

Effectiveness of Instruction Implementation on Education

Kasan kasan

Politeknik Pelayaran Surabaya, Surabaya, Indonesia

Abstract. The implementation of EMI in boarding maritime education can help cadets prepare for an increasingly connected global maritime work environment. The application of EMI can help improve cadets' English skills and expand their learning opportunities in accessing the international curriculum. In an increasingly complex global maritime environment requiring good English skills, the use of EMI can help cadets to be ready for future challenges. However, challenges such as increased costs and skilled human resources in teaching in English and providing language support for cadets also need to be addressed in the implementation of EMI in boarder maritime education

Keywords. EMI, maritime, Surabaya Shipping Polytechnic

1. Introduction

As a maritime vocational education institution, Surabaya Shipping Polytechnic aims to become an educational institution that is globally recognized and has world standards (World - Class)[1]. In an effort to achieve this goal, Surabaya Shipping Polytechnic has committed to organizing high-quality educational programs using English as a Medium of Instruction. This step aims to improve the quality of education, provide access to global markets, and produce graduates who are able to compete at the international level[2].

The need for improved English language skills of cadets and their preparation for an increasingly complex global maritime work environment is essential[3]. Boarding maritime education has special characteristics that demand good English proficiency, such as interacting with sailors from different countries, reading technical documents in English, and communicating with ship captains and crew from various backgrounds. Therefore, an evaluation of the effectiveness of EMI implementation in boarding maritime education and an understanding of the benefits and challenges of applying this learning model in the context of maritime education is very important.

The use of English as a medium of instruction (EMI) has several important benefits. One of them is to improve English skills, as students become more accustomed and trained in communicating and understanding English[4]. This will improve students' English language skills and allow them access to an international curriculum. In addition, EMI also prepares students to work in a global environment, where English language skills are essential. In

addition, EMI can improve the overall quality of education by expanding students' access to the international curriculum[5]. The use of English can also enrich students' learning experience, open their horizons, and provide a different learning experience[6].

In general, the EMI phenomenon in higher education reflects significant growth in efforts to internationalize higher education[7]. Universities around the world are beginning to adopt EMI to attract international students and prepare graduates who have the English language skills and cross-cultural competencies that are in demand in today's increasingly globalized world[6].

2. Methodology

The data analysis method in this study is a qualitative descriptive approach[8]. The data analysis process begins by using the main data obtained from questionnaires distributed to respondents[9]. The results of this questionnaire were then confirmed and enriched with data from interviews and observations.

Data analysis begins by collecting all the answers from the questionnaire to identify patterns, trends, and emerging findings [10]. Then, these results were enriched through interviews with respondents to gain a deeper understanding of their responses and views regarding Taruna's parents' satisfaction with educational services at the Surabaya Shipping Polytechnic. In addition, direct observation is also used to examine facilities, environment, and educational practices at the Surabaya Shipping Polytechnic. This allows researchers to confirm findings from questionnaires and interviews by looking at realities on the ground. With a combination of data from these three sources, this study can provide a comprehensive and in-depth picture of the level of satisfaction of Taruna parents with educational services at the Surabaya Shipping Polytechnic. This qualitative descriptive approach allows researchers to describe, explain, and interpret data in a more in-depth and holistic way.

This research, because it is qualitative, uses various data collection techniques which include researchers made direct observations of ongoing English language development activities at the Surabaya Shipping Polytechnic[11]. This is done to understand existing practices. Researchers communicate with learners to gain their views on the English learning experience as well as their expectations for the development of English learning at the Surabaya Cruise Polytechnic[12].

Researchers gave questionnaires to students to get written responses related to the English learning experience[13]. Questionnaires are used as additional data collection tools[14]. Researchers conduct analysis by referring to existing references or literature related to English language development. Literature studies are used to provide theoretical foundations and support conclusions in research[15].

By using these various techniques, research can provide comprehensive and in-depth data on English language development at the Surabaya Shipping Polytechnic and the views of students related to it. The data obtained through these techniques will assist researchers in detailing existing practices and expectations in the context of English language education[16].

To ensure the validity of this study, researchers applied data triangulation[17]. Data triangulation is an approach that combines various methods and data sources to examine and validate research findings. In this way, the validity of research findings can be improved, and research results become stronger because the data obtained come from various sources and through various collection techniques[18]. Researchers combine observations, interviews, questionnaires, and literature studies in data analysis to ensure the accuracy and accuracy of the

findings produced. Data triangulation is an important step in qualitative research to minimize bias and ensure research validity[19].

3. Result and Discussion

In this study, the number of respondents was 328 people. In diagram 1 below, it is explained that the positions of respondents are educators/lecturers totaling 42 (12.8%), education staff/staff 60 (18.3%), cadets level I 6 (1.8%), cadets level II 93 (28.4%), cadets level III 16 (4.9%), cadets level IV 73 (22.3%), Pasuhtar 28 (8.5%), security 10 (3%).

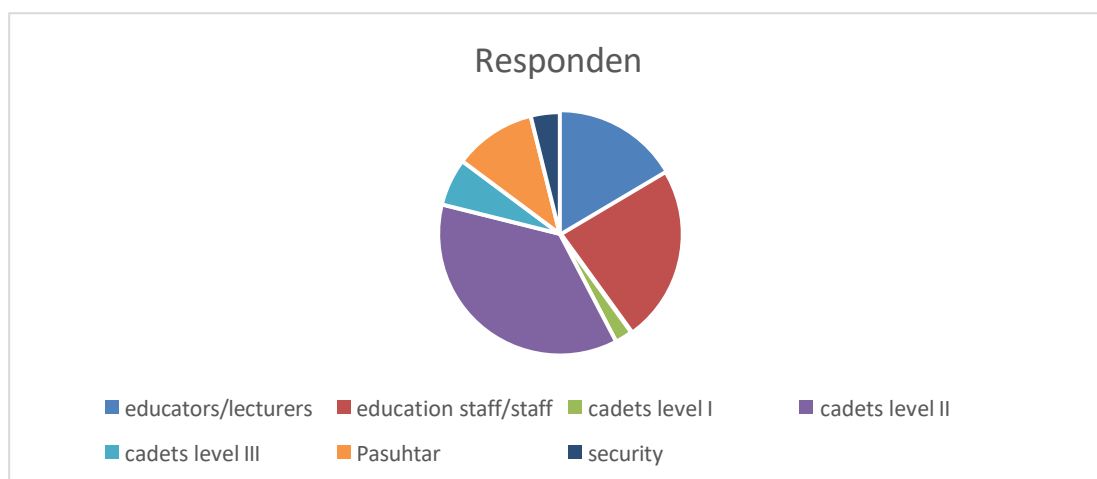


Diagram 1 positions of respondents

3.1. Readiness for English as Medium of Instruction (EMI) Implementation

The readiness of EMI implementation at the Shipping Polytechnic is measured by asking several questions, the first is whether the community gets a Standard Campus Communication Phrases (SCCP) pocketbook as a guidebook in English conversations within the Surabaya Shipping Polytechnic. From the diagram below, 211 (64.3%) have not received an SCCP pocketbook and 117 (35.7%) have received an SCCP pocketbook.

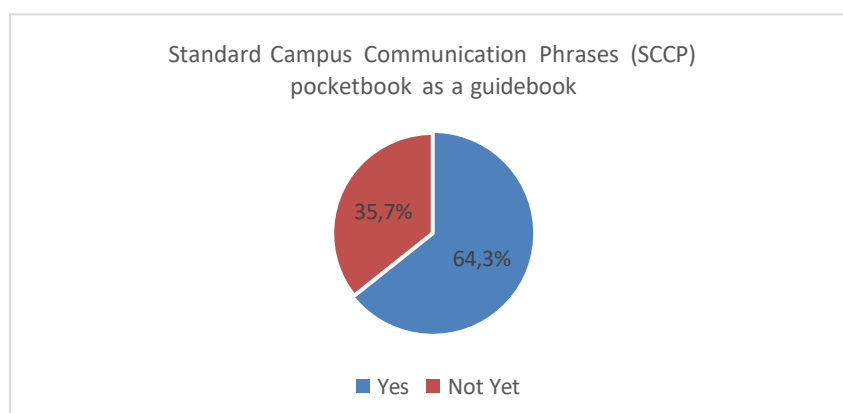


Diagram 2 Standard Campus Communication Phrases (SCCP) pocketbook as a guidebook

The readiness of EMI implementation was also asked about the existence of English phrases / sentences installed in several places at the Surabaya Shipping Polytechnic. From the

diagram below, as many as 33 (10.1%) stated that there was no English phrase and as many as

295 (89.9%) stated that there was already an English phrase in the Surabaya Shipping Polytechnic environment.

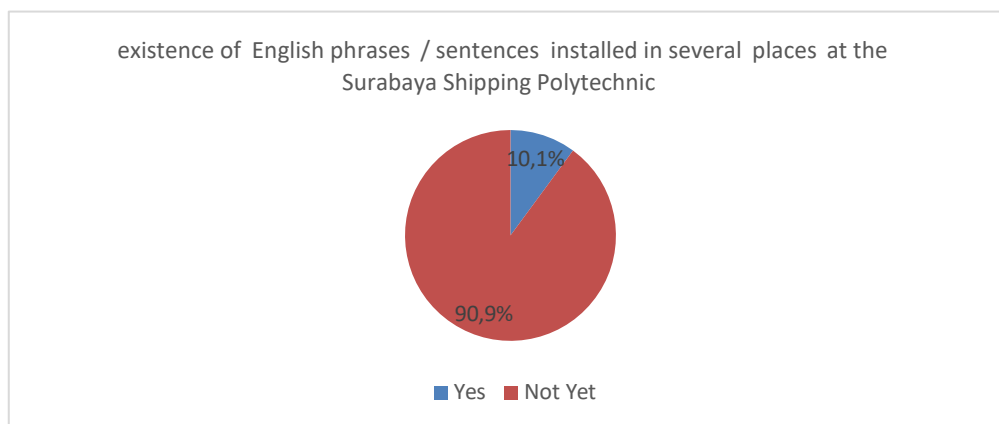


Diagram 2 Standard Campus Communication Phrases (SCCP) pocketbook as a guidebook

The third readiness is measured by the question of whether the socialization of the EMI implementation program has been carried out at the Surabaya Shipping Polytechnic. In accordance with the diagram below, it can be explained that there are 44 (13.4%) who have not received socialization of the use of English in the campus environment and 284 (86.6%) have received socialization

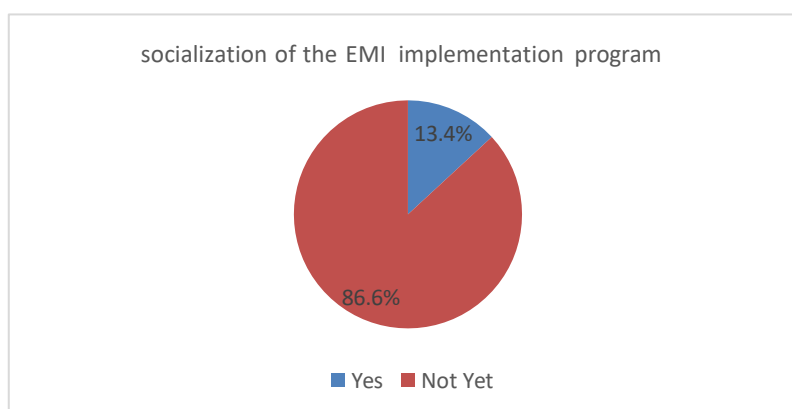


Diagram 3 socialization of the EMI implementation program

To find out the extent of the readiness of the Surabaya Shipping Polytechnic community using English communication, it is obtained from the diagram below. Civitas Politeknik Pelayaran Surabaya stated that there were 26 (7.9%) rarely use English, 50 (15.2%) rarely, 148 (45.1%) occasionally, 87 (26.5%) stated that they often use English and 17 (5.2%) use English very often.

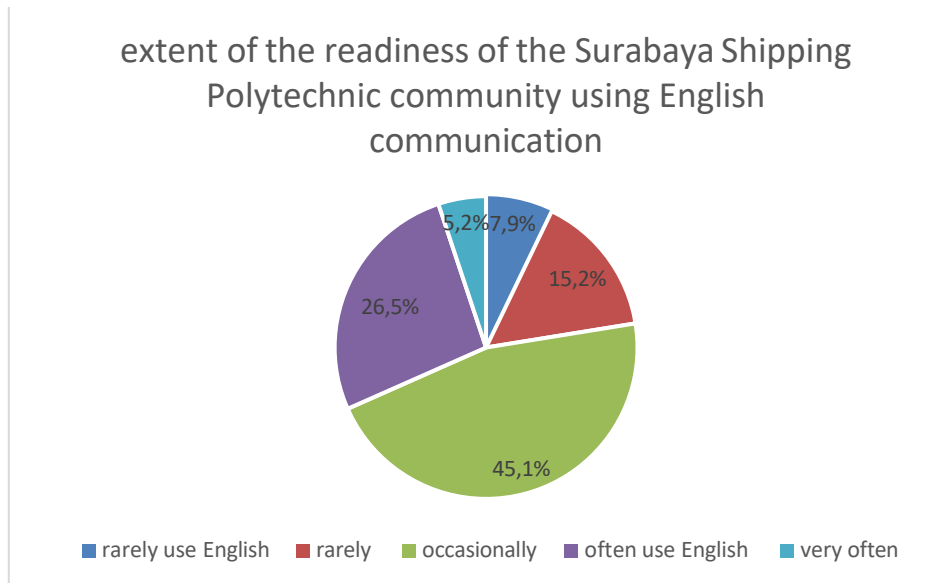


Diagram 4 readiness using English communication

The fourth EMI implementation readiness is related to the use of English in teaching and learning activities (KBM). The implementation of EMI is more focused on the interaction of lecturers and cadets in learning to use the language of instruction in English. The diagram below can be explained 26 (7.9%) rarely use English in KBM, 75 (22.9%) rarely, 139 (42.4%) occasionally, 66 (20.1%) often, and 22 (6.7%) very often use English during KBM.

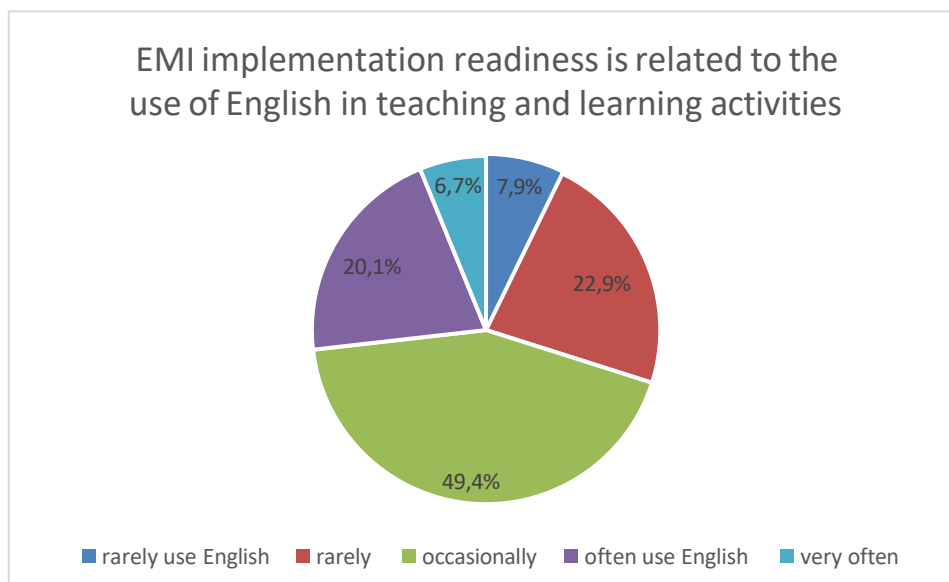


Diagram 5 EMI implementation readiness in teaching and learning activities

The education system at the Surabaya Shipping Polytechnic is dormitory-based, therefore one measure of readiness for EMI implementation is seen from activities in the dormitory. From the diagram below, it can be explained to what extent life activities in the

dormitory use English. There were 36 (11%) who rarely used English in their dormitories, 78

(23.8%) rarely, 122 (37.2%) occasionally, 73 (22.3%) frequently, and 19 (5.8%) said they used English very often in dormitory activities.

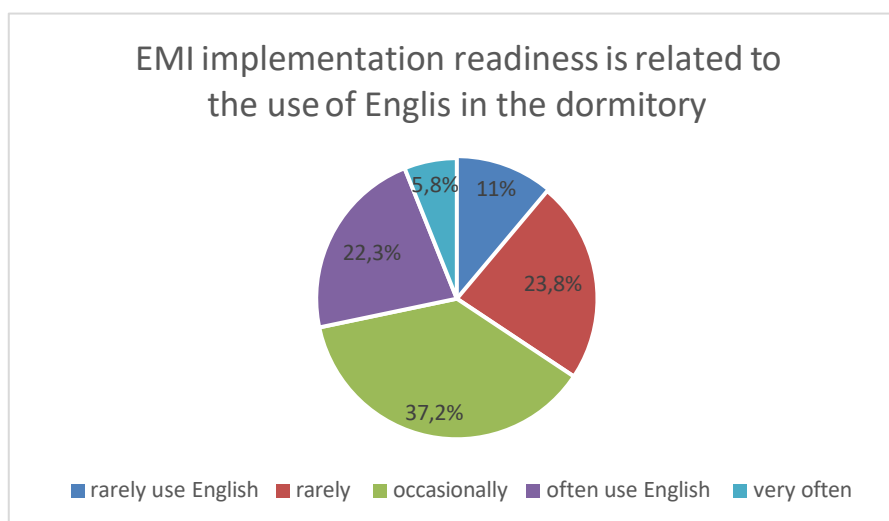


Diagram 6 EMI implementation readiness in the dormitory

3.2. English Language Competence

In communicating English, several psychological factors are needed, namely self-confidence and linguistic aspects, namely mastery of English language skills (Skill) and mastery of the system (System). From diagram 8 below it can be explained that 17 (5.2%) are not confident in communicating English, 133 (40.5%) lack confidence and 178 (54.3%) are confident in communicating English.

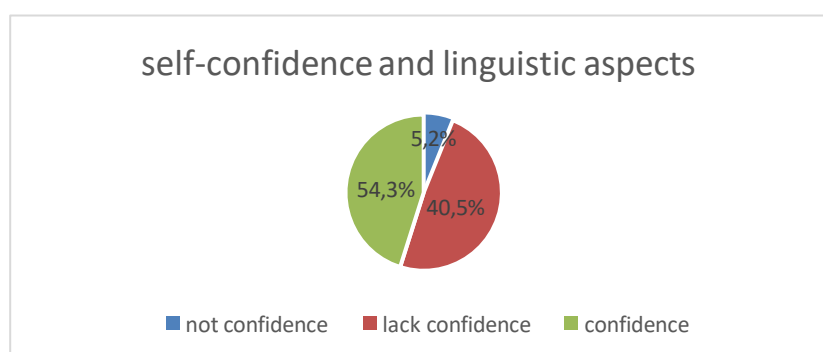


Diagram 7 self-confidence and linguistic aspects

English skills include speaking. From the diagram below, it is explained that the English speaking skills of the Surabaya Shipping Polytechnic academic community are 20 (6.1%) poor, 87 (26.5%) are not good, 153 (46.6%) are moderate, 61 (18.6%) are good, and 7 (2.1%) are very good English speaking skills.



Diagram 8 English speaking skills

The ability to hear English (Listening) is one part of the benchmark of English skills (English Skill). The difference between English written form and spoken form makes listening very important in communicating. From the diagram below, it can be explained that the English listening ability of the academic community of the Surabaya Shipping Polytechnic is 16 (4.9%) poor, 61 (18.6%) is not good, 148 (45.1%) is medium, 88 (26.8%) is good, and 15 (4.6%) is very good in English listening skills.

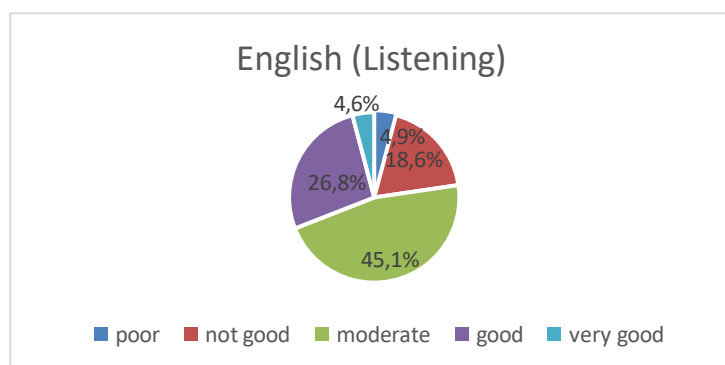


Diagram 9 English Listening skills

The writing skills of the academic community of the Surabaya Shipping Polytechnic can be illustrated in the diagram below. There were 21 (6.4%) poor, 60 (18.3%) poor, 151 (46%) moderate, 87 (26.5%) good, and 9 (2.7%) described as very good in writing English.

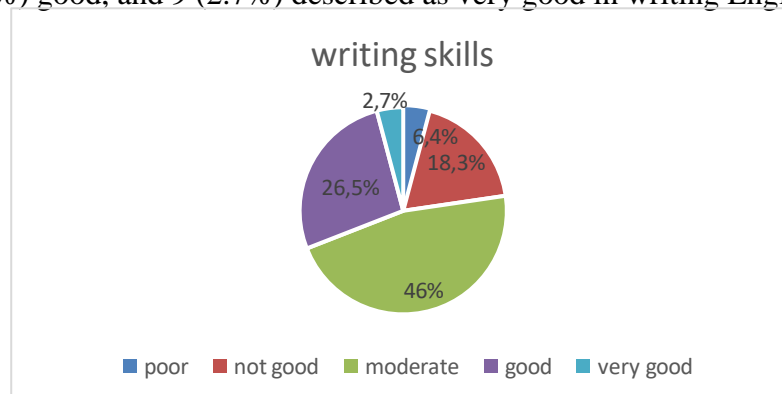


Diagram 10 English writing skills

The English reading skills of the academic community of the Surabaya Shipping Polytechnic can be explained in the diagram below. There were 14 (4.3%) poor, 36 (11%) poor, 126 (38.4%) moderate, 130 (39.6%) good, and 22 (6.7%) described very good in reading English.

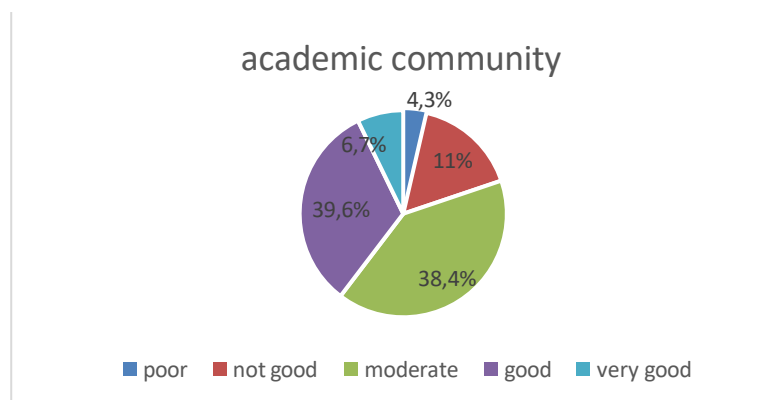


Diagram 11 academic community

English speaking skills are very dependent on pronunciation or pronunciation skills. Pronunciation appropriateness must be trained so that there is no misunderstanding in meaning. The pronunciation ability of the academic community of the Surabaya Shipping Polytechnic can be explained in the diagram below. There were 14 (4.3%) poor, 66 (20.1%) poor, 146 (44.5%) moderate, 91 (27.7%) good, and 11 (3.4%) described very good English pronunciation.

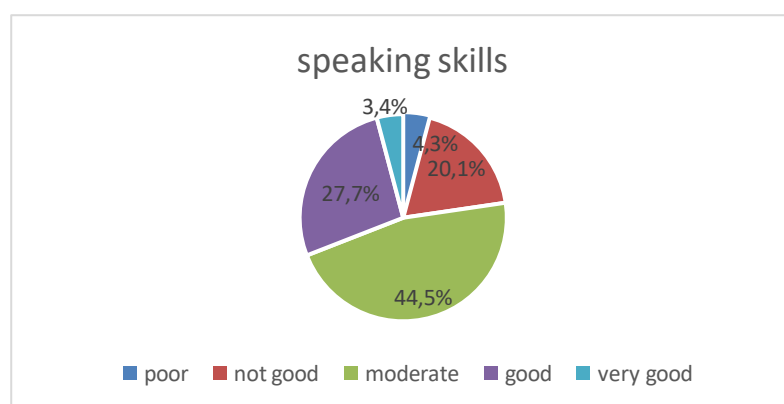


Diagram 12 English Speaking skills

In communicating English, vocabulary mastery is very important because without words, nothing can be communicated verbally. The mastery of the vocabulary of the academic community of the Surabaya Shipping Polytechnic can be explained in the diagram below. There were 20 (6.1%) poor, 72 (22%) not good, 160 (48.8%) moderate, 70 (21.3%) good, and 6 (1.8%) described very good in mastery of English vocabulary

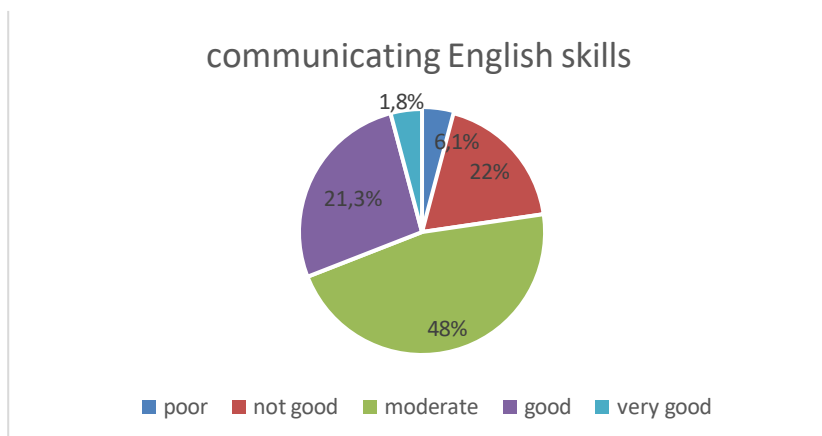


Diagram 13 English Communicating skills

Grammar is often considered daunting for English learners. In using English, of course, to get accuracy in meaning, it is necessary to master grammar. The grammar skills of the academic community of the Surabaya Shipping Polytechnic can be explained in the diagram below. There were 22 (6.7%) poor, 90 (27.4%) poor, 153 (46.6%) moderate, 54 (16.5%) good, and 9 (2.7%) described very good English grammar skills

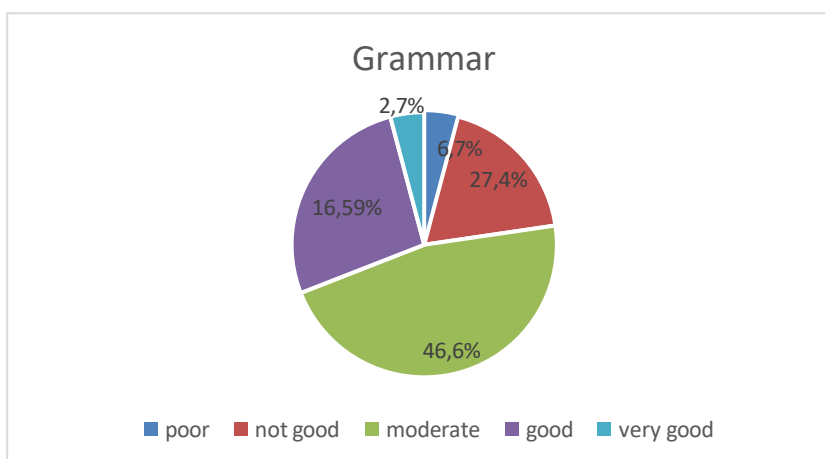


Diagram 14 Grammar skills

Table 1. Readiness to Implement English as Medium of Instruction (EMI)

No	Criteria	Availability	
		no	yes
1	SCCP	211 (64,3%)	117 (35,7%)
2	English phrases are posted in several places at the Surabaya Shipping Polytechnic	33 (10,1%)	295 (89, 9%)
3	Socialization of the Use of English	44 (13,4%)	284 (86,6%)

Table 2. habit of using English

No	Criteria	Discription				
		Rarely	Rare	sometimes	often	Very often
1	English communication on campus	26 (7,9%)	50 (15,2%)	148 (45,1%)	87 (26,5%)	17 (5,2%)
2	teaching and learning activities using English	26 (7,9%)	75 (22,9%)	139 (42,4%)	66 (20,1%)	22 (6,7%)
3	Life activities in the dormitory use English	36 (11%)	78 (23,8%)	122 (37,2%)	73 (22,3%)	19 (5,8%)

From the data above, it shows that the highest average percentage figure is in the description sometimes. So there is no habit of using English in the Surabaya Shipping Polytechnic environment. Staff, cadets and lecturers are not yet accustomed to using English in daily communication[12]. This data is supported by interviews with lecturers and staff that there is a reluctance to use English because an environment that is permissive in using English has not yet been formed. The results of the observations also confirmed that learning activities, offices and in the dormitory were simply greetings in English, but not all of them[6].

The EMI implementation policy will greatly help the formation of an English-speaking environment[20]. It is hoped that the leadership's commitment and the socialization carried out will be able to bring out the comfort zone from the use of Indonesian and regional languages in the campus environment to the use of English.

Table 3. English Competence

No	Criteria	Description				
		Bad	Not good	Moderate	Good	Very good
1	Speaking	20 (6,1%)	87 (26,5%)	153 (46,6%)	61 (18,6%)	7 (2,1%)
2	Listening	16 (4,9%)	61 (18,6%)	148 (45,1%)	88 (26,8)	15 (4,6%)
3	Writing	21 (6,4%)	60 (18,3%)	151 (46%)	87 (26,5%)	9 (2,7%)
4	Reading	14 (4,3%)	36 (11%)	126 (38,4%)	130 (39,6%)	22 (6,7%)
5	Pronunciation	14 (4,3%)	66 (20,1%)	146 (44,5%)	91 (27,7%)	11 (3,4%)
6	Vocabulary	20 (6,1%)	72 (22%)	160 (48,8%)	70 (21,3%)	6 (1,8%)
7	Grammar	22 (6,7%)	90 (27,4%)	153 (46,6%)	54 (16,5%)	9 (2,7%)

From the data above, it shows that the highest average percentage figure is in the medium description. The data above was obtained from respondents' self-evaluation, stating that on average they had only moderate English [21]skills. To improve your English skills, you need self-confidence. From the questionnaire data, the average respondent had 17 (5.2%) not confident in communicating English, 133 (40.5%) less confident and 178 (54.3%) confident. From this data, it is possible to build an English language environment because the highest value is self-confidence.

From the results of questionnaires, interviews and observations, campus residents want English language training as well as clear and effective regulations by implementing the NO ENGLISH NO SERVICE jargon. Involvement of external parties such as comparative studies and collaboration with other campuses is also a must for campus residents. The enthusiasm of the campus community is quite good capital as initial data for readiness to implement English

as a Medium of Instruction (EMI)[22].

4. Conclusion

In general, the readiness of campus residents to implement English as a Medium of Instruction (EMI) is highly feasible. Facilities supporting EMI, such as the SCCP pocket book, have been provided, although there are some residents who have yet to receive it. Furthermore, observations indicate plans to introduce a classification system for English language skills among campus residents through a PIN, emphasizing the need for its immediate implementation. In terms of self-confidence, the majority of the 328 respondents, 54.3%, demonstrate good self-assurance in communicating in English. However, their English language skills in speaking, listening, writing, and reading, as well as their mastery of language systems like vocabulary, pronunciation, and grammar, are generally at a moderate level.

References

- [1] A. Tapani and A. O. Salonen, "Identifying teachers' competencies in Finnish vocational education," *International Journal for Research in Vocational Education and Training*, vol. 6, no. 3, pp. 243–260, Dec. 2019, doi: 10.13152/IJRVET.6.3.3.
- [2] D. R. To, "The effects of English-medium instruction on language proficiency of students enrolled in higher education in the UAE," 2012.
- [3] D. H. Heinrichs, G. Hager, B. A. McCormack, and N. Lazaroo, "Blurring English language binaries: a decolonial analysis of multilingualism with(in) EAL/D education," *Changing English: Studies in Culture and Education*, vol. 30, no. 3, pp. 286–300, 2023, doi: 10.1080/1358684X.2023.2214086.
- [4] M. Guarda, "A survey of lecturers' needs and feedback on EMI training PRE-PRINT- A survey of lecturers' needs and feedback on EMI training." [Online]. Available: <https://www.researchgate.net/publication/317101912>
- [5] C. Gunasekera, R. Balasubramani, and J. Arumugam, "DigitalCommons@University of Nebraska-Lincoln Study of Information Seeking Pattern of School Teachers in Sri Lanka with respect to Curriculum Planning Study of Information Seeking Pattern of School Teachers in Sri Lanka with respect to Curriculum Planning." [Online]. Available: <https://digitalcommons.unl.edu/libphilprac>
- [6] G. Bas, "Investigating The Effect of Project-Based Learning on Students' Academic Achievement and Attitudes Towards English Lesson," *The Online Journal of New Horizons in Education*, vol. 1, no. 4, pp. 1–59, 2011.
- [7] A. Doiz, F. Costa, D. Lasagabaster, and C. Mariotti, "Lingue e Linguaggi LINGUISTIC DEMANDS AND LANGUAGE ASSISTANCE IN EMI COURSES What is the stance of Italian and Spanish undergraduates?," 2019, doi: 10.1285/i22390359v33p69.
- [8] M. Rababa, D. Bani-Hamad, and S. Al-Sabbah, "Nursing Students' Perceptions of Using Branching Simulation: A Qualitative Descriptive Study," *Qualitative Report*, vol. 27, no. 12, pp. 2701–2714, Dec. 2022, doi: 10.46743/2160-3715/2022.5618.
- [9] P. R. Pintrich, D. A. F. Smith, T. Duncan, and W. McKeachie, *A manual for the use of the motivated strategies for learning questionnaire (MSLQ)*. Ann Arbor, Michigan, 1991.
- [10] R. R. McCrae and P. T. Costa, "Updating Norman's 'Adequate Taxonomy'. Intelligence and Personality Dimensions in Natural Language and in Questionnaires," *J Pers Soc Psychol*, vol. 49, no. 3, pp. 710–721, 1985, doi: 10.1037/0022-3514.49.3.710.
- [11] K. Aldiabat, E. A. Alsayheen, M. Alshammari, C. L. Le Navenec, and O. Griscti, "Omani Families Caring for a Member with Mental Illness: A Descriptive Qualitative

- Study,” *Qualitative Report*, vol. 28, no. 7, pp. 1992–2010, 2023, doi: 10.46743/2160-3715/2023.5909.
- [12] K. L. Wilkinson, “Evaluating a Structured Online Peer Evaluation System Among Graduate-Level Communication Capstone Students Through Action Research,” *Online Learning Journal*, vol. 26, no. 1, pp. 93–129, Mar. 2022, doi: 10.24059/olj.v26i1.3077.
- [13] D. Orhan Göksün and G. Gürsoy, “Comparing success and engagement in gamified learning experiences via Kahoot and Quizizz,” *Comput Educ*, vol. 135, pp. 15–29, Jul. 2019, doi: 10.1016/j.compedu.2019.02.015.
- [14] M. Honey and D. Marshall, “The impact of on-line multi-choice questions on undergraduate student nurses’ learning,” in *Proceedings of the 20th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)*, 2003, pp. 236–243.
- [15] R. G. Brockett and R. Hiemstra, *Self-direction in adult learning: Perspectives on theory, research, and practice*. London and New York: Routledge, 2020.
- [16] M. Pressley and C. B. McCormick, *Advanced educational psychology for educators, researchers, and policymakers*. New York, USA: HarperCollins College Publishers, 1995.
- [17] Y. Kuroda, O. Yamakawa, and M. Ito, “Benefits of mindfulness in academic settings: trait mindfulness has incremental validity over motivational factors in predicting academic affect, cognition, and behavior,” *BMC Psychol*, vol. 10, no. 1, Dec. 2022, doi: 10.1186/s40359-022-00746-3.
- [18] J. W. Creswell and V. L. P. Clark, “Choosing a mixed methods design,” in *Designing and Conducting Mixed Methods Research*, California: Sage Publications, Inc., 2011, pp. 53–106.
- [19] H. Noble and R. Heale, “Triangulation in research, with examples,” *Evidence-Based Nursing*, vol. 22, no. 3. BMJ Publishing Group, pp. 67–68, Jul. 01, 2019. doi: 10.1136/ebnurs-2019-103145.
- [20] E. Fisher, I. Deutchman, and H. & William, “03 How do college classes matter?,” vol. 16, no. 2, 2020, [Online]. Available: www.jasnh.com
- [21] M. Brueckmann, Z. Teuber, J. Hollmann, and E. Wild, “What if parental love is conditional ...? Children’s self-esteem profiles and their relationship with parental conditional regard and self-kindness,” *BMC Psychol*, vol. 11, no. 1, Dec. 2023, doi: 10.1186/s40359-023-01380-3.
- [22] S. Geng, K. M. Y. Law, and B. Niu, “Investigating self-directed learning and technology readiness in blending learning environment,” *International Journal of Educational Technology in Higher Education*, vol. 16, no. 17, pp. 1–22, 2019, doi: 10.1186/s41239-019-0147-0.