THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION AT A UNIVERSITY IN JAMBI: STUDENTS' PERSPECTIVES

A THESIS

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of English Education Program

WRITTEN BY
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APPROVAL

This thesis is entitled "The use of English as a medium of instruction at a university in Jambi: students' perspectives". Written by Eka Rizki Oktavia, student's registration number P2A420012 has been corrected and approved by the first and the second supervisors to be examined in front of a board of examiners.

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DECLARATION OF ORIGINALITY

Eka Rizki Oktavia, P2A420012, clarifies that this thesis is my work and has not been submitted in another degree or diploma at any university or other institute or tertiary education. However, information derived from published and unpublished works has been acknowledged in the text as a list of references is given in the references.

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MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

"Maka nikmat-nikmat Rabb kalian yang manakah yang kalian berdua (jin dan manusia) dustakan?"

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ABSTRACT

The purposes of this qualitative research were to explore the students' perspectives on the dominant use of English as a medium of instruction, their encountered difficulties and strategies to overcome challenges in listening to lecturers who used mainly English as a medium of instruction. In doing this research, the researcher used a basic interpretive approach. There were 10 participants participated in this research. Data collection technique was by using interviews. The results of the research showed that the researcher found that some student agreed with the use of full English and some agreed the use of English as medium instruction with the terms and condition. The results also indicated that two themes of difficulties were identified, including internal (lack of vocabulary and lack of knowledge) and external (lecturer accents, and lecturer's attitude). This results also revealed that there were three identified students' strategies to overcome challenges listening to lecturers who mainly use English as a medium of instruction, including self-management (practice, reading the material before learning, less noise or distraction), asking for help (asking friends and asking lecturer), and the benefits of technology (listening to music, opening Google translate, and opening dictionary)

Keywords: *Student, perspectives, Dominant, English, University*

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

Educators must be creative in choosing and determining appropriate methods or approaches to be applied in learning. The selection of methods, approaches, models, or strategies should be decided before being presented in the classroom. The choice of method must be in line with the learning objectives. Methods in learning English, especially in teaching language skills such as aspects of grammar and speaking orally and even in written language. The application of the method in the learning process should pay attention to the characteristics of students and the teaching materials to be given. The use of methods should be used continuously in learning English as a foreign or target language.

A teaching method can provide optimal results, if its application considers various factors, including students, learning methods, teaching materials, and the level of difficulty of the teaching materials used. English is one of the subjects that is considered difficult by most learning outcomes but also on their motivation and interest in learning. This is indicated by the low absorption of students which can be seen in the very minimal number of students who can achieve learning outcomes according to the standards required by the curriculum. At the local level, the low absorption of students can easily be seen in the daily teaching and learning atmosphere. Many students are not only unable to understand the content of English discourse but

also lack interest in students in participating in lessons in a reasonable and participatory manner. This means that some students participate in learning English not because they like the subject in question, but because they are afraid of being neglected and or not being included in the exam or not getting grades. Therefore, it is necessary to have certain learning methods that are relevant to the condition of students in general.

One of the obstacles faced by students in learning English is that they have difficulties understanding the subject matter conveyed by the lecturers who dominantly use English. Using the first language when learning a foreign language (English) is most useful for beginners because students at this level have little or no knowledge of English. It can also be used to introduce the main differences between English and Indonesian, save a lot of guesswork, motivate students, and reduce their anxiety.

However, it is different with students at the top level. Students who are taught in English only will have the opportunity to develop their English skills. However, some students may have difficulty capturing the ideas explained by their lecturers in class. In addition, they may also lack the confidence to express their opinions in front of the class. In addition, for Indonesian language learners, to overcome difficulties in learning and build their confidence, the use of Indonesian is considered necessary by some students and lecturers in their English classes. Auerbach (1993:20) claims that current theories of Second Language Acquisition suggest that L1 use "reduces anxiety and enhances the affective environment for learning, takes into

account sociocultural factors, facilitates the incorporation of learners' life experiences, and allows for learner-centered curriculum development". Similarly, L1 use is claimed to be time-efficient in certain situations (Atkinson, 1993; Chambers, 1992). The use of Indonesian in their English class is very helpful in the teaching and learning process, as long as it is not too much and does not become a habit in the classroom.

As a student in the English education program, the researcher experienced the problem faced by the students. Several students find it difficult to understand the material being conveyed when the lecturer uses English all the time. They feel they have little vocabulary. The students also feel that their scores will be low because students find it difficult to understand the material given by the lecturer. So, the researcher is interested in research to find out whether teaching using English predominantly in the classroom is the best method for lecturers to teach English. So in this research, the researcher wants to conduct a research entitled "The Use of English as a Medium of Instruction at a University in Jambi: Students' Perspectives ".

1.2 Research Questions

The research questions of this research as follow.

1. How do students perceive the dominant use of English as a medium of instruction in the classroom?
2. What are the difficulties encountered by the students' when the lecturers mainly use English as a medium of instruction?
3. What are the students' strategies to overcome challenges in listening to the lecturers who mainly use English as a medium of instruction?

1.3 Limitation of the Problem

This research is limited to describe students' perspectives about the use of English as a medium of instruction. This research takes place at a University in Jambi. The researcher decided to choose English students as the subjects of the research because the students have experiences. In addition, the techniques of data collection are interview. Audio recordings as interview are transcribed.

1.4 Objectives of the Study

There are three objectives in this study, these are: the researcher want to know what the students perceive about lecturers who dominantly use English as a medium of instruction and if there any difficulties encountered to the students' when the lectures mainly use English as a medium of instruction and also to know what are the students' strategies to overcome challenges in listening to the lecturers who use mainly English as a medium of instruction.

1.5 Significant of the study

The significance of this study is expected to add and enrich insight especially about using the English language dominantly when teaching English. This research has benefits for the students, lecturers, and the researcher. For the students, although during the process of teaching and learning there are some lecturers using English dominantly as a mediated instruction in the classroom, they should still learn and try to understand the subject matter presented by the lecturers, more often learn and practice again at home. This research also will help the lecturers to know their student's perspectives of lecturers who use English dominantly as a medium of instruction, especially when the lecturer teaches, interact and communicate with their students. For other researchers, this study is expected to be able to be used as the basis for further research thinking doing similar research.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

2.1 English as a Medium Of Instruction (EMI)

The language of instruction is the language used in the teaching and learning process. According to Simanu-Klutz (1999), instructional language is the language of the classroom. This means the language is used for all activities in the classroom. For example, when the teacher gives instructions to do assignments, sit in pairs, or when the teacher explains the material, and controls the students.

The language of instruction is also known as a medium of instruction. This can be seen from the meaning of the medium. According to Schmidt (2002), the media is something that is used to convey messages from one person to another. Language is something that is used to transfer messages, ideas, and information to someone. In the context of the classroom, the use of foreign languages, especially English as a medium of learning, has become an interesting issue that has attracted the attention of researchers. Marsh (2006) claims that English continues to establish itself as a global lingua franca in this unprecedented period of globalization.

English as the language of instruction is used by most countries while the rest use their first language as the language of instruction. English was chosen as the instructional language because it is the international or global language used to communicate with people around the world. In addition, English is also the language of science and technology. Today, there is not a single

country in the world where English cannot be understood. English as the language of instruction is also used in Indonesia. In Indonesia, English is also used from kindergarten to university as an instructional language.

The researcher concludes that using English as the language of instruction as the target language in the classroom is very important during the language learning process. English as a medium of instruction can be defined as the use of English to teach and is applied in several countries where the first language of the majority of the population is not English.

2.1.1 The problems of EMI

There are some problems with the use of English as a medium of instruction classroom:

2.1.1.1 Inadequate level of students' English proficiency

Cheung (1984) showed that the majority of secondary school students entering English-medium school had low levels of vocabulary and grammatical competence in English and they were unable to read content subject textbooks with comprehension. They have difficulty expressing themselves effectively, especially in paraphrasing, finding words, and perfecting statements. The weakest students cannot understand even very simple written texts in English.

Their learning style basically consists of translating content words in a text written in English by searching the dictionary and writing down the characters in addition to the English Vocabulary in their notes or textbooks.

To prepare for exams and exams, they must commit to memory terms and separate pieces of text in English that they do not fully understand.

Under such conditions, it is highly unlikely that these students can develop intrinsic interest and motivation in learning. Given the students' poor standard of English and the pressure to cover a syllabus loaded with factual content, teachers consider using mixed language for classroom instruction to be inevitable or even desirable. This situation is also common in some schools that have a better intake of students. Findings from local studies (Brimer, et al., 1985; Cheung, 1984; Hirvela and Law, 1991; Johnson et al., 1985; Johnson and Lee, 1987; Lai, 1991), however, suggest that many EMI students may not learn effectively in English, and there is no evidence that these students develop adequate English proficiency through English deepening.

2.1.1.2 Lack of motivation

It is seen that most of the students fail to learn the target subjects due to a lack of motivation and other similar variables. Gardener, Lalonde, and Moorcrof (1985) added that motivation affects language achievement. Gardener RC and Mac Intyre (1991) argue that an integrative approach might exert a positive interest in language learning due to increased levels of motivation. A study by Gordon (1980) found that students' attitudes towards target achievement can be one of the most important indicators of student achievement. As mentioned earlier, motivation plays a very significant role in encouraging learners to come to the desired level. Because teaching is considered an interactive process and two directions are concerned.

The teacher must convey the material to the students, and they must accept the teacher's delivery. The motivation of teachers and students also interact to produce better results or else the whole activity will be wasted. In another study, Deci, Vallerand, Pelletier, and Ryan (1991) said that learning skills and behavior patterns have a close relationship and influence each other during teaching and learning activities. Internal and external motivation is important in certain educational contexts. Sometimes, external motivation affects the internal motivation of teachers and students. Intrinsic (internal) motivation is very important which creates the basis for other people to form motivation. This has been well understood as a sense of satisfaction that students get during the process.

On the other hand, extrinsic motivation is the result of those external factors that encourage participation in the classroom. So, according to Brewster, et al (2007), a teacher must work hard to maintain the feeling of joy (feeling of enthusiasm) of students in order to optimize the quality and learning outcomes. Issues such as interest, attitude, dedication, and commitment are not only related to the educational context in some countries, they are perhaps the most challenging issues in the educational field around the world as well. A teacher without motivation, sincerity, and dedication may not be a true professional as a teacher, because one of the characteristics of a professional teacher is a teacher who has a sense of concern for students, other teachers, and parents of students. Teachers always help students progress, develop pedagogies that can encourage students to learn, are able to

know students' needs, and maintain relationships with students in any situation (Gao and Qinghua, 2013, p. 85).

2.1.1.3 The additional workload for teachers and students

Students' poor English proficiency is considered the biggest content problem of instruction using EMI. Nguyen et al (2009) conducted a survey at Vietnamese universities saying that students' level of proficiency in spoken English is not good enough to express professional knowledge and concepts. Poor command of written and spoken English stems from inappropriate methods of teaching and learning English as a Foreign Language (EFL) programs in secondary schools in Vietnam.

Thus, teachers and students concentrate on how to solve common exam problems. Teachers try their best to teach so that students can pass the exams and students try to study as hard as possible in order to pass the exams. In addition, while the EFL learning objectives are focused on vocabulary and comprehensive reading, English grammar and structure are tested at the end of the program.

The contradiction between what students learn and the content in which they are tested makes EFL Learning boring and ineffective. In the Indonesian context, most teachers use English that is not understood by students because of the choice of words or sentences used and unclear pronunciation so students feel the need to review lessons by rereading alone or in groups or by attending additional classes. As a result, students have difficulty in doing the assignments given by the class or homework because they are unable to

understand the meaning or what is expected of the assignment. Students have to re-learn what has been taught in class in Indonesian in order to be able to do assignments well (Artini 2011).

2.1.1.4 Lower quality of knowledge transfer

Academically, the low ability of lecturers and students can lead to inefficiency and ineffective teaching and learning processes. Most of the lecturers have limited proficiency in English. As Ibrahim (2014) said that lecturers who cannot speak English fluently and accurately may be considered incompetent to teach. In decision, convoluted conversation, rambling, grammatical, lexical, and unclear pronunciation can make students difficult to understand the instructions given by the lecturer. In addition, a lecturer who has poor English reading comprehension of textbooks, an important source of information, can cause students to misunderstand or even misunderstand, which in turn can result in misinformation, the effect of which is detrimental to the student's academic development.

For example at the University of Málaga, research conducted by Barriosa et al., (2016) showed that students feel that their expectations have not been met in terms of using English in subjects that should be taught in English. Many students think that the level of English Proficiency of a particular lecturer is not high enough to teach in English and as a result, the first language is used more often than English in their lessons. In addition, students are not forced to do all their written assignments in English. Some of them even complained about not being forced to use English more often.

Moreover, they did not feel that their level of English competence had significantly improved as a result of belonging to a group where the program was partly taught in English. As Wilkinson (2013) rightly notes "Students have expectations about the quality of EMI: they expect to learn the content they have enrolled in, and they expect their language competence to improve" (Wilkinson, 2013). Moreover, contrary to the expectations of some teachers, a high level of competence in English is not the only skill that is critical to effective EMI.

Teachers also need to impart knowledge, promote cognitive and metacognitive skills, engage in sophisticated thought-provoking interactions, and design teaching materials where instructional language learning and related subjects are integrated with subject content knowledge (Klaassen, 2008). Thus it is imperative that teachers engage in some form of methodological training for teaching in other languages, and recognize and address students' difficulties in academically performing and expressing themselves in a foreign language. While in Indonesia, even though the teachers have taught for many years, they still do not feel confident in their English skills and they are not sure that they can pronounce English words correctly. Therefore, they often use Indonesian in teaching the learning process. According to Sundusiyah (2010) and Kustulasari (2009) as quoted in Sultan et al (2012), most of the RSBI teachers examined had low English skills.

2.1.1.5 Availability of teaching materials in English

The availability of textbooks in schools can hinder or reduce the motivation of students and teachers. The students mostly showed a lack of additional subject matter and had difficulties in understanding what to read in English as another problem faced in English learning and teaching (Çelik & Kocaman, 2016; Akdoğan, 2010, Peker, 2007, Oğuz, 1999) in the literature. For example, in Vietnamese universities, Nguyen et al (2018) concluded that teachers and students at Vietnam universities lacked English teaching materials and learning resources to serve as references for assignments, work, and research.

Therefore, the capacity of the library should be increased by increasing the number of books, materials, and magazines on content teaching programs in English as well as electronic libraries for all teaching and learning professions. In the Indonesian context, based on the results of research conducted by Choji (2017) at SMKN 1 Sidoarjo, all teachers use textbooks as a guide in providing learning materials. Some teachers and students have problems because of the lack of availability of textbooks for them, not all students have textbooks so they have to share them with others, students and teachers also do not have guidelines for which books are appropriate and standards must be met to be used as learning materials in the classroom.

In conclusion, EMI is the English language used by teachers as the language of instruction in the classroom, not only for English lessons but also for all lessons in school. In fact, the role of the language of instruction in the

context of formal learning in the classroom is very important (Martin, 2003). The language used must not be in accordance with the context of a native speaker of the language, but must be in accordance with the level of language proficiency of the learner. If the teacher uses a language outside the range of the student's language, of course, the learning process is less successful because students are less able to receive messages or information from the teacher. Likewise, when the teacher does not have adequate English skills, students will experience confusion in understanding the knowledge conveyed by the teacher.

2.2 Challenges in Learning English

Problems in learning English are not only found at the elementary, middle, and upper education levels but also continue to the tertiary level. Several studies have proven this for every English skill (Panggabean, 2015; Megawati & Mandarani, 2016; Lituanas et al. (1999); Hasan, 2000). This is inseparable from the problems that will arise when the learning process is delivered. To fulfill their obligations as students at a university, they are required to take English courses and even have to pass the TOEFL test with a fairly high score. Students who do not have a strong language background from elementary to high school will feel very burdened by this situation. So that English learner who does not explore knowledge in their field, have the potential to produce various responses in the learning process (Zuomin, 2005).

Every learner has his own problems but the most common is that different instructors can provide different information about students' problems during

language learning. These problems may be lack of vocabulary, correct pronunciation, indecision in speaking, understanding the grammar of new language structures, and lack of interest, most of the students use translation methods to understand the second language. The most common cause of problems faced by learners of English as a second language is the inherent structure of their first language or mother tongue from day one. Even with qualified teachers, adequate materials, and exposure to native English speakers, there are still a number of problems that every ESL student will face. For learners who want to master foreign knowledge, there are several steps they can take to improve their English skills. As an illustration, they have to be extra careful to make sure they use the correct material recommended by a reliable English teacher and they have to get audio material so that he or they can hear the pronunciation of strange words clearly and correctly.

2.3 The Strategies in Learning English

There are many experts who provide definitions of learning strategies. O‟Malley and Chamot (1990:1) state that "learning strategies are specific" thoughts or behaviors that individuals use to help them understand, learn, or retain new information. Oxford (1990) also shows that learning strategies are specific actions taken by students to help their own learning, to make learning easier, faster, more enjoyable, more independent, more effective, and more transferable. White (1999) in Hurd & Lewis (2008:9) state that learning strategies are generally defined as operations or processes that are consciously (or unconsciously) chosen and used by learners to learn the target language or

facilitate language tasks. In addition, Chamot (1987) in Macaro (2001:17) define learning strategies as techniques, approaches, or deliberate actions that students take to facilitate learning and remembering linguistic information and content areas.

By using the right strategy, the language learning process will be significantly improved. The right language learning strategies result in improved, faster language skills. Language learning strategies play an important role in the language learning process. In short, learning strategies are specific information processing tools used by learners to improve understanding, learning, or retaining new information. Learning strategies are used by learners to help them understand new information and solve their language problems.

English learning strategies based on the Oxford classification system (1990) are used for language skills, namely reading, speaking, writing, and listening. The strategy is divided into two main strategies, namely direct and indirect strategies.

2.3.1 Direct strategy

Direct strategy is a language learning strategy that directly involves the target language. All direct strategies require mental language processing, such as memory strategies, cognitive strategies, and compensatory strategies.

Memory strategies refer to strategies used by students to help them remember a new language. Oxford (1990) states that this strategy can make it easier for students to enter information into long-term or short-term memory

and retrieve information when needed for some learning activities. Memory strategies involve creating mental connections, applying images and sounds, reviewing well, and using actions.

Then, cognitive strategy is a strategy that helps learners think about and understand a new language and is the most popular strategy among language learners. This strategy consists of several sets, such as practicing, receiving, and sending messages, analyzing and reasoning, and creating input and output.

Compensation strategies are strategies that help learners to understand or produce to cope with knowledge in the target language. Compensation strategies are useful for making up for a grammatical repertoire and especially an inadequate vocabulary. There are two other strategies involved in this strategy, namely intelligent guessing in listening and reading and overcoming limitations in speaking and reading.

2.3.2   Indirect strategy

Indirect strategy means language learning strategies that support and manage language learning directly involving the target language (R. Oxford: 1990). Indirect strategies are classified into three categories, namely metacognitive strategies, affective strategies, and social strategies.

Metacognition is an action that goes beyond pure cognitive tools and provides opportunities for learners to coordinate their learning processes. Metacognitive strategies include three sets of strategies, namely learning focus, learning preparation and planning, and learning evaluation.

Affective strategies refer to emotions, attitudes, motivations, and values, according to Brown (Oxford, 1990), the affective domain cannot be limited. The learner's affective side is probably one of the biggest influences on the success or failure of language learning. Affective strategies are divided into three main sets, namely reducing anxiety, encouraging oneself, and measuring emotional temperature.

Furthermore, social strategies can be stated that they relate socially to mediate activities and transact with others. Three sets of social strategies, they ask questions, cooperating with others, and empathize with others.

2.3.3 Academic Listening Survival Strategies

Since English is an international language, it is spoken in many different accents. The instructor's speaking style, such as speed, clarity, and volume, is also a factor that influences the listener. These linguistic features can cause problems for students in recognizing sounds and translating them into recognizable words. Students may know the word but may not hear or "recognize" it, so they may not be able to associate the sound with the word they know. Alternatively, the student may not know the meaning of the word and cannot associate the sound with a meaningful word in the vocabulary. Therefore, it is also a matter of linguistic competence and broad vocabulary (Jarvis et al. 2018).

1. Understanding the lecturers' accents

One of the most interesting and rewarding aspects of going to college is interacting with lecturers and students from different parts of the world. It also

means you have to adapt to the different accents used to speak English. Accents are a way of describing how people from different backgrounds sound. Student probably remembers hearing different accents while watching your favorite English TV show. Understanding different lecturers are like learning the accents of different actors on television. It probably lasted a few episodes, and you may have asked friends who were watching, checked subtitles, searched for background information online, etc. Similar strategies can be used to understand different instructors. . Our research shows that students tend to get used to professors who have a different accent than they do. This usually happens after a few instructors. Remember, a good listener is someone who can understand different accents.

Tips:

a. Ask where lecturer from and listen to their accent

b. Treat the lecturer's slides like subtitles

c. Follow the body language of the lecturer's

d. Read before class to stay up to date with the course

e. Sit with classmates

Search: Understanding accents

Online learning resources:

• IELSTS listening tips – Different accents
https://www.youtube.com/watch?v=uFh_xt93M_ E

• How to understand different English accents
https://www.bloomsbury-international.com/blog/2013/03/15/how-to-understand different-English-accents/ (ok)

• Phonological variation

http://www.bl.uk/learning/langlit/sounds/regional-voices/phonological-variation/

2. Understanding the lecturers' use of connected speech

Some lecturers may use connected language that makes it difficult to choose keywords. Connected speech is about combining words in sentences. Words can sound different when they are combined in a sentence. This makes it difficult to perceive words and understand the meaning of what the lecturer said.

Tips:

a. Read-ahead familiarizes you with the language of the subject and provides a good vocabulary list to use for essays, presentations, and exams.

b. Watch the lecture slides as you can hear the lecturer pronounce the keywords.

c. Ask the lecture to provide details during Q&A sessions and breaks.

Search: Understanding my lecturer

Online learning resources:

• British Council – Connected Speech
https://www.teachingenglish.org.uk/article/connected-speech

• Connected speech & linking American English pronunciation
https://www.bing.com/videos/search?q=understanding+connected+speech
&view=detail&mid=62A1AEDC2EF04DB740A062A1AEDC2EF04DB7
40A0&FORM=VIRE

• BBC Learning English – Pronunciation tips
http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/conn
ected/index.s html

3. Keeping up with lecturers who speak fast

Some people speak fast. One of the reasons is the ability to share a lot of information in a short amount of time. In a learning environment, instructors know to give students ideas for the first time and usually speak slowly. Lecturers understand that some students feel that the lecturer speaks too quickly because they struggle to grasp new concepts and vocabulary. As students become familiar with the subject, the language they have been confusing becomes second nature. Reduce distractions so students can focus on the lecturer instructor and slides. If the student still can't hear it, talk to the lecturer.

Tips:

a. Sit with fellow students with whom you can exchange ideas.

b. Try increasing the playback speed of the YouTube video. It's more fun if you do it with your classmates.

c. Control your anxiety when you lose track of the lecture. Take a deep breath and wait for a convenient point to refocus on the lecture.

Search: listen to a quick talker

Online learning resources:

- Learn to understand fast speech in English: a 20-day challenge with JenniferESL – A 20- video series. Each video offers explanations, models, and practice.
https://www.youtube.com/playlist?list=PLfQSN9FlyB6SEBVnec8LY-x

- Fast talkers
http://vipenglishclassescampinas.com/blog/everyday-grammar understanding-fasttalkers/

- Understanding fast talkers:
https://www.youtube.com/watch?v=B0YkZwkz5TY

4. Dealing with a lecturer's lack of intonation or stress

When learning English in school, many students are taught to focus on the speaker's accent and intonation in order to understand keywords. However, research shows that many students feel that some lecturers do not use enough stress and intonation. This can make important words hard to hear and can bore students.

Tips:

- Maintain focus throughout the presentation and look for other clues to important information, such as PowerPoint slides and body language.

- Stay motivated and alert during lectures, even if you are bored.

Source: English accent and intonation

5. Understanding unfamiliar or technical vocabulary

Research shows that understanding technical terms and subject-related vocabulary is one of the biggest challenges students face at English-speaking universities. The amount of new vocabulary in specialized lectures may be confusing at first; students can help yourself with word lists. Many of the new words appear in course materials such as lecture notes and his PowerPoint slides. In college life, the same words may be used in different subjects. Mastering specialized vocabulary will show your friends and professors that you understand the topic professionally.

Tips:

- Create a glossary of keywords. Share them with your classmates.

- Use a dedicated dictionary. Examples: Encyclopedia of Engineering Science, Encyclopedia of Science and EngineeringLinguistics.

- Learn to pronounce technical terms.

Search: Developing technical vocabulary

Online learning resources:

- Techniques for improving vocabulary
  http://fluentlanguage.co.uk/blog/techniques-for-learning-vocabulary
- Improving your technical vocabulary
  https://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/academiceng
  lishskills/vocabulary/tech/
- Using context clues: https://www.youtube.com/watch?v=85QcLiXBm6A

2.4 How can teachers help students overcome listening problems?

At the very least, we can provide students with appropriate listening materials, background and language knowledge, valid skills, comfortable teaching conditions, and exercises to help them find effective listening strategies. Here are some helpful ideas (Hamouda, 2013):

1. Adjustment and improvement of listening materials.

It is clear that students have different learning styles and abilities. Teachers should therefore adopt and adapt listening materials to suit the interests and backgrounds of their students. Because listening materials only inspire and motivate students if they easily do what they already know. Challenge and match them interest.

2. Activate students' vocabulary.

Research shows that one of the main causes of students' listening comprehension is a lack of vocabulary. The majority of all students report insufficient vocabulary for listening comprehension, and a minority of students complain that their vocabulary is insufficient to comprehend. Vocabulary deficit, therefore, is a major obstacle to listening comprehension, as recognized by Underwood (1989) and Higgin (1995), so teachers provide students with the specific keywords necessary for listening comprehension. is needed. However, before explaining the meaning to the students, it is a good idea to activate the vocabulary of the students by asking them to guess the meaning of the words used in the listening context.

3. Use different types of inputs.

Teachers also need to provide students with different types of information such as lectures, radio news, movies, television programs, announcements, daily conversations, interviews, storytelling, and English songs.

4. Use of visual aids.

Teachers use visual aids or draw pictures or diagrams related to the listening topic to encourage students to actively guess and imagine. Visual aids capture the learner's attention, motivate them to the topic, help them relate to the content of the spoken text, and help the listener overcome difficulties such as unfamiliar words or minimal word pairs.

5. Accent.

Make students aware of different native accents. Of course, strong regional accents are not suitable

2.5 Previous Research Findings

The previous study is the result of the research from the previous researcher related to this research. There are some researchers who are interested to study Students' Perceptions of lecturers using English predominantly as a Medium of instruction.

The first researchers are Haryanto et al., (2016) entitled "Indonesian or English? EFL Student Teachers' Preference and Perception on the Language Use in the Classroom". The method those researchers use is a mixed methods design with the questionnaire and Focus Group Discussion (FGD). The questionnaire was used to reveal the students' perception and their preference for language use as the medium of instruction in their English classroom. Then the FGD was conducted to support the data gathered through the survey questionnaire and to reveal the advantages of using both L1 and L2 in the second language learning process. The research aims to investigate learners' perception of teaching English using Indonesian and English, and learners' preference for language use as the medium of instruction. The result showed that the students were excited to have English as the medium of instruction in their classroom. However, they also welcome the L1 (Indonesian). In addition, the learners preferred to have English as the medium of instruction in their English classroom. The use of both their L1 and L2 should be balanced.

The second researcher is Tsukamoto (2011) entitled "Students' Perception of Teachers' Language Use in an EFL Classroom". The paper-based questionnaire was used to encourage students to answer honestly according to their personal experiences and thoughts. The research aim is to examine students' perception of teachers' use of language in EFL classrooms. The result showed that the questionnaire results from students show that regardless of their proficiency level, most students appreciated that the classes were conducted in English only rather than using Japanese.

The third researcher is Septiani et al.,(2021) entitled "The Use of Target Language in a Classroom: Focusing on an Indonesian EFL Teacher". The method those researchers use is a descriptive case study garnered through non-participant observations and analyzed thematically for data collection. The observation was used because it helps researchers gain the observed phenomenon, person, and practice more effectively and holistically. The research aims to know how English as the target language is deployed as a medium of instruction and communication among teachers and students. The result showed that utilizing the target language in pre- and post-activities and commanding the student by using the target language became an obvious picture of how the TL is used as a medium of instruction and communication among teachers and students. Pedagogically speaking, encouraging students to communicate in the TL (English) enables them to generate their willingness to communicate in the TL and language awareness of the significance of TL in classroom learning practices.

A similar thing between the previous studies and this research is in the focus on Students' Perceptions of lecturers using English as a Medium of instruction. While the differences are in the participants of the research, this research focuses on Students' Perceptions of lecturers who used predominantly English as a Medium of instruction.

CHAPTER III
METHODOLOGY

3.1 Research Design

This research is designed qualitatively by using basic interpretive approach as a methodology of the research. The researcher also interested in understanding more deeply the problems related. In line with Creswell (2008) state that in Qualitative methodology qualitative research involves the field work. The researcher physically goes to people, setting, site, or institution to observe or record behavior in its natural setting. And also Creswell (2013) theory that qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems.

Researcher also used the interpretive paradigm, so researcher can see phenomena and explore experiences from the object of research. The interpretive approach departs from efforts to seek explanations of social or cultural events based on the perspectives and experiences of the people being studied. Newman (1997) said that the interpretive approach is a social system that interprets behavior in detail by direct observation.

In line with that the aims of this research that the researcher wants to know students' perspectives of lecturers using English dominantly as a mediated learning instruction. Therefore, the researcher chose qualitative as a methodology of this research.

3.2 Setting and Participants of the Research

This research was conducted at a public university in Jambi. This campus was selected because the problem in this study experienced by the student in this campus. Therefore, this campus is a suitable and contextual place of investigation for this research. This research focused on the sixth semester students in English Education Program, Faculty of Education and Teacher Training. The participants of this study consisted of 10 students. The students were six girls and four boys.

The researcher used a purposive sampling technique in selecting the participants. According to Patton (2002), purposive sampling is the process of identification and selection of information in qualitative research as the most effective use of a limited source. Participant recruitment was based on several considerations. First, during the English Education Program for six semesters some lecturers who using the dominant English language when teaching English in the classroom. Second, they are willing to participate in this research. Third, they are EFL learners who have passed learning some subject skills in the previous semesters. As a result, they were deemed appropriate to the needs of this study.

3.3 Technique of Data Collection

This research collected the data by utilizing interviews with the participants. According to Holloway & Wheeler (1996), interview structure can be in the form of an unstructured range to a structured design. In general, qualitative research uses unstructured interviews and semi-structured when researchers ask some participants or subjects and record their answers to obtain in-depth information

about their strategy, difficulty, problem-solving, and belief about the topic. In this study, the researcher used semi-structured interviews. Blanford (2013) stated that a semi-structured interview is where the questions are already planned prior but the interviewer gives a chance to the interviewee to elaborate and explain a particular issue through an open-ended question. The researcher would like to use a semi-structured interview because it allows the interviewer to be prepared and develop the question according to the interviewee's responds. To get the information, the researcher asks some questions related to the research question.

In practice, researcher selected 10 participants who were studying in the sixth semester when the study took place. Prior to data collection, the researcher contacted them to ask about teaching and learning process in their class, specifically about lecturers who use English language dominantly in classroom. Researcher explained the purpose of this research and asked the participants' willingness to participate. The interview was conducted face to face and each participant was interviewed for about 22 minutes. Furthermore, the researcher asked participants' permissions to record the conversation during the interview and the interview recorded by using a hand phone and video recorder. During the interview process, the researcher used Indonesian language and the participants are welcome to speak and answer questions using English, Indonesian or mix English and Indonesian.

The interview process did in five steps. (1) Identification of interviewees (2) Participants give the interview protocol is provided to the participants about one week before the scheduled interview date so that the participants have time to

think and prepare answers to the initial questions (3) Preparing the interview, the nature of the question, help tools, adjusting the time and place, making an appointment (4) The first step, identifying the focus on the problem, creating an introductory question (open and structured) (5) Interview according to the preparation performed, prepare interim notes (6) Record the interview results. It means the researcher transcripts the result of the interview (7) End the meeting.

Table 1. Specification of Interview Protocol

No.	Research Question	Question Item
1.	Greeting	Question no 1
2.	General Experience	Question no 2, 4
3.	First Research Question	Question no 3, 9, 10, 11
4.	Second Research Question	Question no 5, 6 (Difficulties)
5.	Third Research Question	Question no 7, 8 (Strategies)

3.4 Technique of Data analysis

Data analysis was an important step in doing research. The purpose of data analysis is to answer the research question. The researcher analysed the data after the data have been collected. Bogdan & Bicklen (1982) data analysis is the way of researcher to find and arrange interview transcript, field notes and other data that have been collected so they can increase their understanding and allow the researcher to present what have been found to others. The researcher transcript all the data had already been gathered from interview.

Then, according to Miles and Huberman (1992:16) there are three activities in the analysis of data items, namely: data reduction, display of data, and conclusion.
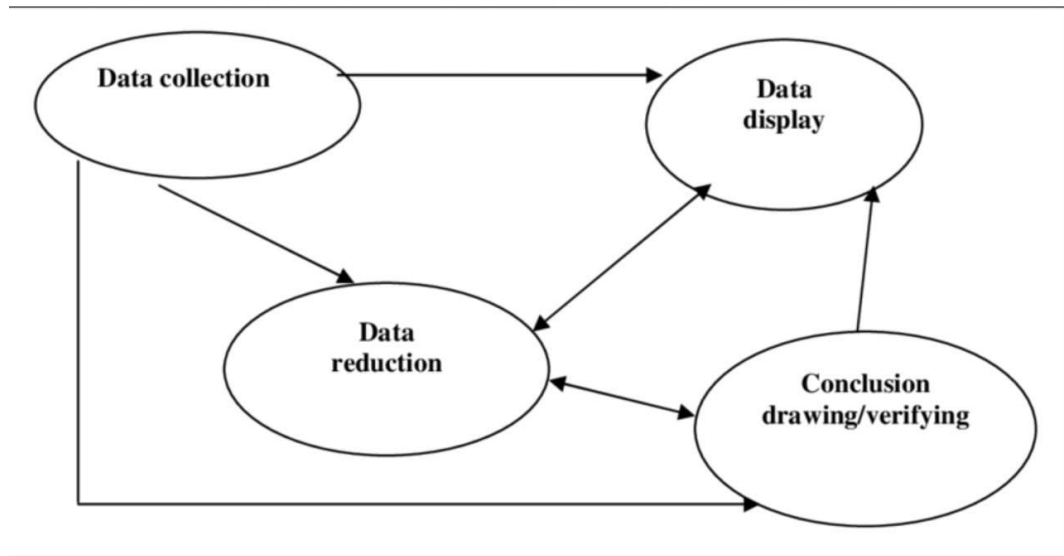
Qualitative data analysis by Milles and Huberman, (1992:16)

The analysis models applied in this research can be explained with some steps as outlined figure 3.1:
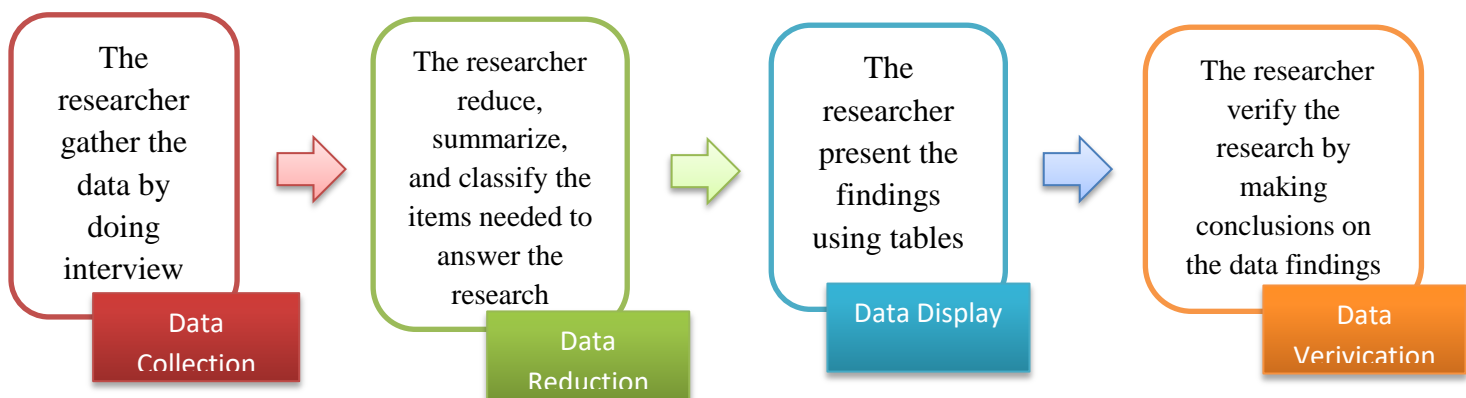
Figure 3.1. Interactive data analysis model schema by Milles and Huberman, (1992:16)

3.4.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this analysis, the researcher discussed students' perception of using the English language dominantly by lecturers as a mediated instruction learning when teaching English. The researcher simplifies and transforms in various ways, such as through rigorous selection, summaries, or short descriptions, classify them in a broader pattern.

The researcher does the coding of the data generated in the field. The code aims to choose which data is discarded, which patterns can be used as research results, summarize the stories that develop, and which data are not related to the research objectives.

3.4.2 Data Display

The aim of this step is to make sense of the data that had been collected by displaying related concepts from different statements" (Miles & Huberman, 1994). The data could be displayed in form draft, description, or the correlation between each category.

By looking closely at the presentation of the data, the researcher easier to understand what happened and what to do. Data form presented in the form of a brief description or table. The presentation of the data is directed so that the reduced data is organized, and arranged in a relationship pattern so that it is easier to understand and plan further research work.

In this step, the researcher tries to compile relevant data so that it becomes information that can be concluded and has a certain meaning. The process can be done by displaying data and making connections between phenomena to interpret what actually happened and what needs to be followed up to achieve the research objectives.

3.4.3 Conclusion/Verification

Initial conclusions presented are still provisional, and will change if no strong evidence supporting the next phase of data collection. But if the conclusions put forward in the early stages, supported by evidence of valid and consistent when researchers returned to the field to collect credible conclusion.

The example of first data collections someone analyzed qualitative by beginning to seek supporting information and took the rote of the explanation patterns of configuration which could be clear the cause and presentation effect of proposition from data reduction of the data in the conclusion making as one of related things during the period before collections. Taking conclusion in my opinion as researcher is only part of activity in thought configuration those conclusions are varied, as long as the researcher takes place.

3.5   Trustworthiness and Ethical Consideration

In this research, the researcher used member checking to check the trustworthiness of the data. Creswell (2005:252) stated that member checking is the process in which the researcher asks one or more participants in the study to check the accuracy of the account. This check involves taking the findings back to the participants and asking them (in writing or an interview) about the accuracy of

the report. The researcher asked participants about many aspects of the study such as whether the description was complete and realistic if the themes are accurate to include, and if the interpretations are fair and representative.

The researcher does it continuously while in the field and writes from the results of the field. This step is also carried out until the end and gets data on the objectives of the research. Thus, the category process finds patterns or themes by looking for relationships between the categories that have been found.

In conducting this research, the researcher ensured that ethical requirements are adhered to during the research process. Given the importance of ethics in conducting research and the challenges around conducting research, the researcher goes to great lengths to protect the dignity and safety of research participants. Babbie & Mouton (2001) stated that several ethical considerations are taken to make sure that study is conducted appropriately. To comply with ethical considerations in conducting research, all participants were asked by the researcher with written consent to participate in this research, particularly before the interview. The researcher explains to the participants the research purposes and processes. Permission to record the interview is also obtained from the participants. The researcher explains to the participants that their information would remain undercover. In the final report, the identity of the participants was removed and anonymous was used for the participants.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings of the research. It consists of the data findings and the discussion of the research to answer the research questions that have been set out before. It is derived from data collected over a period of one month, starting from 26 August – 31 August 2022 in one public university in Jambi for ten students in the English Education Program Faculty of Education and Teaching Training in the six semesters of the English Education Program including class A, B, C, D, and E.

This qualitative research employed a basic interpretive approach as a methodology of the research. The study wanted to explore the students' perception of listening to lecturers who dominantly use English as a medium of instruction, investigate the difficulties that students encountered when the lectures mainly use English as a medium of instruction and also identify the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction. Then, the researcher makes sure the data; confirms the addition and more explanation through interviews with the students (gathered through interviews).

4.1 Findings

The findings would be discussed below is the result of interviews conducted by the researcher with ten students in one of a university in Jambi. This section describes the description of the collected data carried out to answer the research questions; "how do students perceive listening to lecturers who dominantly use

English as a medium of instruction? What are the difficulties the students encountered when the lecturers mainly use English as a medium of instruction? And what are the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction?

The data was collected in one method: interviews. Each participant would be labeled as S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10. The researcher recorded the data accurately by using a phone or voice recorder. For each participant, the researcher was interviewed for about 22 minutes. Then, the researcher transcribed the data for one week. Interview transcripts were checked by the students in case they wanted to change or include anything they consider.

Afterward, the researcher read all the transcriptions. Then researcher began to code the whole data that relates to the research questions. At that point, the researcher listed all code words and grouped those if similar codes. After that, themes acquired with similar codes are grouped which always appear in the research. The researcher attempted to identify how the themes or categories were related in a meaningful way to the research question.

4.1.1. Students' Perspectives about listening to lectures who dominantly use English as a medium of instruction

To know the students' perceptions of listening to lecturers who dominantly use English as a medium of instruction, the researcher asked some questions to ten students about lecturers who dominantly use English as a medium of instruction. The researcher's questions on this topic were as follows: "How do you perceive lecturers who teach using English more dominantly?"

In the question above, the participant's response includes the following statements. Based on research question number 1, the researcher found that there is some student who agrees with using English and agree with terms and condition.

4.1.1.1. Agree using English

The first theme, based on the interview data, indicates that some students agree to use English as a medium of instruction. Some students explicitly mentioned that they prefer the lecturers to use dominant English. As S1 said:

> *"...more dominant in using English… giving instruction or giving an explanation. So I prefer lecturers who use English instead of using Indonesian… I like it and feel challenged, what if the lecturer asks something in English".* (S1, a male student in the sixth semester)

Based on the student responses above, he prefers the lecturers who are using English dominantly. He prefers the lecturer to use dominant English in giving instruction and explaining the materials. This is because he feels challenged while the lecturers use English dominantly. S2 had the same reason as he said:

> "*… I agree as I said earlier, because we English students are most likely to become teachers, so we English students are required to be able to speak English….*" (S2, a male student in the sixth semester)

S2 realized that he agrees to use English as a medium of instruction. It is because the student is most likely to become a teacher. Similarly, S3 also had the same perspective about it. She explicitly explained:

> **"***It's better to use English so that our English can improve more… I feel challenged. For example, I have difficulty understanding the words of the lecturer in explaining the*

material even though the words seem complex, I feel challenged because maybe from there I will be able to add my vocabulary…." (S3, a male student in the sixth semester)

As S3 responded, she agrees to use English dominantly in the process of teaching and learning. It is because she can improve her English. So that it is better to use English. Then, she also feels challenged. She feels challenged because she can increase her vocabulary by guessing the meaning of words uttered by the lecturers. While student 4 also said that:

> **"***Because we are in the English department… This can also make students more familiar when their listening and speaking English… because I have to understand the meaning of what my lecturers said …."* (S4, a male student in the sixth semester)

Based on the student responses above, it is better to use English dominantly as a medium of instruction. It is because as an English study program student, he has known English as well. Then, by using English dominantly, he also becomes more familiar with English. In addition, it also makes him focus on learning. It is because he wants to know what the lecturers said so that he can understand the meaning of the material. He also continued by saying:

> **"***Yes, feel challenged… So later the lecturer will also involve his students in learning, so students also feel involved in the learning that is being discussed in class…."* (S4, a male student in the sixth semester)

In addition, S4 says when the lecturer involves his students in learning so students also feel involved in the learning that is being discussed in class. So indirectly, students inevitably have to focus because later the lecturer will involve the students so that they understand when asked by the

lecturer. So it prefers and has a passion for learning that way. Additionally, student 5 also prefers the lecturer uses English dominantly, what an S5 said:

> "*…I agree because the use of English in class is one of the most effective ways or the best way to learn English, because there we can directly hear from the lecturer how to pronounce correctly, how to spell correctly and conversation in class….*" (S5, a female student in the sixth semester)

She explicitly explained that she agrees to use English dominantly. It is the best way to learn English. She directly hears from the lecturer how to pronounce correctly. She knows how to pronounce the word. Then, she also can spell the word correctly. It means that she can learn English more deeply. Another participant S6 similarly said:

> "*… I prefer lecturers who use English… Yes, it is the first, I feel challenged… at first, you were a little surprised because your English was dominant, but as time went on you had to accept it or not, and Alhamdulillah, you weren't surprised anymore….*". (S6, a male student in the sixth semester)

He explained that English dominantly use as a medium of instruction because it felt convenient. While the first time, he feels challenged at the beginning of using English dominantly, he was surprised. However, over time he accepted this well.

As sump up, based on the student responses above, in Q1, six students agree to use English more dominantly as a medium of instruction. They are S1, S2, S3, S4, S5, and S6. They said that they prefer the lectures to use English dominantly as a medium of instruction, and understanding when using English well affects the dominant use of English.

Some students have their perception about better if the lectures use English. It makes them easier to understand how the lecturer delivers the

material in class. Then, they felt more focused on learning because they have to understand the meaning of what the lecturers said. Then, they also are more familiar when listening to and speaking English.

S1, S3, S4, and S6 feel challenged if the lectures ask something in English. They feel challenged because they can increase their vocabulary. It means that when the lecturer speaks, they can guess the word from a sentence. As the result, they can learn English more deeply. Then, it becomes the best way to learn English because they also directly hear from the lecturer how to pronounce and spell correctly.

The researcher also knows that the atmosphere becomes one of the proved of the statement above. S1, S2, S3, and S4 have similar thoughts. The lecturer who speaks dominantly English in the class makes them pay more attention, be silent, and focus. As the S1 said:

> **"***So, when the lecturer speaks dominantly English, the class makes friends pay more attention, and there is pressure on friends.* (S1, a male student in the sixth semester)

S1 explained that the students eventually pay attention to the lecturer because she spoke English dominantly. Additionally, S2 reported:

> **"***The atmosphere is more silent, silent in the sense of trying to understand what is explained by the lecturer.* (S2, a male student in the sixth semester)

The atmosphere of the class is more silent. It is because the students are trying to understand what the lecturers explained. So that they have to learn carefully what it means by the material. S3 also has said:

> "*…it might make friends want to focus, like that…Focus more and reduce noise* (S3, a female student in the sixth semester)

It makes the student want to focus. It is because to understand the material the student has to focus on what the lecturer said. It means that they have to reduce noise. Similarly to S4 explained:

> "*Usually the classroom atmosphere is more serious. So more tense more focused on the friends… so that they know what the lecturer is talking about….*" (S4, a male student in the sixth semester)

S4 said that the classroom atmosphere is more serious. It means that his friend has to be more focused on hearing their lecturer's explanation. So that they can know what the lecturers said. The student is trying to understand what the lecturer is explaining.

As the result, the class atmosphere has several situations, such as making students pay more attention; there is pressure on students, and being more silent. In the sense of trying to understand what is explained by the lecturer. It makes the student want to focus so that they reduce noise. As the result, the classroom atmosphere is more serious and tenser.

4.1.1.2. Agree with terms and conditions

The second theme is that the students agree to use English as a medium of instruction with terms and conditions. In the results of the interviews, four students explicitly mentioned that they preferred the lecturers to use mixed languages (Indonesian and English). They do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. The first S7 said:

> "*It's 50 to 50… I feel fine or comfortable, sometimes it's difficult when I enter, for example, the lecturer is talking*

about something I don't understand. (S7, a female student in the sixth semester)

S7 realized that she feels fine using English but sometimes it was difficult to understand what the lecturer said. So that she mixes English and Indonesian language as a medium of instruction. Additionally, she also continues by explaining:

> "*…I personally mix Indonesian-English, because there is still a lack of vocabulary and lack of pronunciation… so it can affect the future so it's less focused… we're stuck in what we didn't know before….*"(S7, a female student in the sixth semester)

This can be interpreted that she prefers to use mixed languages because of the lack of vocabulary and lack of pronunciation. So that she felt difficult to understand the new words that the lecturer said. In addition, she feels less focused while the lecturer was talking, and sometimes it makes her stuck in the material. Similarly, S8 also had the same perception about mixing Indonesian and English languages as a medium of instruction. He explicitly explained:

> "*…by using a mix of Indonesian and English… in theoretical subjects, such as grammar, linguistics, and others, Indonesian should be dominant because it is a theoretical lesson, and it is also difficult for students to describe the materials being taught. But back to non-theoretical, such as listening, speaking...*" (S8, a male student in the sixth semester)

Based on the student responses above, he said that theoretical subjects, such as grammar, and linguistics are preferable for Indonesian to be the dominant theoretical lesson is difficult to describe the materials. It means that it depends on the subject and it is better if the subject discusses

the theories. So it will be easier to understand by using Indonesian. As a result, they prepare to use the Indonesian language as a medium of instruction or mixed it better rather than use English dominantly. In addition, another participant, S9 expressed that:

> "*…it's a bit difficult for me, especially when it comes to discussing theories that require understanding in that sense. So if you use English, for example, because it's difficult to understand… for materials that require understanding, such as theory….*" (S9, a female student in the sixth semester)

Similar to the S8, S9 has also reported that for the material that requires understanding, such as theory. It is quite difficult to use English dominantly. It is because it was difficult to understand the sense of the materials. As S10 reported:

> "*…full English is too difficult for students… if the lecturer had used English which was more dominant; sometimes the lecturer seemed too strict. So, I'm a bit afraid too. Because I'm afraid of getting angry, I'm afraid I don't understand, sis….*" (S10, a male student in the sixth semester)

Based on the S10 responses, he feels difficult to use English dominantly. It is because the lecturer seemed too strict. It means that he is afraid that the lecturer is angry with him because he does not understand the material well.

From the data above, S7, S8, S9, and S10 agree to use English dominantly as a medium of instruction in terms and conditions. They prepare to mix Indonesian and English language in delivering instructions or material. They felt that it is also accepted by students if use Indonesian language. After that, they also felt that it can affect the future so it's less focused on students in the class. Lack of vocabulary and other

misunderstandings make the student stuck in what they did not know before. It is a bit difficult for them. It means that difficult to understand materials that require understanding, such as theory. So that full English is too difficult.

The researcher also knows that the atmosphere becomes one of the proved of the statement above.

> "*…if from our point of view the class is usually quite active… the interactions that took place were quite going well, there was no confusion and so on….*" (S7, a female student in the sixth semester)

Based on the student responses, she shows that the class atmosphere becomes quieter. The atmosphere becomes a little quiet because everyone is trying to understand what the lecturer is explaining. The class is usually quite active. There was no confusion. It is such a quieter atmosphere; it was because the students did not understand what the lecturer was saying. That is because don't understand the material or there is a certain fear of using English in full. Even though the lecturer uses English more dominantly, it does not make the class stiff, it makes the class action. Additionally, S10 explained:

> "*…the atmosphere is quieter; there is less interaction between lecturers and students.*" (S10, a male student in the sixth semester)

S10 said that it is less interaction between lecturer and student. It means that the atmosphere becomes quiet because the lecturer uses dominantly English as a medium of instruction. While student 8 and student 9 also add that the atmosphere in the class is more passive and silent.

> *"The atmosphere in the class is usually more passive, so it's just like that, listen and invite…"* (S8, a male student in the sixth semester)

Based on the student responses, the atmosphere in the class is usually more passive. It means that students just listen and sometimes the lecturer invites the student to ask the question or answer the question.

> **"***If the situation is in class… it's silent and does not ask too many questions because… don't understand or what….***"** (S9, a female student in the sixth semester)

Then, she said that the atmosphere is also silent so that feels more peaceful. Sometimes students are a bit reluctant, and afraid. It means that the friendly lecturer makes students also sometimes comfortable and does not hesitate to convey using Indonesian. The different results if the lecturer is overwhelmed.

4.1.2. Students' difficulties with EMI

Some previous questions above show students' perception about listening to lectures that dominantly use English as a medium of instruction. They are six students who agree to use English as a medium of instruction. Then, they are four students who agree with the terms and conditions. Then, to know the student perception above, the researcher also looks at the atmosphere and the way the lecturer uses English dominantly in the classroom.

Moreover, in this research, the researcher also wants to know the difficulties those students encountered when the lectures mainly use English as a medium of instruction. Some difficulties draw in the two themes as internal and external. The internal theme is a lack of knowledge and lack of vocabulary. Then,

the external theme is lecturer accents and lecturer attitude. The table below

displays themes and sub-themes of the difficulty:

Table 4.2 Result of Students' difficulties with EMI

	Theme	Subtheme
Students' difficulties with EMI	**Internal**	Lack of vocabulary
		Lack of knowledge
	External	Lecturers' accents
		Lecturers' attitude

4.1.2.1 Internal

In the first theme, some factors make students problems in internal, such

as lack of knowledge and lack of vocabulary.

4.1.2.1.1 Lack of Vocabulary

It is based on the student interviews. The first subtheme is a lack of

vocabulary. It is to recognize many new words. Six of ten students have similar

problems. As S2 expresses that:

> *"...in terms of material that is a little complicated... there are words that I don't know the meaning of... But if it's about certain materials that need more explanation, maybe it's a bit complicated there...For example, it is difficult to recognize many new words...."* (S2, a male student in the sixth semester)

Based on the student responses above, the factor that makes student problem with English dominantly is the lack of vocabulary. It means that he does not know the meaning of the words. So that it is become difficult to recognize the new words. Other student, S5, also has problem with the lack of vocabulary. As S5 mentioned:

> *"...the difficulty is for new vocabulary because you don't know what the exact sentence or word is usually it's difficult to know the meaning because you don't know the correct way to write it….".* (S5, a female student in the sixth semester)

S5 also said that the difficulty is a lack of vocabulary. It means that he did not know the meaning of sentences or words because he did not know the way to correct the words to write. Additionally, S6 reported:

> *"If the process is difficult in learning, maybe it's about listening, sometimes I miss some words or I don't know the meaning, the vocabulary too, seems like it's still foreign to my head.* (S6, a male student in the sixth semester)

This can be interpreted that he has the difficulty in the process of learning when he was listening. It means that less vocabulary makes him miss some words while the lecturer was speaking. As a result, he does not know the meaning of the vocabulary. He tells the vocabulary was still foreign in his head. In addition, another participant, S7 expressed that:

> *"The first difficulty is that if you have never heard the words before, you will be confused and the second if you are confused at the beginning, you will be confused and follow back...there is still a lack of vocabulary and lack of pronunciation, so it's quite difficult to understand the new words spoken by the lecturer, so it can affect the future so it's less focused. what are we talking about, we're stuck in what we didn't know before"* (S7, a female student in the sixth semester)

The lack of vocabulary also makes S7 confused. It is because she has never heard the words. Then, she explains if she was confused at the beginning of the learning while the lecturer speaking, she will be confused at the end. The lack of vocabulary is quite difficult to understand the new words spoken by the lecturer. So that it can affect the focus of the student and sometimes she feels stuck understanding the meaning. Another participant also has a similar factor lack of vocabulary, as an S9 said:

> *"...when explaining a lot of English, it's difficult to understand the vocabulary, just like that sometimes… Yes, it's more like that, it's the same with the choice of words…."*
> (S9, a female student in the sixth semester)

She explains that if the lecturer uses English it was difficult to understand the vocabulary. It means the difficulty in the choice of words. She does not know the words which sometimes becomes a problem. S10 shared a similar thing, as he told that:

> *"The first difficulty I faced was the first maybe I didn't understand a little because there was some vocabulary that I rarely or never encountered when the lecturer explained…."*
> (S10, a male student in the sixth semester)

Similar to another student, he has also difficulty with vocabulary. He did not understand the meaning same vocabulary. It is because he just heard the vocabulary. Based on the student responses, all of the students feel that vocabulary becomes one of their struggles. It is because they never heard the words before that they did not understand the vocabulary. As a result, they do not know the meaning of some of the rare vocabulary. In addition, understanding the words of the lecturer in explaining the material without knowing the vocabulary is

difficult to know the meaning. It is because some words have different meanings. So that students feel that they have less vocabulary.

4.1.2.1.2 Lack of Knowledge

In the second subtheme, the problem of students in English dominantly is a lack of knowledge. There are some student problems here, such as formal and informal language, difficulty with the linguistic or discourse analysis, complicated subject, understanding the material, less confidence, less ability and academic, and less listening.

The first problem in this subtheme is difficulty in formal and informal language. As S3 explained:

> *"I also feel that my English is more dominant to informal like that. If the lecturer explains in formal English, I quite understand what the lecturer is explaining... I find it difficult to answer it using formal English, which is polite, because my English is also more impolite like that"* (S3, a female student in the sixth semester)

She realized that her knowledge of formal and informal language also has an impact on her. It is because sometimes lecturers use academic English while her vocabulary knowledge is more common. In addition, another participant, S4 expressed that:

> *"...there are some courses that will be hard to understand if the lecturers explain in full English like linguistics, discourse analysis...It will be difficult to understand because it is better to explain the material using Indonesian. So for me, lecturers should be able to balance in using Indonesian and English when teaching complex subjects...."* (S4, a male student in the sixth semester)

From the interview session, S4 has a problem in English dominantly in linguistic or discourse analysis. He reported that complicated subjects will be hard to understand. Then, it also helps students to understand the material that is presented easier. Because sometimes there are lecturers who use more academic vocabulary, but not all students know what it means, so they cannot just stuck to using full English, even if a few still need to use Indonesian when need it.

Another statement also indicates that S8 is also difficult in the complicated material so he was blank if he find the material like it. He clearly mentioned that:

> *"But if I meet difficult, complicated material using English, sometimes I was like blank"* (S8, a male student in the sixth semester)

Another participant, S5, also stated that the problem of students is understanding the material. Then, she adds about less confidence. She shared her statement:

> *"Maybe that's because you don't understand the material and also because you are afraid to speak, there is a certain fear of using English in full, I am afraid of being judged by friends like that"* (S5, a female student in the sixth semester)

She explained that she has difficulty with the material and confidence. She was afraid to speak because she does not know the material or sometimes fear of using English dominantly. Then, she was afraid of being judged by her friend. Additionally, the S9 problem is less ability and academic, as she explained:

> *"It's more back to each other's abilities… because I see that some of my friends are also not as difficult as me, they understand better, so not everyone's abilities have to be*

generalized, I think it's difficult because of their high vocabulary and academics maybe so" (S9, a female student in the sixth semester)

She said that her ability is not similar to her friends. She was difficult to understand better. Seeing their high vocabulary and academic has an impact on her. The other problem is listening. What S6, S8, and S10 have similar factors:

"*If the process is difficult in learning, maybe it's about listening; sometimes I miss some words…"* (S6, a male student in the sixth semester)

"It's difficult, returning to basic English which is not well-honed... And difficulties are like listening…(S8, a male student in the sixth semester)

"*…the second I might have a little problem sometimes in hearing too..."* (S10, a male student in the sixth semester)

Based on the student responses, all of them are difficult in listening to. It is because sometimes they miss some words. In addition, if it is basic or daily language, they are easy to understand, not academic.

4.1.2.2 External

The second theme is the external student problems in English dominantly as a medium of instruction. There are two subthemes, such as lecturer accents and lecturer attitude.

4.1.2.2.1   Lecturers' accents

Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small.

Starting in the first, some lecturers use American English and British English, S1, S2, S4, and S10 have similar though about this difficulty. As S1 mentioned:

> *"... Most of the time there are lecturers who use American English and British English, so it's a little tricky to interpret the pronunciation when explaining the material. But I'm used to it"* (S1, a male student in the sixth semester)

Based on the student responses, the problem is the different accents of the lecturer. The lecturer has a different accent, such as American English and British English. So it was difficult to interpret the lecturer's pronunciation. Similar to S2 has problems with the pronunciation of lecturer because of the different accent, she said that:

> "*... for example the difference between American English and British…Well, yes, some of the lecturers used British accents, while others used American ones. Well, sometimes there are different pronunciations and also some words have different meanings*" (S2, a male student in the sixth semester)

The different accents of the lecturers make their pronunciation also different. The effect is some words have different meanings. S10 also has a similar problem. S10 mentioned:

> *"Which is from the pronunciation of some lecturers, right? Some are different too… the accent is also different…."* (S10, a male student in the sixth semester)

Additionally, S4 has a similar problem with the lecturer's accent. What he said:

> *"And also the lecturer's pronunciation is also influential too… because there are some lecturers who use different accents such as American and British accent so some of us have a struggle with the lecturer's pronunciation…."* (S4, a male student in the sixth semester)

There are different pronunciations and the accent of the lecturer makes misunderstandings. He feels struggles with the lecture pronunciation and the accent. Later he added the vocabulary of the lecturer was also too high, he report that:

> *"And also the vocabulary used by the lecturer is sometimes too high, so the students are confused about what is being conveyed so we have to focus on what the lecturer is talking about. ..."* (S4, a male student in the sixth semester)

Some lecturers have a high vocabulary. So that he has to focus on what the lecturer said. If he does not, he will be confused because do not know the meaning of the vocabulary. It means that the problem is not only with the dominant use of English.

However, there are other supporting factors as well, such as differences in the use of accents by lecturers which affect pronunciation, the selection of vocabulary used by lecturers and sometimes there are lecturers who use academic vocabulary so that some students do not know the meaning. Maybe if these things are reconsidered by the lecturer in teaching in the classroom, such as taking the class with pleasure, and choosing vocabulary that may be easily understood by students, then maybe students will not have too much difficulty in understanding the material delivered even though they use English dominantly.

Besides lecturers who use American English and British English and the vocabulary used by the lecturer is too high. Another student problem is the lecturer speaks so fast and the voice of the lecturer is small. Two students have similar problems. It is S2 and S10. As S2 said:

> "*...there are only a few lecturers who speak English quickly. So some students don't understand or find it difficult to find out what the lecturers mean... for example, the lecturer speaks so fast, it will make me less understand what he is saying"* (S2, a male student in the sixth semester)

Based on the student responses above, he quite understands while the lecturer uses English dominantly. However, it is a little bit difficult if the lecturer speaks so fast. He did not understand what the lecturer said. Then, it becomes difficult to find out what the lecturers mean. In addition, S10 also has a similar problem. He has responded that:

> "*...the delivery is faster... for example, we are left behind in the middle of some parts when we want to hear the conclusion, sometimes it's a bit difficult... if you don't listen or don't understand fully...* (S10, a male student in the sixth semester)

Based on the student responses, both students feel that the lecturer speaks so fast in the delivery of the material. While the lecturer explain the material and did not hear it at the beginning confused about what the student said to begin and follow back the conclusion. As a result, students do not listen and make they do not understand fully the material.

The last factor is the lecturer's voice is small. It is based on the S10 reported that:

> "*Some are clear, some have clear pronouns but the voice is small even though they are full English, some are too formal so it's hard to understand...* (S10, a male student in the sixth semester)

He explained that the lecturer's voice becomes a problem for the student in English dominantly. Sometimes some things are not clear. So that it is hard to understand what the lecturer said.

4.1.2.2.2 Lecturer's attitude

The second subtheme is lecturer attitude. In this subtheme, there are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class. It means that the focus of the problem is not only on the lecturers who speak dominantly English. But also other supporting factors, such as how the lecturers process and bring the class. The nature of lecturers who enjoy or are serious also affects the activities in the class. As S1 said:

> *"...But yes, for peace with friends, the class so quiet. Sometimes it's not that friends cannot, but they are afraid or nervous, so it's lonely. However, if the lecturer is cool in class, it will be more enjoyable…."* (S1, a male student in the sixth semester)

Based on the student responses, the lecturer who enjoys or is serious also affects the activities in the class. He claims that the lecturer is cool in class and make the student will be more enjoyable. Another participant, S2, also stated that:

> "*Yes, it might be innate influence with the use of language, because if for example the lecturer… explains using full English will feel boring, even though students understand and also if the language style is not joking, it will probably add to the boredom….*" (S2, a male student in the sixth semester)

Based on the participants' responses above, it shows that he feels the class is boring if the language style of the lecturer is not joking. Even though, all of the students understand what the lecturer said or meant.

However, while the lecturer is not added a language joke or just focuses on the delivered material seems that they are not getting well all of

the class. Then, they are no interaction between lecturer and student. So, the

lecturer has to choose the language style to make class more lives.

There is any influence on the way the lecturer processes the class.

There is a serious lecturer in the class there is a relaxed one. It has an effect,

as S3 mentioned:

> *"…some lecturers may be a little overwhelmed with the
> material to be delivered… it makes me ambiguous in
> understanding the material presented. If the lecturer takes
> the class casually, I think it will also be easier to understand,
> so that what is explained becomes immediately
> understandable"* (S3, a female student in the sixth semester)

S3 said that the lecturer' character becomes one of the problems.

Sometimes some lecturers may be a little overwhelmed with the material to

be delivered. Sometimes it makes me ambiguous in understanding the

material presented. If the lecturer takes the class casually, the student thinks

that it is easier to understand, so that what is explained becomes

immediately understandable. Additionally, S5 expressed:

> *"…how the lecturer delivers the material in class…the way
> the lecturer conveys the material, if the lecturers are good or
> humble or easy- going, it is usually easier to digest the
> material… the method used, such as using
> powerpoint…"*(S5, a male student in the sixth semester)

S5 shows the ways the lecturer delivers the material. It means that

how the lecturer delivers their material with the method used, such as using

PowerPoint is also very helpful and for learning English it is usually the use

of English that is often used or dominant in class. Then, if the lecturers are

good or humble, or easy-going, it is usually easier to digest the material. It is

because the student did not feel afraid to cheer up the material without being

afraid of fault. In addition, character of the lecture has a slight effect. It means that enjoy, active, and interactive. S8 said:

> *"If a character has a slight effect, for example, there is one lecturer whose personality is clear, and even appoints one student to participate in collaboration in the teaching and learning process, so it is easier to understand…."* (S8, a male student in the sixth semester)

He said that if the nature of the lecturer enjoys and actively interacts with students. He can easily to understanding the material. Then, lecturers using a more daily vocabulary might not be too difficult to understand the material being conveyed.

Some previous questions above show the student's difficulty using English dominantly as a medium of instruction. To solve the difficulty, some students have their strategies.

4.1.3. Students' strategies

Based on the analysis of the transcriptions, there are three emerging themes found in the interviews such as self-management; asking for help, and the benefits of technology. Below are the tables that illustrate the summary of the findings, as follows:

Table 4.2.3 Result of Students Strategies to overcome challenges of EMI

	Theme	Subtheme
Students' strategy to overcome challenges	Self-management	Practice
		Reading the material before learning
		Less noise or distraction
	Asking for help	Asking friends
		Asking lecturer
	Benefiting technology	Listening to music
		Opening Google Translate
		Opening dictionary

4.1.3.1 Self-Management

The results of the interviews that have been conducted by the researcher showed that students wanted to solve their problem in some strategies. The first theme emerged from the data is self-management. Example of self-management, such as practice, read the material before learning, and less noise, or distraction.

Two from ten students have similar strategy. It is practice. As S1 reported:

> *"...we can also imitate the pronunciation used by the lecturer, if we talk in class; the lecturer can correct it if it is wrong, and so later we can practice again at home so that later in class, we will be more confident...."* (S1, a male student in the sixth semester)

The self-management that S1 does is practice. He explained that he keeps practicing so that he can be more confident in class. If he was like to speak up in class so he can be braver. Additionally, S7 also mentioned:

"...Maybe it can be overcome by practice or depending on us, we want to improve the quality of our English" (S7, a male student in the sixth semester)

Some other participants stated that another strategy is reading the material before the class begins. It means that they get themselves prepare before learning. S4, S8, S9, and S10 have a similar strategy. As S4 said:

"...before learning begins will read the material or discuss with friends first to prepare before or discuss with friends first to prepare"* (S4, a male student in the sixth semester)

Before he starts studying, he will read the material in advance. A similar way is shown by S8. S8 mentioned that:

"...*But for example, there is a lecture today that will usually be conveyed the previous week tomorrow what will be discussed, so I read it first...* (S8, a male student in the sixth semester)

This statement is proved by interview S9. She shared a statement that:

"*I look for other sources... if, for example, the lecturer gives me reading material, I read the material first before entering class... but if for example later the lecturer does not give us teaching materials at all, I will look for this first what topic will be studied later I'll just learn that late...*" (S9, a female student in the sixth semester)

She searches for a different source. Sometimes, the lecturers give reading material. So that she read it first. However, if the lecturer does not give her reading material she searches. It means that she searches for the material by herself. Then, she analyzes it. Additionally, the purpose of this strategy is to master the material. S10 stated that:

"*For the first strategy, master the material first... I think the lecturer who delivered this material was also based on the book or material he gave, in the beginning was like RPS, right...* (S10, a male student in the sixth semester)

Based on the student responses, he masters the material before the class begins. It means that students read the material before class begins. They are looking for meaning in the material so that they are easy to understand about it. They can look for more related material. The third self-management is less noise or distraction. It is based on the S8 explained:

> *"The strategies I use are usually… less noise or distraction"*
> (S8, a male student in the sixth semester)

After that, the student also said that less noise or distraction becomes one of the strategies for listening correctly. S8 responds that lack of focus can lead to being distracted, overwhelmed, and lacking real progress towards goals. Being able to stay focused can help be more productive. Productive he is and the more important work he can get done.

4.1.3.2 Asking for help

Asking is saying something to obtain an answer or some information. There are two subthemes in this theme, such as asking the lecturer and asking the friends. First, the strategy is to ask the lecturer. Some students do this strategy like S2, S8, and S10. As S2 expressed:

> *"I ask the lecturer what it means… then maybe if the lecturer asks the students if there is something they don't understand, I will ask the lecturer."* (S2, a male student in the sixth semester)

Based on the student responses above, the student strategy is asking the lecturer what it means. The students who do not understand at the end of the explanation usually ask the lecturers.

> *"I usually ask the lecturer directly for an explanation, or just use Indonesian."* (S8, a male student in the sixth semester)

Directly ask the lecturer to get the explanation. He also adds that uses the Indonesian language to ask. Similarly, S10 also asks the lecturer to understand the material or something missing.

> *"The first one may be I directly asks the lecturer...* (S10, a male student in the sixth semester)

Some students do not understand. So, it is good to ask the lecturer and it is not so stiff. Second, the strategy is to ask friends. Seven of ten students have a similar strategy. Both of them expressed that asking friends is the better strategy. It is because friends are near to them. As S2 mentioned:

> **"***Usually, I ask my friends, maybe my friends know better…"*(S2, a male student in the sixth semester)

S2 expressed that his friends know better so he asks them. It is useful for understanding the material. A similar thought, S4, S5, and S7 shared their statement:

> *"..And I also ask my classmate if I don't understand what the lecturer said."* (S4, a male student in the sixth semester)

Another statement also indicates that S5 also asks friends so she can find out what it meant by the lecturer. She mentioned that:

> *"...but then you usually discuss it with your friends, what was it that sir or mam said earlier? Usually like that".* (S5, a female student in the sixth semester)

S7 shared a similar thing, as she told that:

> *"...If we are usually in class when we ask our friends…"* (S7, a male student in the sixth semester)

Additionally, another same statement was also expressed by S8:

> *"…Usually I ask my friends first if my friends don't understand…* (S8, a male student in the sixth semester)

S9 also shared a similar thing, as she told that:

"…*I'm asking a friend.*" (S9, a female student in the sixth semester)

Besides, S10 said the same thing:

"*...then I asked a few other friends if I didn't find the clear instructions, I asked another class with the same lecturer with the same course.*" (S10, a male student in the sixth semester)

Based on the student responses, all of them usually ask their friend if they do not understand. Friends are quite a relationship with them so they are easy to ask something they do not understand clearly from the lecturer or the material that the lecturer delivers. Then, he also shared that ask another class with the same lecturer in a similar course.

4.1.3.3 Benefit thing of technology

The third theme is the benefits thing of technology. This is the strategy that is supported by technology. The researcher found four subthemes, such as listening to music, opening a dictionary, opening the internet,

As the first subtheme, student strategy is listening to music. S1 and S8 reported the other strategy is listening to music. S1 went by saying:

"*If I like listening to music… so I only learned English purely from listening to English music…*" (S1, a male student in the sixth semester)

S1 strategy is listening to music. So he only learned English purely from listening to English music. He translated the words one by one and made sentences. So that is where he understands English. It is more relaxed also. Similar strategy based on the S8, as he explained:

"*The strategies I use are usually more listening…*" (S8, a male student in the sixth semester)

The second strategy is to look at the dictionary or Google translate. These strategies do by six of ten students. S2 reported that:

> "...Then the second possibility is to look at the dictionary or Google translate..." (S2, a male student in the sixth semester)

Look at the dictionary or Google translate is also become the other strategy used by S2. It similar strategy used by S4 mentioned:

> "I will use Google translate, dictionary… immediately looks for the meaning using Google translate or dictionary to find out the meaning…" (S4, a male student in the sixth semester)

S4 also used Google translate and a dictionary. This strategy is useful to find out the meaning of the words or sentences that he did not know. Additionally, S5 said that:

> "...and you can't usually find it in a dictionary… Usually, if you can still find it, you can search it on Google for some words that may differ by one letter or two letters…" (S5, a female student in the sixth semester)

Based on the student's responses above, she usually finds difficult words in the dictionary. Sometimes, she also uses Google to search for some words that she felt strange. S7 supported that statement:

> "Sometimes we're searching on the internet… we usually open the internet or open an online dictionary like that…" (S7, a female student in the sixth semester)

She searches on the internet or online dictionary to find the words. As similar to S10 also said:

> "...At that time, I looked in the dictionary, or on the internet, what the vocabulary meant, what kind of meaning it would fall into… (S10, a male student in the sixth semester)

His strategy is also to look at the dictionary or the internet. He searches for the meaning of the vocabulary. S6 also expressed that:

> **"***If what I do is usually I open a dictionary right away… if there are words that I don't understand and connect with previous words that relate, and the meaning can be conveyed.***"** (S6, a male student in the sixth semester)

Based on the student responses, the strategy that they use is to look at the dictionary or Google translate. Some of the words that they do not know they search in a dictionary or translate. It means to find it in a dictionary or search it on Google. Connect with previous words that relate then the meaning can be conveyed. For example, an explanation in complex English means a difficult sentence. There is a point or word that is the keyword of the material, so they quote the word and then rethink and remember what the word means. The last strategy is for the student can describe views through a power point or share screen delivered by the lecturer and less noise, or distraction. It is said by the S8:

> *"Sometimes we can describe our views through a power point or share screen delivered by the lecturer… The strategies I use are less noise or distraction…"* (S8, a male student in the sixth semester)

Using media is very helpful. If do not understand what instructions are conveyed. Sometimes, it can describe the meaning through a power point or share screen delivered by the lecturer.

4.2   Research Discussions

After presenting the data of the finding of the research, the researcher would like to discuss the research discussion. The purposes of this research are to know the students' perceptions of listening to lecturers who dominantly use English as a medium of instruction, if there are any difficulties those students

encountered when the lectures mainly use English as a medium of instruction, and also to know what are the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction.

The participants who took part in this research were 10 participants. In this chapter, the research discussion is drawn up based on the research questions given (1) How do students perceive listening to lecturers who dominantly use English as a medium of instruction? (2) What are the difficulties the students encountered when the lecturers mainly use English as a medium of instruction? (3) What are the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction?

In the presentation of the research discussion, the researcher discusses the findings and correlates them with the related theories or previous studies.

The first section of the discussion reports students' perception of listening to lecturers who dominantly use English as a medium of instruction. The second section of the discussion declares students' difficulty when the lecturers mainly use English as a medium of instruction. The third section of the discussion deliberates the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction.

4.2.1 Students' perspectives the dominant use of English as a medium of instruction in the classroom

From the data presented above, there are some students who agree with using English and agree with terms and condition. There are six students who agree to use English and four students who agree with the terms and conditions.

The first perception is the student agrees to use English. Six students prefer the lectures to use English dominantly as a medium of instruction; understanding when using English well affects the dominant use of English. It makes them easier to understand how the lecturer delivers the material in class. Then, they felt more focused on learning because they have to understand the meaning of what the lecturers said. In addition, they are also more familiar when listening and speaking English. They feel challenged if the lectures ask something in English. They feel challenged because they can increase their vocabulary. As the result, they can learn English more deeply.

It becomes the best way to learn English because they also directly hear from the lecturer how to pronounce and spell correctly. It was similar to Haryanto et al (2016) results showed that the students were excited to have English as the medium of instruction in their classroom. The learners preferred to have English as the medium of instruction in their English classroom. It is in line with Tsukamoto's (2011) show that regardless of their proficiency level, most students appreciated that the classes were conducted in English only rather than using Japanese.

The second perception is to agree with the terms and conditions. Four students explicitly mentioned that they preferred the lecturers to use mixed languages (Indonesian and English). They do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. For example, theoretical subjects, such as grammar, and linguistics are preferable for Indonesian to be the dominant theoretical lesson that is difficult to describe the

materials. It means that it depends on the subject and it is better if the subject discusses the theories. So it will be easier to understand by using Indonesian. In line with Teng (2002) identified four listening factors classification. They were the listener factor, speaker factor, stimulus factor, and context factor. "EFL knowledge" was the most important listening factor for EFL listening impairment. This means that a lack of language skills can directly cause problems for students.

After that, they also felt that it can affect the future so it's less focused on students in the class. Lack of vocabulary and other misunderstandings make the student stuck in what they did not know before. Hasan (2000) indicates that 'unfamiliar words', 'difficult grammatical structures, and 'length of speech are the most important message factors in listening. Regarding speaker factors, 'intelligibility' was shown to be the main cause of EFL listening loss.

4.2.2 Students' difficulties encountered by the students when the lecturers mainly use English as a medium of instruction

After analyzing the data manuscripts about the difficulties students encountered when the lecturers mainly use English as a medium of instruction. The researcher found several difficulties which were accepted by the students. Some difficulties draw in the two themes as internal and external. The internal theme is a lack of knowledge and lack of vocabulary. Then, the external theme is lecturer accents and lecturer attitude.

First, the difficulty is lack vocabulary. It is to recognize many new words. It means that student does not know the meaning of the words or it is because student does not know the way to correct the words to write. In addition, student who confused at the beginning of the learning while the lecturer speaking, they

will be confused at the end. The lack of vocabulary is quite difficult to understand the new words spoken by the lecturer. So that it can affect the focus of the student and sometimes stuck understanding the meaning. Understanding the words of the lecturer in explaining the material without knowing the vocabulary is difficult to know the meaning. It is because some words have different meanings. So that students feel that they have less vocabulary. This is commensurate with Hasan (2000) shows that `unfamiliar words', 'difficult grammatical structure', and 'length' of the text spoken' is the most important message factor to listen to problems.

On the other hand, it is also in keeping with Azmi Bingol, Celik, Yidliz, and Tugrul retail store (2014), it is very easy for students to hear if the text contains familiar words. Knowing the meaning of words can stimulate students' interest and motivation and have a positive impact on their listening comprehension. Many words have multiple meanings and are confusing to students if they are not properly used in context. If student come across an unfamiliar word, student may forget what it means for a while and miss the next part of lecturer speech. Graham (2006) aforesaid that other factors increase learners' listening comprehension issues adore restricted vocabulary, poor grammar, and misinterpretations concerning listening tasks.

Second, the problem of students in English dominantly is a lack of knowledge. There are some student problems here, such as formal and informal language, complicated subject, understanding the material, less confidence, less ability and academic, and less listening. Sometimes lecturers use academic English. Then, complicated subjects will be hard to understand. It means that

sometimes there are lecturers who use more academic vocabulary, but not all students know what it means, so they cannot just stick to using full English, even if a few still need to use Indonesian when need it. This is in line with Teng (2002) identified four listening factors similar to Boyle's (1984) classification. They were the listener factor, speaker factor, stimulus factor, and contextual factor. She noted that "EFL knowledge" was the most important listening factor for her EFL hearing impairment. It implies that students' difficulties may directly result from their deficient linguistic knowledge.

Similar to Underwood (1989) states that there is barrier to effective listening comprehension process listeners is lack contextual knowledge. Mutual knowledge and familiar texts facilitate listener communication. Listeners may be able to understand the superficial meaning of the passage, but unless they are familiar with the passage, they may have considerable difficulty understanding the full meaning of the passage.

The other problem is listening. It is because sometimes they miss some words. Saraswaty (2018) said that if student come across an unfamiliar word, student may forget what it means for a while and miss the next part of lecturer speech. This line with Goh (2000) states that the most common problem is ``quickly forgetting (parsing) what you hear''. Similarly, in a study by Sun (2002), the biggest listening difficulty for Taiwanese students was ``forgetting the meaning (perception) of words''. A theoretical explanation of listening comprehension provides clues to the problems learners face when listening to spoken language. However, these insights cannot fully explain these issues.

Third difficulty is lecturer accents. Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small. In line with Higgins (1995) studied the listening comprehension problems of Omani students and found that the factors that facilitate or hinder listening are speaking speed, vocabulary, and pronunciation. Similarly, Buck (2001) identifies many difficulties that may be encountered in listening tasks such as unfamiliar vocabulary, unfamiliar topics, rapid speech rates, and unfamiliar accents.

The problem in the different accents of the lecturer, such as the lecturer has a different accent in American English and British English. So it was difficult to interpret the lecturer's pronunciation. The different accents of the lecturers make their pronunciation also different. The effect is some words have different meanings. There are different pronunciations and the accent of the lecturer makes misunderstandings. Bloomfield et al. (2010) said that regional accents can affect the spoken message understood by listeners and that familiar accents are easier to understand than unfamiliar Accents. Additionally, Munro and Derwing (1999) noted that overly accented speech could significantly impair comprehension. According to Goh (1999), 66% of her learners cited the speaker's accent as one of the most critical factors affecting listening ability. An unfamiliar accent, native or otherwise, can cause serious listening problems, and accent familiarity improves a learner's listening skills. In line with Buck (2001) points out that after learning only American English, listeners will face serious problems when hearing unfamiliar accents such as Indian English for the first time.   This certainly

interrupts the whole listening comprehension process, and at the same time, an unfamiliar accent makes comprehension impossible for the listener.

Moreover, some lecturers have a high vocabulary. So that student has to focus on what the lecturer said. According to Underwood (1989), listeners do not have high vocabulary knowledge. The speaker can choose words that the listener does not know. The selection of vocabulary used by lecturers and reconsidered by the lecturer in teaching in the classroom, such as taking the class with pleasure, and choosing vocabulary that may be easily understood by students. Klingner et al., 2006; Bowman-Perrott et al., 2010; Garcia and Tyler, 2010 said that use simpler language, slower and more frequent repetition to ensure understanding of instructions and content being taught.

Another student problem is the lecturer speaks so fast and the voice of the lecturer is small. The lecturer's voice becomes a problem for the student in English dominantly. Sometimes some things are not clear. So that it is hard to understand what the lecturer said. According to Underwood (1989), the biggest problem with listening comprehension is that the listener doesn't can control the speaking speed of the speaker so that speed can make listening difficult.

Fourth, the difficulty is lecturer attitude. There are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class. It means that the focus of the problem is not only on the lecturers who speak dominantly English. But also other supporting factors, such as how the lecturers process and bring the class.

The nature of lecturers who enjoy or are serious also affects the activities in the class. According to Hasan (2000), regarding speaker factors, 'intelligibility' was shown to be the main cause of EFL listening difficulties. As to listener factors, 'lack of interest' and 'demand for complete and complete answers to listening comprehension questions' were the two main difficulties faced by EFL students. Yagang (1994) identifies the following four causes of listening difficulties, such as the message, speaker, listener, and physical environment.

4.2.3 Students' strategies to overcome challenges in listening to the lecturers who mainly use English as a medium of instruction

From the data presented above, there were several strategies to overcome challenges listening. It found in the interview, such as self-management; asking for help, and the benefits of technology.

First, it is self-management. Example of self-management, such as practice, read the material before learning, and less noise, or distraction. Reading the material before the class begins. It means that they get themselves prepare before learning.

Sometimes, the lecturers give reading material. So that student read it first. In addition, inviting learners to carry out intensive language-learning activities outdoors also helps improve their language-learning abilities; in this strategy, students learn naturally by telling stories by the teacher (Stanat et al., 2012).

Student masters the material before the class begins. It means that students read the material before class begins. They are looking for meaning in the material so that they are easy to understand about it. They can look for more related material. Teaching paraphrasing and interpretation of the material is also

considered a best practice with students (Bowman-Perrott et al., 2010; Garcia & Tyler, 2010).

After that, less noise or distraction becomes one of the strategies for listening correctly. Student responds that lack of focus can lead to being distracted, overwhelmed, and lacking real progress towards goals. Being able to stay focused can help be more productive. Productive student is and the more important work student can get done. Vandergrift (2007) and Walker (2014) explained that listeners can use pragmatic knowledge to draw inferences and identify implicit meanings of speakers then this should be specially considered by teachers when teaching listening comprehension.

Second, it is asking for help. Asking is saying something to obtain an answer or some information. There are asking the lecturer and asking the friends. Student expressed that his friends know better so he asks them. It is useful for understanding the material. Friends are quite a relationship with them so they are easy to ask something they do not understand clearly from the lecturer or the material that the lecturer delivers. Collaborative learning activities can help improve students' learning abilities (Guerrero, 2009).

Third is a benefit of technology. This is the strategy that is supported by technology. There are listening to music, opening a dictionary, opening the internet, translated the words one by one and made sentences then describe views through a power point or share screen delivered by the lecturer. Goh and Yusnita (2006) and Al Alwan, Assassfeh, and Al-Shboul (2013) highlighted the positive effects of listening strategies on learners' auditory performance. In developing

learners' grammatical skills, and corresponding software tools can help improve students' learning abilities (Guerrero, 2009).

Using media is very helpful. If do not understand what instructions are conveyed. Sometimes, it can describe the meaning through a power point or share screen delivered by the lecturer. In a study conducted in Australia, it was found that computers can be a medium of learning during contact sessions with language learners and their experiences with learning activities web-based language (van Rensburg & Son, 2010). Similarly, the inclusion of this multimedia tool is also useful for ELL students as it provides a multisensory format for presenting new vocabulary and is a best practice (Bowman-Perrott et al., 2010; Garcia & Tyler, 2010).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The results of the research showed that the researcher found there is some student who agrees with using English and agree with the terms and condition. Six students prefer the lectures to use English dominantly as a medium of instruction; understanding when using English well affects the dominant use of English. It makes them easier to understand how the lecturer delivers the material in class. Then, they felt more focused on learning because they have to understand the meaning of what the lecturers said. In addition, they also are more familiar when listening and speaking English. As the result, they can learn English more deeply.

Students who agree with the terms and condition; four students explicitly mentioned that they preferred the lecturers to use mixed languages (Indonesian and English). They do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. For example, theoretical subjects, such as grammar, and linguistics are preferable for Indonesian to be the dominant theoretical lesson that is difficult to describe the materials.

Moreover, some difficulties of student encountered when the lecturers mainly use English as a medium of instruction. Then, the external theme is lecturer accents and lecturer attitude. First, the difficulty is lack vocabulary. In addition, student who confused at the beginning of the learning while the lecturer speaking, they will be confused at the end. The lack of vocabulary is quite difficult to understand the new words spoken by the lecturer.

Second, there are some student problems here, such as formal and informal language, complicated subject, understanding the material, less confidence, less ability and academic, and less listening. Third difficulty is lecturer accents. Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small. Fourth, the difficulty is lecturer attitude. There are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class.

Furthermore, there are students' strategies to overcome challenges listening to lecturers who mainly use English as a medium of instruction. There is practice, read the material before learning, and less noise, or distraction. Also, it is asking for help. There are asking the lecturer and asking the friends.

5.2 Suggestions

From the conclusion mentioned above, the researcher would like to propose some suggestions. Firstly, for student, although during the process of teaching and learning there are some lecturers using English dominantly as a mediated instruction in the classroom, they should still learn and try to understand the subject matter presented by the lecturers, more often learn and practice again at home.

Second, for lecturer, manage their way in use English dominantly as a medium of instruction to help the student when the lecturer teaches, interact and communicate with their students. For another researcher, this study is expected to be able to be used as the basis for further research thinking doing similar research.

It is essential to conduct further research on benefit of medium of instruction in detail and their solutions in relation to the language classrooms. Besides, in this research, the participants were not served as representative of all students at one of University in Jambi. It is hoped future research may include a larger sample of all students for different university in Jambi City. Future researchers are expected not only explore the students' responses but also explore the lecturers' responses of the students' questions in classroom. The result of the research can be a reference for lecturer and student to improve performance in the classroom.

APPENDIX I
INTERVIEW PROTOCOL

The Use of English as a Medium of Instruction at a University in Jambi: Students' Perspective

Participant Name   :
Interview Date   :
Place   :
Researcher   :

Guided by the interview and focus on interview protocols, the students are asked to discuss the use of English as a medium of instruction at a University in Jambi: Students' Perspectives. Each interview lasts 20 minutes to ask some questions and answer questions. The researcher digitally records their accounts and responses to interview questions via a digital voice recorder. All interviews will be recorded and transcribed with the consent of the participants by the researcher. To keep what participants tell, the transcription will be placed in a lock file and only the researcher has access to the transcriptions.

INTERVIEW PROTOCOL

1. What kind of learning English that makes easy for you or what kind of learning English do you want?

2. How do you perceive about lecturers who teach using English more dominantly?

3. When do lecturers usually use English dominantly? Is the dominant use of English only when opening a lesson or when explaining subject matter or only when closing a lesson?

4. What media are used by teacher as instructions in teaching learning process? And do the media help you in understanding the lesson?

5. What are the difficulties that you faced when teaching and learning process of lecturers uses English dominantly?

6. What are the strategies that you apply to overcome the problems you face?

7. Think about what you do when you do not understand what the teacher was saying or the assignment the teacher give?

8. How is the classroom atmosphere when the teacher uses English as a medium of instruction in classroom?

9. What language do you think is more suitable for use as instruction in learning? Why?

10. Do you agree with the opinion that English Language is a language that is suitable to be used as instruction in learning? Giving your reason!

11. In your opinion, are there benefits derived from using English as a medium of instruction in the classroom? If there is, explain what the benefits are!

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