

Evaluation of the implementation of English medium instruction

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ABSTRACT

This study aimed to evaluate the implementation of the English medium instruction (EMI) program at Harapan Ibu Islamic Elementary School in the academic year of 2020/2021 by applying the CIPP model with a descriptive qualitative method. Data were gathered through interviews with stakeholders, observation of the teaching-learning process using EMI, and documentation. The results of the evaluation are as follows: the suitability of the program context to the expectations of stakeholders is considered very good. As seen from the information on the use of English as the medium of instruction, stakeholders know and agree with the program's implementation; the program's input is considered good. The program is regarded as good because it has adequate and good facilities, infrastructure, and standardized quality. The program's process is regarded as good, as indicated by the interaction between teachers and students using English as well as learning evaluations using English as the medium of instruction. The products of the program (output and outcome) are considered very good as shown by students' academic achievements above the minimum mastery criteria, students' non-academic achievements in the form of achievements in English language competitions, alumni's academic achievements in the form of their junior high school learning outcomes above the minimum mastery criteria, and the non-academic performance of the alumni in the form of ease of learning adjustment and their confidence in junior high school.

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INTRODUCTION

The use of English medium instruction (EMI) has developed in many countries. EMI is defined as “The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population’s first language is not English” (Dearden, 2014; Macaro, 2018). The definition, according to Dearden (2014), is essential in distinguishing EMI from Content and Language Integrated Learning (CLIL). As an example, language acquisition and academic subject proficiency are two equal objectives of CLIL, while EMI does not (Dearden, 2014).

In practice, the use of English as a medium of instruction at elementary school level encountered a number of challenges, such as various levels of English mastery among students (Anggraini, 2018). Some students used English in daily conversations within their families or as their first language, some used it as a second language, and a lot of students were still unfamiliar with English vocabulary. Students who used English as their first or second language usually did not encounter significant obstacles in understanding the subject matter.

Although students and teachers acknowledge the importance of using English as a medium of instruction, they still find difficulties in the teaching and learning process. Some students feel burdened when they have to answer questions in English. The teacher also observed some students’ lack of English ability to understand the subject matters (Floris, 2014).

Another challenge in using English as the medium of instruction is that even though teachers do not agree with the policies, all teachers need to use English as much as possible in their learning. The lack of socialization about policies, makes teachers have to develop some adjustments in learning process, such as using Indonesian language to compensate for the lack of English language skills of teachers and students (Zacharias, 2013). In the professional development of EMI, it is necessary to prepare tools for clear practice of EMI in the classroom. It is also important for EMI teachers to carry out reflective practices so that they can develop resources and resilience to face challenges and changes in the use of English as the language of instruction in the future (Farrell, 2020).

EMI is mostly used in private schools because private schools need to build a strong school profile and have their own advantages (Tsou & Kao, 2017). In addition, the application of EMI is more at the college level than high school, more in high school than junior high school, and more in junior high school than elementary school (Dearden, 2014).

English as a medium of instruction at elementary school level provides several benefits for students, including fostering basic communication skills (Uematsu, 2012), making it easier for them to master English at the next level (Sepyanda, 2017), and increasing their confidence (Cahyati & Madya, 2019). To build a strong profile, as a private school, Harapan Ibu Islamic Elementary School has adopted the Cambridge program and implemented a bilingual program since 2003, including the use of English as the medium of instruction. The English used is basic English adjusted to students' level of understanding and needs and is given repeatedly with the aim at having students communicate simply within the scope of their school and home.

Even though the program has been implemented since 2003, there has been no research-based evaluation carried out by both academic researchers, evaluators, and teachers from the Harapan Ibu Islamic Elementary School itself. Evaluation in education has several benefits, such as improving the program (Tayibnapis, 2008). In addition, the evaluation results can be used as inputs to the learning that is carried out. Therefore, this study will provide data on the context, input, process, and product to evaluate the use of English as the medium of instruction in Harapan Ibu Islamic Elementary School in the 2020/2021 academic year.

Program evaluation, according to Sanders (1994), is a careful and systematic investigation to determine the value or appropriateness of an educational activity continuously or over a certain period of time. Mathison in Mertens (2019) explained that evaluation is a process of collecting and synthesizing evidence that produces a conclusion statement about the value, appropriateness, significance, or quality of a program, product, person, policy, proposal, or plan in the form of an empirical aspect (problem) and normative aspects (statement of values).

RESEARCH METHOD

The EMI program at Harapan Ibu Islamic Elementary School was evaluated using the CIPP model. This model was put forward by Stufflebeam who divided the evaluation of education into four parts as follows. (1) Context evaluation is carried out to find out how the program objectives are formulated and what the needs are to achieve the program objectives. (2) Input evaluation is carried out to provide information on existing resources, plans and strategies as well as stages to achieve them. (3) Process evaluation is carried out to provide information on how the plans that have been made are implemented and whether there are steps that need to be improved. (4) Product evaluation provides information on the results achieved so that stakeholders can make decisions regarding the program.

This model was chosen since it does not only aim to evaluate but also to provide recommendations for improvement of the program. The evaluation also involves the stakeholders so it creates a meaningful bond in the evaluation process. This evaluation used a descriptive qualitative method. The goal of descriptive evaluation is to describe the data or information collected as it is, without drawing conclusions for generalization (Sugiyono, 2017).

Data Collection

In this evaluation, data were collected through interviews, observation, and documentation. The instruments are listed in Table 1. The evaluator used a structured method and interview guidelines to interview ten informants. The interview questions and answers were recorded and transcribed before being processed and analyzed. The informants are listed in Table 2.

Table 1. Instruments of Evaluation

No.	Aspects	Data Needed	Instruments Used
1.	Context	The schools' vision, mision, and goals Stakeholders' views about program context	Documentation & Interview
2.	Input	Quantity and quality of program input	Documentation & Interview
3.	Process	The implementation of the program	Documentation, Interview, & Observation
4.	Product	The output and the outcome	Documentation & Interview

Table 2. Total and List of Informants

No.	Informants	Numbers	Aspects
1.	Principal	1	Context & Input
2.	Vice Principal	1	Input & Process
3.	Teacher	2	Input, Process, & Product
4.	Parents	2	Context & Product
5.	Students	2	Context, Process, & Product
6.	Alumni	2	Context, Process, & Product
	Total	10	

The evaluator used an unstructured non-participant type of observation. The evaluator conducted four learning observations in English, Math, and Science subjects with bilingual teachers and Civics subjects with non-bilingual teachers. The evaluator made observations by following the lessons in the Zoom Meeting and acted purely as an observer. The presence of the evaluator was known by the teachers and all students. Teachers and students also acknowledged and agreed to the recording of learning at the Zoom Meeting. The evaluator completed the data source with document study. Evaluators used photos of documents as data sources, namely photos related to the vision, mission, goals, infrastructure, curriculum documents, and report cards.

Data Analysis

According to Miles et al. (2019), qualitative data analysis is a continuous, iterative activity. Issues of data condensation, display, and conclusion drawing/verification come into play successively as analysis stages follow each other. The steps of data analysis carried out by the evaluator were as follows. (1) Data condensation stage, in which the data obtained were selected or summarized according to the needs of the evaluation. The selected data were then grouped based on context, input, process, and product categories according to the evaluation focus indicators. (2) Data display stage, in which the data from interviews, observations, and documentation that had been selected from the condensation results were then displayed in narrative form. (3) Conclusion drawing/verification stage, in which to meet the accuracy standard, before drawing conclusions, the evaluator checked the validity of the data.

Evaluation Criteria

Referring to the evaluation criteria of the the implementation of English medium instruction (EMI) program at Harapan Ibu Islamic Elementary School, evaluator categorized the criteria into four aspects of CIPP. The evaluation criteria of the context aspect is presented in

Table 3, the evaluation criteria for the input aspect is shown in Table 4, the evaluation criteria for the process aspect is presented in Table 5, and the evaluation criteria for the product aspect is shown in Table 6.

Table 3. Evaluation Criteria of the Context Aspect

Indicators	Very Good	Good	Fair	Poor
A1. The availability of information regarding EMI				
A2. Stakeholders acknowledge the information regarding EMI	Meet three indicators	Meet two indicators	Meet one indicator	None are met
A3. Stakeholders approved the use of EMI				

Table 4. Evaluation Criteria of the Input Aspect

Indicators	Very Good	Good	Fair	Poor
B1. The availability of adequate teachers				
B2. The availability of adequate infrastructure				
B3. The availability of appropriate guidelines/instructions	Meet four indicators	Meet three indicators	Meet two indicators	Meet one indicator
B4. The availability of teacher training or teacher development program				or none

Table 5. Evaluation Criteria of the Process Aspect

Indicators	Very Good	Good	Fair	Poor
C1. There is teacher preparation to use EMI				
C2. There is an interaction of teachers both bilingual and non-bilingual with students using English	Meet three indicators	Meet two indicators	Meet one indicator	None are met
C3. There is a learning evaluation using English				

Table 6. Evaluation Criteria of the Product Aspect

Indicators	Very Good	Good	Fair	Poor
D1. Students' grades on knowledge and skills in English, Math, and Science are above the minimum mastery criteria (output)				
D2. Student's non-academic achievement (output)				
D3. Alumni's grades in the higher level of education on knowledge and skills in English, Math, and Science are above the minimum mastery criteria (outcome)	Meet four indicators	Meet three indicators	Meet two indicators	Meet one indicator
D4. Alumni's non-academic achievement in the higher level of education (outcome)				or none

FINDINGS AND DISCUSSION

Findings

Based on the evaluation results, the context of the program using English as the medium of instruction at Harapan Ibu Islamic Elementary School is considered very good since it meets three indicators as shown in Table 3: the availability of information regarding EMI, stakeholders acknowledged the information about EMI program, and stakeholders approved the use of EMI. The input for EMI program at Harapan Ibu Islamic Elementary School is considered good since it fulfills two indicators under the ideal conditions as shown in Table 4. Harapan Ibu Islamic Elementary School has adequate teachers and has adequate infrastructure. The unavailability of guidelines/instructions for the use of English as the medium of instruction and the absence of training or development for teachers are shortcomings that need to be improved.

Based on the results of the evaluation process, the EMI program at Harapan Ibu Islamic Elementary School is considered good because it has met two indicators as presented in Table 5: there is an interaction of teachers both bilingual and non-bilingual with students using English, as well as evaluation in learning using English.

Based on the results of the product evaluation, the EMI program at Harapan Ibu Islamic Elementary School is considered very good because it meets four indicators as presented in Table 6. Students' grades on knowledge and skills in English, Math, and Science are above the minimum mastery criteria as known as the minimum completeness criteria or KKM (*Kriteria Ketuntasan Minimum*), non-academic achievements, alumni's grades in the higher level of education on knowledge and skills in English, Math, and Science are above the minimum mastery criteria, and the non-academic achievements of alumni.

Discussion

Evaluation of Context

The context in evaluating the use of English as the medium of instruction in Harapan Ibu Islamic Elementary School is the existence of information about its intended use, information known by stakeholders, and its use approved by stakeholders. The purpose of using English as the medium of instruction in Harapan Ibu Islamic Elementary School is stated in the vision, mission points, and goals of the school. Figure 1 shows the statement of the vision of the Harapan Ibu Islamic Elementary School for the 2020/2021 academic year.

The interview data analysis identified that the context of using English as the medium of instruction is implied in the term "science and technology". English was regarded as a branch of science that has to be taught in schools. Figure 2 and Figure 3 show the documentation of the socialization of the school's vision, mission, and goals to teachers at the 2021 Teacher Work Meeting. In addition to teachers, the school's vision, mission, and goals are also socialized to various parties, including through statements of the school's vision, mission, and goals which are displayed in the school lobby and in the Parent's Hand Book.

"The excerpt is excellent in the field of science and technology. The terms "science and technology" have broad meanings, including the term "language". Harapan Ibu Islamic Elementary School has a bilingual program where we teach and educate children using two languages, namely Indonesian and English. Thus, for learning, there will be more English in our school than in other public schools." (School Principal)

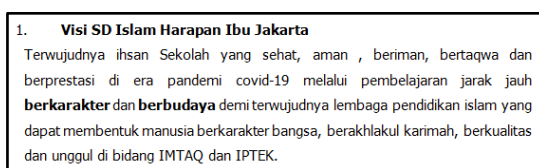


Figure 1. School Vision of Harapan Ibu Islamic School



Figure 2. Flyer of Teacher Work Meeting Invitation



Figure 3. Socialization of School's Vision, Missions, and Goals

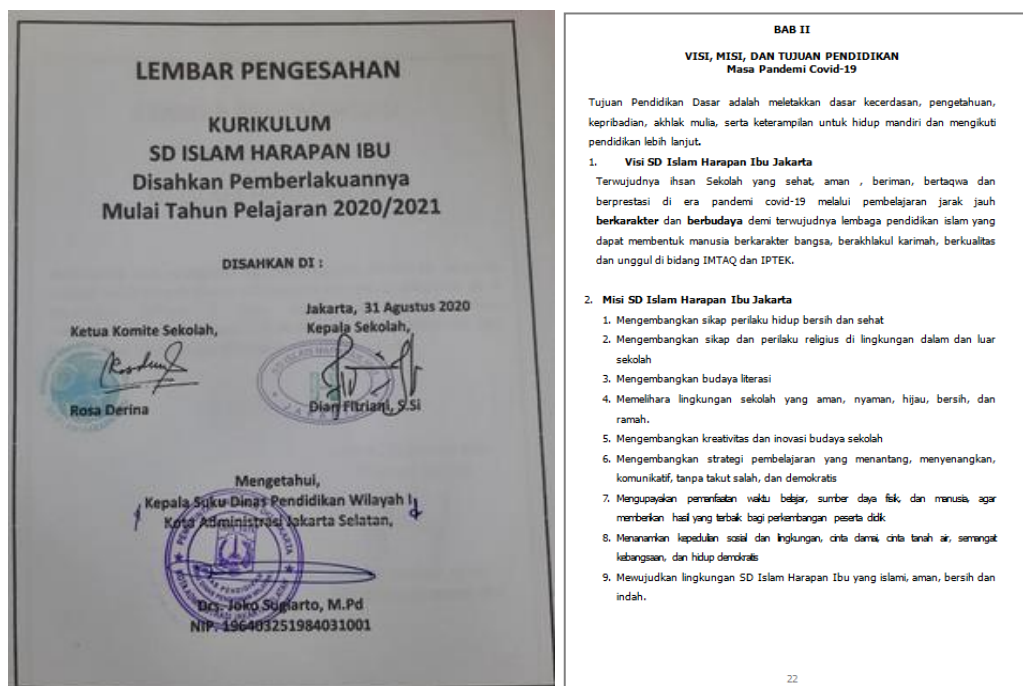


Figure 4. School's Vision and Missions on Approval Sheet of Curriculum Document

The school's vision, mission, and goals related to the use of English as the medium of instruction have been known and approved by the Head of the South Jakarta Regional Education Sub-Department and the Head of the School Committee as representatives of the parents of students as indicated by the approval sheet on the Curriculum Document of the Harapan Ibu Islamic Elementary School for the 2020 Academic Year /2021 presented in Figure 4.

The use of English as the medium of instruction was also approved by the teachers, both bilingual and non-bilingual teachers, and students' parents. A resource person who is a bilingual teacher stated that the resource person agreed with the use of English as the medium of instruction. Harapan Ibu Islamic Elementary School has good human resources (teachers) and is willing to support each other in subjects that use English as the medium of instruction. In addition, the resource persons also considered that mastery of English is needed by students because many sources of knowledge (literature) are written in English so as to facilitate their life in the future. The following is an excerpt from an interview with a bilingual teacher.

“As we know, many literary books are written or translated in English as an international language. Indonesian children must have an international perspective. They should be familiar with English from an early age by learning lessons or materials that are delivered in English. It is beneficial for their future.”
(Bilingual Teacher)

The informant who is a non-bilingual teacher also expressed his agreement regarding the use of English as a medium of instruction at Harapan Ibu Islamic Elementary School on the grounds that English is needed in everyday life and for the future of today's generation. Entertainment such as movies, sources of science and technology, and the frequency with which children go abroad are the reasons that English needs to be mastered even as early as possible. “I totally agree. Children should not be out of date. Movies nowadays use English, but they also need to master their mother tongue as well.” (Nonbilingual Teacher). Thus, the use of English as the medium of instruction is not only intended for bilingual class students but also for regular classes at the school in accordance with the parents' expectations.

“I am very grateful to be at this school because my child's abilities improved. From the beginning, I did not enroll my child in the bilingual program. Although he is on the regular program, he still has some lessons similar to the bilingual ones. He is not fluent enough, but his comprehension is progressing. His English is still passive, but I'm grateful that my child can understand instructions using English. If only he went to the bilingual class, he would be better than he is now. He can be more active in speaking. However, since he is in the regular class, his English is still passive, even though his comprehension is good.”
(Parent)

Evaluation of Input

Procurement or recruitment of teachers at Harapan Ibu Islamic Elementary School involves the school and the foundation. Non-bilingual and bilingual teachers were recruited through the stages of administrative selection, principal interviews, microteaching, and HRD interviews. To invite guest native teachers, Harapan Ibu Islamic Elementary School collaborates with a standardized English education institution, English First (EF). EF is the one who recruits native guest teachers. These native guest teachers also have adequate ability in teaching and, of course, in mastering English.

Harapan Ibu Islamic Elementary School in the 2020/2021 academic year has 42 teachers and 14 education staffs. Almost all teachers already have a Bachelor's degree (S1) and some already have a Master's degree (S2). The school has adequate teacher competence as seen from the highest education of the teacher. Not all non-bilingual and bilingual teachers have educational backgrounds according to the subjects taught, but these teachers have gone through a recruitment process by leaders and foundations with stages to see the English language skills of prospective teachers and their teaching abilities.

From the results of interviews and document searches, there is no information that mentions the minimum experience requirements for prospective teachers at Harapan Ibu Islamic Elementary School. The leadership of the Harapan Ibu Islamic Elementary School may already have certain requirements for experiences which will be the criteria. However, this is not yet a priority. Even though the prospective teacher does not have teaching experience after graduating from college, if this teacher candidate displays good performance in teaching, he is likely to be accepted. In addition, an English certificate or other certificate is also not a priority requirement. Having a certificate will be of more value to prospective teachers, but the performance displayed during interviews and microteaching is more important.

Teachers who pass the recruitment selection have not received special training in this regard. New teachers must learn by doing at the beginning of their learning period. The absence of specific guidelines and training at the beginning caused some things that teachers might not know about the use of English in the classroom, for example the meaning of daily prayers in the English version of the Harapan Ibu Islamic Elementary School.

Harapan Ibu Islamic Elementary School collaborates with Cambridge book publishers in providing training for bilingual teachers at least once a year. This training aims to provide an explanation of how to teach using books from these publishers, not specifically the use of English as the medium of instruction. However, there is no special training for non-bilingual teachers. Training for non-bilingual teachers in the form of informal team teaching.

Harapan Ibu Islamic Elementary School has infrastructure that is in good and adequate condition. Tools for using English as the medium of instruction include textbooks, student workbooks, interactive media, and teacher handbooks, all of which come from publishers who work closely with the Cambridge curriculum. In addition, there are also English story books on the bookshelves or mini libraries in each class.

Furthermore, the Harapan Ibu Islamic Elementary School teachers were also facilitated with infrastructure in the form of a computer unit complete with internet access that can be used to add reference to learning materials, a projector that can be used to display learning videos, and a printer to add worksheets. Harapan Ibu Islamic Elementary School applies a national-based curriculum and is enriched with an international curriculum and is aligned with the school's vision and mission by taking into account the unique conditions of each child. The national curriculum used refers to the 2013 Curriculum while the international curriculum refers to the Cambridge International Primary Program.

Since the 2003/2004 academic year, Harapan Ibu Islamic Elementary School has had two learning programs: regular and bilingual programs. Regular programs use the national curriculum as a reference, while bilingual programs use the Cambridge curriculum. The bilingual program is an option for students who want to develop English skills from an early age. The bilingual program is implemented in stages by considering teachers and students readiness. Over time, interest in the bilingual program has increased and in the 2020/2021 school year, only two of the 19 classes opened are regular programs and the rest are bilingual programs.

Harapan Ibu Islamic Elementary School does not yet have a standard procedure for when English is used or what the standard English expressions used in learning are. This procedure becomes crucial to help non-bilingual teachers who do not have an English educational background, for bilingual teachers and students to be consistent and familiar with English vocabulary and expressions. The unavailability of guidelines/instructions for English as a medium of instruction and the absence of training or development for teachers are shortcomings that need to be improved. Farrell (2020) stated the use of EMI requires a clear practice tool in the classroom and professional development. Guidance is needed as a clear practice tool in the classroom. Training and development for bilingual and non-bilingual teachers needs to be designed and implemented in a sustainable manner. Professional development opportunities are also important to enhance teachers "pedagogic competence" in EMI (AlBakri, 2017).

Evaluation of Process

Both non-bilingual and bilingual teachers do not have specific time to prepare for the use of English as the medium of instruction. The preparation is done by the teacher during the hours when the teacher is not teaching and the preparation is more about the concept of the subject matter, not in the preparation for building interactions using English. This was conveyed by the speaker of the bilingual teacher in the interview.

"We prepare it (media) at home. I hope there will be a team of teachers who can handle preparations like creating teaching kits for grade one lesson one. Then the kits are put in our storage room, and when we need them, we just take them. For example, for teaching numbers and skeletons, we expect that the kits have been prepared. Yes, I have (been making them), and they are not organized. We keep them individually without any storage room or warehouse. It's even better if we're provided with a catalog. They (should be) standardized and can be used repeatedly, unless we have a new curriculum. Even though we have a new curriculum, the kits can still be used since they are basic kits." (Bilingual Teacher)

The use of English as a medium of instruction by non-bilingual teachers is not optimal. Opening and closing activities that should use English are still done using Indonesian. Prayers before and after study are also recited without using the meaning in English. The same thing happened to bilingual teachers. Especially for bilingual teachers, the use of English in each teacher's learning varies in the range of 40–90%. This amount represents the accumulation of teacher activities in giving instructions, explaining material, responding to students, asking questions, and answering questions. There are times when the teachers use Indonesian not as a repetition or emphasis of intent, but is used directly without first delivering it in English. Students' abilities to respond using English in each class also vary, but there is a similarity that they will try to answer using English when the teacher uses English when asking questions.

Through interviews, information was also obtained about how English is used by bilingual teachers in the classroom. Based on the results of interviews with bilingual teachers, the frequency of using English in the classroom varies according to the ability of the teachers and the level of difficulty of the subject.

“Yes, it is expected that way (math, English, and science subjects are taught using English). (In fact), it is adjusted to the English level of the teachers. When I teach, I mix the languages: Indonesian and English. However, other teachers have used full English when they teach. I use Indonesian to explain the concept. Science concepts are still understandable if they are explained in English, but math concepts are not.” (Bilingual Teacher)

Based on the results of observations and document review, the evaluation of learning to use English as the medium of instruction was carried out by assessing four language skills, namely listening, speaking, reading and writing. Figure 5 and Figure 6 present a description of the implementation of the assessment on listening and speaking skills. The teacher gave the task to each student to choose one picture on the cut-out page of the English textbook. They were divided into several pairs. One student asked the characteristics of the picture chosen by another student with phrases such as "Has he got brown eyes?". Another student answered with the phrase "Yes, he has" or "No, he hasn't" based on the selected picture. After expressing some questions and feeling that they know the pictures of other students, the student will guess with the phrase, "Is he John?". If it is correct, then the partner will answer, "You're right" or "Correct". If wrong, the partner will reply, "Wrong. It's Jim/Paul/Bill". This is done alternately. The teacher observes and assesses understanding and fluency.

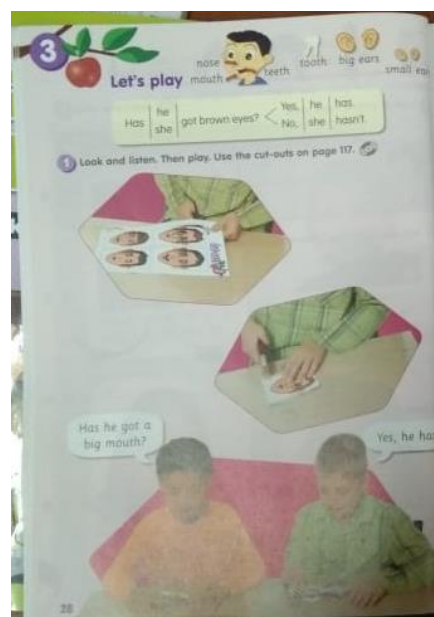


Figure 5. Listening and Speaking Assessment Instrument

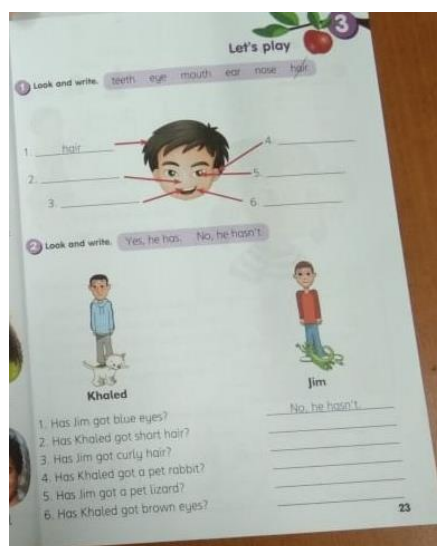


Figure 6. Reading and Writing Assessment Instrument

Floris (2014) showed that there are still obstacles in the teaching and learning process using English, such as when students feel burdened to answer the questions in English and variations in students' English abilities. This was also observed at Harapan Ibu Islamic Elementary School. Therefore, it is important for teachers to anticipate these problems through careful preparation. Teachers need to map students' abilities, prepare teaching aids, and other learning aids. Teacher also can also do code-switching to reduce students' stress because when they can switch to L1, they do not have to worry about how to say it in English (Memory et al., 2018). In addition, the use of English by bilingual teachers still varied.

Evaluation of Product

The product in the evaluation of the use of English as the medium of instruction in Harapan Ibu Islamic Elementary School is in the form of outputs and outcomes. The details are illustrated in the diagram in Figure 7.

The academic output is in the form of student learning outcomes in the learning outcomes report. Based on reports on student learning outcomes for grade 6 in semester 1 of the 2020/2021 academic year (Table 7), data were obtained in the form of knowledge and skills values in the subjects of English, Math, and Science. Class 6A, 6B, 6C are classes with a bilingual program and class 6D is a regular class. The difference between classes with bilingual programs and regular classes is the presence or absence of math subjects. The average score for the bilingual class, namely class 6A is 83, class 6B is 82, class 6C is 81, and the regular class is 6D is 85.

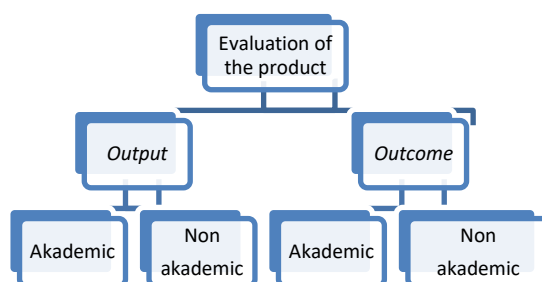


Figure 7. Evaluation of the Product Diagram

Table 7. Average of Grade 6 Students' Score of in English, Science dan Math Subject

Class	Subject			Average Score
	English	Science	Math	
6A	79	84	87	83
6B	81	80	84	82
6C	83	81	79	81
6D	84	86	-	85

Table 8. Alumni's Score in English Subject

No.	Alumni Code Number	Types of School	English Score			
			KKM of mid-Semester Assessment	Mid-Semester Assessment	KKM of the End of Semester Assessment	End of Semester Assessment
1.	Alumni 1	State Junior High School	75	81	75	83
2.	Alumni 2	Private Junior High School	76	96	76	78
3.	Alumni 3	Islamic Boarding School	73	96	80	94

From an interview with one of the parents, his son had easy access to public secondary schools through the achievement path because he was always ranked 1-10 in the class. "Praise God. From first to sixth grade, he was always ranked in the top ten and he was accepted into a junior high public school through special admission based on his academic achievement." (Parent). From the result of interviews, the school regularly sends students as representatives in competitions that use English such as story telling, English poems, and spelling bees. Besides, the school also routinely holds English-language competitions between classes or only within the school.

Academic outcomes are in the form of learning outcomes in terms of knowledge and skills of the alumni of Harapan Ibu Islamic Elementary School in junior high schools. The data in Table 8 present the value of learning outcomes for the alumni of Harapan Ibu Islamic Elementary School who attend state junior high schools, private junior high schools, and Islamic boarding schools. On the other hand, non-academic outcomes are in the form of non-academic achievements of the alumni of Harapan Ibu Islamic Elementary School in junior high schools. Based on the interviews, alumni can use English passively both at home and at school and he did not find it difficult in English subjects at his secondary school. In addition, he is also seen as quite capable in organizational activities at school. He did not volunteer but was confident enough to accept the responsibility the school entrusted to him. [Evans and Morrison \(2017\)](#) stated that the use of English has a significant effect on students' English skills and ease the adjustment to study at a higher level.

In general, the results of the evaluation of the use of English as the medium of instruction in Harapan Ibu Islamic Elementary School are good, but there are some findings that need to be considered for program improvement. In the academic output product, the average score of English subjects for regular class students was higher than the bilingual class, even though the knowledge and skills scores of the Harapan Ibu Islamic Elementary School students in both regular and bilingual programs in English, Science, and Math subjects were at or near the minimum completeness criteria. This is a question since the experience and exposure to using English in the bilingual class is more than the regular class. Teachers who teach bilingual classes are also bilingual teachers while regular class teachers are non-bilingual teachers.

Harapan Ibu Islamic Elementary School also enrolled its fifth grade students in the Cambridge Assessment program. This certificate from Cambridge, in addition to being an added value for schools, can also be used as a benchmark for the success of using English as the medium of instruction. It is hoped that the results of this Cambridge assessment can be archived and become one of the materials for program improvement.

CONCLUSION

Harapan Ibu Islamic Elementary School has a shared vision, mission, and school goals that are communicated to all stakeholders. This good atmosphere becomes a valuable asset for stakeholders in the program's implementation since everyone understands that the program's success is dependent not just on the principal or teachers, but also on parents and students. Schools must provide curricula and activities that promote the EMI program's success; instructors must plan and implement EMI-based learning; and parents must be actively involved in EMI-based learning, for example, by encouraging pupils to participate in EMI-related activities. The input for the EMI program at Harapan Ibu Islamic Elementary School is considered good because it has met two indicators, namely adequate teachers and adequate infrastructure. The absence of specific guidelines for implementing EMI and teacher training is an important note. Guidelines and training are provisions for teachers who are implementers of this EMI program. The absence of specific guidelines for the implementation of EMI and training is also reflected in the process in which the implementation of EMI varies depending on the ability of teachers and their limited teacher preparation. Although several indicators have not been met, the EMI program products at Harapan Ibu Islamic Elementary School are considered very good in academic and non-academic products.

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