

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings, and (2) interpretations.

4.1 Findings

There were two findings that were presented in this chapter. Firstly, the research findings also showed the benefits of English as the medium of instruction for young learners at SD Angelly Kids Prabumulih based on teachers' views. Secondly, the research finding also showed the threat of English as the medium of instruction for young learners at SD Angelly Kids Prabumulih based on teachers' views.

An in-depth interview was conducted in both English and Indonesian to facilitate communication between the researcher and participants. The researcher also used the initial name for all participants involved. There were two participants in this study. The data gained from the interviews was analyzed by using thematic analysis. The descriptions of the findings were as follows:

4.1.1 Teachers' Perceptions on the Benefit of English as Medium of Instruction for Young Learners

After analyzing the data from the interview, the researcher found some benefits faced by the teachers in teaching English as the medium of instruction, especially for young learners. The data from the interviews was presented in the form of six topics. Each of these is described using themes and codes. The themes and

codes were listed from the analysis of qualitative data obtained from the interview in table 4.1.1.

Table 4.1.1: Themes and codes of teachers' perceptions of the benefit of EMI for young learners.

Themes			Codes
1. Bilingualism	stimulates	creative thinking	<p>A. The teacher said that students' creativity was higher than other learner who only used one language.</p> <p>B. The teacher said that students had broader information in both English and science.</p>
2. Bilingualism	promotes	students' higher metalinguistic awareness in vocabulary	<p>A. The teacher stated that there were students who spontaneously used English in vocabulary, for example, "this is mango" when they were passing mango trees and there were fruit in those trees, and the students could influence other students with their language exchange.</p> <p>B. The teacher said that there were students from Dubai there and this kid could</p>

influence the other people with his language exchange.

3. EMI influences teachers' motivation in teaching students

A. The teacher stated that it was very useful for continuing education to a higher level such as continuing education abroad or participating in competition.

B. The teacher said that English would be needed anytime and anywhere in terms of continuing education or work.

4. Teachers and students get teaching and learning material by reading many sources

A. The teacher said that they read a lot of questions and thought to continue to explore information about what they had already read.

B. The teacher revealed that we had to look for the meaning of a new word and this time to explore more knowledge

5. EMI promotes teachers and students' higher order-thinking skills in responding text

A. The teacher revealed that the more young learners were challenged, the higher their level of thinking, and this could make their brains sharpen, starting from how to talk, attitude, and even how to answer

questions.

B. The teacher revealed that students and teachers would be easier to analyze questions.

6. EMI influences higher literacy skills in reading

A. The teacher said that students who learned English as the medium of instruction loved to read books, especially in English.

B. The teacher said that students in this school had an interest in reading English books. Students chose to read books in the learning process.

4.1.1.1 Bilingualism Stimulates Creative Thinking

Based on the data obtained from the interview, it was found the benefit of using EMI faced by math and science teachers for young learners was bilingualism correlates with creative thinking because students who have bilingual abilities can think more creatively. As confessed by the science in English teacher, initially W "*Students have broader knowledge, English on science and Indonesian on science and also science is related to a collaborative environment between students which will greatly affect the ability of young learners*" (Personal communication, June, 28th, 2021). Then, math in English teacher initially N claimed that "*bilingual students are*

able to think more creatively than students who have only one language ability, and they can change one language to another" (Personal communication, June, 30th, 2021). In short, there are some visible differences between students who master two languages with students who only master one language.

4.1.1.2 Bilingualism Promotes Students' Higher Metalinguistic Awareness in Vocabulary

Based on the data obtained from the interview, it was found the benefit of using EMI faced by math and science teachers for young learners were to promote students' higher spontaneous in metalinguistic awareness because they know English more. As confessed by science in English teacher initially W that *"there are students who spontaneously use English in vocabulary, they know the vocabulary in English quickly, for example, "this is mango" when they are passing mango trees, and then when there is someone who mentions one word and they directly mention that kind of word in English, this greatly affects other students. "* and *"there is a students from Dubai, and this kid can influence other people with his language exchange"* (Personal communication, June, 28th, 2021). In addition, bilingual young learners have good grasping skills of languages.

4.1.1.3 EMI Influences Teachers' Motivation in Teaching Students

Based on the data obtained from the interview, it was found the benefit of using EMI faced by math and science teachers for young learners was the motivation

of teachers and students because in learning and teaching English, every teacher has big goals to do it. This school has facilitated an environment and program adequate to implement EMI. As confessed by science in English teacher initially W that *“The purpose of EMI in the future will be very useful for continuing education at a higher level, such as continuing education abroad or participating in competitions, so they already have more knowledge about English, especially English used in science.”* Then, *“there are book named Cambridge, the school also provides a laboratory by using Indonesian and English, science club, and annual activity namely science even”* (Personal communication, June 28th, 2021). Then, math in English teacher initially N claimed that *“the biggest goals are promising future prospects, because English will be needed anytime and anywhere in terms of continuing education and work”*. Then, *“Actually, the school adapted the curriculum from Singapore. We have special curriculum from there. And then, we have science clock program, math Olympiad and English competition. In math Olympiad, we always share everything about math especially in English, the school also facilitates an application named Cambridge, all students can get material from it”* (Personal communication, June 30th, 2021). In brief, EMI can add teachers’ spirit to the teaching process. It can make teachers’ goals more fulfilled.

4.1.1.4 Teachers and Students Get Teaching and Learning Material by Reading many Sources

Based on the data obtained from the interview, it was found benefits of using EMI faced by math and science teachers for young learners as teachers and students get teaching and learning material by reading many sources because when students read a lot, they can explore more information about what they have already read. As confessed by science in English teacher initially W that *“The application is from books or it could be with articles and short stories in English through browsing, for higher classes such as grades 5 and 6, I asked them to browse about new things about science in English and they can explore information about what they have already read”* (Personal communication, June, 28th, 2021). Another teacher who teaches math in English initially N claimed that *“exactly, on one occasion we have to look for the meaning of a new word or a low-frequency word, and this time for me as a teacher to explore more knowledge”* (Personal communication, June, 30th, 2021). Finally, EMI can increase the knowledge of teachers and students in learning both material and more knowledge from various sources.

4.1.1.5 EMI Promotes Teachers and Students’ Higher Order-Thinking Skills in Responding Text

Based on the data obtained from an interview, the benefit of using EMI faced by math and science teachers for young learners were found as it promotes teachers' and students' higher order-thinking skills in responding to a text because the more young learners are challenged, the higher teachers' and students' level of thinking, starting from how to talk until answering the question. As confessed by science in English teacher initially W that *“Yes, of course, because the more they are challenged, the higher their*

level of thinking and this can sharpen their brains starting from how to talk, attitude and how to answer questions”(Personal communication, June, 28th, 2021). Then, teacher who teaches math in English initially N claimed that *“Yes, because with this, both teachers and students find it easier to analyze question*”(Personal communication, June, 30th, 2021). To summarize, the more teachers and students master English as the language of instruction, the more they will have the ability to analyze various kinds of questions because they are used to seeing types of reading.

4.1.1.6 EMI Influences Higher Literacy Skills in Reading

Based on the data obtained from an interview, it was found the benefit of using EMI faced by math and science teachers for young learners was EMI influences higher literacy skills in reading skills. Students who learn English as the medium of instruction have an interest in reading English books. As confessed by science in English teacher initially W that *“Yes, for example, students at this school really like reading books, especially books in English”* (Personal communication, June, 28th, 2021). Then, the teacher who teaches math in English initially N also claimed that *“.....students at Angelly Kids Prabumulih Primary School love to read English book, young learners in this school always choose to read book in learning process*”(Personal communication, June, 30th, 2021). To sum up, EMI can facilitate the ability to read good words.

4.1.2 Teachers’ Perceptions on the Threat of English as Medium of Instruction for Young Learners

After collecting data from an interview to find out teachers' views on the threat of EMI to young learners, the researcher found some threats faced by teachers in teaching English as the medium of instruction, especially for young learners. The data from the interview was added in the form of four topics that were presented in **table 4.1.2**.

Table 4.1.2: Themes and codes of teachers' perceptions on the threat of EMI for young learners.

Themes	Codes
1. The teacher has no English background	A. The teacher revealed that she chose a science major during college where the lecturer who taught did not use English either outside or inside the course, and when teaching, the teacher was required to teach English as a medium of instruction in science lessons, so the teacher did not have basic skill in teaching by using English before.
2. EMI did not influence all students' English ability	A. The teacher stated that there were students who were embarrassed to ask questions and communicate with others because of a lack of proficiency in

English. In relation to that, EMI could influence students who were good at English better, but students who did not have more knowledge and ability of English would not have a good effect.

4.1.2.1 The Teacher has no English Background

Based on the data obtained from the interview, it was found the threat of using EMI faced by math and science teachers for young learners was that the teacher had no background in English, because the teacher felt that at first, the teacher just had a science background, but time passed and the teacher could adjust. As confessed by the science in English teacher initially, W that "*I chose a science major, which is a slightly different language from English, so I personally have to study more*". Then, "*I have been in that position, I personally have to study, look up the dictionary more, and study with friends who are smarter in English than me*" (Personal communication, June, 28th, 2021). To summarize, a teacher must have basic skills in English to make the teaching and learning process run smoothly.

4.1.2.2 EMI did not Influence All Students' English Ability

Based on the data obtained from interviews, it was found the threat of using EMI faced by the teacher for young learners were not influenced by all students' English ability. The teacher found there were students who were embarrassed to ask questions and communicate with one another because they were using L2 in the teaching and learning process. As confessed by the science in English teacher, initially, W that "*there are students who are embarrassed to ask questions and communicate with another because of a lack of proficiency in English. This can influence the English ability of them*" (Personal communication, June, 28th, 2021). In brief, teachers should know each student needed in teaching and learning, especially if it is used in English as the medium of instruction for young learners, because every student has a different ability.

4.2 Interpretations

This is presented as the way to discover the ideas related to findings and previous related studies. Researchers found that there were perceptions faced by teachers on the implementation of English as a medium of instruction for young learners as well as the perceptions themselves. The first was teachers' perceptions of the benefits of EMI at SD Angelly Kids Prabumulih. Those who were divided found that (a) bilingualism stimulates creative thinking, (b) bilingualism promotes students' higher metalinguistic awareness in vocabulary, (c) EMI influences teachers' motivation in teaching students, (d) teachers and students get teaching and learning material by reading many sources, and (e) EMI promotes teachers and students'

higher order-thinking skills in responding text, and (f) EMI influences higher literacy skills in reading. The second one was teachers' perceptions of the threats of EMI at SD Angelly Kids Prabumulih. All of those consisted of (a) the teacher has no English background, and (b) EMI did not influence all students' English ability.

The first explanation was based on teachers' perceptions of the benefit of English as a medium of instruction for young learners. Firstly, bilingualism stimulates creative thinking. The emergence of the teacher's perception of students' creative thinking is that it is easier for students to think and express ideas using two languages at once, and they also have broader knowledge of both English and science. One of the things that influence the development of high-level cognitive function in bilingualism is high creativity (Bialystok et al., 2009). Therefore, the teacher assumed that students who did not know two languages would find it more difficult to think creatively than students who were used to using two languages. According to Sampedro and Pena (2019), a high level of bilingualism is associated with greater creativity, while a moderate level of bilingualism is associated with poor creativity. In brief, knowing two languages has a great effect on increasing the creativity of young learners, which includes the benefits that teachers use in teaching English as a medium of instruction.

Secondly, bilingualism promotes students' higher metalinguistic awareness in vocabulary. The perception consisted of metalinguistic awareness of the student. There were students who spontaneously used English in their vocabulary because

they knew English better and they could influence other students through their language exchange. Metalinguistic awareness is also known as lexical awareness, and it includes the ability to manipulate words (Nation, 2008). According to Asik et al. (2016), vocabulary skills are included in lexical competence. Likewise, Altman et al. (2018) found that there is a connection between different vocabulary sizes and metalinguistic awareness abilities for young learners among bilingual learners from different dominance groups and monolingual learners. Bilingual learners have higher metalinguistic awareness compared to others. Thus, it is true that students who have bilingual skills have high metalinguistic awareness, including students who learn English as a medium of instruction.

Thirdly, EMI influences teachers' motivation in teaching students. This perception happened because teachers thought that English was very useful for continuing education to a higher level and that it would be needed anytime and anywhere in terms of work in the future. Ibrahim (2001) found that in the era of globalization, English is increasingly playing a role in social, academic, and work interests, which can stimulate teachers to increasingly teach it to students, especially at a young age. Ismail and Shaban (2017) found that EMI would help young learners to raise achievements, especially in math and science subjects. In short, EMI can have a positive effect on students' ability to get what they dream of for their future, and it is one of the reasons teachers why EMI is so important to use with young learners.

Fourthly, teachers and students get teaching and learning material by reading many sources. This perception happened because the students read a lot of questions and thought to continue to explore information about what they had already read, and the teachers also had to look for the meaning of a new word. This allowed them to explore more knowledge. A study conducted by Saeed et al. (2015) found that teachers get excellent skills in English to teach in EMI. Muttaqin and Ida (2015) also found that students have new information from many media by using English that can be implemented in teaching and learning. Additionally, Ismail and Shaban (2017) revealed that students and teachers can get better learning of different sciences by using materials that teachers taught. In brief, EMI can promote students' and teachers' knowledge, especially if it can make teachers add more materials in teaching English, especially for young learners.

Fifthly, EMI promotes teachers and students' higher order-thinking skills in responding text. It was because teachers revealed that text because the more young learners are challenged, the higher the teachers' and students' level of thinking, starting from how to talk until how to answer the question. Studies conducted by Ibrahim (2001) have disclosed that EMI makes teachers and students learn more about textbooks that can help them in acquiring the language. English used can help young learners develop their concepts, thinking and problem solving in responding text (Muttaqin & Ida, 2015). In short, students and teachers could have higher

thinking skills, especially for students that still have sharp brains by using EMI in teaching and learning English.

Lastly, EMI influences higher literacy skills in reading. It was due to the teacher revealing that the students who were using EMI loved to read books, especially English books. According to Baker (1996), literacy ability is certainly useful in acquiring second language literacy. EMI students have adequate literacy skills, especially in English, and are integrated into EMI. This shows that EMI greatly affects the literacy skills of each young learner. According to Ismail and Shaban (2017), EMI can make young learners like school and education, especially when reading books. In short, when learning English as a medium, students are required to read in two languages, which allowed them to continuously apply their literacy skills. This makes them accustomed to applying it and they become fond of reading books.

The second was teachers' perceptions of the threat of English as the medium of instruction for young learners. The first was that the teacher has no English background. It was due to the teacher's choosing a science major, which was a slightly different language from English, and the teacher being required to teach English as a medium of instruction in science lessons, therefore the teacher did not have basic English knowledge before. Karvonen (2017) found that one of the main problems in using English as the language of instruction in Indonesia is that teachers do not have sufficient language proficiency and competence to teach English. This is very influential in the learning process, especially English in the medium of

instruction for young learners. Ibrahim (2001) stated that teachers who have poor English proficiency will have difficulty expressing themselves in it and it can lead to negative perceptions of students about the teacher. The teacher can also develop the potential by learning more from any source about language. It is important for teachers to get mastery of the language content of subjects in English when they do not have the basic skills to teach English by conducting guidance in teaching (Saeed, 2015). In summary, low proficiency skills that occur in teachers will greatly affect the course of the teaching and learning process in using English, but it can also be overcome by doing various ways of language learning.

The last was EMI did not influence all students' English ability. This happened because there was a student who was embarrassed to ask questions and communicate with others. It could influence students who were good at English, but students who did not have more knowledge of English would not have a good effect. Muttaqin and Ida (2015) indicated that EMI can be a barrier to the interaction between students and teachers in communicating. Koksal and Tercan (2019) revealed that the lack of English proficiency of students will negatively affect the relationships between learners and others in their community. In this case, the teacher must know every character and need of young learners in order to achieve the EMI learning process. School and teachers should try to investigate the effectiveness of different approaches used for teaching young learners (Ismail & Shaban, 2017). All of this is due to the lack of students' abilities that can affect everything they do in the process

of learning English as an effective medium of instruction, especially for young learners.