

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussion

4.1 Findings

This chapter elaborated research finding and discussion of the research. The researcher aimed to investigate students' perceptions on the use of English as a medium of instruction by their English teacher in Cambridge Class. The data were gathered through observing and interviewing the students of 10th IPA 6 Cambridge class at MAN 3 Palembang. The data gained from observation and interview that were analyzed by using thematic analysis. The outcome of data obtained was described as follows.

Table 4.1. Theme and Codes of Students' Perceptions on the use EMI in Cambridge class

Theme	Codes
1 The actual use of EMI in the class	A. In pre-teaching activities, the students stated that their English teacher used full English while greeting, and they were motivated towards the use of English at the beginning of the lesson. B. In whilst-teaching activities, the students revealed that their English teacher used full English while discussing, delivering, and answering the questions. Meanwhile, the teacher mixed the language between Bahasa-English or translated it into Bahasa while explaining and giving an example of

	the material. Their teacher also did not highly demand to speak English while in the 10 grade.
	C. In post-teaching activities, students said that their English teacher always closed the lesson in English
2 Students difficulties to use EMI due to limited vocabulary	<p>A. The students stated that they were confused when their English teacher explained the material, and the students did not know its meaning</p> <p>B. The student did not have self-confidence to speak English in front of the class because of limited vocabulary.</p> <p>C. The students revealed that they have difficulty getting the keyword and detailed information in reading text because of unfamiliar vocabulary.</p>
3 Students' difficulties in expressing the sentence due to lack of grammar	A. The student stated that it was difficult to answer the teacher's question because he could not express what he wanted to say.
4 Students' difficulties in understanding the lesson due to teacher's lack of English proficiency	<p>A. The students said that the teacher's unclear pronunciation made it difficult to grasp the explanation</p> <p>B. The student stated that the teacher still used the dominant Indonesian accent.</p>
5 Partial EMI is preferred by the students	A. The students revealed that they prefer if the teacher did not speak either English or Bahasa continuously, but they prefer to mix between English and Bahasa while explaining the material, and the teacher should use English gradually in the

teaching-learning process.

- B. The students said that using partial EMI in the teaching-learning process was effective, so they did not misunderstand the explanation or instruction
- C. It was necessary to use partial EMI in English subjects, especially in learning grammar concepts.
- D. The Students stated that they understood more easily if the teacher used partial EMI when giving instructions to give assignments or exercises

4.1.1 The Actual Use of EMI by the teacher and students in the class

Based on the data obtained through observation and interview, it was found the actual use of EMI in the classroom. The researcher was divided the actual use when the teacher taught in the classroom such as into pre-teaching, whilst, and post activity include greeting in pre-teaching activities; explaining, discussing, exemplifying the lesson, delivering and answering questions as whilst-teaching activities; and closing the lesson as post-teaching activities.

A. Using EMI in pre-teaching activity

- Greeting

Based on the data collected through observation, the researcher found the use of EMI in pre-teaching activities. It could be seen the teacher greet all students in the class by using English and they responded it together in English too. Then, the teacher introduced the researcher and permitted me to

sit on the chair to gather with the students. The further conversation is discussed as follows:

“Assalamu’alaikum wr.wb... Good morning. Now, I would like to introduce our new member, she wants to observe our learning activity in this class...” (Observation, November 8th 2021).

All student answered and they greeted the reasercher,

“Wa’alaikumusalam, morning mam.. hii miss Anisa” (Observation, November 8th 2021).

After observing, the researcher interviewed the students to make sure that the teacher used full English while greeting in pre-teaching activity. As a result, all participants stated their English teacher used full English while greeting, and the participants also told their feeling towards the use of EMI at the beginning of the lesson. As confessed by the first student initially F that, *“yes she did. My English teacher used English when greeting in the beginning of the lesson. For example, Assalamu'alaikum, good morning and asking 'how are you today?’”* Then he told further information what he felt towards the use of EMI in the beginning of the lesson. The first student revealed that, *“I felt so happy towards the use English in the beginning of the lesson and I could join in this Cambridge because I think it was really cool, and yes it motivated me to learn the lesson”* (Personal communication, November, 13th, 2021).

Another confession was made by the second student initially I that, *“the teacher used English while greeting all of us, she just said ‘good morning’ and ‘how are you today?’ then we responded it together. Then, “I was so*

glad toward the use of English in the beginning of the lesson, and yes it motivated and made me excited to learn the lesson” (Personal communication, November, 13th, 2021). The third student stated that the teacher used full English while greeting in the beginning of the lesson. As confession the third student initially K that, *“yes, the teacher used full English and she asked our news before starting the lesson. For example, How are you today? and we responded it together”*. Then she said her feeling towards the use of EMI *“Oh of course, I was very happy towards the use of English by the teacher at the beginning of lesson, it motivated me in learning English. Then in this class I also could meet some friends who had same level in speaking English, so I was very happy”* (Personal communication, November, 16th, 2021).

B. Using EMI in whilst teaching activities

In whilst-teaching activity is the most important thing in teaching-learning process in order the student understood about the content of the lesson.

- Explaining the lesson

According to the data collection through observation and interview, the teacher used full English. But, sometimes the teacher mixed the language or translated it into English and Bahasa Indonesia to clarify the spoken word so that students understand while explaining the material about Countable and Uncountable nouns. The example of translating language to describe the explanation could be seen in the sentence below:

"countable noun consists of two syllables yaitu count means dapat dihitung and noun is kata benda. So, countable nouns are used for things that we can count using numbers like one book, two books...." (Observation, November 9th, 2021).

There was one participant stated that their English teacher used full English then translate it into Bahasa Indonesia when the teacher wanted to clarify the meaning, one participant said that the teacher used full English, and one participant said that the teacher mixed her language into Bahasa Indonesia and English, as confessed by the first student initially F that, *"when explaining the material, the teacher used full English, either explaining the material on whiteboard or just reading the material from book. But, sometimes, if she wanted to clarify the meaning, she would translate it into Bahasa Indonesia"* (Personal communication, November, 13th, 2021) The second student initially I confirmed that, *"yes, when explaining the material, she used full English..."* (Personal communication, November, 13th, 2021). Last statement was made by the the third student, initially K that, *"in teaching activities like explaining the material, the teacher used full English. Sometimes, she mixed Bahasa-English, but she did not mix language too often. She also sometimes spoke dominantly in English..."* (Personal communication, November, 16th, 2021).

- Dicussing the lesson

Based on the data observation and interview. The participants claimed that the English teacher and students used full English while discussing in a group

discussion. Meanwhile, while observing the teaching-learning process, the teacher did not discuss like making a group discussion because the teacher aimed to explain the material for examination at the end of the semester that will be held soon. But, based on the data collection through the interview showed that the students had made a group discussion and used English while discussing the lesson. As confessed by the first student initially F stated that, *“yes she used full English, we have ever made some groups to discuss the topic of the lesson together. The teacher gave the instructions in English and all of us talked in English too either when talking to friends during discussions or speaking in front of the class...”* (Personal communication, November, 13th, 2021). The third student initially K stated that, *“If I am not mistaken, we have formed a group once and discussed about ‘discribing history places’. During discussion, the teacher used English while giving instruction and re-explaining the topic in the class. The other students did not use full English, they mixed the language....”* (Personal communication, November, 16th, 2021).

- Exemplifying the material

In accordance with the data collected through observation and interview. The English teacher mixed the language in exemplifying the material about Countable and Uncountable Nouns. While observing, the teacher made a table to distinguish kinds of the nouns of Countable and Uncountable. The example provided, as follows:

“ I have two candies’ and ‘you need to drink much water’. This is the example of countable and uncountable nouns yang bisa dilihat dari jumlahnya. As I told you before, in countable noun there are singular and plural, ‘candies’ are the plural karena 2 candy bisa dihitung, sedangkan water, we can not count water and it refers to singular, there is no plural in uncountable nouns. Except if I add ‘two cups of water, nah itu baru bisa ditambah ‘s’ kalau pakai pengukur bantuan dan cup bisa dihitung” (Observation, November 8th, 2021)

In giving or explaining the example, the participants claimed that their English teacher used mixed language in English and Bahasa Indonesia. As confessed by the first student initially F declared that *“hm, actually my teacher did not use full English when giving the example, she mixed the language between English and Bahasa Indonesia...”* (Personal communication, November, 13th, 2021). The second student initially I stated that *“she did not use full English while giving the example related to the material...”* (Personal communication November, 13th, 2021). And another confession was claimed by the third student initially K that, *“naah, when she gave example related to the material, she did not use full English. However, she mixed into Bahasa Indonesia and English. Maybe in order we understood with the examples that was explained by her...”* (Personal communication, November, 16th, 2021).

- Delivering question

According to the data collection through the observation. The teacher asked questions using English to the students, either asking about the lessons or whether they understood the explained material. The example provided, as follows:

“which one is correct sentence ‘can I have more sugar?’ or ‘can I have more sugars?’ “ (Observation, November 9th, 2021)

In line with the observation above, the teacher did not demand the student to use full English in answering the question. As evidence from the observations, the students answered hesitantly to speak English and mixed the language into Bahasa-English when the teacher asked the reason for her choice, as follows:

“number one mam, because sugar is uncountable and itu dak biso dihitung dan dak boleh added ‘s’, pokoknya uncountable tu there is no plural mam” (Observation, November 9th, 2021)

To the same line, the researcher interviewed the students to make sure. In delivering question, students stated that their teacher used full English so that they get used to English when in examination. As confessed by the first student initially F that *“yes, she gave us questions in English and I understand about the question that was given by her, but I could not express to answer her question in English too...”* Then he explained further about his teacher did not really demand to use English in the classroom. The first student said that, *“Actually she did not demand us yet, but we were only encouraged to*

speak English when answering her question or speaking in front of the class. Meanwhile, if we really did not know the vocabulary that we wanted to say, we could mix into English and Bahasa” (Personal communication, November, 13th, 2021). The second student was made statement that the teacher used full English while delivering question and she did not really demand all students to use full English, the student initially I claimed that, *“yes, the teacher used English in delivering us the questions...”* Then, the second student also stated that the teacher did demand to use English while studying in class. The second student stated that, *“We were not highly demanded to speak English continuously during the lesson, because we were rarely reprimanded by my teacher when we conveyed Bahasa Indonesia’s words* (Personal communication, November, 13th, 2021). And another confession was made by the third student initially K stated that, *“my teacher always uses full English when delivering questions to us...”* Then *“not really, we were not too demanded in using English while in the 10th grade. Unlike in the 11th and 12th grade, they are already required to speak English in learning process”* (Personal communication, November, 16th, 2021).

- Answering the question

Based on the data collected through the observation, it can be seen that the teacher used English in answering her student question, the student asked to re-explained about ‘any’. Then the teacher answered in using English while giving another example of ‘any’ in the sentence, as follows the statement:

“Based on the example that I have wrote on this whiteboard, the use of ‘any’ only for negative sentence....” (Observation, November 9th, 2021).

Moreover, from the interview that was conducted by the researcher s, one participant said that their teacher used English but in the simplest explanation and two participants stated that their teacher did not use full English in answering the question. As confessed by the fisrt student initially F that, *“it depends on the question, if we asked using English, the teacher also used English. But if we asked using Bahasa Indonesia, she also used English but she translated it into Bahasa Indonesia so that we could understand...”*(Personal communication, November, 13th, 2021). And confession was made by the second student initially I stated that *“the teacher used full English in answering our question with the simplest clarification...”* (Personal communication, November, 13th, 2021). Then the last confession was revealed by the third initially K stated that, *“emm, actually we rarely asked question to her. But, she still used full English in answering our questions...”*. (Personal communication, November, 16th, 2021).

C. Using EMI in post-teaching activities

- Closing the lesson

Based on the data collection through observation and interview that was conducted by the researcher. The teacher used full English while closing at the end of the lesson. As the example below:

“Oke, I think that is all our lesson today, do not forget to bring this guide book for next meeting and Wassalamualaikum wr. wb. See you next meeting” (Observation, November 8th, 2021).

According to the data collected during the interview, at the end of the teaching-learning activity. All participants claimed that their English teacher used full English closing the lesson. As confessed by the first student initially F stated that, *“yes, she always used full English when closing the lesson and I think it is better to use English”* (Personal communication, November, 13th, 2021). Then the second student initially I revealed that, *“of course, at the end of the lesson, she closed the lesson in English and I think it is good thing in order we get to use it”* (Personal communication, November, 13th, 2021). The last confession was stated by the third student initially K that, *“Yes, she used full English when closing the lesson and I think it is much better in English”* (Personal communication, November, 16th, 2021).

4.1.2 Students difficulties due to limited vocabulary

According to the data gathered from observation and interview, it was found that the students also have difficulty in taking part in Cambridge class. One of the difficulties faced by the students is limited vocabulary during the following learning activity because of students' lack of English proficiency.

The interview data showed that all participants lacked vocabulary; they had difficulty because of limited vocabulary either from the guidebook or the teacher's explanations. As confessed by the first student initially F stated that,

“So far, the difficulty that I have faced in this Cambridge class. I did not have confidence to speak English in front of the class because of my limited vocabulary...” he also added his difficulty while his teacher explained the lesson *“...for me it was difficult to understand my teacher’s explanation, because sometimes I felt there was the vocabulary that I did not know..”* (Personal communication, November, 13th, 2021). Another statement was made by the second student initially I revealed that, *“my difficulty is I did not understand my teacher’s explanation when she used English because of my limited vocabulary and I did not know the key word in the book, especially in reading text. But I still understood the point of the text. However, it was quite disturbing me if there was the vocabulary that I did not know”*. Then the second student also stated that she did not know the meaning when explaining the lesson, as stated by second student that, *“it was difficult if she used full English continuously when explaining the material. I did not know the meaning, especially when she explained about grammar...”* (Personal communication, November, 13th, 2021). The last confession was made by the third student initially K said that, *“when I read a reading text, sometimes I did not know the detail information of the text because the vocabulary that was not familiar. I found it difficult if the text was about history or technology, because the vocabulary was unfamiliar. But it was not really a problem for me because I could look it up in the dictionary than added new vocabulary”* (Personal communication, November, 16th, 2021).

Additionally, based on the data obtained through the observation, it was indicated that some students are not very active in whilst activity, students are

afraid to talk or ask to the teacher. Furthermore, when the teacher asked one of the students *“which one is correct ‘can I have more sugar?’ or ‘can I have more sugars?’ and tell me the reason“*. But the student answered and told the reason by mixing the language into Bahasa Indonesia and English. The example could be seen below:

“number one mam, because sugar is uncountable and itu dak biso dihitung dan dak boleh added ‘s’, pokoknya uncountable tu there is no plural mam”
(Observation, November 9th, 2021).

In the same line above, when further observation that was conducted by the researcher. The students mixed their language and seemed hesitant to answer the teacher’s questions, so she(the student) needed some time to answer it.

4.1.3 Students’ difficulties in expressing the sentence due to lack of grammar

Based on the data obtained through observation and interview, it was found next difficulty because of students’ lack of English proficiency. One student claimed that he has difficulty in expressing the sentence because he did not know the correct gramamar. As confessed by the first student initially F that, *“So far, the difficulty that I have faced in this Cambridge class. I did not have confidence to speak English in front of the class because of my limited vocabulary and also the grammar. I was difficult to express what I wanted to say like the I could not differ between verb 1 and verb 2 and I think both of that was the same, and then I was often confused which one should be predicate or object in a sentece”* he also emphasized when his teacher giving question in English to

him, he understood about the question but he could not answer and express in English sentence too, “...*I understand about the question that was given by her, but sometimes I could not express to answer it in English too*” (Personal communication, November, 13th, 2021).

The data from observation also showed that the students could not respond to their teacher's question quickly. They have difficulty expressing or composing the correct grammar when answering the question. As evidence, some students found it difficult to reveal the sentence when their teacher asked about the reason from the example that she explained. They seemed hesitant to tell the answer, and finally he preferred to be silent when the teacher asked them (Observation, November 9th, 2021).

4.1.4 Students’ difficulties in understanding the lesson due to teacher’s lack of English proficiency

In accordance with the data collected through observation and interview. It was found that two participants faced difficulty in grasping the lesson because of teachers’ unclear pronunciation. As confessed by the second student initially I that, “*my difficulty was the teacher’s unclear pronunciation which made me confused in grasping her explanation sometimes*” (Personal communication, November, 13th, 2021). Another confession was revealed by the third student initially K that, “*...then, my difficulty was the teacher’s pronunciation which was unclear and made me confused...*” then, she also added her difficulty while the teacher explaining the lesson “*as I told you before, teacher’s pronunciation made me confused in grasping the explanations and she*

still used the dominant Indonesian accent. I knew the meaning of the words, but her pronunciation was different, so I was quite difficult to grasp it” (Personal communication, November, 16th, 2021).

In addition, based on the data obtained through observation, the teacher’s English proficiency affects the students' understanding of the lesson and the way they speak English in the class. The teacher pronounced the English words in a complicated way, and she dominantly used Indonesian accent in the teaching activity. Besides, based on the observation conducted by the researcher, the impact when the teacher used dominantly Indonesian accent affected the way students speak English in class. (Observation, November 8th, 2021).

4.1.5 Partial EMI is preferred by the students

According to the data gathered from observation and interview, it was found the students preferred to use partial EMI in Cambridge class for English subject. The first student said that he preferred his teacher mix the language while explaining the material. As confessed by the first student initially F that, *“... and then, I did not prefer to be explained neither in English nor in Bahasa Indonesia continuously. If she used English I did not understand and I was not ready for it now and if she used Bahasa Indonesia, I think we will be the same as other regular classes. So I prefer to use fifty fifty between English-Bahasa”*. Then when giving example of the material and answering students’ question, he also prefer the teacher used partial EMI. As stated by the first student that, *“...and as I said before, I prefer the teacher to use partial EMI in explaining and giving us example of the material”* and *“...I still prefer if she used partial EMI in*

answering our question". In addition, he stated that the use of partial EMI is necessary and effective, as confessed by the first student that, *"hmm I think it is effective to use partial EMI so that we do not misunderstand the lesson, especially since I recently joined a program like this"* and *"I think it is necessary to use partial EMI in English subject in order we will not missundertand while learning the subject, especially if the teacher explain the concept of grammar. It is really necessary in this class to use partial EMI for me"*. In line with the statement related above, he more discover if the teacher gave the instructions of assignments by using partial EMI, as stated by the first student that, *"..., if she wanted to give assignments to us, she used English. However, if we did not understand about the instruction, she would explain it in Bahasa. So, I understand if she used partial EMI in giving the instruction"*. The last question was asked by the researcher their preference regarding their grade level. The first student emphasized that, *"so far, I prefer to use partial EMI because my difficulties are I had lack of vocabulary, and sometimes I found it difficult to make sentences when I wanted to speak. So, for now. I prefer to use partial EMI while studying while in my current grade* (Personal communication, November, 13th, 2021).

Another confession was made by the second student, she preferred to use of partial EMI while the teacher explaining the lesson in whilst activity. As confessed by the second student initially I that, *"...I do not prefer Bahasa Indonesia continuously or English, so I prefer the mix between Bahasa and English in order we can understand her explanation, and I think not all her*

words can be understood by the students. So I prefer if the teacher mixed the explanation into Bahasa-English". Then when giving example and answering the students' question, she still prefer to use of partial EMI "...I still understood about her explanation in giving the example of the material if the teacher used partial EMI. And as I said before I still prefer to use partial EMI in English subject". Additionally, she revealed that the use of partial EMI in teaching-learning activity is effective and necessary, the statement was told by the second student that, "yes, I think it is quite effective to use partial EMI so that we do not misunderstand when the teacher explains the lesson or gives any instructions" and "in my opinion, it is also necessary to use partial EMI in English subject in order we do not misunderstand the material that is being taught by the teacher. Because not all students have an English background. Some of us have just entered this program. So in my opinion, the use of EMI should be carried out gradually". In line with the previous statement, she was more understand if the teacher giving assignment instructions by using partial EMI, as mentioned by the second student that, "the teacher gave instructions in English when she wanted to give us the assignment either through online or offline like these days. Yes I understand in using partial EMI when she gave instruction. The last question was asked by the reesearcher their preference regarding the grade level. She claimed that, "I found difficulties while joining the 10th grade, as I explained before, if the teacher used full EMI. I did not understand about her explanation, especially when she explained the concept of grammar, for example she explained about 'intention' in previous meetings and she explained it in English

sentece, I think it was difficult in grasping the material. So, I still prefer to use partial EMI” (Personal communication, November, 16th, 2021).

In addition, based on the data obtained through observation, it was found that the students have difficulty while studying English subjects in the classroom as they were unconfident in speaking English when the teacher ask a question. As the result, some students mixed their language between Bahasa Indonesia and English or just keep silent until the teacher threw a question with other students or it would be explained by herself.

4.2 Discussion

After analyzing the data using thematic analysis, based on data collection through observations and interviews about the use of EMI in English subjects in Cambridge class at MAN 3 Palembang. The researcher found the actual use of EMI in the classroom by the English teacher based on students' perspective. At the same time, students claimed that they had difficulty in understanding the material explained by the teacher because of their limited vocabulary, and then they had difficulty in expressing words in English because they did not master English grammar. The next difficulty comes from them lack of teacher's English proficeincy when delivering lessons; the teacher cannot speak English accurately because her pronunciation and accent are unclear. It can slow down, even hinder the delivery in grasping the material and cause misinformation to students. Due to the difficulties experienced, students prefer to use partial EMI in teaching-learning activities in class.

First, students stated the actual use of EMI by their English teacher in the classroom while in pre-teaching, whilst, and post-teaching activity. The teacher did not use full English continuously and also students were not demand to use English to practice their communication in the class, so that the implementation of the policy is somewhat arbitrary because teachers and students are more tolerant in the use of Bahasa Indonesia in the classroom, then code-mixing is commonly used in the classroom. However, based on the data collection through observation, the teacher still used English more dominant than Bahasa Indonesia. According to Nasution et al. (2018) not all lecturers used EMI to teach the students. The lecturers mixed the language and translate the utterance into Bahasa Indonesia while in pre-teaching, whilst, post-teaching activity. Moreover, Yeung (2020) illustrated that how English is used in the teaching-learning process from the students' perspectives in tertiary institutions in Hong Kong. It can be claimed that the policy of EMI is vaguely implemented, the implementation of EMI is not too firmly applied. The use of Cantonese (L1) is also used in learning activities depending on the topics and subjects taught by the teachers not all teachers implement 100% EMI usage policy; either teachers and students use English in tutorials in general, only 80 percent apply the policy, they already consider English and Cantonese common in all these institutions. Additionally, the researcher conducted interview with participants in the 10th grade of Cambridge class, that they are glad and happy towards the use of EMI in the beginning of the lesson, they are also motivated to learn the lesson. In spite of that, in relation study conducted by Vonkova and Moore (2021) this

study determined the extent to which EMI impacts in learning achievement, the students are motivated to contribute in learning, but the students who have low proficiency levels are more likely to choose their mother tongue in implementing EMI. In short, based on the data collection through observation and interview the actual use of EMI in Cambridge class, the English teacher did not use full EMI in teaching-learning activity even the students and teacher also mixed language in teaching-learning activity in the class. The teacher sometimes has to do code-switching or translating to facilitate the flow of instruction and to make sure the learners with low proficiency could follow the lesson.

Second, the use of EMI in English subjects based on the students' perceptions also have difficulty in understanding the lesson. In using EMI in the classroom, students have difficulties; namely, students did not understand the teacher's explanation who used English when explaining the address. Lack of English proficiency is one of the difficulties faced by students, especially they state that limited vocabulary is one of the obstacles. According to Sintadewi et al. (2020) students' vocabulary mastery is still lacking, so that they have difficulty following the lessons. But, vocabulary mastery is essential in influencing students' reading, speaking, writing, and listening skills. Yildiz et al. (2017) stated that students had difficulties with course content when using EMI; they do not know technical terms or vocabulary in lectures. Thus, some students show that sometimes they have difficulty understanding the explanation of the material from the teacher because the vocabulary used by the teacher is not familiar to students.

Furthermore, the use of EMI inhibited the students in expressing themselves and expressing the ideas and opinions. It can be seen based on data collection through observation; students rarely ask the teacher because they are not confident spoke in English in front of their friends and teacher. The study related to Keuk and Tith (2013) argued that the students seem to have difficulty in communicating because of grammatical differences between English and students' mother tongues; they can only produce singles and the most superficial expressions when communicating or discussing in class. In addition, as Chang (2010) revealed in his research, EMI can hinder students from expressing themselves fluently in class and lead to more significant difficulties in understanding the content of the lessons explained by the teacher.

The next difficulty experienced by students is the lack of English proficiency by the teacher in teaching activities. Based on the data collected through an interview conducted by the researcher, two students agreed their difficulty grasping the lesson when their English teacher lacks proficiency in pronouncing words in English and dominantly used an Indonesian accent. Their teacher had unclear pronunciation, which made the students attribute their difficulties. The students illustrated that their teacher's pronunciation made them confused, they knew about the meaning of the words, but teacher's pronunciation was different so that it made them rather difficult to grasp it. In line with a statement, Ibrahim (2001) stated that teachers who cannot speak English accurately and fluently are considered incompetent to teach students and make it difficult to understand lessons for students. Moreover, a study conducted by He

and Chiang (2016) said that most Mandarin teachers are not fluent in English. Tien et al. (2020) stated that most high school students have grammatical competence and limited vocabulary. Finally, they have difficulty expressing themselves effectively, especially word-finding and refining questions.

The last, it showed students' preferences in using full EMI, partial EMI, or Bahasa Indonesia during teaching and learning proces. Following data collection from interview results that was done by the researcher. The students preferred to use partial EMI, namely mixing into English-Bahasa Indonesia in teaching-learning activities in Cambridge class for the 10th grade. They stated that EMI could be carried out gradually; partial EMI is a viable option for now i.e. for the 10 grade. It has something to do with the difficulties faced by students, either students or teacher lack of English proficiency. According to Ibrahim (2001) stated that the use of total immersion/full EMI is considered inappropriate to be implemented in learning, then partial EMI program is the right choice, taking into account whether the participants and teachers are effectively implemented partial EMI, the scope such as used in subjects and types of assignments given to students, as well as semester level. Moreover, a study conducted by Belhiah and Elhami (2014) showed that students recommend using English as the primary medium of instruction in learning. But, the use of Arabic must also be flexible to help students understanding. In addition, the study conducted by Tarnopolsky and Goodman (2014) at Alfred Nobel University in Ukraine found that both students and teachers had realized the importance of using EMI to help improve English language skills. But, they

stated that using two languages in EMI classroom can show the ecological power of language for future life. Besides, the students prefer to use partial EMI in the learning process. In relation to this, research conducted by Soruç's & Griffiths (2018) this quantitative study stated that most students support partial EMI because students are more active and understand lectures than taking notes continuously, while full EMI students are always careful in listening to explanations. This study also found when attending lectures, they took notes in English and wrote the keyword during listening in the lecture in Turkish so that they could understand.