

## **Implementation of English Medium Instruction (EMI) and Its Influence on Improving Students' English Skills in Joint Degree Class of D4 Nautical Study Program of Politeknik Maritim Negeri Indonesia**

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### **Abstract**

*The purpose of this study is exploring the implementation of English Medium Instruction (EMI) and Its Influence on Improving Students' English Skills in Joint Degree Class of D4 Nautical Study Program of Politeknik Maritim Negeri Indonesia. It especially aims to 1) explore the implementation of EMI in the Joint Degree class of Nautical Study Program; 2) examine the lecturers' and students' perceptions of using English as the medium of instruction, and 3) describe the impact of EMI on enhancing students' English proficiency. This study is a descriptive qualitative which focuses on analysing how EMI is implemented in Joint degree class and also to find out how the teacher and students perceive the use of EMI in classroom, afterward it is going to explain the consequences of EMI on improving students' English skills. This study presents several findings based on the research questions raised. 1) English has not been widely used in the Joint Degree program. This is primarily because many of the lecturers in the program have admitted to lack confidence in speaking English. The low level of English proficiency among the lecturers is one of the factors contributing to their reluctance to teach English; 2) there is a correlation between students' perception and the consequences of using English in the classroom, 3) For the majority of students, the use of English as the medium of instruction impacts their English language skills. This encourages them to review the material presented in both languages, thereby indirectly allowing them to learn English. They are also motivated to be more active and to study to improve their English skills, as they consider this very important, especially in preparation for attending lectures in Germany. Some recommendations are drawn in order to make the use of English as medium of instruction can be implemented well in Joint Degree class such as to prepare the class better as the add value of the school quality, provide professional development for lecturers, and foster a welcoming atmosphere where the students feel at ease practicing English, motivating them to engage in conversations, even if it begin in the simple way.*

**Keywords:** *English medium instruction, lecturers' perception, English competence*

### **INTRODUCTION**

English Medium Instruction, abbreviated as EMI refers to the use of English for academic learning other than English learning in the classroom in countries where the majority of the population does not use English as a language for everyday communication. The use of EMI has developed in several countries with implications for learning in universities, higher education, secondary schools and even elementary schools. In Europe, the number of EMI Programs increased

significantly in less than a decade from 2007 to 2014 (Wachter & Maiworm, 2014). Asia, Japan and China are large countries that are leading in practicing EMI because they have many international students enrolled in their EMI programs (Galloway, Numajiri, & Rees, 2020 in Nurmala Simbolon 2021). As internationalization becomes a trending phenomenon, it is not surprising that currently many countries in the world are starting to follow this trend, including Indonesia. Several higher education institutions in Indonesia have begun to follow this trend by offering international classes, and they have begun to try to implement English as a medium for learning instruction. EMI is used as instrument to facilitate the mobility programs like faculty member and student exchange and offer courses delivered English medium both domestic and international students. EMI is considered as an effort to renew the field of learning that targets the achievement of two goals at once (Crandall, 1998). Those two goals are: (1) subject competence and (2) language competence.

The language of instruction is prominent in this classroom teaching and learning. The use of it is directly related to the learning process and outcomes since its becomes the responsibility of the lecturers or teachers as learning facilitators to lead the students to attain competency through spoken and written while explaining, giving instruction and feedback, handling and managing the class, and assessing the learning outcomes (Aswad et al., 2019).

In practice, the use of English as a learning medium at the higher education level encounters several challenges, including the heterogeneity of students who have different backgrounds in their mastery of English. While implementing EMI, each institution has different ways on its implementation. These efforts are made to ensure the learning quality and internationally oriented.

Numerous studies have been conducted on EMI in various contexts. Research results have shown that there are some positive insights regarding to the implementation of EMI. Despitasari (2021) in her research on students' perceptions of the use of English as a learning medium, the results stated that students really understand the importance of English for learning and future careers on a global scale. Paris et al., (2022) stated the use of English medium instruction of EFL students at the tertiary level shown the significant increase on English skills in terms of using English as a teaching medium. It also gives the clarification that EMI becomes a prevalent approach to teaching content courses at higher education level in non-English speaking countries. Dewi (2017) presented the results of her research related to the use of EMI from the perspective of teachers (lecturers). The results of the research showed that the perception of EMI at the tertiary level in Indonesia is very complex, not only involving linguistic problems but also other problems such as national identity and sentiment towards English.

The trend of using EMI has become global and various studies have been conducted on the impact of its use. Therefore, research that focuses on how EMI is implemented, the perceptions of lecturers and students and the consequences of using or the impact of EMI on improving English language skills in the Joint Degree Class of Nautical Study Program needs to be conducted. Joint Degree Class of Nautical Study Program is a collaborative education program between the Indonesian State Maritime Polytechnic and Hochschule Wismar Germany. This collaboration is based on the aim of producing academic degrees of Diploma IV and Bachelor of Nautical Studies that are recognized by Indonesia and Germany.

In particular, this study aims to (1) explain how EMI is implemented in the Joint Degree Class of the Nautical Study Program, (2) explains the perception how lecturers and students perceive the use of English as a medium in learning, (3) describe the consequence of implementing EMI on improving students' English skills.

## **METHOD**

This study is a descriptive qualitative which focuses on analyzing how EMI is implemented in Joint degree class and also to find out how the teacher and students perceive the use of EMI in classroom, afterward it is going to explain the consequences of EMI on improving students' English skills. The subjects of this study were 16 lecturers who teach at joint degrees and joint degree students. The instruments used in this study were interviews, direct observation, and questionnaire. Direct observation was conducted to get the data concerning on the implementation of EMI in Joint degree class. The questionnaire was distributed in order to get the data of the perception both lecturers and students in perceiving the use of EMI, and interviews were held to obtain data of the consequence of implementing EMI on improving students' English skills.

Data analysis was carried out descriptively; the data was analyzed to determine how learning was implemented in joint degree classes, where the language use was concluded from the frequency of English use in class. The perceptions of teachers and students were obtained from calculating the percentage of their responses to questions in the questionnaire. The consequences of implementing EMI on improving students' English skills were obtained by triangulation from interviews and questionnaires.

## **RESULTS AND DISCUSSION**

### **How EMI is implemented in the Joint Degree Class of the Nautical Study Program?**

This part is going to analyze how EMI is implemented in Joint Degree Class. The use of English as a medium in delivering lessons in joint degree classes is basically already known by the lecturers. They also already know the curriculum structure that has been agreed upon between Polimarin and Hochschule Wismar. In compiling the curriculum, both parties agreed that English would be used as the language of instruction for learning in joint degree classes. The courses' names have also been determined in English. At the beginning of the establishment of the joint degree program, several lecturers were also asked to prepare the lesson plans and modules that had to be written in English. There are a total of 159 credits that students must take, of which compulsory courses must be taken at Polimarin until semester 6, in semester 7-8, students are obliged to undertake sea practice and the remaining courses in 9<sup>th</sup> semester is an onboard semester that will be taken in Germany, including for the bachelor thesis. Apart from courses that should be taught in English, in writing a for the bachelor thesis it must be written in English. Understanding the core of implementing the EMI program in joint degree classes is related to the student semester which will be carried out for one semester in Germany. Abroad semester in Germany is carried out in English including for the bachelor thesis. Based on this background then the EMI program should be

implemented in the Nautical Joint Degree class, especially for competency courses, it will help students to become accustomed for using English for other fields and this also supports learning in Germany and also facilitates their future career. Mastering in English provides added value for them in pursuing a career on foreign ships or foreign shipping companies. This is also confirmed by the industry which stated that English skills are an important point when competing in the work field.

The courses in joint degree class require the use of English both in delivering the subject and the textbooks used. In this class, several references that use English text have been used, but according to the interview results with some lecturers, they revealed that while conduct the class, they are not completely deliver the subject in English. They often mix (code mixing) Indonesian and English. The reasons include that the material can be transferred and understood better by students. According to the observation result, it shows that lecturers who deliver the course in English are those who teach in Maneuvering and Ship handling, Environmental Awareness & Prevention of Pollution, Maritime English, Cargo Handling, and Stowage & Securing. By the number of courses taught in this class, there are only 4 subjects that use English, even they have not been fully implemented, due to the limited English skills of the lecturers. Some lecturers confessed that they lacked of confidence while they have to teach in English. They also felt that delivering the material in Indonesian would be easier for students to understand.

Each lecturer has a positive perception of implementing English as a medium of instruction in their courses. They considered that there are multiple benefits of using English in classroom for the students, namely that the students learning language and content at the same time. Each teacher shows seriousness in teaching the course by using as much English as they can. It is proven by the frequency they use English, though they are not fully in using it.

The average frequency of English use by the lecturers in classroom is summarized as below:

Table 1. The average proportion of language use by lecturers in a joint degree class

No	Modules / Subjects	Total utterances	Percentage of utterance in English	Percentage of utterance in Bahasa Indonesia	Percentage of the combination
1.	Maneuvering and Ship handling	600	225 (37,5%)	330 (55%)	45 (7,5%)
2.	Environmental Awareness & Prevention of Pollution	708	300 (42,37%)	308 (43,5%)	100 (14,12%)
3.	Maritime English	850	500 (58,82%)	300 (35,29%)	50 (5,88%)
4.	Cargo Handling, Stowage & Securing	716	236 (32,96%)	300 (41,89%)	180 (25,13%)
5.	Electronic Navigation	543	218 (40,14%)	201 (37,01%)	124 (22,83%)
6.	Supply Chain Management and Port and Shipping Management	560	250 (44,64%)	289 (51,6%)	21 (3,75%)

7.	Meteorology & Oceanography	606	200 (33,0%)	300 (49,50%)	106 (17,49%)
8.	Navigation	708	327 (46,18%)	300 (42,37%)	81 (11,44%)
9.	Informatics and Information Technology	-	-	-	-
10.	Ship Machinery Plants	605	0	605 (100%)	0
11.	Human Resource Management	-	-	-	-
12.	Emergency Management	775	0	775	0
13.	Collision Regulations				
14.	Ship Construction and Stability	700	0	700	0
15.	Maritime Claim and Insurance and Legal Aspects	510	0	510 (100%)	0
16.	Mathematics and Statistics	-	-	-	-
17.	Health Safety Environmental Awareness, Prevention of Pollution	718	0	718 (100%)	0
18.	Economic and Maritime Business/ Entrepreneurship / Plan Maintenance and Procurement	700 (100%)	0	700 (100%)	0
19.	Scientific Work	774	435 (56,20%)	200 (25,84%)	139 (17,95%)
20.	Supply Chain Management and Port and Shipping Management	850	200 (23,52%)	400 (47,06%)	250 (29,41%)

Based on the data presented in the table above, it is shown that Maneuvering and Ship handling, Environmental Awareness & Prevention of Pollution, Maritime English, Cargo Handling, Stowage & Securing, Electronic Navigation, Supply Chain Management and Port and Shipping Management, Meteorology & Oceanography, and Navigation used the high proportion of English when conducting classroom meeting. The frequency of using English in classroom indicates a strong effort of the lecturers to implement this language. Maritime English lecturer used 58,82%. He has a strong confidence in using English to deliver the subject. Some other lecturers also use English but the frequency of using English in class tends to be less, this is because on average they feel awkward, unsure and lack confidence when having to speak English in teaching. And some also think that the material will be more easily accepted by students when using Indonesian. In addition, lecturers are more likely to give assignments to students to do either individually or in groups.

The table also shows that from several classes observed during 4x meetings, the average lecturer who uses English is only about 500 - 800 utterances. So the

average English spoken by each lecturer in a lesson is 125 - 200 utterances for 2x50 minutes.

### **Explains the perception of the lecturers toward their ability in English**

The qualifications of lecturers in the D4 Nautical Joint Degree class refer to the provisions regarding the requirements to become a lecturer in higher education. Lecturers must have a Master's degree (S2). Some lecturers, especially for competency course lecturers are professionals (seafarers) who then devote themselves to become lecturers in the Nautical Department. These lecturers, in addition to having a Master's education qualification, they also have RPL (Recognition of Past Learning) which can be used as a reference to be able to teach in the Nautical Department. Some of the seafaring lecturers also have good English language skills and skills, which makes it easier for them to teach in the D4 Nautical Study Program Joint degree class. In total there are 18 lecturers who teach in the Nautical Joint Degree class, which consists of 9 competency lecturers and 9 general lecturers. During the on board semester in Germany, students will be taught directly by lecturers from partner institutions (Hochschule Wismar Germany) in which the class will be conducted fully in English.

The results of the analysis of the 18 lecturers showed that 25% of lecturers felt that they had sufficient ability and confidence in using English, although in its application it was still mixed with Indonesian and 75% felt that they were not sure they could teach in English and felt unconfident and difficult when having to explain material in English. This percentage also emerged in statements related to the impact of their language skills on students' understanding of the material provided in class. A small percentage of lecturers felt confident that students could understand their explanations using English when teaching.

The data on lecturers' perceptions of their English language skills suggests that after carrying out classroom learning, they do not feel confident in their English language skills.

The analysis showed that 70% of the lecturers were not confident that students would not find any difficulties to understand the explanations in English. Furthermore, the lecturers are also not sure if they are able to use English properly and correctly, because they also realize of their limitation in English.

However, lecturers have specific strategies to overcome their limitations. Some of these strategies include: (1) using Indonesian for English words they don't know, (2) preparing some English text books or modules, (3) preparing presentations of teaching materials in English, but then explaining important points in Indonesian. Lecturers stated that they make efforts to motivate students to improve their English as well as motivate themselves to be brave and confident in using English to teach. They believe that this courage and confidence will affect the students to improve their skill in English.

### **Students perceive the use of English as a medium in learning**

Analysis of the results from the questionnaire distributed to 14 students in the D4 Nautika Joint Degree program yielded several findings regarding their perceptions of using English as the medium of instruction in lectures.

Several indicators were used to assess students' perceptions of the use of English as the language of instruction in the classroom. Below is a table of findings regarding students' perceptions of the use of English in the classroom.

Table 2. Students' Perception toward the use of EMI

No.	Indicator	Students' Response in Percentage (%)			
		Very enthusiastic	Enthusiastic	Neutral	Not enthusiastic
1	Students' feelings when the lecturer teaches in English		45%	55%	
2	Their ability to follow lectures conducted in English	Very capable	Capable	Less capable	Not capable
			55%	45%	
3	The use of English by the lecturer	Very interesting	Interesting	Less interesting	Not interesting
			40%	35%	25%
4	Clarity of the lecturer's words or explanations when teaching in English	Very clear	Clear	Less clear	Not clear
			40%	60%	
5	Have all lecturers implemented EMI in the classroom?	Very often	Often	Sometimes	Never
				50%	50%

Based on the data in the table, it can be concluded that about 45% of students feel happy with the use of EMI (English as a Medium of Instruction) in class. The majority of them (55%) feels neutral and tends to think that learning in English is unappealing and only makes it more difficult to understand the material being taught. Most students also believe that their ability to follow the material will be more challenging and that they will fall behind, as they still need to make an effort to independently understand the content being presented. On the other indicator, it shows that students' ability to follow the class with EMI is quite good, in which the most of the students are able to follow the class, even though sometimes they have an extra effort to understand the content. Some students' perceive that the use of English by the lecturer is less interesting. It may be due to the limited English skills of the lecturers themselves (especially the internal lecturers). Another reason could be the monotonous teaching model which lacks involving the students to take part in the class actively. From the study, it can be observed that not all lecturers use English. Only a few lecturers (internal lecturers) occasionally use English in class, and even then, it is not used consistently throughout the lesson. In administering tests, only a few lecturers write the questions and require students to answer in English. At the beginning of the program, almost all lecturers provided questions in English, but over time, only a few lecturers have remained consistent in giving questions in English.

**Consequence of implementing EMI on improving students' English skills.**

Students' perception of English as a Medium of Instruction varies widely and can be influenced by several factors. It can be their level in English, their

previous learning experience, and their social and cultural context in with they are learning.

The student perception questionnaire and interviews led to findings about several consequences of the need for using English as the medium of instruction in the D4 Nautical Joint Degree program. First, there is a perception among students that the use of English as the medium of instruction challenges them to be more enthusiastic in participating in class. They also added that they are very eager to improve their skills in preparation for attending lectures in Germany. This aligns with Brewster's (2007) opinion that enthusiasm in learning is essential for creating a conducive learning environment, which positively impacts quality improvement. In the joint degree class, guest lectures are often held online with lecturers from Wismar. The online lectures with foreign lecturers challenge them to improve their English skills. Some students also believe that they need to sharpen their understanding of the material content in English by reading more references of English text books. By doing so, they will encourage to look up the meaning or definition of sentences in those English text. As the result, they are indirectly improved their vocabulary and sentences of the specialized or specific terms of the learning material.

However, the students perceive that the internal lecturers do not possess sufficient English language skills to conduct the teaching and learning process in English in the joint degree class. Some students also expressed that they are taking English courses to acquire materials that will help improve their skills.

Students' perceptions of the use of EMI and its consequences for learning in the classroom are presented as follows:

1. The diction and sentences choices used by the lecturers. Most students find the lecturers' choice of words and sentences difficult to understand, while the rest feel neutral about it. The consequence of this is that the English used by the lecturers is difficult for some students to understand due to their choice of words or sentence construction, or because of unclear pronunciation. As a result, students feel the need to review the material in class by re-reading it independently or in groups.
2. Difficulties in completing questions or assignments that use English. 60% of students experience difficulties in completing assignments and exams in English. They sometimes struggle to formulate answers in English without translation aids. As a consequence, students tend to focus more on completing assignments rather than the quality of their work.
3. Communication between lecturers and students when using English during the teaching and learning activities in class. 42% of students feel that communication in English in the classroom is not smooth. Students have a balanced perception of whether communication between lecturers and students is smooth or not. This can be understood as there may be differing definitions of smoothness among the students. For some students, "fluency" is defined as the lecturer being able to speak without hesitation; as good as they have everyday conversation. Some students believe that fluency must be accompanied by clarity of meaning in what is conveyed. The consequence of the lack of smooth communication between lecturers and students is that students prefer to ask their peers rather than the lecturers. Additionally, they would prefer the lecturers to explain the material only in Indonesian, as the

information and explanations in English are not understandable. This certainly hinders the optimal implementation of EMI.

4. The ability to respond to the lecturer's instructions in English. It shown that 68,5% students capable of responding to the lecturer's instructions in English. The rest of students are considered less capable to respond the lecturers. The consequence of this is that students become less active in class activities.
5. The impact of EMI on English language proficiency. 75% Students consider that the use of EMI has an impact on their English language skills, while the rest believe that it does not have an effect. For the majority of students, the use of English as the medium of instruction impacts their English language skills. This encourages them to review the material presented in both languages, thereby indirectly allowing them to learn English. They are also motivated to be more active and to study to improve their English skills, as they consider this very important, especially in preparation for attending lectures in Germany. Small numbers of students consider that the use of English medium of instruction does not significantly impact their English improvement. This is partly due to the inconsistency of the joint degree lecturers in delivering or presenting the material in English. Most lecturers tend to use Indonesian more frequently. The consequence is that they must eager themselves for the greater efforts in improving their English knowledge, especially for academic purposes in the courses they are studying.
6. Difficulty in understanding the material. For students who do not have a sufficiently high level of English, the process in EMI can be a big challenge. They have to struggle to understand the material, especially if it is technical terms used are complex and difficult to comprehend.
7. Difficulty in accessing the learning resources. Students may have an extra effort to access reading materials or references in EMI, especially if they are not familiar with the academic language style or the specific vocabulary used in a particular field of study. Most of the students argue that academic English is more difficult than the English used for everyday communication.

Some experts argue that adequate English proficiency of both students and lecturers in the learning process can improve students' English skills. As stated by Richard and Rodgers in their book *Approaches and Methods in English proficiency*, an adequate English proficiency of lecturers is crucial in creating a supportive learning environment. A lecturer who is proficient in English can provide a good example for students and create effective interactions in the learning process. Swan (2005) also states that students' English skills can improve if they are exposed to an environment that consistently uses the target language. If lecturers actively and authentically use English in the classroom, it will improve students' skill in listening, speaking, and overall language comprehension. Ellis (2008) in his book states that the competence of the teacher in English and the ability to teach English in a communicative and interactive way plays a significant role in improving students' language skills. The learning process that involves the active use of English in the classroom will improve students' language skill over time.

In brief, this study provides an overview of the use of English as a medium of instruction (EMI) and the consequences of using a foreign language on the learning process, as viewed from both the perspective of students and lecturers.

From the lecturers' responses to the questionnaire, several points can be summarized as follow:

1. Most of the lecturers who teach in joint degree program are aware of their limited ability to use English as the medium of instruction in the classroom. They have predicted that the students are likely face difficulties in understanding the material explained in English. This perception shows that the use of English as a medium of instruction arises from their discomfort and lack of confidence about the effectiveness of the learning process, as they also feel insecure. It can be understood, since based on the lecturers' educational background, they do not have a history of studying English. The lecturers do not have sufficient skill to teach or deliver the material in English. Only a few have a background in English, while most lecturers are specialists who were previously seafarers. However, they show a positive perception of the impact of using the language on improving students' learning outcomes and English language proficiency. They believe that students are eager to enhance their skills in English, since they will participate to on board semester in Germany.
2. The frequency of using English in classroom depends on the lecturers. In some subjects, English is used more frequently. The proportion of English and Indonesian usage is balance. However, there are some courses that never use English in the classroom. Lecturers are reluctant to use English when teaching in joint degree programs because they believe that the use of unclear instruction will be difficult for students to understand and comprehend.
3. Based on the analysis of the student perceptions, it was found that the effectiveness of using English as the medium of instruction in joint degree program is still insufficient. It is due to some negative perceptions, including difficulties in understanding the course content, challenges with some academic terms, and anxiety among students when they have to communicate in English.

Students' perception regarding the use of English as a medium of instruction are very diverse and are influenced by several factors, including their level of English proficiency, previous learning experiences, as well as the social and cultural context in which they are learning.

A study in Nautical Joint Degree Program shows that students' perceptions of using English as medium in class indicate that students feel they are quite happy and enthusiastic during the lectures which are delivered in English. The students state that they are motivated to improve their English skills, both in listening, reading, speaking and writing. They realize that direct exposure to English in academic context forces them to adapt and enhance their language comprehension. By using English in learning, students not only improve their English skills but also enhance their related academic and professionals skills. For example, they learn how to understand academic material presented in English, complete assignments and exams in the language, and participate in discussions and presentations. This strong English proficiency will be highly beneficial in the future, both in further studies and in their professional careers. The students who are comfortable with English often view EMI as an opportunity to expand their skills and open up academic and international career opportunities. On the other hand, students who feel unprepared or less fluent in English may feel overwhelmed and struggle to keep up with lessons conducted in English. Therefore, it is important for educational

institutions to provide adequate support, such as additional English classes to help the students overcome the challenges associated with EMI.

Although EMI can improve students' English skills, there are several challenges that may be faced by students who are not fluent in English. These include difficulties in understanding the material for students who do not have sufficient English skills. The learning process in EMI can be a significant challenge for them. They may have extra effort to understand the lesson being taught; especially the vocabulary or technical terms used are difficult to comprehend. Those who feel less confidence may experience an anxiety or stress when required to speak or write in English. This can affect their motivation to actively participate in class or accomplish the assignments. Additionally, students may struggle to access reading materials or references used in EMI, especially if they are not familiar with the academic language or specific terms of a particular field of study.

## **CONCLUSION**

In conclusion, this study explains the perceptions of lecturers and students regarding the use of EMI in Joint Degree Program. According to the results English has not been used intensively in the joint degree program. This is because most of the lecturers who teach in this program have expressed that they lack confidence in speaking English. The low proficiency of lecturers in English is one of the reasons why they lack confidence when asked to teach English. Among the lectures, they have different perceptions on the use of English; it depends on each lecturer's skills. All the lecturers believe in the positive impact of using English, but on the other hand, only a few numbers of lecturers are able to teach in English even it is often combined or mixed with Indonesian. The frequency of using English in classroom indicates a strong effort of the lecturers to implement this language.

Considering the students' perception, there is a correlation between students' perception and the consequences of using English in the classroom. According to the students, the limited skills of the lecturers in using English have consequences for the learning process in the classroom. These consequences include: for students who do not have a sufficiently high level of English, the process in EMI can be a big challenge. They have to struggle to understand the material, especially if it is technical terms used are complex and difficult to comprehend, students become less active, students may find it more challenging to access reading or references in EMI, particularly if they are not accustomed to the academic language style or specialized vocabulary of a specific field. Many students believe that academic English is harder to understand than English used in daily communication. The frequency of English usage in the classroom varies depending on the lecturers. In some subjects, English is used more often; meanwhile, the balance between English and Indonesian is equal. However, there are certain courses where English is not used at all. Some lecturers hesitate to use English in joint degree programs because they feel that unclear instructions may make it difficult for students to understand and grasp the material. For most of the students, using English as the medium of instruction influences their English language abilities. It prompts them to go over the material in both languages, which indirectly helps them learn English. They are also motivated to engage more actively and try to enhance their English skills, as they view it is as crucial in preparing the semester on board in Germany.

From this study, it can be concluded that the use of EMI can enhance students' English proficiency, particularly in listening, reading, writing, and speaking skills within an academic context. However, to achieve optimal results, it is important for educational institutions to provide additional support for students who may face difficulties in adapting to the use of English as the medium of instructions. By the right approach, EMI can not only improve English proficiency but also open opportunities for academic and professional success on a global scale.

To add value of the school quality output, the use of EMI can be considered as an alternative. However, it needs to be well prepared, particularly in terms of ensuring adequate English proficiency for both lecturers and students. Create a supportive environment where students feel comfortable for practicing English, encouraging them to actively participate in discussions; even it starts with simple ways.

By gradually increasing the use of English and supporting both students and lecturers in their language development, the learning environment can become more effective and inclusive. With the right approach, EMI can enhance English proficiency and create opportunities for academic and professional success worldwide.

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