

CHAPTER I

INTRODUCTION

Chapter I is the beginning of the basic concept. It consists of the Background of the study, Research Gap and Research Question, Research Objectives, Significance of the Research, and Clarification of Key Terms.

1.1 Background

The use of English to teach content subjects has been a growing trend in many parts of the world. One of them is English as a medium of instruction. According to Macaro et al. (2018), EMI is defined as “the use of the English language to teach academic subjects in nations or jurisdictions where the majority of people do not speak English as their first language.” And "Environments where English is employed as the medium for teaching content subjects, even though English itself is not the subject being taught, and where it is also a second or additional language for the majority of participants." (Pecorari & Malmström, 2018).

English as a Medium of Instruction is a strategy that educational institutions have developed to incorporate English-taught subjects into secondary and primary education curricula or university degrees. Consequently, many academic institutions believe that the English Medium Instruction (EMI) program can improve English language proficiency among students and lead to better job opportunities (Tang, 2021). This program aims to improve English learners' understanding and sharpen their professional English skills (Tran, 2021). One such program is English as the medium of instruction in Business English courses.

Business English encompasses essential skills such as writing emails and reports, presenting, negotiating, using the phone, attending meetings and conferences, and receiving visitors (Herlina, 2022). Business English comes under the category of English for Specific Purposes (ESP). The vocabulary used in business language and how the words are organized or used in business contexts differs from General English. It is used in limited linguistic contexts and usage because it is the language used in Business (Ivaturi, P., 2019).

Although EMI offers benefits, students face challenges in understanding the material being taught in English. Challenges can be tasks or problems, the complexity of which is determined by the knowledge, skills, motivations, and abilities of the individual completing them (Vahlo & Karhulahti, 2020). Nel (2023), one of the findings showed that students said the English language skills of some of their teachers were problematic as they could not explain her work in detail as they wanted. The research at Turkey University, the student writing and speaking is the most challenging in EMI classes (Kamaşak, 2021). In the Study of International Students in Russia Volchenkova (2023), four main challenges are linguistic, academic, cultural, and social. A systematic review of 83 EMI studies, which investigated university teachers' and students' beliefs, between 2000 and 2015 in different geographical areas, found that in virtually all studies consulted, the most often expressed concerns were student's English language proficiency, the lecturer's ability to teach in English, or both, which created a barrier for students' comprehension (Macaro et al., 2018).

EMI implementation challenges also occur at Kuningan University. The data survey was conducted by distributing questionnaires with closed and open-ended questions via Google Forms to students in the management program studying a business English course at Kuningan University on January 20, 2024. Of the results, 68.8% of students said they had difficulty understanding the business English courses with instructions given in English. 75% of students said they did not understand many terms in business English courses. 100% of students said the teacher's way of teaching was very influential on their understanding of business English courses.

In addition to language-related challenges, another important aspect is student satisfaction. K. Elliott and M. Healy in Chapman & Wong (2023) Student satisfaction is a short-term attitude from evaluating a student's learning experiences. Liu Y. et al. (2023), a learning experience can be defined as the way students engage with the teaching and learning environment. According to Ruranga (2024), there are personal factors and institutional factors in the concept of student

satisfaction. Personal factors include age, gender, employment, preferred learning style, and student GPA, while institutional factors include instruction quality, promptness of instructor feedback, clarity of expectation, and teaching style.

Several relevant studies have investigated student satisfaction in English as a medium of instruction. The study by Rakhshandehroo et al. (2020) Analyzes the satisfaction levels of graduate international students in Japan, examining dimensions such as teaching quality, institutional support, and language policies. Using mixed method approach. Results study revealed most international students had positive attitudes toward English Medium Instruction (EMI) in their graduate programs, emphasizing the importance of institutional support services like language assistance and academic advising. However, they also encountered challenges related to language barriers, cultural differences, and a need for more tailored academic resources.

Barrios et al. (2022) investigated language-related predictors of satisfaction with a partial English Medium Instruction (EMI) program in teacher education at a Spanish university. More specifically, it explored the impact on program satisfaction of students' perceptions of language improvement, opportunities to use English, lecturers' English proficiency, and language improvement as a motivation for enrolling in the program. Using quantitative research Methods. Results indicated that students were generally more satisfied than dissatisfied and recognized improvements in their English skills. However, they felt that the lecturers' English proficiency was below expectations. Notably, the language-related variables significantly predicted student satisfaction with EMI, explaining a substantial percentage of variance, and affected satisfaction differently across various self-rated proficiency groups.

The prior studies have discussed student satisfaction with the use of English as a medium of instruction. The study highlights only the perspectives of Japanese students and utilizes a quantitative approach Rakhshandehroo et al. (2020). Additionally, Barrios et al. (2022) used the quantitative approach with the framework of Bradford's typology of English-taught programs (ETPs) challenges,

contextual constructivism, and interpretative (hermeneutic) phenomenological. However, almost no research examines student satisfaction and challenges in EMI (English Medium Instruction) in a business English Context. Thus, this study tries to fill the gap by investigating student satisfaction and challenges in implementing EMI, specifically in Business English courses for second-semester students of the management program students at Kuningan University using a mixed method research approach based on four key aspects of student satisfaction in EMI (Karakas, 2020; Lee et al., 2021), and four categories of student challenges in EMI (Volchenkova, 2023).

For the quantitative data, this research utilizes questionnaires to collect information on student satisfaction with EMI in business English. The surveys focus on measuring student perceptions across four key factors: content teachers' expertise, content teachers' English abilities, the EMI status of their institution, and the overall effectiveness of EMI (Karakas, 2020; Lee et al., 2021). Additionally, for the qualitative data, this research conducts structured interviews to gather deeper insights into the specific challenges students face with EMI in Business English courses. This approach allows for a more nuanced understanding of their experiences, particularly in areas such as language-related challenges, culture-related challenges, material-related challenges, and identity-related (institutional) challenges (Volchenkova, 2023). By employing a mixed-method approach, this study aims to reveal insights that may differ based on the specific subjects and locations, potentially uncovering data not captured in previous research.

1.2 Research Questions

1. How are students satisfied with implementing English as the medium of instruction in business English courses at Kuningan University?
2. What are the students' challenges in implementing English as a medium of instruction in economics and business courses at Kuningan University?

1.3 Research Objectives

1. To investigate students' satisfaction with implementing English as the medium of instruction in business English courses at Kuningan University.
2. To investigate students' challenges in implementing English as a medium of instruction in business English courses at Kuningan University.

1.4 Significance of the Research

1. Theoretically

This research aims to contribute to the literature by examining student satisfaction and challenges when English is used as the medium of instruction in Business English courses.

2. Practically

1. For the Students

- a) Students should work on improving their English skills, particularly in English skills, such as listening, speaking, reading, and writing in a business context. This will help them better understand what lecturers convey and complete academic tasks.

2. For Lecturers

- a) Lecturers should maintain and implement effective teaching methods, increase satisfaction, and pay more attention to students to help overcome the challenges faced by students to overcome language barriers in studying Business English courses.

b) For further research

- a) Future researchers are advised to use this study as a reference to investigate student satisfaction in the context of implementing English as the medium of instruction in Business English courses, as well as the challenges students face in this context.
- b) Future research could explore how teaching approaches, institutional support, and strategies are used by students to overcome the challenges across educational contexts and should consider the use of other

research methods and a variety of data collection techniques with larger sample sizes and different sampling techniques to facilitate generalization of findings to a wider population. This would provide a more comprehensive understanding of student satisfaction and the challenges faced by students in implementing EMI (English Medium Instruction).

1.5 Clarification of Key Terms

1.5.1 Student Satisfaction

Student satisfaction is a short-term attitude from evaluating a student's learning experiences (Chapman & Wong, 2023).

1.5.2 Student Challenges

According to Vahlo & Karhulahti (2020), the challenges can be tasks or problems, the complexity of which is determined by the knowledge, skills, motivations, and abilities of the individual completing them.

1.5.3 English Medium Instruction

The use of the English language to teach academic subjects in nations or jurisdictions where the majority of people do not speak English as their first language (Macaro E., 2018).