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Students' Perceptions of the Use of English as a Medium of Instruction in a Fifth-Grade Classroom

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Abstract – This study focuses on students' perceptions of English as a Medium of Instruction (EMI) in a fifth-grade classroom. This research applies a qualitative case study design involving 28 fifth-grade students from a Cambridge curriculum school who had direct experience with EMI in their daily learning activities. Data were collected by semi-structured focus group interviews and analysed using thematic analysis. The findings suggest that most students view EMI positively because of their familiarity and exposure to English, but these perceptions are not always stable, as some students still experience difficulties when dealing with unfamiliar vocabulary or complex tasks. The study reveals that students' perceptions are not limited to positive and negative categories, but also include conditional responses, where perceptions depend on subject matter, classroom activities, and emotional conditions. The findings also identified several factors, including vocabulary mastery, classroom interaction, teacher-related factors, emotional conditions, and language exposure. This study contributes to existing EMI research by showing that elementary students' perceptions are not limited to positive and negative categories, but may also be conditional and context dependent.

Keywords - Elementary School, English as a Medium of Instruction, Student's Perceptions.

INTRODUCTION

In preparing younger generations to face international educational and professional demands, education in Indonesia plays a crucial role. English has become an important component of the education system to improve students' international competitiveness since the introduction of the 1994 curriculum, which included English as a local content subject at the elementary level (Maili, 2018). Learning English at an early age is considered strategic, as it helps students adapt to higher levels of education and prepares them for future academic and professional environments that increasingly demand ability in foreign languages.

Along with the rise of globalization, the use of English as a Medium of Instruction (EMI) has gained attention. EMI refers to the use of English to teach academic subjects in contexts where English is not the first language (Dearden, 2014). EMI involves teaching academic subjects through English in multilingual educational contexts (Macaro et al.,

2018). This approach has been implemented in various educational settings, as it is believed to increase students' English proficiency, support access to international knowledge and develop their competitiveness in the global arena (Rose et al., 2021). EMI is often related to bilingual and international education systems, where English is used not only as a subject but also a tool for learning content (Carrió-Pastor, 2021; Richards and Pun, 2023). English-medium education is influenced by a unique combination of global, national and local forces, making each EMI implementation context-dependent (Dafouz and Smit, 2016).

In the Indonesian context, EMI has been applied in several schools adopting international curricula. Previous studies have reported that EMI can positively influence students' learning. For example, Rahmadani (2016) and Ernawati et al. (2021) reported positive perceptions toward EMI, highlighting its potential to improve students' English proficiency, motivation, confidence in using English and opportunities to develop language skills

while learning academic content. These benefits may be associated with increased exposure to English during classroom learning. From a language acquisition perspective, language develops through comprehensible input, suggesting that repeated exposure to English may help students adapt more easily to EMI (Krashen, 1985).

However, although EMI offers these benefits, it also presents several challenges. EMI can also become a cognitively demanding and emotionally challenging learning experience for students (Yuan et al., 2023). One main problem is found in students' limited vocabulary, which may limit their understanding of subject content (Ernawati et al., 2021). From a cognitive perspective, learning becomes less effective when learners are required to process multiple sources of information simultaneously, as cognitive resources may no longer be fully available for knowledge acquisition (Sweller, 1988). Additionally, teachers' readiness is often questioned, as limited English proficiency may affect their ability to use English consistently and effectively during instruction (Kassa and Abebe, 2022). Key stakeholders still express serious concerns regarding the implementation of EMI although they recognize its growing importance (Macaro et al., 2018).

Previous research also shows that students do not always respond positively to EMI. While some students show positive perceptions, others experience difficulties in understanding lessons taught in English (Wahab et al., 2020). Students may perceive knowledge learned through EMI as less in depth than knowledge learned through their first language and may experience difficulties in understanding deeper conceptual meaning (Zhou et al., 2025). Students in bilingual classrooms often struggle with EMI, especially in science subjects, because of the complexity of technical terminology (Kurniati, 2023). On the other hand, English self-efficacy is positively correlated with English performance, indicating that students with higher confidence in their EMI abilities tend to perform better academically in EMI contexts (Huang, 2024). These findings suggest that the implementation of EMI should take into consideration the linguistic, pedagogical and psychological factors that influence students' learning experiences.

Perception is a key element in influencing student responses to EMI. Perception begins when individuals receive stimuli from their environment through sensory processes (Walgito, 2004). He

points out that attention is necessary in the perception process, as people need to focus on incoming stimuli before interpreting them.

In the context of EMI, individual experiences may include students' previous exposure to English, cognitive processes involve how students understand and remember unfamiliar vocabulary, while environmental factors include classroom interactions, teacher explanations and the language used by classmates. From a sociocultural perspective, learning develops through social interaction and cooperation with others, suggesting that classroom interaction and peer language use may also shape students' perceptions toward EMI (Vygotsky, 1978). This suggests that students' perceptions of EMI are not fixed but are shaped by various internal and external influences.

Although research on EMI has grown, most previous studies have focused on secondary and higher education contexts and have relied on questionnaire-based instruments to examine students' perceptions, such as Wahab et al. (2020) and Kurniati (2023). As a result, these studies tend to categorize students' perceptions into positive and negative categories. This classification does not fully capture the complexity of students' experiences. While previous studies have examined EMI in secondary and higher education settings, studies focusing on younger learners, particularly in content subjects such as Science and Mathematics, have received limited attention.

Therefore, this study aims to address these gaps by investigating students' perceptions of EMI in a fifth-grade classroom using a qualitative method. Unlike previous studies, this research uses semi-structured interviews to explore students' experiences more deeply. This study also aims to extend previous research by showing that students' perceptions are not limited to positive and negative categories, but may also be context-dependent, where students' responses depend on factors such as subject matter, learning activities and emotional conditions.

This study offers several contributions. First, it extends previous binary categorizations, thus showing that perception is dynamic and context dependent. Second, it highlights the influence of situational factors, such as differences between subjects, type of classroom activities and students' mood. Third, it provides rich qualitative data through direct student quotations, offering deeper insights into elementary students' experiences.

Finally, this study extends EMI research into the elementary school context, which has received limited attention in previous studies.

Based on these considerations, this study seeks to answer the following research question, what are the students' perceptions on the use of English as a medium of instruction.

METHOD

This study applied a Qualitative Research Method to explore students' perceptions toward the use of EMI. Qualitative research aims to develop an in-depth understanding of a phenomenon by examining participants' experiences and perspectives (Creswell, 2015). In line with this, the study was based on a constructivist paradigm, which assumes that individuals construct meaning based on their experiences and interactions with their environment (Creswell, 2015). Thus, the research focused on students' subjective interpretations of EMI implementation in the classroom.

This research implemented a case study design, as it allows the researcher to investigate a phenomenon in its real-life context in a detailed and complete way. The study focused on a fifth-grade classroom in a school affiliated with the Cambridge curriculum, where English was systematically used as the medium of instruction in several content subjects. This setting was selected because it provided students with regular exposure to EMI in their daily academic activities. Science and Mathematics were selected because these subjects consistently implemented EMI in the classroom and involved academic vocabulary and conceptual explanations, allowing students to experience both language and content learning simultaneously.

The procedure of the case study followed several interconnected stages adopted from Yin (2014), including planning, designing, preparing, collecting data, and analysing findings. Nevertheless, these stages were not always linear, as case study research often requires researchers to revisit earlier phases during the research process. To ensure a comprehensive understanding of the phenomenon, the researcher moved flexibly throughout the process whenever additional clarification or data verification was needed.

The participants in this study were one class of fifth-grade students consisting of 30 students, with 19

males and 11 females. However, two students with diagnosed developmental conditions, which are Autism and Down Syndrome, were not included in the interview process, resulting in a total of 28 participants. This is because both students had different cognitive processing and communication abilities, which may have required a different approach to the interview and may affect the consistency of data comparison with other participants. The participants were chosen because they were involved in EMI daily in their learning process and felt at ease using English in their classroom interactions and learning materials. This made them suitable participants for providing insights into the implementation of EMI.

The primary data were obtained through semi-structured interviews. Interviews are used when the researcher aims to understand participants more clearly (Sugiyono, 2013). Semi-structured interviews allowed the researcher to prepare guiding questions while still providing flexibility to explore participants' responses in greater depth.

In this study, the interviews were conducted using a focus group format, in which 28 students were divided into seven groups, each consisting of four students. This approach was used to encourage interaction among participants and to help students feel more confident talking about their opinions, especially those who might be shy in individual interviews (Creswell, 2015). Each focus group interview lasted about 20-30 minutes and the same set of interview questions was used to lead all the groups to ensure consistency across the participants. All interview sessions were audio-recorded and later transcribed for analysis.

The use of semi-structured interviews helped the researcher answer the research questions while also allowing new insights to appear from participants' responses. The interviews were conducted after classroom sessions, where EMI was used in Mathematics and Science lessons. The timing gave students a chance to reflect on their recent classroom experience before sharing their responses.

The interviews were conducted based on five questions adapted from Wahab et al. (2020). These questions explored students' perceptions of EMI in relation to their feelings, learning ability, impression, teacher's clarity, and learning difficulty. The guiding questions were as follows: (1) how does the student feel about the use of English as a medium of instruction, does the student feel happy; (2) how

is the student's ability in following lessons when English is used as the medium of instruction; (3) what is the student's impression of the use of English as a medium of instruction, does the student feel interested; (4) how clear is the teacher in explaining the lessons when English is used as the medium of instruction; (5) how often does the student experience difficulties in understanding the teacher's explanation when English is used as the medium of instruction.

The data collected from the interviews were analysed using descriptive qualitative analysis. Thematic analysis was used according to Braun and Clarke (2012) which is a method for identifying, analysing, and interpreting patterns within qualitative data. The analysis was a multi-step process, including familiarising with the data, generating initial codes, searching for themes, reviewing the themes and defining the final themes. The analysis inductive, in that themes were drawn from the data rather than pre-existing categories. The researcher carefully examined the interview data, identified key ideas, and grouped them into themes related to students' perceptions of EMI. The analysis was organized based on five analytical indicators adapted from Wahab et al. (2020), consisting of students' feelings, learning ability, impression, teacher's clarity and learning difficulty.

To ensure the trustworthiness of the data, all interview sessions were audio-recorded and transcribed. The researcher reviewed the transcripts repeatedly to ensure consistency in coding and interpretation. Regular discussions with the academic supervisor were conducted throughout the analysis process to reduce potential bias and strengthen the credibility of the findings.

Finally, the findings are presented using direct student quotations to support the interpretation and to provide authentic evidence of students' perspectives. This approach complements previous studies, such as Wahab et al. (2020), which mostly relied on questionnaire-based data, by offering a more in-depth understanding of students' experiences through their own voices. The use of direct quotations also allows students' perceptions to be represented more naturally, especially in capturing responses that are situational and context dependent.

RESULT AND DISCUSSION

Result: What are the Students' Perceptions on the Use of English as a Medium of Instruction?

This section discusses the results of students' perceptions toward the use of EMI and the factors that influence these perceptions. The data in this study were collected from semi-structured interviews conducted with 28 fifth-grade students in a classroom following the Cambridge curriculum. Based on the five analytical indicators adapted from Wahab et al. (2020), the findings are presented in five indicators: students' feelings, learning ability, impression, teacher's clarity and learning difficulty.

Feelings

The findings showed that most students have positive feelings toward the use of EMI. A total of 18 students demonstrated positive responses, while 10 students showed negative feelings. Several students expressed that they felt comfortable and familiar with using English in the classroom. For instance, one student stated "Nyaman karena sudah sering pakai bahasa Inggris." (Comfortable because I often use English). Similarly, another student mentioned "Senang karena yang lain terbiasa pakai bahasa Inggris dan belajar pakai bahasa Inggris bikin aku nyaman." (Happy because others are used to using English and learning in English makes me feel comfortable). Several students responded with *biasa saja* (neutral), which in this study is categorized as a positive perception as it reflects familiarity rather than a rejection, as shown in the statement "Biasa saja karena biasa menggunakan bahasa Inggris sehari-hari." (It feels normal because I use English in daily life).

On the other hand, negative feelings were associated with confusion and difficulty in understanding certain vocabulary or test requirements. One example can be seen in the statement of one student, "Kadang bingung karena ujiannya bikin stres." (Sometimes confused because the tests are stressful), while another explained "Kadang bingung karena ada kata yang belum dipelajari." (Sometimes confused because there are words that have not been learned). This indicates that students' emotional responses toward EMI are influenced by their familiarity with English and the learning challenges they encounter in the classroom.

These findings suggested that students' emotional responses toward EMI are shaped by their previous experience with English and learning challenges encountered in the classroom. Students with greater

exposure to English tended to show more positive emotional responses, while unfamiliar vocabulary and academic pressure often led to confusion or stress. Yuan et al. (2023) argue that EMI is not only an academic experience, but also an emotionally demanding process for learners and the present study reveals similar patterns among elementary students. Interestingly, while Yuan et al. (2023) studied university students, this study indicates that similar emotional dynamics exist among elementary learners as well, implying that affective dimensions of EMI evolve across educational levels.

Learning Ability

Based on the students' ability, the students who had positive perceptions were 17 people, the negative perceptions were 8 students and the situational responses were 3 students. Students who had positive perceptions said they could understand lessons that were taught in English. This can be seen in the statement of one student, "Mudah dimengerti semuanya." (I can understand everything easily). Another student reported "Lebih mudah karena sering kali aku tidak mengerti bahasa Indonesia. Penjelasan apa pun akan lebih enak kalau pakai bahasa Inggris, bahkan Matematika sekalipun." (It is easier because I often do not understand Indonesian. Any explanation is better in English, even Math terms).

Responses categorized as *biasa saja* also indicate that EMI does not limit students' understanding, as reflected in the statement "Biasa saja, tetapi lebih membantu ketika memakai bahasa Inggris ketimbang bahasa Indonesia." (It feels normal, but using English is more helpful than Indonesian). However, some students experienced difficulties when facing new phrases. A student admitted "Lumayan susah memahami, terutama di kalimat yang belum pernah didengar." (Quite difficult to understand, especially sentences that have never been heard).

Interestingly, several students expressed situational perceptions, indicating that their ability depends on certain factors. This is illustrated by one student who stated "Gampang-susahnya tergantung pelajarannya. IPA gampang pakai bahasa Inggris, kalau Matematika susah karena belum hapal istilahnya dalam bahasa Inggris." (It depends on the subject. Science is easy in English, but Math is difficult because I have not memorized the vocabulary). Another student said "Gampang-susahnya tergantung pertanyaan pada latihan soal." (It depends on the type of questions in the exercises).

These findings indicate that students' ability to understand EMI depends not only on their English proficiency, but also on their familiarity with subject-related vocabulary and the complexity of classroom tasks. When students encountered unfamiliar academic terms in specific subjects, they needed to process both language and content at the same time, which made learning more challenging. This finding is consistent with the cognitive load theory by Sweller (1988) which explains that learning becomes more difficult when learners process multiple sources of information at the same time. In the context of EMI, unfamiliar vocabulary may increase cognitive demands and reduce students' ability to fully understand subject content. For example, in Mathematics, students were required to understand terms such as "multiply" or "divide", while they encountered terms such as "reproduces" and "adapts" in Science. Understanding these terms required students to connect English vocabulary with academic concepts before responding to classroom tasks. This present study also extends previous EMI studies in higher education contexts, such as Zhou et al. (2025), by showing that difficulties in processing subject content through English are not limited to university students, but can also be observed among elementary school learners.

Impression

The data show that 16 students have positive impressions, 10 students have negative impressions, and 2 students expressed context-based responses. Students with positive impressions felt more motivated when English was used. As an example, one student stated "Lebih tertarik karena memang terbiasa. Kalau bahasa Indonesia justru kurang tertarik." (More interested because I am used to it. Using Indonesian is less interesting). Another student explained "Tertarik dan lebih bersemangat karena ini bahasa yang biasa aku gunakan. Aku tidak perlu mencari arti kosakatanya karena aku sudah mengerti kata-katanya, soalnya bahasa sehari-hari." (Interested and more enthusiastic because this is a language I usually use. I do not need to look up vocabulary because I already understand it). These responses suggest that students who are regularly exposed to English may develop familiarity when learning through EMI. This is in line with the input hypothesis proposed by Krashen (1985) which emphasizes that language acquisition develops through repeated exposure to comprehensible input.

On the other hand, students with negative impressions tended to feel less interested when they

encountered unfamiliar vocabulary or learning activities that required greater language effort. Dependent responses also appeared, such as “Tergantung mood, lagi malas pakai bahasa Inggris atau enggak.” (It depends on the mood, whether I feel like using English or not) and “Tergantung aktivitas. Kalau gim, mending berbahasa Inggris. Kalau belajar, mending berbahasa Indonesia.” (It depends on the activity. For games, English is better, but for studying, Indonesian is better). In contrast, students with less exposure to English were more likely to report lower interest when classroom tasks involved more effortful use of language. This finding is also consistent with Krashen (1985), suggesting that insufficient exposure to comprehensible English input may reduce students’ engagement during EMI activities.

To better understand these impressions, students’ English exposure outside the classroom was also examined. Among these students, 14 attended English courses, 11 practiced English independently at home and 6 had previous experiences living abroad. On the other hand, two students with limited exposure to English tended to show lower interest or confidence during EMI activities. This supports Krashen (1985) which suggests that language acquisition develops through continuous exposure to comprehensible input. Students who had regular exposure to English in and outside the classroom seemed to have more positive interest and confidence towards EMI. These patterns provide further evidence that regular language exposure contributes not only to language development, but also to positive perceptions toward learning through English.

Teacher’s Clarity

The results indicated that 20 students thought that the teacher’s explanation was clear and 8 students thought that it was unclear. Students with positive perceptions reported that the teacher’s explanations were understandable. A clear example is shown in the following statement from one student, “Jelas karena lebih mudah dan aku lebih mengerti.” (Clear because it is easier and I understand better). Another student added “Lebih mudah dipahami.” (Easier to understand) and “Jelas dan langsung paham” (Clear and immediately understood).

However, some students reported issues related to clarity due to language delivery. A student expressed confusion, “Kadang gak jelas karena menggunakan bahasa Inggris, jadi berantakan karena menjelaskannya harus cepat.” (Sometimes unclear

because using English makes the explanation rushed and disorganized). Another added “Gak jelas karena ada kata yang gak aku mengerti.” (Not clear because there are words I do not understand), while another complained “Gak terlalu jelas karena aku masih kurang tahu sinonim-sinonimnya.” (Not very clear because I do not know many synonyms).

These findings suggested that teacher explanation plays an important role in shaping students’ understanding of EMI. Students did not rely just on their language ability, but also on how clearly content was delivered by the teacher. These responses are consistent with Dafouz and Smit (2016) who argue that EMI is highly context-dependent and influenced by classroom interaction, instructional delivery and institutional learning environments. In this study, teacher clarity appears to reduce students’ uncertainty and help them understand subject content more effectively.

Learning Difficulty

The findings showed that 17 students experienced low levels of difficulty (positive perception), while 11 students experienced higher levels of difficulty (negative perception). Students with positive perceptions reported that difficulties were minimal and usually related to new vocabulary. This suggests that vocabulary plays an important role in students’ understanding, as limited vocabulary increases effort to understand and makes it more difficult for students to understand the lesson in English. This can be seen in one student’s statement, “Enggak kesulitan sama sekali, pernah kesulitan hanya saat ada kosakata baru.” (No difficulty at all, except when facing new vocabulary). Another emphasized, “Pernah kesulitan, tetapi gak terlalu sering, biasanya pas belajar kata baru.” (Sometimes difficult but not often, usually when learning new words).

On the other hand, students with negative perceptions experienced more frequent difficulties. This is reflected in one student’s statement, “Sering banget kesulitan. Biasanya bingung kalau ngomong yang kosakatanya susah.” (I often find it very difficult. I usually get confused when speaking using difficult vocabulary). Another added “Biasanya kesulitan kalau disuruh menulis panjang.” (Usually difficult when asked to write long answers).

Students’ learning difficulties were often influenced by the interaction between language demands, subject complexity, and classroom task types. These patterns align with Macaro et al. (2018) who described that EMI implementation often creates

academic and linguistic challenges for learners. In this study, difficulties were not always caused by English itself, but also by how students managed unfamiliar vocabulary with specific learning contexts. The present study adds evidence that students' difficulties are often context-dependent rather than fixed positive or negative responses.

Discussion

Table 1. Students' Perception

Analytical Indicators	Positive	Negative	Conditional
Feelings	18	10	0
Learning Ability	17	8	3
Impression	16	10	2
Teacher's Clarity	20	8	0
Learning Difficulty	17	11	0

As shown in Table 1, positive perceptions were reported across all five analytical indicators, although negative responses were also presented in each indicator, suggesting that students did not experience EMI in the same way. In addition, conditional responses emerged in the indicators of learning ability and impression, indicating that students' perceptions cannot be fully categorized into positive and negative groups. Students' perceptions of EMI varied with subject matter, classroom activities, vocabulary demands and their emotional state. This finding supports the argument that students' perceptions are but dynamic and context dependent.

The presence of positive and negative perceptions is consistent with previous EMI studies. Like Wahab et al. (2020), this study found that students showed varying responses toward EMI. Some students said they had positive experiences, but others had difficulty understanding the lessons taught in English. However, unlike many previous studies that classified students' perceptions into positive and negative categories, this study identified a third category of conditional responses. These findings suggest that students' perceptions toward EMI may vary across learning situations and cannot always be explained through binary classifications.

Students' perceptions were influenced by several factors, including English exposure, vocabulary familiarity, emotional readiness, classroom interaction and teacher explanation. Student with greater exposure to English demonstrated more

positive perceptions toward EMI. This finding lends support to Krashen's (1985) input hypothesis that language develops by repeated exposure to comprehensible input. Student who attended English courses, practiced English independently at home, or had previous experiences living abroad tended to report greater confidence and interest in learning through English.

Vocabulary knowledge also emerged as an important factor influencing students' perceptions. Students often related challenges to unfamiliar vocabulary and subject-specific terminology in a number of indicators. These findings support previous studies reporting that EMI learners often experience challenges when processing academic content through English (Kurniati, 2023; Zhou et al., 2025). The findings are also consistent with Sweller's (1988) cognitive load theory, which suggests that learning becomes more demanding when students must simultaneously process language and content information. This study demonstrates that issues with word like "multiply", "divide", "reproduces", and "adapts" are instances of how vocabulary requirements might contribute to cognitive load in EMI lessons.

Classroom interaction and teacher explanation also shaped students' perceptions toward EMI. Students often reported more positive experiences when teachers provided clear explanations and when English was commonly used by classmates. These findings support Walgito's (2004) view that perception is influenced by internal and external factors, including previous experiences and influences from the learning environment. They also align with Vygotsky's (1978) sociocultural perspective, which emphasizes the importance of social interaction in learning. In addition, the findings support Dafouz and Smit's (2016) argument that EMI implementation is highly context dependent and influenced by classroom practices and learning environments.

Overall, the present study extends previous EMI research in several ways. First, it demonstrates that the opportunities and challenges associated with EMI are evident not only in secondary and higher education contexts but also among elementary school learners. Second, it shows that students' perceptions toward EMI are more complex than simple positive or negative classification. Finally, it highlights the importance of situational factors in shaping students' experiences, suggesting that perceptions toward EMI are continuously negotiated

through classroom interactions, learning tasks and language experiences.

CONCLUSION

This study aimed to investigate students' perceptions toward the use of EMI and to identify the factors influencing these perceptions in a fifth-grade classroom context. These findings show that most students see EMI positively, mainly because of their familiarity with English and their previous experience with the language. However, some students also reported difficulties related to unfamiliar vocabulary, subject-specific terminology, and language demands during classroom activities.

The findings further show that students' perceptions extend beyond positive and negative categories. Instead, some students expressed conditional or situational perceptions, where their responses depended on specific factors, such as subject matter, type of activity and emotional state. These results highlight the dynamic and context dependent nature of students' perceptions toward EMI and demonstrate the value of qualitative interviews in capturing experiences that may not be fully reflected through questionnaire-based research.

Moreover, the findings identified several factors influencing students' perception of EMI, including vocabulary mastery, classroom interaction, teacher-related factors, emotional conditions and language exposure. These results confirm previous studies highlighting the importance of linguistic and pedagogical issues in EMI implementation and expand the current understanding by showing how linguistic, cognitive, social and contextual factors contribute to shape the elementary students' EMI experiences. The study contributes to the growing body of EMI research by providing evidence from an elementary school context, which remains underrepresented in the literature.

In spite of these contributions, several limitations should be acknowledged. The participants were selected from a school that implements Cambridge curriculum, so the findings may not be representative of Indonesian elementary students in general. Students in this context may come from families with higher socioeconomic backgrounds and may have greater access to English learning resources, such as private courses, international exposure, or bilingual learning environments. Despite these advantages, EMI still presented

cognitive, linguistic and emotional challenges for many students. This suggests that students in less privileged educational contexts may experience greater challenges when learning through EMI. Therefore, future research may examine EMI implementation in different educational settings and socioeconomic contexts to develop a broader understanding of students' experiences across diverse learning environments.

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