaro, (2018) also shows that teachers with more intensive EMI training have a higher level of confidence compared to those with only limited experience. This indicates that preparation in EMI should include not only language training, but also understanding of technical materials.

2. Challenges in EMI Implementation

Pre-service teachers faced increased cognitive load when delivering complex materials in English. For example, technical terms in specific fields require additional effort to learn and explain accurately to students. According to **Cognitive Load Theory** (Bandura, 1977), this is due to the limitations of working memory in processing new information. Moreover, cultural adaptation posed challenges, particularly when dealing with students from diverse cultural backgrounds. Teachers often had to adjust their communication styles and teaching methods to align with local norms, as supported by **Intercultural**

Competence Theory (Byram & Feng, 2005)

3. Benefits of EMI Implementation

The implementation of EMI offers significant benefits for both teachers' professional development and students' learning experiences. Teachers reported improvements in their English proficiency and pedagogical skills. Additionally, students showed increased enthusiasm and active participation during EMI-based learning.

Professional Development Theory (Bandura, 1977) emphasizes that practical experiences like this provide opportunities for teachers to develop competencies that enhance overall teaching quality.

4. Teaching Strategies in EMI

Teachers employed various strategies to address challenges in EMI. Effective strategies included the use of visual aids such as videos, images, and gestures to help students understand complex concepts. Teachers also frequently code-switched to local languages to explain difficult concepts. These strategies not only assisted students in understanding the material but also fostered an inclusive learning environment. Based on **Sociocultural Theory** (Vygotsky, 1978), collaboration and interaction supported by such strategies accelerate students' understanding.

5. Cultural Adaptation in International Teaching

Contexts

Teaching in an international context requires teachers to adapt to new cultural norms. Teachers reported that they had to learn local norms and adjust their teaching styles to better meet students' needs. Furthermore, providing supportive feedback was key to creating a positive learning atmosphere. This aligns with **Intercultural Competence Theory** (Byram & Feng, 2005), which underscores the importance of cross-cultural understanding in fostering effective teacher-student relationships.

CHAPTER V

CONCLUSION

In the final chapter, the researcher presents a comprehensive overview of all chapters, summarizing key findings and their implications. This section also includes the research results along with recommendations based on the study's conclusions. By synthesizing the main insights, the chapter provides a clear understanding of the study's contributions and suggests possible directions for future research or practical applications.

A. Conclusion

This study aimed to understand the perceptions, challenges, support, benefits, and cultural adaptations of pre-service teachers in using English as a Medium of Instruction (EMI) at Maahad Tahfiz Al-Quran Darul Falah, Selangor. The findings revealed that implementing EMI presents both opportunities and challenges, which are closely aligned with the theories discussed in the literature. Pre-service teachers demonstrated confidence in using EMI, particularly due to their educational background. However, this confidence diminished when dealing with technical subjects or unanticipated student questions. This aligns with Self-Efficacy Theory (Bandura, 1977), which highlights the importance of confidence in task

performance. Teachers also faced cognitive challenges, including mastering technical vocabulary and explaining complex concepts, supporting the principles of Cognitive Load Theory (Bandura, 1977), which emphasizes increased cognitive demands when processing information in a foreign language. Social support from peers played a vital role in overcoming these challenges. This finding is consistent with Sociocultural Theory (Vygotsky, 1978), which underscores the importance of social interaction, such as peer teaching and group discussions, in fostering effective learning. Teachers who received better support managed to navigate EMI-related challenges more effectively. The professional benefits of EMI were significant, with teachers reporting improved pedagogical skills, English proficiency, and cross-cultural understanding. This supports Professional Development Theory (Bandura, 1977), which asserts that practical experiences like EMI enrich professional and linguistic capabilities. Moreover, cultural adaptation strategies, such as using visual aids, gestures, and code-switching, reflected the relevance of Intercultural Competence Theory (Byram, 1997), which highlights the importance of cultural flexibility in international teaching contexts.

B. Suggestion

The researcher emphasizes that for the recommendations to be meaningful and effective, they must be firmly grounded in the findings and discussions of this study on the implementation of English as a Medium of Instruction (EMI). The recommendations are derived from the key insights gained through data analysis and address crucial aspects related to EMI implementation. These suggestions aim to enhance the effectiveness of EMI practices and provide valuable guidance for educators, policymakers, and stakeholders involved in language instruction. The specific recommendations include the following:

1. Future research is recommended to expand the scope of this study by involving student participants from the Faculty of Tarbiyah and Teacher Education who are not English language education, who take part in international teaching practice programs. By involving participants from different institutional backgrounds and varied geographical and cultural contexts, future research will be able to explore in greater depth the congruence between pre-service teachers' perceptions of the use of English as a Medium of Instruction (EMI) and their practices in the field. It will also enrich the understanding of the challenges and strategies of teaching EMI in various global

educational contexts.

2. This study serves as a valuable reference for researchers who share an interest in exploring EMI in teacher education. It provides comprehensive insights into pre-service teachers' experiences, challenges, and strategies, offering a solid foundation for further investigations. The detailed methodology and findings of this study can guide future research, encouraging collaboration and contributing to the broader discourse on EMI implementation in educational practices.
3. To Walisongo State Islamic University Semarang, Faculty of Education and Teacher Training, it is suggested that all related resources and references necessary for future studies on EMI be made readily available. This will address challenges faced by researchers in accessing academic materials, thereby supporting the successful continuation and development of EMI-related research within the faculty.

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APPENDICES

Appendix 1 – Research Instrument interview guide

Table 1.1 Instrument for exploring problems

Variabel	Indikator	Theory	Sub	Question
Persepsi terhadap Penggunaan EMI	Kepercayaan Diri dalam Mengajar	<i>Self-Efficacy Theory</i> (Bandura, 1977)	Teori Bandura tentang efikasi diri menjelaskan bahwa kepercayaan diri dalam melakukan tugas, termasuk mengajar dengan EMI, sangat penting untuk keberhasilan.	1. "Seberapa percaya diri Anda dalam menggunakan Bahasa Inggris saat mengajar? 2. Apakah ada situasi yang membuat Anda merasa kurang percaya diri dalam menggunakan EMI?
	Tantangan yang Dihadapi	<i>Cognitive Load Theory</i> (Bandura, 1977)	Teori beban kognitif menunjukkan bahwa EMI dapat menambah beban mental bagi guru	3. Bagaimana Anda menilai tingkat kesulitan materi ajar yang harus

			yang tidak fasih berbahasa Inggris, yang bisa menjadi tantangan.	disampaikan dalam bahasa Inggris dibandingkan dengan bahasa ibu Anda? 4. Apakah menurut Anda kemampuan bahasa Inggris Anda memengaruhi pemahaman terhadap materi pelajaran yang Anda ajarkan?
	Dukungan yang Diterima	<i>Sociocultural Theory</i> (Vygotsky, 1978)	Vygotsky menekankan pentingnya dukungan sosial dalam pembelajaran ; dukungan kolega dapat membantu guru merasa lebih siap dengan EMI.	5. Apakah Anda merasa mendapatkan dukungan yang cukup dari kolega Anda saat menggunakan EMI?

				6. Bantuan apa yang paling membantu bagi Anda?
	Manfaat yang Dirasakan	<i>Professional Development Theory</i> (Bandura, 1977)	Pengembangan profesional melalui EMI dapat meningkatkan keterampilan pedagogis dan bahasa Inggris guru prajabatan.	7. Apa manfaat yang Anda rasakan dari penggunaan EMI dalam praktik mengajar Anda? 8. Bagaimana EMI berkontribusi pada perkembangan profesional Anda?"
	Adaptasi Budaya dan Pengajaran	<i>Intercultural Competence Theory</i> (Byram, 1997)	Byram menunjukkan bahwa adaptasi budaya adalah bagian dari kompetensi antarbudaya, yang penting	9. Bagaimana Anda beradaptasi dengan budaya pengajaran yang berbeda saat menggunakan

			bagi guru yang mengajar dalam konteks internasional.	kan Bahasa Inggris? 10. Apakah ada pengalaman yang signifikan terkait hal ini?"
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Appendix 1 – Research Instrument for observation

Table 1.2

No.	Aspek yang Diamati	Indikator	Dasar Teori	Ada (✓)	Tidak Ada (✓)
1	Kepercayaan Diri	Guru menggunakan Bahasa Inggris dengan lancar dan percaya diri.	Self-Efficacy Theory (Bandura, 1977): Kepercayaan diri memengaruhi kemampuan seseorang dalam menghadapi tantangan.	✓	
		Guru tetap percaya diri saat menjawab pertanyaan sulit dari siswa.	Self-Efficacy Theory (Bandura, 1977): Kepercayaan diri yang tinggi membantu mengatasi	✓	

No.	Aspek yang Diamati	Indikator	Dasar Teori	Ada (✓)	Tidak Ada (✓)
			situasi sulit.		
2	Tantangan	Guru mengalami kesulitan dalam penguasaan kosakata atau istilah teknis.	Cognitive Load Theory (Bandura, 1977) : Beban kognitif meningkat saat mempelajari materi baru atau kompleks.	✓	
		Guru mengalami kesulitan dalam menjelaskan grammar atau konsep abstrak.	Cognitive Load Theory (Bandura, 1977) : Keterbatasan memori kerja memengaruhi efektivitas pengajaran.	✓	
		Guru sering merujuk ke bahan tambahan (buku, kamus, dll.) untuk membantu penjelasan.	Cognitive Load Theory (Bandura, 1977) : Sumber daya tambahan membantu mengurangi beban kognitif.	✓	
3	Dukungan dari Kolega	Guru terlihat bekerja sama dengan kolega dalam mengelola kelas atau materi.	Sociocultural Theory (Vygotsky, 1978): Dukungan sosial memperkuat pembelajaran	✓	

No.	Aspek yang Diamati	Indikator	Dasar Teori	Ada (✓)	Tidak Ada (✓)
			melalui zona perkembangan proksimal.		
		Guru menggunakan teknik-teknik yang mencerminkan pelatihan sebelumnya (micro-teaching).	Sociocultural Theory (Vygotsky, 1978): Pelatihan mendukung pembelajaran kolaboratif dan reflektif.	✓	
4	Manfaat Penggunaan EMI	Guru menggunakan EMI untuk meningkatkan keterampilan mengajar secara keseluruhan.	Professional Development Theory (Bandura, 1977) : EMI memperkuat keterampilan pedagogis guru melalui pengalaman praktik.	✓	
		Siswa terlihat antusias dan aktif dalam pembelajaran menggunakan EMI.	Professional Development Theory (Bandura, 1977) : Interaksi positif meningkatkan kualitas pengajaran.	✓	
5	Adaptasi	Guru	Intercultural	✓	

No.	Aspek yang Diamati	Indikator	Dasar Teori	Ada (✓)	Tidak Ada (✓)
	Budaya	menggunakan alat bantu (visual, gerakan, gambar, video, dll.) untuk menjelaskan konsep.	Competence Theory (Byram, 1997): Adaptasi melalui media membantu komunikasi lintas budaya.		
		Guru menggunakan kode switching ke Bahasa Indonesia atau bahasa lokal jika siswa kesulitan memahami.	Intercultural Competence Theory (Byram, 1997): Kode switching mendukung pemahaman dalam konteks multibahasa.	✓	
6	Interaksi Guru dan Siswa	Guru melibatkan siswa dalam diskusi interaktif.	Sociocultural Theory (Vygotsky, 1978): Interaksi siswa dengan guru memfasilitasi pembelajaran yang mendalam.	✓	
		Guru memberikan feedback dalam Bahasa Inggris secara mendukung.	Sociocultural Theory (Vygotsky, 1978): Feedback membangun	✓	

No.	Aspek yang Diamati	Indikator	Dasar Teori	Ada (✓)	Tidak Ada (✓)
			zona perkembangan proksimal siswa.		

Petunjuk Penggunaan:

1. **Centang kolom "Ada (✓)"** jika indikator tersebut terlihat selama observasi.
2. **Centang kolom "Tidak Ada (✓)"** jika indikator tersebut tidak terlihat selama observasi.

Appendix 3 – Transcript of Interview

1. Seberapa percaya diri Anda dalam menggunakan Bahasa Inggris saat mengajar?
2. Apakah ada situasi yang membuat Anda merasa kurang percaya diri dalam menggunakan EMI?
3. Bagaimana Anda menilai tingkat kesulitan materi ajar yang harus disampaikan dalam bahasa Inggris dibandingkan dengan bahasa ibu Anda?
4. Apakah menurut Anda kemampuan bahasa Inggris Anda memengaruhi pemahaman terhadap materi pelajaran yang Anda ajarkan?
5. Apakah Anda merasa mendapatkan dukungan yang cukup dari kolega Anda saat menggunakan EMI?

6. Bantuan apa yang paling membantu bagi Anda?
7. Apa manfaat yang Anda rasakan dari penggunaan EMI dalam praktik mengajar Anda?
8. Bagaimana EMI berkontribusi pada perkembangan profesional Anda?
9. Bagaimana Anda beradaptasi dengan budaya pengajaran yang berbeda saat menggunakan Bahasa Inggris?
10. Apakah ada pengalaman yang signifikan terkait hal ini?

Participant 1

1. Oke pertanyaan yang pertama, seberapa percaya diri Anda? Mungkin saya cukup percaya diri ya, karena kita kan emang jurusannya pendidikan Bahasa Inggris jadi minimal kita menguasai sekilas-sekilas tertentu lah, kita tahu basic-basic perasaan Bahasa Inggris kita tahu sedikit teknologinya, jadi ya cukup lumayan berat ya.
2. Kalau untuk saya sendiri tantangannya itu adalah bagaimana kita mengajar topik-topik tertentu bukan topik-topik yang Bahasa Inggris yang selama ini kita pelajari, tapi topik-topik lain di bidang lain tapi kita menyapainya dengan Bahasa Inggris. Tentu, yang berkurang percaya diri adalah ketidakpengewasaan materi itu sih, karena kan di bidang baru otomatis term-term Bahasa Inggrisnya juga baru kita juga harus mempelajari itu semua. Nah itu kalau topik-topiknya kalau kita menguasai itu akan cukup challenging bagi kita.
3. Kalau Bahasa Ibu, kita sudah pasti sangat paham ya, karena itu kita pandangan sendiri. Kalau untuk Pengurusan Bahasa Inggris, dia cukup familiar karena kita juga mempelajari itu, kita juga ada di jurusan itu. Kalau untuk Bahasa Arab, ini cukup challenging sih, soalnya kita mungkin kurang familiar dengan Bahasa-Bahasa itu, dan kita juga perlu belajar lebih.
4. Untuk nomor empat, ini kalau misalnya konteksnya gini, misalnya kita mendapatkan sumber-sumber buku-buku dari

luar dalam Bahasa Inggris itu, tentu saja pemahaman Bahasa Inggris kita akan berpengaruh, karena kalau buku Bahasa Inggris, otomatis kita harus tahu makna-maknanya, karena kalau kita bisa menguasai Bahasa Inggris, punya skill yang berbeda dengan Bahasa Inggris, kita akan semakin paham dengan makna itu. Tapi kalau untuk materi-materi yang masih berbeda dengan Bahasa Ibu, itu enggak berpengaruh. Cuma kalau mungkin ada situasi tertentu yang ada Bahasa Inggrisnya, nah itu pemahaman Bahasa Inggris juga akan sangat menurut kita.

5. Nomor lima, saya cukup mendapatkan dukungan dari kolega saat menggunakan e-mail.
6. Nomor enam, bantuan yang paling membantu mungkin adalah bagaimana mereka membantu merencanakan konsep pembelajaran EMI, seperti bagaimana itu sih yang membantu.
7. Nomor tujuh, manfaat yang saya rasakan. Mungkin ini bagaimana kita semacam connecting the dots gitu. Jadi kita pembelajarannya, maksudnya enggak hanya mempelajari satu topik saja, tapi kita juga mempelajari banyak topik di bidang yang berbeda. Kita jadi harus menyambungkan satu sama lain, Bahasa Inggris dengan agama ini. Maksudnya kita mengajari agama, tapi dengan Bahasa Inggris. Kita harus semacam bisa mengoreksikan itu.
8. Kalau berkomunikasi pada perkembangan profesional, mungkin agar kita lebih bisa adaptif dan juga punya kemauan untuk belajar itu. Jadi nanti situasi apapun yang kita hadapi, kita bisa lebih siap.
9. Nomor sembilan, secara pribadi pasti dengan mempelajari budaya mereka. Kalau saya mengamati, menganalisa budaya mereka, mempelajari budaya mereka, lalu mencoba memposisikan diri apakah ada saatnya kita harus memposisikan apa, saatnya kita harus semacam meniru budaya mereka. Atau kita sesuai apa adanya secara biasa kita saja.
10. Pengalaman yang signifikan. Mungkin ini bagaimana kita mengajarkan Bahasa Inggris. Maksudnya mengajarkan bidang lain, tapi mengajarkan Bahasa Inggris. Di sisi lain,

kita mengajarnya ke orang yang luar negeri lagi. Jadi pengalamannya kayak double gitu. Itu yang signifikan dengan cukup di bidang challenging, cukup challenging. Cuma saya yakin itu pengalaman yang berharga bagi kita untuk ke depan yang nantinya. Mungkin kita berkesempatan untuk mengalaminya sama lagi di masa depan. Mungkin kita akan jadi lebih ada kemudahan dan lebih siap.

Participant 2

1. Yang nomor 1, seberapa percaya diri Anda dalam menggunakan Bahasa Inggris saat mengajar? Saya cukup merasa percaya diri dalam menggunakan Bahasa Inggris, tapi masih ada beberapa hal yang mungkin kesulitan karena adanya kurang tahunya kosa kata.
2. Terus nomor 2, apakah ada situasi yang membuat Anda merasa kurang percaya diri dalam menggunakan Bahasa Inggris? Ya, terkadang saya merasa kurang percaya diri saat menghadapi pertanyaan-pertanyaan dari siswa ketika mereka kurang paham dengan apa yang saya jelaskan, saya merasa kurang percaya diri.
3. Terus bagaimana Anda menilai tingkat kesulitan materi ajar yang harus disampaikan dalam Bahasa Inggris dibandingkan dengan Bahasa Ibu Anda? Menurut saya, saya menilai dari tingkat kesulitan materi dan juga kosa kata yang mungkin kurang saya kenal. Soalnya kalau materi ajar dalam Bahasa Inggris itu lebih tinggi dibandingkan saya harus menjelaskan dengan Bahasa Ibu saya.
4. Kemudian nomor 4, apakah menurut Anda kemampuan Bahasa Inggris mempengaruhi pemahaman terhadap materi pelajaran? Tentu, karena jika kemampuan Bahasa Inggris kita baik maka kita akan mudah menjelaskan materi-materi yang dijelaskan dalam Bahasa Inggris itu lebih mudah. Namun jika kemampuan Bahasa Inggrisnya buruk, itu juga mempengaruhi karena ada perubahan di materi yang berawal dari Bahasa Indonesia atau Bahasa Ibu ke Bahasa Inggris.
5. Terus nomor 5, apakah Anda merasa mendapatkan dukungan yang cukup dari kolega Anda saat menggunakan EMI? Tentu, saya merasa mendapatkan dukungan yang cukup karena kolega saya rata-rata satu tujuan dengan saya, jadi

- tentunya mereka juga menggunakan Bahasa Inggris.
6. Kemudian, bantuan apa yang paling membantu bagi Anda? Bantuan yang paling membantu bagi saya yaitu pelatihan. Terus juga seperti ketika kita micro-pitching itu ada metode-metode yang kita terapkan untuk telahsia, namun untuk dalam konteks EMI ini mungkin lebih peningkatan kuasa kata yang kita perlukan dalam EMI tersebut.
 7. Kemudian, manfaat yang saya rasakan dalam penggunaan EMI dalam praktik belajar Anda? Manfaatnya cukup jelas ya, karena hal itu bisa meningkatkan, tentu bisa meningkatkan kemampuan Bahasa Inggris saya serta kemampuan siswa juga untuk berlatih bagaimana menggunakan Bahasa Inggris namun dengan konteks akademis yang berbeda.
 8. Kemudian, bagaimana EMI berkontribusi pada perkembangan profesional? EMI itu mendorong saya untuk terus belajar dan juga untuk terus memperbanyak kuasa kata karena hal itu kita perlukan dan itu membantu saya untuk menjadi pelajar yang mungkin bisa lebih baik.
 9. Kemudian, bagaimana saya beradaptasi dengan budaya pengajaran yang berbeda saat menggunakan Bahasa Inggris? Saya berusaha memahami perbedaan tersebut. Memang yang paling jelas ada di bahasa ketika saya internship teaching di Malaysia, itu ada tiga bahasa yang kita gunakan, Bahasa Melayu, Bahasa Indonesia dan juga Bahasa Inggris. Hal itu ketika ada siswa yang mungkin kurang paham ketika saya menjelaskan dengan Bahasa Indonesia, maka saya akan mencari celah bagaimana, eh maaf ketika ada siswa yang kurang paham ketika saya memberikan contoh dengan Bahasa Inggris, maka saya akan mencari celah untuk menjelaskan menggunakan Bahasa Indonesia ataupun Bahasa Melayu.
 10. Kemudian, apakah ada pengalaman yang signifikan terkait hal ini? Jujur ya, soalnya waktu itu saya, yang paling saya ingat itu ketika menjelaskan kosa kata jar, topless, ketika di Bahasa Inggris itu adalah topless. Nah, mereka tidak tahu artinya jar, kita memberitahu bahwa jar itu topless, namun mereka tidak tahu artinya topless, dan akhirnya saya

menjelaskan untuk seperti ini, wadah yang digunakan untuk menyimpan makanan, tetapun mereka juga tidak tahu dalam Bahasa Melayu. Akhirnya, kita memberikan contoh visual yang ada di situ, kebetulan juga di sana ada yang kebetulan di sana ada topless. Begitu.

Participant 3

1. Seberapa percaya diri dalam menggunakan Bahasa Inggris saat mengajar? Kalau di persentase sebenarnya, kalau dalam mengajar ya, di persentase cukup tinggi, 80 sampai 90 persen. Karena, gimanapun penguasaan Bahasa Inggris terhadap materi itu, sudah saya pelajari. Dan, mereka yang saya ajari juga para pelajar, dan juga situasi yang saat itu, saat praktek mengajar itu, terjadi, dilaksanakan, itu adalah situasi yang akrab. Karena, murid-muridnya juga tidak terlalu, apa ya, tidak terlalu beda usia atau beda masa dengan saya sebagai pengajarnya. Jadi, dia masih nyambung. Jadi, cukup percaya diri dan kondisinya cukup mendukung. Kalau di persentase 80 sampai 90, kalau dilihat dari penguasaan, juga cukup merasa mampu dan mumpuni.
2. Situasi yang membuat saya merasa kurang percaya diri saat melaksanakan EMI itu adalah saat ada pertanyaan yang muncul di luar prediksi saya di luar yang saya siapkan. Karena bagaimanapun menerapkan bahasa Inggris untuk pelajaran non bahasa menggunakan bahasa Inggris sebagai media instruksi dalam kelas itu juga cukup banyak tantangannya jadi kadang saya merasa kurang percaya diri ketika challenge, tantangan atau rintangan itu datang jadi saya harus bisa meng-overcome atau meng-handle dengan tepat dan cepat.
3. tingkat kesulitan materi ajar yang diajarkan dalam bahasa inggris ya tentunya lebih rumit ya, karena kita harus menguasai istilah-istilah atau specialized vocabulary dalam mata pelajaran itu menggunakan bahasa inggris

yang aslinya mungkin terminologi tertentu itu pakai bahasa aslinya atau bahasa Indonesia atau bahkan bahasa Arab kalau di subjek tertentu apalagi di makhat yang agamis jadi harus mempelajari banyak terminologi dalam berbagai bahasa, lintas bahasa dalam istilah global tingkat kesulitan kalau di persentase itu bisa meningkat 30% jadi mungkin yang kesulitan yang aslinya standar 50% bisa jadi 80% karena selain guru saya sebagai guru harus menguasai itu juga saya harus punya beban untuk memahamkan murid membuat murid atau siswa juga menguasai

4. Ya, sangat mempengaruhi. Jadi kemampuan berbahasa Inggris itu adalah bekal utama untuk menjelaskan ketika kita memperkenalkan sebuah kosa kata, suatu kosa kata atau terminologi dalam bahasa Inggris dan sulit untuk difahami, maka saya harus punya alternatif entah itu mengetahui sinonim atau definisi dan bisa mendefinisikan dalam bahasa Inggris yang sederhana. Jadi, kemampuan berbahasa Inggris sangat mempengaruhi dan berperan besar dalam pemahaman materi bagi saya sendiri maupun ajar kemampuan saya untuk memahamkan murid, memahamkan siswa.
5. saya merasa mendapat dukungan yang bagus dan mumpuni dari kolega saya saat menggunakan EMI ini, karena memang kami mengajar sebagai tim, kadang juga ada peer teaching kita mengajar itu berpasangan 2 orang atau bahkan lebih, jadi asistensi, bantuan baik secara moral maupun material dari teman-teman, dari kolega itu berkontribusi besar dalam kelanjutan kelangsungan pembelajaran dan itu semua saya dapatkan
6. Bantuan yang paling membantu adalah manajemen kelas jadi saat kolega saya dalam peer teaching itu membantu mengelola kelas mengawasi keadaan siswa maupun

bantuan komunikasi misalnya ketika saya kesulitan atau buntu menemukan kata yang tepat untuk membuat siswa paham maka peer saya bisa kolega saya bisa membantu dengan caranya sendiri untuk membuat siswa lebih menangkap maksud dari subjek yang diajarkan

7. Manfaat yang saya rasakan, pertama tentu saja bagi diri saya sendiri, itu melatih skill mengajar secara umum maupun skill mengajar secara khusus dalam bahasa Inggris. Kemudian tentu saja juga memberi ruang, kesempatan bagi saya untuk melatih kemampuan berbahasa Inggris saya. Dan selain itu, bagi para pelajar yang saya dapati adalah mereka sangat excited, mereka sangat tertarik, sangat antusias dalam mengikuti kelas karena ini sesuatu yang baru dan sangat menantang bagi mereka. Dan juga mereka menjadi lebih sungguh-sungguh dan serius dalam mengikuti kelas karena, ya karena besarnya tantangan itu tadi.
8. kontribusi emi pada perkembangan profesional saya tentu saja bisa saya katakan sebagai hal yang sangat positif karena saya dalam satu waktu sekaligus bisa mengembangkan profesionalitas saya sebagai guru maupun sebagai penutur bahasa Inggris jadi guru yang terlatih atau seperti mendapatkan pelatihan khusus pelatihan tambahan khusus
9. Masih sama adaptasi saya lakukan dengan menguasai terlebih dahulu atau mempersiapkan, mempelajari, dan menguasai materi yang akan diajarkan, bahasanya, terminologinya dalam bahasa Inggris, serta sinonim atau definisi-definisinya. Jadi adaptasinya juga mungkin dengan melatih gestur saya saat menjelaskan, karena kadang latar belakang bahasa dan budaya yang berbeda itu membuat kita kesulitan berkomunikasi untuk

melaksanakan pembelajaran. Jadi ada gestur-gestur tertentu yang perlu saya persiapkan.

10. pengalaman yang signifikan tentu saja ada yaitu yang saya dapatkan adalah ketika saya tidak serta-merta melaksanakan pembelajaran dalam bahasa Inggris bagi para penutur asing ini para siswa penutur asing tapi saya memperkenalkan dulu konsep metode ini konsep emi itu bagaimana kemudian saya perkenalkan materi apa yang akan kita pelajari saat itu materinya adalah ahlak ya moral, Islamic moral kemudian saya katakan bahwa kita akan mempelajarinya dalam bahasa asing jadi kita akan melakukan semacam sekali mendayung 2-3 pulau terlampaui sekalian gitu kita belajar materi baru dengan bahasa asing bahasa baru juga dan pengalaman saya ternyata siswa semuanya sangat serius, sangat antusias saat pertama kali saya kenalkan itu dan saya merasa senang karena mereka bukan menghadapinya dengan mental terbebani tapi mental yang ingin tahu tentang hal baru dan mereka merasa mereka menanggapi itu sangat bagus jadi mereka memberikan feedback dan juga bekerja sama dengan sangat baik dalam pembelajaran

Participant 4

1. Jujur, awalnya agak canggung, tapi seiring waktu, rasa percaya diri saya meningkat. Semakin sering mengajar, semakin terbiasa saya dengan penggunaan Bahasa Inggris di kelas.
2. Ya, kadang-kadang saat ada istilah teknis yang sulit, saya merasa kurang percaya diri. Khususnya ketika siswa bertanya sesuatu di luar materi yang saya persiapkan.
3. Menurut saya, ada beberapa materi yang lebih rumit saat dijelaskan dalam Bahasa Inggris, terutama yang melibatkan istilah khusus. Dalam bahasa ibu, saya bisa lebih ekspresif dan jelas. Juga saat menjelaskan istilah keagamaan atau budaya yang mungkin tidak punya padanan langsung dalam

bahasa Inggris.

4. Sangat memengaruhi. Jika saya tidak sepenuhnya memahami istilah bahasa Inggrisnya, saya khawatir siswa juga jadi bingung. Jadi, saya berusaha terus belajar dan memperbaiki kemampuan bahasa Inggris saya.
5. Alhamdulillah sangat mendukung. Kami sering berdiskusi dan saling membantu ketika ada kesulitan dalam mengajar.
6. Diskusi kelompok tentang teknik pengajaran menggunakan EMI sangat membantu. Juga, tips tentang bagaimana menjelaskan materi dengan lebih baik.
7. Saya merasa lebih terhubung dengan siswa internasional dan bisa menjangkau lebih banyak sumber belajar. Selain itu, ini juga membantu mereka memahami materi dengan perspektif yang lebih luas.
8. Pengalaman ini memberi saya banyak pelajaran tentang cara menyampaikan materi secara efektif.
9. Saya belajar untuk lebih terbuka dan fleksibel. Misalnya, saya mencoba untuk memahami cara siswa dari budaya lain berinteraksi dan berpartisipasi di kelas.
10. Salah satu pengalaman yang berkesan adalah saat saya mengajar kelas dengan siswa dari berbeda negara. Awalnya, saya merasa canggung, tetapi diskusi yang terbuka membuat kelas menjadi hidup. Itu membuat saya sadar bahwa meskipun ada perbedaan, kami semua bisa saling belajar.

Participant 5

1. sangat percaya diri namun tidak yakin dgn siswanya, karena kadang ada yg paham dan enggak
2. Ada, terkadang siswanya yang membuat saya tidak percaya diri, karena tadii. Saya yakin dengan penyampaian penerangan saya menggunakan bahasa inggris namun, tidak yakin dengan pemahaman mereka.
3. lebih sulit pakai English karena kalau pakai b.indo mereka masih paham karena hampir mirip dgn Melayu
4. sometimes iya. karena kita juga mengajar grammar so, kita harus paham betul dengan grammar tersebut. apalagi jika sudah dibolak-balik dan menjadi sentence.
5. Tidak sepenuhnya, karena semua itu otodidak.
6. Mungkin materi atau feedback yang diberikan oleh dosen.

7. Lebih bisa membantu mereka untuk meningkatkan 4 skill dalam berbahasa Inggris.
8. membantu lebih melatih ke dalam kemampuan speaking saya.
9. saya ajarkan vocab dasar kemudian intermediate dan saya tidak langsung beritahukan maknanya dalam bahasa Melayu/indo. saya berikan contoh dulu dalam bahasa inggris atau mungkin dgn sinonim atau dengan gambar atau gerakan.
10. ada tapii saya lupa menyampaikan kata kata apa. jika tidak salah tentang arah right, left, behind, and in front of

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