

Pre-Service Teacher Perception Towards English as a Medium of Instruction

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Abstrak

Penelitian ini menguji persepsi calon guru terhadap penggunaan Bahasa Inggris sebagai bahasa pengantar di program studi Pendidikan Bahasa Inggris di sebuah universitas di Jawa Timur. Tujuan dari penelitian ini adalah untuk mengetahui persepsi calon guru dalam menggunakan Bahasa Inggris sebagai bahasa pengantar di dalam kelas. Partisipan dalam penelitian ini terdiri dari 27 calon guru, dengan rincian sebagai berikut: 13 calon guru pria dan 14 calon guru wanita. Penelitian ini menggunakan pendekatan kualitatif, terutama studi interpretatif dasar. Data dikumpulkan melalui kuesioner dan wawancara. Penelitian ini bertujuan untuk mengetahui perspektif, kesulitan, dan bagaimana mengatasi kesulitan dalam menggunakan Bahasa Inggris sebagai bahasa pengantar. Berdasarkan hasil data, penggunaan Bahasa Inggris sebagai bahasa pengantar memiliki kelebihan dan kekurangan, dan calon guru perlu mengamati terlebih dahulu apa yang dibutuhkan dan mampu oleh para siswa.

Kata kunci: Calon guru, Persepsi, Bahasa Inggris sebagai bahasa pengantar.

Abstract

This study examined pre-service teacher perception towards English as a medium of instruction in an English language education study program in a university in East Java. The goal of this study is to know pre-service perception using English as a medium of instruction in the classroom. There were 27 pre-service teachers for this study, with the following breakdown: 13 male pre-service teachers and 14 female pre-service teachers. This study employed qualitative especially basic interpretative studies. The data was gathered with questionnaire and interview. It was aimed and determined what the perspective, difficulties, and how to overcome the difficulties. According to the data result using English as a medium of instruction has advantages and disadvantages and pre-service teachers need to observe it first what the students need and what the student is capable of.

Keywords: Pre-service teacher, Perception, English as a medium of instruction.

INTRODUCTION

In many non-English-speaking nations, English as a Medium of Instruction (EMI) is increasingly popular. EMI refers to using English as a medium of education in non-English-speaking countries. As a result, the demand for English-language teaching professionals has grown. Language serves as a vital means of communication, and EMI facilitates intercultural communication and cooperation between nations.

Tang (2020) emphasizes the significance of English as a global language, making teaching English as a foreign language (EFL) essential. Many countries are considering adopting English as the language of instruction to enhance business, scientific, and technological development. Pre-service teachers play a crucial role in this process, as they are future educators responsible for instructing young students. Pre-service teacher education programs offer practical classroom experience and specialized training.

This study aims to explore pre-service teachers' perceptions of EMI and the challenges they face in implementing it. Previous research in Indonesian universities has shown mixed responses to EMI, with

students feeling pressure due to limited language skills. The study seeks to provide valuable insights for improving EMI practices and enhancing language instruction in teacher education programs.

By investigating pre-service teachers' perspectives and experiences with EMI, the research aims to contribute to the existing knowledge in language instruction. It can be a valuable resource for students, teachers, and researchers interested in improving English language teaching and fostering a conducive learning environment.

The study's primary objectives are to understand pre-service teachers' perceptions of EMI, identify the difficulties they encounter, and explore their strategies for overcoming these challenges. Through collaboration with diverse participants with teaching experience, the research seeks to shed light on the intricacies of pre-service teacher perceptions and the obstacles they face when using English as a medium of instruction.

The study hopes to support pre-service teacher perceptions towards English as a medium of instruction and offer insights into effective teaching strategies for EFL classrooms. Researchers can use its findings to identify

challenges and opportunities for pre-service teachers in teaching English as a foreign language.

The following are the research questions of this study:

1. What are pre-service teachers' perceptions of English as a medium of instruction?
2. What are the difficulties of using English as a medium of instruction for pre-service teachers?
3. How do the pre-service teachers overcome the difficulties of English as a medium of instruction?

METHODS

This research uses a qualitative approach, specifically using basic interpretative studies. Qualitative research involves the collection of data through various methods, such as interviews, and questionnaires, in order to provide descriptive accounts that seek to comprehend a particular phenomenon. Whether the objective is to gain a deeper understanding of the world or explore the experiences of individuals, qualitative research is well-suited for exploring subjective experiences and the meanings individuals ascribe to those experiences, as highlighted by Creswell and Poth (2017). Basic interpretative studies, as described by Silverman (2020), fall within the realm of qualitative research and aim to comprehend and interpret the subjective meanings and interpretations individuals assign to their experiences. This approach recognizes the significance of context and social interactions in shaping these meanings. By conducting in-depth exploration of the perspectives, values, beliefs, and lived experiences of pre-service teachers, this research aims to uncover the nuanced layers of meaning associated with their perceptions and difficulties in using English as a medium of instruction in the classroom for students. Such an approach provides a comprehensive understanding that quantitative methods may not fully capture.

The research study took place at State University of Surabaya, focusing on the English education major within the 2019 cohort. This specific subject group was selected based on careful observation, as it was noted that the 2019 cohort students had already undergone microteaching training and possessed practical experience in teaching actual classes. Furthermore, considering their potential future careers as teachers, this subject group was highly suitable for the researcher's case. The research duration spanned approximately one month, allowing sufficient time to collect and analyze the necessary data.

The focus of this study centers on pre-service teachers who are enrolled in the English education program at State University of Surabaya and have completed their microteaching requirements, along with gaining practical experience by teaching or currently teaching in real classroom settings. To establish a specific subject group, the researcher opted to concentrate on the 2019 cohort,

following predetermined criteria. The selection of participants for this study was conducted through convenience sampling, which allowed for the inclusion of individuals based on their availability and willingness to participate. In total, the research aimed to include 27 students, comprising 13 males and 14 females, within its target sample. By focusing on this particular group, the study endeavors to explore the perceptions and experiences of pre-service teachers who have experienced microteaching and gained first hand teaching experience in real classroom environments, thereby contributing to a more comprehensive understanding of the subject matter.

This research used two ways, those were questionnaire and interview. Researcher using open ended questionnaire and also using semi structured interview. For detail, the open-ended questionnaire answers the first research question and the semi-structured interview answers the second research question. Moreover, about the details in which the reason why researchers use open-ended questionnaires for the first researcher and semi-structured interview for the second questionnaire.

For the first research question, the use of an open-ended questionnaire is an open-ended questionnaire that allows respondents to answer questions in their own words, rather than selecting from a list of predetermined responses. Other than that, the reason researchers use open-ended questionnaires is due to, in an open-ended questionnaire, respondents are typically asked to provide detailed explanations or descriptions of their thoughts, feelings, or experiences related to a particular topic. Open-ended questionnaires are often used in research to gather qualitative data, as they allow for a more in-depth exploration of a topic. They can be used in a variety of fields, including education, healthcare, and social sciences. Open-ended questionnaires are often used in combination with other research methods, such as interviews or focus groups, to provide a more comprehensive understanding of a topic. In which related to the researcher's first research question that was measuring participants' perspective in which each other participant has a different story with what they are dealing with.

For the second research question, the use of semi-structured interview. Semi-structured interview is a research method that combines the flexibility of an open-ended questionnaire with the focus of a structured interview. Other than that, the reason researchers use semi-structured interviews is that in a semi-structured interview, the interviewer has a list of predetermined questions or topics to cover, but is also able to ask follow-up questions and explore topics in more depth based on the respondent's answers. This allows for a more natural and conversational flow to the interview, while still ensuring that key topics are covered. Semi-structured interviews are often used in

qualitative research to gather in-depth information about a particular topic or experience. They can be conducted in person, over the phone, or online, and are often recorded and transcribed for analysis. Moreover, the researcher chose a semi-structured interview for the second research question because the second research question is about the difficulties that they face when they are using English as a medium of instruction in the classroom. Also, why researcher not use other interview it's because using semi-structure can help the participant tell their story more freely and not feels like they were interviewed.

This research used two ways to collect the data: questionnaire and interview. For the first research question researchers used, the questionnaire had 7 questions that focused on their perspective, opinion, difficulties, and utilization. First researcher sent the google form to the 2019 group class, then the student filled the questionnaire and after filling the questionnaire if they are willing to interview, they may get a further interview. But if the participants are not willing to get an interview, the researcher will work with the answer from the questionnaire that researcher gives to the participants.

The second research question used an interview. This interview mainly focused on the difficulties that they face when they teach English. First researcher selected some participant that willing to interviewed and meet with the researcher criteria. in which in the questionnaire researcher already tease about difficulties using English as a medium of instruction then researcher gives six questions related with their difficulties when they teach English like how this language difficulties effecting the overall classroom dynamics or is that any cultural or linguistic factor that contribute to these difficulties, the reason why researcher choose the participant for the second research questions this way because researcher want to find out more about their difficulties when they teaching English as a medium of instruction in the classroom. The interview had been done face-to-face, but if the participants were not able to be interviewed face to face, then the participant will be interviewed online. After all interviews with the participant then researchers collected the interview and transcribe then coded.

The researcher only sends the questionnaire once in google form that contains a questionnaire that contains experience, effect, and utilization. The detail could be seen below:

1. The cohort student's teaching experience in English.
2. The effect of the advantages and disadvantages when using English as a medium instruction for students.
3. The difficulties while using English as a medium instruction for students in the classroom.
4. The utilization for the implementing English as a medium instruction for students in the classroom.

The questionnaire was an open-ended questionnaire. The google form was sent on 6th June 2023 at 14:37 until 23rd June 2023 at 12.00 on the 2019 cohort group. It was shown that 27 participants were contributing to the researcher questionnaire. The analysis revealed that 27 individuals possessed prior teaching experience using English as a medium of instruction. This data was coming from the responses and viewpoints expressed by these specific 27 participants, whose firsthand experiences serve as a valuable foundation for the research findings.

The researcher has prepared an interview that contains experience, difficulties, and suggestions. The detail could be seen as follows:

1. The cohort experience, challenges, and the benefit in using English as a medium of instruction.
2. The language difficulties affect the overall classroom dynamic, interaction between students-teachers, cultural or linguistic factors in using English as a medium of instruction.
3. The comment and suggestion about implementing English as a medium of instruction to the pre-service teacher.

The researcher conducted interviews twice. The interview was semi structured. The first interview was conducted on Saturday 10th of June 2023 from 14.46 – 15.20. Then the second interview was on Sunday 11th of June 2023 from 15.38 – 19.05. The interviews were conducted using two methods, namely face-to-face and online using the WhatsApp voice note. The total participation in this interview were 7 participants with the following details: 1 participant who had conducted teaching practice at public SHS, 2 participants who had conducted teaching practice at public VHS in the Surabaya area, 3 participants who had conducted teaching practice at public JHS in the Surabaya area, and 1 participant who had conducted teaching practice at private VHS outside the Surabaya area.

The data analyzed by reviewing the questionnaire and interviewing pre-service teachers with the question that was already prepared by researchers. In analyzing the data, researchers elaborate the data from the questionnaire that participants already answer and interview recording that researcher already got and transcript, coded, and categorize then the data presented as simple as it is but also meaningful so the reader can understand.

The stages of research that had been conducted by the researcher (Ary et.al,2018) are as follows first is data collection. Interviews are used as the primary method of data collection. The researcher conducts interviews with respondents directly to gather relevant information related to the research topic.

The second is interview transcription. After the interviews are completed, the audio recordings or interview

notes are transcribed into written text. The transcription process using verbatim intelligence and enables the researcher to work with data in a form that can be processed and analyzed.

The third is data coding. The researcher reads and analyzes the interview transcriptions in-depth and then identifies units of analysis, which are relevant parts of the data such as concepts, themes, or important quotes. The units of analysis are then coded by assigning appropriate labels or categories.

The fourth is theme grouping. The researcher collects and groups units of analysis that have similarities or relevance to specific themes. They look for patterns, relationships, or differences within the themes that emerge from the interview data. This process helps the researcher understand the overall conversation and identify key findings.

The fifth is thematic analysis. The researcher analyzes the findings and makes interpretations based on the thematic organization of the data. They explore meanings, patterns, or phenomena that arise from the interviews. Thematic analysis provides an in-depth understanding of the perspectives and experiences of the respondents related to the research topic.

The last is interpretation and conclusion. Based on the results of thematic analysis, the researcher formulates interpretations and conclusions regarding the findings that emerged from the interviews. The existing findings are then linked to relevant theories and the broader research context. These interpretations and conclusions provide a comprehensive understanding of the phenomenon under investigation and offer answers to the research questions.

Coding is a code in qualitative inquiry that is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2009).

Tabel 1. Coding

DATA SOURCE	CODING	MEANING
Interview	I/1/DU/1	'I' (for Interview) means the data gathered from the interview. '1' for respondent 1. 'DU' is the theme, which is difficult to use in English. '1' means it is from interview transcript line 1.

RESULTS AND DISCUSSION

What are pre-service teachers' perceptions of English as a medium of instruction

In terms of the participants' perceptions regarding the use of English as a medium of instruction involve three key elements: experience, effect, and utilization. By taking into account these three factors, the researchers sought to acquire a comprehensive understanding of the participants' perspectives on the subject. This comprehensive approach aimed to enable the researchers to evaluate the overall effectiveness of utilizing English as a medium of instruction, as well as identify any potential and challenges associated with its implementation.

While it is widely acknowledged that using English as a medium of instruction is important for students, it is essential for pre-service teachers to be aware of certain details before using this approach. As evident from the examination of both advantages and disadvantages, pre-service teachers should assess the suitability of their classrooms for using English as a medium of instruction. The disadvantages reveal that students may become more confused if pre-service teachers utilize English as a primary language of instruction, as they may struggle to keep pace with the instructions given in a language, they are not proficient in.

Conversely, the usage of English as a medium of instruction holds significant value, as indicated by the advantages section. It has the potential to enhance students' skills in speaking, writing, reading, and listening. Additionally, it can bring up an English-friendly environment that promotes language acquisition. Lastly, using English as a medium of instruction exposes students to the target language, allowing them to develop familiarity and competence.

In conclusion the experience of pre-service teachers holds importance perspective in the context of this research, as it provides valuable insights into the topic at hand. The advantages and disadvantages identified through their experiences offer a comprehensive viewpoint that informs the following aspect of the study, which aims to examine the effects associated with English as a medium of instruction.

In this point, the focus shifts towards examining the participants' responses to the question regarding their opinions on using English as a medium of instruction in their respective classes. This exploration aims to uncover the participants' viewpoints and gauge the perceived impact of using English as a medium of instruction.

As per the responses provided by the participants, it is evident that these students' difficulties significantly impact their classroom interactions. These challenges cover a range of issues, from language barriers to

misunderstandings and misinterpretations. Consequently, these difficulties take a noticeable influence on their overall performance within the classroom setting. One primary factor contributing to the challenges faced by students is the language barrier. Many students struggle with hearing and speaking English due to a lack of exposure or familiarity with the language in an English classroom. When pre-service teachers rely on the Indonesian language as the primary mode of communication, students may experience a sense of unease or confusion when attempting to actively engage in English-related activities. This unfamiliarity with English-speaking and listening environments poses a considerable obstacle to their participation and comprehension.

Furthermore, student ignorance towards new learning experiences, coupled with their perception of English as a complex language, exacerbates the difficulties they face. Students may struggle to retain the knowledge gained during English lessons, particularly when they perceive English learning as challenging or overwhelming. This tendency to forget acquired knowledge once the class ends underlines the importance of continuous reinforcement and support in sustaining their language development. In light of these challenges, it becomes imperative for pre-service teachers to implement strategies that address the students' specific difficulties. This may involve gradually familiarizing students with English-speaking and listening activities, creating a supportive and encouraging classroom environment, and utilizing effective instructional techniques to enhance students' understanding and retention. By acknowledging the profound impact of these difficulties on student performance and classroom interactions, pre-service teachers can proactively design interventions that bridge the language gap, nurture students' confidence, and facilitate their language acquisition journey. Through targeted approaches, pre-service teachers can mitigate the adverse effects of these challenges and cultivate an inclusive and conducive learning environment for their students.

In summary the experiences and perspectives of the participants regarding English as a medium of instruction, the researchers sought to gain valuable insights into the potential effects of the language barrier on the overall teaching and learning process. This inquiry aimed to inform educational practices and provide a comprehensive understanding of the challenges and considerations related to the language barrier when implementing English as a medium of instruction in the classroom.

The research aims to address the question regarding the significance of utilizing English as a medium of instruction in the classroom. The participants' responses provide valuable insights into their perspectives on whether English teachers should employ English as the primary

language for instructional purposes in their classes. By exploring the participants' answers to this question, the research seeks to uncover the varying viewpoints and opinions regarding the use of English as a medium of instruction. These participant responses offer valuable perspectives that contribute to the understanding of the potential benefits, challenges, and implications associated with adopting English as the primary language for teaching.

By analysing the participants' answers, the research aims to provide a comprehensive assessment of the perceived importance of using English as a medium of instruction in the classroom. This investigation seeks to shed light on the potential impacts on various aspects of the teaching and learning process, including language proficiency, communication skills, cultural awareness, and global competence. The participants' diverse perspectives and insights serve to enrich the overall understanding of the role of English as a medium of instruction and its implications in educational settings. By examining their answers, the research aims to contribute to the existing knowledge base and inform educational practices regarding the use of English as the primary language for instruction.

According to the participants, the decision to use English as a medium of instruction is contingent upon the specific class and school context in which they teach. They assert that pre-service teachers should adapt their approach based on students' capabilities and limitations. While the importance of using English is acknowledged, participants emphasize the need to ensure that students can comprehend and follow the teacher's directions and instructions. If students are unable to understand the language being used, the efforts to teach in English may prove futile.

Therefore, the use of English as a medium of instruction, as indicated by the participants, can have both positive and negative effects. This observation aligns with the earlier point that the success of employing English as a medium of instruction relies on various factors, such as the English exposure and friendliness of the classroom environment. In classrooms where English is regularly used and students are accustomed to an English-friendly setting, the impact is typically positive, facilitating the improvement of students' English skills. However, in classrooms where English exposure is limited or the environment is not conducive to English learning, students may struggle to retain what they have learned, resulting in a negative outcome. This could be due to a lack of regular exposure to English or the fear of being ridiculed by peers for their language proficiency.

Considering these perspective factors, pre-service teachers are advised to carefully evaluate the advantages and disadvantages when deciding whether to use English

as a medium of instruction. They must consider the readiness and proficiency levels of their students to ensure that the chosen language of instruction aligns with their needs and abilities. Striking a balance between the potential benefits and challenges associated with using English as a medium of instruction is crucial in creating an effective and supportive learning environment for students.

The result of the study using a questionnaire showed how a pre-service teacher perception towards English as a medium of instruction. The participant believes that using English as a medium of instruction can help improve student English skills. EMI seeks to help students improve their English language skills while also teaching them academic material (Fitriana et al., 2020). Moreover, in this study all the participants believe that using English as a medium of instruction can help improve students' English skills such as speaking, writing, and listening. EMI provides opportunities for students to immerse themselves in an English-rich environment, leading to improved English language proficiency. Students develop stronger language skills, including vocabulary, grammar, and communication, which are essential for their academic and future career prospects (Wijayanti et al., 2021).

Other than improving student English skills using English as a medium of instruction. It has other advantages for the student like creating an English friendly environment and also can help the student to familiarize using English in every English classroom meeting. In which the advantages of using English as a medium of instruction can help student perception towards the use of English as a medium of instruction become more positive and more likable. the quality of teaching, the use of engaging instructional methods, and the teacher-student relationship significantly impact student perception. Students who perceive their teachers as caring, supportive, and effective tend to have more positive perceptions of their educational experiences (Puspitasari et al., 2021)

On the other hand, using English as a medium of instruction has some downfalls especially in non-native English speakers. The lack of the student's capabilities to use English and also the language barrier that students have with the pre-service teacher is the main cause. Because of this the classroom interaction really hampered other than that it is really affecting the student learning outcomes. Because of the language barrier really affecting the pre-service teacher needs to work way out to deliver the material towards the student so, the pre-service teacher uses mixed language to help the student better understand the material and also introduce English towards the students.

Considering these factors, pre-service teachers are advised to carefully evaluate the advantages and disadvantages when deciding whether to use English as a

medium of instruction. They must consider the readiness and proficiency levels of their students to ensure that the chosen language of instruction aligns with their needs and abilities. Striking a balance between the potential benefits and challenges associated with using English as a medium of instruction is crucial in creating an effective and supportive learning environment for students as it in lines with, in terms of their professional responsibilities, students, the curriculum, instructional methods, and the classroom environment, teachers' subjective attitudes, opinions, and interpretations are referred to as "teacher perception." It includes how teachers perceive student behavior, the success of their lessons, how they handle difficult students in the classroom, and how effective they are themselves as teachers (Asbari, 2020).

What are the difficulties of using English as a medium of instruction for pre-service teachers

In terms of the participants' difficulties regarding the use of English as a medium of instruction involve four key elements: difficulties, effect, experience, cultural or linguistic factors. By taking into account these four factors, the researchers sought to acquire a comprehensive understanding of the participants' perspectives on the subject. This comprehensive approach aimed to enable the researchers to evaluate the overall difficulties of using English as a medium of instruction, as well as identify any potential and challenges associated with its implementation.

Before getting in depth towards the difficulties and the challenges of using English as a medium of instruction, researchers want to know more about how the experience of using English as a medium of instruction in the classroom is positive or negative.

Utilizing English as a medium of instruction gives positive feedback such as the students can more quickly adapt with the language and can improve the students' English-speaking skills. In other respondents 1 say that using English makes the student confused and even requested using Indonesian or Javanese for delivering the material. It showed that respondent 6 didn't face the difficulties in using English as a medium of instruction. Meanwhile respondent 1 has already faced the difficulties of using English as a medium of instruction in the first week.

Upon analysing the conducted interview with the participants, it becomes evident that the majority of them encounter challenges when utilizing English as a medium of instruction during classroom interactions. This observation is supported by the statement made by R1, who mentioned experiencing difficulties in the English language merely one week into their participation in the PLP program.

Respondents have said they already face difficulties in using English as a medium of instruction even just a week they enter the classroom to teach English. It is because of the student's lack of English skills they stated that the student itself requested to use Indonesian or even Java to deliver the material and if the respondents still use English, it makes the student more confused and even ask their friends. respondents also stated that some of the students didn't know what respondents said and it caused the learning progress to become slow due to their lack of English skills.

The results of the interview showed the difficulties of using English as a medium of instruction for pre-service teachers. The respondents face difficulties when delivering the material in English. The main reason is due to the school or the classroom environment that was not an English friendly environment is the cause why the student was not welcoming using English as a medium of instruction. And it causes the pre-service teacher to face difficulties in using English as a medium of instruction. as it was stated from respondent 1 that the student was not capable of using English due to the environment. The school environment, including school leadership, support systems, and resources, has a significant impact on teacher perception. Collaborative relationships among colleagues, a positive school climate, and administrative support contribute to more positive teacher perceptions (Yulianto et al., 2020).

As it can from the result, researchers ask questions to determine the difficulties of using English as a medium of instruction for pre-service teachers. All the participants were asking the same questions. In which the question related the difficulties of using English as a medium of instruction for pre-service teachers were broken down into four points and as it can see above already answering the first point was difficulties in using English as a medium of instruction.

Afterward researchers moved to another point that was pre-service teacher experience when teaching using English as a medium of instruction. Many respondents experienced teaching English when they were in the KKN and PLP. Although they already had microteaching when they were in fourth semester, they only can really use it when in KKN or PLP. As stated from respondent 7 they had teaching experience when in the KKN and PLP semester. Other respondents have stated the same like respondent 7 as it can see from respondent 5 which they also have teaching experience in KKN and PLP. It shows although they already teach and practice teaching in fourth semester, they only can use it in the KKN or PLP semester.

Next point answering the language difficulties affect as it can see, respondent 1 found that the language difficulties are affecting to convey information and instruction because

the student lacks English skills. Another respondent also stated the same way that language difficulties are affecting the ability to convey information and instruction. Respondent 4 has stated they think the language difficulties are really affecting because it was time consuming. Also, respondent 2 stated due to the low English skills they can deliver and convey information smoothly.

In line with the language difficulties researchers also ask about the cultural or linguistic factors that contribute towards the difficulties pre-service face when using English as a medium of instruction. Respondent 5 has stated that there are some of the cultural or linguistic factors that contribute, they stated due to the non-native language of the pre-service teacher and the lack of experience using English as a medium of instruction is the cultural and linguistic factor. Other respondents share the same point with some difference's Respondent 1 stated due to the student lack of English skills and also due to the unsupportive English environment are the cultural and linguistic factors that some of the respondents see.

How do the pre-service teachers overcome the difficulties of English as a medium of instruction

In terms of the participants' overcome the difficulties of English as a medium of instruction. researcher used data from the information based on the questionnaire and interview that were used to answering research question 1 and research question 2. The objective behind posing these questions was to gather valuable firsthand accounts from the respondents, allowing for a comprehensive understanding of their overcome the difficulties in using English as a medium of instruction.

To overcome the difficulties, they had to use mix language. So, they face the challenges that if they not use mix language or used Indonesian it is affecting their classroom performance. Due to the students will always ask their friends about the material or instruction that they delivered in the class.

They share the same thought to overcome the difficulties they had to use mix language. But in respondent opinion using mix language can help student familiarize with English. So, they can improve their English skills in their English classroom performance.

In other hand, there is respondent that has different opinion to overcome the difficulties of using English as a medium of instruction in classroom. Based on the respondent opinion they used homework.

To overcome the difficulties, they did not use mix language or limited to using Indonesian. So, when they are teaching in and using English as a medium of instruction the respondent can minimize the use of mix language so they can delivery of the material using English as a medium of instruction. due to they give task before the next meeting

so can help the students remembering and familiarize the words for the next material.

The results of the reviewing the interview and the questionnaire related to how the pre-service teacher overcome the difficulties of English as a medium of instruction. the respondents overcome the difficulties with two kinds of ways first is using mix language between English and Indonesian although this kind was not really overcoming the difficulties due to using mix language is not specifically overcome the challenges of using English as a medium of instruction. but using mix language can help overcome the barrier that disconnected between teacher-student in the classroom and can help the students improving their learning outcomes. EMI may create disparities among students, as not all have equal access to English language resources and opportunities. Ensuring equitable access to quality English instruction and supporting students with diverse language backgrounds is essential (Mariska et al., 2021).

The second is using homework that related to the next material or the next meeting topics. In this technique can help the pre-service teacher overcome the difficulties of English as a medium of instruction. because with this homework students can familiarize and get used to the English words and help the student prepared the material for the next meeting. Although it has some downgrades that was students maybe tired of getting homework but it can help both pre-service teachers and the students to overcomes the difficulties of using English as a medium of instruction.

CONCLUSION

The present study was conducted to investigate the pre-service teacher perception of the use of English as a medium of instruction. First, in pre-service teachers' perception towards English as a medium of instruction, researchers were focused on their perception towards the use of English as a medium of instruction such as the experience, effect, and the utilization.

It was found that using English as a medium of instruction has some advantages and disadvantages pre-service teachers need to know how to use English as a medium of instruction as it can see from the previous chapter that using English in a different environment can create confusion and hinder the whole classroom. But if we use it in the right environment, the use of English as a medium of instruction can help the student to become more fluent in using English. That's why a pre-service teacher needs to know what students need and what students are capable of.

Second, relating to the difficulties of using English as a medium of instruction for pre-service teachers. Researcher was focused on the difficulties of using English as a

medium of instruction such as experiences, difficulties, effect, and cultural or linguistic factors.

It was found that pre-service teachers face difficulties when using English as a medium of instruction. These difficulties arise from challenges in delivering the material in English, primarily due to the lack of an English-friendly environment in schools or classrooms. And also, from the outside, their cultural and linguistic factors can create an unsupportive environment to deliver material using English as a medium of instruction.

It was concluded that using English as a medium of instruction has some advantages and disadvantages, pre-service teachers need to know how to use English as a medium of instruction. As it can see that using English in a different environment either can create positive output or negative output. That's why a pre-service teacher needs to know what students need and what students are capable of, although the pre-service teacher can overcome the difficulties but pre-service teacher need to observe it first what the students need and what the student capable of.

In line with the topic under discussion, there are two suggestions for further research. First, this data is only limited to the 2019 cohort. Therefore, further research related to a similar topic in a larger scope may be needed for broader perception.

Second, for future research, researchers can investigate the cultural and linguistic factors of the difficulties using English as a medium of instruction. This is because there are still any cultural and linguistic factors that different pre-service teachers face even thought is already in 21st century.

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