

**ENGLISH AS A MEDIUM OF INSTRUCTION IN
RELIGIOUS SUBJECT: AN INTERPRETATION OF
STUDENTS' VOICES ON THEIR LANGUAGE
PROFICIENCY DEVELOPMENT AND LEARNING
CONFIDENCE**

THESIS

Submitted in Partial Fulfilment of the Requirements for
Gaining the Bachelor's Degree in English Language
Education



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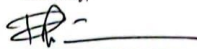
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ABSTRACT

Title : **English as a Medium of Instruction in Religious Subject: an Interpretation of Students' Voices on Their Language Proficiency Development and Learning Confidence**

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In facing the current era of globalization, it is necessary to implement an application that supports students to improve their English proficiency. The research aims to investigate the implementation of English as a Medium of Instruction (EMI) in religious subject and students' voices on their language proficiency development and learning confidence after joining EMI-based class. The researcher used the descriptive qualitative case study method. The subject of the research was 17 students at Maahad Tahfiz Al-Qur'an Darul Falah Selangor, Malaysia. The data were collected through field observation and interviews and triangulated by meta observation and member check. The research revealed the dual role of EMI in improving English language proficiency while facilitating content mastery, despite challenges such as students' varying levels of self-confidence. EMI improved language proficiency. Its effectiveness depends on strategies tailored to support students' diverse needs. These insights contribute to optimizing EMI practices and advancing education policies that align with global academic demands. The integration of language and subject knowledge through EMI prepares students for academic success and equips them with the linguistic and cognitive skills. The recommendation is that further research into the other scope of EMI is needed to

explore the long-term impact of EMI on students' academic performance and language proficiency, particularly in diverse educational contexts to serve as a valuable tool for promoting inclusive and effective educational environment.

Keywords: *English as a Medium of Instruction, Students' Voices, Language Proficiency, Learning Confidence*

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MOTTO

ذهب الجميل ليأتي الأجمل . تلك هي ثقفتي برربي .

“Holding the lingua franca, grounding the *sharia*”

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CHAPTER I

INTRODUCTION

This first chapter contains the research background, research questions, research objectives, and research significance.

A. Research Background

Innovative approaches are necessity in educational processes, one of which is in teaching foreign languages. One such innovative approach is English as a Medium of Instruction or EMI, a term for identifying the use of English language for teaching academic subjects in communities which not having English as the first language of the population's majority (Dearden, 2016). It also known as general term for teaching academic subjects by using English as it does not refer directly to the goal of improving students' English (Briggs, Dearden, & Macaro, 2018). The EMI approach primarily focuses on subject material learning in English, meaning that the language is used as the consequence of subject learning, or as the tool to convey subject content. In a broader point of view, EMI is distinguished from 'Content and Language Integrated Learning' as it does

not have language learning as a goal in itself (“EMI-CLIL, advantages of CLIL.pdf,” n.d.). By containing the aim of increasing international mobility and academic cooperation (Kyeyune, 2003), EMI is becoming increasingly relevant in the current era of globalization, where the cross-cultural communication skills demand is getting bigger.

Owing to the strong influence of globalization and internationalization, the proliferation of EMI programs in higher education institutions has experienced a significant increase, especially since 2012 (Rose, Curle, Aizawa, & Thompson, 2019). Due to the potential impact on language proficiency development, English-Medium Instruction has garnered significant attention in higher education. EMI involves using English as the primary language of instruction in academic settings, presenting both challenges and opportunities for students and educators (Macaro, Curle, Pun, An, & Dearden, 2017). As universities worldwide increasingly adopt EMI, understanding its implications on language proficiency and learning confidence becomes imperative.

The phenomenon of EMI has rapidly expanded in higher education, reflecting a global shift towards

English in academic contexts as a lingua franca (Macaro et al., 2017). While EMI offers the advantage of enhancing students' skills of English language, it also poses challenges related to language proficiency levels and instructional quality. The implementation of EMI policies without adequate support systems and consideration of instructors' and students' language competencies has raised concerns about its effectiveness. With a variety of goals and details of practice, EMI has become a prevalent global educational practice. Likewise, research related to EMI is mushrooming in the academic field of Education.

The literature on EMI covers a wide range of research areas. Previous studies have explored various aspects of EMI, including its impact on students' academic achievement, English proficiency, and socio-cultural development. Research has also highlighted the urgency of prior English proficiency in determining the EMI's effectiveness in improving students' language skills and content knowledge (Yuksel, Soruç, Horzum, & McKinley, 2023). Although previous research concentrated on conceptual examinations such as language

implementation in different contexts and language policies (e.g., Evans, 2000; Kırkgöz, 2009), as well as implementation strategies and techniques, recent research has shifted towards exploring students' and teachers' beliefs, perceptions and attitudes towards EMI (Briggs et al., 2018).

Specifically, there is increasing interest in investigating linguistic factors that influence academic achievement in EMI environments. Several studies have investigated the influence of individual differences such as self-efficacy, thought patterns, self-concept, motivation on academic success in EMI, and anxiety. Some examples of these articles are research on the implementation of EMI in the subjects of mathematics and science (Ismail et al., 2011)(HUSARIDA & DOLLETE, 2019)(Fadhili et al., 2009), chemistry (Firmayanto, Heliawati, & Rubini, 2020), physics (Syakira, 2020), management (Li, 2020), and IT (Alhamami, 2021)(Els & Els, 2015)(Lau & Yuen, 2011). However, there are limited research about the implementation of EMI in religious subject. In this context, there is an additional challenge not found in other scientific subjects, namely the need for more complex transliteration and mastery of

material involving Arabic terms, as well as quotations of Qur'anic verses and hadith.

First, in Islamic religious subjects, teaching often involves the use of sacred texts in Arabic, both in the form of verses of the Qur'an and hadith. This adds to the dimension of difficulty in translation and understanding, because it not only requires the ability to speak English as a medium of teaching, but also mastery of the Arabic language which has grammatical specificities and religious terminology that cannot always be translated directly. The process of transliteration from Arabic to English itself can be challenging, as the meaning or meaning of some terms or expressions in religious contexts is often highly dependent on deep cultural and linguistic understanding.

In addition, the context of EMI implementation in Malaysian schools, with a majority of Malay students, adds to its complexity. Most students may have limitations in their English proficiency, especially when dealing with it in a context that contains Arabic terms that are unfamiliar to them. These students may have limited Arabic language skills, especially in understanding the interpretation of the Qur'an and

hadith taught in Arabic, while they need to follow instructions in English. This situation is far different from the implementation of EMI in non-religious subjects, where the linguistic challenges faced are more general and do not involve two foreign languages at once, namely English and Arabic.

The research also faces a more unique background, where teaching is conducted by pre-service teachers from Indonesia, who, although still culturally cognate, have differences in language and pedagogy with the teaching applied in Malaysia. Teachers from Indonesia bring different educational and cultural backgrounds, which may affect how they manage their classes, how they teach materials, and how they overcome challenges in integrating English as a medium of instruction in Islamic religious subjects.

Based on the above, this study aims to bridge the lack of knowledge related to the application of EMI in Islamic religious subjects, by identifying the linguistic and cultural challenges that arise from teaching involving three languages—Arabic, English, and Malay—as well as the influence of different teaching backgrounds on the effectiveness of the teaching and

learning process. This research will also explore how this affects the development of students' English language skills as well as their confidence in learning, especially in the context of understanding material rich in religious terms derived from Arabic texts. Therefore, this study aims to fill this knowledge gap by exploring the EMI implementation in religious subject and students' view on its role in their language proficiency development and learning confidence.

This research is essential for several reasons. Firstly, it is expected to contribute to the existing literature by providing insights into the students' view on specific impact of EMI on language proficiency and learning confidence in the field of religious subject. Secondly, understanding these EMI areas from the students' point of view can inform educators and policymakers on effective strategies for implementing EMI in religious subject courses. Lastly, by elucidating the role of EMI in enhancing students' linguistic and cognitive skills, this research can pave the way for optimizing teaching practices and curriculum design in religious subject.

B. Research Question

1. How is the implementation of EMI in religious subject?
2. How are the students' voices on their language proficiency development and learning confidence after joining the EMI -based religious subject?

C. Research Objectives

In line with the research question, the objectives of the study are:

1. To describe the implementation of EMI in religious subject.
2. To describe the students' voices on their language proficiency development and learning confidence after joining the EMI -based religious subject.

D. Research Significance

This study holds several implications for both academia and practitioners:

1. Academic Significance: This academic study contributes to understand language education methodologies by examining EMI implementation strategies in religious subject,

its effects on students' language proficiency, and learning confidence.

2. **Practical Significance:** This study provides practical recommendations for implementing EMI in religious studies classrooms, enhancing teaching practices, guidance on fostering students' language competence, especially in religious specialized language and optimizing EMI approaches to support language proficiency development and learning confidence.
3. **Societal Significance:** Promoting language learning alongside religious studies enhances cultural understanding, supports educational equity, and equips students with valuable skills for future success, addressing the growing demand for multilingualism in a globalized world.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of 3 subchapters. The first subchapter is previous research. The second subchapter is literature review that contains 5 points of theoretical review of title variables. The last subchapter is conceptual framework.

A. Previous Research

In carrying out this research, the researcher refers to several research articles with similar topics that have been prepared by previous researchers. Due to limited access to articles on the implementation of EMI in the discipline of religious according to the subject of knowledge in this study, the researcher refers to articles on the implementation of EMI in other disciplines, which can be broadly classified as follows: the first to third articles are the implementation of EMI in science and mathematics, the fourth article is in chemistry, the fifth article in physics, the sixth article in management science, and the seventh to ninth article in IT.

A critical article titled "Students' Inclination towards English Language as Medium of Instruction in the Teaching of Science and Mathematics" is a good mentor text. It was published in the journal *Procedia*

Social and Behavioral Sciences by Wan Rosmanira Ismail and colleagues from the Faculty of Science and Technology, Universiti Kebangsaan Malaysia. The study aims to determine students' inclination towards the use of English as a medium of instruction in science and mathematics learning (Ismail et al., 2011). This has shown the first difference between the previous study and this study, namely in the subject in which EMI was applied. The study presented the results of inclination into English from the average score of 291 respondents from the Faculty of Education and the Faculty of Science and Technology UKM, with greater inclination in the faculty of science and technology than education. The analysis showed different inclinations between races and language use at home, while gender had no effect. In conclusion, students of the Faculty of Science are more inclined because they must use English at the matriculation level to study science, thus supporting the use of English in universities (Ismail et al., 2011). After providing the conclusion of the research, the recommendation of further research presented by Wan Rosmanira Ismail in the article is to compare students' propensity towards a particular medium of teaching and their exam results to ensure that their propensity

towards a particular language is equivalent to their results in that subject. A gap of deeper students' preference and views in this study shows an opportunity to fill. It may includes the students' voices on their language proficiency development and learning confidence as this study provide.

Another reference article on Math and Science subject of EMI implementation is entitled "Perceived Effectiveness on the Use of English Language in Teaching Mathematics and Science", written by Husarida and Rolando D. Dollete for the journal IRJE (International Research Journal of Education). This study aims to determine the level of effectiveness of the use of English in teaching Mathematics and Science in a bilingual school in Jambi, Sumatra, Indonesia. The research participants consisted of 45 students in grades 5 and 6, as well as 6 teachers. Data were collected through questionnaires and analyzed using descriptive statistics and Pearson correlation. The results showed that most of the participants expressed the supportiveness of using English as a medium of teaching for the learning process. Most also argue that teaching methods in English help improve English reading and writing skills. However, in his

recommendation, he stated that teachers should provide opportunities for students to participate in class discussions, so that they can improve their speaking skills (HUSARIDA & DOLLETE, 2019). More specifically than the previous reference article, this article provides a critical knowledge gap to be addressed in this study.

Still on Math and Science subject of EMI implementation, the third article is titled "Teaching of Mathematics and Science in English: The Teacher's Voices" and was written by Mohamad Fadhili Bin Yahaya, Mohd Asri Bin Mohd Noor, Ahmad Azman Bin Moktar, Rafizah Binti Mohd Rawian, Mahmud Bin Othman and Kamaruzaman Jusoff for the journal English Language Teaching (ELT). This study aims to find out the responses of Mathematics and Science teachers to the use of English as an introduction to learning, the obstacles faced, and the available language support. The research participants consisted of 26 Mathematics and Science teachers at a higher education institution in Perlis, Malaysia. The results showed that teachers agreed with this policy but experienced obstacles in explaining concepts and communicating in English. They also receive language support in the form

of training and assistance from English teachers. Therefore, a teacher language skill development program that focuses more on scientific language and mathematics is needed for this policy to be successful (Fadhili et al., 2009). Broadly speaking, the study examined the implementation of EMI from the teachers' point of view, while this study did it from the students' point of view.

After referring to the previous EMI's articles on Math and Sciences, the fourth article comes from the journal *Tadris*, a Journal of Teacher Training and Tarbiyah entitled "Learning Chemistry in English: The Relationship between Language Skills and Learning Outcomes" by Rudi Firmayanto, Leny Heliawati, and Bibin Rubini. This research was set at SMA Cahaya Rancamaya Bogor and involved 40 grade 10 students as participants. The method used is qualitative descriptive by analyzing the relationship between English language skills and students' chemistry learning outcomes through language skills tests, chemistry learning achievement tests, and questionnaires for students. The results show that most students have English language skills at A2 level and low average chemistry learning achievement (Firmayanto et al., 2020)(Syakira, 2020).

There is a correlation between language skills and learning outcomes. The article provides an overview of the relationship between language skills and understanding of science learning concepts carried out in foreign languages. In the other hand, this study only focuses on students' voices on their language proficiency development and learning confidence.

Beside Math, Science and Chemistry, EMI's articles are also come in Physics subject. This article is entitled "English as Medium of Instruction at Physics International Class Program: A Study of Students' Perception" by Sitti Syakira which was published in the journal Indonesian TESOL Journal edition 2 number 1 of 2020. This research is set in the Physics International Class Program of Makassar State University and involves 9 students of the 5th semester of the program as participants. The researcher used a qualitative descriptive research method by collecting data through semi-structured interviews to find out students' perceptions of the use of English as a medium of teaching in the program, including the reasons for choosing the program, expectations, difficulties, and language achievements. The results of the analysis show that students choose this program because of their

interest in learning physics and English as well as with the hope that lectures will be carried out entirely in English. They experienced several difficulties, including due to the limitations of physical special science vocabulary. However, EMI helps in the improvement in their reading, writing and vocabulary skills. The author concluded that EMI helps in improving students' English skills even though it needs to improve the content and facilities of the program to improve the quality of the learning process and outcomes (Syakira, 2020). This article is very relevant to this research being prepared because it both examine the perception of students towards the EMI model in special learning. However, the current research will focus on the the students' voices on their language proficiency development and learning confidence in religious subject rather than Physics, in addition to describing the EMI implementation in these subjects.

The next reflective EMI's implementation research refers to an article titled "Student Perceptions of the Teaching of Principles of Management Using English-Medium Instruction" by Li Li. This article was published in the Journal of Education for Business published by the Taylor & Francis Group. This study is

intended to explore students' perception of the teaching of management principles using English language instruction (EMI) at Guangdong University of Foreign Studies, China. The participants of this study are 83 second-semester students majoring in English. The researcher used a mixed method in the form of questionnaires and interviews to collect data. The survey results show that case studies and management theory materials are considered the most useful by students compared to tests and presentations that are considered less useful. The majority of students prefer to allocate more lecture time to case studies than text materials. Further analysis of the interviews showed that case studies are effective if they are determined based on CCTT principles (contextual, current, typical, and theory-based) (Li, 2020). The majority of students think that tests often only direct learning in the direction of memorization without understanding. Even so, English is not considered a learning barrier even though the use of the mother tongue is needed for more complex materials. The current research, which explores EMI implementation in religious subject, its role on students' language proficiency, and learning confidence from the students' point of view, is expected to complement the

wealth of previous research literature in the field of religious. In addition, there is a difference in the method applied from the previous research, namely the replacement of questionnaires and student interviews with observations and interviews of students.

Another common articles on implementing EMI come in IT courses. An excellent article entitled "English as a Medium of Instruction (EMI) in Computing Undergraduate Programs" is written by Munassir Alhamami. This article was published in the journal *Education and Information Technologies* published by Springer Science+Business Media, LLC. This study analyzes the implementation of the use of English as a language of instruction (EMI) policy in computer science education at the undergraduate level in public universities in Saudi Arabia. Research data was obtained from three sources, namely the alumni recordings of 1316 people, a questionnaire filled out by 42 lecturers, and a questionnaire filled out by 250 final year students. The data analysis methods used include Pearson correlation analysis to analyze the relationship between students' average scores in English courses in the first year and their final GPA, descriptive statistics to describe the participants' backgrounds, and linear

regression to predict students' language of instruction preferences. The results of the analysis showed that there was a significant relationship between students' English proficiency and their achievements. The majority of lecturers support the EMI policy, but students prefer Arabic (Alhamami, 2021). This article focuses more on students' English proficiency and their achievements in computer science education, while my research will examine religious education. In addition, my research will further analyze not the relationship between language and mastery of material/content in certain courses, but only in students' language proficiency and learning confidence.

Another one, entitled "The Impact of Medium of Instruction on the Learning of Computer Applications Technology in Tertiary Education", was written by Lorraine Els and published in the journal *Master's Degree in Technology: Language Practice* in 2015. This study aims to analyze the impact of the use of English as a medium of teaching (MOI) on the learning of Computer Application Technology in universities. This study was conducted by taking samples of Zulu native-speaking students in KwaZulu-Natal, South Africa and Arabic-speaking students in

Kuwait. The research method used is classroom action research by collecting data through interviews, observations, questionnaires, and analysis of student assignment results. The results of the study show that English as medium of instruction makes difficulties for students to understand concepts and instructions. However, the use of English also provides benefits for the development of their language competence (Els & Els, 2015). Further research needs to explore teaching strategies that can solve language barriers and develop students' English skills. This research is relevant to my research, considering that both discuss the impact of the use of English as medium of instruction on learning. However, my research will be focused on the religious course. This research is expected to complement the results of previous studies by applying a different approach, namely qualitative studies and focusing on the relationship between language proficiency and mastery of material in the field of religious.

The last article is titled "The Impact of The Medium of Instruction: The Case of Teaching and Learning of Computer Programming" and was written by Wilfred W. F. Lau and Allan H. K. Yuen which was published in 2011. This article discusses research on the

impact of the medium of instruction (language of instruction) on computer programming learning in Hong Kong. The study involved 219 secondary school students in grades 4 and 5 of 9 secondary schools in Hong Kong. These participants consisted of 86 women and 133 men. They came from schools with a medium of instruction of 81 students and an English language of instruction of 138 students. The four types of programming knowledge, namely declarative, procedural, contextual and strategic knowledge, are tested through programming tests based on the 'bubble sort' algorithm. The results showed that programming achievement was influenced by students' academic abilities but not by gender. High-performing students score better in all aspects. Chinese school students also recorded better performance in procedural and contextual knowledge than English schools (Lau & Yuen, 2011). This article is relevant to my research that will be compiled because it both discuss the impact of teaching mediums on the learning of non-language subjects. The difference lies in the subject being studied, namely religious rather than computer programming. In addition, this research focuses on finding out how are the students' voices on their language proficiency

development and learning confidence, not as a review at one deep point in time by examining the results like the article.

B. Literature Review

In reflecting the points of this research to previous studies, researcher classifies discussions based on academic terms for each title variable, namely the concept of EMI, the development of language proficiency in the context of EMI, learning confidence in the context of EMI, religious subject, and the concept of student' voices.

1. The Concept of English as a Medium of Instruction

English as a Medium of Instruction, often acronymized as EMI is a learning approach in the form of using English in teaching academic subjects in communities where English is not the mother tongue of the majority of community population, or the internationalization of education (Dearden, 2016). EMI aims to increase academic cooperation and international mobility (Kyeyune, 2003), both for students and organizing institutions including practitioners. EMI can attract international students who do not

want to enroll in programs in the domestic language; make domestic student outreach scale adequate for global or international markets; and raise the profile of institutions that implement it compared to institutions that do not apply (Editor, Edwards, & Francis, n.d.).

More specifically from the learner's point of view, the adoption of English as a substitute for the first language in the delivery of learning content can provide ample opportunities for students to use English in everyday life and in a variety of situations and communicative capacities (Belhiah & Elhami, 2015), considering that English is a lingua franca. This approach is beneficial for preparing students to enter a globalized world and become their identity cards for more promising success (Carrió-Pastor & Bellés-Fortuño, 2020).

EMI is different from "Content and Language Integrated Learning" because it does not make language learning a separate focus or learning objective. The extent to which the integration of language learning as an implicit or incidental goal of EMI implementation in

knowledge content depends on the learning context, the teacher or the discipline itself (Carrió-Pastor & Bellés-Fortuño, 2020). In the implementation of EMI, exams may be applied in L1 due to university policies or student pressure and vice versa, even though the delivery of knowledge content such as science, social, mathematics, religious studies and other regional courses uses English (Dearden, 2016).

Collaborative interactions formed in EMI classrooms can increase student motivation by meeting the needs of autonomy, competence, and social relationship (Doiz, Lasagabaster, & Sierra, 2014). Language use in bilingual information communities such as EMI classes allows students to learn content through meaningful interactions in English with peers and instructors. This view is in line with Vygotsky's theory which emphasizes that knowledge is constructed through individual and social processes (John-Steiner & Mahn, 1996). According to Vygotsky's theory of social constructivism, learning is a social process that occurs through interaction between individuals

and their social environment. In the context of education, Vygotsky emphasizes the importance of a "zone of proximal development," which is the distance between students' actual abilities that can be done independently and their potential that can be achieved with the help of others, such as teachers or peers. The relevance of this theory to the application of EMI lies in highlighting the role of social interaction in building understanding of language and academic materials. In EMI classes, the use of English as a learning medium creates opportunities for collaboration and dialogue. These opportunities allow students to not only understand academic concepts but also improve their language skills through the mediation and scaffolding process provided by teachers and the learning environment.

From the explanation above, the researcher conclude that EMI is an innovative learning method that internationalizes academic content through the implementation of English based on the theoretical framework of knowledge constructivity through sociocultural activities.

This approach is proven to increase students' chances of success in the academic fields taken while forcing the development of students' language skills simultaneously through the process of social interaction and building shared knowledge in the classroom as well as bilingual and multilingual communities formed.

2. The Development of Language Proficiency in the Context of EMI

Language proficiency describes an individual's ability to understand and use the language in the context of work and everyday life. In the context of EMI, language proficiency refers to English proficiency as measured by standardized tests aimed at measuring a person's English proficiency for business and professional purposes. This test is commonly called TOEIC (Test of English for International Communication). In EMI courses, English proficiency is one of the important factors related to achieving learning outcomes of academic material (Rose et al., 2019); (Xie & Curle, 2022); (Thompson, Aizawa, Curle, & Rose, 2022); (Yuksel et al., 2023).

There are several things that measure English proficiency for students in the context of EMI(Delalić, 2020). The first is writing skills which include mastery of academic/technical vocabulary, the ability to evaluate ideas critically, the use of synonyms/diverse vocabulary, the ability to state ideas clearly and concisely, and mastery of essay structure. On the other hand, correct sentence writing and proper use of tone/level of formality are less of a big challenge in EMI classes. The second is the ability to speak, with relevant benchmarks in the form of the ability to use a variety of vocabulary, attract the attention of the audience, speak convincingly, and refer to sources in the presentation. Other aspects such as pronunciation, intonation, confidence, and tone of speech are less of an obstacle. The last is reading skills, which are able to find relevant academic sources, find important information for essays, as well as being able to summarize and refabricate, and understanding academic vocabulary (Kohnke & Jarvis, 2023).

When it comes to language skills development in the context of English-speaking

higher education (EMI), there are a few important things to consider. First, identification of students' ability levels and needs is needed so that the language support provided is in accordance with their skill level and needs in following the study program. Second, the role of formal language support, for example English for Academic Purposes (EAP) courses, Conversational classes, or group discussions, need to be matched by unstructured use of language outside the classroom, such as extracurricular activities or implementations in daily conversation. Third, in addition to these enrichments, continuous feedback from lecturers and classmates is also important to improve language skills. With a holistic approach through formal language classes and exploration of experiences outside the classroom, students' language competence in EMI programs can continue to improve. (Blaj-Ward, 2017)

From the explanation above, the conclusion can be drawn that the development of language proficiency in the context of EMI describes the improvement of students' English

skills to be able to learn the material and participate actively in the learning process that uses English as the medium. Some relevant language proficiency benchmarks in this context are the ability to listen, speak, read, and write in English by including mastery of academic/technical vocabulary, the ability to communicate and argue critically, and understanding academic content.

This language skills development can not only be achieved through formal language classes, but also involves students' informal experiences outside the classroom such as extracurricular activities, group discussions, and daily language implementation. In addition, continuous feedback from lecturers and peers is essential to meaningfully develop students' language skills. By integrating formal and non-formal approaches and providing targeted feedback, it is hoped that students' language proficiency in attending EMI courses can continue to improve meaningfully to be able to maximize the achievement of learning outcomes. Therefore, language professional development is

one of the most critical factors of student success in study programs that implement EMI.

3. Learning Confidence in the Context of EMI

Learning confidence is one of the important aspects in the implementation of English Medium Instruction (EMI). Macaro et al. (2017) in their systematic review emphasized that student self-confidence is a key element influencing the effectiveness of EMI. In the context of EMI, learning confidence refers to students' confidence in their ability to understand and learn academic materials delivered in English, which is not their first language. This confidence not only affects academic success, but also students' social ability in interacting in an English-based learning environment. Previous studies have shown that students' confidence in learning can vary depending on their linguistic background, level of English proficiency, and support available in the learning environment. Therefore, understanding the role and dynamics of learning confidence in the context of EMI is essential to evaluate the success of implementing this method.

Research conducted in EMI secondary schools in Hong Kong by Lo and Lo (2014), showed that students exposed to EMI environments tend to have better second language proficiency depending to some variable including learning confidence. This confidence is related to students' ability to overcome challenges in learning English, such as understanding academic terminology and participating in class discussions. However, the situation is different in Australia, where international students often feel that their English skills are inadequate. Steele, Tankosić, and Dovchin (2024) revealed that many international students feel less confident in using English, both for academic and social purposes. This leads to low confidence in social networking and their academic performance. This disparity indicates that learning confidence in the EMI context is greatly influenced by students' level of linguistic readiness and adaptation to the new academic environment. Therefore, learning approaches that take these differences into account are needed to improve students' confidence at various levels of education.

Learning confidence in the EMI context is strongly influenced by several key factors, including students' English proficiency and their perception of that proficiency (Lee et. al. 2023). Students with higher English proficiency tend to feel more confident in participating in academic activities, such as class discussions and presentations. Conversely, students who perceive their English proficiency as inadequate often struggle to build confidence, which can ultimately affect their learning outcomes. This challenge is more common among international students who must adapt to a new environment while mastering a different language of instruction. In addition, support from teachers, peers, and access to relevant learning resources also play an important role in building student confidence.

From the explanation above, the researcher conclude that learning confidence in the context of EMI is a key element that influences the successful implementation of this method. Students' confidence in understanding and learning academic materials in English not only influences their academic achievement, but

also their social ability in interacting in an English-based learning environment. Factors such as linguistic background, English proficiency level, and support from the learning environment play an important role in building this confidence. By understanding the dynamics of learning confidence, educational institutions can design more inclusive and effective learning approaches to support student success in the context of EMI.

4. Religious Subject

Religious subject involves the course with very important role in education, especially in building identity and cross-cultural understanding. In an increasingly pluralistic society, a deeper understanding of other people's religions and beliefs can increase tolerance and reduce conflict. Apart from that, this course can also help students develop critical thinking skills, self-reflection and empathy (Selçuk, 2013). (Kim, 2012).

Teaching religious subjects in English as a Foreign Language (EFL) classes presents unique challenges and opportunities for educators. By utilizing innovative teaching

methods and incorporating some related texts in English language instruction, educators can create dynamic learning environments that promote intellectual growth and language development simultaneously (Georgakakis, 2021).

Religious subject in the context of EMI is defined as integrating religious instruction with simultaneous mastery of foreign languages in the classroom. This approach aims to enrich religious learning and encourage the improvement of students' language competence. The scope of religious education through EMI includes religious literacy, religious moral education, and understanding theological concepts (Seymour, 2012). The scope of Islamic religious learning includes learning the Qur'an, hadith, the Prophet's sirah, *sharia* or Islamic laws, Islamic pedagogy and psychology, Islamic morals or *akhlak*, and others. In addition, the characteristics of religious education in EMI such as the translation of content into foreign languages and the integration of academic language skills with the aim of mastering Islamic teachings can also be applied (Services, 1912).

Some characteristics of religious subject in EMI are that the delivery of religious content is carried out in certain foreign languages such as English and Spanish. Learning also integrates academic language skills with the aim of mastering religious material. The capacity and ability of religious subject teachers in implementing EMI strategies also determine the efficiency of this approach (Saada, 2018).

The definition of religious subject in EMI as formulated in the paragraph above is appropriate to be used in describing the learning of Islamic religious subjects. With this approach, students can learn Islamic teachings such as creed, worship, and muamalah simultaneously by developing foreign language skills, such as Arabic or English.

Based on the statements above, researcher conclude that the integration of religious subject in EMI classes offers a unique opportunity to enhance students' language proficiency while deepening their understanding of religious material. Moving forward, further research is needed to explore innovative teaching

methods, assessment strategies, and curriculum designs that promote effective religious education and cultivate students' intellectual growth and ethical awareness.

5. The Concept of Students' Voices

a) Definition and Types of Student Voices

The definition of student voice in education means an initiative that involves students in the development process and decision-making regarding their own education. (Cook-Sather, 2020) This concept positions students as active participants and leaders, rather than passive recipients of educational policies and practices. The main components of a student's voice include structures such as setting, focus, and purpose, and also relationships such as access, representation, roles, and responsiveness. More specifically, it can be in the form of students' perspectives, experiences and opinions about various aspects of learning, school environment and learning experiences. The learning experience includes students' preferences for

learning, their views on school policies, their emotional and social experiences both inside and outside the classroom, and teaching methods (Holquist, Mitra, Conner, & Wright, 2023).

Student opinion is an important component in policy-making in education. Student opinions are a more important component in understanding education in general and teaching in particular (McCallum, Hargreaves, & Gipps, 2000). Listening to and understanding students' opinions can help teachers and school policymakers make better decisions that better accommodate students' needs, wants, and expectations. It can also help improve the learning and teaching environment and increase student engagement.

There are at least four types of student voices that can be heard in the classroom, namely formal, informal, instructional, and evaluative. Student voice is categorized as formal when student opinions are formalized or institutionalized, school

management and organizational systems can be changed to include the voices of teachers, students, and parents in leadership roles or key operational and educational decisions, such as in the practice of students' positions as members of the Student Council, school board members, sisawa representatives in official school committees, etc. Meanwhile, it is categorized as informal under conditions that can be considered, where school leaders can consider the opinions of students, teachers, and parents, but there is usually no formal obligation to follow up on their opinions or incorporate them into official leadership and decision-making roles. Examples are input through administrative "open doors" policies, open community forums, or surveys involving students, parents, and teachers.

In the third category, student votes are included in the instructional category in the voting position of learning implementation. Educator communication provides space for students to voice their

preferred learning model preferences. Lastly, student voices are included in the evaluative category in situations that can be considered in the evaluation of teachers, principals, and the school itself. This is usually manifested as participation in teacher effectiveness surveys, teacher performance assessments that take into account student opinions, or membership in parent councils that advise school leadership.

b) Position of Student Voices

Recognizing the voice of students and considering it in education policy is a growing movement in education. Empowering students to play an active and equal role in planning, learning, and leading classroom instruction, as well as contributing to the development of school practices and policies is a great innovation in the world of education.

According to Kendel, increasing students' voices will increase academic motivation, self-esteem, engagement, and purpose in school, as well as higher levels of

effort and perseverance. (John & Briel, 2017) Hence, Incorporating student voices into the classroom requires conscious planning and commitment. Teachers can build a learning environment for students to use, practice, and develop their opinions by using a range of tactics, including allowing student input on a regular basis, encouraging student input and suggestions, and responding to student comments.

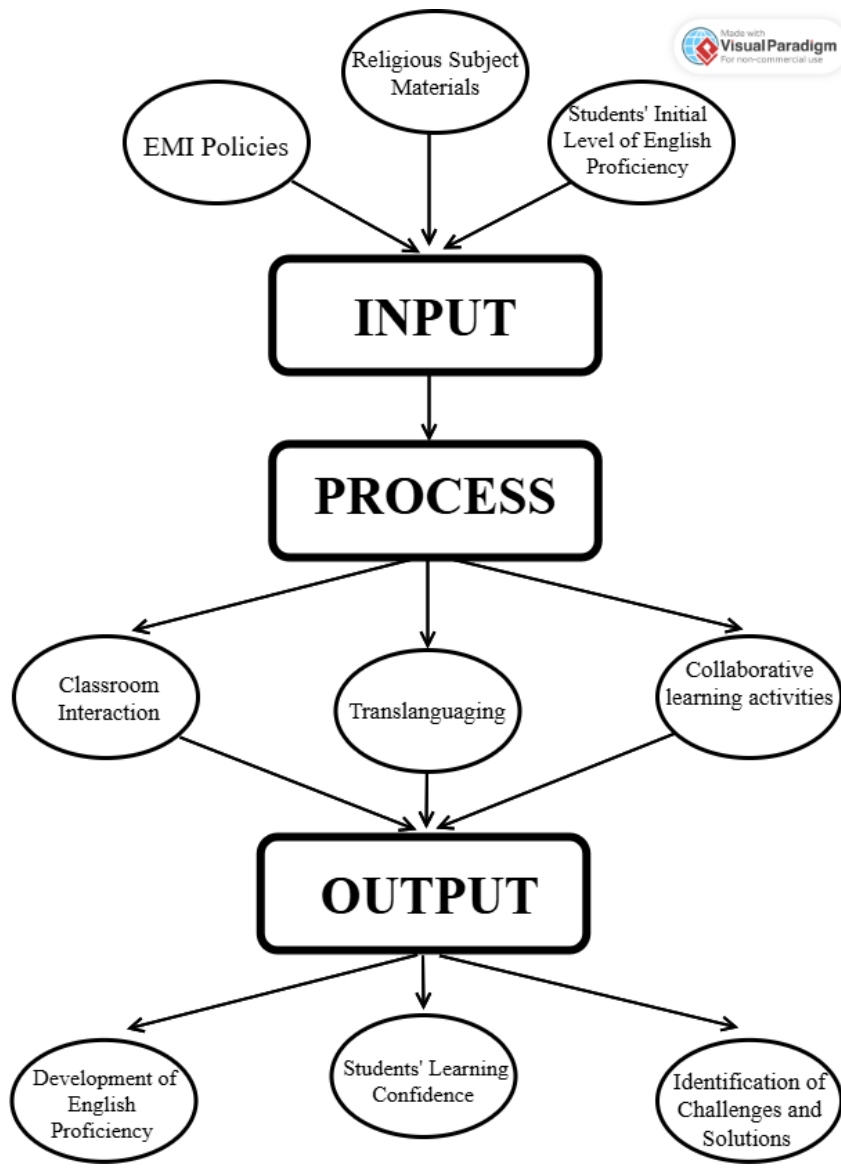
Student voices are not limited to the formal environment, they can also be informal, instructional, and can be evaluated by students to make changes in future school-related decisions. Therefore, it is important to create a classroom culture that values and respects the voice of students, as this can lead to a more inclusive, socially equitable learning environment (Morrell Ernest, 2021).

C. Conceptual Framework

A conceptual framework is a way of thinking that clarifies the links between various concepts relevant to research. Its aim is to provide researchers a

theoretical foundation for the direction of their investigation, aid in their comprehension of the phenomenon under study, and describe the analysis of the data that will be gathered. In this qualitative research, the conceptual framework serves as a guide to explore the implementation of English as a Medium of Instruction (EMI) in religious subjects and its role on the development of students' English language proficiency and learning confidence from the students' point of view.

This research uses the social constructivism theory proposed by Lev Vygotsky, which highlights that learning occurs through social interaction and collaboration (John-Steiner & Mahn, 1996). This theory is relevant because it emphasizes the importance of a supportive learning environment, where students can build understanding through discussion and collaboration with peers and teachers. In the context of EMI, this theory explains how using EMI can enhance students' language proficiency and learning confidence through active engagement in the setting of EMI. Below is a chart of the conceptual framework used in this research.



The conceptual framework chart describes the relationship between input, process and output in EMI implementation. At the input stage, EMI policies and religious subject materials become the basis for implementing learning. Students' initial level of English proficiency also play a critical role on how they participate in the learning process. The process stage includes interactions between teachers and students, as well as among students. Translanguaging is used as a strategy to overcome language barriers, where the mother tongue is used to explain difficult concepts, while English remains the primary medium. Collaborative learning activities, such as group discussions and presentations, allow students to practice their English skills in an academic context. The output stage includes the expected results, namely the development of English language proficiency, better understanding of religious material, and students' learning confidence in using English.

Social constructivism theory was chosen because of its relevance to the EMI context, where social interaction serve an essential role for learning. This approach allows students to actively learn through discussion and collaboration, which fits the aim of this

study to explore the EMI implementation and its role on students' language proficiency development and learning confidence. Additionally, this theory provides a flexible framework for understanding EMI classroom dynamics, including the use of translanguaging as a pedagogical tool. By using this theory, this research can offer deeper insight into how EMI can be implemented effectively in religious learning contexts, as well as how teaching strategies can be adapted to support students' diverse needs.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study design is the researcher's plan for understanding a group or phenomenon in its context. It's also a strategy and research process that starts with broad theories and ends with particular methods for obtaining and analyzing data (Johnson & Onwuegbuzie, 2004). To perform a study, the author needs to employ an approach. There are three distinct research approaches, namely combined, quantitative, and qualitative research approaches (Baernstein, Liss, Carney, & Elmore, 2007); (Wilhelm, Mattingly, & González, 2022). In this study on the implementation of English as a Medium of Instruction (EMI) in religious subject the students view on the development of their language proficiency and learning confidence, the researcher applies the descriptive qualitative approach to carry out a phenomenological case study.

The aim of the descriptive research approach is to gather information regarding the present state of the situation. Finding a comprehensive explanation and description of the studied object is the methodical

aim of the descriptive technique. A case study is a sort of research design "in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals". Since case studies are limited in terms of time and environment, the objective is to obtain comprehensive information about the phenomenon being studied from the participants. A descriptive case study details an issue or phenomenon in its natural environment. (Vaismoradi, Turunen, & Bondas, 2013)

For this study, a descriptive case study was chosen because descriptive case studies provide answers to theory-based questions. To describe the implementation of EMI in religious class, as well as how EMI works in terms of developing students' English language proficiency, the researcher thought that this study would examine and expected to prove this.

In utilizing case study to provide a detailed examination of specific instances of EMI implementation in religious subject, the researcher aims to get rich insights into the students' view on their language proficiency development and learning confidence. In completing the first problem

formulation, this study uses class observation technique. Meanwhile, to solve the second problem formulation, interviews and trustworthiness with member check are applied.

B. Research Setting

This research was conducted at Maahad Tahfiz Al-Qur'an Darul Falah Selangor, which is located at Jalan Peket 100, Sungai Besar, Sabak Bernam, Selangor Province, Malaysia from 26 August 2024 to 15 September 2024. Researcher had the opportunity to carry out PLP 2 at the institute, so that PLP 2 activities such as observation, assistance and teaching practice there become effective and efficient for carrying out research.

Apart from focusing on tahfiz Al-Qur'an, the *maahad* has a program of *fardhu 'ain* classes, which are mandatory daily subject classes for all students. The courses in the *fardhu 'ain* class program include general subjects and languages such as science, Arabic and English, as well as Islamic religious education courses that apply Malaysian, Arabic and English as the language of instruction in their learning policies. English is used as the language of instruction in the subject of Akhlak or Islamic morals which included to

religious courses. The materials or subject content includes verses of the Qur'an and the hadith of the prophet.

Members of the program are students who have been selected and meet the qualifications of English proficiency level B1, and they receive courses English enrichment to support the class program. Therefore, the researcher considers that the class program is appropriate and adequate for this study.

C. Research Participants

The participants are the members of the program. They consisted of 17 students attended the class program, who are identified using codes P1 (Participant 1) to P17 (Participant 17) in this study to protect their privacy.

D. Method of Collecting Data

Qualitative research typically collects data through observation, interviews, documentation, or a combination of these methods. In this study, the researcher collected data through observation and interviews. Observation and interview are fundamental methods of data collection in qualitative research, offering valuable insights into participants' behaviors,

experiences, and perspectives. The combination of these methods allows researchers to gather rich, detailed data that can inform a comprehensive understanding of the research topic (Doody & Noonan, 2013). The purpose of this process is to make the data and results easy to understand and communicate to others (Sugiyono, 2015).

1. Observation

Observation is a popular strategy in many areas of scientific inquiry. Observation involves systematically watching and recording participants' behaviors, interactions, and activities in natural settings. This method provides researchers with firsthand insights into how individuals engage with their environment and the phenomena under study. By observing participants in real-time, researchers can capture nuanced details and contextual information that may not be apparent through other data collection methods. There are different sorts of observation depending on the technique, such as direct participant observation, in which the researcher participates in or is associated with

the participant or group being studied. Second, direct non-participant observation is an observation approach in which the researcher does not participate but instead becomes an observer. The third type of observation is indirect observation, which allows researchers to learn about past or present situations in which they do not directly participate. Observations were made using sources such as written documents.

In this study, the researcher employed direct non-participant observation to describe the implementation of EMI in religious subject. Class observations were conducted to observe classroom interactions, instructional practices, and language use in EMI in Akhlak course.

2. Interview

Interviews are structured conversations between researchers and participants aimed at eliciting in-depth information, opinions, and experiences related to the research topic. Through interviews,

researchers can explore participants' perspectives, motivations, and attitudes, gaining valuable insights into their thoughts and feelings (Monday, 2020). An interview is one of the data collection methods used in qualitative research which allows to acquire insight into the interviewee's world and a better understanding of the nature or meaning of the interviewee's daily experiences. (Palmer & Bolderston, 2006) Interview data is also known as verbal data, which refers to information gathered through conversation or question and answer sessions. (Tohirin, 2012) There are three sorts of interviews: structured, semi-structured, and unstructured. (Djam'an & Aan, 2017)

The researcher employed a semi-structured interview in this case, which allows the researcher to be more flexible in conducting the interview and ask new questions that were not on the interview list. Additionally, interviews with students were conducted to explore their experiences, attitudes towards EMI, and perceptions on the impact of EMI implementation on their language proficiency. Documentation of

member check then administered to assess and triangulate students' answers.

The selection of observation and interview as data collection methods aligns with the qualitative research paradigm, emphasizing the exploration of participants' lived experiences, perceptions, and meanings attributed to phenomena (Lewis, 2015). The qualitative nature of observation and interview allows for a deep exploration of participants' perspectives, contributing to a comprehensive understanding of the research objectives (Lobe, Morgan, & Hoffman, 2020). By employing these methods, researchers can capture rich, contextually embedded data that shed light on the implementation of EMI and the complexities of students' language proficiency development in religious subject.

E. Instruments

Data collection instruments are used to organize data collection so that it is complete and systematic. Instruments and data collection processes are interdependent. If the data collection technique is an interview, the instrument is in the form of an interview guide, likewise if the data collection method

is observation, then the instrument is in the form of an observation guide.

1. Observation Guideline

In this research, the solving technique of the first problem formulation or research question is observation. Owing to it, researcher determine the aspects of observation by referring to the theories of EMI's characteristics. Based on the theory patented by Carrio-Pastor and Belles-Fortuno, researcher observed and examined the implementation of EMI by paying attention to its characteristics, namely that the extent to which the integration of language learning as an implicit or incidental goal of EMI implementation in knowledge content depends on the learning context, teacher or discipline itself, unlike CLIL where language learning is the main goal in addition to content learning from the dual focus of learning. (Carrió-Pastor & Bellés-Fortuño, 2020) The theory of Dearden was also applied. It stated that in the implementation of EMI, exams may be applied in L1 due to university policies or student pressure and vice versa, even though the delivery of knowledge content such as science,

social, mathematics, religious studies and other regional courses uses English (Dearden, 2016). By using these theories, researcher aims to obtain valid field data and describe it objectively. After determining them, researcher formulate the indicators as the following instrument:

Table 3.1 Observation Guideline for describing the implementation of EMI in Religious Subject

Variable	Indicator	Yes	No	Notes
The Implementation of EMI in the teaching learning process is appropriate	Lecturer's instructions during the classmeeting are carried out in English			
	Content knowledge delivery during the classmeeting is carried out in English. The use of English in the classroom is not as a specific learning objective,			

	<p>but as a consequence of learning. (indicated by use of code switching by teacher or among students if there are difficulties in interaction)</p>			
	<p>Class interactions, such as discussion session or team/pair works are carried out in English, including presentation session.</p>			
	<p>Question and answer sessions are carried out in English.</p>			
	<p>Assignments in learning or formative assessments are carried out in</p>			

	English			
	Summative assessment is carried out in English			

2. Interview Guidelines

The second research question is solved by interview technique. By referring to the first, second and fourth subchapters of literature review about the concepts of EMI, the development of language proficiency in the context of EMI, and students' voices, researcher compose these students' interview guideline to solve the second research question.

Belhiah and Elhami stated that the adoption of English as a substitute for the mother tongue in the delivery of learning content can provide students with ample opportunities to use English in everyday life and in a variety of situations and communicative capacities. (Belhiah & Elhami, 2015) Collaborative interactions formed in EMI classrooms can increase student

motivation by meeting the needs of autonomy, competence, and social relationship. (Doiz et al., 2014) Continuous feedback from lecturers and classmates is also important to improve language skills. With a holistic approach through formal language classes and exploration of experiences outside the classroom, students' language competence in EMI programs can continue to improve (Blaj-Ward, 2017).

The main components of a student's voice can be in the form of students' perspectives, experiences and opinions about various aspects of learning, school environment and learning experiences. The learning experience includes students' preferences for learning, their views on school policies, their emotional and social experiences both inside and outside the classroom, and teaching methods. (Holquist et al., 2023) It also includes example their experience in improving language skills through EMI-based classes. By exploring students' emotional, social experiences and learning preferences, deeper insights can be gained regarding the influence of EMI on their language acquisition. This interview

guide was prepared based on these concepts to answer research questions.

The following table is the students' interview guideline.

Table 5.2 Interview Guildeline for describing the students' view of the development of their language proficiency after joining the EMI -based religious education

Variable	Items of instrument
The students' voices on the development of their language proficiency after joining the EMI -based religious education	<ol style="list-style-type: none"> <li data-bbox="501 703 931 895">1. How is the use of English as a medium for delivering material in your class related to your self-confidence in learning? <li data-bbox="501 900 931 1091">2. How is the use of English as a medium for delivering material in class related to your language acquisition? <li data-bbox="501 1096 931 1361">3. What do you think about using your first language amidst the application of English as a medium for delivering material in your class, if any, regarding

	<p>your mastery of English (is it a barrier to proficiency or a medium of mastery)?</p> <p>4. What challenges that you faced in mastering English during religious course using English as the language of instruction and how did you overcome them?</p>
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F. Validity

Data validity is an important aspect in scientific research to ensure that the data collected is accurate, credible, and in accordance with the research objectives. In qualitative research, data validity is achieved through various techniques. Researcher applied meta observation in the first research question solving and member check technique for the second research question solving in this study.

Meta-observation is a test of data validity or the process of evaluating and synthesizing data from observational studies to assess their reliability and validity. This process is important in understanding

the potential biases and limitations inherent in observational research, which can affect the conclusions drawn from the study (Silverman, 2020). In the context of data validity, meta-observation helps identify potential weaknesses or deficiencies in the observation methods used, such as tendencies towards subjectivity, environmental influences, or technical errors. Researchers can reflect on their observation practices and implement corrective measures to strengthen the validity of the findings. Of the several types of meta-observation that can be used, collaborative meta-observation was used here. Researcher was assisted by fellow researchers in conducting observations on the implementation of EMI using the same instrument. Each observation result will be compared and matched to prove the accuracy of the field notes obtained (Cohen, Manion, & Morrison, 2018). It minimizes bias and ensures a more holistic interpretation. With this approach, research can provide a more accurate field notes of the phenomenon being studied.

In solving the second research question, member checking technique was applied in this study to ensure the validity of the findings. By allowing the

participants to confirm the accuracy of the interview data and interpretations, member checking was ensuring that the findings truly reflected their perspectives. This strategy is in line with qualitative research best practices, ensuring that the data collected and analyzed in this study are credible and robust.

G. Method of Analyzing Data

The process of systematically searching and compiling data obtained from observations, interviews, documentation, and other sources is known as data analysis. The purpose of this process is to make the data and results easy to understand and communicate to others. (Sugiyono, 2015) For analysing the data in this research, thematic analysis is applied. Thematic analysis is essential methods of data analysis in qualitative research, providing systematic approaches to interpret and derive meaning from collected data. It also facilitates a rigorous examination of participants' experiences and the instructional context. It is a useful technique for understanding the perspectives and experiences of research participants (Mandiri, Gunawan, & Suharno, 2022). In this study, the researcher conducted a

thematic analysis on the observation and interview responses provided by the 17 student participants.

The thematic analysis in this study involved several key stages. First, the researchers familiarized themselves with the data by closely reading the participant responses. Next, they generated initial codes to identify interesting features of the data. These codes were then collated into potential themes that represented the main difficulties encountered by the students. The researchers reviewed the themes to ensure they accurately reflected the coded data. Finally, the themes were defined, named, and incorporated into the overall findings of the study.

Thematic analysis involves identifying, analysing, and reporting patterns or themes within the data (Mandiri et al., 2022). This method was applied to the observation notes and interview transcripts, allowing the researchers to uncover key themes related to students' language proficiency and their challenges. The data were analysed using the thematic analysis steps proposed by Braun and Clarke (2006). The first stage is data familiarization, which is re-reading the interview transcript to understand the content as a whole. Next, the researchers marked the pieces of data

relevant to the research question and grouped the codes into key themes, such as positive, neutral, and negative responses to EMI. The researchers also examined whether the identified themes reflected the data as a whole and gave clear names to each main theme and subtheme. In the final stage, the data are presented with a descriptive narrative based on the identified themes. The focus of the analysis is on identifying patterns of student responses related to the two main questions of the research. The analysis process follows the data reduction principle proposed by Miles, Huberman, and Saldaña (2014). Pieces of data that are considered less relevant or repetitive are reduced without removing significant information cores. To ensure the validity and credibility of the data, the data triangulation strategy was carried out by asking participants to verify their interview summaries, namely member check. In addition, field notes are used to support the results of the interviews and provide additional context to the data obtained.

The data analysis method in this study follows the thematic steps of analysis formulated by Braun and Clarke (2006). The first stage is data familiarization, where the researcher re-reads the interview transcript

and observation notes to understand the overall content of the data. This process involves taking an initial record of important ideas that emerge in the data. Next, the researcher began to generate the initial code by marking the parts of the data that were relevant to the research question. These codes are then classified based on the main topics identified from the data.

The next stage is to search for themes, where researchers group those codes into potential themes that illustrate relevant patterns in the data. For example, in this study, themes such as "The Effect of EMI on Self-Confidence" and "Challenges in English Mastery" were identified from student interviews. Afterwards, the themes were reviewed to ensure consistency with the original data and relevance to the research objectives. This review also involves discussions with the supervisor to gain a broader perspective.

The final stage is naming and defining the theme and reporting the findings. In this study, themes were named that reflected the essence of the data, such as "The Role of EMI in Improving the Learning Process" or "Barriers to Understanding New

Vocabulary." The findings are then presented descriptively with an in-depth narrative to explain the context, accompanied by direct excerpts from interviews to reinforce the interpretation.

The selection of this method is based on the research objective to explore in depth the student experiences in the specific context of EMI, namely the development of their language proficiency at the upper secondary education level in Malaysia. A relatively small number of participants (17 students) was seen as sufficient to achieve data saturation, where response patterns began to repeat and no new information emerged.

The data analysis process involved triangulating findings from observations, interviews, and member check to ensure a comprehensive and reliable understanding of the research problem, allowing the researchers to address the study's objectives effectively. This methodology ensures a robust exploration of EMI's role in enhancing students' language skills and content knowledge, offering valuable insights for educators and policymakers.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the research questions, this study examined the implementation of English as a Medium of Instruction (EMI) in religious subject and the students' voices on their language proficiency development after joining the EMI -based religious subject. The research findings are presented in 2 sub-questions according to the formulation of the research questions. The two sub-questions are then divided into several more sub-questions according to the observation indicators and interview questions.

1. The Implementation of English as a Medium of Instruction (EMI) in Religious Subject

This section revealed the findings for the first research question on how EMI was conducted during the teaching-learning process. The study adopts the the theory patented by Carrio-Pastor and Belles-Fortuno, researcher observed and examined the implementation of EMI by paying attention to its characteristics, namely that the extent to which the integration of language learning as an implicit or

incidental goal of EMI implementation in knowledge content depends on the learning context, teacher or discipline itself. (Carrió-Pastor & Bellés-Fortuño, 2020) The indicators include the samples of implementation stages and teacher's instruction. Data collection was conducted through classroom observations. The findings are displayed through the following table on each subchapter based on the indicators.

1.1. Lecturer's Instructions during the Classmeeting

Field notes show that the language of instruction or teacher instruction during class meetings is conducted in English. The table below shows the results of observations regarding the use of instructions by teacher during class meetings using English as a Medium of Instruction (EMI). Instructions include how teacher open, provide direction, and close learning using English. The findings are displayed in the following table to show the details of this observation results.

**Table 4.1. Lecturer’s Instructions during the
Classmeeting**

Sample of EMI Activity	Sample of Instruction
<p>There was vocabulary drilling in every chapter or discussion. Quranic verse or hadith quotations as the main teaching material from Arabic are also translated to English, with the interlude of switch code in the mother tongue.</p>	<ol style="list-style-type: none"> <li data-bbox="591 331 937 667">1. Teacher’s opening utterance: “Good morning, everyone. Let’s begin our lesson with a short review of what we learned last week.” <li data-bbox="591 687 937 1230">2. Teacher’s instruction utterance: “So we can say “clarify or seeking clarification” for defining <i>tabayyun</i> in English” “This verse explains the importance of seeking clarity before making a decision. Can anyone translate this to English?” <li data-bbox="591 1251 937 1383">3. Teacher’s closing utterance: “Great effort today! Don’t forget to

	<p>review the key vocabularies before our next class.”</p>
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The lecturer’s instructions showed consistent use of EMI. There is translation as explanation technique in delivering Arabic term by using English which aimed to help students develop new vocabulary while understanding religious concepts in English. It demonstrates an integrative approach between language and content learning.

1.2. Content Knowledge Delivery during the Classmeeting

Field notes show that the language used for delivering the course materials during class meetings is English. This content knowledge delivery was conducted by applying teacher’s presentation or explanation. The details of this observation results are displayed in the following table.

**Table 4.2. Content knowledge delivery during the
Classmeeting**

Sample of EMI Activity	Sample of Instruction
Teachers' explanation.	1. Teacher's utterance in the material delivery: "Pay attention to the keywords: 'tabayyun' means verification and 'hoax' refers to false information."
Material presentation by teacher	2. Picture of teaching learning process (appendix 2)

The table illustrates how lecturers deliver learning materials in EMI-based classes. The focus is on delivering content knowledge using English as the primary medium, although there are additional strategies such as translanguaging to overcome language difficulties. In this context, English was used as a learning consequence. It was indicated by use of code switching or translanguaging by lecturer or

among students if there are difficulties in interaction, which also shows the teacher’s flexibility in supporting student understanding without relying entirely on the mother tongue.

1.3. Class Interaction during the Classmeeting

Classroom interactions support the development of students’ speaking and critical thinking skills in English. The class interactions during the classmeeting indicate students’ engagement in learning process. Their active involvement in using English practically such in the student presentations and group discussions was found. This table presents the results of observations of classroom interactions during EMI-based learning.

Table 4.3. Class Interaction during the Classmeeting

Sample of EMI Activity	Sample of Instruction
Student’s presentation	1. P12’s utterance when presenting the meaning of Al-Hujuraat verse 6: “O you who believe, if

	<p>a <i>fasiq</i> person comes to you bringing news, then examine it carefully so that you do not cause a disaster to a people without knowing the circumstances that will cause you to (cross her hands to express the word regret) your actions.”</p>
<p>Grouping instruction</p>	<p>2. Teacher’s instruction: “Let’s form groups of three and discuss the ethical implications of spreading false news. Share your ideas in English, and if you get stuck, feel free to ask your group members for help. Dalam seksinya ini, kalian dibenarkan untuk berbicara dalam bahasa Melayu bila merasa</p>

	kesulitan nak sampaikan idea dalam bahasa Inggris."
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Table 4.3 above shows that students use sign language or body gestures as an alternative to conveying ideas when they encounter vocabulary difficulties. In addition, there is also a teacher policy in implementing group discussions by providing flexibility to use the first language. Although students sometimes use their mother tongue to explain ideas, this approach increases their confidence in communicating and understanding the subject material.

1.4. Question and Answer Sessions

The Q&A session provides an opportunity for students to ask questions and get clarification on the topics being studied. This activity shows students' curiosity and efforts to understand the material in English. This shows that EMI is not only used as a medium of

communication, but also as a means of developing critical and reflective thinking skills. The table of field note below reflects the dynamics of the Q&A session during the EMI-based class.

Table 4.4. Question and Answer Sessions

Sample of EMI Activity	Sample of Instruction
Student was questioning after preparing question sentence in their notebook	P5: "How would we apply 'tabayyun' in real-life situations? Because sometimes it was similar to be impolite for being curious towards someone's business?"
Teacher's answer	Teacher; "Interesting question. Before seeking clarification, consider whether the issue directly affects you or others in a significant way. If it is purely personal or unrelated to your responsibilities, it might be

	<p>better to refrain from inquiring. Islam encourages guarding people’s privacy and avoiding unnecessary curiosity (<i>tajassus</i>)”</p>
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Table 4.4 shows the Q&A session implemented in English. There are students' efforts to ask questions in English by preparing question sentences in their notebooks before submitting them to the teacher. The teacher also answers in English. In both contexts, there is still the use of original Arabic terms, namely the words *tabayyun* and *tajassus*. which are not translated into English. This clearly shows that English here is a consequence of learning and not the main goal of learning.

1.5. Formative and Summative Assessments

Formative assessment is important in learning because it can help improve the learning process and increase student abilities. It also provides feedback to students and teachers to improve the learning process. In addition,

teachers can monitor student learning and the progress of the learning process they are doing. The results of observations on the assessment show that the formative assessment was carried out in English as stated in the following table.

Table 4.4. Formative Assessment

Sample of EMI Activity	Sample of Instruction
Teacher’s instruction	“For your homework, please summarize this article and focus on using the key vocabularies listed at the bottom.”

The teacher's instruction excerpt in the table simply and flexibly shows the implementation of formative assessment in English. The instruction for the assessment is an order to make a summary in English using the key vocabulary that has been researched. This shows a good effort in integrating content learning with English language consequences.

Apart from that, no summative assessment was conducted during the study. The study was

conducted during August-September, and during that period no summative exams were conducted.

2. The Students' Voices on Their Language Proficiency Development and Learning Confidence after Joining the EMI -based Religious Subject

The findings in this subchapter will be detailed in three parts. The first part is the students' reflective answers regarding their language proficiency development, learning confidence. The last one, students' reflection on the challenges and how they overcome them then displayed as an enrichment in this subchapter. All interview results are grouped in a table according to sub-topics and simplified by citing parts that show the themed categories.

2.1 EMI and Language Proficiency

Students' responses regarding EMI and their language proficiency are simplified and organized here. This following table illustrates students' views on the impact of EMI on their English language proficiency. They were ranged

from very helpful experiences to feeling less impacted.

Table 4.5 Students' voices on the voices on the role of EMI on their language proficiency.

Identified Answer	Data
Positive	"Off course it was very helpful ..." (L.P.P.1)
Positive.	"Okay, I think it's fun! ..." (L.P.P.2)
Positive	"It's easy because I like English." (L.P.P.3)
Not very influential.	"... It wasn't very difficult," (L.P.P.4)
Positive	"...it is very good for me ..." (L.P.P.5)
Positive	"It's getting easier for me ..." (L.P.P.6)
Positive	"... which is also fun. ... now it's easier to understand." (L.P.P.7)
Positive	".. because of that my English improved." (L.P.P.8)
Positive	"... I like to try to practice one-on-one proficiency ..." (L.P.P.9)
Negative or complicating	"... but it's quite difficult. It was a bit difficult at first, ..." (L.P.P.10)
Positive	"I'm ok," (L.P.P.11)
Negative or complicating	"It's hard to understand," (L.P.P.12)
Not too influential	".... I need to get used to it for a long time and like to review with friends." (L.P.P.13)
Not too influential	"It's simple for me. Still, I learned a lot of new things, but it wasn't difficult. Even the taste that has changed." (L.P.P.14)
Positive	"... it is necessary to explain them one

	by one so that students can better understand what is being taught." (L.P.P.15)
Negative or complicating	"... so I don't understand." (L.P.P.16)
Not too influential	"It's normal, I don't think the influence is any different." (L.P.P.17)

Most of the students reflected that EMI had positive impact in their language proficiency development. EMI helped improve their English skills through hands-on practice in an academic setting. They are P1, P2, P3, P5, P6, P7, P8, P9, P11 and P 15. P4, P 13, P14, and P17 found it not too influential. However, some students namely P10, P12, and P16 found it difficult, indicating the need for additional learning strategies to support students with lower language abilities.

2.2 EMI and Self-Confidence in Learning

This table shows students' responses regarding the role of EMI in their confidence during the learning process. The data reflects a range of student reflective answers, from those who felt confident to those who faced

difficulties. They were organized into the following table.

Table 4.6 Students' voices on the voices on the role of EMI on their learning confidence.

Identified Answer	Data
Positive	"... is not a problem ... and improve the ability to teach knowledge in the future." (S.C.P.1)
Positive	"Fun! ..., I am confident to keep learning." (S.C.P.2)
Positive	".... I am not ashamed because I am not afraid of being wrong" (S.C.P.3)
Positive	"It's a bit easy but it's also quite heavy. I am confident but I have to stay serious. ..." (S.C.P.4)
Positive	"Excited! ..." (S.C.P.5)
Positive	".. Don't be embarrassed, just have fun." (S.C.P.6)
Neutral	".. I'm embarrassed to make a mistake even in asking. Fortunately, ..." (S.C.P.7)
Negative	"I find it difficult ..." (S.C.P.8)
Positive	"It's fun ..." (S.C.P.9)
Positive	"It's a lot of fun, it's easy." (S.C.P.10)
Neutral	"It's normal. But it's a bit embarrassing to make a mistake in class." (S.C.P.11)
Negative	".. I can't ask questions because I'm afraid of making mistakes, I can't even speak English." (S.C.P.12)
Positive	"Fun but a bit difficult." (S.C.P.13)
Neutral	"Normal" (S.C.P.14)
Positive	"Easy to understand, ..." (S.C.P.15)
Negative	"It's hard to get it, but I can't explain it."

	(S.C.P.16)
Neutral	"Normally, ..." S.C.P.17 ()

Most students felt that EMI had a positive impact on their confidence, especially in their courage to speak up and participate. They were P1, P2, P3, P4, P5, P6, P9, P10, P13 and P15. However, some students still faced challenges, such as fear of making mistakes, indicating the need for an emotional support approach in learning. They were P11, P12, and P16. Meanwhile, P14 and P17 reflected that EMI did not affect their confidence.

2.3 Challenges on English proficiency development in religious course using EMI and how to overcome them

This table presents the challenges faced by students in developing their English skills in EMI-based courses, as well as their strategies for overcoming them. The challenges on academic experience may vary, such as difficulties in memorizing, understanding new materials, students' awareness etc. The data

reveal obstacles such as unfamiliar vocabulary and the time needed to understand the material.

Table 4.8 Students' voices about the challenges on English proficiency development in religious subject using EMI and how to overcome them

Identified Answer	Data
Lots of foreign vocabulary, relearn	"... such as new vocabulary in English. ...so I like to relearn and ask questions in difficulties." (C.O.P.1)
A lot of foreign vocabulary, asking	"There are some difficulties, especially ..., foreign vocabulary. I asked my friends or teachers" (C.O.P.2)
Lots of foreign vocabulary, relearn	"... include the mixing of languages, ...I overcome it by redoing the review, I do it alone and sometimes with friends." (C.O.P.3)
A lot of foreign vocabulary, asking	"... it is foreign to me. foreign verses in English also foreign. But I often ask my friends or teachers." (C.O.P.4)
A lot of foreign vocabulary, asking	"... on foreign vocabulary, ... I like to ask the teacher or ask for explanations." (C.O.P.5)
A lot of foreign vocabulary, asking	"..., namely verse and English at the same time. I sometimes ask" (C.O.P.6)
Lots of foreign vocabulary, relearn	"... as well as foreign languages, ... I often ask the teacher and review it myself." (C.O.P.7)
Lots of foreign vocabulary, re-learning, asking	"There are many new vocabularies ...I overcome this by asking friends, teachers, or searching in the

questions	dictionary." (C.O.P.8)
A lot of foreign vocabulary, asking	"... I don't understand the meaning of the explanation, but I'm calm because I can overcome it by asking a friend." (C.O.P.9)
Longer time, motivation	"... this takes a longer time. But I always have the motivation that I have to be persistent and patient to be good," (C.O.P.10)
A lot of foreign vocabulary, embarrassed to ask, relearn	"...in the strange words, I am also embarrassed to ask. But I review it myself because I want to be good at English." (C.O.P.11)
Lots of foreign vocabulary, re-learning, asking questions	"... I don't understand the meaning. If I want to finish it, I look it up in the dictionary, but if it's too late, I ask my friends." (C.O.P.12)
There is no difficulty because I feel happy	"There are no challenges at all, it's all fun." (C.O.P.13)
There is no difficulty because I feel happy	"No challenges, I am relaxed and fun to take lessons" (C.O.P.14)
A lot of foreign vocabulary, asking	"... encounter words that I don't know the meaning. I know when I ask a friend." (C.O.P.15)
A lot of foreign vocabulary, asking	".. I am not good at English. I solved it by asking my teacher or a friend" (C.O.P.16)
No difficulty	"... it's not difficult ..." (C.O.P.17)

The table show that the main challenge faced by students was unfamiliar vocabulary (P1-P9, P11, P12, P15 and P16). Another challenge was longer time to understand that

faced by P10, and feeling embarrassed to ask by P11. P 13, P14 and P 17 mentioned that they just enjoy the learning and did not identify any difficulties.

The strategies to overcome presented are by asking friends or teachers, as well as repeating the learning independently. Some students felt no difficulty, indicating that the EMI experience varies depending on each student's initial ability and motivation.

B. Discussion

The discussion is divided into two sections based on the research questions: (1) the implementation of english as a medium of instruction (EMI) in religious subject, and (2) the students' voices on the development of their language proficiency after joining the EMI -based religious subject. Each section compares the findings with previous studies to provide a deeper understanding of the results and situate them within the existing body of literature.

1. The Implementation of English as a Medium of Instruction (EMI) in Religious Subject

The observation results show that the implementation of EMI has met several indicators according to literature theory. Teachers implement the learning process entirely in English term of instruction, material delivery, discussion, presentations, and assignments. This provides sample opportunities for students to use English in a variety of learning situations, in line with EMI's goal of internationalizing education (Belhiah and Elhami, 2015).

Classroom interaction situation is an important aspect of EMI implementation. Observations show that students tend to interact in sign language when they have difficulty speaking English. This shows that despite the policy of using English in discussions, students are still looking for alternative ways to communicate. Meaningful interaction in the context of EMI, as explained by Doiz et al. (2014), can increase students' motivation and sense of belonging to learning. The use of language in this interactive situation is one way to build shared knowledge (Doiz et al., 2014).

Presentation sessions conducted in English showed that although students followed instructions,

innovation in vocabulary use tended to be lacking. The language barrier makes the students communicate nonverbally. This affects the quality of their presentations which are less innovative in the use of vocabulary, although there are advances in nonverbal aspects such as gestures. This shows that language competence has not fully supported content learning. However, from another point of view, this can be a plus. Students show good creativity in the use of gestures, which can be interpreted as an attempt to compensate for their verbal limitations. This reflects the need to increase students' confidence in the use of the English language, which is essential for their success in a global context (Belhiah & Elhami, 2015).

No summative assessments were made during the observation period. This may be because teachers prioritize content mastery over language assessment in the early stages of EMI implementation. Despite that, the use of English in tasks and formative assessments showed consistency in the application of EMIs, although no summative assessments had been carried out during the study. While this may indicate a lack of full integration of EMIs in the evaluation system, teachers plan to carry out summative assessments in

English in the future. This reflects the expectation that students will become more familiar with the use of English in an academic context.

The adoption of EMI in learning can be seen as an effort to improve English proficiency among students. As stated by Carrió-Pastor and Bellés-Fortuño (2020), EMI not only serves as a tool to convey content, but also as a means to develop students' language skills (Carrió-Pastor & Bellés-Fortuño, 2020). The implementation of EMI is expected to encourage students to be more active in using English in everyday and academic contexts, which in turn will strengthen their position in the global environment.

However, challenges remain such as the use of switching codes between English and the mother tongue applied by teachers and among students. Teachers and students turn to their mother tongue when they have difficulty communicating. This shows that the focus of EMI implementation is not solely on language learning but rather on knowledge mastery as emphasized in the concept of EMI (Carrió-Pastor & Bellés-Fortuño, 2020). The use of first language is a way to aid understanding when difficulties arise, in

accordance with the sociocultural theory that knowledge is built through social interaction (John-Steiner & Mahn, 1996). This phenomenon is in line with Dearden's research which highlights the importance of flexibility in the use of language, especially in contexts where the language of instruction is not the mother tongue of students. (Dearden, 2016). Code-switching can be an important strategy for overcoming communication difficulties, but it also shows limitations in English proficiency among students. It also suggests that there is a need to further strengthen English proficiency among students. This situation creates a dynamic where students feel more comfortable using their native language, which can hinder the development of their English language skills.

Overall, the initial implementation of EMI is generally in line with its basic concept of utilizing English for internationalized learning. However, more support is needed to strengthen students' language skills in order to maximize the benefits of EMI on the development of both language and knowledge. Thus, it can be understood that the implementation of EMI in learning provides a significant opportunity to improve

students' English language proficiency and content knowledge. Despite its challenges, such as the frequent use of code-switching, the implementation of EMI shows the potential to build bilingual and multilingual learning communities. Social interactions formed in the context of EMI can support the development of students' knowledge and language skills, in accordance with the principles of constructivism. Further research is needed to evaluate the long-term impact of EMI in other learning contexts and to develop strategies that can reduce reliance on mother tongue in classroom interactions.

2. The Students' Voices on the Development of Their Language Proficiency after Joining the EMI -based Religious Subject

Based on interviews with students, various aspects related to language mastery, the impact of switch codes, and challenges faced in the EMI learning process were revealed. This analysis aims to relate the findings to the relevant literature.

Students' attitudes towards confidence in learning also vary. Students who feel positive, such as P3, P5, and P9, consider challenges as part of an

enjoyable learning experience. Some students commented that EMI did not have much impact on their confidence. On the other hand, students like P12 and P8 feel depressed by the difficulties they face. This suggests that while EMI can increase students' motivation, significant language challenges can reduce their confidence.

The importance of self-confidence in learning is explained by Vygotsky's theory, which states that knowledge is built through social interaction and individual experience (John-Steiner & Mahn, 1996). Students' uncertainty about their English language skills can be a barrier to meaningful interactions. Therefore, it is important for teachers to provide support and strategies that can help students overcome language difficulties, so that they can increase their confidence.

The majority of students report that EMI has a positive impact on their English proficiency. For example, P8 stated, "I have to force myself to understand and therefore my English skills have improved." Other students also indicated that although they initially found it difficult, they eventually got used to it and became more proficient. This is in line

with the findings of Rose et al. and Xie & Curle (Xie & Curle, 2022), which show that EMI can be an effective tool in improving students' language skills through constant interaction with English-language materials.

However, there are students like P12 and P16 who find it difficult, with P12 revealing, "I can't, because I still can't speak English." This suggests that not all students are ready to adapt to the use of English in an academic context, potentially hindering their learning achievement. It also points to the need for a differentiated approach in EMI teaching, so that students with varying language skills can still get appropriate support (Delalić, 2020).

Switch code between English and Indonesian seems to play a dual role in the learning process. Many students, including P13 and P12, feel that switch code helps them in understanding the material, especially for those who are still weak in English. As P13 stated, "I think it helps me a lot, because I am weak in English." However, there are also those who feel that the use of Indonesian can hinder the challenges they should face in improving their English proficiency. This is in line with the views of Kohnke & Jarvis

(Kohnke & Jarvis, 2023) who emphasized the importance of balancing the use of language in the context of EMI to encourage better language mastery.

Some students reported difficulties in understanding new vocabulary, as stated by P5, "Not understanding some new vocabulary, I still need to revisit." This difficulty demonstrates the importance of mastery of academic vocabulary in the context of EMI, which has been identified as one of the important aspects of language proficiency (Thompson et al., 2022). On the other hand, students like P2 and P14 find no significant difficulties, suggesting that learning experiences can vary greatly.

The majority of students overcome their difficulties by asking questions to the teacher, discussing with friends, or reviewing the material. This approach is in line with Blaj-Ward's recommendation on the importance of continuous feedback from teachers and peers to support the development of language skills (Blaj-Ward, 2017). Students who feel embarrassed to ask questions, like P11, point out that there is a need to create a more inclusive and supportive learning environment, where students feel comfortable actively participating.

The above discussion shows that the implementation of EMI can have a significant impact on the students' English proficiency. Students who feel supported in the learning process tend to show greater improvement in their language skills. However, it is important to pay attention to the challenges faced by students who have diverse language backgrounds. Integrating formal and non-formal teaching approaches, as well as providing constructive feedback, is an important step to improve EMI effectiveness. Thus, language proficiency development in the context of EMI not only supports content learning, but also equips students with the language skills necessary to succeed in a global world.

Additionally, it is important for teachers to identify strategies that can help students improve their confidence and language skills. With the right approach, EMI can be an effective bridge between language mastery and content knowledge, preparing students to face the global challenges of the future. Further research is needed to dig deeper into the factors that affect students' experiences in EMI classrooms and how teaching strategies can be optimized to meet their needs.

These findings also show that EMI-based education has great potential to improve students' content knowledge, although it is not without challenges. While many students enjoy their learning experience, there are also those who feel the pressure of mastering new material and a foreign language at the same time. To maximize the effectiveness of EMI, it is important to consider the individual needs of students and create a supportive learning environment. With the right approach, EMI can be an effective tool in facilitating the development of content knowledge and language proficiency simultaneously. Further research is needed to identify the best strategies in the context of EMI and establish clear benchmarks to assess student progress.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to examine the implementation of English as a Medium of Instruction (EMI) in non-English subject as well as students' views on the development of their language proficiency. Based on the findings discussed in the previous chapter, the following conclusions can be described.

The implementation of EMI in the classroom shows that teachers consistently use English in instruction, material delivery, discussions, presentations, and assignments. This provides significant opportunities for students to interact using English in a variety of learning situations. However, classroom interactions often involve sign language or code-switching to the mother tongue, especially when students face difficulties in using English. This phenomenon reflects the challenges and flexibility in the application of EMI, where the focus is not only on language mastery but also on understanding learning materials.

Code-switching is a strategy that is often used by students and teachers to overcome difficulties in communication. While it helps in understanding the material, it can also hinder students from facing the challenges needed to improve their English skills. Therefore, a balance in the use of language is key in the effective implementation of EMI. The presentation made by students in English showed that there were obstacles in mastering vocabulary. Despite this, students showed creativity in using body movements as compensation for their verbal limitations. This highlights the importance of increasing students' confidence in using English to support their success in a global context.

Most students report that EMI has a positive impact on their English language skills. They feel compelled to understand and adapt to an English-speaking learning environment, which ultimately improves their language skills. However, some students admitted to feeling pressured because of the language barriers they faced. This demonstrates the importance of different approaches in EMI teaching to accommodate the needs of students with different levels of language proficiency.

The students face various challenges during the learning process with EMI. The main difficulties that are

often reported are a lack of mastery of academic vocabulary, a lack of confidence when speaking in English, and pressure due to the demands of understanding material in a foreign language. Students' difficulties in understanding the new academic vocabulary indicate the need for better vocabulary enrichment in the context of EMI. In addition, some students find difficulty to ask questions or interact actively because they feel embarrassed or worried about their language skills. To overcome these challenges, students apply various strategies, such as asking teachers, discussing with classmates, and reviewing the material independently. This approach is in line with the literature recommendations on the importance of collaborative support and feedback in improving language proficiency. Some students also try to improve their vocabulary by reading more material in English or using technology such as translator apps. Although the effectiveness of these strategies varies, they reflect students' efforts to adapt to EMI challenges. Strategies such as continuous feedback from teachers and discussions with peers have proven effective in helping students overcome these difficulties.

However, there are also students who are less active in using this strategy, which indicates the need for

additional support from teachers. Teachers can help by providing a more inclusive environment, providing specific language exercises, or providing individual consultation sessions for students who need further assistance. With this approach, students can feel more confident and involved in the learning process. In any case, a more inclusive and supportive learning environment is needed so that all students feel comfortable to participate actively.

Thus, the implementation of EMI presents challenges, such as reliance on code-switching and the unpreparedness of some students in adapting to the use of English in the classroom. However, the challenges also reveal the great potential of EMI to create bilingual or multilingual learning communities. Social interaction in the context of EMI supports the development of students' knowledge and language skills in accordance with the principles of constructivism..

EMI has great potential to improve English proficiency and knowledge of learning materials simultaneously. However, EMI's success relies heavily on the support provided to students to overcome language challenges. Teachers need to identify strategies that can boost students' confidence and provide support tailored to

their needs. With the right approach, EMI can be an effective bridge between language mastery and content knowledge, preparing students for the global challenges of the future.

Despite the challenges, the implementation of EMI opens up great opportunities to create a learning environment that supports English language proficiency and academic knowledge. With the joint efforts of teachers, students, and other education stakeholders, EMI can be an effective means to improve student competence in facing the era of globalization.

B. Suggestion

Based on the findings, several suggestions can be made for educators, teacher training programs, and future researchers. The consideration of the individual needs of students and create a supportive learning environment is important to maximize the effectiveness of EMI. Diverse and flexible teaching strategies, such as the integration of formal and informal approaches, are needed to help students overcome language barriers and boost their confidence. Additionally, more thorough evaluations, including formative and summative assessments in English, can help monitor students' progress effectively.

The study also points to the need for further research to evaluate the long-term impact of EMI in various learning contexts and develop strategies that can reduce reliance on mother tongue in classroom interactions. Clear standards and achievement indicators also need to be formulated to comprehensively assess student progress.

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APPENDICES

Appendix 1: Letter of Advisor Appointment



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hanka Kampus II Ngaliyan Semarang Telp. 7601293 Fax. 7615387 Semarang 50183

Semarang, 20 Mei 2024

Nomor : 1694/Un.10.3/I2/DA.04.09/05/2024.
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.
Dr. Siti Tarwiyah SS., M.Hum.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Khodijah Ashhofiah
NIM : 2103046169
Judul : EMI as a Link between the Development of Language Proficiency and Content Knowledge Learning in Philosophy Education

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.
Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Jurusan Pendidikan Bahasa Inggris

Dr. Nuhul Mustikawati Dewi, M.Pd.
NIP. 1986306141992032001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2: Lesson Plan Sheets

TEACHING MODULE

Name	: Muflikha Nurul Hadi	Level	: Senior High School
School	: Maahad Tahfiz al- Qur'an Darul Falah Selangor Malaysia	Subject	: Akhlak; Islamic Morals
Time Allocation	: 1 jp (1x meeting)	Number of students	: 17
Date of Implementation	: 30 Agustus 2024	Learning Model	: Face to face

Learning Objectives	<p>: 1. Students can describe the message of Islam for social harmonization by avoiding backbiting and spying.</p> <p>2. Students can correctly examine the difference between gossip content, criminalisation and nahyi munkar on social media.</p>
Keywords	: <i>Tajassus/spying</i> and <i>Ghibah/backbiting</i> ; Q.S.Al-Hujuraat (49:12)
Learning Source, Learning Tool, and Materials	<p>Learning Sources:</p> <ol style="list-style-type: none"> 1. "<i>Akhlaq Lil Banaa'</i>" Book 2. "<i>Riyadhus Shalihin</i>" Book 3. Other supporting sources <p>Learning Tools:</p> <ol style="list-style-type: none"> 1. Whiteboard 2. Marker 3. Book 4. Pen <p>Learning Materials:</p> <p>1. Reading Text</p> <p>Ghibah, or backbiting, refers to speaking about someone in their absence in a way they would dislike if they knew. It is a grave sin in Islam and can harm relationships, spread negativity, and create mistrust. The Prophet Muhammad (peace be upon him) warned against ghibah, equating it to eating the flesh of one's dead brother. This metaphor underscores its abhorrent nature and the importance of avoiding it.</p>

Tajassus, or spying, involves prying into others' private matters without their knowledge or consent. It is prohibited in Islam as it violates personal privacy and fosters suspicion. Surah Al-Hujurat (49:12) warns against both ghibah and tajassus:

يَا أَيُّهَا الَّذِينَ آمَنُوا اجْتَنِبُوا كَثِيرًا مِّنَ الظُّنِّ إِنَّ بَعْضَ الظُّنِّ إِثْمٌ وَلَا تَجَسَّسُوا وَلَا يَغْتَبِ بَعْضُكُم بَعْضًا أَيُحِبُّ أَحَدُكُمْ أَنْ يَأْكُلَ لَحْمَ إِخِيهِ مَيْتًا فَكَرِهْتُمُوهُ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ تَوَّابٌ رَّحِيمٌ

Translation; "O you who have believed, avoid much [negative] assumption. Indeed, some assumption is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, Allah is Accepting of Repentance and Merciful."

Both ghibah and tajassus disrupt social harmony and erode trust. They can lead to misunderstandings, conflicts, and the breakdown of relationships. Islam emphasizes fostering love, respect, and unity, which cannot coexist with these harmful practices. Recognizing their consequences is the first step in avoiding them.

2. In Current Situation

To avoid *ghibah* and *tajassus*, Muslims should:

- Focus on self-improvement rather than judging others.
- Refrain from unnecessary curiosity about others' private lives.
- Practice empathy and consider how their words or actions might affect others.
- Seek forgiveness from Allah and the wronged person if they have engaged in these actions.
- Surround themselves with people who promote positivity and kindness.

3. Key vocabularies

Backbiting	truth	respect
spying	assumption	unity
privacy	empathy	Harmony
Fact	forgiveness	negativity

Facilities	: Classroom
Inquiry Question	: 1. What is the message of Islam to avoid bad assumption, backbiting and foster an attitude of respecting privacy?

	2. What are the definitions of <i>ghibah</i> and <i>tajassus</i> ? 3. What is the difference between <i>tajassus</i> and <i>nahyi munkar</i> ?
Key Learning Activities	: Classical

Learning Method	: Direct Learning
Strategies/Techniques	: lecturing, discussions, exercises, presentations
Assesment	: Individual Assessment
Type of Assessment	: Sentence and text construction using key vocabularies

LESSON PREPARATION

<ol style="list-style-type: none"> 1. The teacher remind the corelation between the previous material with the current. 2. The teacher prepares materials etc.
--

LEARNING PROCESS

Opening (5 minutes)	<ol style="list-style-type: none"> 1. The teacher begins with prayer and checking of student attendance. 2. The teacher asks the prepared inquiry questions. 3. The teacher explains the objectives and benefits of the lesson to be taught today.
Main Activity (50 minutes)	<p>1. Exploring the Material (15 minutes)</p> <ul style="list-style-type: none"> • The teacher explains <i>ghibah</i> and <i>tajassus</i> using the reading text. • The teacher reads and translates Surah Al-Hujurat (49:12), emphasizing its teachings. • The teacher provides examples of <i>ghibah</i> and <i>tajassus</i> in real-life situations. <p>2. Group Discussion (15 minutes)</p> <ul style="list-style-type: none"> • Students form small groups (3-4 members). • Each group discusses the impact of <i>ghibah</i> and <i>tajassus</i> on individuals and society. • Groups share their findings with the class. <p>3. Independent Practice (10 minutes)</p> <ul style="list-style-type: none"> • Students write short paragraphs using key vocabulary to explain how to avoid <i>ghibah</i> and <i>tajassus</i>. • The teacher reviews and provides feedback. <p>4. Presentation (10 minutes)</p>

	<ul style="list-style-type: none"> Selected students present their paragraphs to the class. The teacher appreciates their effort and corrects any mistakes.
Closing (5 minutes)	<ol style="list-style-type: none"> The teacher asks students to reflect on what they have learned today. The teacher appreciates the students' contributions during the lesson. The teacher reflect on the lesson by asking students how they can apply these teachings in their daily lives. Assign homework: Write a personal reflection on why avoiding <i>ghibah</i> and <i>tajassus</i> is essential in building trust and harmony.

ASSESSMENT		
MARK	PROCESS (Thinking and Working Creatively) Observation during discussions and presentations.	PRODUCT (Eksplorasi of the final form and answer) <ul style="list-style-type: none"> Sentences or paragraphs constructed by students using key vocabulary. Assessment criteria are based on the level of understanding and the accuracy of language use (as outlined in the teaching module).
<70	Students are less able to understand Use of has/have got	Students' answer has too many error
70 – 80	Students are able to understand Use of has/have got	Student's answer is correct and appropriate linguistic
81 – 90	Students are able to understand the use of has / have got and are able to use it well	Student's answer is correct and very precise
91 - 100	Students are able to write the use of has/have got and are able to explain it	Student answers have no deficiencies

Mengetahui
English Teacher

Hj. Mufaridah, MA.

Selangor, 29 August 2024
English Practicum Teacher

Muflikha Nurul Hadi

TEACHING MODULE

Name	: Khodijah Asshofiah	Level	: Senior High School
School	: Maahad Tahfiz al-Qur'an Darul Falah Selangor Malaysia	Subject	: Akhlak; Islamic Morals
Time Allocation	: 1 jp (1x meeting)	Number of students	: 17
Date of Implementation	: 02 September 2024	Learning Model	: Face to face

Learning Objectives	: 1. Students can describe the message of Islam for social harmonization by avoiding backbiting and cultivating a correct attitude of tabayun. 2. Students can correctly examine the difference between gossip content and product criticism and reviews on social media.
Keywords	: Tabayyun/verification; Q.S. Al-Hujuraat (49:06)
Learning Source, Learning Tool, and Materials	<p>Learning Sources:</p> <ol style="list-style-type: none"> 1. "Akhlak Lil Banaat" Book 2. "Riyadhus Shalihin" Book 3. Other supporting sources <p>Learning Tools:</p> <ol style="list-style-type: none"> 1. Whiteboard 2. Marker 3. Book 4. Pen <p>Learning Materials:</p> <p>1. Reading Text</p> <p>Tabayyun is an important concept in Islam that teaches us to verify information and ensure it is true before acting on it. This practice helps us avoid misunderstandings, prevent harm, and build trust in our communities. By practicing tabayyun, we can make sure that the information we share or act upon is accurate, especially in today's world where false information can spread quickly.</p> <p>The Quran highlights the importance of tabayyun in Surah Al-Hujurat (49:6):</p>

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَنْ تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْبِحُوا عَلَىٰ مَا
فَعَلْتُمْ نَادِمِينَ .

Translation; "O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful." This verse reminds us to be careful and verify news or claims before making decisions. It teaches us to act responsibly and avoid causing harm by spreading unverified information.

We can use tabayyun in our daily lives in many ways. For example, if we hear a rumor about someone, we should not believe it immediately. Instead, we should check if it is true by asking reliable sources or seeking clarification. This habit helps us make better decisions and avoid unnecessary conflicts. Practicing tabayyun also encourages us to think critically and seek the truth in all situations.

As students, learning about tabayyun can help us become more responsible and thoughtful individuals. By understanding its importance through Quranic teachings like Al-Hujurat:6, we can apply it in our studies and interactions with others. Remember, practicing tabayyun not only reflects good character but also strengthens the bonds of trust and harmony in our society.

2. Tabayyun on Social Media Information

Here are some techniques for not falling for hoax news:

- Be careful with provocative title
- Pay attention and examine the site address or accounts
- Check the fact by referring and comparing to another sources.
- Join anti-Hoax discussion groups.

3. Lessons from Tabayyun

- Only use the valid information, closer to the truth.
- Respect other people and avoid misunderstanding
- Be kind, scientific by examining facts.
- Creating peace and harmony.

4. Key vocabularies

Carelessness	Fact and truth	Cross-check
Verification	Decision	Peace
Critical	Obtain	Harmony
Examine	Hoax	Ignorance

	Clarity	Valid	Source
	<p>5. The Series Text</p> <p>I hear about the news. I listen to the news. I read the news. I examine the information. I seek the clarity of the information from another sources.</p> <p>I watch another video of the information. I check the fact. I verify the clarity of the informations. I discover the fact. I meet the truth and avoid hoax.</p> <p>I respect the truth. I make the right decision. I am save from carelessness and ignorance. I create the peace and harmony.</p>		
Facilities	: Classroom		
Inquiry Question	: 1. What is the message of Islam to avoid backbiting and foster an attitude of tabayun? 2. What are the definitions of ghibah and tabayun? 3. What is the difference between backbiting content and criticism?		
Key Learning Activities	: Classical		

Learning Method	: Direct Learning
Strategies/Techniques	: lecturing, discussions, exercises, presentations
Assesment	: Individual Assessment
Type of Assessment	: Sentence and text construction using key vocabularies

LESSON PREPARATION

1. The teacher remind the corelation between the previous material with the current.
2. The teacher prepares materials etc.

LEARNING PROCESS

Opening (5 minutes)	<ol style="list-style-type: none"> 1. The teacher begins with prayer and checking of student attendance. 2. The teacher asks the prepared inquiry questions. 3. The teacher explains the objectives and benefits of the lesson to be taught today. 4. The teacher reviews the previous materials about <i>ghibah</i> and gice the
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Appendix 3: Observation Guideline of EMI Implementation

No.	Indicator of Research Question 1	Yes	No	Notes
1.	Lecturer's instructions during the classmeeting are carried out in English	✓		There is a drilling vocabulary in every chapter or discussion. Translate verse or hadith quotations as the main teaching material from Arabic to English, with the interlude of switch code in the mother tongue.
2.	Content knowledge delivery during the classmeeting is carried out in English. The use of English in the classroom is not as a specific learning objective, but as a consequence of learning. (indicated by use of code switching or translanguaging by lecturer or among students if there are difficulties in interaction)	✓		There is still a switch code, from the target language to the mother tongue.
3.	Class interactions, such as discussion session or team/pair	✓		As a policy in learning. Students often dispute it

	works are carried out in English, including presentation session.			because of difficulty, they secretly interact with sign language. Students become less innovative in the use of vocabulary, but there are very good innovations in gestures.
4.	Question and answer sessions are carried out in English.	✓		
5.	Assignments in learning or formative assessments are carried out in English	✓		
6.	Summative assessment is carried out in English	-	-	During the research period, there was no summative assessment. There is not/no data to be retrieved for this, but the teacher is planning it.

Appendix 4: Meta Observation Sheet

Co-Researcher 1

CO-RESEARCHER'S OBSERVATION RESULT SHEET

Research Title	:English as a Medium of Instruction in Religious Subject: an Interpretation of Students' Voices on Their Language Proficiency Development and Learning Confidence
Research Question 1	:How is the implementation of EMI in religious subject?
Co-Researcher Identity	:Muhammad Ridwan Abdullah
Research Institution	:Maahad Tahfiz Al-Qur'an Darul Falah Selangor, which is located at Jalan Peket 100, Sungai Besar, Sabak Bernam, Selangor Province, Malaysia.
Date of research	: 26 August 2024 - 15 September 2024.

This observation report is part of a research project conducted by Khodijah Asshofiah, a student from UIN Walisongo, who is undertaking teaching practice (PLP) at Maahad Tahfiz Al-Qur'an Darul Falah, Selangor, Malaysia. The study aims to evaluate the implementation of English language use during classroom interactions, focusing on specific indicators such as language used in instruction, content delivery, class discussions, and assessments. The data collection was strengthened by the involvement of a co-researcher, Muhammad Ridwan Abdullah, who utilized the same observational instrument to validate the primary researcher's findings. This collaborative role ensured objectivity and accuracy in the observation process.

As a co-researcher, my primary role was to independently verify the data recorded by Khodijah using the same framework. This not only ensured reliability but also allowed us to identify nuanced classroom interactions that might otherwise have been overlooked. Through this collaborative approach, we aimed to provide a comprehensive overview of the integration of English in teaching and learning processes within the institution.

No.	Indicator of Research Question 1	Meeting -1 Y/N	Meeting -2 Y/N	Meeting -3 Y/N	Meeting -4 Y/N	Meeting -5 Y/N	Meeting -6 Y/N
1.	Lecturer's instructions during the classmeeting are carried out in English	Yes	Yes	Yes	Yes	Yes	Yes
2.	Content knowledge delivery during the classmeeting is carried out in English. The use of English in the classroom is not as a specific learning objective, but as a consequence of learning. (indicated by use of code switching or translanguaging by lecturer or among students if there are difficulties in interaction)	Yes	Yes	Yes	Yes	Yes	Yes

3.	Class interactions, such as discussion session or team/pair works are carried out in English, including presentation session.	Yes	Yes	Yes	Yes	Yes	Yes
4.	Question and answer sessions are carried out in English.	Yes	Yes	Yes	Yes	Yes	Yes
5.	Assignments in learning or formative assessments are carried out in English.	Yes	Yes	Yes	Yes	Yes	Yes
6.	Summative assessment is carried out in English.	no	no	no	no	no	no

Field notes:

1. There is vocabulary drilling in every chapter or discussion. Translate verse or hadith quotations as the main teaching material from Arabic to English, with the interlude of switch code in the mother tongue. In each chapter or discussion, the teacher conducted vocabulary drills, emphasizing translation of Arabic verses or hadith into English. This approach highlighted the integration of English as a tool for broader understanding rather than a standalone goal. However, frequent code-switching to the mother tongue was observed, often as a strategic method to clarify complex ideas. This policy fostered inclusivity but presented challenges, as students sometimes struggled with maintaining focus on the target language. While the use of English enhanced cognitive connections with the material, it revealed a reliance on the mother tongue, suggesting room for improved strategies to encourage sustained English use.
2. There is still a switch code, from the target language to the mother tongue as a policy in learning. Students often dispute it because of difficulty. they secretly interact with sign language.
3. Despite the promotion of English in class, students occasionally resorted to sign language during moments of difficulty, reflecting an adaptive but unconventional approach to communication. Code-switching emerged frequently during peer interactions, particularly when complex ideas required articulation beyond their linguistic comfort zone. This practice revealed a gap in vocabulary acquisition and application. Interestingly, students displayed innovative use of gestures to bridge communication gaps, showing creativity but underscoring the necessity for deeper

vocabulary learning. Encouraging structured English discussions with minimal reliance on gestures could significantly boost their language proficiency.

4. Students become less innovative in the use of vocabulary, but there are very good innovations in gestures.
5. No summative assessments were conducted during the observation period, which limited the data on this particular indicator. However, the teacher expressed plans to implement summative evaluations in the near future, potentially focusing on written and oral proficiency. This absence highlights a missed opportunity to measure students' comprehensive understanding and language skills progression. Integrating summative assessments could provide valuable insights into the effectiveness of teaching methods and language integration within the curriculum.

This observation report underscores the dynamic interplay between English language use and instructional strategies in the classroom at Maahad Darul Falah, Selangor, Malaysia. The findings reveal a balance between fostering language acquisition and accommodating students' linguistic challenges through the strategic use of code-switching and gestures. While the absence of summative assessments limited the scope of evaluative data, the overall insights contribute valuable understanding to the integration of English in a multilingual learning environment.

By adopting the same observational instrument as the primary researcher, I was able to cross-check the findings and confirm their reliability. Our approach ensured a robust validation process, enabling us to provide a detailed and unbiased analysis of classroom interactions. I am confident that the data presented here accurately reflects the teaching and learning dynamics observed during the research period. This partnership between the primary researcher and co-researcher has reinforced the credibility of the observations, offering a comprehensive framework for further studies and potential improvements in English language instruction in similar educational contexts.

Co-Researcher,



Muhammad Ridwan Abdullah

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Co-Researcher 2

CO-RESEARCHER'S OBSERVATION RESULT SHEET

Research Title	:English as a Medium of Instruction in Religious Subject: an Interpretation of Students' Voices on Their Language Proficiency Development and Learning Confidence
Research Question 1	:How is the implementation of EMI in religious subject?
Co-Researcher Identity	:Muflikha Nurul Hadi
Research Institution	:Maahad Tahfiz Al-Qur'an Darul Falah Selangor, which is located at Jalan Peket 100, Sungai Besar, Sabak Bernam, Selangor Province, Malaysia.
Date of research	: 26 August 2024 - 15 September 2024.

This is a part of research project observation report conducted by Khodijah Asshofiah, my partner UIN Walisongo, who is undertaking teaching practice (PLP) at Maahad Tahfiz Al-Qur'an Darul Falah, Selangor, Malaysia. The study investigates the application of English during classroom activities, focusing on key aspects such as instructional language, content delivery, student interactions, and assessments. The data collection process was strengthened by the participation of a co-researcher, Muflikha, who employed the same observational framework to corroborate the findings of the primary researcher. This collaborative effort was designed to enhance the validity and depth of the observation data.

My responsibility as a co-researcher is independently verifying the observations documented by Khodijah. Using the same methodology ensured the consistency and reliability of data collection while offering fresh perspectives on classroom dynamics. This partnership aimed to deliver a thorough evaluation of the integration of English within the teaching and learning process at the institution.

No.	Indicator of Research Question 1	Meeting -1 Y/N	Meeting -2 Y/N	Meeting -3 Y/N	Meeting -4 Y/N	Meeting -5 Y/N	Meeting -6 Y/N
1.	Lecturer's instructions during the classmeeting are carried out in English	Yes	Yes	Yes	Yes	Yes	Yes
2.	Content knowledge delivery during the classmeeting is carried out in English. The use of English in the classroom is not as a specific learning objective, but as a consequence of learning, (indicated by use of code switching or translanguaging by lecturer or among students if there are difficulties in interaction)	Yes	Yes	Yes	Yes	Yes	Yes
3.	Class interactions, such as discussion session or	Yes	Yes	Yes	Yes	Yes	Yes

	team/pair works are carried out in English, including presentation session.						
4.	Question and answer sessions are carried out in English.	Yes	Yes	Yes	Yes	Yes	Yes
5.	Assignments in learning or formative assessments are carried out in English	Yes	Yes	Yes	Yes	Yes	Yes
6.	Summative assessment is carried out in English	no	no	no	no	no	no

Field notes:

1. Vocabulary exercises are regularly conducted within each chapter or discussion. The primary focus is on translating Arabic verses or hadith quotations into English, accompanied by occasional code-switching to the mother tongue. These practices underscore the use of English as a facilitative medium for deeper comprehension rather than as an isolated goal. However, frequent shifts to the native language were observed, often employed to clarify intricate concepts. While this approach created an inclusive environment, it also presented challenges, particularly in sustaining the use of the target language. Enhancing strategies to maintain English usage could potentially improve students' linguistic proficiency.
2. Code-switching between English and the native language remains a prevalent aspect of classroom interactions. Students frequently rely on this strategy to overcome difficulties, occasionally substituting verbal communication with gestures or sign language. This adaptive behavior highlights a gap in vocabulary mastery and suggests the need for more targeted vocabulary instruction. Encouraging structured opportunities for English dialogue with reduced reliance on gestures could foster significant improvements in language use and confidence.
3. Although students occasionally struggle with vocabulary innovation, their creativity in using gestures to overcome communication barriers is commendable. This innovative approach, however, underscores the necessity for a more robust focus on vocabulary enrichment to mitigate reliance on non-verbal cues.
4. No summative assessments were observed during this period, limiting insights into comprehensive language proficiency evaluation. The teacher mentioned plans to incorporate summative assessments in the future, potentially emphasizing both written

and oral skills. The absence of such assessments during the observation period represents a missed opportunity to evaluate the students' cumulative language acquisition and overall progress. Implementing these assessments could provide valuable feedback for enhancing teaching methodologies and integrating English more effectively into the curriculum.

This report highlights the interplay between English language use and teaching strategies within the classroom at Maahad Darul Falah, Selangor, Malaysia. The findings reflect a balance between promoting language learning and accommodating students' challenges through strategic code-switching and gesture use. Despite the absence of summative assessments, the observations contribute significant insights into the application of English in a multilingual educational setting.

Through the use of an identical observational framework as the primary researcher, I was able to validate and cross-check the findings effectively. This methodological rigor ensures a reliable and comprehensive analysis of the observed classroom interactions. The collaboration between the primary researcher and co-researcher has strengthened the credibility of this study, paving the way for further research and potential advancements in English language instruction within similar contexts.

Co-Researcher,



Mufikha Nurul Hadi

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Appendix 5: Field notes pictures





Appendix 6: EMI on language proficiency

Informant	Identified Answer	Excerpt of Interview.	Member Check
L.P.P.1	Positive	"Of course he was very helpful, I was forced to go through the process of mastering English. For me, we must also learn English, so that we can master the use of the language, so that we do not miss out on this knowledge because English is also the main language of the world."	✓
L.P.P.2	Positive.	"Okay, I think it's fun! I can learn a lot. A short time can give a lot of knowledge."	✓
L.P.P.3	Positive	"I'm happy because I like English."	✓
L.P.P.4	Not very influential.	"Little hard, but it's okay. It wasn't very difficult, but I became more fluent in English."	✓
L.P.P.5	Positive	"Regarding the delivery of material in class using English, it is very	✓

		good for me to master new languages and materials."	
L.P.P.6	Positive	"It's getting easier for me to speak English. It's definitely different from my previous skills because I'm forced to keep using it to learn new chapters."	✓
L.P.P.7	Positive	"Excited to find a new word. My English skills are getting better, which is also fun. In the past, I couldn't understand much, now it's easier to understand."	✓
L.P.P.8	Positive	"I had to force myself to understand and because of that my English improved."	✓
L.P.P.9	Positive	"I will try to understand English and I like to try to practice one-on-one proficiency about the material that has been taught."	✓
L.P.P.10	Negative or complicating	"I can talk to many people in English,	✓

		but it's quite difficult. It was a bit difficult at first, but over time it got easier because I got used to it."	
L.P.P.11	Positive	"I'm ok, there's only half an English word that I don't understand."	✓
L.P.P.12	Negative or complicating	"It's hard to understand, but I still try to understand even if I don't understand. I tried but still didn't understand, too fast I couldn't catch up."	✓
L.P.P.13	Not too influential	"At first I felt dizzy, but after a long time I could understand. I need to get used to it for a long time and like to review with friends."	✓
L.P.P.14	Not too influential	"It's simple for me. Still, I learned a lot of new things, but it wasn't difficult. Even the taste that has changed."	✓
L.P.P.15	Positive	"In my opinion, it is necessary to explain them one by one so that students can better understand	✓

		what is being taught. I couldn't understand that fast in English, until now it's the same when it comes to new material, I don't understand it yet."	
L.P.P.16	Negative Negative or Complicating or Complicating	"No, because England is still not allowed, so I don't understand."	✓
L.P.P.17	Not too influential	"It's normal, I don't think the influence is any different."	✓

Appendix 7: EMI and self-confidence in learning.

Informant	Identified Answer	Excerpt of Interview.	Member Check
S.C.P.1	Positive	"The use of English in the classroom is not a problem, because it can add new knowledge and improve the ability to teach knowledge in the future."	✓
S.C.P.2	Positive	"Fun! I can increase my knowledge, learn other subjects and can add vocabulary to the language, so I am	✓

		confident to keep learning."	
S.C.P.3	Positive	"It's easy to understand and easy for me to get. I am not ashamed because I am not afraid of being wrong"	✓
S.C.P.4	Neutral	"It's a bit easy but it's also quite heavy. I am confident but I have to stay serious. English is difficult for me but as long as there is a teacher to teach me, I can learn."	✓
S.C.P.5	Positive	"Excited! I like it but it's also challenging."	✓
S.C.P.6	Positive	"It's nice because I love English. Don't be embarrassed, just have fun."	✓
S.C.P.7	Neutral	"It's a bit difficult, I'm embarrassed to make a mistake even in asking. Fortunately, we are allowed to ask questions in Malay if we have difficulties with English."	✓
S.C.P.8	Negative	"I find it difficult	✓

		because I don't understand English. I'm not sure I will understand the lesson."	
S.C.P.9	Positive	"It's fun but a bit difficult to click, but I believe I gained a lot of new knowledge"	✓
S.C.P.10	Positive	"It's a lot of fun, it's easy."	✓
S.C.P.11	Neutral	"It's normal, it's not difficult or unhappy. But it's a bit embarrassing to make a mistake in class."	✓
S.C.P.12	Negative	"It's hard to understand, it's hard to learn. I don't understand easily, but I can't ask questions because I'm afraid of making mistakes, I can't even speak English."	✓
S.C.P.13	Positive	"Fun but a bit difficult."	✓
S.C.P.14	Neutral	"Normal, just so so."	✓
S.C.P.15	Positive	"Easy to understand, but a bit slow to understand at first"	✓
S.C.P.16	Neutral	"It's hard to get it,	✓

		but I can't explain it."	
S.C.P.17	Neutral	"Normally, I like to just follow the flow in learning. I don't want to be a burden."	✓

Appendix 8: Challenges on English proficiency development in religious course using EMI and how to overcome them

Informant	Identified Answer	Excerpt of Interview.	Member Check
C.O.P.1	Lots of foreign vocabulary, relearn	"There are some difficulties such as new vocabulary in English. There is also a new vocabulary in Arabic that is difficult to understand even though it has been translated into English. But I always had the hope of being able to preach and teach knowledge to outsiders in the world, so I like to relearn and ask questions in difficulties."	✓
C.O.P.2	A lot of foreign vocabulary,	"There are some difficulties, especially new languages,	✓

	asking	foreign vocabulary. But I often ask. I can't just be silent if there are difficulties. I asked my friends or teachers"	
C.O.P.3	Lots of foreign vocabulary, relearn	"The challenges and difficulties include the mixing of languages, especially Arabic is quite difficult, so even though it has been translated into English, it is still difficult. I overcome it by redoing the review, I do it alone and sometimes with friends."	✓
C.O.P.4	A lot of foreign vocabulary, asking	"The challenge is that if there is a verse that I have never encountered, it is foreign to me. Foreign verses in English [also foreign. But I often ask my friends or teachers."	✓
C.O.P.5	A lot of foreign vocabulary, asking	"A lot of my challenges were on foreign vocabulary, so I doubted whether I understood it correctly or not. But I like to ask the teacher or ask for explanations."	✓

C.O.P.6	A lot of foreign vocabulary, asking	"It is a bit difficult to understand the new verse. It is even more difficult because you have to understand 2 new things, namely verse and English at the same time. I sometimes ask but not always."	✓
C.O.P.7	Lots of foreign vocabulary, relearn	"I encountered a lot of new knowledge as well as foreign languages, it was hard. But I often ask the teacher and review it myself."	✓
C.O.P.8	Lots of foreign vocabulary, re-learning, asking questions	"There are many new vocabulary in discussions that are also new. I overcome this by asking friends, teachers, or searching in the dictionary. I often use the English dictionary."	✓
C.O.P.9	A lot of foreign vocabulary, asking	"Sometimes I don't understand the meaning of the explanation, but I'm calm because I can overcome it by asking a friend."	✓
C.O.P.10	Longer time, motivation	"It's a bit difficult for me, because learning like this takes a longer	✓

		time. But I always have the motivation that I have to be persistent and patient to be good, I want to be good."	
C.O.P.11	A lot of foreign vocabulary, embarrassed to ask, relearn	"My difficulty is in the strange words, I am also embarrassed to ask. But I review it myself because I want to be good at English."	✓
C.O.P.12	Lots of foreign vocabulary, re-learning, asking questions	"It's difficult because I don't understand the meaning. If I want to finish it, I look it up in the dictionary, but if it's too late, I ask my friends. But still this is not easy, although I will keep trying because I want to Islamize people."	✓
C.O.P.13	There is no difficulty because I feel happy	"There are no challenges at all, it's all fun."	✓
C.O.P.14	There is no difficulty because I feel happy	"No challenges, I am relaxed and fun to take lessons"	✓
C.O.P.15	A lot of foreign vocabulary, asking	"The first difficulty is that I am not good at English, then I always encounter words that I don't know the	✓

		meaning. I know when I ask a friend."	
C.O.P.16	A lot of foreign vocabulary, asking	"It's the usual difficulty because I am not good at English. I solved it by asking my teacher or a friend but it was private because I was embarrassed."	✓
C.O.P.17	No difficulty	"Okay, it's not difficult because I just participated in the training."	✓

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 - b. Ma'had Darul Falah Sragen
 - c. PKBM Tunas Harapan Mulia
2. Pendidikan Non-Formal:
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 - b. Ma'had Al-Islam Surakarta

Semarang, 20 Desember 2024



Khodijah Asshofiah

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