

**IMPLEMENTING EMI IN BILINGUAL
CLASS PROGRAM: A CASE STUDY OF
EIGHT B GRADE AT SMP ISLAM AL
AZHAR 23 SEMARANG**

THESIS

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



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ABSTRACT

This study aims to explain how EMI is implemented in a bilingual program. The researcher also focuses on the challenges, benefits and implications from the perspective of students and teachers. This research uses a descriptive qualitative method. Data were collected using observation and in-depth interviews with 15 participants from bilingual class 8B at SMPI Al Azhar 23 Semarang, categorized into 3 levels: low, middle and fast. The findings show that the main challenges in implementing English as Medium Instruction (EMI) in a bilingual environment include unfamiliar vocabulary, low language proficiency and teacher unpreparedness, which hinder students' understanding. In addition, incorrect pronunciation by teachers leads to student confusion and passive learning. On the other hand, teachers have difficulty explaining the material due to their non-English educational background. However, teachers and students benefited from enhanced English language skills and self-confidence, although students felt shy when speaking in public. Therefore, schools should enhance support for bilingual students through appropriate resources and programs. The researcher concludes that implementing English as Medium Instruction in a bilingual program provides challenges for teachers and students in using English. However, with the challenges by teachers and students face, both also get benefits. Both of them feel that implementing EMI can enhance their English language skills. Both feel better in English than before.

Keywords: Bilingual Program, English as Medium Instruction,
English skills, Teachers and Students perspective.

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MOTTO

“Allah said, “Do not worry, both of you! Verily I am with you both. I hear and see.”

[Surah Thaha:4]

“If you cannot bear the fatigue of studying, then you must be able to bear the pain of ignorance.”

Imam Syafi'i

“Success is getting what you want, happiness is wanting what you get.”

—W. P. Kinsella

“Enjoy your life with love, respect, and forgiveness for others,
and you will feel peace and tranquility.”

Anandiya A

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the objectives of the study, and its significance.

1.1. Background of Study

Bilingualism, also known as Dwi Bahasa, is defined by Hurlock (1993) as using two languages (Pransiska, 2018). At SMP Islam Al Azhar 23 Semarang there is a bilingual class that uses Indonesian and English in the learning process. The bilingual class program aims to develop students' potential in English and create students who can be experts in English language.

EMI has been widely implemented in schools in several countries including Indonesia. The application of EMI in learning is not only in English but in bilingual classes there are additional subjects, namely math and science, which use English as the language of instruction. In bilingual courses, to be a qualified teacher, they have a great effort because they have to teach science and mathematics by using English. According to Comariah (in Shvoong.com, 2011), it is critical to assess the preparedness of teachers who will instruct bilingual classes because these educators must not only impart subject-matter knowledge but also be able to pronounce and comprehend English words (Tina et al., 2013). As a non-

English teacher, it is certainly challenging to teach lessons that use English as the language of instruction. Implementing EMI in a bilingual classroom is a challenge for teachers and students, especially for teachers teaching science and math subjects. However, teachers need special training to teach in bilingual classes. So the readiness of teachers to teach in bilingual classrooms is critical.

The use of a second language (English) as the language of instruction is a 'weak' form of bilingual education (Baker & Jones, 1998) and bilingualism gives cognitive benefits can encourage the implementation of EMI (Ibrahim, 2006). In EMI learning in the Bilingual class, there are 3 subjects, namely English, math, and science. Which in learning these three subjects uses English as the language of instruction in the handbook. In addition, in learning communication between teachers and students uses English and Indonesian because at SMP Islam Al Azhar applies English as a second language, so communication uses mixed languages.

The researcher chose to conduct research at SMP Islam Al Azhar 23 Semarang because SMPI Al Azhar 23 Semarang has implemented a bilingual class program in which the bilingual class also implements EMI. In the bilingual class program, there are English, math and science subjects that use English as the language of instruction. At SMP Islam Al Azhar 23

Semarang uses English as a second language, especially in bilingual classes. So they apply code-switching in the learning process. In the implementing EMI in bilingual classes, there are certain challenges faced by students and teachers both in terms of explaining the material and the fluency of the language used. The purpose of this study is to find out whether implementing EMI in Bilingual classes can provide how EMI is implemented, the difficulties and challenges face in implementing EMI also the benefits and implications in life.

Based on the researcher's observations conduct in the Bilingual class, the researcher is interested in investigating the implementation of EMI in the Bilingual class, especially class 8B based on the students and EMI teachers perspectives regarding the challenges, benefits and implication they feel both in everyday life and in the learning process.

1.2. Questions of the Research

1. How EMI implemented in Bilingual Class Program?
2. What are the challenges and benefits of implementing EMI in bilingual classes?
3. What is the implication of implementing EMI in bilingual program?

1.3. Objectives of the Research

1. This research aims to know how EMI implemented in bilingual class program.

2. This research aims to know the challenges and benefits of Implementing EMI. in Bilingual Class Program at SMP Islam Al Azhar 23 Semarang, Grade 8B.
3. This research aims to know the implications of implementing EMI in Bilingual Class Program at SMP Islam Al Azhar 23 Semarang

1.4. Pedagogical Significance

The results of this study are expected to contribute theoretically and practically to teachers, students, schools, and the researcher.

1.4.1. Theoretically, this research is expected to contribute to the implementation of English as Medium Instruction in bilingual classes such as how EMI is implemented in bilingual classes, the challenges faced, the benefits and implications felt. In addition, it is hoped that this research can be a reference, framework and guide for future research.

1.4.2. Practically, the result of the study is beneficial :

1. For teachers

The results of this study are expected to provide information to teachers regarding the implementation of EMI in bilingual classes, especially for teachers implementing EMI, and can be used as an evaluation for teachers.

2. For the students

This research is expected to provide information to students, especially bilingual classes, regarding the challenges faced in implementing EMI and can provide benefits for bilingual class students when implementing EMI. In addition, it is hoped that this research can be used as an evaluation for the future.

3. This research can help schools to determine the advantages and disadvantages of implementing English as Medium Instruction in bilingual classrooms based on the perspectives of bilingual students and EMI teachers through in-depth interviews conducted by the researcher. It can also help to find out the challenges and difficulties faced by teachers and students and the specific benefits felt by both. So that it can be used as a reference for the future in EMI learning in bilingual classes.

4. For the researcher

This research can be used as a reference for other researchers who are interested in conducting relevant research.

5. For the institution

It is hoped that this research can increase our knowledge about English as Medium Instruction and its application in bilingual classes in schools. This research is also expected to contribute,

especially for students of Walisongo State Islamic University Semarang to study bilingual programs and English as medium instruction.

6. The writer

From this research, the author hopes to provide information and benefits for many people.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents important aspects of previous studies and related to the theoretical views.

2.1 Previous Research

Based on the several studies have explored English as Medium Instruction as their focus. In this study, the researcher focuses on how EMI is implemented in the bilingual program, the benefits and challenges as well as the implications. While some studies have a different focus, namely as follows: In the first article entitled **“Becoming Bilingual in two-way Immersion: patterns of Investment in a Second-Grade Classroom”** by Laura Hamman-Ortiz (2020) focused on benefits bilingual program in secondary grade classroom based on students experience also give implication for latinx and non latinx. The second article entitled **“The Influence of English as Medium of Instruction (EMI) on the First and Second Language Acquisition of Bilingual School Students: A Case Study”** by Tri Pujiani, Ida Dian Sukmawati and Maulina Adzkiyah (2023), focused on benefits challenge and impact for first and second language, which does EMI not give significant impact for language. The third article **“Navigating the Instructional Settings of EMI: A Spatial Perspective on University Teachers Experiences”** by Mingyue Michelle Gu,

Zhen Jennie Li & Lianjiang Jiang (2020). This article focuses on teacher's perspective challenge and benefits to teach students with EMI.

The fourth article entitled **“English Medium Instruction (EMI) from the students perspective at a technical university in Turkey”** by “Arzu Ekoç (2020), The article focuses on students' English language needs as well as students' challenges and opportunities in learning EMI due to language comprehension difficulties, therefore teachers also use Turkish to reduce the effectiveness of EMI, as well as EAP program improvements to improve teaching quality for teachers. The fifth article entitled **“Global English Medium Instruction: Perspectives at the crossroads of Global Englishes and EMI”** by “Heath Rose, Kari Sahan & Sihan Zhou (2022), this article focuses on the implementation of EMI has developed in the world of education which only focuses on western perspectives which must be balanced with non-western context research, besides this article provides the benefits of multilingualism to teachers and students in the EMI learning process.

This research is also against native speakers because non-native teachers can also teach EMI and need to be valued. The six article entitled **“Modeling the role of rapport and classroom climate in EMI students' classroom**

engagement” by “Manman Li (2024), This study discusses the important role of classroom climate and good teacher-student relationships in EMI learning, besides that, this study also discusses the importance of student involvement in the EMI learning process and the implications for students and teachers. seventh article entitled **“English-only’ English medium instruction: Mixed views in Thai and Vietnamese higher education”** by Kari Sahan, Galloway, Jim Mc Kinley (2022), This research discusses the perception of EMI in Thailand and Vietnam, both of which use mother tongue as a learning alternative also the challenge of EMI. In learning, they also use English according to language needs, therefore it is important for EMI teachers to have English experience to facilitate the learning process. This article also explains the linguistic implications for teachers and students.

The eight article entitled **“Implementing English-medium instruction (EMI) in China: teachers’ practices and perceptions, and students’ learning motivation and needs”** this article focuses more on teachers practices and perceptions as well as students needs, emphasizing collaboration between content teachers and language specialists (L. Jiang et al., 2019). Meanwhile, ninth article entitled **“Interactions between medium of instruction and language learning motivation”** explores the interaction between the medium of instruction and learning motivation,

with an emphasis on the influence of macro and micro contexts (Hennebry & Gao, 2021). The results also differ; the first article shows low English proficiency despite the use of pragmatic strategies, while the second article finds that students in EMI have higher motivation compared to students in CMI and MMI.

The last article entitled “ **Learning subject matter through English as the medium of instruction: students’ and teachers’ perspectives**” and “**The Effectiveness of English as a Science Medium Instruction in Higher Education**”. Both articles discuss English language learning in the context of English Medium Instruction (EMI) in higher education, emphasizing the importance of student motivation and challenges in implementation. However, the first article focuses on the experiences of students and teachers in Indonesia, with an emphasis on difficulties in understanding the material (Floris, 2014). Meanwhile, the second article conducts a broader analysis of the effectiveness of EMI, reviewing data from various studies and offering solutions such as curriculum improvement and language support (Prayuda et al., 2024). These

differences demonstrate different approaches to evaluating and addressing the challenges of EMI.

However, there are still few studies on EMI that explore how EMI is implemented, most of the previous studies only discuss the challenges, benefits or implications based on one point of view. Therefore, the researcher will discuss how EMI is implemented in a bilingual program in detail and discuss the challenges and benefits from the students and teachers perspectives as well as the implications for schools, teachers and students to provide information that the researcher can get from the research.

2.2 Literature Review

English as an Introductory Language (EMI) has become popular in educational settings around the world, especially in countries where English is not the primary language. This method is often used to teach content knowledge and improve students' English skills at the same time. To educate students for a competitive global environment, many institutions have implemented EMI programs in response to the increasing globalization of education and the need for English proficiency in a competitive world (Macaro et al., 2018). "The most significant trend in educational internationalization" is the rise in English medium instruction (Rose et al., 2022). Therefore,

EMI has been implemented in many schools especially in bilingual classes.

A type of bilingual education that is becoming more and more popular at all educational levels is English medium instruction (EMI), particularly in settings where English is not the primary language (Dearden, 2015; Macaro et al., 2018). EMI is defined as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the majority of the populace does not speak English as their first language" (Hammou & Kesbi, 2023). In subjects that use English as the language of instruction, the international curriculum is usually used. Subjects that are applied such as math, science, English and so on. With the existence of subjects that use English will familiarize students to communicate using English.

Dearden (2015) state that EMI is a phenomenon that is rapidly expanding among students in the era of globalization (Dearden, 2015; Siddiqui et al., 2021). "The use of the English language to teach academic courses in nations or jurisdictions where the majority of the population does not speak English as their first language (L1). Mahboob (2020) shows that using EMI is crucial in countries with a colonial past where British educational systems were established (Kurniati, 2024).

In a variety of non-English speaking countries, research has been done on several topics related to EMI practice. Improvements in teachers and students English competence are among the reported EMI advantages shown in several research (Aguilar, 2015; Galloway et al (Simbolon, 2021).

Dimova and Kling (2018) and Macaro, Jiménez-Muñoz, and Lasagabaster (2019) highlight that EMI is a relatively new phenomenon, and many universities have other priorities to address, such as the need to implement EMI programs quickly and the urgency of designing certification mechanisms to enable their teaching staff to deliver content in the foreign language (Lasagabaster & Doiz, 2021). However, in Asia, especially in Korea, instruction can be characterized as English as the medium of instruction (EMI): “an umbrella term for academic subjects taught through English, one making no direct reference to the aim of enhancing students’ English” (Dearden and Macaro 2016, 456), as specialists teach their specialty without the goal of concurrently developing discipline knowledge and English linguistic competency.

In Indonesia launched "The International Standard Schools" program, which uses EMI in science and math classes starting in Year 4 of primary education and continuing through junior, senior, and vocational secondary schools. About 700 international standard junior, senior, and vocational secondary

schools as well as about 190 international standard primary schools have adopted this program by the end of 2009. Over half of the teachers obtain the lowest competency band in English proficiency level, and there aren't many native speakers teaching these topics (Vu & Burns, 2014).

In conclusion, teaching English as an introductory language has many obstacles to overcome even if it offers several chances to help students become more proficient in the language and get ready for a worldwide society. For EMI to be implemented successfully, a thorough strategy that takes into account sociopolitical considerations, pedagogical innovation, and teacher preparation is required. Effective EMI practices that benefit all parties involved will be shaped by continued research and discussion as the educational landscape changes. Since using EMI in the classroom would aid kids in learning English, it is a useful tool for learning.

2.2.1 How EMI is Implemented

Here are some explanations of how English as Medium of Instruction is implemented in bilingual programs, namely:

2.2.1.1 Elements of English as Medium Instruction (EMI)

Macaro (2018) state that these studies establish EMI as an umbrella term, serving a

variety of realizations and constellations that each represent a set of further characterization criteria(Content, 2023).

Here the elements of English as Medium Instruction:

1. Teacher's English Proficiency and Clarity

Galloway and Rose (2021) highlight that challenges relating to students language and linguistic readiness are major obstacles to the successful implementation of EMI (Zhou et al., 2022). However, the main challenge for teachers and students is the language barrier. So that teachers also find it difficult to teach. It should be noted that the clarity of the teacher in explaining the material is very important and greatly affects the clarity of students in understanding the material.

The use of English in learning is in the form of how the teacher explains the material, the words used are easy to understand, correct pronunciation and balance in using L1 and L2. Based on observations made by researchers in the bilingual classroom. EMI teachers tend to use English that is easy for students to

understand, they also use Indonesian to clarify the material.

2. Teachers Mastery of the English Language

Guarda and Helm (2017) state that teachers language competence is considered one of the main obstacles in the successful implementation of EMI programs, as it often relates to the level of proficiency required to teach the academic content of a specific discipline in a foreign language (Zheng, 2021). As an EMI teacher, teachers must be required to be able to speak English. Even as a non-English teacher, the teacher must be able to explain the material using English because it will affect the students' understanding of the material.

Based on observation, teachers are not proficient in English, except for the English teacher. In the learning process, teachers use their mother tongue and English to facilitate the learning process. This is because as a non-English teacher who has to teach lessons that use English, so the teacher is not ready and has to study harder to prepare the material.

3. Communication between students and teacher

English language skills, interaction and communication are key challenges for a successful success of EMI degree programs (Cicillini & Giacosa, 2020). Communication between teachers and students certainly uses English and Indonesian, it can minimize miscommunication in learning. Based on observation, communication between teachers and students uses both mother tongue and English, but students are taught to use English. If they find it difficult, students use Indonesian. Communication occurs in two directions. Teachers try to involve students in the learning process so that the class is active and conducive.

4. Teacher and student flexibility in learning

Tsui and Ngo (2016) state that collaboration and social engagement are essential in the learning process, which can be enhanced through flexibility in teaching (Kurniati, 2024). Teacher and student flexibility in English as Medium Instruction

(EMI) learning is essential to create an effective learning environment.

Teachers need to adapt their teaching methods to students needs, using various approaches such as project-based learning and interactive discussions. In addition, teachers should be responsive to feedback from students, so as to adapt teaching materials and teaching strategies according to their level of understanding. Based on observations, researchers found that teachers always help students when they have difficulty with the material, besides that, teachers also provide learning models that can make students actively involved in class such as discussions, presentations and others.

5. Attitude motivation in speaking English

Motivation fluctuates based on the school environment (Hiew, 2012). In a broader view, EFL students' motivation to speak English can be related to future employment (Arnaiz, 2016), the usefulness of having the ability to speak English (Getie, 2020), fun, or to pursue science (Wongsa and Son, 2020) (Andhara & Alfian, 2023).

In EMI learning, students motivation in learning can affect students' ability to learn English, but it can also make students confident and active in learning. Based on observations, researchers found that students in bilingual classes are accustomed to speaking English so that they dare to speak English such as in asking questions, answering presentations and others. This aims to make students dare to speak English in front of their friends.

6. Assessment and Evaluation in learning

Previous research on EMI assessment has provided several accommodation strategies, such as enabling students to use their L1 to perform assessment tasks (Li, 2017), designing bilingual assessments where L1 resources are incorporated (van der Walt & Kidd, 2013) or lowering the linguistic complexity of assessments by using simpler English or using visual aids (N. Li & Wu, 2018).

Assessment aims to determine students' ability to understand EMI material and ability in English, which can be in the form of discussions, presentations, individuals and others. Based on observation, in the EMI

learning process in the bilingual class there is an assessment of students, the teacher gives assignments and provides evaluations.

2.2.1.2 Characteristic Of English as Medium Instruction

EMI can be characterized according Macaro (et al 2018) to six flexible criteria that allow a more detailed explanation of each instance of EMI (Content, 2023). Here are some characteristic of English as Medium Instruction:

1. English as Medium Instruction in Educational Context

English as a second language has gained significant traction in the global education system, especially in non English speaking countries. This approach involves using English as the primary language to teach academic subjects, thus enhancing students exposure to the language in a meaningful context. English as Medium Instruction fosters an environment where students can engage with complex concepts while simultaneously building their proficiency in English.

At SMP Islam Al Azhar 23 Semarang itself has a bilingual program which uses two

languages, namely Indonesian as the main language and English as the second language. This program facilitates students to learn English.

2. Academic subjects other than the English language

English as Medium Instruction not only includes the teaching of English itself, but also covers a wide range of academic subjects such as math, science, social studies and the arts. By utilizing English to teach these disciplines, teachers aim to equip students with the subject specific knowledge and language skills necessary for academic success.

At SMP Islam Al Azhar 23 Semarang, the bilingual program uses the Cambridge curriculum which includes science and math subjects that use English as the language of instruction.

2.2.1.3 Procedure of English as Medium Instruction

1. Need Analysis

Petersen (2010) emphasize the importance of conducting a needs analysis to gain a comprehensive insight into the local context and goals of the institution before implementing

English Medium Instruction (EMI) (Coyle et al., 2021). By aligning the EMI program with the institution's specific characteristics and aspirations, stakeholders can ensure that the implementation process is relevant and effective, ultimately bettering the educational experience for students. Therefore, it is necessary for institutions to facilitate students in learning English. For this reason, a bilingual program is held at SMP Islam Al Azhar 23 Semarang, because of the needs of students.

2. Curriculum Development

Coyle (2010) highlight that curriculum development for English Medium Instruction (EMI) should be content and language integrated, ensuring that teaching tools are relevant and accessible in English. This approach allows students to understand the subject matter while help their language skills, providing a more effective learning environment that encourages content mastery and language proficiency (Tamtam et al., 2012).

The curriculum used in EMI learning usually uses international curriculum, in which the books used in learning are in English.

3. Teacher training

Galloway (2013) draws attention to the important role of teacher training in the implementation of English Medium Instruction (EMI) (Tamtam et al., 2012). This course should focus on building pedagogical skills adapted to teaching in English, equipping instructors with strategies for supporting diverse student populations. At SMP Islam Al Azhar 23 Semarang, the school provides training to EMI teachers in the form of English language training and learning materials from the Cambridge curriculum and from the school.

4. Implementation Program

Macaro (2018) recommends a gradual approach to implementing English Medium Instruction (EMI), and recommends that institutions start with a demonstration program (Huang, 2021). This initial phase allows for the detection of potential challenges and successes, providing valuable insights that can help inform future implementation efforts.

This systematic approach not only reduces risk, but also enhances the probability of a successful and sustainable EMI implementation.

Institutions can provide various programs such as English immersion, bringing in native speakers, English competition and others.

2.2.2 Challenges and Benefits of Implementing English as Medium Instruction in Bilingual Class Program

Implementing EMI in a bilingual classroom has challenges and difficulties for both teachers and students. The application of EMI in the classroom is very effective, especially in bilingual classes where there are additional subjects, namely math and science, which certainly use EMI in the teaching process. However, there are challenges and difficulties experienced by teachers and students such as lack of fluency in English, lack of vocabulary mastery, and so on. The following is an explanation of the difficulties and challenges to the implementation of EMI in learning.

Wu (2006) claims that low English competence hinders students ability to communicate effectively in class, restricts discussion and interaction between teachers and students, and makes EMI students feel like they are having trouble understanding the course material. Furthermore, Vinke (1995) found that EMI students' lecture comprehension was much less than that of native language learner (Kurniati, 2024).

Here are some challenges in implementing EMI:

a) Vocab limitation / Unfamiliar vocabulary

Students learning through English as a Medium of Instruction (EMI) often face significant challenges related to unfamiliar vocabulary. In this context, new vocabulary can be a major barrier to understanding the subject matter. When students encounter technical or academic terms that are rarely used in everyday conversation, they may feel confused and struggle to follow the lesson. In this context, students encounter technical or academic terms that are rarely used in everyday conversation, they may feel confused and struggle to follow the lesson. In addition, the pressure to understand and use this vocabulary in discussions or exams can increase anxiety and reduce self-confidence. Therefore, it is crucial for educators to provide strategies that help students develop the necessary vocabulary skills, so that they can learn more effectively and feel more confident in using English.

Challenges in EMI classrooms often draw attention to difficulties with academic vocabulary across a range of subjects (Othman, 2024). According to Macaro (2018) EMI may offer exposure to global scholarly discourse, but a non-native language of

instruction presents challenges in understanding complex scientific vocabulary and constructs (Othman, 2024).

Unfamiliar vocab arises because students feel unfamiliar with these words. Especially in science subjects, where there are many scientific words that make it difficult for students to understand. This is certainly an obstacle for students in understanding the material. Vocab limitation is due to the presence of foreign words in EMI learning. It is also caused by the difficult material. Therefore, teachers and students study hard to understand the material and will get used to the new vocab in learning.

b) Low Proficiency

Low language proficiency can significantly hinder a learner's ability to fully engage with educational content and communicate effectively. Students with limited language skills often struggle to understand lectures, participate in discussions and complete assignments, which can lead to frustration and lack of motivation. This ability gap can lead to reliance on translation devices or peers for assistance, further hindering their language development. In addition, low language proficiency can create a cycle

of anxiety, as students may feel embarrassed to speak up in class.

Coleman (2006) Vu & Burns (2014) Existing literature on the experiences of EMI teachers shows that teaching EMI courses is a daunting task. The low language proficiency of EMI teachers makes it difficult to teach EMI courses (Volchenkova & Kravtsova, 2021). This is due to the lack of mastery of English for non-English teachers, so teachers find it difficult to explain the material.

Holmes (1998) highlights that low language proficiency has detrimental psychological effects on both teachers and students. They will struggle to communicate themselves in English, their second language, if it is not sufficiently developed. This can lead to a sense of helplessness or frustration, which may then have an impact on their confidence or sense of self. Their academic and language development may suffer as a result of this issue.

The affordances of translanguaging as a pedagogical practice to facilitate the construction of meaning have been highlighted by a growing body of research, despite some studies framing L1 use as a coping strategy for teachers to overcome challenges related to low student English proficiency (Rose et

al., 2022). However, EMI classroom activity arrangements also affect the opportunities for students to utilize English to convey meaning (see Jiang and Zhang 2017; Jiang, Zhang, and May 2019; Tsou and Kao 2017).

c) Teacher Unpreparedness

Teacher preparedness in English as a Medium of Instruction (EMI) is critical to the successful implementation of this educational approach. Teachers must not only have a strong command of English but also a deep understanding of the subject matter they are teaching. At the micro level, EMI teachers should ideally have experience in both content and language instruction, as they should support the development of their students' disciplinary literacy.

This results in the teacher's lack of understanding of the material, making it difficult for students to understand the material. In addition, the lack of language mastery experienced by the teacher causes pronunciation errors. This certainly has a huge impact on students. Therefore, teachers must study hard in preparing lessons so that they can run well.

EMI students ranked pronunciation as the most troublesome linguistic area, according to Doiz,

Lasagabaster, and Pavón (2018). Teachers also hold this opinion (Doiz & Lasagabaster, 2020). Gallardo-del-Cortez and Gómez-LacabexPuerto state that EMI students speak intelligibly and comprehensibly, lack confidence, and have poor pronunciation abilities (David Lasagabaster and Aintzane Doiz).

Coleman (2006, p. 7) discovered that there were "inadequate language skills among students and teachers and the need for training of indigenous staff and students" poor his research at a few European universities that follow the CLIL/EMI program (Floris, 2014). This makes teacher and student communication less interactive, because the teacher misses pronunciation and students do not dare to correct.

In conclusion, the implementation of EMI in a bilingual classroom presents several language proficiency-related obstacles, including a significant number of challenging words, mis pronounced words, teacher preparation and language low proficiency .

**Here are some benefits of implementing English as
Medium Instruction:**

a. Enhanced English skill

Kim, Kweon, and Kim (2017) state that the widespread use of EMI has somewhat demonstrated the increasing value placed on English proficiency in many non-English speaking nations. Aguilar and Rodríguez (2012), Belhiah and Elhami (2015), and Byun et al. (2011) have all reported positive replies regarding the effectiveness of EMI in enhancing students' English, according to several research that poll teacher and student beliefs.

Hu, Li, and Lei (2014) revealed no improvement or improvement mainly in certain skills like hearing or grammar (Ament and Pérez-Vidal 2015; Huang 2015), others (Rogier 2012; Yang 2015) concluded that EMI had improved students' general English ability.

Aguilar and Muñoz (2014) investigated how students English proficiency affected their enrollment in university-level subject and language-integrated learning courses and discovered that students with lower proficiency enhance more in listening and grammar than those with higher proficiency.

Research from China (Hu & Duan, 2019) and Turkey (Sahan, Rose, & Macaro, 2021) supports these

findings that emphasize the pedagogical advantages of translanguaging procedures by indicating that the quality of teacher-student interaction in English in EMI classrooms is low.

Saroyan and Trigwell (2015) and Trowler and Knight (1999) state we refer to the procedures and actions that academics undertake to improve EMI teaching and learning as "professional learning" (PL) rather than "professional development. Learning using EMI conducted by teachers can have implication on students.

Dearden (2014); O'Dowd (2018) show that implementation of EMI in learning can facilitate students to learn English. As language proficiency is the most common EMI challenge, where EMI programs are available, they mainly focus on developing educators' English language proficiency and communication skills.

b. Self Confidence

Linguistic self-confidence comprises self-assessed language ability, and lack of anxiety. In addition, Apple's (2011) research indicates that learners' confidence in their ability to speak English is also influenced by their Perception of a positive classroom experience.

The other hand students always speak English in EMI learning such as presentation, communication with the teacher or friends, so it can make students confident to speak English. In EMI learning that familiarizes using English, of course, students become accustomed to speaking English both with teachers and with friends. It makes students more confident in speaking English because they often communicate using English in EMI learning. EMI has been shown to enhance students' reading, listening and overall English language proficiency, which can enhanced confidence in using the language in academic contexts (Cosgun & Hasırcı, 2017).

The implementation of English Medium Instruction in an educational background offers many benefits that can enhance students confidence in speaking English. Increased exposure to language, and enhanced communication skills. In addition, the application of EMI in bilingual classes also provides benefits for teachers. So that EMI is effectively implemented, besides that implementing EMI makes students must be able to speak English. That makes students and teachers learn in class and outside the classroom. Another benefit of implementing EMI is that it can be a future opportunity in a career.

2.2.3 The Implications of Implementing English as Medium Instruction in Bilingual Class Program

In implementing English as Medium of Instruction, it certainly involves the role of schools, teachers and students, where the bilingual program is the school's flagship program so that it has implications for the parties involved. The following are the implications for schools, teachers and bilingual students:

1) For School

When a school offers a flagship program, namely a bilingual program, it must prepare itself well so that this program runs well. Both in terms of facilities for students and teachers, especially for teachers who teach in bilingual classes. to support this program the school can provide facilities for teachers and students such as:

a. Curriculum Development

Curriculum development for English Medium Instruction (EMI) should be content and language integrated, ensuring that teaching tools are relevant and accessible in English (Tamtam et al., 2012). with the curriculum development in the bilingual program will make teachers and students learn harder. So that in accordance with the branding offered by

the school that the superior program offered to students can attract students to join.

b. Teacher recruitment

EMI instructors are still scarce and the focus is limited; in fact, competency areas for qualified EMI instructors have not been identified even for native English speakers (Lasagabaster et al., 2014, cited in Macaro, Curle, Pun, An, & Dearden, 2018) (VURAL & ÖLÇÜ DİNÇER, 2022). Moreover, since teachers have a significant role in reaching any educational policy, which includes EMI, it can be claimed that finding instructors who can address the relevant challenges is a major concern.

In addition, the recruitment of EMI teachers should also be experts in the field of English, so that students can easily understand the material. However, if the recruitment of teachers is not selected based on English language skills, then the school must provide special training for EMI teachers.

2) For Teacher

Galloway (2013) draws attention to the important role of teacher training in the implementation of

English Medium Instruction (EMI) (Tamtam et al., 2012). As a non-native speaker teacher, it is certainly difficult when faced with a bilingual program that requires non-English teachers to teach English.

For this reason, teachers must receive special training to learn English. This is a major problem for EMI teachers who are less proficient in English when faced with the international curriculum. Therefore, the school must facilitate teachers in the form of teacher training to learn English to prepare themselves for teaching in bilingual classes.

3) For Students

As a student who joins the bilingual program, students should know the consequences of the class. Therefore, students must be more courageous and confident in the learning process. Because with confidence, the learning process can be more active, so that students' abilities in English will be more visible. That way it can prove whether the existence of a bilingual program and the implementation of EMI can have an effect on students in real terms.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research approach, place and time of research, research focus, data sources, data collection techniques, research instruments, and data analysis techniques.

3.1. Research Approach

This research uses a descriptive qualitative method with a case study research design. Case studies are widely employed in social science research – both in established disciplines such as psychology, sociology, and anthropology, and in more practice-oriented fields such as urban planning, social work, and education (Yin 1994:xiii) – and they have close conceptual and methodological affinities with ‘ethnography’, ‘participatory observation’, ‘field research’, ‘qualitative research’, and ‘life history’ (see Hammersley and Gomm 2000:1) (Susam-Sarajeva, 2009).

A case study is a research design found in many fields, especially evaluation, in which researchers develop an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a wide range of data collection procedures over a period of time.

3.2. Research Setting and Time

3.2.1. Place of the Research

The place pass by researchers conduct research at SMP Islam Al Azhar 23 Semarang. Located at Jalan Srikuncoro III No.5, Kalibanteng Kulon, West Semarang, Kalibanteng Kulon, Semarang, Semarang City, Central Java. Researchers chose SMP Islam Al Azhar 23 Semarang because at SMP Islam Al Azhar 23 Semarang there is a bilingual class program which implements English as Medium Instruction (EMI) in bilingual classes.

3.2.2. Time of Research

The researcher do the research on October 10, 2024, to October 30, 2024.

3.3. Research Focus

This research focuses on How English as a Medium Instruction (EMI) is implemented, and the challenges and benefits in the Bilingual class at SMP Islam Al Azhar 23 Semarang, especially in class 8B. English as Medium Instruction implemented in this Bilingual class covers three subjects: English, Mathematics, and Science. Researchers want to know the challenges and as the benefits and implications felt.

3.4. Source of Data

Data sources are sources obtained to conduct research such as tools used (documentation, audio), and people who provide information related to the data needed in the form of questions and answers. The sources of data are:

3.4.1. Primary data

Safi'I (2005) defines primary data as information gathered from original sources through suitable data collecting for the research process. The main data needed by researchers is information about the implementation of English as medium of instruction in bilingual classes at SMP Islam Al Azhar 23 Semarang. Data collection in the form of observation and in-depth interviews conducted by EMI teachers and 8B class students (Rukminingsih et al., 2020).

3.4.2. Secondary data

Creswell (2014) emphasizes that secondary data is valuable to researchers because it allows them to draw on information that already exists without the need to collect primary data. This can result in time and resource savings, making it particularly useful for preliminary research or when it is difficult to obtain primary data. Creswell, Research Design: Qualitative, Quantitative, and Mix Method Approach. Data obtained

by researchers in the form of interviews with school principals and Cambridge curriculum handbooks used in EMI learning in bilingual classes.

3.5. The Technique of Data Collection

In this study, researchers collected data using observation, in-depth interviews, audio records, and documentation to provide an overview of the human experience.

1. Observation is one of the data collection strategies which involve observing and documenting the subject of the research in order to gather the necessary information for the study. According Cresswell (2014) observation is when the researcher makes field notes about the behaviors and actions of individuals at the research site. In these field notes, the researcher notes, in an unstructured or semi-structured way (using some prior questions that the questioner wants to know), the activities at the research site. Qualitative observers may also be involved in roles that vary from non-participant to full participant. Usually these observations are open-ended, where researchers ask participants general questions that allow participants to freely give their perspectives.

The researcher conducted observations in the bilingual class by using a checklist of notes, the researcher adjusts the characteristics and procedures in

English as Medium Instruction. , namely class 8B. Researchers conducted observations by observing three subjects, namely English, Math, and Science. Researchers observed the learning process in three subjects, which in the three lessons used English as the language of instruction. Researchers want to know the implementation of English as Medium Instruction (EMI) in class 8B. The observations made by researchers aim to see the learning process in classes that implement EMI.

2. In-depth Interview

In qualitative interviews, the researcher conduct face-to-face interviews with participants, in depth interviews, or focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and mostly open-ended questions that are few and intended to obtain the views and opinions of the participants.

The researcher conducted in-depth interviews with 15 students from class 8B who have been categorized based on low, middle and fast based on English language ability. The purpose of in-depth interviews is to find out more about the implementation of EMI in bilingual classes for students. In-depth interviews conducted by the researcher are with EMI teachers,

namely English teachers, science teachers and math teachers. The researcher asked 3 questions about the challenges of non-English teachers facing EMI, the benefits of implementing EMI and the implications of teachers after getting used to using English. In addition, the researcher also asked 10 questions to bilingual class students, namely 15 students who have been categorized into 3 parts, namely low, middle and fast based on teacher recommendations and English language skills.

3.6. Technique Data of Analysis

The researcher used the data analysis technique by Miles and J.Saldana (2014) that involved three steps that happens simultaneously (Asiva Noor Rachmayani, 2015)

3.6.1. Data condensation

Data condensation draws on the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the full corpus (content) of written field notes, interview transcripts, documents, and other empirical materials. By condensing, we make the data more powerful.

At this point, the researcher focuses on collecting, summarizing and categorizing the information that the researcher gets related to the

implementation of EMI in the bilingual classroom for both students and teachers. In addition, researchers also focus on the data and information obtained to be analyzed such as challenges and difficulties, benefits and impacts of implementing EMI in bilingual classes.

3.6.2. Display data

After reducing the data, the next step is to display the data by compiling the data that has been obtained in descriptive form. The purpose of displaying data is to make it easier for researchers to explain information clearly from data reduction.

Huberman and Miles (1994) state that selecting data points that best represent the general conclusions is the process of data display. Typically, it includes the following: reviewing and evaluating data transcriptions, and highlighting key words or themes that highlight particular concepts.

The goal is to progressively convert the initially fragmented raw resources into a recognized conceptual framework (Mezmir, 2020). At this point, the researcher groups the data according to the variables and then classifies according to the data that has been determined. The information obtained

will be explained in descriptive form to provide an understanding of the information obtained.

3.6.3. Drawing Conclusion

Drawing conclusions is the final result related to the information obtained by considering the facts that occur and making decisions based on facts and truth. As Huberman and Miles (1994) note, this step involves 'drawing meaning from the displayed data'. The word 'draw' should be interpreted literally here: You draw relevant meanings, structures or processes from the data according to your selected type of analysis. In this step the researcher makes conclusions related to the research taken based on the facts and truth of the data taken.

3.7. Checking Validity

Checking validation in research is essential to strengthen the research. In the study, researchers used several methods including:

3.7.1. Observation

The researcher made observations in the Bilingual class, class 8B, which applies EMI in English, math, and science subjects. By making observations, researchers can see and get the information needed, such as how the learning process of subjects that use English as the

language of instruction is. Researchers also want to ensure that bilingual classes are implementing EMI.

3.7.2. Triangulation

Triangulation refers to using multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomenology (Patton, 1999). Triangulation has also been viewed as a qualitative research strategy to test validity through the convergence of different sources. The first type of triangulation is method triangulation. Method triangulation entails using multiple methods of collecting data about the same phenomenon (Polit & Beck, 2012). This type of triangulation, which is frequently used in qualitative research, can include interviews, observations, and field notes (Carter et al., 2014).

In conducting this study, the researcher obtained and collected from various different sources including observation, In-depth interview and Cambridge curriculum book. Researchers use triangulation method to find the information different points of view starting from the principal of SMPI Al Azhar 23 Semarang, Bilingual Students namely class 8b and EMI teachers who teach in bilingual classes to strengthen data and validate data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explain the implementation of English as Medium Instruction (EMI) in the bilingual classroom. The researcher wants to know the challenges and benefits in the implementation of English as Medium Instruction. This chapter consist of research Findings and Discussion.

4.1. Research Findings

In this section, the researcher wants to know how English as Medium Instruction (EMI) is implemented in the bilingual classroom. That way the researcher gets information related to how EMI is implemented in the bilingual class, namely class 8B.

To obtain specific data, the researcher conducted three observations in three EMI subjects namely English, Science and Math on October 14, 23 and 30, 2024. Data that has been collected from observations and in-depth interviews with eight B students is analyzed using data reduction, display and then draw conclusions. After that, the data that has been obtained is explained as follows:

4.2. How English as Medium Instruction (EMI)

Implemented in grade 8b bilingual class

4.2.1. Elements of English as Medium Instruction

Based on the elements, the researcher found several things that are appropriate in this study including:

a) Teacher's English proficiency and clarity

Based on observation, researcher found that EMI teachers who teach in bilingual classes are not fluent in English, especially science teachers and math teachers. EMI teachers tend to use easy language so that students can understand the material well. Unlike the English teacher who is already an expert in English, so in EMI learning the English teacher is more fluent than the science and math teacher. To deepen the learning process. The teacher also re-explains using Indonesian to avoid misunderstanding.

b) Teacher Mastery of the English Language

Based on the observation, the researcher found that EMI teachers are not good at English because they are not English teachers. In the EMI learning process in bilingual classes, only the English teacher has mastered English. In math and science lessons, they tend to use mixed

languages, namely Indonesian and English, to facilitate the learning process.

c) Communication between students and teacher

Based on observation, the researcher found that in the EMI learning process in the bilingual class, communication between students and teachers uses English and Indonesian. Students are taught to practice speaking in English, such as when asking questions, answering questions, asking permission, and others.

d) Teachers and students flexibility in learning

Based on the observation, the researcher found that in the EMI learning process in the bilingual class, the teacher creates an effective learning environment. In addition, the teacher is also responsive to students when they have difficulties. The teacher also tries to create an active class such as involving students in learning to dare to ask, answer and others using English.

e) Attitude motivation in speaking English

Based on observations, researchers found that students are motivated to speak English because in addition to the books used in bilingual classes using English, students are

required to speak English in the learning process. This is to develop students' ability to speak English. In the EMI learning process, the teacher tries to make the class atmosphere active by discussing and presenting, so that students are motivated to speak English.

f) **Assessment and evaluation in learning**

Based on the observation, the researcher found that in EMI learning, learning assessment and evaluation are conducted for each EMI subject (math, science, English). The assessment is in the form of doing practice questions and assignments for students, after which it is evaluated to know the extent to which students understand EMI subjects.

4.2.2. Characteristic of English as Medium Instruction

The following characteristics of English as Medium Instruction are in accordance with the researcher's research including:

a) **English as Medium Instruction in educational context**

Based on observations, researchers found that SMP Islam Al Azhar 23 Semarang

implements English as Medium Instruction through a bilingual program, which is a flagship program. Through the bilingual program, the curriculum used is the Cambridge curriculum which has 3 additional subjects namely math, science and English which use handbooks from the Cambridge curriculum and use English as the language of instruction.

b) Academic subject other than English language

Based on observations, researchers found that in the bilingual program at SMP Islam Al Azhar 23 Semarang there are subjects from the Cambridge curriculum that use English, namely math and science.

4.2.3. Procedure of English as Medium Instruction

a) Need Analysis

Based on observations, researchers found that the bilingual program at SMP Islam Al Azhar 23 Semarang aims to facilitate students in learning English, especially for students who have joined bilingual classes since elementary school. This program is a need for students to develop English language skills. In the bilingual program there are also several activities that can help enhanced students English skills.

Therefore, the school created the bilingual program.

b) Curriculum Development

Based on observations, researchers found that in the bilingual program the school also facilitates students in the form of curriculum development, which in the bilingual program uses the national and international curriculum. To support the bilingual program, SMP Islam Al Azhar 23 Semarang uses the Cambridge curriculum.

c) Teacher Training

Based on the researcher's interview with Headmaster, he stated that EMI teachers also received training to prepare for teaching in bilingual classes, especially for science and math teachers as non-English teachers, he stated that:

“We work closely with the kampung Inggris in Yogyakarta with the aim of reinforcement. In addition, math and science teaching can be facilitated by Cambridge partners, namely online and offline training that discusses science and math, which is quite helpful for teachers.”

As a non-English teacher, there are challenges and obstacles. However, the school also tries to facilitate EMI teachers to prepare them to teach in bilingual classes. The school provides facilities in the form of training in English villages. SMP Islam Al Azhar 23 Semarang cooperates with Kampung Inggris. In addition, the Cambridge curriculum provides training to EMI teachers on science and math learning.

It should be noted that the implementation of EMI in SMP Islam Al Azhar 23 Semarang uses English as the second language, therefore the learning process applied in bilingual classes uses English and Indonesian.

d) Implementation Program

Based on the researchers interview with the principal, the implementation of English as Medium Instruction in the bilingual program has several activities to train students' English language skills, he explained that:

“The bilingual class program starts from native speaker, English camp, partnership with the kampung Inggris in Jogja, there is an English competition and others program.”

Some of these activities are used to facilitate bilingual students to improve their English language skills..

4.2.4. Challenges of Implementing English as Medium Instruction in Bilingual Program

Students and teacher will certainly experience challenges in implementing EMI. The following are the challenges of bilingual students and teacher in implementing English as Medium Instruction:

4.2.4.1. Vocab limitation/ unfamiliar vocabulary

As a non-English teacher, it is certainly difficult when having to teach material using English, especially for science and math teachers. They admit that they find it difficult because there are many foreign words, which can affect students' understanding. Science teacher explained that:

“The first is related to vocabulary so there are some vocabulary words that are generally in English and science sometimes have different meanings, besides that because using Cambridge the material is deeper than the official curriculum so maybe it needs more detailed explanation.”

Science teacher said that by using two different curriculum and different lessons, especially in

teaching science where the material is more in-depth and there are many difficult and unfamiliar vocabulary. Therefore, communication with students is not as interactive as when teaching science. Therefore, the explanation of the material also uses Indonesian language to make it easier for students to understand the material. In contrast to English teachers who are experts English admitted that he had to challenge himself more to speak English in the bilingual class, he explained that:

“Of course, for me I have to train my self to better.”

If the English teacher does not experience complex difficulties, unlike the students of class 8B, they experience significant difficulties, namely the large number of foreign vocabulary in EMI subjects, especially in science subjects where there are many difficult scientific vocabulary. So that it can affect the understanding of the material. The following data is presented:

Based on interviews, most students challenges in language difficulties, in EMI learning there is a lot of unfamiliar vocabulary in the material, especially in

science subjects that use a lot of scientific words. Both low, middle and fast students have same difficulties. However, it makes them find out the meaning of these words (for more complete see *Appendix 1*).

4.2.4.1. Low proficiency

Based on the interview, the researcher found that EMI teachers find it difficult when teaching using English because they are not fluent in English. Basically, non-English teachers are not experts in English, so the existence of the bilingual program requires EMI teachers to learn English. For the success of this program, EMI teachers must adapt to English and learn materials that are different from the national curriculum. Teacher low proficiency will certainly affect the students' learning process, especially in understanding the material. Researchers also found that in the learning process, non-English teachers still find it difficult to communicate interactively with students using English.

4.2.4.3. Unpreparedness

Based on observation, the researcher found that EMI teachers, especially non-English teachers, are not fully prepared for EMI because the non-English teachers' ability to speak English is still lacking. This affects students' understanding of the material, where the teacher mispronounces the material. The following are students'

difficulties in understanding the material explained by the teacher:

Based on the results of the interviews, most students found it difficult to understand the material because the teacher mispronounced the material. In addition, low students find it difficult because the teacher explains too fast and there is unfamiliar vocabulary. Meanwhile, middle and fast students find it difficult to understand the teacher's mispronunciation which makes them confused, so they try to understand the words that are pronounced or ask friends and teachers. Meanwhile, 3 students did not find it difficult when the teacher explained the material (for more complete see *Appendix 2*).

4.1.1. Benefits of Implementing English as Medium

Instruction

4.1.1.1 Enhanced English skill

Based on the interview, the researcher found that implementing English as Medium Instruction in the bilingual class also provides benefits for EMI teachers, they feel that the existence of EMI can make them study harder and their English skills are better than before. Science teacher said that:

“So with the strengthening of English, it is quite helpful for me and I am somewhat accustomed to speaking English,

not yet very fluent because I am still in the process of learning. With the science subject, of course, it can also help my ability to speak English”.

Based on interviews conducted by researchers with students of class 8B, researchers found that implementing EMI can enhance their ability to speak English.

Based on interviews, students feel helped by EMI learning in bilingual classes, all of them answered that it helps because they get a lot of new vocabulary. Even though they can already speak English as a basic language, EMI requires students to be able to speak English because during the learning process, of course, communication uses English and Indonesian. In addition, EMI learning can facilitate them to learn English skills and train their English skills (for more complete see *Appendix 3*).

4.1.1.2 Self confidence

Based on the interview, the researcher found that EMI teachers feel more confident when speaking English than before. Although they still make mistakes in grammar, they feel more courageous and confident. Based on the interview, the researcher found that students in class 8B are more confident when speaking English, but still shy in public. The following interview data from class 8B include:

Based on interviews, most students feel more confident in speaking English, they also practice it with classmates to learn from each other. Both students from low, middle and fast as many as 10 students. However, students also get a lot of new vocabulary from EMI learning as well as grammar. As many as 5 students feel that they can speak English and understand if people speak English, but they are shy if they speak English especially in public and are afraid of being ridiculed by their friends. Most of them became more able to speak English, even some of them used to use English with their parents.

However, to speak in public the level of confidence is still small because they are afraid of being wrong. But at least implementing EMI in the bilingual class provides benefits for students because at least they dare to speak with their friends using English. This is a form of support for each other in learning and enhancing their skills in English (for more complete see *Appendix 4*).

4.1.2. Implication of Implementing English as Medium Instruction in Bilingual Program

4.1.2.1 For School

Based on observations and interview, researchers found that SMP Islam Al Azhar 23 Semarang has implemented curriculum development,

namely the Cambridge curriculum which is applied in the bilingual program. The teacher who teaches EMI subjects in the bilingual class is a teacher from the school. The principal also explained that by using the Cambridge curriculum in bilingual classes there are Cambridge check points, namely tests on EMI subjects as an evaluation of the success of the bilingual program.

“There is Cambridge check point from Cambridge so for bilingual children for 3 subjects, namely English, math and science.”

In other words, to minimize the difficulty of non-English teachers in teaching EMI subjects, the school also facilitates EMI teacher training. This training is from Cambridge curriculum and from the school. The principal explained that:

“If there are potential obstacles to teachers we also hold teacher training in the field of English.”

EMI teachers can re-explain EMI material using Indonesian because in SMP Islam Al Azhar 23 Semarang uses English as the second language. So that the EMI learning process can run well in the bilingual class.

In addition, the principal also explained that the effect of using the Cambridge curriculum was the lack of student activeness, he explained that:

“We are dealing with 2 problems, namely the characteristics of the children are different, so in the first year we saw that up to now the 8th bilingual class is less active, less confident, actually the ability can be but to be more interactive they are still shy.”

It is the duty of the school to be able to handle the problems experienced by teachers and students in implementing English as Medium Instruction in the bilingual program so that the bilingual program can be better in the future.

4.1.2.2 For teacher

Based on interview the researcher found that there is EMI teacher training, especially for non-English teachers to prepare materials and train teachers' ability to speak English. With the EMI teacher training, it is very helpful for teachers in learning English and understanding the material, especially for science teachers and math teachers, the teacher training can help in preparing EMI learning. It

certainly makes students confused and difficult. The science teacher said that:

“With the teacher training on science subjects, of course, it can also help my ability to speak English.”

With the teacher training for EMI teachers, it is certainly very helpful for non-English teachers to learn English and learn EMI materials. Although there are some difficulties that EMI teachers experience, especially for non-English teachers, there are good effects for the teacher because. With some difficulties experienced by EMI teachers, EMI teachers should be more active in learning English so that they can deliver material easily understood by students.

4.1.2.3 For Students

Based on observations and interviews, researchers found that students still tend to be shy and lack confidence when speaking in public. They are more comfortable when speaking English with their friends.

Low students feel that learning EMI can increase vocabulary, but students still tend to be afraid and shy when in public. Student explained that:

“More new vocabulary that in the end I know the meaning, from speaking also can but not yet confident to speak English especially in public.”

In contrast to middle and fast students who are more confident when speaking English with their friends, sometimes they practice speaking English in class. Student said that:

“To train confidence in speaking English, the second is to increase vocabulary because EMI learning uses English.”

Because the bilingual program is a flagship program at SMP Islam Al Azhar 23 Semarang, there is certainly a selection to be able to join the bilingual class. Therefore, bilingual students should be able to make good use of it, namely by being more active in learning, more confident when in front of the public and so on. Being a bilingual class is certainly a source of pride for the school. So that in the future, the knowledge and skills gained from school, especially in bilingual classes, can have an effect for now and future.

4.3. DISCUSSION

This chapter will explain how English as Medium of Instruction is implemented in bilingual classrooms, as well as discuss the challenges, benefits and implications for schools, teachers and students.

4.3.1 How English as Medium Instruction is implemented in Bilingual program

A. Elements of EMI

Here are some elements of EMI implementation in the bilingual classroom:

1. Teacher's English Proficiency and clarity

The findings show that teachers are quite clear in explaining the material because they use English that is easy to understand, but sometimes teachers mispronounce the material because of their lack of mastery of English, especially non-English teachers. This is in accordance with what was said by Galloway and Rose (2021) highlight that challenges relating to students language and linguistic readiness are major obstacles to the successful implementation of EMI (Zhou et al., 2022).

However, the main challenge for teachers and students is the language barrier. So that teachers also find it difficult to teach. It should be noted that

the clarity of the teacher in explaining the material is very important and greatly affects the clarity of students in understanding the material. The use of English in learning is in the form of how the teacher explains the material, the words used are easy to understand, correct pronunciation and balance in using L1 and L2.

EMI teachers tend to be less fluent in English. This certainly affects the process of student understanding of the material presented. English teachers do not find it difficult. However, non-English teachers would find it difficult. For this reason, the teacher explains in two languages, namely English and Indonesian. That way the EMI learning process in bilingual classes can run well.

2. Teacher's Mastery of the English language

The finding shows that EMI teachers are not fluent in using English, this is because the teachers are not English teachers, except English teachers who are already English experts. This is in accordance with the opinion of Guarda and Helm (2017) state that teachers language competence is considered one of the main obstacles in the successful implementation of EMI programs, as it often relates to the level of proficiency required to

teach the academic content of a specific discipline in a foreign language (Zheng, 2021).

At SMP Islam Al Azhar 23 Semarang, non-English EMI teachers have difficulty in understanding content and language. Thus, EMI teachers lack English language proficiency. It is also because the materials in the national curriculum and the international curriculum are very different. So that non-English teachers have to adapt and learn hard to understand the material.

3. Communication between students and teacher

The findings show that in the learning process science and math subjects tend to be less active students, this is because students feel difficult and confused with science, IPA, math and Matematika have different materials. Whereas communication in the classroom is very important as according to Drljača Margic (et al 2018).

In addition to English language skills, interaction and communication are key challenges for a successful success of EMI degree programs (Cicillini & Giacosa, 2020). This makes students tend to be less active, in addition because the language in the EMI material is also difficult which causes students to not want to ask when

experiencing difficulties. To overcome the inactive class conditions, teachers try to create an interactive classroom atmosphere by giving quizzes, discussions, presentations and so on.

Communication between teachers and students in the learning process is needed, for that both teachers and students must be actively involved, teachers can provide interesting learning models so that students can be active and enjoy the learning process.

4. Teacher and students flexibility in learning

The finding shows that in the EMI learning process in bilingual classes, teachers help students when they have difficulties, teachers also provide interesting learning models to create an interactive classroom atmosphere. In explaining the material the teacher also uses English that is easy for students to understand, if they have difficulty the teacher re-explains using Indonesian. It is related with Tsui and Ngo (2016) state that collaboration and social engagement are essential in the learning process, which can be enhanced through flexibility in teaching (Kurniati, 2024).

In the EMI learning process, teacher and student flexibility is needed for an interactive

classroom atmosphere. In the bilingual class, the teacher tries to be responsive to the students, such as when they have difficulties, the teacher can help them. EMI teachers also try to use fun learning methods to make the class more active such as using audio visuals, games and so on. Because then students enjoy it more, even though they are using English.

5. Attitude and motivation in speaking English

The findings show that students' motivation in learning is the presence of interesting learning methods, such as audio visuals, games, discussions, presentations and others. Because then students enjoy learning EMI, especially in speaking English. Motivation fluctuates based on the school environment (Hiew, 2012). In a broader view, EFL students' motivation to speak English can be related to future employment (Arnaiz, 2016), the usefulness of having the ability to speak English (Getie, 2020), fun, or to pursue science (Wongsa and Son, 2020) (Andhara & Alfian, 2023). Student motivation to speak English is certainly needed in a bilingual classroom. Because that way it can train abilities.

The school facilitates several activities for bilingual students so that they can be confident when speaking English. However, they are still shy and lack courage.

They are more comfortable speaking English with their friends, sometimes they speak English and learn to know their abilities. However, when in front of many people they tend to be shy and lack confidence. Assessment and evaluation in learning

6. Assessment and evaluation

The findings show that in the EMI learning process there is an assessment in the form of assignments, tests, besides that in the Cambridge curriculum there are also tests on EMI subjects. Assessment in the learning process is very necessary to find out student learning outcomes, so that teachers can find out student development in EMI learning.

Previous research on EMI assessment has provided several accommodation strategies, such as enabling students to use their L1 to perform assessment tasks (Li, 2017), designing bilingual assessments where L1 resources are incorporated (van der Walt & Kidd, 2013) or lowering the

linguistic complexity of assessments by using simpler English or using visual aids (N. Li & Wu, 2018).

With the assessment and evaluation in EMI learning, it can certainly make students' enthusiasm to study harder, especially with the assessment of the Cambridge curriculum in EMI subjects will make students study hard in order to get good grades.

B. Characteristic of English as Medium Instruction

EMI can be characterized according Macaro (et al 2018) to six flexible criteria that allow a more detailed explanation of each instance of EMI (Content, 2023). Here are some characteristic of English as Medium Instruction:

1. English as Medium Instruction in Educational Context

English as Medium Instruction is very commonly used in the field of education, because by implementing EMI schools can provide facilities to students in the form of English language knowledge. As is the case in SMP Islam Al Azhar 23 Semarang which has implemented English as Medium Instruction through a superior program, namely the bilingual program. With this

program, the school facilitates various activities that can improve students' English language skills. The existence of this program can be seen from the needs of students, so the school tries to provide the best facilities.

The bilingual program is certainly very interesting, besides being able to improve English language skills, the school also provides experience and supports students' ability to speak English. This form of support aims to create the best graduates in the future.

2. Academic subject other than the English language

English medium instruction (EMI), is defined here as the use of English to teach academic subjects (other than English itself) in countries where the first language (L1) of most of the population is English (Macaro et al., 2018).

In implementing English as Medium Instruction in the bilingual program, there are certainly subjects that use English as an introduction. EMI subjects at SMP Islam Al Azhar 23 Semarang are science and math which use English as an introduction. In these subjects, of course, the curriculum is different from the regular

class, which in the bilingual class uses the Cambridge curriculum as a handbook.

C. Procedures of Englis as Medium Instruction

1. Need analysis

The finding shows that the existence of a bilingual program at SMP Islam Al Azhar 23 Semarang is to meet the needs of students, based on the researcher's interview with the principal of the bilingual program is a facility for students who are already good at English as evidenced by the selection process, so students provide facilities to the bilingual class with several interesting programs to improve students English skills. Needs analysis is needed to support students' ability to learn English.

This is in accordance with Petersen (2010) that emphasizes the importance of conducting a needs analysis to gain a comprehensive insight into the local context and goals of the institution before implementing English Medium Instruction (EMI) (Coyle et al., 2021).

By understanding how EMI is applied in practice, educators can design more inclusive and adaptive teaching strategies, and capitalize on local resources and student bilingualism.

Moreover, this analysis also provides insights into how EMI can contribute to the development of students' second language competence without compromising their first language acquisition.

2. Curriculum development

The findings show that at SMP Islam Al Azhar 23 Semarang uses curriculum development in the bilingual program. Curriculum development in implementing English as Medium Instruction (EMI) in bilingual classrooms is crucial to ensure that the learning process is effective and efficient. It is related with Coyle et al (2010) highlight that curriculum development for English Medium Instruction (EMI) should be content and language integrated, ensuring that teaching tools are relevant and accessible in English (Tamtam et al., 2012).

This curriculum development can also be a guide for teachers in teaching according to the methods taught in the classroom. Curriculum development is very effective to be applied in bilingual programs that use more than one language. In addition to improving students abilities, curriculum development can guide teachers in teaching EMI subjects.

3. Teacher training

The findings show that at SMP Islam Al Azhar 23 Semarang there is teacher training for EMI teachers to prepare materials before teaching. Teacher training in implementing English as Medium Instruction (EMI) in bilingual classrooms is essential to ensure that teaching takes place effectively and responsively to students' needs. This training program should include the development of linguistic and pedagogical skills necessary for teaching in English, as well as an in-depth understanding of teaching strategies that can accommodate language diversity in the classroom.

It is related with Galloway (2013) draws attention to the important role of teacher training in the implementation of English Medium Instruction (EMI) (Tamtam et al., 2012). At SMP Islam Al Azhar 23 Semarang also provides training to EMI teachers in the form of training materials from the Cambridge curriculum online. In addition, the school also provides English language training in collaboration with Kampung Inggris Yogyakarta. This aims to prepare teachers to teach in the bilingual program and to achieve the objectives.

4. Implementation Program

The findings show that at SMP Islam Al Azhar 23 Semarang there is a bilingual program which is a superior program. It is related with Macaro (2018) recommends a gradual approach to implementing English Medium Instruction (EMI), and recommends that institutions start with a demonstration program(Huang, 2021).

For the success of the bilingual program at SMP Islam Al Azhar 23 Semarang. The school provides several interesting activities for bilingual students such as English immersion, bringing in native speakers, English camp, Kampung Inggris, English competition and others which are only for bilingual classes. Some of these activities also provide knowledge and experience to bilingual students. In addition, these activities also enhance students' ability to speak English, and provide motivation to speak English as well as confidence and courage. The schools efforts to develop students abilities are so that the bilingual program runs well.

The school bilingual program can attract students' attention, and the school also facilitates several interesting activities in the bilingual

program that can improve students' ability in English.

4.3.2 Challenges of Implementing English as Medium Instruction in Bilingual class program

The term “linguistic challenges” includes wide variety of obstacles faced in the field of natural language processing and language-related studies. These challenges, in an academic setting, can include issues such as language barriers, translation problems, dialect distinctions, and language-related studies (M. Li & Pei, 2024). Aizawa et al (2020) state that these academic language-related skill challenges refer to the struggles students face when trying to understand, communicate and excel in academic subjects taught in English, especially if English is not their first language.

Here are some challenges in implementing EMI:

1) Vocab limitation/unfamiliar vocabulary

Challenges in EMI classrooms often draw attention to difficulties with academic vocabulary across a range of subjects(Othman, 2024). According to Macaro (2018) EMI may offer exposure to global scholarly discourse, but a non-native language of instruction presents challenges in understanding complex scientific vocabulary and constructs(Othman, 2024). Unfamiliar vocab arises

because students feel unfamiliar with these words. Especially in science subjects, where there are many scientific words that make it difficult for students to understand. This is certainly an obstacle for students in understanding the material. Vocab limitation is due to the presence of foreign words in EMI learning. It is also caused by the difficult material.

In the bilingual class, both teachers and students feel that there are many foreign vocabulary in EMI learning, especially in science subjects where there are many scientific words. It certainly makes students feel difficult in understanding the material. However, to overcome this problem, teachers usually allow students to search on Google. Because it cannot be denied that science teachers are also not fluent in English, so teachers allow students to open cellphones.

However, if they have difficulty with the material, they will ask the teacher, so the teacher will provide an explanation. When they have difficulty using English, the explanation is repeated using Indonesian.

2) Low Proficiency

The low language proficiency of EMI teachers makes it difficult to teach EMI courses (Volchenkova

& Kravtsova, 2021). This is due to the lack of mastery of English for non-English teachers, so teachers find it difficult to explain the material. Holmes (1998) shows that low language proficiency has detrimental psychological effects on both teachers and students. They must be well educated and possess a respectable level of literacy in Indonesian, their mother tongue. They will struggle to communicate themselves in English, their second language, if it is not sufficiently developed. This can lead to a sense of helplessness or frustration, which may then have an impact on their confidence or sense of self.

In the Bilingual class, the teacher is from a school where he/she is not fluent in English except for the English teacher. It is certainly a difficulty for EMI teachers and students. EMI teachers are required to be able to speak English and understand EMI material, while students must also understand the material. While the delivery of material by EMI teachers is less clear due to the factor of less low proficiency. This affects the students' learning process. For this reason, EMI teachers should be able to speak English so that the delivery of material can be received by students well. Even so, EMI teachers explain using their mother tongue to reduce misunderstanding. Low

proficiency is also experienced by students where they also feel unfamiliar with the vocabulary in EMI subjects except in English subjects. Both teachers and students find the language and materials difficult.

3) Teacher Unpreparedness

Gallardo-del-Cortez and Gómez-LacabexPuert state that EMI students speak intelligibly and comprehensibly, lack confidence, and have poor pronunciation abilities (David Lasagabaster and Aintzane Doiz). They demonstrate that pronunciation is a topic that both foreign language learners and students in an EMI situation are interested in and that, as such, merits more study (Doiz & Lasagabaster, 2020).

But in fact, EMI teachers are not experts in English, so it can affect students' understanding of the material. In bilingual classes, students often see science and math teachers mispronouncing the material. It certainly makes students confused about what the teacher means. Students try to understand what the teacher says, if they still don't understand, they ask their friends and the teacher directly. Teacher readiness in teaching is needed.

As a non-English teacher, this is a problem because they also find it difficult, but EMI teachers

have tried their best. It is different when learning English, the class condition feels more active because the teacher is an expert in English, so the learning process is smoother than math and science, this is also influenced because English material is easier to understand than math and science.

4.3.3 Benefits of Implementing English as Medium Instruction in Bilingual class program

1) Enhanced English skill

Deardan (2018) highlight an important driving force behind the implementation of EMI is the belief that it will enhance students. With the bilingual program at SMP Islam Al Azhar 23 Semarang, bilingual students and teachers feel that they benefit from the program. Both feel that they can help and develop their English language skills more than before. Especially for students, students feel helped and feel that their English skills have improved. Although there are many challenges and struggles that they face, students can feel the benefits too.

With the various bilingual program activities held by the school, they can learn and play from these activities. The school tries to fulfill students needs to learn English through the bilingual program.

2) Self confidence

Apple's (2011) research indicates that learners' confidence in their ability to speak English is also influenced by their Perception of a positive classroom experience. The other hand students always speak English in EMI learning such as presentation, communication with the teacher or friends, so it can make students confident to speak English. In EMI learning that familiarizes using English, of course, students become accustomed to speaking English both with teachers and with friends. It makes students more confident in speaking English because they often communicate using English in EMI learning.

In the bilingual class, students feel more confident than before, they sometimes practice with classmates to speak English. However, they are still shy when it comes to speaking in public. The teacher tries to give understanding to the students of class 8B to be confident and brave to speak English.

However, their confidence is better than before. Through various activities from the school that require them to dare to speak English, students finally dare to speak in public. However, students feel confident enough when talking to their friends, even though they are not that brave yet.

4.3.4 Implication of Implementing English as Medium Instruction in Bilingual class program

1) For School

The school should provide facilities for bilingual students, for which the bilingual program is a flagship program. Here are some things that schools can do:

a. Curriculum Development

Curriculum development in the bilingual program is needed, because curriculum development can facilitate students to learn English. At SMP Islam Al Azhar 23 Semarang, especially in bilingual classes, the international curriculum, namely the Cambridge curriculum, is used to facilitate students in learning English.

The curriculum is certainly very different from the national curriculum both in terms of material and language. Using the international curriculum will certainly help students in learning English because the language used is English, this will greatly help the EMI learning process in bilingual classes.

b. Teacher recruitment

Teacher recruitment in the bilingual program is certainly needed, the school should choose teachers who are experts in English to

teach science and math. Basically, teachers are the pioneers for the continuity of learning. If teachers are proficient in English then students can also understand the material easily, teachers are very influential for student learning outcomes. However, in SMP Islam Al Azhar 23 Semarang there is no recruitment of teachers to teach EMI who are experts in English except English teachers.

This can be a consideration for the school to recruit science and math teachers. SMP Islam Al Azhar only has volunteers and brings in native speakers to teach bilingual students on a temporary basis. The researcher believes that if the recruitment of teachers is also considered by the school, it will be better.

2) For teacher

As an EMI teacher, you should be able to speak English fluently because it can affect student learning outcomes. However, since there is no recruitment of EMI teachers at SMPI Al Azhar 23 Semarang, the school provides teacher training to prepare teachers when teaching in bilingual classes. In addition, EMI teachers, especially non-English teachers, must study harder to prepare themselves when teaching in

bilingual classes, both in terms of material and language. This is so that students can be actively involved in the EMI learning process, teachers should be more interactive in the learning process by using interesting learning models such as audio and visual videos, games and others. That way students will enjoy the learning process

3) For students

As a bilingual student, it is a risk for students to use English in learning. Students should be more courageous and confident in their English skills. Students should also be actively involved in the EMI learning process, so that EMI learning can run smoothly. Students actually can speak English well, but they are still aloof and lack confidence in public. Although sometimes they feel more confident when speaking English with their friends, students need to develop more confidence and believe that they can.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of this research. This conclude the overall research and answers the research questions. Finally, the researcher provides suggestions related to this research in several ways that the researcher needs to convey.

5.1 Conclusion

The findings of this study highlight how English as Medium Instruction is implemented in bilingual classes. In the research conducted by researchers at SMP Islam Al Azhar 23 Semarang, namely in class 8B, researchers found that in the implementation of English as Medium Instruction. Implementing English as Medium instruction in bilingual classrooms does not go easily because there are several challenges for teachers and students including vocab limitation, low proficiency, teacher unpreparedness. This is because EMI teachers are not experts in English so that teachers also find it difficult to explain the material using English. Especially as non-English teachers, namely science and math teachers must adapt to learning the language and learning the material.

The unpreparedness of teachers in teaching EMI material certainly has an influence on bilingual students, such as the occurrence of teacher mispronunciations in explaining the

material which makes students confused and have difficulty understanding the material. It also affects the classroom environment to be passive. Most bilingual students find it difficult to understand the material because of the many unfamiliar vocabulary of the EMI material and the teachers mispronunciation when explaining the material.

Besides the challenges experienced by students and teachers in implementing English as Medium Instruction in the bilingual program, both students and teachers also benefit from the program, namely students and teachers feel that their English skills have improved because they are used to using English, more confident than before. It cannot be denied that because they are used to using English, teachers feel more confident when speaking English than before, even though the grammar is still wrong, but teachers must look more confident and brave when speaking in front of students to explain the material.

This is also felt by bilingual students, they feel more confident than before. In fact, they sometimes practice it with classmates, but students still feel shy when speaking in public. The school should pay more attention to this and take action to reduce challenges and increase benefits in order to achieve the objectives of the bilingual program. Therefore, the school must really facilitate students in implementing this program both from EMI teachers and bilingual students, because both are the

most important role in achieving the success of the bilingual program.

5.2 Limitation

The researcher found limitations in the study. This study only involved 15 bilingual students based on the category of students' ability in English (low, middle and fast) which may be less representative of the bilingual student population at large. In addition, the researcher also focused on the challenges and benefits and implications felt by teachers in implementing English as medium Instruction in bilingual classes. The researcher realizes the many shortcomings during the research process.

5.3 Suggestion

The research provides some suggestion related the findings and discussion in the previous chapter. The researcher hopes that this study can provide insight into EMI teachers and bilingual students in implementing English as Medium Instruction in bilingual classes to be used as an evaluation. The following suggestions from the researcher include:

1. For School

Schools should pay more attention to the facilities needed in the bilingual program, such as recruitment of EMI teachers, teacher training so that in delivering the material students are easier to understand the material.

For the successful process of the bilingual program, teachers and students play an important role, therefore the school must motivate students to be more active and confident in public in order to distinguish the results of the flagship program on students' ability in English for EMI teachers.

This research explores EMI teachers' readiness in bilingual classrooms, where teachers must adapt and get used to using English in EMI learning. The researcher hopes that teachers can learn more English so that in the learning process students can easily understand the material and be more active.

2. For Students

Students should be more motivated in EMI learning to make the learning situation more active, besides that students should be more confident and not afraid to try in public. Because then fear and embarrassment will disappear if replaced with confidence and not afraid of being wrong. Because basically bilingual students in class 8B can speak English very well.

3. For next researcher

The researcher recommends that future researchers expand the scope of English as Medium Instruction in bilingual classrooms by adding participants or classes such as comparing the two in order to see

differences in the implementation of English as Medium in bilingual classrooms from different and broader perspectives. Because then there will be more information and knowledge about how English as Medium Instruction is implemented in bilingual classes.

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APPENDICES

Appendix 1

Table interview

Table 4.1 Students challenge with unfamiliar vocabulary

Students	Items of question	Explain	Representation
S1	What is the biggest challenge in implementin g EMI in the classroom?	Struggled with the language as there were foreign words.	The English language, because I'm still learning so it's a bit difficult...(S1-L)
S2	What is the biggest challenge in implementin g EMI in the classroom?	The struggled with the language	Don't really understand the language...(S2-L)
S3	What is the biggest challenge in implementin g EMI in the classroom?	The struggled with the language, especially in math subject	I find it difficult to understand the language...(S3-L)
S4	What is the biggest challenge in implementin	Feel difficult in material because must learning	Sometimes I find it difficult to understand the material...(S4-L)

	g EMI in the classroom?	math and matematika in different language and material.	
S5	What is the biggest challenge in implementin g EMI in the classroom?	students feel less fluent in speaking English	Can't speak English (S5-L)
S6	What is the biggest challenge in implementin g EMI in the classroom?	Many foreign vocabulary so that students find it difficult to understand the material	New unfamiliar vocabularies in 3 subjects... (S6-M)
S7	What is the biggest challenge in implementin g EMI in the classroom?	Students find it difficult to memorize vocab in 3 subjects because there are many unfamiliar words	Memorizing vocab because in science and math there are many new and difficult words... (S7-M)
S8	What is the biggest challenge in implementin	Students feel difficulty in language because there are	Language, because... (S8-M)

	g EMI in the classroom?	many unfamiliar words, therefore science teachers sometimes allow students to bring cell phones to translate.	
S9	What is the biggest challenge in implementin g EMI in the classroom?	Lots of unfamiliar vocabulary and difficult writing	Lots of unfamiliar vocabulary and difficult writing because...(S10-M)
S10	What is the biggest challenge in implementin g EMI in the classroom?	Students find it difficult in EMI material because there are many unfamiliar words especially in math and science subjects.	There are some complex words that are still unfamiliar so it's a bit confusing...(S10-M)
S11	What is the biggest challenge in implementin	Students find it difficult to focus	I find it hard to focus because...(S11-F)

	g EMI in the classroom?	because sometimes the class conditions are noisy and crowded	
S12	What is the biggest challenge in implementing EMI in the classroom?	The material tends to be difficult because it uses English, sometimes students feel confused and have to study harder.	Sometimes it is difficult to grasp the material because...(S12-F)
S13	What is the biggest challenge in implementing EMI in the classroom?	Students feel that the biggest challenge in EMI learning is in the material, especially science because there are many scientific words that are difficult to understand.	I actually find science lessons difficult and challenging....(S13-F)

S14	What is the biggest challenge in implementing EMI in the classroom?	Students feel that language is the biggest challenge because they are still learning and adapting to understand 3 materials that have unfamiliar words.	Of course, language because we are still learning and not fluent yet...(S14-F)
S15	What is the biggest challenge in implementing EMI in the classroom?		Maybe just understanding the material, in terms of language I can understand...(S15-F)

Appendix 2

Table 4.2 Students difficulty in understanding the teacher when explaining the material

Students	Items of question	Explain	Representation
S1	Are there any difficulties when the teacher explains the EMI material?	Students find it difficult when the teacher explains too quickly	Sometimes the teacher explains too fast so I get confused..(S1-L)
S2	Are there any difficulties when the teacher explains the EMI material?	Students sometimes find it difficult to understand the material because there are many foreign words, especially in science and math subjects.	Sometimes, especially in science subjects where the material is more difficult because...(S2-L)
S3	Are there any difficulties when the teacher explains the EMI material?	Students find it difficult to understand the teacher's pronunciation when explaining the material	Sometimes, I don't understand what the teacher is saying because of the pronunciation (S3-L)
S4	Are there any difficulties when the teacher	Students find it difficult because there	Sometimes there are unfamiliar

	explains the EMI material?	are foreign vocabulary, so students have to ask the teacher.	words in the material so I ask..(S4-L)
S5	Are there any difficulties when the teacher explains the EMI material?	When the teacher explains, students find it difficult to understand the language so they have to translate first.	I have, especially science because the language is difficult so I have trouble when the teacher explain..(S5-L)
S6	Are there any difficulties when the teacher explains the EMI material?	Student find it difficult when the teacher gives instructions quickly	Once, the teacher spoke too fast, making it difficult for me to understand. (S6-M)
S7	Are there any difficulties when the teacher explains the EMI material?	Students never find it difficult when the teacher explains the EMI material.	Never (S7-M)
S8	Are there any difficulties when the teacher explains the EMI material?	Students feel no difficulty when the teacher explains the EMI material.	No (S8-M)
S9	Are there any difficulties when the teacher	Students sometimes find it difficult to	Once, when the teacher pronounced it

	explains the EMI material?	understand the material explained because of incorrect pronunciations, so students try to understand or ask the teacher.	wrong, I got confused...(S 9-M)
S10	Are there any difficulties when the teacher explains the EMI material?	Sometimes the teacher mispronounces the material	No, I understand the language, but sometimes the teacher gets the pronunciation wrong so I'm a bit confused...(S10-M)
S11	Are there any difficulties when the teacher explains the EMI material?	Students find it difficult when the teacher mispronounces the material.	Pronunciation, sometimes the teacher makes mistakes in pronunciation which makes me confused...(S 11-F)
S12	Are there any difficulties when the teacher explains the EMI material?	Students find it difficult to understand the teacher when explaining the material because of mispronunciati	Sometimes the teacher has different pronunciations so I get confused..(S12-F)

		on so that it makes miscommunication.	
S13	Are there any difficulties when the teacher explains the EMI material?	Students have no difficulty when the teacher explains the material	So far there are no difficulties (S13-F)
S14	Are there any difficulties when the teacher explains the EMI material?	Students have difficulty with unfamiliar vocab, to understand the vocab students ask the teacher.	Sometimes there are unfamiliar words that I have never heard before... (S14-F)
S15	Are there any difficulties when the teacher explains the EMI material?	Students find it difficult when the teacher mispronounces so they ask friends what the teacher means.	when the teacher is wrong in pronunciation so it's a bit confusing... (S15-F)

Appendix 3

Table 4.3 Implementing EMI can help students in learning English

Students	Items of question	Explain	Representation
S1	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	With EMI, students are helped because they are accustomed to using English and many vocabs are obtained.	It helps, because there are a lot of new vocabs in each subject ... (S1-L)
S2	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students learn new vocab and get to know the meaning of the vocab through learning in EMI subject.	Yes, because I got a lot of vocabulary and know the meaning (S2-L)
S3	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students become accustomed to speaking English and can help to enhance their English skills.	Yes, it helps because it becomes a habit to speak English over time and it can help to enhance English skills (S3-L)
S4	Do you feel that implementing	Students find it helpful	Yes, because I learned more new

	EMI in the bilingual classroom helps you learn English?	because they get new vocab, especially in math and science subjects classified as more difficult than English.	vocabulary...(S4-L)
S5	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students feel helped, because from not being able to speak English to being able to speak English.	Yes, because it can help me learn English, from before I couldn't (S5-L)
S6	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students are required to speak English in class so that they feel used to it.	Yes, because we are forced to use English because...(S6-M)
S7	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students feel helped by EMI and feel that their knowledge has increased both in terms of vocab and others.	Yes It can add knowledge in English in these 3 lessons (S7-M)
S8	Do you feel that implementing EMI in the bilingual	students feel that with EMI many new	Yes, because there are many vocabulary words that I don't know

	classroom helps you learn English?	vocabs are obtained.	so when there is EMI learning, I get a lot of vocabulary (S8-M)
S9	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	With EMI, students feel helped because they are accustomed to using English.	Yes, because I'm more trained to use English (S9-M)
S10	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students feel that being accustomed to communicating in English both with teachers and with friends can enhance English skills.	Yes, because English is often used in lessons.... (S10-M)
S11	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Got new vocab especially in math and science subjects, so students search through google and know the meaning of the vocabs.	Yes, because in math and science there are some different words so I searched on google and got to know better (S11-F)
S12	Do you feel that implementing EMI in the bilingual	With unfamiliar vocab, students can	Yes, because there are unfamiliar vocabulary that

	classroom helps you learn English?	ask the teacher and search on google so that they know the vocab.	require us to find out by asking the teacher or google...(S12-F)
S13	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students feel helped by EMI because students will look for new words so that students have more knowledge.	Of course it helps, because with new vocabulary we will find out and it can be one of the knowledge in the future so that the English language will be better (S13-F)
S14	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	Students find it helpful because it can help their English skills get better.	Of course it helps because in implementing EMI of course using English so that it can help my English skills (S14-F)
S15	Do you feel that implementing EMI in the bilingual classroom helps you learn English?	With the existence of EMI, students feel helped, especially in speaking English because they have been trained and are getting used to it.	It helps because it sharpens our English skills, especially in everyday life such as speaking (S15-F)

Appendix 4

Table 4.4 Students confident to speak English

Students	Items of question	Explain	Representation
S1	What benefits do you get from implementing EMI in class?	Student feel that by learning EMI many vocabs and their meanings are known, students can also slowly speak English but are still shy if they speak in public, but students understand if people speak English.	Slowly, I began to learn many vocabs and their meanings, I could slowly speak English but.... (S1-L)
S2	What benefits do you get from implementing EMI in class?	After implementing EMI students feel more fluent in English than before	More fluent in English than before (S2-L)
S3	What benefits do you get from implementing EMI in class?	Student feel that student can speak English better than before, sometimes	Can speak English more deeply than before... (S3-L)

		student also practice it with their friends.	
S4	What benefits do you get from implementing EMI in class?	Students feel more confident when speaking English and students feel that implementing EMI can enhance their English skills.	More confident, can enhance English language skills (S4-L)
S5	What benefits do you get from implementing EMI in class?	Student feel they can speak English better than before, but they still feel shy when talking to friends.	I can speak and talk to my friends but I'm still shy (S5-L)
S6	What benefits do you get from implementing EMI in class?	More confident to speak English, sometimes also practicing with classmates.	More confident to speak English, sometimes also practicing with classmates (S6-M)
S7	What benefits do you get from implementing EMI in class?	Be more confident when speaking English with friends to hone English skills.	More confident when speaking English with friends (S7-M)
S8	What benefits do you get from implementing	Students can talk to their friends using English. They	I can chat with friends using English, sometimes if I

	g EMI in class?	help each other and explain their confusion to each other.	don't understand my friends explain ...(S8-M)
S9	What benefits do you get from implementing EMI in class?	Student more comfortable using English, sometimes also practicing with their friends. In addition, students know more about the correct pronunciation and many vocabs are obtained.	More comfortable using English, used to it, know more about pronunciation, sometimes I also..(S9-m)
S10	What benefits do you get from implementing EMI in class?	Students get a lot of vocab because the material on the Cambridge curriculum is more in-depth, besides that students are more confident to talk to their friends in class using English.	I got a lot of new vocab because the material from Cambridge is more in-depth, so I can upgrade my English skills and my English better than before..(S10=M)
S11	What benefits do you get from implementing EMI in class?	Student easily understand the language so that they can do the assignments, besides that	Can do assignments and can speak English fluently (S11-F)

		they can also speak English with his/ her friends.	
S12	What benefits do you get from implementing EMI in class?	Dare to speak English and talk to friends and teachers	Speaking English with friends and teachers (S12-F)
S13	What benefits do you get from implementing EMI in class?	Student learn a lot about grammar	Good grammar, pronunciation and speaking in English. I rarely speak English... (S13-F)
S14	What benefits do you get from implementing EMI in class?	More confident when speaking English	I am more confident when communicating in class.. (S14-F)
S15	What benefits do you get from implementing EMI in class?	Students sometimes speak English with their friends, but student still shy	Sometimes my classmates use English, because we understand each other, but in public, I still shy and lack confidence (S15-F)

Appendix 5

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Website: <http://fithk.walisongo.ac.id>

Nomor : 4536/Un.10.3/D1/KM.00.11/10/2024
Lamp : -
Hal : Izin Penelitian/Riset

Semarang, 17 Oktober 2024

Kepada Yth.
Kepala Sekolah SMPI Al Azhar 23 Semarang
Di Semarang

SMP ISLAM AL-AZHAR 23		
No. 100	Tgl. 07/10/24	Paraf. <i>[Signature]</i>
Catatan: Diivisi dengan surat Hidaka mengonfirmasi KEM, disorotisirkan Kadir Husein		

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Anandiya Aryanti
NIM : 2103046059
Semester : VII

Judul Skripsi : **Implementing English as EMI in Bilingual Class Program : A Case Study of Eight B Grade at SMPI Al Azhar 23 Semarang**
Dosen Pembimbing: Dwi Arni Siti Margiyanti M.Pd

untuk melakukan penelitian/riset di SMPI Al Azhar 23 Semarang yang Bapak/Tu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dengan dukungan tema/judul sebagaimana tersebut diatas, yang dilaksanakan selama kurang lebih 30 hari, dimulai dari tanggal 18 Oktober 2024 sampai dengan tanggal 18 November 2024 dan data dari riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.
Wassalamu'alikum Wr.Wb.



Dekan,
Dekan Bidang Akademik

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 6

Research license



YAYASAN PENDIDIKAN ISLAM AL FIKRI
Beberapa sama dengan
YAYASAN PESANTREN ISLAM AL AZHAR JAKARTA
SMP ISLAM AL AZHAR 23
NPSN : 20360635 Terakreditasi A NIS : 202036314174
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SURAT KETERANGAN

Nomor: 253/07-SMPIA23/I/1446.2025

Yang bertanda tangan di bawah ini :

Nama : Agus Sugito, S.Pd.
Jabatan : Kepala SMP Islam Al Azhar 23

Menerangkan bahwa :

Nama : Anandiya Aryanti
NIM : 2103046059
Mahasiswa : Universitas Islam Negeri Walisongo (UIN) Semarang

Telah melakukan penelitian di SMP Islam Al Azhar 23 dalam rangka penyusunan Skripsi dengan judul **"Implementing English as EMI in Bilingual Class Program : A Case Study of Eight B Grade at SMP Islam Al Azhar 23"** mulai tanggal 18 Oktober s.d 18 November 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Semarang, 22 Januari 2025

Kepala SMP Islam Al Azhar 23

Agus Sugito, S.Pd.
NIP : 0109.07.11

Appendix 7

Transcript of interview with the principal

Interviewer : “Apa tujuan penerapan EMI dikelas

Principal : “Kami sebenarnya sudah sejak dulu, sebelum kami tetapkan sebagai program unggulan sekalipun, pelayanan program bilingual memang ada. Dulu kami terapkan misalnya pada hari rabu kami terapkan “English day” . kami ada kegiatan yang mungkin sekolah lain wisata kalo kami alihkan ke pare untuk belajar Bahasa inggris itu sudah berjalan. Tetapi untuk saat ini kami terapkan bilingual program sebagai unggulan sebagai kelas bilingual. Nah yang paling utama sebenarnya karena latar belakang kebutuhan, di sd sudah menerapkan bilingual class mulai dari kelas 2-6, nah Ketika lulus kita ditugasi persiapan bahwa lulusan dari SD Al Azhar 25 yang kelas bilingual ditampung di SMP Islam 23 Al Azhar kita fasilitasi kelas Bilingual . Jadi tuntutan dari segi kemampuan Bahasa inggris disamping itu kebutuhan kita serta segmenn orang tua murid dalam (yang alumni SD Al Azhar 25)”

Interviewer : “Apakah ada seleksi untuk anak” yang masuk kelas bilingual?”

Principal : “Betul, di tahun pertama kita sebutnya seleksi, ditahunn kedua kita sebutnya pemetaan, kenapa? Karena untuk diketahui bilingual class di SMP Islam 23 Semarang kita memilih bukan as first language tapi English as a second language karena itu ada pilihan kami ngadopsi kurikulum Cambridge nya nah kenapa? Karena kita bukan satuan Pendidikan Kerjasama yang beban kurikulumnya karena mapelnya kita sama seperti sekolah sekolah lain jadi kita juga harus memberikan muatan nasional dan muatan ampel khas al azhar seperti Pendidikan al qur’an, Bahasa arab harus juga dan muatan lokal Bahasa jawa juga wajib tetep dapet jadi kami melihat kalau milih yang first language kurang cocok , kalau first language alangkah kami harus berubah menjadi satuan Pendidikan Kerjasama seperti itu. Maka kita terapkan second language.”

Interviewer : “Apakah ada yang membedakan antara bilingual dan regular?”

Principal : “Tentu saja karena ini salah satu program unggulan dilihat dari segi program dan lain-lain.

Program kegiatan yang kita rancang English course, English camp, English competition khusus anak-anak kelas bilingual, diluar itu ada layanan dimana misalnya ada karena kita ngadopsi kurikulum Cambridge tadi untuk kelas non bilingual tidak dapat maple math dan science begitupun buku pegangan yang digunakan dan layanan yang diberikan beda karena ini kelas unggulan, jadi kalau maple saja kalau anak-anak dikelas reguler mendapat 13 maple untuk kelas bilingual dapat 15 pelajaran. Nah kami siapkan devicesnya toolsnya lengkap perangkatnya. Misal setiap semester kita ada Latihan soal untuk anak-anak, untuk anak bilingual ada tambahan math dan science.”

Interviewer : “Untuk penerapan Cambridge curriculum apakah menjadi persyaratan bilingual class atau tidak?”

Principal : “Kalau persyaratan sebenarnya tidak. Di Cambridge itu sudah ada MOU dengan YPI Al azhar .YP Al azhar sendiri ada buku versi bilingual yang sudah menyesuaikan antara kurikulum nasional dengan kurikulum Cambridge nya jadi warnanya berbeda. Ada yang membuka dia menyebut kelas bilingual dengan tes bilingual

tetapi tes bilingualnya itu induknya ke Al Azhar ini berbeda , buku pegangannya juga berbeda kalau pakai versi Al Azhar juga berbeda. Kami lebih memilih menggunakan yang memang dari Cambridge. Jadi ada intra kami yang dari pihak Cambridge yang menawarkan beberapa seri buku bisa pakai seri A seri B. Nah kami telaah dengan tim kami tidak menggunakan buku bilingual yang dari YPI Al Azhar tapi yang langsung dari Cambridge . Tentunya atas seizin Al Azhar, nah kenapa karena berbeda di jenjang akhiir. Ada yang dia pakai Cambridge check point tugas akhir ada yang tidak , nah Ketika tidak itu hanya mengikuti tes dari YPI Al Azhar dari intern dari Al Azhar sendiri. Kalau kami memang kebutuhan orang tua murid itu berharapnya memang sejak dari tahun pertama kita buka itu memang menuntut Ketika di SMP pada program bilingual diadakan Cambridge Check point. Jadi diakhir kelas 9 akan ada Cambridge check point. Dan insyaallah ditahun 2025 kita akan buka satu kelas lagi sehingga ada 3 kelas bilingual disetiap Angkatan.”

Interviewer : “Cambridge Check point berupa apa?”

- Principal : “Memang ada tes akhir dari Cambridge jadi untuk anak-anak bilingual untuk 3 mapel yaitu inggris, math dan science. Ketiga mapel kalau disandingkan dengan kurikulum nasional tentu jauh berbeda, maka kami siapkan sejak dari kelas 7 nanti diakhir ada tes. Memang berbeda pelaksanaan teknisnya dulu pelaksanaannya di kampus Al Azhar kalibanteng diizinkan sehingga petugas dari Cambridge yang datang kesini untuk mengawasi. Pada tahun terakhir masuk tahun 2024 ini kita yang harus kejakarta khusus untu anak-anak bilingual . Tetapi untuk tesnya kita sesuaikan tiap semester pola soalnya”.
- Interviewer : “Sejauh ini apakah ada kesulitan penerapan Cambridge curriculum dikelas bilingual?”
- Principal : “ Kami berhadapan dengan 2 masalah yaitu karakteristiknya anak-anak berbeda , jadi ditahun pertama itu kami melihatt sampai dengan saat ini yang dikelas 8 bilingual itu keaktifannya kurang, kepercayaan dirinya kurang, sebenarnya kemampuannya bisa tetapi untuk lebih interaktif mereka masih malu . Ketika didatangkan native kami mau lihat nativenya kurangnya apa tapi ternyata kami lihat anak-anak keaktifannya

kurang .untuk kelas 7 anaknya aktif banget, keberaniannya , kepercayaan dirinya dan gak takut salah. Maka dari itu kami sampaikan ke anak-anak kalau gak masalah berkomunikasi jangan takut salah, yang penting paham, untuk kemampuan Bahasa inggris mereka bisa bahkan kami sendiri lebih baik mereka kemampuan Bahasa inggrisnya. Tantangan utama karakteristik anak berbeda. Begitupun karakteristik orang tua ada yang aktif memberikan saran ada yang tidak aktif . Contoh ada student immersion yaitu anak-anak akan pergi keluar negeri dan belajar Bahasa inggris , nah guru membutuhkan saran dari orangtua murid nah ada orangtua yang aktif memberikan masukan ada yang pasif sehingga itu juga menjadi tantangan guru”.

Interviewer : “Apa program menarik yang ada di bilingual class?”

Principal : “Banyak pembeda yang ada di bilingual class mulai dari native, native kita datangkan dalam satu tahun sampai dengan 5 kali. Itu ada yang native yang sifatnya tamu yang sudah dijadwalkan ada yang sifatnya volunteer, nah volunteer ini kami selalu bekerja sama salah

satunya unnes dan undip. Ada juga yang hosting Native yaitu sekitar 2 bulan . English tour yaitu tour ke luar kota bekerja sama dengan pihak Bahasa anak sehari-harian fun game sambil belajar Bahasa Inggris, kemudian ada English camp yaitu bermitra dengan kampung Inggris Jogja, ada English competition yang memang disiapkan untuk anak bilingual. Diluar itu tentunya dipersiapkan untuk Cambridge check point mulai dari bahan ajarnya, Latihan soalnya, assesmentnya kemudian tryout yang hanya didapat oleh anak bilingual”.

Interviewer : Apakah tantangan guru non English selama mengajar di bilingual?”

Principal : “Tentu saja walaupun kita milihnya English as second language yang mana tentu kita tidak full menggunakan bahasa Inggris di ampel science dan math kecuali English itu sendiri. Kami juga mementingkan pemahaman anak relatif heterogen kemampuannya bukan yang homogen semuanya dalam berkomunikasi menggunakan Bahasa Inggris. Ada beberapa siswa yang memang dirumah berbicara menggunakan Bahasa Inggris dengan orang

tuanya. Tetapi Sebagian besar menggunakan nonn inggris. Sehingga kami sesuaikan murid karena tidak cocok jika menggunakan full English. Jika ada potensi kendala terhadap guru kita juga mengadakan pelatihan gurudibidang Bahasa inggris. Kami bermitranya dengan kampung inggris di semarang dengan tujuan untuk penguatan. Diluar itu pengajaran mathematic dan science itu dapat fasilitas dari mitra Cambridge yaitu pelatihan ada yang online maupun offline membahasa tentang science dan math yang cukup membantu para guru. Yang pembinaan kampung inggris dari sekolah”.

Appendix 8

Transcript of interview with EMI teachers

English teacher

Interviewer : “What the role of teacher to implementing EMI In bilingual class?”

Teacher : “Of course number for me in bilingual students I mostly speak in English so that the students will be custom listen to English word and also for the teacher non English their must be speak English and their will be training communicate in English as could possible. Second for using English as EMI so I think it is easier for them to understand material if I use English since I also will tarin them to know and custom to some culture of the English speaker or the English user since as we know that Indonesian culture it might from Indonesian culture like American culture maybe like UK. So we have to know but do not to have to imitated, so I will also easily explain which culture is appropriate for them to do and the culture is enough appropriate for them. So using English of course it will easier for them”.

Interviewer : “What the challenges for the teacher when implementing EMI in bilingual class?”

Teacher : “Of course for me I have to train my self to better all the time since my students to be better than me since some of them often speaking with their parents in English, but my self I just sometime speak with my wife or my children in English but sometime. But mostly I speak in Bahasa Indonesia or Javanese and also in teaching in final class I need to challenge my self to speak English better everytime.”

Interviewer : “What the benefits in implementing EMI in Bilingual class?”

Teacher : “Of course, I am more confident in my ability to speak English. I have had times when I didn’t teach in previous years, and I felt that my English ability decreased, so when I teach right now, I feel that my English also improves. Once again, I challenge my English better every time when I teach students in English using EMI”.

Transcript interview with Science teacher

Interviewer : “Tantangan apa yang dihadapi guru non English Ketika mengajar pelajaran yang menggunakan Bahasa Inggris?”

Teacher : “Yang pertama berkaitan dengan kosakata jadi ada beberapa kosa kata yang pada umumnya di Bahasa Inggris dan science terkadang berbeda artinya, selain itu karena pakai Cambridge materinya lebih dalam dibandingkan dengan kurikulum dinas jadi mungkin perlu penjelasan lebih detail. Berkaitan dengan komunikasi dengan murid mungkin karena menggunakan Bahasa Inggris tidak seinteraktif dengan materi IPA yang menggunakan Bahasa Indonesia”.

Interviewer : “Apa manfaat dari implementing EMI di kelas Bilingual sebagai guru EMI?”

Teacher : “Lebih banyak belajar Bahasa Inggris karena saya juga ingin belajar menggunakan Bahasa Inggris sehingga saya banyak belajar karena sekarang juga banyak referensi belajar yang menggunakan Bahasa Inggris sehingga jika kita bisa berbahasa Inggris akan lebih memudahkan kita. Jadi dengan penguatan Bahasa Inggris cukup

membantu saya dan agak terbiasa dalam berbicara Bahasa Inggris belum yang lancar banget karena saya masih proses belajar. Dengan adanya mapel science tentu juga dapat membantu kemampuan saya dalam berbahasa Inggris”.

Transcript interview with Math teacher

Interviewer : “Tantangan apa yang dihadapi guru non English Ketika mengajar pelajaran yang menggunakan Bahasa Inggris?”

Teacher : “Tantangannya sangat banyak, yang pertama saya harus belajar Bahasa Inggris yang tentunya berbeda dengan Bahasa Indonesia, kemudian materinya berbeda dengan kurikulum dinas sehingga materinya tidak beriringan sehingga mempersulit saya sebagai guru untuk penyampaian materi seperti ada sekat antara math dan matematika dan tentu berdampak pada anak-anak untuk pemahaman materi, terkadang anak-anak bingung materi yang dipelajari antara math dan matematika. Tantangan yang lain yaitu anak-anak terkadang belum memahami matematika secara jelas sehingga kalau disampaikan sudah ada keywordsnya sudah disampaikan tetapi anak-anak tetap masih kurang paham dan tidak mau bertanya,

dan mereka cenderung bertanya diluar KBM. Harapannya agar anak-anak bertanya saat KBM menggunakan Bahasa Inggris tetapi anak cenderung kurang aktif meskipun mereka expert dalam berbicara Bahasa Inggris”.

Interviewer : “Apa manfaat dari mengimplementasikan EMI dikelas bilingual sebagai guru EMI?”

Teacher : “Yang pasti untuk saya sendiri saya lebih percaya diri dalam berbicara Bahasa Inggris dibandingkan sebelumnya saya selalu takut salah Ketika berbicara Bahasa Inggris. Sekarang saya berani berbicara Bahasa Inggris meskipun saya menyadari grammar saya masih kurang, setidaknya saya paham apa yang saya bicarakan dan kosa kata nya sudah benar. Jadi sekarang kalau berbicara dengan teman terkadang menggunakan Bahasa Inggris atau mix meskipun tidak tau benar atau tidak minimal sudah berani berbicara”.

Appendix 9

Sudents transcript

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S1-L : “Bahasa inggrisnya, karena saya masih belajar jadi agak susah . Apalagi dalam pelajaran math dan science”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S1-L : “Membantu, karena dari setiap materi pelajaran banyak vocab baru jadi lama kelamaan mudah”.

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S1-L : “Susah, karena saya harus mentranslate kata yang ada dibuku untuk memahami materi. Namun untuk mapel bahasa inggris cenderung mudah dibandingkan math dan science”.

- Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”
- S1-L : “Perlahan mulai banyak vocab yang aku dapat dan artinya, perlahan bisa berbicara menggunakan bahasa inggris tapi tidak memarkatikkannya dengan teman karena malu, tetapi kalau teman berbicara menggunakan bahasa inggris ngerti”.
- Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”
- S1-L : “Pernah, terkadang guru menjelaskan terlalu cepat sehingga saya bingung, sehingga saya mencoba memahami apa yang dimaksud”.
- Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”
- S2-L : “Tidak terlalu mengerti bahasanya”.
- Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”
- S2-L : “Iya, karena jadi banyak vocabulary yang didapat dan tau artinya

- Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”
- S2-L : “Kadang merasa sulit dengan materi dan bahasanya asing”.
- Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”
- S2-L : “Lebih lancar berbahasa inggris daripada sebelumnya”.
- Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”
- S2-L : “ Kadang, apalagi pada mapel science yang materinya lebih susah karena banyak kata-kata asing”.
- Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”
- S3-L : “Saya merasa kesulitan dalam memahami bahasanya terutama pada mata pelajaran math yang materinya menggunakan bahasa inggris”.

- Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”
- S3-L : “Iya membantu karena jadi kebiasaan speak English lama-kelamaan jadi bisa dan itu dapat meningkatkan English skill”.
- Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”
- S3-L : “Cukup susah karena kadang ada beberapa kosa kata yang belum aku tau artinya”.
- Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”
- S3-L : “Semakin banyak kosa kata baru yang pada akhirnya saya tahu artinya, dari speaking juga bisa tapi belum percaya diri untuk berbicara bahasa inggris apalagi di depan umum, lebih tau pronounciation yang benar selain itu saya jadi bisa bahasa inggris lebih mendalam daripada sebelumnya seperti mempraktikkan dengan teman tapi jarang”.

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S3-L : “Kadang, aku tidak paham apa yang dijelaskan guru karena pronounciationnya”.

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S4-L : “Terkadang saya susah memahami materi, karena dulu materinya dari al azhar sendiri jadi antara math dan matematika sama hanya beda dalam bahasa. Tetapi karena sekarang memakai Cambridge kurikulum materinya berbeda. Jadi kita harus mempelajari materi yang berbeda dan bahasa juga”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S4-L : “Iya, karena saya jadi lebih banyak mengetahui kosa kata baru terutama dalam math dan science”.

- Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”
- S4-L : “Merasa sulit, karena kadang masih belum paham tapi malu untuk bertanya, terutama math lebih susah”.
- Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”
- S4-L : “Lebih, percaya diri, dapat meningkatkann skill berbahasa inggris”.
- Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”
- S4-L : “Terkadang ada kata-kata asing dalam materi sehingga saya bertanya apalagi pada mapel science yang menggunakan kata-kata ilmiah”.
- Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”
- S5-L : “Tidak bisa berbicara menggunakan bahasa inggris”.
- Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual

dapat membantu kamu dalam belajar bahasa inggris?”

S5-L : “Iya, karena bisa membantu saya dalam belajar bahasa inggris, dari yang sebelumnya tidak bisa”.

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S5-L : “Kesulitannya di speakingnya, untuk bacaan bisa untuk dipahami tapi speakingnya saya susah”.

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S5-L : “Lumayan bisa speaking dan bisa berbicara sama teman tapi masih malu. Saya bisa memahami ketika orang berbicara menggunakan bahasa inggris, tapi saya kesulitan ketika menjawab karena takut salah”.

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S5-L : “Pernah, khususnya science karena bahasanya susah jadi saya kesulitan semisal guru menjelaskan. Jadi saya google untuk mencari tahu”.

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S6-M : “Kita harus tampil didepan, vocabulari baru yang asing di 3 mapel, kalau kita disuruh jelasin tapi belum tahu artinya susah”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S6-M : “Iya, karena kita dipaksa menggunakan bahasa inggris di kelas jadi tentu dapat membantuu kita dalam belajar bahasa inggris”.

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S6-M : “Takut salah spelling dan grammar”.

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S6-M : “Lebih percaya diri untuk berbicara menggunakan bahasa inggris, kadang juga mempraktikan dengan teman-teman sekelas. Banyak kosa kata yang saya dapat. Kadang kalau

ada kata bahasa jawa saya tidak tahu artinya lalu saya artikan ke bahasa inggris malah saya paham. Selain itu saya juga jadi kebiasaan menggunakan bahasa inggris dan percaya diri, tetapi kalau didepan banyak orang saya malu, kecuali kalau disuruh”.

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S6-M : “Pernah, guru berbicara terlalu cepat, sehingga saya susah memahami”.

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S7-M : “Menghafal vocab karena kalo di science dan math banyak kata-kata baru dan susah jadi susah menghafalnya”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S7-M : “Dapat menambah pengetahuan dalam bahasa inggris dalam 3 pelajaran tersebut”.

- Interviwer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”
- S7-M : “Tergantung soal, karena terkadang ada materi yang belum aku mengerti sehingga susah tetapi materi yang sudah aku bisa akuu anggap gampang tugasnya”.
- Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”
- S7-M : “Jadi lebih tau vocab lebih banyak dan lebih percaya diri ketika berbicara bahasa inggris dengan temannya”.
- Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”
- S7-M : “Tidak pernah”.
- Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”
- S8-M : “Bahasa, karena biasanya guru memperbolehkan kita membawa hp ketika mapel science sehingga ketika ada kata-kata yang susah kita diperbolehkan mentranslate. Kalau guru math biasanya sudah mentranslate materinya sehingga

kita tinggal mencatat ing English and indo. Kalau guru bahasa inggris menjelaskan secara langsung semisal kita mengalami kesulitan bahasa”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S8-M : “Iya, karena banyak kosa kata yang belum aku tau sehingga ketika ada pembelajaran EMI banyak kosa kata yang aku dapat”.

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S8-M : “Tergantung mapelnya, personally science tidak terlalu susah, kalau math paling yang susah tuh word problem banyak kata-kata susah, kalau bahasa inggris tidak terlalu susah”.

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S8-M : “Aku bisa ngobrol sama teman menggunakan bahasa inggris, sometime semisal aku tidak paham temanku mnejelaskan begitu sebaliknya, sehingga

kita sama-sama membantu. Terkadang kita juga speak English in the classroom so we can know the word more and know the problem is. Dengan ada pembelajaran emi ngebantu aku dalam mengembangkan English skill aku, kadang juga aku ngrasa kalau mapel emi lebih mudah dari mapel biasanya. Karena aku basicnya suka bahasa inggris”.

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S8-M : “Tidak, sejauh ini memahami materi yang dijelaskan hanya mungkin bahasanya saja yang susah”.

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S9-M : “Banyak kosa kata asing dan penulisannya susah, jadi harus menghafal. Kadang saya kalau speaking salah pronunciation”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

- S9-M : “Iya, karena lebih terlatih untuk menggunakan bahasa inggris”.
- Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”
- S9-M : “Tidak terlalu susah, mungkin kadang ditranslate artinya agak aneh. Tetapi masih paham”.
- Interviwer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”
- S9-M : “Saya lebih mudah mamahmi bahasa inggris, percaya diri,nyaman menggunakan bahasa inggris. Sya juga lebih nyaman menggunakan bahasa inggris, terbiasa, lebih tau pronunciation , terkadang juga speak in English with my friends dan speak with EMI teachers in English”.
- Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”
- SM-9 : “Pernah, ketika guru pronunciationnya salah saya jadi bingung,solusinya saya mencoba memahami dan menebak kira-kira apa maksud gurunya atau saya tanya ke guru langsung”.

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S10-M : “Bahasa dalam mapel science dan math susah karena sekarang memakai Cambridge curriculum, terus materinya berbeda antara math dan matematika science dan ipa jadi lebih susah bahasanya, kalau bahasa inggris lebih mudah. Ada beberapa kata-kata yang kompleks yang masih asing jadi agak bingung. Untuk bahasa inggrisnya easy tapi math dan science agak susah. Lebih susah materinya daripada bahasa. Dari segi bahasa saya paham tetapi materinya susah karena ada beberapa kata asing yang belum pernah aku denger”.

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S10-M : “Iya, karena sering menggunakan bahasa inggris dalam pelajaran terus ketika bertanya juga menggunakan bahasa inggris dalam menjawab juuga menggunakan bahasa inggris can help meuntuk improve bahasa inggris ku sendiri dan ketika berbicara dengan orang lain menggunakan

bahasa inggris. Jadi bahasa inggrisku jadi lebih baik. I can test my English with other people. Khususnya speaking”.

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S10-M : “Easy, bahasanya gampang. Materinya kadang susah khususnya math dan science. Karena materinya agak mendalam jadi susah. Kalau bahasa inggris easy”.

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S10-M : “Banyak vocab baru yang saya dapatkan karena materi yang dari Cambridge lebih mendalam, jadi bisa improve my English skill and my English better than before. Aku juga sering ngomong bahasa inggris dengan teman ku di kelas . Tapii kalau sama yang lain bahasanya campur English indo and Javanese”.

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S10-M : “Tidak, bahasanya paham, tetapi kadang guru salah pronounciation jadi agak bingung”

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S11-F : “Susah focus, kadang suasana kelas berisik jadi kurang focus dalam belajar.”

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S11-F : “Iya karena pada mapel math sama scienc ada beberapa kata yang beda jadi saya searching di google dan jadi lebih tau.”

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S11-F : “Tergantung tugasnya, kadang susah kadang tidak. Sejauh ini untuk memahami bahasanya tidak susah tapi materinya kadang susah.”

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S11-F : “Bisa ngerjain tugas dan bisa lancer bahasa inggris.Selain itu banyak vocabulary baru yang saya dapatkan, yang awalnya saya tidak tahu tapi karena belajar mapel math science dan bahasa inggris banyak kosa kata baru. Selain itu juga lebih confidence.”

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S11-F : “Pronounciation, kadang guru salah dalam pengucapan membuat saya bingung. Sehingga saya mencoba mmemahami dengan berfikir kata yang mirip-mirip yan diucapkan guru.”

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S12-F : “Terkadang susah untuk menangkap materi kalau menggunakan bahasa inggris.”

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S12-F : “Iya, karena ada kosa kata asing yang mengharuskan kita untuk mencari tahu dengan bertanya pada guru maupun google, sehingga vocabulary yang saya tau bertambah dan pengetahuan tentang bahasa inggris bertambah melalui 3 mapel tersebut.”

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S12-F : “Terkadang susah terkadang tidak, kembali lagi pada materi. Terutama pada science karena banyak kata-kata ilmiah.”

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S12-F : “Speaking English dengan teman dan guru dan membantu English skill saya. Terutama ketika ada lomba seperti olimpiade dan lainnya dapat membantu saya.”

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S12-F : “Terkadang gurunya pronounciationnya beda jadi saya bingung, sehingga agak miskom.”

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S13-F : “Sebenarnya aku merasa susah dan menantang pada pelajaran science, karena science tidak hanya secara teori tetapi juga banyak perhitungan yang agak susah berbeda dengan math yang hanya itung-itungan angka dan tidak terlalu susah, sedangkan bahasa inggris mudah.”

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S13-F : “Tentu membantu, karena dengan adanya kosa kata baru kita akan mencari tahu dan bisa jadi salah satu knowledge kedepannya supaya semakin bagus bahasa inggrisnya.”

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S13-F : “Math dan science materinya susah”

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

- S13-F : “Grammar, pronounciation dan speaking yang bagus dalam berbicara bahasa inggris dan banyak vocab baru. Saya jarang berbicara bahasa inggris dengan teman hanya sesekali karena takut diejek teman.”
- Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”
- S13-F : “So far tidak ada kesulitan”
- Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”
- S14-F : “Tentu saja bahasa karena kita masih belajar dan belum lancer jadi kadang saya masih kesulitan sama bahasanya.”
- Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”
- S14-F : “Tentu saja membantu karena karena dalam mengimplementasikan EMI tentu menggunakan bahasa inggris sehingga dapat membantu English skill saya.”

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S14-F : “Sebenarnya tergantung materi tetapi menurutku susah tapi karena sekarang kita bisa searching di google jadi bisa membantu dan kita belajar dari situ.”

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S14-F : “Semakin percaya diri jika berkomunikasi dikelas, saya suka berbicara menggunakan bahasa inggris dengan teamn dikelas, menambah kosa kata karena pada pembelajaran EMI menggunakan bahasa inggris, ketiga yaitu melatih listening karena guru menjelaskan menggunakan bahasa inggris jadi kita harus focus dan bisa memahami apa yang disampaikan guru menggunakan bahasa inggris.”

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S14-F : “Pernah, kadang ada vocab yang asing yang belum pernah saya dengar, sehingga saya nanya ke

guru untuk memudahkan saya dalam memahami maknanya.”

Interviewer : “Tantangan terbesar dalam implementasi EMI dikelas?”

S15-F : “Mungkin pemahaman materinya aja, kalau dari segi bahasa saya dapat memahami. Karena menurut saya math dan science susah apalagi menggunakan bahasa inggris sehingga saya kesulitan memahami materinya.”

Interviewer : “Apakah kamu merasa dengan mengimplementasikan EMI di kelas bilingual dapat membantu kamu dalam belajar bahasa inggris?”

S15-F : “Membantu karena mengasah skill bahasa inggris kita khususnya dalam kehidupan sehari-hari seperti speaking.”

Interviewer : “Apakah pernah mendapat kesulitan ketika mendapat tugas yang menggunakan bahasa inggris pada Mata pelajaran EMI?”

S15-F : “Sejauh ini tidak susah, yang paling susah hanya di materi saja apalagi pada mata pelajaran math dan science.”

Interviewer : “Apa manfaat yang kamu dapat dalam mengimplementasikan EMI dikelas?”

S15-F : “Saya bisa ngomong bahasa inggris lebih baik, kadang ngomong saya temen sekelas menggunakan bahasa inggris , karena saling paham tapi kalau di depan umum masih malu dan kurang percaya diri. Selain itu dari segi pronunciation juga lebih bagus.”

Interviewer : “Apakah ada kesulitan ketika guru EMI menjelaskan materi?”

S15-F : “Pernah mengalami kesulitan ketika guru menjelaskan materii karena ketika guru salah dalam pronunciation sehingga agak bingung, untuk itu kadang saya tanya kepada teman, namun itu bukan masalah yang besar.”

Appendix 10

Table observation

Adapted from the article entitled “Key Concepts in ELT English-medium instruction (EMI)”
English subject (October, 17, 2024)

1	Use English in learning process • Clarity in speaking English • Consistent speak English • Use of vocabulary is easy to understand	✓ ✓ ✓	
2	Teachers' Mastery of the English Language • Fluency in speak english • Correct Pronunciation	✓ ✓	
3	Utilization of Resources • Use material(book, text book etc) • Use digital	✓ ✓	
4	Communication between teacher and students • Two-way communication • Easy to understand what the teacher says	✓ ✓	
5	Language difficulty adaptation • Miss communication between teachers and students		×
6	Teacher and student flexibility in learning • Adjustment of students' difficulties in understanding the material	✓	×

	Additional teacher support for students when experiencing difficulties		
7	Students' English skills Active speak english	✓	
8	Assesment in learning Give exam or assessment	✓	
9	Attitude motivation in speaking English Comfortable using English	✓	

Science subject (October 23,2024)

1	Use English in learning process - Clarity in speaking English - Consistent speak English - Use of vocabulary is easy to understand	✓ ✓	x
2	Teachers' Mastery of the English Language - Fluency in speak english - Correct Pronunciation		x x
3	Utilization of Resources - Use material(book, text book etc) - Use digital	✓ ✓	
4	Communication between teacher and students - Two-way communication - Easy to understand what the teacher says	✓	x
5	Language difficulty adaptation		x

	• Miss communication between teachers and students		
6	Teacher and student flexibility in learning • Adjustment of students difficulties in understanding the material • Additional teacher support for students when experiencing difficulties	✓ ✓	
7	Students' English skills • Active speak english		✗
8	Assesment in learning • Give exam or assessment	✓	
9	Attitude motivation in speaking English • Comfortable using English		✗

Math subject (October, 30, 2024)

No	Indicators	Yes	No
1	Use English in learning process - Clarity in speaking English - Consistent speak English - Use of vocabulary is easy to understand	 	 x
2	Teachers' Mastery of the English Language - Fluency in speak english - Correct Pronunciation		x x
3	Utilization of Resources - Use material(book, text book etc) - Use digital	 	
4	Communication between teacher and students - Two-way communication - Easy to understand what the teacher says		x
5	Language difficulty adaptation Miss communication between teachers and students		x
6	Teacher and student flexibility in learning - Adjustment of students difficulties in understanding the material - Additional teacher support for students when experiencing difficulties	 	
7	Students' English skills		

	Active speak english		✕
8	Assesment in learning Give exam or assessment	✓	
9	Attitude motivation in speaking English Comfortable using English		✕

Appendix 11

Documentation



Figure 1: The researcher conducted observations on science lessons in class 8B on October 30, 2024. The science teacher explained the material to students using books from the Cambridge curriculum.

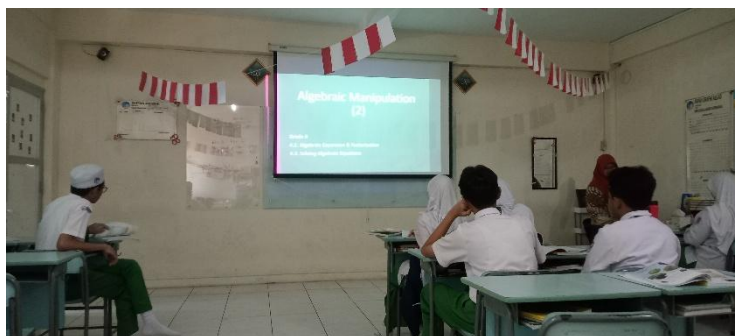


Figure 2: The researcher conducted observations on mathematics lessons in class 8B on October 30, 2024. The mathematics teacher explained the material to students using books from the Cambridge curriculum and using technology.



Figure 3: The researcher conducted in-depth interviews with the principal regarding the bilingual program at SMP Islam Al Azhar 23 Semarang.



Figure 4: The researcher conducted in-depth interviews with English teacher regarding the implementation of EMI for EMI teachers in bilingual classrooms.



Figure 5: The researcher conducted in-depth interviews with science teacher regarding the implementation of EMI for EMI teachers in bilingual classrooms.



Figure 5: The researcher conducted in-depth interviews with science teacher regarding the implementation of EMI for EMI teachers in bilingual classrooms.



Figure 6: The researcher explained EMI to class 8B, then conducted in-depth interviews with class 8B regarding the implementation of EMI in the classroom.

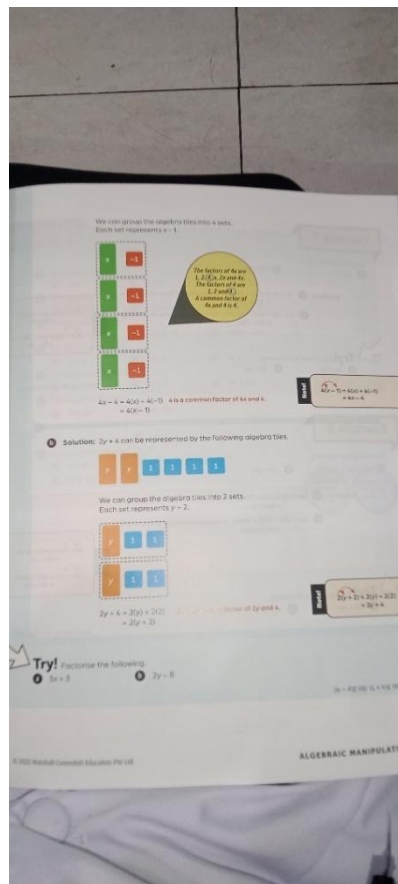


Figure 7: Mathematics books using the Cambridge curriculum for bilingual class.

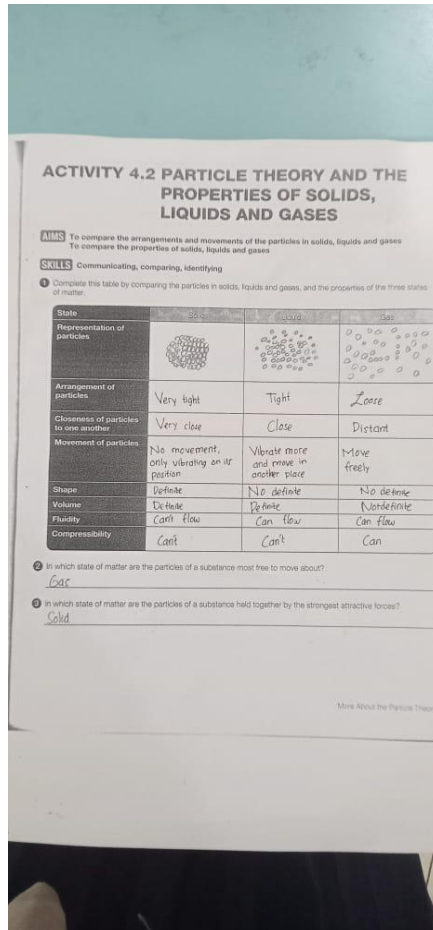


Figure 8: Science books using the Cambridge curriculum for bilingual classes

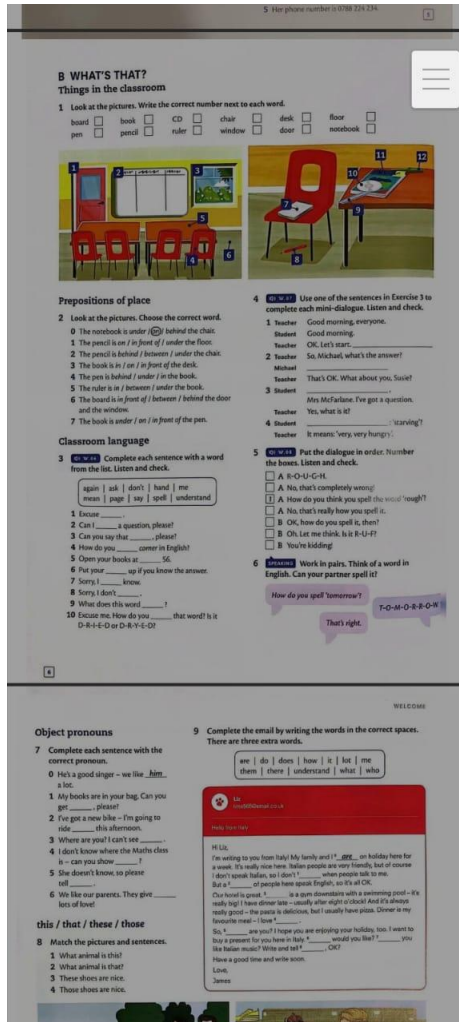


Figure 9: English books using the Cambridge curriculum for bilingual classes



Figure 10: The researcher conducted observations on english lessons in class 8B on October 17, 2024. The English teacher explained the material to students using books from the Cambridge curriculum.

CURRICULUM VITAE

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Non formal Education

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Organizational experience

1. Generani Baru Indonesia- Bank Indonesia Scholarship as secretary of Public Relation division
2. Kamaresa as member of Dikcana division
3. PK IPNU IPPNU Uin Walisongo Semarang as member of bakat minat division.