



Students' Perceptions of English Medium Instruction (EMI) in Secondary School Bilingual Classes: A Case Study

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ABSTRACT

In contemporary international secondary education in Indonesia, English-Medium Instruction (EMI) has gained popularity and expanded into a rising global phenomenon. Recognizing this phenomenon and the importance of English language skills for students from an early age, this study aims to investigate the perceptions of junior high school students in bilingual classes on the use of EMI in schools. A qualitative research design in the form of a case study was adopted in this study. It involved thirteen (13) junior high school students (2 males, 11 females) of two bilingual class programs at a private junior high school in Bandung, West Java, Indonesia. Data were collected through questionnaires, semi-structured interviews, and an FGD (forum group discussion) session. The findings indicate that all participants show positive perceptions of the EMI implementation in terms of the importance of EMI for Learning, the importance of EMI for career, and the use of EMI associated with the preservation of tradition issue. This study also reveals the obstacles that are often faced in the use of EMI such as a lack of understanding of technical terms in the content course and teachers' low proficiency in English. Therefore, it is expected that this study will offer recommendations from the perspectives of EFL practitioners in order to optimize the advantages of the EMI policy in an EFL context.

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1. INTRODUCTION

English has emerged as a modern-day global language (Crystal, 2003; Siddiqui et.al.,2021). It is utilized in a variety of socioeconomic contexts, including travel and tourism, business and commerce, communication and entertainment, education and learning, international diplomacy, and science and technology. This paradigm shift is becoming more prevalent and has a big impact on how policies are made regarding the language of instruction (Siddiqui et.al., 2021).

The use of the English language to teach academic subjects (other than English itself) in nations or jurisdictions where the majority of the population does not speak English is known as English as Medium Instruction (EMI) (Dearden, 2015). The use of EMI can be regarded as a renewal effort in the field of learning that targets the achievement of two goals at once (Artini, 2013; Crandall, 1998). The two objectives are: (1) competence in the content of the field of study (subject competence) and (2) language competence (language competence).

The majority of educators and researchers concur that students with little English competence must receive education in the language. In order to help students become more fluent in English, experts created a curriculum called bilingual education (He, 2018; Baker, 2011). The use of two languages intentionally and systematically throughout a student's academic career is known as "bilingual education." The goal of this method of teaching and learning is for students to become fluent in their second language via academic study. According to the most recent studies, people who study bilingually and switch between two languages have better learning abilities and longer attention spans because their frontal lobes become more active. As a result, bilingual learners do better than monolingual learners in terms of concentration, multitasking, and problem-solving (He, 2018).

In addition, Bilingual education broadly refers to any educational program in which more than one language is used in the curriculum to teach academic subjects that are not in that language or in which the language of instruction differs from the language of the home or community (Bialystok, 2018). However, the motivations behind the use of the languages, the particular languages selected, the program's structure, and the relationship between the school languages and the community all vary and have an impact on student learning.

While maintaining total fluency in their native language, bilingual education allows children to fully develop their listening, speaking, reading, and writing skills in a second language. Students should be able to utilize their second language to communicate with others, perform well in school, and increase their possibilities to study, live, and work abroad.

Students who learn two languages more fluently and effectively have a deeper appreciation for both cultures. The intention is for our students to become fully immersed in intercultural dialogue, where the second language serves as both a medium and a method of instruction rather than just as a subject of study.

In the age of globalization, EMI is a phenomenon that is spreading quickly among students (Dearden, 2015; Siddiqui et.al., 2021). Additionally, Dearden (2015) described EMI as "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)". In nations with a colonial heritage where British educational systems were formed, using EMI is extremely important (Mahboob, 2020). English is utilized as both the subject's content and

the language of instruction in several topics in schools, according to EMI. This seemingly unstoppable trend of EMI adoption is in reaction to the idea that teaching basic topics in English will improve students' English fluency, increasing their chances for greater employment opportunities. The idea that believes that teaching basic topics in English will improve students' English ability and, in turn, increase their opportunities for socioeconomic mobility is what has led to this seemingly unstoppable trend of EMI acceptance (Haidar, 2017).

Similar to Hamid et al. (2013), who summarized the main objectives of EMI in Asia as improving English language competence, developing human capital to access the global market, enhancing educational quality, and internationalizing local business and education based on the studies in the book. According to Mahboob (2020), some private schools choose to use EMI over public schools in practice. Therefore, parents who want to ensure that their children have a brighter future for themselves want to enroll them in a private school that accepts EMI (Nuncio et al., 2020).

Despite the advantages, there are numerous concerns to using EMI in teaching material. Some teachers believed that EMI use will hinder students' comprehension of the subject matter. When using EMI, Vu and Burns (2014) discovered four key problems, including the language skills of the lecturers, the language skills and learning preferences of the students, pedagogical concerns, and resource availability. According to a study by Kim & Kweon (2016), activities among Korean students tended to use Korean rather than English. Because of their limited English proficiency and mistrust of the lecturers' methods of instruction, the research found that utilizing English in lectures was less effective than speaking in their native tongue. This is in line with what Wu (2006) discovered that Taiwanese students generally believed that EMI had drawbacks, including making it challenging to comprehend the course material (82%), preventing students from speaking clearly in class (86%), and inhibiting debate and interaction between professors and students (54%).

Low English proficiency, according to Wu (2006), makes EMI students feel as though it is difficult to understand the course material, prevents students from speaking clearly in class, and discourages discussion and interaction between professors and students. Additionally, Vinke (1995) discovered that students taught through EMI had much inferior lecture comprehension than students taught in their native tongue.

Some public schools in Indonesia began implementing the EMI curriculum in 2006 through the RSBI (*Rintisan Sekolah Berstandar Internasional*) program (Maarif, 2011). Before the student entered a new program run by the education government, the school picked them. On the other hand, the teacher was not chosen to instruct the other topic in English. It led to the teacher's lack of readiness for the new program as well as the EMI Program's new obstacles.

The teachers that work with the EMI program are uncertain about their ability to instruct the students. According to Artini (2011), 50% of the teachers in Bali's EMI programs felt insecure about their English-speaking skills. They were concerned that the student's limited command of the English language would make it difficult for the teacher to explain what they were doing in class. Haryanto (2013) discovered that teachers' perceptions about the use of English as a medium of instruction (EMI) will cause additional issues for the students, which is similar to those comments made above.

A teacher frequently thinks that the communication between them and their students will be hampered by language barriers. Only half of the teachers at that school are certain that the students has understood what they have explained, according to Artini's (2011) findings. However, professors make every effort to ensure that students understand the subject's fundamental concepts. In line with the teachers' issue, the students also expressed their challenges when the teacher does not speak their native language and instructs them in a classroom. The student believes that the English-only class is less effective than the regular one in terms of instruction. When professors explain the content to students in English, they claim that their explanations are imprecise and cause students to feel unsatisfied with the material being covered in class. According to Artini (2011), she discovered that 26.03 percent of respondents felt that the teacher's explanation was unclear and 49.36 percent of students were confused by teachers' explanations in the classroom. Another claim made by Haryanto (2012), and research that supports those points.

For both students and teachers, implementing EMI in secondary education classrooms in Indonesia will be a significant task. Reading and taking or copying notes from teachers will likely be challenging for students who have little to no exposure to English in primary school. This makes students with limited English proficiency feel uncomfortable in EMI classes, which is evident in their comprehension of the modules, participation in class, examination outcomes, and overall performance (Sivaraman et al., 2014). The same is applicable for teachers; it is projected that their limited proficiency in the language may result in ineffective and inefficient teaching methods.

In relation to the importance of EMI, High-quality international standard educators who will work in international schools both in Indonesia and overseas will be prepared through bilingual education. The major goal of these classes is to prepare with the skill of English as a foreign language and to teach students in immersion programs or international schools. In order to compete with human resources from other nations and gain access to additional job prospects, students are obliged to communicate with one another using English as an international language.

Therefore, EMI appears as one of the plausible solutions that can be implemented in order to develop the learning process of the bilingual class program. EMI is also now emerging as a growing global phenomenon (Dearden, 2014; Siddiqui et.al., 2021; Dewi, 2017). EMI is considered as a visa to the globe at large. People can participate in the contest in the worldwide market and advance their careers globally through English is the primary language of instruction (EMI) (Ratna, 2016). The idea of applying EMI is appealing to numerous universities and schools all around the world. A study by Floris (2014) mentioned that educators believe that teaching topic courses in English can increase students' enthusiasm to learn the language while also enhancing their language proficiency and fluency while also enhancing their academic knowledge and skills. The school tries to establish a setting where students can grasp other subjects through the English language from the very beginning of using English as a Medium of Instruction (EMI).

As one of the best methods for coping with internationalization, EMI has grown in popularity (Cankaya, 2017; Simbolon, 2021; Siddiqui et.al., 2021). Dearden (2014) described English as a medium of instruction as the practice of using the English language to instruct in academic topics in nations where English is not the majority language (L1). Additionally, EMI

is a form of bilingual education, according to Baker (2016), in which some of the curriculum content is taught in English, which is not students' first language.

For secondary and primary schools, EMI is growing in popularity across the world. This is due to a variety of factors (Mlynek, 2019), as follows: (1) a desire to prepare students for EMI university courses. Students who have applied EMI from an early age will certainly be better prepared to face the demands of mastering English at universities in the future; (2) the importance of English as a language of commerce and popular culture. The fact that English is becoming increasingly essential to social, academic, and professional purposes in this period of globalization would undoubtedly motivate both students and teachers to enhance their language skills. This practical motivation is undoubtedly an invaluable element for successful language acquisition (Ibrahim, 2001); (3) the benefits of learning multiple languages for one's own enrichment. Bilingualism correlates with creative (diverse) ways of thinking. Psychological tests have revealed that bilingual children demonstrate superior fluency (Ibrahim, 2001).

Despite the fact that the EMI subject has been studied by many researchers, most of them did not look into secondary school, particularly at the junior high school level. EMI studies are dominantly focused on higher education. As shown by the following three Indonesian researchers whose research focuses on the implementation of EMI in higher education with different domains. Dewi (2017) explores how English and other subject lecturers in Indonesia perceive EMI, as well as the relation of EMI to national identity and the notion of "the West," was also held on tertiary level. Moreover, Simbolon (2021) discusses the current implementation of EMI in a number of universities as one strategy to achieve international recognition. Floris (2014) investigates students' and teachers' experiences and perceptions of the benefits and drawbacks of applying EMI in Indonesian policy context for the private university in Indonesia.

In light of the aforementioned phenomena, the goal of this study is to investigate how secondary school students, particularly at the junior high school level, perceive the implementation of EMI, including its challenges and the impacts that may come with studying content in English. To make it more comprehensible, this study aims to answer these questions: (1) How are the perceptions of students concerning the use of EMI in the classroom?; (2) What are the challenges and learning impacts experienced by the participating students in EMI classroom?

2. METHODS

The goal of the study was to identify how junior high school students of a private bilingual school perceived about using English as a language of instruction during the teaching and learning process. The authors of this study employed a qualitative case study. A qualitative study was defined as a process of comprehending a social or human issue through the use of words to create a complex, comprehensive picture, the reporting of in-depth interviews, and setting-specific research (John W & Creswell, 2018). Purposeful sampling was used in the selection of individuals and the site in order to provide an "information-rich" environment (Creswell, 2015). The study was designed as a case study, which is "an in-depth examination of a bounded system (e.g., activity, event, process, or individuals) based on substantial data

gathering," according to Creswell (2015). The authors chose qualitative as their research method, because qualitative research focuses on comprehending social events from the standpoint of the human participant.

Regarding the research instruments, this study employed questionnaires, semi-structured interviews, and forum group discussion (FGD). 13 (thirteen) junior high school students Grade VIII (2 males and 11 females with an age range of 13-14 years) from 2 (two) bilingual classes of a private junior high school in Bandung in the academic year 2021/2022. This school was chosen because this school is one of the leading private schools in town which is actually a public-private school, not a specialized international school. However, this school provides bilingual classes from elementary, junior high, and high school levels. These students were selected because they have experienced bilingual classes at junior high school for about two semesters, and have gained learning experiences in EMI classes which are suitable for them to provide information about their experience. The 13 students contribute to filling up the questionnaires comprises 9 (nine) questions about their perceptions of the implementation of EMI at the school. Moreover, in order to get an in-depth analysis of this study, five students (Student 1, Student 2, Student 3, Student 4, and Student 5) are chosen using purposive sampling to be interviewed. The final session of the data collection was filled with an FGD session which compared and elaborated more deeply on each student's experience with the learning process using EMI.

3. RESULTS AND DISCUSSION

To address the research question in this study, the researcher divides the findings into 5 (five) subheadings, namely (a) the use of English in participants' school, (b) students' view of the importance of English, (c) readiness for EMI, (d) challenges of EMI in the classroom teaching and learning process, and (e) impacts of EMI for students learning achievement.

a. The Use of English in Participants' School

From the results of class observations conducted in the subjects of Geography and Biology class, it was found that the bilingual class at this school was not fully 100 percent using English. The majority of teachers use English mostly in the classroom, and combine it with Bahasa Indonesia. The teacher used Bahasa Indonesia several times in the middle of the class, especially when explaining the material. This pattern of using Indonesian is usually right after the teacher explains a material, or in other words, it is a direct Indonesian translation of the previous explanation of the material in English. This pattern is continuously carried out throughout the class. It is very rare for the teacher to speak Indonesian in a separate context/not a translation in the explanation of the previous material. Due to the qualified school, adequate number and quality of facilities, the teachers' prior teaching experience, and the teacher's educational background, it is quite surprising to see the percentage of the use of Bahasa Indonesia in these bilingual classes.

This is in line with what the students said in the questionnaire when they were asked "What is the percentage of use of English in the classroom as the language of instruction?". None of the student respondents answered that in the classroom 100 percent English was used as the language of instruction. 53.8% of respondents said that the percentage of use of

English in the classroom is 80% English: 20% Indonesian, while the remaining 46.2% said 50% English: 50% Indonesian.

b. Students' View on The Importance of English

Regarding the importance of English, almost all student respondents showed a positive perception. To describe the points about students' perceptions of the importance of English, the writer divides them into sub-points as below:

1. The Importance of English for Learning

Table 1. Students' View of EMI: English for Learning

No	Statement about The Use of EMI	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Increase knowledge of the subject being studied	31%	38%	31%		
2	Improve my English skills	62%	38%			
3	I can get better learning outcomes than other students who are not from the bilingual class	23%	15%	54%	8%	
4	Improve the quality of my discussions with classmates	23%	31%	46%		

Table 1 shows that, in terms of English for learning, every participant mostly agrees and strongly agrees with every assertion. 61% of respondents said "strongly agree" for the statement "improve my English skills". However, in the third and fourth point, more than half of the participants claim "neutral" and "disagree". It indicates that they are not quite sure about the learning outcomes they will acquire compare to others from non-bilingual class and the use of English to improve the quality of their daily discussions in class. This is in line with what was said by Wu (2006) in his study which said that one of the big obstacles in implementing EMI is discouraging discussions and interactions between teachers and students and also between fellow students. Overall, it is clear that they believe English to be an essential learning tool in education.

2. The Importance of English for Career

Table 2. Students' View of EMI: English for Career

No	Statement about The Use of EMI	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I can more easily get into the university I aspire to, including foreign universities	54%	31%	15%		
2	I can get a better career in the future	38%	31%	31%		
3	I can more easily get a job abroad	46%	38%	15%		

Information about how students view EMI in terms of English for careers is presented in Table 2 above. Although 30% of them are unsure about one of the aforementioned issues, it

is obvious that they all firmly agree on all of the items. Overall, they demonstrate agreement on every claim made under this dimension.

Some students also relate the importance of English in learning because they have a desire to get scholarships to study abroad in the future with the hope that later they can become human resources who can compete in companies or agencies at the international level. For individuals seeking international scholarships in Indonesia, mastering the English language is essential. Some overseas scholarships will only be awarded to applicants with a certain level of English proficiency (Faridah, 2021). There will be tests and interviews to demonstrate your English proficiency. There is a greater chance that you will receive a scholarship if you have good skills in the language.

3. English Vs Preservation of Tradition

Table 3. Students' View of EMI: English Vs Preservation of Tradition

No	Statement about The Use of EMI	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	It will destroy Indonesian cultural traditions so that students will appreciate western culture more		8%	23%	46%	23%
2	Will degrade the importance of the position of <i>Bahasa Indonesia</i> in the country		8%	31%	15%	46%

The perception of EMI among students in terms of maintaining tradition is shown in Table 4 above. Under this dimension, there are two things that almost share the same pattern. They disagree (46%) and strongly disagree (23%) that EMI will damage Indonesian culture and tradition. This pattern also holds true for the second statement, according to which they disagree (15%) and strongly disagree (46%) that EMI will downplay the significance of *Bahasa Indonesia* at their school.

The aforementioned data demonstrate that participants in the study show positive perceptions of the implementation of EMI in their schools. They generally agree on the importance of EMI, emphasizing the factors of career and the role of English in their learning activity in their learning activities. This demonstrates clearly the connection between globalization and EMI, which is consistent with both European and Asian patterns (Wilkinson, 2013; Hu et al., 2014; Tsui & Ngo, 2016). In other words, students are fully aware of the value of English and its potential effects on institutional recognition, learning attainment standards, and employment chances on both a local and international level (Tsui & Ngo, 2016).

Moreover, they do not consider English to be a threat to the preservation of tradition or their language. This suggests that people do not perceive this as a threat to the survival of Indonesian culture and language; in other words, they appear to be unaware of this problem. This result is consistent with (Tsui & Ngo, 2016), who found that the majority of their research participants disregarded this viewpoint. Overall, participating students are satisfied with how the EMI policy has been implemented in their institution. This finding was corroborated by Sultan's (2012) notion, according to which EMI students used the English language more

frequently at home and at school, had a more favorable attitude toward the language, and were more motivated to study it.

c. Readiness for EMI

Regarding the first interview question, which concerned the students' knowledge of and experience with the English language, the participating students generally stated that they had taken English as one of their required subjects in elementary school. Therefore, since they already have a rudimentary understanding of English, they do not need to learn it from the very basics. Some students went so far as to enroll in additional classes to improve their English. Student 3 gave an illustration, as indicated in the following excerpt:

"I have studied English since kindergarten, I have also taken English courses since the 2nd grade of elementary school even though the elementary school is not an elementary school that provides bilingual classes like I am in junior high school now. So, I am already familiar with English since childhood". (Student 2)

The results of the questionnaire also stated that 23.1% of student respondents stated that they had lived and settled abroad. Some of them have lived in the United Kingdom (UK), Canada, Germany, and Japan, with an average duration of more than 1 year. For students who claim that they have lived abroad in a non-English speaking country, they admit that they still use English mostly as a means of communication. Therefore, it can be said that students' English language acquisition at this school is influenced by the fact that they have lived abroad. This of course makes it easier for them to accept lessons in schools that use EMI.

Since this school adopted the Cambridge International curriculum, all junior high students who participated in an interview or focus group discussion session stated that they are mostly at the B1 (intermediate/independent user) level and some are at the A2 (elementary/basic user) level in terms of their English proficiency. Based on the CEFR level, the students' English class will be categorized. Students take an English progression test each year before the semester begins to determine their CEFR level. Their class or group for academic subject learning will be based on their level. This test also acts as a screening test for the bilingual class at this school at the time of admission of new students at the beginning of the school year. Therefore, referring to all the facts above, this school should be ready with the implementation of EMI.

d. Challenges of EMI in the Classroom' Teaching and Learning Process

According to several remarks made in response to open-ended interview questions, there was a pattern to how students perceived the impact of EMI on their ability to teach. Most students say there are various barriers that lead to the use of code-switching in Bahasa Indonesia and partial English use in classroom activities, despite their positive responses to EMI and enthusiasm to learn English subjects using English.

The majority of them continued to assert that it made them feel more comfortable if their teacher did not completely deliver the course in English. They preferred that some of the lessons be taught in Bahasa Indonesia. This is because they sometimes have difficulty understanding what the teacher means. In other words, they have difficulty grasping what

concept the teacher is teaching in the subject at that time. A group presentation by the students is one learning activity where the full usage of English may be employed. The interview passage that follows emphasized this idea:

"In the classroom, the majority of teachers only speak English. Because of this, I occasionally have trouble grasping the topics that teachers are trying to explain. As for general English conversations, we don't seem to have any difficulties. For science and social studies, frankly, we often go blank. I hope the teachers will incorporate both English and Bahasa Indonesia into their lessons. For instance, although the PPT's content is entirely written in English, I think it would be helpful if they translated the lesson a little bit into Bahasa Indonesia when they were explaining it". (Student 3)

"For subjects that I and most of my friends think are difficult, such as physics and biology, we don't understand the lesson because sometimes the teacher explains it is difficult to understand. So, it's better to explain again in Indonesian a little bit". (Student 4)

Another thing that becomes a barrier to learning using EMI in the classroom according to students' perceptions is the pronunciation of teachers. Respondents said that sometimes their teacher's pronunciation sounded strange and difficult to understand. This is also an obstacle for them to capture the learning concept that is being taught. There are also those who say that the choice of words the teacher uses to explain a concept is also confusing. It is not quite surprising to see the fact that there are students who comment on their teacher's pronunciation because some of them have lived in English-speaking countries such as United Kingdom (UK) and Canada which on the surface they said as those who already have native-like English communication skills. As stated by Student 1 in the excerpt as follow:

"The teacher's pronunciation is sometimes strange and not easy to understand. Sometimes he speaks too fast or his voice is too low". (Student 1)

Additionally, almost all of the students in this study expressed difficulties learning the necessary vocabulary and following teachers' face-paced instructions when asked about the most persistent language challenge they faced when studying via EMI. Student 3 clarified this matter and stated in the passage below:

"It sometimes takes me a while to look up the definition of a word in the dictionary while I'm trying to follow a lesson. When we found specialized terms, especially in science courses, it makes us confused because it is difficult for us to understand. Maybe for those who have lived in England like "Student 1" it is easier to understand. Fortunately, I can have the teachers' assistance in interpreting the language for me. Additionally, lecturers occasionally speak too quickly and use formal, stilted language that makes it harder to follow what they are saying. I appreciate it when teachers use their own words to describe the lesson." (Student 4)

e. Impacts of EMI on Students' Learning Achievement

The majority of participants who were interviewed stated that using EMI frequently within their teaching and learning practices had improved their language skills. The majority of students concurred that EMI could assist in expanding their vocabulary. They admit of course this applies mainly to increase their knowledge of the technical vocabulary of each learning content that applies EMI in classroom activities. But they also do not deny that even though their English skills are quite good at the secondary students' level, with EMI their general English vocabulary knowledge has increased significantly. They became more assured and effective when attempting to construct English phrases or sentences as a result of this. The following interview extract from Student 1 made the following point:

"It gets much better, in particular, my vocabulary, especially special terms in science subjects and also the general ones. I encounter unfamiliar vocabulary in class, but as time goes on and I use those terms frequently, I eventually come to understand their meaning." (Student 1)

Furthermore, some students said that as a result of their increased self-confidence while speaking English, their speaking ability was also advancing well in the classroom or in their regular discussion context. The excerpt that follows demonstrates this:

"I really feel progress in my English skills, especially in terms of speaking. Since I attend this bilingual school and am used to communicating both professionally with teachers and informally with friends, I believe I have had a lot of speaking practice. I also spend a lot of time listening to English-language conversations. I learn new words through this and try to imitate the pronunciation. I can utilize English more confidently and actively". (Student 4)

Unlike the previous two students, there were also participants who claimed that regarding the progress of language skills, they felt that their writing skills had improved the most. The improvement of writing ability is considered as a follow-up effect of increasing vocabulary enrichment, but it is felt as a skill that is very helpful in working on school projects. As seen in the excerpt as follow:

"I have to read additional books in English, so I can learn a significant amount of new vocabulary and technical terms. Students must also complete tasks or write reports in English for the disciplines. I believe my writing ability has greatly improved more than my speaking skill". (Student 2)

The findings above suggested that learning English could raise students' proficiency in the language at least in some language and skill areas, such as speaking, writing, and vocabulary. Overall, it was found that students' speaking abilities had increased more than other abilities. It was notable that none of the participating students thought that EMI might help them grasp the content material in each subject or improve their reading comprehension.

In terms of progress on content subjects taught in class using EMI, almost all participating students felt that they did not feel that they had made significant progress with proficiency in content learning. Some of them said that comprehending content lessons could be said to be the same as learning using Bahasa Indonesia as a medium of instruction. However, most of them said they tend to have a lot of obstacles when it comes to understanding the learning content. But they said they were greatly helped by the teacher who liked to mix the explanations of learning with Bahasa Indonesia.

However, they also feel that their knowledge of the subjects studied with EMI is certainly one step ahead of those from non-EMI classes. This is because they already have added value by understanding the concepts and technical terms in these subjects in English.

This is supported by the results of the researcher's interview with one of the teachers in the bilingual class from the participant school who said that although the English language of the students in the bilingual class can be said to be very good at communicating, they still need deep consideration to apply full English in this bilingual class learner. Concerns about students' conceptual understanding, technical challenges, interest and desire in learning English, and students' level of preparedness are factors that influence the decision to use Bahasa Indonesia in the classroom. As seen in the following excerpt of interview:

"There is still a concern that they cannot grasp the concept of learning well. That's why we continue to use Indonesian even in a smaller proportion. Because sometimes with Indonesian there are those who still do not understand the content of the learning material." (Teacher 1)

The findings, therefore, imply that the impact and benefits of implementing EMI are evident and dominant in students' language proficiency improvement. Even though no one improved all of the anticipated language skills, students could at least enhance one or two English skills. Since EMI was primarily used as a teaching tool, each student's interpretation can vary from that of other students. In this situation, the majority of students had inadequate linguistic proficiency when they began their studies. This begs the question of whether the EMI policy is suitable to accomplish the goal of improving students' English proficiency.

4. CONCLUSION

The result of the study indicates that secondary students' shows positive perception toward EMI implementation and their awareness toward the importance of English as their daily learning instruction is also positive. They recognize the global significance of English for their academic and professional endeavors. They do not perceive English as a "threat" to the existence of the Indonesian language and culture. Because EMI can better enhance the teaching and learning process and help students develop their English skills, students show great acceptance of the policy. The most surprising discovery was that, in the setting of Indonesian EFL, it was necessary to mix language instruction in the classrooms in order to facilitate teaching and learning. The implementation of EMI, which should be fully integrated effortlessly into English, could not be accomplished as it was since EFL students needed extra time to explore the topic. One of the strategies used by teachers frequently is code-switching. It is very common for teachers to immediately translate to *Bahasa Indonesia* after they are explaining such concepts in content courses in English.

Furthermore, due to the teacher's poor language skills, students are confused because the language of instruction lacks clarity in both word usage, particularly with regard to technical terms, and pronunciation. Some students went so far as to publicly criticize the teacher's pronunciation, which was frequently incorrect and occasionally blended with regional or Indonesian accents. Obviously, this needs to be given substantial consideration because student learning outcomes are significantly influenced by the quality of the teacher's language instruction.

Therefore, it is expected that this study will offer recommendations from the viewpoints of EFL practitioners in order to optimize the benefits of the EMI policy in an EFL context. The study's findings may help students and teachers become more aware of EMI and how to improve their classroom practices. They may also draw the attention of other stakeholders to the study's findings. Since this study is a case study which explores from the side of students' perception and is limited to only one private school, future research could possibly explore the perspectives of both students and teachers regarding EMI implementation. Moreover, it is recommended to use a larger sample so that it will give new enlightenment about the complexities of EMI Implementation in Indonesia.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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