CONFERENCE PROCEEDING

Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics

FTU's 55th Anniversary
Table of Contents

**Theme 1: Managing of Internationalization and Inclusivity of Teaching and Learning towards Students’ Success** ................................................................................................................. 4

1. A Learning Management of the Visual Arts Subject in the Art Learning Strand for the ASEAN Community ........................................................................................................... 4
   Kittima Kengkhethrkiij

2. The Art of Thai Boxing as the World Cultural Heritage ................................................................. 15
   Pongtorn Sangwipark

3. Peer Assisted Study Session (PASS) at UONS – Challenges and Opportunities 21
   Koh Yit Yan, Kum Yang Shen

4. Career Development and Employability Inspired by The Apprentice ........................................... 28
   João Paulo Ponciano, Koh Yit Yan

5. From Outcome-Based Education (OBE) to Continual Quality Improvement (CQI): A Case Study of Teaching Mechanical Engineering at University of Newcastle, Singapore .................................................................................................................. 35
   Koh Yit Yan, Chong Perk Lin

6. Preference of Learning Approaches of Engineering Students, a Pilot Study in UNITEN ................................................................................................................................. 42
   Chua Yaw Long and Koh Yit Yan

7. Personality, Academic Success and Quality of Life of Undergraduate Students with Perceiving Internet Addiction ................................................................................................. 50
   Manika Wisessathorn

8. Graduate Attributes: A Quality Assurance Indicator For Internationalization ....................... 62
   Dennis V. Madrigal and Araceli C. Doromal

9. What is Academic English?: Receiving a Good Grade at the End of the Day .......................... 73
   Donna M Velliaris

10. A Study of the Problems and Needs for Parenting Knowledge by Parents of Early Childhood Children in Bangkok Metropolis .................................................................................. 84
    Bongkoch Thongeiam

11. English Medium Instruction In Higher Education: Challenges From Student Perspectives .......................................................................................................................... 91
    Liliani

12. Effects Of Teacher Stress Factors Toward Secondary School Teachers’ Efficacy In Sabah ........................................................................................................................... 102
12. Effects Of Teacher Stress Factors Toward Secondary School Teachers’ Efficacy In Sabah ................................................................. 102
   Dewi Isma Madzlan, Mohd. Khairuddin Abdullah, Khalid Johari and Muddin Beting

13. Teachers Emancipation in Transformation of Teaching Management in the Classroom through Action Research Among Secondary School Teachers in Sabah, Malaysia ................................................................. 107
   Melati Jilon, Hamzah Md. Omar and Khalid Johari

14. Using Interactive Control System in Entrepreneurship Education: Case Study in Higher Education .................................................. 115
   Wirawan E. D. Radianto and Eko Budi Santoso

15. Developing and Validating a Malay Version of Chemistry Anxiety Questionnaire for Secondary School Students........................................... 125
   Adeline Leong Suk Yee and Lay Yoon Fah

16. A Baseline Study on Required Employability Attributes for Thailand Tourism Graduates from ASEAN and International Perspectives ........................................ 136
   Thanasiri Chara-um and Sornnate Areesophonpichet

17. Towards a Framework for Regional Integration of the Faculty of English Linguistics and Literature – USSH, Vietnam National University-Ho Chi Minh ....................................................... 146
   Le Hoang Dung, PhD

18. Effectiveness of Effectuation-Based Entrepreneurship Learning .......................................................................................... 161
   Tina Melinda, J. E. Sutanto and Sonata Christian

   Violeta C. Valladolid, Ph.D.

20. The Relation between University GPA and Family Background: Evidence from Foreign Trade University in Vietnam ........................................ 179
   Dao Ngoc Tien; Doan Quang Hung; Nguyen Son Tung and Tran Dac Loc

Theme 2: Achieving Internationalization and Inclusivity through Teaching Technologies and Institutional Research ........................................ 190

21. The Technological Competencies of University Lecturers ...................................................................................... 191
   Chomsupak Cruthaka

22. An Evaluation of the ICT Literacy of Elementary Teachers of Silang II: Basis for an ICT Training Program ................................................... 205
   Mark Airon P. Creus
23. Procrastination and Sense of Community: Patterns and Relationships in a Supplementary Online Discussion Forum of an Undergraduate Biostatistics Class

   Early Sol A. Gadong and Marierose R. Chavez

24. Institutional Growth in Research: Coping with Regulatory and Requirement Standards

   Emeliza T. Estimo, Geneveve M. Aguilar and Luis G. Evidente

25. Chainat Community Problem Education for Research Proposal by One Province One University

   Pattaraporn Kitchainuukoon Staporn Tavornativat and TuanTongkeo

   Theme 3: Improvement of Institutional and Academic Quality through Internationalization and Inclusivity

26. Research Culture: The University of San Agustin Experience

   Ma. Cecilia D. Alimen, PhD, Aneline P. Tolones, Maria Irene Grace Dandoy-Galon

27. Applying Baldrige Performance Excellence Criterion On Students’ Satisfaction At Private University In Indonesia

   Dyah Kusumastuti
   Medina Amanda

28. Improving academic quality through multicultural programs and staff in Vietnamese higher education

   Nguyen Duy Mong Ha

29. Correlates of Workplace Spirituality and Organizational Commitment: A Study of Private Higher Learning Institution in the Philippines

   Wilfreda R. Dalangin-Dimaano

30. Perceived Image of De La Salle Lipa, Satisfaction and Loyalty of Students

   Lanie M. Santos

31. Academic Self - Reflections: A Pathway to Acknowledging and Appreciating the Intricacies of Student Diversity

   Donna M Velliaris

32. The Competencies Of Human Resource Developers For The ASEAN Economic Community ERA

   Duangduen Chancharooen

33. Monitoring Academic Performance Of International Students

   Ni Lar Win

34. Designing Performance-Based Curriculum and Instruction: The Case of Aquinas University Tech-Voc Senior High School Program
35. Internationalization Strategy Of Higher Education in Vietnam: A Case Study Of International School Of Thai Nguyen University .......................................................... 323

Pham Thi Tuan Linh

36. Intranet: The examination of Institutional Memory as the basis of Inclusivity Claim ............................................................................................................ 333

Mateo R. Borbon, Jr., Ma. Leovina Cruz, Maria Ana Corazon De Guzman

37. Assessment Of Prospective Graduating Deaf High School Students: Basis For Inclusive Transition Program ........................................................................... 343

Jordianne P. Gomez

38. Factors Affecting Students’ Preference Not to Study Abroad: A Case Study of Business Management International Students .................................................... 354

Charly Hongdiyanto

Theme 4: Realizing Internationalization and Inclusivity through Institutional Research ........................................................................................................... 365

39. Evaluation on the academic activities toward Internationalization of Higher Education from the view of Advanced Education Program in Thai Nguyen University of Agriculture and Forestry ........................................................................... 366

Olivia Magpily, Luong Thi Mui, Nguyen Thi Huyen Trang

40. Innovative Teaching Strategies in Legal Profession ................................................................................................................................. 376

San Dar Wynn

41. Internationalization of Higher Education Institutions: The Case Of Four HEIs in the Philippines ........................................................................................................... 384

Ma. Florecilla C. Cinches, Ruth Love V. Russell, Maria Loida Faye C. Borbon, Judith C. Chavez

Theme 5: Accomplishing Internationalization and Inclusivity through Effective Institutional Management .................................................................................................... 397

42. Inclusive Education: In or Out, a challenge for a post AEC 2015 HEI ................................................................................................................................. 398

Teay Shawyun

43. Life Management Strategies of Teaching and Non Teaching Personnel in the Province of Rizal .......................................................................................................... 407

Evelyn Pasamba Magdalena

44. Strategies and Challenges of Internationalization in Higher Education: Perspectives from Higher Level Leaders ........................................................................... 418

Nguyen Dong Phong, Ly Thi Minh Chau and Tran Mai Dong

45. An Examination of Quality of Work Life in a Private University in Thailand ........ 428
46. The Relationship between Organizational Characteristics and the Learning Organization Disciplines at a University in Thailand .................................................. 434

Krisda Tanchaisak

47. Understanding the Dynamics of Trust in Care-Driven Leadership: What Does It Take to ‘Look Within’, ‘Look Through’, and ‘Look Beyond’? ........................................ 441

Yosep Undung² and Allan B. de Guzman

48. The International Students Office (ISO) of De La Salle University-Dasmarinas: Status and Prospects ........................................................................................................ 455

Olivia M. Legaspi, EdD and Necitas F. Sayoto, EdD

49. Effects of Dimensions of Learning Organization to Workplace Learning Environment .................................................................................................................. 465

Dr. Edgar Allan G. Castro

50. Quality Assurance Activities in Australian Universities and the Implications for Vietnam .................................................................................................................. 477

Nguyen Thu Thuy, Hoang Thi Thuy Duong, Pham Thu Huong

51. Financial Management in Australian Public Universities and the Lessons for Vietnam .................................................................................................................. 491

Dao Thi Thu Giang, Nguyen Thu Thuy, and Bui Thu Hien

52. Opportunities and Challenges of Double/Joint Degrees as Tools of Internationalization and Inclusivity in Higher Education .................................................. 501

Päivö Laine and Anne-Maria Aho

53. Student - Teacher Relationship among Higher Education Institutions: Students’ Viewpoints .................................................................................................................. 510

Charito G. Ong, PhD

54. Enhancing Income Generation in State Universities and Colleges ............................................................................................................................................ 515

Sylva Elena B. Payonga and Susana C. Cabredo

55. Management of International Higher Education in Vietnam - Existing Problems .526

Ho Thuy Ngoc
English Medium Instruction In Higher Education: Challenges From Student Perspectives

Liliani

Ciputra University, UC Town, CitraLand, Surabaya 60219, Indonesia (liliani@ciputra.ac.id)

ABSTRACT

Globalization creates great impact on education throughout the world. The global interconnections in politics, economy, socio-cultures, science and many other aspects in life bring challenges in education. Higher education in Indonesia should meet the challenges to keep up with the urge of globalization, rapid science development and academic internationalization. The use of English Medium Instruction (EMI) in higher education in Indonesia, one of the Non-English speaking countries, has become one of the efforts to improve the quality of learning as well as proficiency in using English. This research aims to study the implementation of EMI in higher education from the perspective of students. The analysis focused on challenges and benefits experienced by students during their study. This research used qualitative approach based on case study in Ciputra University Business Management International study program that uses EMI in all subjects. Data was collected from in-depth interview with active students who had been studying more than one year to obtain detailed description of their experiences. The result indicates that students experience difficulties and challenges during their studies as well as benefits that increase their quality of study and competitiveness in the future International business or job market.

Keywords: English Medium Instruction, Higher Education, Non-English Speaking, Student challenges

Introduction

Globalization has created global interconnections in almost all aspects in life, such as politics, economy, socio-cultures, science and many others. The impact of globalization on education throughout the world is inevitable. The rapid science development and academic internationalization generated from globalization has become a challenge for higher education. In Indonesia, one of the Non-English speaking countries, the use of English Medium Instruction (EMI) in higher education has become one of the efforts to improve the quality of learning as well as proficiency in using English. Other reasons of using EMI in higher education are the need to attract international students and expansion of co-operation with foreign universities (Hellekjær, 2010). Furthermore, many students are now looking for excellent quality in education and hoping that they will be able to pursue career in the local or international job market as well as compete in business after they graduate. They choose higher education that use EMI as they expect not only to be better educated persons, but also to earn better paid jobs, (Coleman, 2006). This condition
has created demands of higher educations that do not only excel in academic, but also teach competencies to compete globally, such as being able to use English passive and actively.

This research discusses the implementation of the EMI in Business Management International, at Ciputra University, Surabaya, Indonesia. Ciputra University was founded in 2006, focusing on entrepreneurship education through a number of study programs, including Business Management, Architecture, Communication design, Culinary, Fashion, Hotel & Tourism, Information and Technology and several others. For now, EMI is only implemented at Business Management International study program, while this study program also offers program in Indonesian language. In harmony with the need for quality education with international standards, Business Management International study program offers an entrepreneurship education using EMI to deliver high quality education. Not only using EMI in all courses, Business Management International study program also offers other internationalization program such as visiting professors from foreign International universities, student exchange program, short courses, immersion, student participation in international competition and some other programs.

EMI is implemented by using English in non-language courses such as management, accounting, marketing, etc., to Non-English speaking students and often taught by also non-native or Non-English speaking lecturer (Hellekjær, 2010). The implementation of EMI in higher education in Non-English speaking countries creates challenges in the learning process. These challenges are experienced by students, lecturers (Chang, 2010) and the higher education institution. Students has experienced challenges in understanding their academic subjects mostly at the first year of their study (Berman & Cheng, 2010). Moreover, these challenges are needed to be addressed as soon as possible during study period to improve learning process, because student English proficiency has increased their academic performances (Fakeye, 2014). The implementation of EMI at Ciputra University also faces many challenges. This research aims to study challenges in the implementation of EMI from the perspectives of students, focusing on challenges and benefits experienced during their study. The reason of this research focusing on students is considering student as the main subject of the learning process that needs to be supported by facilities and infrastructure of the university. Studying the challenges faced by students is beneficial in presenting the conditions occur, addressing problems to be used for planning solution and improvement programs.

Literature Study

English proficiency has several definitions, mentioning the capability of a person to use the English language at a certain time to understand the textbook or pedagogical methods as well as in everyday life (Farhady, 1982). English proficiency skill is required for attaining completion of International higher education, and acquiring employment with advance position or higher financial rewards. It involves mastery of a writing system as well as reading, speaking, and listening addressing decoding process and higher-order thinking: conceptualizing, inferring, inventing, and testing (Scarcella, 2003). Academic English is complex and dynamic, covering three dimensions: 1) linguistic, i.e. phonological, lexical, grammatical, sociolinguistic, and discourse; 2) cognitive, i.e. knowledge, higher order thinking, cognitive, and metalinguistic strategies; 3) socio-cultural, i.e. the discourse
component that enables coherent communication in an organized way by using linguistic forms and meanings (Scarcella, 2003).
The Implementation of EMI

Earlier studies indicated challenges and problems in the implementation of EMI in higher education in Non-English speaking countries. Several problems were experienced regarding reduced ability to understand general and specific concepts, more time consumed for assignment, problems in expressing ideas and development of thinking ability, learning in general, low level of Academic English and regret at choosing EMI university (Coleman, 2006). More review on lecture comprehension showed language difficulties with the lectures, such as difficulties with words and expressions and dependence on lecture notes (Hellekjær, 2010). Similar problems in Taiwan also indicated lack of English proficiency of most ‘bilingual’ lecturers, reduced quality of bilingual handouts and lack of professional training in bilingual education for lecturers (Hu, 2009). Lecture comprehension difficulties happened due to unclear pronunciation, word segmentation and stressing, unfamiliar vocabulary and inadequacy of student listening proficiency (Hellekjær, 2010).

On the other hand, problems in lecture comprehension also caused by student poor Academic English competence to understand complex topics and engage in higher-order thinking (Hu, 2009). Research in Canada indicated that International students found productive skills: speaking and writing were more difficult compared to receptive skills: listening or reading (Berman & Cheng, 2010). The poor performance of students in English language at public examinations in recent times had been explained as a major cause of the decline in academic achievement and standard of education in Nigeria. This study revealed that there was a significant relationship between English language proficiency and student academic achievement of the subjects studied. This suggests that as English proficiency increases, so does academic success (Fakeye, 2014). In the lecture using EMI, student expectations that their English skills will be useful in their future careers and student exposure to English by speaking, reading or writing positively influence their academic comprehension (Hellekjær, 2010).

To improve student comprehension, lecturers should encourage students to work in groups, add high-quality visual aids during lectures and follow-up after lectures. (Hellekjær, 2010). It is also important to consider how EMI in education as considered good quality education, may affect students' academic achievement in the long run (Hu, 2009).

Research Method

This study used qualitative approach with case study strategy to describe a program, activity, process (Creswell, 2013), in this case, the challenges in the implementation of EMI in Business Management International study program at Ciputra University from student perspectives. Purposive sample used, with criteria: respondents must be students of Business Management International, who are currently registered or engaged in Business Management International courses, and have been studying for more than one year. These criteria were set considering that students should be able to give explanations addressing the focus of this study, as they had experienced learning using EMI and encountered challenges during their studies.
Table 1: Interview Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer start with a friendly short conversation, continued with a brief introduction: the</td>
<td>purpose of the interview, the topic of discussion.</td>
</tr>
<tr>
<td>Interviewer must ensure that the student feels comfortable before starting the interview.</td>
<td></td>
</tr>
<tr>
<td>Interviewer is allowed to develop more questions to get better understanding of the student's</td>
<td></td>
</tr>
<tr>
<td>opinions.</td>
<td></td>
</tr>
<tr>
<td><strong>Questions:</strong></td>
<td></td>
</tr>
<tr>
<td>1. How do you experience the courses in English at Business Management International (BMI) study</td>
<td></td>
</tr>
<tr>
<td>program?</td>
<td></td>
</tr>
<tr>
<td>2. Please tell us/explain your experience in studying English language before entering University/BMI.</td>
<td></td>
</tr>
<tr>
<td>3. Please tell us/explain the challenges during your study using English as instructional language.</td>
<td></td>
</tr>
<tr>
<td>4. What are the challenges in using English as instructional language, associated with your learning process?</td>
<td></td>
</tr>
<tr>
<td>5. What are the challenges associated with your communication in BMI Study Program?</td>
<td></td>
</tr>
<tr>
<td>6. Please tell us what you think about the challenges in using English as instructional language today, compared to your first year.</td>
<td></td>
</tr>
<tr>
<td>7. Please tell us what you think about the benefits of studying using English as instructional language.</td>
<td></td>
</tr>
<tr>
<td>8. What are your suggestions for your fellow students to overcome challenges during their study using English as instructional language?</td>
<td></td>
</tr>
<tr>
<td>9. What are your suggestions for improvement regarding the implementation of English Medium Instruction at the BMI study program?</td>
<td></td>
</tr>
</tbody>
</table>

As qualitative research studies a few individuals to provide picture or information (Creswell, 2012), 8 students interviewed in this study in order to get descriptions and thorough understanding of student experiences and challenges, as well as expectations for the improvement of EMI implementation in Business Management Program. List of interview questions is presented in table 1. Interview sessions were in Indonesian language so as the students could freely express their feelings and opinions. All conversation were recorded, transcribed and then translated in English. Data analysis performed by reviewing each interview to find recurrent descriptions, conditions, and then interpreting the results addressing the focus of this study.

**Results**

In this study, students were chosen in accordance with the sample criteria. Eight students were interviewed, consist of students who had passed the first year, the second period of study and who were in the last year of their study. These students are from different cities.
within the province of East Java. The interview explained that before entering university, all students had learned English from school as regulated in the national curriculum; they also had additional English courses and English proficiency tests.

“… then my parents sent me to KELT (a local English Course) since third grade until Junior High, if I’m not mistaken. Afterwards, I had TOEFL, IELTS, also SAT tests.” (Student 1)

“… when I was in primary school, I took learn English at ELTIM (a local English Course), then I move to EF (a local English Course) …..Ee… for TOEFL, I had tests twice…….” (Student 8)

“… since third grade, I had course at KELT until high school. Then after graduation… then in order to continuing using English, I took course at IALF (a local English Course)…” (Student 4)

There were two students who came from International standard high school, used English at school, as well as in communicating with friends. Other students came from public or private schools that use Indonesian language, used less English in their daily activities. All students had additional English course at local English courses since they were in primary or junior high school. These students had chosen Business Management International study program at Ciputra University because of, not only their interest in studying entrepreneurship and business management, but also their expectation to be more competent in using English in the future.

Students explained the challenges experienced in learning with EMI were associated with new vocabularies, which were poorly understood.

“… have to learn business in English too, so… I don’t know the meaning in Indonesian yet, have to learn it in English as well…” (Student 2)

“… for accounting and economics subjects, because there are vocabs, like account receivable or account payable.. It is different with the Indonesian direct translation…” (Student 3)

“… I don’t understand some terms, which I have never heard before…” (Students 5)

“… such as marketing, like that… I had trouble because the terms are complicated, yaa…” (Student 8)

This condition led to challenge in understanding concept in the textbook, such as calculation and formulas in accounting and financial subjects, as well as general or detailed concepts in other subjects. Some students felt confused, challenged, then took extra time to study or translate new vocabulary.

“… sometimes there are calculations or formula that I got confused with. So…. I got confused with the vocabulary, and also the formula… so it becomes muddled…” (Student 1)

“… by looking at textbook, moreover emm… every week with new chapter, each chapter… we had around 30 pages, yaaa… have to finish it, like that. Have to understand that…. I think it’s quite a big challenge at the beginning..like that.” (Student 5)

“… well, sometimes in English textbook, like that, there are terms which difficult to understand, so reading is distressing.” (Student 7)
Some students felt being less confident in expressing ideas during class discussion and hesitated to ask questions. They explained in the interview, that they actually understood the question or the topic of discussion and had already known the right answer or idea. However, they were not sure about the right word and sentences to express their ideas.

“...just like... I want to talk, but feel hesitate, when being asked question, I got passive, not answering, you know...” (Student 5)

“...For me, the challenge is... active in class, you know. It's like... usually the lecturer asks questions, like that, actually we can answer, but don’t know what the English word is... Hahaha... So we...alright... just be quiet. Hahaha...” (Student 6)

In addition, all students often found difficulties in understanding the lecturers, whether the non-native or native lecturer. They explained that sometimes non-native lecturer uses uncommon English phrase, structures and pronunciation. Sometimes, they also found difficulties in understanding native lecturers, as the lecturer speaks faster and uses unfamiliar accent.

“... in class... if the lecturer is using good English, I understand... ooo, I mean as the lecturer speaks. But if he/she got confused... then he/she got messed up, like that, we also got confused, haha...” (Student 6)

“...so there are lecturers who speak really-really fluently, so a... it’s not to difficult to understand. But sometimes there are... what is that... some lecturers whom we don’t really understand what they say, so it’s like the subjects become more difficult to understand.” (Student 4)

“...find difficulty, maybe... If native speaker, like Mr X, he speaks a little bit weird. So to listen to him becomes difficult, don’t really understand what he said and sometimes he talks fast and we can’t catch him...” (Student 7)

The challenges in student learning process resulted in positive learning behavior, as student become more independent. They did not depend only on the lecturer explanation in class, but they also studied in groups, read more from the Internet, had discussion with lecturer assistants and friends from the regular study program.

“...so I have to study by my self, can not be fixated to what is taught by lecturer in class, so I have to learn on my own after class..” (Student 1)

“...when it's not clear or when I don’t understand... well, automatically I had to learn on my own at home. I need to read by myself...” (Student 2)

“So... we have to learn by ourselves, also possible with the lecturer assistant.” (Student 3)

“...Students from BMI should also have relationship with students from IBM (International Business Management study program, in Indonesian language) to help us understand particular subject. When we share with the IBM students... ooo... turned out this was supposed to be... well..that’s it, finally I have to learn by myself..” (Student 5)

All students in the interview agreed that they did not have problems in communication between friends or campus staffs, because they usually use Indonesian language. Students revealed the reasons of not using English in daily communication because of they felt less convenient in expressing opinions, uncomfortable and afraid of being exclusive.
“So...for instance with friends in class, it's not really required to speak in English. So... I may not use English, because...it's just between friends, so why should be pretentious. So sometimes I use English only to talk with the lecturer. So... English is not so used.” (Student 4)

“Eee..communication.. in my opinion... when I have to explain complicated things, you know... it's difficult, right. So I choose to speak in Indo, even with the lecturer.” (Student 6)

“...then, if for instance to communicate with the lecturer, sometimes lecturer... as I told you before, if we talk to him/her in English, he/she became confused too, eventually... we use Indonesian language instead.” (Student 2)

All students agreed that they benefited from the EMI program. They acknowledged themselves that their English language skill has improved. Students expect to have good careers and become confident in the relationship with foreign business partner in the future.

“Emm..probably I feel... more fluent speaking in English and ready to speak English every day..” (Student 3)

“E.. when listening to conversation, you know... I'm... can understand more than before, when I was in high school...For me, if I have connection with foreign people... well it will be more... well, get used to it, so it will be easier to talk in English..” (Student 8)

Discussions

Based on the interviews, students explained the challenges in learning with EMI. The challenge experienced by all students was the difficulty in understanding the lessons due to vocabulary that some were poorly understood, and even some were totally new for them. This reduced the ability of students to understand the explanation of the lecturer and course textbook in English. Students tried to understand difficult words in the textbook by translating the words with the help of Google translate. However, these activities took more time to study, so that students often became reluctant to seek the meaning then skip the words. On the other hand, when students did not understand the vocabulary of the lecturer, they tended not to ask for explanation and tried to guess the meaning by themselves. This challenge had led students to reduced understanding the general concept as well as specific detail of the subjects being studied.

Another challenge experienced by students in the learning process during class was communicating questions and expressing ideas. Students often became quiet or speechless when given the opportunity to ask. In addition, few students with active personality and better English skill frequently dominated class discussion. Moreover, student spoke in Indonesian among peers during class discussion. These challenges were caused by difficulties to find the right words or sentences, feeling "lost in translation", or getting confused to use the right grammar. Thus, students felt less confident in expressing ideas or questions, fear of being wrong and laughed at. Instead of leading to lack of understanding lessons, these challenges hinder development of student critical thinking and deep learning (Hu, 2009).

In addition to the challenges mentioned earlier, there was another challenge described by all students in the interview, which was to understand the explanation of the lecturer. All students experienced this problem and considered it would be important to be addressed for
solutions. Difficulty in understanding the explanation of the lecturer was due to lecturers not master sufficient English proficiency, use less systematic explanation, less examples, use wrong phrases, idioms, structures of sentences, etc. These caused students did not understand the lessons being delivered, misunderstood concept or assignment, even misunderstood in communicating with the lecturer and less respect to the lecturer. One example, as told by one student, he felt confused when the lecturer explained in such unusual structure, in which the active tense jumbled with the passive, then the subjects, predicate and object in the sentences became not clear. Over time, student might felt bored and engaged in other activities such as chatting or playing games with his gadget. Sometimes, a lecturer directly translates sentences from Indonesian language, word by word, into English, that creates unusual phrases and idioms. Thus, the students take a little long to guess the meaning until they finally understand, several time they find it funny or even hilarious.

Instead of the challenges in the learning process, students do not have problems in communicating between friends of campus staffs. This is because the majority of BMI students are local students. They usually communicate with staffs and friends in Indonesian language. The conversations between friends for discussion or studying as well as other activities, are using Indonesian language. Students revealed the reasons of not using English in daily communication because of feeling uncomfortable, afraid of being arrogant, being “too much”, being exclusive. One informant explain his experienced when he had conversation in English with his classmates in public places, like elevators or cafeteria, many people turned around, made him felt uncomfortable.

Studying in a second language environment can be more challenging, especially for first-year students. Although the academic achievement of first-year students is about as well as their seniors, the first-year students may have to work harder for their studies (Berman & Cheng, 2010). The same condition were confirmed by the second-year and final-year students during interview. Students admitted that they need more efforts to adapt the situation as well as using English during their study. The informants shared suggestions for better study in the first-year, such as study in small group to do homework, assignment, prepare for exams and reading textbook as well as other resources from the internet. Some informants suggested taking additional English course to improve English proficiency.

Regarding the expectations of students associated with EMI in their education, several facts and implications based on the interview will be explained in this section. In the future, all students in the interview hope that after graduated, they will have better English proficiency to support better careers, open opportunity working abroad or have business with international connection. These students believe that English proficiency will be very useful in their careers in Indonesia as well as in English speaking countries (Hellekjær, 2010). For improvement at BMI study program, all students in the interview expect improvement on the English proficiency of the local lecturer, as it will help their academics comprehension. These students also expect more native lecturers because students thought that the foreign lecturers have International or better educational background and speak English well. The native lecturer standard is considered ideal in students’ perception as also explained in other research (Doiz, Lasagabaster, & SIERRA, 2011). In addition, compared to their friends who study in regular program, BMI students feel more proud and “cool” when taught by the foreign lecturers.

Finally, although students face challenges in EMI education, the students in the interview areware satisfied with the overall study experience at BMI study program because of fun and dynamic learning environment, a lot of practices in learning process, and have opportunities to follow international activities overseas, such as exchange student program, International competitions, foreign trade fairs. This study generates important implications that might be
useful for improvement in the future. To increase academics comprehension, 1) local lecturers should master enough English proficiency, earn minimum score in English proficiency test, such as TOEFL, IELTS, TOEIC, etc., to ensure good quality course delivery.  2) Learning process should be designed to encourage students to study in small groups to increase general or specific understanding among students. 3) Learning process should be designed to improve student proficiency in “English for Academic Purposes”, emphasizing speaking and writing, like asking and answering questions, doing oral presentations, writing of essay examinations and other formal academic writing (Berman & Cheng, 2010). 4) In favor of native or foreign lecturers, several research indicated different point of view that local lecturers with good command of English are better option, the myth of native speaker as the ideal teacher shows lack of evidence (Doiz et al., 2011). On the other hand, having foreign lecturers might increase status and quality of the institution, attract students, thus, more consideration is needed.

Conclusion

Addressing the focus of this study, which is to explore the challenges experienced by students using EMI in higher education, important findings are concluded as follows: challenges in learning process are related to lack of vocabulary, English proficiency of the students in reading textbook, listening to lecturers and speaking. The difficulty in understanding lectures is often caused by some non-native lecturers do not master sufficient English proficiency. These conditions affect student academic comprehension. The findings in this study are useful for consideration in the future of the institutional policy as to set continuous improvements: to increase lecturer English proficiency, to ensure good quality course delivery, to design learning process that increase student academic comprehension and improve student proficiency, notably in the use Academic English. Suggestion for the next research is to use statistics to verify the findings in this research. It is also possible to study the implementation of EMI from different aspects, such as the challenges from the perspective of lecturer; factors influence academic performance; and other aspects in the learning process.

References


