

Students' Perception toward Learning System at International Undergraduate Program (IUP), Faculty of Humanities, Diponegoro University

Oktiva Herry Chandra^{1*}

¹English Department, Faculty of Humanities, Diponegoro University

Abstract. Students' perception in the teaching and learning process is one of the variables that should be included during the process of preparing the learning process per semester to strengthen the academic environment. By having this one, the lecturer will be able to make a plan of teaching that has been enriched by the components students need. This paper aims to give an explanation of the perception of students at the English department of IUP program, Faculty of Humanities, Universitas Diponegoro of Semarang, toward the teaching and learning process during the pandemic situation conducted online. To do the research, the researcher applied the descriptive qualitative method. The data were collected by distributing semi-closed questionnaires to the student of IUP program on the teaching and learning system they had in one semester. The supporting data, such as documents and regulations from Universitas Diponegoro regulating the system of teaching and learning are also included. The semi-open questionnaires were distributed to 25 students taking courses this semester. Based on the questionnaire distributed to the students of IUP program, the result shows that most students give a significantly positive perception on the learning process and they thought the process enriches their study.

1 Introduction

As an institution that teaches English literature as the main course during the process of learning in the classroom, most lecturers use English as media for transferring knowledge to the students. The use of EMI (English as Media of Instruction) is in line with the policy issued by [1] stating that the national education system aims to actualize excellent and competitive students who are able to compete and collaborate with other students globally and internationally. EMI is a kind of updating effort in a learning program that has two goals, namely subject competence and language competence [2]. In persuading this program, the government, especially higher education institutions propose some related efforts to reach this internationalized policy. This effort is followed by some steps, such as improving the development of its human resources in the form of in-service training, upgrading quantitatively and qualitatively the supporting facilities of the learning centre, and enriching the curriculum aimed to facilitate students to have international access.

* Corresponding author: herrychandra67@gmail.com

Introductory language is an important component during the process of learning. Lecturers or teachers introduce the subject of the course using language either in written or verbal media. They use language when they give explanations, instruction, feedback, and evaluation result. Indeed, the language used during the learning process should meet the parameter of goodness and also the level of those who are going to have the materials. Moreover, the level of English proficiency of each student is different. They were selected through a mechanism that does not represent the actual students' proficiency in English since English is only given in a small portion of the material of tests. This gives impacts the success of achieving the maximum grade of knowledge the students have. The problem emerges from the capability of lecturers in English. The course that does not belong to the main course or complementary courses, such as Indonesian language, sport, religion, and entrepreneurship are some courses that are lectured by lecturers who do not meet the standard of practice in English. These two main problems may cause some consideration to the program of lecturing in the English Department.

This paper aims to figure out the use of EMI in a special program that is established for international students or local students that have great motivation to continue their school abroad, to reveal the students' perception of the learning process in the English Department, and to describe the consequence of using EMI toward learning process from students' perception.

2 Method

This research is a qualitative and descriptive one focusing on figuring out the classroom discourse analysis, students' perceptions, and the impact of using EMI in the classrooms. The subjects of research are 25 students who take International Undergraduate Program.

There are three methods of collecting data, they are observation, questionnaire, and interview. The observation was used to collect data on the implementation of EMI during the process of learning. The researcher was equipped with a recording camera that stored all data regarding the use of EMI in the learning process. The questionnaires were distributed to the subjects of research and the students were requested to answer the semi-closed questionnaires. The questions were about students' perceptions of the usage of EMI in the learning process. The interview was done by giving a structured interview. This aimed to get information on the impact or consequence of EMI on the process of the knowledge transfer instrument.

Descriptive analysis was used to analyze the data. Data on EMI usage was described from the frequency of English usage and the interference of other languages during the process of learning in the classroom. The analysis of students' perceptions was done to the answers given after answering the question of students' opinions on the process of learning. The picture of the impact or consequences of using EMI was got from the interview with the students.

3 Result and Discussion

3.1 The Use of EMI by the non-English Lecturers

Generally, students who undergo the research give positive perceptions of the use of English by non-English lecturers in the classroom. They thought there are double benefits. They got new vocabularies that specify the terms coming from different fields of knowledge. When they joined the class of religion, they were exposed to vocabulary that characterizes the

relevant subject given by the lecturers. They are also being familiar with specific grammatical expressions, such as praying, advising, giving responses, and learning idioms. Students' competence in other disciplines gives them new perspectives and awareness of the existence of specific terms used by other subjects. Automatically, this will enrich their linguistic capabilities as they get involved in other interactions with other people. The second benefit is that they got new knowledge of other disciplines and the use of this knowledge or pragmatic aspect of communication skills.

At this point, students also give notification that there also lecturers that did not deliver the subject of lessons in full English. Based on the interview, students said that there are at least two reasons for delivering the lessons in *bahasa Indonesia*. Lecturers found difficulties in finding the appropriate substitution for specific terms in their disciplines. This happened to those that represent a culturally based concept. The second reason is that the lecturers thought the material was too difficult or complicated and were afraid if they delivered in English the students would have an insufficient understanding of the subject.

There are also other results from the interview showing that because of the lack of proficiency in English, some lecturers limit their explanation in English and replace the time for an explanation by giving the students some activities or assignments either personal or group. As result, they spent most studying time completing the assignment and the lecturers had a small portion of explanations in English. Others took other various strategies in handling the class, namely: (1) replacing the English vocabulary with *bahasa Indonesia*, (2) asking the students to help them in explaining the subject being delivered, (3) explaining the lesson slowly, and (4) consulting the dictionary as they had a problem with unfamiliar words.

3.2 The Use of EMI by the English Lecturers

The result analysis from the questionnaires shows that most students thought that the lecturers were confident and they had good performers in English and competence in using EMI during the time of delivering speeches in front of the students. This gave a positive impact on the student and made them more confident in following the lesson in class.

A positive trend also emerged in the answer to the question in line with the impact of English proficiency on the student's understanding of the subject given to students. Even, there were also some students who had problems understanding the subject. This happened to those who had less competence in English. As we know that the grade of each student varies. The selection system as the instrument of registration in the faculty enables those who had less proficiency in English to be accepted into the humanities faculty. English is only one aspect being tested during the selection of students.

Even though the students give a positive perception of the use of EMI during the class session, there were some students that were not so satisfied with the performance of the teacher. This happened since they had a higher standard of English proficiency. They noticed some lecturers were not qualified compared to their standard of being good English lecturers. Students thought they deserved better systems of lecturing.

Other students were not so happy during the class session since they had problems with some courses that required them to study literature, culture, and linguistics. At first, they thought they focused on language only and had more practice for improving their English with the teacher. The fact gave them no choice and they had to take one of the three specialization courses. As they chose the course, they had to learn something that they had to take. They felt inconvenient firstly as they had to study new courses. They need more time to spend their effort in understanding and being convenient with the subjects.

In line with the problem above, some students considered that the use of *bahasa Indonesia* by the lecturers sometimes helps them in understanding courses that are written in English and explained the concept of literature, American Culture, and Linguistics. They need

explanations in *bahasa Indonesia* rather than English to understand the subject. These students gave less perception of EMI system during the performance of the learning process.

3.3 The Consequence of EMI to Learning Process

The questionnaires and interviews on the students' perceptions showed the result of several consequences of English usage as the media as the lecturers gave the courses in the classroom. First, from the perception of some students, learning literature, American Study, or linguistics needed a language that was able to ease students to understand the subject. It could be English or *bahasa Indonesia*. These students gave tolerance for using *bahasa Indonesia* during the time of learning. When the lecturers used more English during the process of learning, consequently the students needed more time to review the subject by studying themselves or studying in a group or asking someone else to help them.

Most students thought they were able to give a response as the instruction was held in English. As the question needed a short answer, the students were able to answer the question given by the lecturer. The problem was if the lecturers gave the explanation in English the whole time. There would be some students that were able to understand the subject well and there would be some of them that were not.

The consequence of their unsuccessful understanding of the subjects would be responded by students by asking their friend rather than their lecturers. Sometimes, they would make their own interpretation of the description given by the lecturers as they completed the assignments. They were reluctant to ask for more explanations from their lecturers.

The students who had less performance in English as media of transaction between the lecturers and students would have difficulties in understanding the subject and also giving the response to the lecturers. Consequently, as they had to complete the assignment, they would ask their friend or they completed the assignment as they could. The students preferred completing the assignment rather than focusing on the quality of completing the assignment.

The use of EMI for most students gave influenced their competence in English performance. Their unsuccessful effort in understanding the core courses would be handled by using either English or *bahasa Indonesia*. As they did use English for completing their assignment, they would get benefit from this process meaning that they would be able to improve their English.

As the explanations by lecturers were not so easy to understand, the students preferred asking their friends rather than their lecturers. Consequently, the interaction in the classroom was dominated by the lecturers and the frequency of interaction between students and lecturers was not balanced. The frequency of lecturers' portion during the interaction was much more often than the students. This happened as a consequence of students' poor performance in English and difficulties in understanding the subject or the courses. So, the process of learning in the classroom underwent classically where the lecturers dominated the process (teacher-centered teaching).

Indeed, if the performance of students and lecturers in English was excellent in the process of learning, their achievement on the subject and their competence in English would get improved [3]. Even, according to Seikkula Leino [4], the use of English as the introductory language in the process of learning in the classroom would not give a bad impact on the students' competence in their mother tongue or first language. The reason was the diglossia phenomenon in which the students unconsciously developed their competence of using two languages in different situations: they use *bahasa Indonesia* in their daily activities and English in academic atmospheres.

4 Conclusion

The conclusions drawn from this research are: EMI was used as frequently by the lecturers as much as possible. Among the lecturers, the frequency of using English as the media of interaction in the class depends on the lecturers' and students' proficiency in English. The better their performance in English the more English was used in the interaction between lecturers and students in the classroom. There was a consistency between the lecturers and the students in the case of EMI usage as the students took some courses in their learning process. On one side, all lecturers believed in the positive impact of English in enriching the students to get their knowledge of core courses and language skills. On the other side, the low capacity in English made confusion among the students because of the poor performance in English either its diction or pronunciation.

References

1. Depdiknas. Menuju Pembangunan Pendidikan Nasional Jangka Panjang 2025. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas (2006)
2. J. Crandall. Collaborate and Cooperate : Educator Education for Integrating Language and Content Instruction, *Forum*, **36**:2 (1998)
3. Bostwiick. 'What is Immersion ?' in J. Cohen, K.T. McAllister, K. Rolstad and J. MacSwan (eds.) *ISB4 : in Proceedings of the International Symposium on Bilingualism*, Cacadilla Press, Somerville MA, USA (2005)
4. J. Seikkula-Leino. 'CLIL Learning : Achievement Levels and Affective Factors' *Language and Education*. **21** no. 4 (2007)