Experiencing Policy Change and Reversal: Indonesian Teachers and the Language of Instruction

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in the Faculty of Humanities

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School of Environment, Education and Development
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Abstract

As set in the Indonesian context of changing policies regarding the language of instruction in a particular stream of public schools, known as the International Standard Schools (ISSs), the study reported in this thesis explored the experiences of Science and Mathematics teachers regarding the introduction, implementation, and reversal of the use of English as the medium of instruction (EMI). Through this study, I aimed to develop insights with regard to teachers’ experiences of educational language policy change and reversal.

A qualitative, narrative-based approach to the study was adopted. I sought to attend to the meanings that seven Science and Mathematics teachers attributed - through their narration with me – to their experiences of the language of instruction policy change and reversal. A broader context for their meaning-making narratives was gained from the narrativised experiences of one curriculum leader and one teacher trainer. The narrations took place in the participants’ preferred language of Bahasa Indonesia with a mixture of some vernacular languages, and, having restoried their narrations into reader friendly texts in the original language(s), I then analysed them from holistic and categorical content perspectives. Next, as informed by this analysis and my reflexively-surfaced understandings of this context, I explored the influences that may have shaped the teachers’ experiences.

This study identified main patterns in the teacher experiences of change, namely: i) a willingness to embrace change - struggle – fulfilment – disappointment; ii) a willingness to embrace change - excitement – fulfilment – disappointment; and iii) a resistance to change - struggle – fulfilment – relief. There were both internal and external shaping influences on these patterns. Such internal influences include teachers’ i) language confidence; ii) perceptions of EMI, and iii) stage of career. These internal influences may have shaped teachers’ willingness either to make the most of their involvement in the programme or to simply be part of the programme without many expectations. Possible external shaping influences include: i) societal perceptions of EMI; ii) support from school and government; iii) opportunities to interact with other teachers; and iv) support from colleagues. These external influences seemed to have created an environment which either facilitated or hindered the teachers’ performance as EMI teachers and their continuing development for and through the EMI programme.

My study also identified three stages of experiences of reversal, i.e.: Stage One - turbulence, intense-emotions, and feelings of nostalgia; Stage Two - readjustments; and Stage Three - acceptance and adaptation. The teachers who responded negatively towards the reversal tended to experience all the three stages. Meanwhile, those who were relieved by the reversal directly moved to Stage Three: acceptance and adaptation, without experiencing Stage One and Stage Two.

My study has implications for how educational language policy change and reversal may be addressed in countries with a complex linguistic landscape, e.g. Indonesia. It also offers some suggestions for policy makers and teacher educators regarding teachers’ experiences and needs when potentially reversing existing or introducing a new educational language policy.
Declaration

I hereby swear that no portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.
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<td>Association of Southeast Asian Nation</td>
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<tr>
<td>CLIL</td>
<td>Content and Language Integrated Learning</td>
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<tr>
<td>Depdiknas</td>
<td>Departemen Pendidikan Nasional (Department of National Education)</td>
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<tr>
<td>EBE</td>
<td>English Bilingual Education</td>
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<tr>
<td>EFNE</td>
<td>English for a New Era</td>
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<td>ELS</td>
<td>Europeshe Lagere School</td>
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<td>EMI</td>
<td>English-medium Instruction</td>
</tr>
<tr>
<td>EUROCLIC</td>
<td>European Network of Administrators, Researchers and Practitioners</td>
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<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>ISS</td>
<td>International Standard School</td>
</tr>
<tr>
<td>Kemdiknas</td>
<td>Kementrian Pendidikan Nasional (Ministry of National Education)</td>
</tr>
<tr>
<td>MP</td>
<td>Multilingual Programme</td>
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<td>NSE</td>
<td>National Standards of Education</td>
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<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<td>PSEERP</td>
<td>Public School English Education Reinforcement Policy</td>
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<td>QITEP</td>
<td>Quality Improvement of Teachers and Education Personnel</td>
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<td>RECSAM</td>
<td>Southeast Asian Ministers of Education Organisation Regional Centre for Education in Science and Mathematics</td>
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<td>RSBI</td>
<td>Rintisan Sekolah Bertaraf Internasional (Fledgling International Standard School)</td>
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<td>TEE</td>
<td>Teaching English through English</td>
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<td>TESOL</td>
<td>Teaching English to Speakers of Other Languages</td>
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Introduction

It all started in 2010 when I returned home to Indonesia having completed my Masters programme in TESOL (Teaching English to Speakers of Other Languages) in the United Kingdom. One of my senior colleagues suggested that I might teach English to the lecturers in the Mathematics and Science Department in the University of Jember (my home institution). At that time, the department was initiating a pre-service teacher education programme to prepare teachers to teach their subjects through English in the (then) newly-established International Standard Schools (ISSs). An ISS was a type of public school where a foreign language, typically English, was used as the medium of instruction for some core subjects including Science and Mathematics. In this way, I became involved not just with the other lecturers running this programme, but also with their projects aimed at training teachers to use English as the Medium of Instruction (EMI). I also worked with the lecturers in their role as model teachers in the ISSs and, as a result, I visited ISSs in different regions and attended some ISS regional events.

Being involved in this myriad of capacities, I learned that teachers and their pupils had different responses towards EMI. On the one hand, many of the pupils seemed to enthusiastically take part in the EMI activities that their teachers or I organised. The teachers with whom I was working also seemed to be interested in learning about EMI possibilities. For instance, although not required to do so, they would often sit in the back row in my class. They would observe me perform as a model, and, afterwards, they would discuss with me how I handled the classes and what English terms I had used in them. Reflecting back, I believe that their enthusiasm was possibly because the pupils and teachers would want me to see them doing their tasks well. It was because I was a guest that they might have considered to be an expert in English due to my position as an English lecturer from a university that they may have considered reputable. On the other hand, I also observed some other teachers and students who seemed to be reluctant to use English and appeared to be reserved during the EMI sessions. Observing further, I noticed that those reluctant teachers and students seemed to have insufficient skills to communicate in English.

These realisations motivated me to focus on EMI initiatives for my doctoral studies. Initially, I was interested in researching context-sensitive methods for English Language Teaching in EMI-based schools, the ISSs, a focus inspired by the appropriate methodology frame of
practitioner research in TESOL (e.g. Holliday, 1994). By researching this area, I hoped to create a pedagogic model linking EMI classes and English lessons and recognising the symbiotic relationship between them. However, in early 2013, when I was still at an early stage in my doctoral work, the Indonesian Constitutional Court annulled the law establishing ISSs. Consequently, the ISS initiative was terminated and all the schools reverted to National Standard Schools. Most of those schools then dropped EMI and returned to Bahasa Indonesia as the language of instruction. English was used only in the English lessons. Very few schools decided to keep EMI, primarily for their special classes.

As EMI was no longer widely implemented, my initial research topic no longer seemed relevant or useful for my professional context. However, upon reflection, I realised that because of the Court’s action, a special kind of change (i.e. a reversal) had occurred. EMI was replaced by Bahasa-medium Instruction. I thought that it would be interesting to know how this particular change worked in practice, how the teachers experienced and responded to it, and how they experienced all phases of the change (from the introduction, implementation, up to the reversal of EMI).

Thus, my focus shifted to a concern for how teachers were making sense of their experiences of language of instruction policy change and reversal (as EMI was introduced, implemented, and then withdrawn). By exploring this new focus, I hoped to learn about what the Science and Mathematics teachers experienced during the introduction, implementation and reversal of EMI and what had shaped their experiences. By understanding their experiences and the shaping influences of those experiences, I hoped to be able to generate new knowledge with regard to teachers’ experiences resulting from the change and reversal of language of instruction policy.

**Why focus on teachers?**

As a teacher educator myself during both the ISS/EMI era and its sudden and largely unexpected ending, I have first-hand experience of teachers’ responses to both language of instruction policy change and its reversal. Through my pilot study (Fitriyah 2013), I know that the teachers’ reactions to the change and reversal were strong, and through these reactions I had some sense of the challenges that the change and then reversal posed for them. Knowing more about how they viewed their experiences of this ISS/EMI era and the subsequent policy reversal would enable me, I hoped, to better fulfil my ongoing role as a
teacher educator. Developing insights into teachers’ experiences of language of instruction policy reversal would also be valuable to other teacher educators and educational policy makers working in different contexts where different policy changes and reversals may occur.

In the study reported in this thesis, I focused on teachers’ experiences of EMI, although ISS policy allowed the use of other foreign languages such as Arabic. It was due to my specialism as an English language teacher educator. Therefore, my experiences and expertise would not support me to study teachers’ experiences of teaching through the other languages.

The aim of my study

By attending to the teachers’ meaning-making (regarding their experiences) through their narration, my study aims to generate new understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction. To serve the aim, my study explored the narratives of Indonesian Science and Mathematics teachers of their experiences regarding the changes in the language of instruction policy. In particular, I focused on: 1) the teachers’ experiences regarding changes in the language of instruction, i.e. the introduction of EMI and its subsequent reversal; and 2) the possible influences that had shaped these teachers’ experiences.

The languages in my thesis

My thesis involves references and data in different languages including Bahasa Indonesia, Javanese, Madurese, Ambonese, Sundanese, and English. When quoting references or presenting data in the languages other than English, I present the citations or data excerpts in the original language and provide my English translation for the benefit of readers. Meanwhile, when the data were originally in English, such as when my participants said a sentence or phrase in English, I would put their original English sentence in quotation marks, in order to distinguish this from the translated part. I discuss my translation strategy in detail in Chapter 4 of this thesis.

The structure of my thesis

In this thesis, I report my study in seven chapters. I begin by contextualising my study vis-à-vis the Indonesian educational contexts concerned (Chapter 1). In Chapter 2, I present the results of my explorations into the relevant literature on English as a global language, EMI,
change, reversal, narrative, teachers’ experiences, and shaping influences on teachers’ experiences. In Chapter 3, I discuss my research design and its implementation. In Chapter 4, I report on my data preparation for analysis and the analysis process. In Chapter 5, I present the insights gained from each of my participants’ narratives. In Chapter 6, I discuss what these findings might mean vis-à-vis my research questions. Finally, in Chapter 7, I take stock of what the study has achieved and articulate the contributions which I believe it makes.
Chapter 1
Indonesian Language of Instruction: Complexities, Changes, and Reversal

Introduction
In this chapter, I situate my study within the broader Indonesian educational context and, in particular, I highlight the changing policies regarding the language(s) of instruction (primarily Bahasa Indonesia and English). I start this chapter by outlining the changes in the language of instruction in Indonesia over time, starting from the monarchy period up to the current global participation period. This discussion aims to illuminate the language situation within those particular periods, the causes of the changes leading to the next period, and how the changes might affect the Indonesian linguistic landscape. It also aims to highlight how Bahasa Indonesia achieved its position as the national language and the symbol of nationalism, and its interaction with English in the wake of globalisation. In the next section, I discuss the languages of instruction in the different types of Indonesian Schools during the ISS/EMI period (2003-2013). My aim here is to show how different languages were used in the different types of schools as well as the position of EMI in those schools. Further, I briefly discuss the history of English in Indonesia to learn how English earned its current position in Indonesia as the language of modernisation. Then, in Sections 1.4 and 1.5, I discuss how EMI was introduced in Indonesia (i.e. the ‘change’) and how it was subsequently reversed.

1.1 Indonesian languages in education: a brief history
Indonesia is a linguistically-complex country. Most Indonesians are bilingual or multilingual, speaking the national and official language, Bahasa Indonesia, in addition to one or more of the 700 vernacular languages (Na’im and Syaputra 2011, p.200), plus a language with external roots (such as Arabic or English). For example, I speak Bahasa Indonesia, two vernacular languages (Javanese and Madurese), and English, and I am not unusual in doing so. The linguistic diversity of Indonesia is so rich that most Indonesians are bilingual or multilingual (Tondo, 2016, p. 517).

This linguistic complexity is not just a matter of numbers and diversity but also of politics as the different languages have differing resonances for differing groups within Indonesia in this
post-colonial and transnational age. Unsurprisingly, therefore, language policy has never been a simple issue in this country, particularly concerning the language of instruction.

Many rural schools struggle to introduce students to Bahasa Indonesia (the national language and a preferred medium of instruction) alongside local languages already used by the students. In contrast, many urban schools have been so successful in introducing Bahasa Indonesia that there is now real concern about the diminishing presence of the vernacular languages. For instance, my child’s Javanese (one of the vernacular languages of my hometown) struggles to compete with the other languages (Bahasa Indonesia and English) that education demands of him.

Such complexities and changes in the language(s) of instruction have been part of Indonesian educational history, in part, as influenced by the political situation of the country (Unesco 1953, p.27). The recent change and reversal can be usefully contextualised in terms of earlier changes and the reactions of Indonesians towards them, and also seen against the historical backdrop through which Bahasa Indonesia gained a prominent position in Indonesian society. Based on my explorations of relevant literature regarding the changes, broadly speaking, there were six major periods of language use for education in Indonesia: i.e. the monarchies period, the Dutch occupation period, the revolutionary period, the Japanese occupation period, the period after the declaration of independence, and the global participation period. These are now explored in turn.

i) The monarchies period (4th-15th Centuries)

Education in this era was administered at home, in society, or in educational institutions called peguron or perguruan such as those in Kutai and Tarumanegara kingdoms (Syarifudin 2009, pp.198). In the peguron, students learnt religion, Sanskrit including reading and writing (in Pallawa), literature, carving and temple making skills, and martial arts (ibid., p.199). The educational system during that era was arictocratic and mostly those of Brahmana and Ksatria castes had the privilege to be educated with guru perguruan keraton (teacher of the palace educational institution) teaching them (ibid.). Some guru pertapa or

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1 In the past, based on the Hinduism belief, Indonesia divided its people into castes, i.e. Brahmana (caste of the priests and the teachers), Ksatria (caste of warriors and kings), Waisya or Wesya (caste of king vassals and merchants), Sudra (lower caste of peasants and craftmen) (http://www.discover-bali-indonesia.com/encyclopedia-caste-system-of-hinduism.html), and Paria (castes lower than any other castes, often refers to as slave) (Viswanath, 2014, p. 3).
the hermit teachers could recruit students from the lower castes of Waisya, Sudra and Paria; however, they were extremely selective when choosing the students (ibid.).

During the height of Buddhism, there were Buddhist universities in the territory of Sriwijaya kingdom with students coming from Sriwijaya territory and even from India and China (Pranoto 2016, p.1; Syarifuddin 2009, p.199). One of the languages of instruction used in the universities was ancient Malay (Dediarmam 2014). This university is believed to be linked to Nalanda University in India (Pranoto 2016, p.1). One evidence of the link was the existence of Monastery no. 1 which was recorded to be built in circa 850-50 AD with the donation from King Balaputradewa of Svarnadwipa (Sumatra) or Sriwijaya (ibid., p.3).

**ii) The Dutch occupation period (1595-1942)**

During this period when Indonesia was a Dutch colony (Lauder 2008, p.9). Indonesian education was segregated into one for the elite and one for commoners. Lessons at the elite schools for the Dutch and elite Javanese students, such as the Eropesche Lagere School (ELS) were taught through Dutch. For the indigenous schools such as Sekolah Bumi Putra, vernacular languages were used (Muljana 2008, pp.319 - 321).

The Dutch East Indies government deliberately tried to preserve this social detachment; it erected a labyrinthine educational structure after 1893 of first-class native schools for the sons and daughters of the priyayi and well-to-do – converted into ‘Dutch native schools’ in 1914, when instruction in the Dutch language was introduced – and second-class native schools, which taught students in Malay and vernacular languages, for ordinary people’s children.

(Gouda 1995, p.27)

In 1885, the colonial government established Sekolah Bumiputra (Indigenous School) which aimed to train the indigenous Indonesians to serve as the administrative clerks for the Dutch government (Muljana 2008, p. 2019). The first schools for Bumiputra were established in Jepara, Central Java, and Pasuruan, East Java, with Javanese as the language of instruction (ibid.). However, one of the Dutch officials, Governor General Rochussen, who knew that Malay had been widely used as the lingua franca among the ethnic groups in Indonesia, suggested that Malay be used instead of Javanese (ibid.).

The Dutch colonial government also chose Malay instead of Javanese as the language of their administration and law, because ‘the social stratification embedded in Javanese’ were
considered complicated as the Dutch would often consider the Javanese aristocrats ‘in some respects as superior, in some respects as inferiors’ (Cribb 2000, p.36). Meanwhile, Javanese can only be spoken correctly when the relationships between the speakers are clear (ibid., p.35). To speak Javanese, we need to use different vocabularies to speak to people with different relationship status with us. For instance, I would say ‘ndelok’ or ‘ndeleng’ (see) to my peer or friends, and would say ‘ningali’ (see) if I want to be more polite such as when speaking to a stranger (who is a little older than me), and ‘mirsani’ (see) to a respectable person such as my teacher, older people, or my parents.

iii) The revolutionary period (1900s – 1942)
Towards the end of the Dutch colonial period, the Dutch language was still used as the language of instruction in the elite schools, and vernacular languages were used in the indigenous schools. For some Indonesians, attending the elite Dutch-medium schools and being able to speak Dutch was a symbol of prestige, a sign of being on an equal footing with Dutch people and therefore an opportunity to enjoy greater prosperity. However, others such as the nationalists had a different purpose in mind in attending the elite schools. For them, attending such schools enabled them to obtain as much knowledge as possible to help Indonesian people gain independence (Muljana 2008, p.317).

As part of their revolutionary aspirations, the nationalists believed that Indonesia had to have a national language to replace Dutch; therefore, they proposed that Bahasa Indonesia [which was still called Malay then] should replace Dutch as the language of instruction (ibid., p.317). One of those nationalists was Raden Mas Suwardi Suryaningrat, better known as Ki Hajar Dewantara, who was born to a noble Javanese family. He was a prominent Indonesian educational figure and is now referred to as the father of Indonesian education. In 1922, he founded Taman Siswa, a national university. He then developed an educational foundation with the same name, Taman Siswa, to cater to all levels of education. In Taman Siswa, Bahasa Indonesia rather than Dutch was used as the language of instruction in order to show a nationalist spirit (ibid., p.317).

The move to use Bahasa Indonesia became stronger after 1928 when some young, prominent, Indonesian nationalists declared Sumpah Pemuda or the Youth Pledge during the Congress of Indonesian Youth in October 1928. This was a noteworthy event and was most likely when
the term *Bahasa Indonesia* was first used (Foulcher 2000, p. 377). Below is the translated text of the pledge:

We, sons and daughters of Indonesia, declare that we have one birthplace, the land of Indonesia. We, sons and daughters of Indonesia declare that we are one nation, the Indonesian nation. We, sons and daughters of Indonesia, uphold (revere) the language of unity, the Indonesian Language [*Bahasa Indonesia*].

( ibid, p.380)

iv) **The Japanese occupation period (1942-1945)**

During this period, the Japanese government tried to eradicate anything with regard to Dutch and prohibited the use of Dutch by the Indonesians (Unesco 1953, p.97). Hence, this probably contributed to the move away from Dutch in Indonesia. There were two priorities of the Japanese policies towards Indonesians, i.e. to eliminate Western influences and to ‘mobilise’ the Indonesians ‘in the interest of Japanese victory’ (Ricklefs 2001, p. 249). In order to eliminate the ‘Western influences’, the Japanese prohibited the Indonesians from using Dutch and English, and encouraged them to use Japanese instead (ibid.). This included the act of prohibiting Dutch and English books which made it impossible for the running of higher education in the country (ibid. 2001, p.250). They also introduced Japanese as the language of instruction (Yudiono 2010, p.89). The Japanese initially intended to ban the use of Arabic in the Islamic schools; however, they abandoned ‘their wish’, but ’on condition that Japanese also be taught in Islamic Schools and that their curriculum for no religious subject be accepted’ (Ricklefs 2001, pp. 253-254).

Japanese also made ‘intensive propaganda campaign’ as an attempt ‘to convince Indonesians that they and Japanese are brothers in arms in a great struggle for a new order in Asia’ (ibid., p.250). For the propaganda, Japanese employed Indonesians especially ‘schoolteachers, artists, and literary figures with anti-Dutch records such as Muhammad Yamin, Sanusi Pane, and Armijn Pane’. They also used drama, *wayang*\(^2\) and radio, which were often broadcast through loudspeakers erected in public places due to shortages of radio sets (ibid.). However, during the era, not many Indonesians knew Japanese, so Bahasa Indonesia was used as ‘the major linguistic vehicle for propaganda and its status as the national language was thereby enhanced’ (ibid.).

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\(^2\) Javanese puppet show
v) The post declaration of independence period (post 1945 To 2000s)

In the early 1950s, Malay, which was already called Bahasa Indonesia, was chosen as the official national language (UNESCO 1953, p.38) with implications that this language was to be used at schools as the language of instruction. The challenge was that, at that time, Bahasa Indonesia was still relatively new and the government need to teach the language to 72 million people who spoke 200 different languages (ibid.). Sutan Takdir Alisyahbana (in UNESCO 1951 as cited in UNESCO 1953, p.38) argues that ‘Bahasa Indonesia is for most Indonesians to some extent a foreign language, or at least different from their mother tongue that it must be studied before they can master it’. Due to this limitation, the Indonesian government decided that vernacular language be used as the language of instruction for Years One to Three of the primary schools, and would be gradually replaced by Bahasa Indonesia; meanwhile, the secondary schools and universities were taught through Bahasa Indonesia (ibid., p.38). This change from vernacular medium education as implemented before the war of independence in Indonesia sparked concern over the future of the vernacular languages (ibid., p.39).

This extensive use of Bahasa Indonesia was part of an endeavour to strengthen the sense of nationalism in the then young, independent nation of Indonesia. Against that endeavour, regionalism was seen as a threat, and thus, the educational use of local languages rather than the newly-adopted national language was also seen as a threat to the developing sense of nationhood (Rosidi, 2010). The government at the time believed that all aspects (such as the use of vernacular languages) that might encourage a sense of regionalism needed to be restricted because they ran contrary to the desire for a unified nation (ibid). A further move in this direction occurred in 1975 when a new regulation required Bahasa Indonesia to be the only language of instruction in schools of all levels as well as at universities. At this point, vernacular languages were taught as a subject rather than as the more general medium of instruction (ibid).

vi) The global participation period (2000s to date)

If nationalism and nation-building shaped language policy in the second half of the twentieth century, globalisation became an added dimension in this century. In 2003, the Indonesian government, as part of the long-term strategic goal of enabling Indonesian youth to become more competitive globally issued Law no.20/2003 which encouraged the development of at least one International Standard Schools in each district. One of the implications of this law
was that the government permitted the use of foreign languages, predominantly English, as the medium of instruction in the International Standard Schools (ISSs), a (then) new stream of public school. Although this type of school was minority in number, i.e. one in every district, it made quite an impact on the education in Indonesia, especially on the language of instruction.

For the next few years, much financial and human resource was allocated to implementing this policy change, and my own role as an English language teacher and teacher educator changed in line with this new direction. Besides performing my role as a lecturer in English Language Teaching (ELT), I became involved in English-medium Science and Mathematics teacher education, English-medium Instruction (EMI) teacher training, EMI student training, and other EMI related events such as helping to prepare EMI students for Science and Mathematics Olympiads. In addition, I was also involved in training activities for the lecturers who were prepared to teach in the English-medium teacher education programme.

During this era, English gained more attention and prestige. Parents would send their children, often from an early age, to attend English schools so as to prepare them to apply for the ‘prestigious’ ISSs. English schools, after school English lessons, and extracurricular activities were in high demand. Speaking, storytelling, writing, and other English related competitions took place almost every week with each event enjoying high degrees of participation. English teachers, English lecturers, and subject specialist lecturers with good English proficiency became more popular and would be granted more projects by the schools, universities, or the government than those without sufficient English competence. With financial and personal glorification rewards such as prestige entailed in these projects and activities, people competed to be part of the programme.

This initiative, to a certain extent, encouraged Indonesian teachers, lecturers, students, schools and universities (who were part of the programme or had the opportunities to be part of the programme) to work harder so as to keep up with the requirements of the EMI programme. However, for those who were not part of the initiative, or had little or no opportunity to be part of it, and for those who were not in favour of the initiative, the programme was seen as a source of inequality. Encouraged by the situation that teachers were not ready to teach through English as the medium (see Coleman 2011), that the excessive use of English had jeopardised students’ sense of nationalism and national identity, and that the
use of English, which is a foreign language, as the language of instruction was against the Indonesian Constitution of 1945 (Indonesian Constitutional Court 2012), a group of educational activists brought this case to the Indonesian Constitutional Court. The innovation was then terminated in 2013, and since then Bahasa Indonesia has again been used as the language of instruction in all of the public schools in Indonesia, and only few schools adopted EMI for their designated classes.

1.2 Languages of instruction in Indonesian schools

The Indonesian government categorises Indonesian schools based on their compliance with the eight components of the Indonesian National Standard of Education (NSE) as regulated in Law number 20/2003 (Republic of Indonesia 2009) and also in the Guidelines of National Standard School Administration (Depdiknas 2008):

1. **Standar kompetensi** lulusan pendidikan adalah standar nasional pendidikan yang berkaitan dengan kemampuan minimal peserta didik, yang mencakup kemampuan kognitif, psikomotorik, dan afektif, yang harus dimiliki oleh peserta didik untuk dapat dinyatakan lulus dari satuan pendidikan.

2. **Standar isi** pendidikan adalah standar nasional pendidikan yang berkaitan dengan keluasan dan kedalaman materi pelajaran pada satu satuan pendidikan untuk mencapai standar kompetensi lulusan.

3. **Standar proses** pendidikan adalah standar nasional pendidikan yang berkaitan dengan pelaksanaan pembelajaran pada satu satuan pendidikan untuk mencapai standar kompetensi lulusan.

4. **Standar pendidik dan tenaga kependidikan** adalah standar nasional pendidikan yang berkaitan dengan persyaratan minimal yang harus dipenuhi oleh setiap pendidik dan tenaga kependidikan.

5. **Standar prasarana dan sarana** pendidikan adalah standar nasional pendidikan yang berkaitan dengan persyaratan minimal tentang lahan, ruang kelas, tempat berolahraga, tempat beribadah, perpustakaan, laboratorium, bengkel kerja, tempat bermain, tempat berkreasi, perabot, alat dan media pendidikan, buku, dan sumber belajar lain, yang diperlukan untuk mencapai standar kompetensi lulusan.

6. **Standar pengelolaan** adalah standar nasional pendidikan yang berkaitan dengan perencanaan, pelaksanaan, dan pengawasan kegiatan pendidikan pada tingkat satuan pendidikan, kabupaten/kota, provinsi, atau nasional agar tercapai efisiensi dan efektivitas penyelenggaraan pendidikan.

7. **Standar pembiayaan** (biaya operasi satuan pendidikan) adalah bagian dari dana pendidikan yang diperlukan untuk membiayai kegiatan operasi satuan pendidikan agar dapat berlangsungnya kegiatan pendidikan yang sesuai standar nasional pendidikan secara teratur dan berkelanjutan.

8. **Standar penilaian** pendidikan adalah standar nasional pendidikan yang berkaitan dengan mekanisme, prosedur, dan instrumen penilaian prestasi belajar peserta didik.
1. **Standard of graduate competence** is the national standard of education which relates to the minimum competence students have to achieve to be able to graduate from the school, which includes cognitive, psychomotor, and affective competence;

2. **Standard of content** is the national standard of education which relates to the breadth and depth of the materials delivered in a unit of education to help students achieve the standard of graduate competence;

3. **Standard of educational process** is the national standard of education which relates to the process of teaching and learning in a unit of education in order to achieve the standard of graduate competence;

4. **Standard of teachers and staff** is the national standard of education which relates to the minimum requirements each teacher and staff have to comply with;

5. **Standard of infrastructure** is the national standard of education which relates to the minimum requirements of the area, classrooms, sport hall/area, praying area, library, laboratory, workshops, playgrounds, leisure area, furniture, media and equipment, book, and other learning resources needed to achieve the standard of graduate competence;

6. **Standard of management** is the national standard of education which relates to the planning, implementing, and controlling of educational activities of a unit of education, district/city, provincial, or national levels in order to achieve an efficient and effective educational management;

7. **Standard of funding** (operational expenses of a unit of education) is part of educational funding needed to fund the operation of the unit of education in order that the educational activities can comply with the national standard of education continuously and sustainably;

8. **Standard of assessment** is the national standard of education which relates to the mechanism, procedure, and assessment instruments for students’ learning achievement.

(Depdiknas 2008, pp.6-7, my translation)

From 2003 up to 2013, based on those standards, Indonesian schools were divided into four categories: Potential Schools, National Standard Schools, National Standard Schools with Local Excellence, and International Standard Schools. In addition to these, there were two types of foreign schools operating in Indonesia, i.e. Foreign (International) Franchise Schools, and International Schools (see Figure 1).

*Figure 1 Continuum of types/categories of schools in Indonesia (adapted from: Depdiknas 2008, p.5)*
The continuum (Figure 1) shows how the Indonesian government grouped Indonesian public schools based on the schools’ quality as assessed in terms of the schools’ compliance with the eight NSEs. On the continuum, the schools with minimum compliance with the NSEs were thus considered to be in the weakest category (positioned on the far left), as followed left-to-right by ones assessed to be of better quality, and with the best on the far right (see Table 1 for more detailed information).

<table>
<thead>
<tr>
<th>Position on the Continuum</th>
<th>Type of School</th>
<th>Characteristics</th>
<th>Language of Instruction</th>
<th>Run and Managed under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farthest Left</td>
<td>The Potential School/Standard Formal</td>
<td>Considered to be having weaknesses and be unable to fully comply with the NSEs.</td>
<td>Bahasa Indonesia only</td>
<td>Indonesian Law</td>
</tr>
<tr>
<td>Second on the Left</td>
<td>National Standard Schools (NSSs)</td>
<td>Considered to have complied with all the eight NSEs</td>
<td>Started to have few bilingual classes (supported by school and parents)</td>
<td>Indonesian Law</td>
</tr>
<tr>
<td>Third on the left</td>
<td>National Standard Schools with local excellence</td>
<td>Considered to have complied all the criteria of the NSEs and to have a local excellence (Excellent achievements on one or more of these aspects: Religious Education, Civics and Character Building, Science and Technology, Aesthetics, or from the group of Physical Education, Sports, and Health Lessons)</td>
<td>Bahasa-medium and Bilingual classes (Schools in this category were those to be supported and encouraged to move to the next category, i.e. ISSs (Depdiknas, 2008).</td>
<td>Indonesian Law</td>
</tr>
<tr>
<td>Fourth on the left</td>
<td>International Standard Schools (ISSs)</td>
<td>Considered to have complied all the NSEs and have an X factor (the X factor may refer to a curricular excellence of one member of OECD Countries)</td>
<td>Foreign Language (predominantly English) for core subjects Bahasa Indonesia for Civics, Bahasa Indonesia, History lessons.</td>
<td>Indonesian Law</td>
</tr>
<tr>
<td>Fifth on the left</td>
<td>the Foreign (International) Franchise School</td>
<td>Had to provide Religious Education and Civics subjects for their Indonesian students, and were obligated to collaborate with Indonesian educational institution by involving Indonesian teachers and staff (Depdiknas, 2009, p.5).</td>
<td>Foreign Language</td>
<td>Run under the license of another school (primary or high school) accredited in their country of origin (Depdiknas, 2009, p.5)</td>
</tr>
<tr>
<td>Farthest Right</td>
<td>Foreign International School</td>
<td>Indonesian government did not issue any regulations regarding school management, but only dealt with the school’s legitimacy and operational permit (Depdiknas, 2009, p.5). However, they were also required to teach Civic and Religion Education to Indonesia students attending these schools (ibid.).</td>
<td>Foreign Language, such as English, Korean, Japanese, French, etc., depending on which embassy operates the school and the curriculum of which country the school implements</td>
<td>Operated by the representative/embassy of a foreign country or a foreign institution in Indonesia designed for foreign students.</td>
</tr>
</tbody>
</table>

*Table 1 Types of schools operating in Indonesia*
What I found interesting was that on the continuum (Figure 1), the Indonesian government positioned all the Indonesian schools on the left with International Standard Schools on the farthest right before the Foreign International Schools. Meanwhile, instead of putting the two foreign schools in a separate category, they were posted on the far right of the continuum (although the use of dashed line does suggest the absence of government authority to control the schools). The position of these two ‘foreign’ schools on the continuum may indicate that the government considered these as the best examples of schools, and that international and western education provided the best exemplars. This may be one of the reasons why the highest category of Indonesian school was titled ‘international’ and was taught through the most popular international language in Indonesia, i.e. English. The international school was originally aimed at expatriate students; however, many Indonesian parents would often desire to send their children to these schools. See table 1 for the complete list of these schools along with their characteristics and languages of instruction.

1.3 A brief history of English in Indonesia

English is the most popular foreign language in Indonesia and is taught as an elective subject at the primary school level, called ‘muatan lokal’ or local content, and as a compulsory subject in the secondary school level, and in most universities. English in Indonesia was first introduced by the Dutch government in their Dutch-medium secondary schools for the non-European elites before Indonesia gained its independence in 1945 (Lowenberg 1991, p.127). However, very few Indonesian children attended these schools (Gregory 1964, p.15 as cited in Lauder 2008, p.9). In a further development, between 1956 and 1964, more than 750 staff members from two Indonesian universities – namely, the University of Indonesia and the Institute of Technology Bandung - received grants from USAID (United States Agency for International Development) and the Ford Foundation to study in universities in the United States (Douglas 1970 as cited in Lowenberg 1991, p.128). These scholars then became the new elite in Indonesia who brought with them English along with their new knowledge and expertise. Thereafter, English soon became the language of modernisation in Indonesia (Lowenberg 1991, 128) which then replaced Dutch as ‘the mark of the well-educated man, a symbol of the new elite’ (Tanner 1967, p.34 as cited in Lowenberg 1991, p.129).

Currently, English is gaining more importance in Indonesia and becoming an important, if not compulsory, requirement for employment, career advancement, and academic matters.
International/regional phenomena such as the adoption of English as the ‘the working language’ (ASEAN 2008, p.29) of the Association of Southeast Asian Nations (ASEAN) of which Indonesia is a member also elevated its prominence. Five years before this Charter was signed, ASEAN member countries signed an agreement, the Declaration of ASEAN Concord II in Bali. In Part C of the Declaration, as part of a move towards integrating the ASEAN member states into the ASEAN Economic Community (AEC), it was agreed that ‘ASEAN shall ensure that its work force shall be prepared for, and benefit from, economic integration by investing more resources for basic and higher education, training, science and technology development, job creation, and social protection’ (ASEAN 2003). One part of the AEC initiative was ‘facilitating skilled labour mobility’ (ASEAN 2015, p.1) around the region. Such mobility means that any citizens of the member ASEAN countries, i.e. (in alphabetical order) Brunei, Burma (Myanmar), Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam, would be allowed to work in other ASEAN countries. For this purpose, they would need the skills to communicate with the people of different nations. As English has been chosen as the sole working language of the ASEAN organisation, member countries seem to focus on English as the language for such communication.

Many of the ASEAN member countries responded to the AEC initiatives by intensifying English language education. For instance, ‘Cambodia and Vietnam have adopted English in place of French as their first foreign language’ (Kirkpatrick 2011, p.101) and Malaysia reintroduced English-medium Instruction into their public school system (Gill 2005; Tan 2009), although it was then cancelled in 2012 (Gill 2012). The Indonesian government also recognised the elevated importance of English in the region. One example of the recognition was the mention of the role of English in the AFTA (ASEAN Free Trade Area). This was the first move towards ASEAN regional integration before AEC, which was planned to officially start in 2008, as reflected in the guidelines of the National Standard School Administration, i.e. ‘(6) When the AFTA era starts, English will become an essential means of communication in the working world; (7) In the era of AFTA, it is highly possible that foreign schools will establish their branches in Indonesian big cities’ (Depdiknas 2008, p.97, my translation). These statements show that the Indonesian government was aware of the intensifying need for English which underpinned its support for more intensive and extensive use of English at schools such as the use of EMI at the ISSs.
This use of EMI in the ISSs might have further increased the popularity of English. Many English-related activities such as contests, in-house training sessions for both students and teachers, English days (days in which a group or community agree to communicate only through English), and many other English-related activities were implemented intensively and extensively. This intensive and extensive use of English to a certain extent affected students’ and teachers’ perceptions of the languages used at their school. The observations of a teacher I interviewed during my pilot study (Fitriyah 2013) reflect this:


But on the other hand, when we were about to gain our international status, overtime we are becoming, well, ‘why is this international?’ It seems that we were more proud of using English, over time, with tourist-like style. Over time, it may diminish our love towards our own language. That was what I experienced. Maybe people saw us as cool when we can speak English or use English. It is very possible that over time our love of Bahasa Indonesia will be fading. So, that was what I probably once felt. My students were showing off when using English, for those who could communicate fluently. Yeah, maybe they seemed proud to speak English. Meanwhile, they were supposed to be more proud to speak their own language. Maybe that is what I consider the negative effect of having the ‘International standard’ [label]. (Nisa, interview, 23-11-2013, my translation)

She then clarified what she said earlier as follows:


---

3 Turis literally means tourist in Bahasa Indonesia. Indonesian people usually addressed the English-speaking people as tourists. Celebrities on TV are called ‘turis’ and even when the English-speaking people are in their own country, they are still addressed ‘turis’. Many Indonesians also assume that all the white people speak English. Therefore, when we say speak like ‘turis’ means speaking like the native speakers of English, but with a negative meaning entailed, i.e. being pretentious.

4 Gaya can mean show off, cool, style, stylish. In this sentence, it is closest to ‘showing off’ and ‘cool’.

5 In all such quotations, the translation from Bahasa Indonesia into English is my own, provided for the benefit of a readership not fluent in the original language.
Mungkin kualitasnya sama, tapi yang impor, yang sok keluar negri. Kita kan mau go internasional, mau universal. Tapi disisi lain, kita mau meninggalkan budaya kita.

Which means, we were showing off, when using English, people saw us as cool. Actually, it could diminish our love of our own language. This is so typical of Indonesians. They choose brand over quality. The quality might be the same, (but they would choose) the imported product, the one with an overseas touch. We want to go international, go universal. But on the other hand, we tend to leave our culture. (Nisa, interview, 23-11-2013, my translation)

This extensive use of English at mainstream schools also contributed to the intensifying implications of speaking a language for enhanced social status of the speakers, a situation which also occurred during the colonialisation era (see Section 1.1). Regarding this situation, Onishi (2010) observes that:

each language had a social rank. If you spoke Javanese, for example, you were below. If you spoke Indonesian, you were a bit above. If you spoke Dutch, you were at the top’, and now ‘English has become the new Dutch’.

For some Indonesians, Bahasa Indonesia took on second-class status and, in extreme cases; people took pride in speaking Bahasa Indonesia poorly. There were instances where ‘sometimes the parents even ask the baby sitters not to speak in Indonesian but in English’ (ibid, 2010). Onishi’s observation resonated with my own experience of how the English-medium school that my child attended urged parents to speak English with their children at home and to encourage babysitters/childminders to also speak English with them.

There are instances of how Indonesian people consider English as the language of the elite such as when the Indonesians compared the English competence of Indonesian presidents and the presidential candidates during presidential elections of 2014. Voters compared the English competence of the two presidential candidates, Joko Widodo and Prabowo Subianto, and the Indonesian first president, Soekarno. Many complemented how Soekarno impressed the audience in an international forum with his ‘perfect’ English using the word ‘memukau’ (stunning) (Muawannah 2014). Meanwhile, others claimed that the presidential candidate with better English was the one who would make Indonesians proud (ibid., 2014). There was even a group of people who insisted that the presidential debate be conducted through English (Soal 2014). However, the electoral committee seemed to disagree and all sessions of the debate were conducted through the medium of Bahasa Indonesia instead.
Another example of how Indonesians consider English prestigious was when Indonesian online newspapers reported in their headlines that Indonesian netizens (internet citizens or internet users) were stunned and amazed, and claimed that they were *minder* (losing some of their self-esteem) after watching an Indonesian celebrity’s little daughter speaking English fluently in a video posted on Instagram (Swastyastu 2017; Notonegoro 2017). Such perception of English as more prestigious than Bahasa Indonesia may exemplify the worries of identity-jeopardising situations. In line with this, Coleman (2016, p.29) describes English in Indonesia as *naga* or the dragon, which may consume Bahasa Indonesia; while, Bahasa Indonesia is considered as the ‘intermediate *naga*’ which consumed the local languages.

1.4 The introduction of EMI in Indonesia: a change

EMI was introduced into Indonesian public schools in the ISSs, the (then) new stream of schools. ISSs were established after the Indonesian government passed Law number 20/ 2003 Article 50 (3), which states that:

> pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semuajenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.

the government and/or the local government shall administer at least a unit of education of all levels of education to be developed into an international standard educational unit. (Republik Indonesia 2003, p.16, my translation)

The Strategic Plan of the Department of National Education (2005-2009) further clarifies the statement in the Law by detailing the aim of establishing ISSs and the target number of ISSs to be established within the years covered in the plan, as follows:

> Untuk meningkatkan daya saing bangsa, perlu dikembangkan sekolah bertaraf internasional pada tingkat kabupaten/kota melalui kerja sama yang konsisten antara pemerintah dengan pemerintah kabupaten/kota yang bersangkutan, untuk mengembangkan SD, SMP, SMA dan SMK yang bertaraf internasional sebanyak 112 unit di seluruh Indonesia.

To improve the nation’s capability to compete, there is a need to develop International Standard Schools through a consistent collaboration between the government and the district/municipal government, to develop 112 International standard primary, junior secondary, senior secondary, and senior secondary vocational schools all over Indonesia. (Depdiknas 2005, p.70, my translation)

The Department of National Education of Indonesia defines ISS as a school which fulfils all the National Standards of Education and enriched by the educational standards of one of the
member countries of the Organisation for Economic Co-operation and Development (OECD) and/or other developed countries with a particular excellence in education, so that it can compete in the international forum (Depdiknas 2009, p.12).

ISSs were considered Indonesian public schools having the finest quality, as seen on the continuum regarding categories of schools in Indonesia (Figure 1) in which ISSs were positioned on the far right of the continuum just before the foreign International Schools. ISSs were required to not only comply with the best standards of the eight NSEs as established for the Indonesian National Standard Schools, but also have an added ‘x factor’, namely, the inclusion of part of the curriculum from the so-called developed countries. Hence, schools of this type are defined as having NSE + X. Some documents (Depdiknas 2008; Depdiknas 2009) specifically mentioned the ‘x factor’ being the curriculum of one of the members of OECD countries such as United Kingdom, Finland, Australia, and the United States of America.

However, although not specifically mentioned in the original enacting Law (e.g. Law no. 20/2003), based on my experience, most of these ISSs seemed to set EMI and the English-medium school environment as priorities. Many of the schools were enthusiastic in implementing EMI at early levels (year 7) (Coleman 2009; Zacharias 2013) and even in the earlier levels at the primary schools. EMI was considered as the ‘x factor’ of the ISSs. The government seemed to endorse this idea. They issued clear guidelines as to how much English the ISSs were expected to use in their lessons. For example, a document released by Depdiknas (2009) regulated the amount of English to be used in the school and the minimum English proficiency requirements for head teachers, teachers, staff, and students to work or study in these schools, as shown by their TOEFL score (see: Figure 2 for the level of use of English in each stage; Table 2 for the rules regarding English in the ISSs; and Table 3 for the minimum level of English proficiency for those working or studying in the ISS).

![Figure 2 Stages of the level of use of English in ISS](adapted from Depdiknas 2009, pp. 66-68)
<table>
<thead>
<tr>
<th>Document Title/Year</th>
<th>Subject of Policy</th>
<th>The Stipulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines for the Quality Assurance of ISS/Islamic School on Primary and Secondary Education (Depdiknas 2007)</td>
<td>Science, Math, and Core Vocational subjects Teachers</td>
<td>Science, Mathematics, and Core Vocational subjects teachers are capable of teaching through English</td>
</tr>
<tr>
<td></td>
<td>Head teachers</td>
<td>Head teachers are capable of using English actively</td>
</tr>
<tr>
<td>Guidelines for fledging ISS Administration (Depdiknas 2009)</td>
<td>Head teachers</td>
<td>Head teachers are capable of communicating through English</td>
</tr>
<tr>
<td></td>
<td>Science and Mathematics Teachers</td>
<td>Teachers for Physics, Chemistry, Biology, and other subjects are competent to teach using ICT through English as the medium of Instruction</td>
</tr>
<tr>
<td></td>
<td>Curriculum</td>
<td>School based curriculum (KTSP) set are compiled based on content and graduate competence standard in Bahasa Indonesia and English</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Students shall have TOEFL score minimum 450 or equivalent to 45 IBT TOEFL score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students shall use English in the day to day communication at school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students shall show the capability of processing text, graph, diagram, pictures, and spatial as the basis of argument to be delivered through English</td>
</tr>
<tr>
<td></td>
<td>Worksheet</td>
<td>- Each subject should be supplemented by Bahasa Indonesia and English medium worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Each school shall use a model student worksheet from a reputable international standard school for comparison</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>Having a standard use of English in planning, applying, and evaluation of learning</td>
</tr>
<tr>
<td></td>
<td>Science and Mathematics teachers</td>
<td>100% of Science and Mathematics Teachers are capable of using learning resources written in English</td>
</tr>
<tr>
<td></td>
<td>Science and Mathematics teachers</td>
<td>100% of Science and Mathematics shall use English by improving their standard in four year period</td>
</tr>
<tr>
<td></td>
<td>Administration Staff</td>
<td>20% of administration staff shall be capable of communicating both written and orally through English</td>
</tr>
</tbody>
</table>

### Table 2: Rules regarding English in the ISSs

Furthermore, one document (Depdiknas 2009, p.20) specifically mentions that teachers were required to be able to teach through EMI, and that students shall use English in the day to day communication at school. In practice, English was becoming more and more salient at this type of school (Sumintono 2013) and was used not only in classes but also around the school (Coleman 2009). Based on my experience, most of these schools were determined to have more English features such as English days, i.e. the day when students and staff were required to speak English, and having school signs, decorations, and posters in English.
One salient indicator of such emphasis on English was the requirements for students, staffs, teachers, and head teachers to achieve certain levels of TOEFL (Test of English as a Foreign Language) so as to study or work in the schools. See Table 3 for the minimum requirements of TOEFL scores for the ISSs’ students, teachers, staffs, and head teachers.

<table>
<thead>
<tr>
<th>Position</th>
<th>Minimum TOEFL Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>≥450</td>
</tr>
<tr>
<td>Teacher</td>
<td>≥500</td>
</tr>
<tr>
<td>Head teacher</td>
<td>≥500</td>
</tr>
<tr>
<td>Librarian</td>
<td>≥450</td>
</tr>
<tr>
<td>Biology, physics, chemistry, Language, and ICT laboratorian</td>
<td>≥400</td>
</tr>
<tr>
<td>Biology, physics, chemistry, Language, and ICT</td>
<td>≥450</td>
</tr>
<tr>
<td>Head of School Administration</td>
<td>≥450</td>
</tr>
<tr>
<td>Financial and Accounting Staff</td>
<td>≥400</td>
</tr>
<tr>
<td>Personnel Administration Staff</td>
<td>≥400</td>
</tr>
<tr>
<td>Infrastructure Administration Staff</td>
<td>≥400</td>
</tr>
<tr>
<td>Clerical Administration Staff</td>
<td>≥400</td>
</tr>
</tbody>
</table>

*Table 3 Minimum level of English proficiency of students (Depdiknas 2009, p.20), head teachers, teachers, and staff (ibid., pp. 94-100)*

Besides the use of EMI, another salient ‘international’ aspect of these schools was the government’s encouragement that the schools have an international sister school. Hence, with their prominent ‘international’ feature, the Indonesian government considered the need to remind all those involved that these schools were still within the Indonesian system and, thus, shall abide by Indonesian regulations and laws. The government’s concern regarding this was reflected in their statement in the guidelines regulating ISSs, i.e.

*Meskipun bertaraf internasional, sistemnya menggunakan sistem pendidikan nasional Indonesia, baik kurikulum, pendidik, penyelenggaraan pengajaran, pengelolaan sekolah dan ketentuan-ketentuan lain yang menjadi aturan-aturan umum penyelenggaraan satuan pendidikan. Berangkat dari kenyataan tersebut, maka perlu ditegaskan SBI adalah sekolah Indonesia yang menerapkan SNP Indonesia plus pengayaan/penguatan/ pendalaman internasional yang digali dari sekolah-sekolah/lembaga-lembaga pendidikan dari dalam dan luar negeri yang sudah memiliki kualifikasi internasional. Dengan demikian pengembangan SBI tidak boleh bertentangan dengan prinsip dasar tersebut.*

35
Although having an international standard, the systems applied are based on the Indonesian national education system such as the curriculum, teachers, teaching activities, school management, and other stipulations which become the general rules for administering a unit of education. Based on the situation, it shall be emphasised that ISS is an Indonesian school applying the Indonesian NSE plus international enrichment/reinforcement/deepening taken from internationally qualified schools/institutions either in Indonesia or overseas. Hence, the endeavour to develop ISS shall not be against the basic principle. (Depdiknas 2008, p.5, my translation)

At the onset of the ISS initiative, EMI had never been previously applied in any public schools. Therefore, it was new for all involved in the programme including the staff, students, and teachers. Indonesian EMI teachers did not have prior EMI experience. Before the ISS era, pre-service teacher education was delivered through the medium of Bahasa Indonesia; training and professional development activities were also administered through Bahasa Indonesia. Not only were the teachers lacking training, only few of them had sufficient English for the task of EMI teaching.

Therefore, it was not a surprise that most EMI teachers had issues in communicating through English in their classes (Safaria 2012; Ulumuddin 2013; Bax 2010; Coleman 2009; Ina 2012). In 2008, the Indonesian Department of National Education administered a survey to map Indonesian ISSs teachers’ English proficiency based on their TOEIC scores. The survey revealed that 50 per cent of ISS Science and Mathematics teachers were at a novice level of English (with TOEIC score between 10-250); Only 0.6 per cent were at an advanced working level (with a TOEIC score between 785-900) (Coleman 2009; Kompas 2009; Zacharias 2012; Kompas 2012; Ina 2010). Chodijah (Kompas 2012), an Indonesian English language practitioner, considers that a teacher should achieve TOEIC score of 800 (which is approximately equal to TOEFL Paper Based score of 600) to be able to teach their subject through English. The complete map of the teachers’ English proficiency is presented in Table 4.

With this limited proficiency, teaching these materials through English would be more problematic. Ismawaty (2012) provided an example of this problem and indicated that it was not unusual for most ISS teachers to only speak English when opening and closing their lessons. A study conducted by Zackarias (2013, p.98-100) also revealed that the majority of teachers disagreed with the policy and that most of them still had a problem with teaching through the medium of English.
Table 4 English proficiency of 27,000 ISSs teachers

*(Depdiknas as cited in Coleman 2009, p.7)*

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>General Professional</td>
<td>905-990</td>
<td>0.1%</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Advanced Working</td>
<td>785-900</td>
<td>0.6%</td>
<td>0.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Basic Working</td>
<td>605-700</td>
<td>3.6%</td>
<td>3.6%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>405-600</td>
<td>12.9%</td>
<td>14.6%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Elementary</td>
<td>255-400</td>
<td>32.1%</td>
<td>30.5%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Novice</td>
<td>10-250</td>
<td>50.7%</td>
<td>51.0%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0%</td>
<td>99.9%</td>
<td>100.1%</td>
</tr>
</tbody>
</table>

The government and ISSs often offered programmes to facilitate teachers to improve their English proficiency such as through training and boot camps, either at their schools, in the regional level, national level, or even overseas. However, the training was often conducted as a one-off session or over a quite short period of time. Teacher trainers were often assigned to train the teachers to improve their English; however, the training periods were short, about five days, and attended by tens of teachers in one class (Kompas 2012). In line with this statement, Chodidjah (Indonesian Constitutional Court 2012, p.71) affirms that even the most experienced and expert trainers would be unable to make 100 participants who even struggled to say ‘how are you today I’m fine’ able to speak (and teach through) English in five days. Through her statement, she criticised both government arrangement of the training and the ability of the EMI teachers to speak English. Another problem was that the materials delivered in the training session were often unrelated to the language of instruction or to the subject content. EMI teachers often attended English training to learn about day-to-day English conversation instead of academic English which they needed to teach their students. Consequently, they often provided literal translation and inappropriate jargon when teaching in their classes (Kompas 2012) or would typically slip in some English terms while teaching, meanwhile most of the instruction was delivered in Bahasa Indonesia (Coleman 2009; Zacharias 2013).

As a further development, there had been positive efforts to solve the ISS teachers’ English proficiency issues. Indonesian government made stipulations regarding the professional development of ISS teachers. In policy documents such as Depdiknas (2009, p.26), it is stated that 30% of the ISS teachers shall have a Masters/Doctorate degree from a university.
accredited as of A standard (the highest level in the accreditation system) in the study programme relevant to what they are teaching at school. Based on my experience, schools and parents’ associations also supported the government’s efforts, often financially, by initiating in-house English training for the teachers, the staff, and the students. In addition, the schools also often recruited new Science, Mathematics, and Information Technology teachers with good English proficiency in order to accelerate the adjustment process for EMI teaching.

In addition, ISS teachers were also offered scholarships to pursue their further education either in local or overseas universities, such as in the Phillipines, Thailand, and China, (Muhammad 2011; Pramono 2011) in a bid to effectively improve their English and subject specialism. However, the opportunities that the ISS teachers gained were often perceived as inequitable as they were not available for the non-ISS teachers. Mudzakkir (2016, p.442) expressed his concern about this unequal attention that the government provide for the privileged ISS schools compared to the underprevileged non-ISS counterpart. Guswan (2012) specifically criticised the unequal opportunities that the government provide for the ISS and non-ISS teachers, with abundant available opportunities for the ISS teachers to ‘upgrade’ their skills and hardly any opportunity for the non-ISS teachers. These perceptions even added intensity to the issue of discrimination and inequality that ISS policy had instigated.

An important milestone in EMI teacher history was in 2010. The government launched an initiative that enabled universities to administer Mathematics and Science Teacher Education programmes with English as the language of instruction. Before then, English was only exclusively used in the English departments of both the Faculty of Letters and the Faculty of Education. There were several leading universities participating in this programme including the University of Jember, the State University of Malang, the University of Riau, and Sebelas Maret University. As far as I know, the government provided generous sums of money to support the English-medium teacher education programme, especially to facilitate the efforts to improve the lecturers’ English competence.

Despite some challenges, based on what I observed in my home university, the University of Jember, the programme had been relatively successful to train student teachers to be competent Mathematics and Science teachers with good mastery of English. Through a careful student recruitment process, with proficiency in English as the main prerequisite, and good teaching team involving the combination of subject lecturers from proficient and
developing English competence groups of the Mathematics and Science department along with the support from the lecturers of the English Language Department, the programme started to yield good results. Many of the students from this programme often received compliments from the schools where they conducted their teaching practicum or apprenticeship. With such good results, therefore, I believe that if this model of teacher education was administered before English was adopted as the language of instructions at those ISSs, the story of Indonesian language policy change might have been different. Unfortunately, this programme was initiated years after the EMI/ISS initiative started. In addition, before those student teachers had graduated, and before they had a chance to bring their EMI pedagogic skills and English-medium subject area knowledge to the schools, the ISS programme was cancelled. Therefore, not much information concerning the outcome of this programme is available, as there was little research on it during its short-lived existence.

1.5 The move away from EMI: a reversal

From the time of the legal enablement of ISSs in 2003, this educational innovation had been controversial. Supporters argued that the use of English as the language of instruction would help Indonesia become more involved in the international community and more competitive globally. Meanwhile, the critics suggested that not only was this level of English use a threat towards students’ national identity as Indonesians (by undermining languages associated with the nation) but that it also introduced inequity of opportunity in the school system. ISSs received better funding and better opportunities for improvement and were allowed to impose fees, often expensive fees, thus hindering students from lower income background to attend such schools.

In 2011, a group of parents, teachers, and academics filed an appeal requesting the Constitutional Court to conduct a judicial review of the ISS-enacting law (Law no. 20/2003) on the basis that it contravened the Indonesian Constitution of 1945. More specifically, there were six reasons propounded as the basis for the appeal, i.e. ISS:

1. bertentangan dengan semangat mencerdaskan kehidupan bangsa;
2. bertentangan dengan kewajiban negara untuk mencerdaskan kehidupan bangsa;
3. menimbulkan dualisme sistem pendidikan di Indonesia;
4. merupakan bentuk baru liberalisasi pendidikan;

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*Part of this sub-section has been published on IATEFL Conference Selections (Fitriyah 2014)*
For the parents and other appellants, their arguments against EMI in the ISSs were as follows (Indonesian Constitutional Court 2012, pp.36-41): a) that it was impossible to make all the teachers (who were in service during that period of time) speak English well and fluently, especially those teachers employed by the government (the civil servants); b) that many teachers from the rural areas still struggled to teach through Bahasa Indonesia, the national language of instruction, and instead still used the vernacular language as the language of instruction (and therefore this change to EMI may pose a further challenge); c) that the obligation for the teachers to teach through the language that they were still struggling to learn would seriously affect the teaching and learning processes – the appellants, therefore, saw the use of EMI in ISSs as a high risk experiment which had not been properly researched and studied, but nonetheless was implemented in hundreds of schools; and d) that the use of EMI in the ISSs sooner or later would erode our vernacular and national language, which would lead to the loss of local and national personality and character of Indonesian humans. With regard to this final point, there was a concern that

Dalam skala lebih luas, eksistensi Bahasa Indonesia sebagai bahasa nasional kita juga kian terancam oleh bahasa mainstream dunia. Ketidakberdayaan bahasa lokal dan

7 Neoliberalism is a political economical practice characterised by strong private property rights, free market, and free trade. In this practice, state and government play a minimum role in the regulation of economy and resources. (Harvey 2007, p.2). ‘Neoliberal theory asserts, people can exercise choice through spending. But some have more to spend than others: in the great consumer or shareholder democracy, votes are not equally distributed. The result is a disempowerment of the poor and middle’ (Monbiot, 2016). In the Indonesian ISS context, the people who appealed against the ISS programme may have considered that the government played minimum role to regulate the ISSs or fledgling ISS, such as in terms of the funding. During the ISS period, Indonesian government granted freedom for the fledgling ISSs and ISSs to incur fees from the students and manage their own fees, which had caused the schools to be really expensive (Purwanto, 2013). Although some of the ISSs and fledgling ISSs were private schools, most of them were state schools. Badrun, a sociologist from Universitas Negeri Jakarta, a leading Indonesian university, argues that allowing the ISSs to incur fees was an effort to privatise Indonesian state schools, which is an instance of neoliberalism, because state schools were supposed to be supported by the government. The practice was against Indonesian Constitution of 2015 (ibid.).
‘kagagapan’ bahasa nasional menjadi penanda (signifier) dari ketidakmampuan sebuah bangsa mempertahankan jati dirinya.

In the wider scale, the existence of Bahasa Indonesia as our national language has now been threatened by the mainstream language of the world. The powerlessness of the local languages and the ‘stammer’ of the national language was a ‘signifier’ of the inability of a nation to defend their identity. (Indonesian Constitutional Court 2012, p.40, my translation)

Unlike the supporters of EMI who believed that EMI would propel the development of the Indonesian economy, the critics presupposed that the adoption of English as the main language of instruction could be a sign of a feeling of inferiority in Indonesians, who considered English speaking countries as superior nations.

Ironisnya, salah satu faktor yang berkontribusi menggerus bahasa lokal dan nasional itu justru ada di wilayah paling strategis: dunia pendidikan; Maka, kemudian patut dipertanyakan, apakah RSBI itu sebenarnya dilatarbelakangi tujuan mulia untuk memajukan sistem pendidikan nasional kita dan turut menunjang pembangunan nasional Indonesia atau malah dipicu oleh ‘inferioritas’ kita sebagai bangsa yang tertinggal dengan negara lain.

Ironically, one of the factors contributing to the wearing-away of the local and national language is that at the most strategic area, i.e. education. Therefore, we should ask a question whether fledgling ISS actually emerged with noble objectives to develop our national education system and to support Indonesian national development, or whether it was encouraged by our ‘inferiority’ as a nation left behind other nations. (Indonesian Constitutional Court 2012, p.40, my translation)

However, one of the witnesses for the government counter-argued that this use of English would not jeopardise the Indonesian youth national identity. They argued that:

Penggunaan bahasa Inggris dan/atau bahasa asing lainnya sebagai bahasa pengantar untuk mendukung kemampuan berbahasa asing peserta didik di RSBI tidak berpotensi menghilangkan jati diri bangsa yang berbahasa Indonesia.

The use of English and/or other foreign languages as the medium of instruction to support flengling ISS students’ proficiency of the foreign language does not bear any potential to erode the identity of the nation who speaks Bahasa Indonesia. (Indonesian Constitutional Court 2012, p.126, my translation)

The supporters also argued that although Bahasa Indonesia had been stipulated as the mandatory language to be used as the language of instruction, the use of EMI was not a breach of the law. It is stated in the law that a foreign language ‘can’ be used as the medium of instruction. ‘Kata "dapat" pada Pasal 33 ayat (3) UU Sisdiknas menunjukkan pilihan
bukan keharusan’ (The word ‘can’ on Article 33 verse (3) of the National Education System Law implies an option and not an obligation) (Indonesian Constitutional Court 2012, p.126, my translation).

The next argument was that the ability to speak English would not affect students’ commitment towards Bahasa Indonesia. In addition, if Indonesian people were eager to make Bahasa Indonesia an international language, we would need human resources with good proficiency in a foreign language so that we could promote Bahasa Indonesia to other nations.


Students’ ability in the field of English or other foreign language[s] does not diminish the commitment to the protection of Bahasa Indonesia. The protection of Bahasa Indonesia as mentioned in Law number 24/2009 can be done through many endeavours such as the coaching, research, development, and teaching of Bahasa Indonesia. Indeed, the endeavour to develop and improve the function of Bahasa Indonesia as an International language would need Indonesian human resources who are capable of using foreign language(s). (Indonesian Constitutional Court 2012, pp.126-127, my translation)

Another witness for the government further highlighted the importance for Indonesian citizens to master foreign languages. One of the purposes was to equip them with the medium to introduce the world to Indonesian local wisdom, i.e. the good values held by Indonesian society [through generations] (Law number 32/2009) and Indonesian local excellence - local potential that the community considers as having excellent value.


Indonesia as a nation has abundant local wisdoms and local excellences in different aspects which play a part as the nation’s identity. The local wisdom and local excellence can foster human beings’ civilisation, valence, and dignity that they deserve to be disseminated and promoted to the international world. The dissemination and promotion of the local wisdom and local excellence can be a medium to introduce the Indonesian
In support of the government claims, one of the Constitutional Court judges who delivered his dissenting opinion argued that the idea that learning a foreign language might diminish one’s national identity was exaggerated. ‘People learn a foreign language not to get rid of Bahasa Indonesia, but they need the [foreign] language, for a better life’ (Indonesian Constitutional Court 2012, p.200, my translation). Further, Prastowo, a principal of an ISS in the West of Java, mentioned that contrary to what the critics against EMI claimed, the use of English in his school had opened up an opportunity ‘to introduce Bahasa Indonesia and Indonesian culture to the overseas communities’ through sister school projects in which they had to teach Indonesian culture at the schools (Indonesian Constitutional Court 2012, 2012, p.170, my translation). Another principal argued that in his school, they had a programme called ‘local culture goes international’ which aimed to enable the children to introduce Indonesian local culture, such as how to grow rice, to foreigners through English (ibid., p. 159).

Further, the supporters of EMI testified that English was not the only medium used in their schools. For instance, Solihin, assured that his school applied ‘Balinglo’, a mix of Bahasa Indonesia and English, as the medium in Mathematics and Science lessons (Indonesian Constitutional Court 2012, p.163, my translation). Another supporter, Riyadi echoed the statement and attested that Mathematics and Science were taught bilingually at his school and English was only used in at most 30% of the lessons (Indonesian Constitutional Court 2012, p.166, my translation). Another supporter, Suprapto, emphasised the advantage of EMI to help boost students’ confidence. He said that

\[ \text{Yang bedanya bahwa anak RSBI itu semakin PD, artinya baik dari segi kemampuan berbeda ditambah dengan materi kebahasaannya itu.} \]

One thing that was different was that fledgling ISS students are getting more confident, which means, in terms of both their different competence and their language materials (Indonesian Constitutional Court 2012, p.160, my translation)

The minister of Education (Dalimunte 2013, Araro 2013) stated that he regretted the dismissal of the ISS, as he believed that the establishment of ISSs was an attempt to further advance Indonesian education and to provide a medium for excellent students. In addition, he also argued that the use of EMI would not endanger the sense of nationalism. As an example, he mentioned how Indonesia’s first president, Soekarno, whose nationalism was undoubted, was
in fact excellent in English (ibid.). Interestingly, Ahok, the then deputy governor of Jakarta who supported the ISS dismissal also mentioned Soekarno as an example that it did not take an international school to educate great people (Ahok 2013).

EMI in the public schools was often seen as too prominent and excessive. Coleman (2011, p.11) mentions that members of Indonesian public would mention EMI when asked about the characteristics of an ISS. The critics also considered the use of English in these schools to be excessive. They expressed their concerns over this provision. Further, some of the critics (against EMI) expressed their worries regarding the threat that the use of English might pose towards Indonesian young people’s commitment to Bahasa Indonesia.

One of the critics was Daoed Jusuf, a former minister of education of Indonesia, who became the expert witness against ISSs/EMI. He testified that


There was a story, a mother was said to be startled to hear her child saying, ‘I hate the Bahasa’ I hate Bahasa, which s/he meant Bahasa Indonesia. It seemed that deep inside her/his heart, s/he really regretted not being born British. How can we expect this child to be an excellent citizen, to be the next generation who will continue this beloved country? She has been raised improperly, but who is the one to blame? (Indonesian Constitutional Court 2012, p.77, my translation)

He further expressed his worries that this diminishing pride of Bahasa Indonesia would make the Indonesians lose their Indonesianism ‘…keindonesiaan manusia Indonesia, baik selaku makhluk (human) maupun dan lebih-lebih selaku warga negara (citizen), pada akhirnya dibentuk oleh Bahasa Indonesia’ (…the Indonisianness of the Indonesians, both as human beings and moreover as citizens, is formed by Bahasa Indonesia) (Indonesian Constitutional Court 2012, p.76, my translation).

Another expert witness against EMI, Chodijah, expressed her worries that the long-term implementation of English-medium instruction would encourage a social divide and that Bahasa Indonesia would be the language of the poor, ‘Dalam jangka waktu tertentu, posisi bahasa Indonesia sebagai bahasa persatuan dikhawatirkan akan menjadi bahasa kaum
bawah yang membedakan mereka dari anak-anak dari kelompok elite terpelajar ‘(Over a certain period of time, the position of Bahasa Indonesia as the unifying language is feared to degrade into the language of the low class people which differ them from the children of the educated elites [who speak English’]) (Indonesian Constitutional Court 2012, p.74, my translation).

Darmaningtyas emphasised that the use of English or any other foreign language as a medium of instruction obviously contradicts the spirit of the Youth Pledge 1928 ‘Bertanah air satu, berbangsa satu, dan berbahasa satu yaitu tanah air Indonesia, bangsa Indonesia, dan Bahasa Indonesia’ (With one mother land, one nation, and one language, that is the mother land of Indonesia, Indonesian nation, and Bahasa Indonesia)’ (Indonesian Constitutional Court 2012, p.89, my translation). He further stated that the use of English might hinder students from achieving their best in education.

When taught through Bahasa Indonesia, sometimes accompanied with vernacular language to make it easier to understand, students’ understanding has never reached 80%. Moreover, if [they are] taught through English, the teacher is confused; the students are even more confused. Students’ understanding must be lower than 60%. Through time, fledgling ISS and ISS will eventually degrade the quality of national education. (Indonesian Constitutional Court 2012, p.93-94, my translation)

Much of the literature reflects Darmaningtyas’s concerns indicating that the use of EMI would make learning even more difficult, as most teachers often did not have sufficient proficiency to teach through the language (Safaria 2012; Ulumuddin 2011; Bax 2010; Coleman 2009; Kompas 2009; Ina 2012, Toriq 2012), thus hampering students’ understanding of the materials (Toriq 2012).

The pinnacle of the controversy regarding ISS occurred on 8 January 2013, when the constitutional court approved the proposal to annul Law no. 20/ 2003 though Verdict number 5/2012. Consequently, this Law lost its legal power and could no longer be used as the basis for the administration of ISSs. As a result, no public schools were allowed to have ISS status, and instead had to adhere to the general regulation of national education in terms of fees and
language of instruction. With regard to the language of instruction, the schools referred to Law no. 24/2009. Based on Law no 24/2009, Bahasa Indonesia is the compulsory language of instruction at the national schools (Article 29 (1)). However, it is further regulated in Article 29 (2) wherein it is stated that a foreign language can be used as the language of instruction (referring to article 29 (1)) to support students’ foreign language development (see Chapter 1). Schools responded differently towards this Law. Some dropped EMI and few other still adopted EMI for their designated classes. Some schools still kept their sign board and some would remove the English version and replace it with the Bahasa Indonesia version.

At this point of time, EMI had been implemented in 1305 (fledgling) ISSs, more than ten times the original number as mentioned in the Strategic Plan. A detailed illustration of the development of ISS school numbers over time is presented in Table 5.

<table>
<thead>
<tr>
<th>Level of School</th>
<th>2007 (DoNE, 2009 as cited in Coleman 2011)</th>
<th>Year 2011 (The Jakarta Post, 2011; Suara Pembaruan, 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD - Primary School</td>
<td>60</td>
<td>239</td>
</tr>
<tr>
<td>SMP - Junior High School</td>
<td>99</td>
<td>356</td>
</tr>
<tr>
<td>SMA - Senior High School</td>
<td>101</td>
<td>359</td>
</tr>
<tr>
<td>SMK - Vocational High School</td>
<td>59</td>
<td>351</td>
</tr>
<tr>
<td></td>
<td>319</td>
<td>1305</td>
</tr>
</tbody>
</table>

*Table 5 Number of (fledgling) ISSs from 2003 – 2013*

**Conclusion**

In this chapter, I have contextualised my study by presenting background information with regard to the historical and more recent changes in the policy regarding languages of instruction in Indonesia. Based on the discussions of the contextual elements in my study, there are three important messages that I carry forward through this thesis. The first message is that Bahasa Indonesia has an important position in the Indonesian society as the symbol of loyalty towards the nation and as the national identity of the people. The introduction of a foreign language as the language of instruction needs to be understood in relation to this status of Bahasa Indonesia. This explains why the introduction of EMI was considered to be a threat to the viability of Bahasa Indonesia and as a possible cause of identity crises among Indonesian youth. In addition, the excessive use of a foreign language was seen as a sign of the nation’s inferiority. Although the initial aim of the government in introducing EMI was to enable Indonesians to benefit from the enhanced exposure to English as the language of
globalisation, the Bahasa Indonesia related issues of nationalism and national identity were significant influences on the decision to move away from EMI.

The next important message is that English is considered to have a special position in Indonesia; it is the language of the elite, the educated, and a symbol of modernisation. This may have brought a certain implication to the use of English in Indonesian society. For instance, the extensive use of English in the public schools may have caused jealousy among those who did not have access to the initiative and they may have viewed the schools as more prestigious.

The next important message from this chapter is that most Indonesian Science and Mathematics teachers who were assigned to teach through EMI did not have a sufficient educational background or training to teach through English. In addition, most teachers were not sufficiently proficient in English to meet the standards required by the programme.

In the next chapter, I present the conceptual underpinnings of my study.
Chapter 2
Teachers’ Experiences of Language Policy Change and Reversal

Introduction
In Chapter 1, I situated my study - and its focus on English-medium Instruction (EMI) policy and the involvement of Indonesian Science and Mathematics teachers in the EMI initiative within International Standard Schools - within the historical context of Indonesian language planning and politics. In this chapter, I present my literature-informed conceptualisation of the key elements of my study, namely: English as a global language, EMI, change and reversal in educational language policy, educational policy change and reversal, teachers’ experiences, and the shaping influences on teachers’ experiences. The discussion of these six areas informs the formulation of the research questions (presented in Section 2.7) upon which I focused my study. Through this discussion, I seek to: link my study to, and locate it within, the body of literature; clarify how I used the key elements to inform my design, especially my data analysis and interpretation; and identify where my study might contribute to existing thinking in these areas of discussion.

2.1 English as a global language
English started to spread globally with the rise of British Empire in the late 16th century (Jenkins et al. 2011, p.281; Crystal 2012, p.30). The British Empire brought English to all of the continents and many countries around the globe. The British Empire may have finally ended when Britain handed Hong Kong (Crystal 2012, p.1) over to China in 1997 (Vines 1997); however, this does not mean the end of English. The language and its global status seem to be more prominent.

The ‘economic supremacy’ of the American superpower maintained and developed the spread of English during the twentieth century (Crystal 2012, p.10). The prominent use of English in ‘the international domains of political life, business, safety, communication, entertainment, the media and education’ (Crystal 2012, p.30) has even strengthened the global status of the language.
Using Kachru’s (1985, 1992) three concentric circles model, Crystal (2012, pp. 60-61) shows the widespread use of English around the world. The model divides users of English into three circles, i.e. the Inner Circle where English is the mother tongue or the first language of the people; the Outer Circle where English is the second language of the people; and the Expanding Circle, where English is an important international language of the people (ibid., p.60). The total number of users among the three circles was approximately 1.120 billion – 1.880 billion (see Figure 6).

![Figure 3 The three circles of English](Adopted from Crystal, 2012, p.60)

Regarding the use of the language in political life, English was chosen as the only working language of ASEAN’ (Association of Southeast Asian Nations) (ASEAN 2008, p.29) and one of the 24 official and working languages of the European Union (European Commission, accessed 2017). It is interesting to me that ASEAN chose English to be the only working language while it is only one of 24 official and working languages of the EU. The EU seems to include every language spoken by its members in the pool of 24. The only reason that the number of languages was smaller than the actual number of the members was the fact that some of their member countries speak the same languages (European Commission, accessed 2017). English is included as the official language because United Kingdom is one of its members. Therefore, the issue of British exit (Brexit) from the EU also brought a debate about whether or not to include English as an official and working language of the EU. The president of the European Commission, Jenkins, asserts that ‘slowly but surely English is
losing importance in Europe’ (Rankin 2017). Meanwhile, in ASEAN, English has different classifications and functions in each of the member countries; it is considered the official language, the official language for business, a second language, or foreign language. None of the member countries use English as its first or national language. When asked why ASEAN chose English instead of any other languages, their key leaders typically answer that:

‘the idea of English as the common language came out automatically’ … there has been no regulation for the use of English but it has been used in all the actual situations’ … ‘we took it for granted’ (Okudeira, 1999, pp. 95–96 as cited in Kirkpatrick 2008, p.27)

In education, the role of English was also getting more prominent around the globe. For instance, English has been adopted as one of the languages of instructions for more than two decades now (starting in the mid of 1990s) in Europe through their CLIL (Content and Language Integrated Learning) programme (Coyle 2007). In the Asia-Pacific region, the development of English as a global language has significant effects on educational policies and practices (Nunan 2003, p.610). One of the important developments was when countries like Thailand, Cambodia, Korea, Malaysia, and Indonesia decided to adopt English as the language of instruction in their schools, although to differing degrees and through differing adoption procedures. Malaysia and Indonesia reversed the policy after a few years of implementation (See Chapter 1 for Indonesian EMI reversal and Chapter 2 section 2.2 for Malaysian EMI reversal).

Regarding this reversal, (Crystal 2012, p. 124) argued that ‘Political factors might make groups of people within a country, or even whole countries or groups of countries, antagonistic to English’. The people may be ‘so antagonistic or ambivalent about English that they reject the option to give English a privileged status, either as an official language or as a foreign language’ (Ibid).

**2.2 English-medium instruction (EMI)**

Much of the relevant literature (e.g.Tung et al. 1997; Kyeyune 2003; Uys et al. 2007; Evans 2002) illustrates that EMI refers to instruction where English is used as the medium to deliver the material. Meanwhile, Marsh (2006) defines EMI as teaching through English. Dearden (2014, p.2) describes EMI as ‘the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English’. For Gundermann (2014, p.41) the term refers to ‘a classroom setting where the
English language is used as means of communication between instructor and learners - as opposed to an ELT classroom where communication and instruction could also proceed in another language (e.g. the teacher using a local language to explain English grammar).

Further, Gundermann (2014) also emphasised that generally, ‘the term EMI refers to programmes where English is the only language of instruction (often advertised as English-only or 100% English programmes)’. Nevertheless, EMI may also be used to refer to instruction where English is used along with the local language (ibid., p. 44). Indonesian EMI is more similar to the latter category, i.e. English was used as the medium of Instruction along with the national language, Bahasa Indonesia (see Figure 2).

In the wider context, since the 2000s, EMI had increasingly been implemented in the non-English speaking countries such as in Europe and Asia. There has been a plethora of studies focusing on this phenomenon. One of these studies was conducted by Oxford EMI (Dearden 2014) which focused on 55 countries around the globe, including Indonesia. The following are their conclusion regarding EMI in Indonesia 1) there had been a trend of ‘rapid expansion of EMI provision’, 2) the government officially supported EMI with ‘some interesting exceptions’, 3) the public seemed not to be ‘wholeheartedly in support of EMI, especially in the secondary phase’ however, ‘the attitudes can be described as ‘equivocal’ or ‘controversial’ rather than being ‘against’ its introduction and/or continued use’, 4) there were concerns that EMI could potentially be ‘socially divisive’ as generally only the upper socio-economic groups could access the provision.

In this thesis, English-medium Instruction refers to the use of English as the medium of instruction in the subject specialist classes (non-English classes) with an emphasis on delivering the content materials through English and not on the learning of the language. My definition, therefore, also clarifies why I did not use the term CLIL (Content and Language Integrated Learning) which was also often used to refer to the practice of using English in Indonesian ISS (such as Duncumb and Chodjjiah 2009; Setyaningrum 2010; Seputar Indonesia 2011).

Content and Language Integrated Learning (CLIL) which first emerged in Europe about a decade ago ‘is an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC) in the mid-1990s’ (Coyle 2007, p. 545) that
refers to the integration of language and content learning in instruction. Marsh (2002, p.58) defines CLIL ‘as a generic umbrella term which would encompass any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role’. In his further work (Marsh 2009, p.vii) he provides the definition of CLIL as ‘a dual focused educational approach in which an additional language is used for learning and teaching of both content and language’. De Zarobe and Catalán (2009, p.xi) mention that CLIL is an approach to foreign language learning that requires the use of a second language to practice content. For de Zarobe (2013, p.231) CLIL refers to ‘contexts where language is used as a medium for learning content, and the content is also used as a resource for learning languages’. Meanwhile, the European Commission (2012, p.1) defines CLIL as a teaching method in which the foreign language is used for the teaching of non-language school subjects. Based on these definitions, it can be inferred that CLIL focuses on both content and language wherein a foreign or a second language, and not the language that locals speak, is used as the language of instruction.

The use of English as the medium of Instruction within Indonesian ISSs may be similar to CLIL, especially the English-medium CLIL. The practice in Indonesian ISSs seemed to put the primary focus on students’ mastery of the content delivered, although there seemed to be an implicit motivation of the ISS policy which aimed at helping students with their language development. However, in this context, English was used as the means to deliver the content and was not part of the lesson. Based on this particular reason, I believe that English-medium Instruction is more appropriate to describe the phenomenon that I studied, i.e. the use of English as a medium to teach subject specific classes in the Indonesian ISSs. However, to ensure the depth and breadth of my literature review coverage, I also included related studies using different terminologies, such as English Bilingual Education (EBE), Immersion, Content-based Instruction, or Bilingual Education, as long as they refer to instruction delivered through the medium of English, which I transparently report using their original nomenclature as mentioned in the sources.

2.3 Change and reversal in educational language policy

Language, especially the language of instruction, plays a crucial role in education. The language used in the classroom is the medium for the teachers to transfer the knowledge and for the students to understand and to continue the process of learning. The Language of instruction is the primary means by which teachers and students understand one another, and
thus it is fundamental to make learning happen. However, the language of instruction is often affected by changing directions of educational policy or the demand of the changing world. When policy makers decide that the country needs to move away from an established language of instruction, a change may happen.

Karyolemou (2002, p.213) argues that ‘shifts in language policy could be defined as changes in the scope, goals, and means to achieve these goals, of policies that are concerned with language status, language structure or language acquisition’. The major shift that this study focuses on is the shift in the language of instruction policy (the introduction of EMI), its implementation, and its eventual reversal. The scope of Indonesian language policy changed the status of English from being only used in English lessons (before the change), to being used more widely as the language of instruction in other subjects (during the change), such as Mathematics and Science, and then again restricted its use to only English lessons (post reversal).

Changes in the language of instruction policy are not so rare and have happened in many parts of the world (Karyolemou 2002, pp.213-214). However, reversals, especially concerning the language of instruction, are perhaps less common and less researched. In my area of the world, however, both Indonesia (Zacharias 2013) and Malaysia (Phan et al. 2013; Gill 2005; Gill 2012) provide examples of this phenomenon of the reversal of the language of instruction from English to a national language, as Qatar (Paschyn 2013) and Tanzania (Mohammed 2015) further afield. As in the case of Indonesia, underlying the reversal of policy in these four countries lay the shared concern that the extensive (or perhaps excessive) use of a second or foreign language might endanger the pupils’ sense of national identity and commitment towards the preferred national language(s) (Paschyn 2013; Gill 2012; Revianur 2013; Ketua MK 2013; Indonesian Constitutional Court 2012).

In Indonesia, this concern was recorded in the verdict (number 5/2012) of the annulment of the Law enacting ISSs. Therein, it is stated that the use of English in public schools would diminish the significance of Bahasa Indonesia as the state language. The status of Bahasa Indonesia as the official language of the nation is confirmed in Chapter 36 of the 1945 constitution. It is also stated in the verdict that the emphasis on the use of English in the ISSs had betrayed the declaration in the Indonesian Pledge of Youth 1928 of having one language,
Concerning the issue of language and national identity, Laycock (2001, p. 171 as cited in Wright 2004, p.6; Wright 2016, p.7) emphasises the role of language in defining group identity such as ‘distinguishing friend, acquaintance, trading partner and foe’. Further, Shohamy (2006, p.xv) argues that ‘language is used to create group membership (‘us/them’), to demonstrate inclusion and exclusion, to determine loyalty or patriotism’, and that ‘language policy falls in the midst of these manipulations and battles between language ideology and practice’. In addition, language policy ‘implicitly or explicitly is the main mechanism for manipulating and imposing language behaviours, as it relates to decisions about languages and their uses in education and society’ (ibid, p. 47-48). Language of instruction policy reversal in Indonesia, therefore, was as the result of conflicting interests between, on the one hand, the Indonesian authority who enforced a new language of instruction policy as an attempt to build the nation’s identity as a part of international society and, on the other, the community who wish to defend the national language as a form of loyalty and patriotism. There has been a constant dilemma of how to choose between preserving the evolving national identity and pursuing national interests through the English language to actively participate in the international community (Phan et al. 2013).

Spolsky (2004, p.46) recognises that school is one of the most important domains of language policy which is central to developing the students’ language competence. Language is central to education, and due to ‘its centrality’ many of the stories presented in her book relate to the choice of the language of instruction (ibid., p.3). She further provides examples of such stories, which she summarises, from different locations in the world including California, Malaysia, Ghana, and Tanzania (Spolsky, 2004, pp. 2-3) referring to changes in the language of instruction policy. Much literature also presents the stories of language policy change and reversals from different countries such as Qatar (Paschyn, 2013), Thailand (Keyuravong 2010), South Korea (Lee 2010), Indonesia (Hadisantosa 2010; Zacharias 2013), Vietnam (Huong 2010), and Hongkong (Evans 2002; Tung et al. 1997; Nunan 2003) (see Table 6 for more illustration).
<table>
<thead>
<tr>
<th>Country and Year</th>
<th>Change/Reversal</th>
<th>From</th>
<th>To</th>
<th>Reason of Change/Reversal</th>
<th>Sources</th>
</tr>
</thead>
</table>
| California 2003  | Change         | Bilingual Education (Spanish-English) | Immersion Education (English) | - Bilingual education is considered not effective and hindering students from learning English  
- Bilingual education is considered to have been the cause of immigrant students’ poor academic performance  
- A notion of ‘if you live in America, you need to speak English.’ | Spolsky, 2004, pp.2-3; Castro, 1998 |
| Malaysia 2012    | Re-reversal    | EMI | Bahasa Malaysia | - Teachers and students insufficient English proficiency  
- Rural-urban divide (in the achievements through the use of EMI) | Gill (2012, p.49), de Lotbiniere (2009) |
| Tanzania 2015    | Reversal       | English | Kiswahili | - Teachers and students insufficient English proficiency?  
- to retain national collective identity | Mohammed (2015) |
| Qatar 2012       | Reversal       | English | Arabic | - In part by fierce local criticism that Qatar was losing its culture  
- Teachers and students insufficient English proficiency (affecting the pedagogic achievement) | Paschyn (2013) |
| Hong Kong 1998   | Reversal       | EMI- | Chinese Cantonese | The main cause of the widely lamented ‘declining’ standard of English’ (but which actually claimed to be unproven) | The Education Commission (1990, 1995) and Education Department (1989, 1997) of Hong Kong (as cited in Evans, 2002, p.103) |
| Indonesia 2003  (Issuance of the Law), 2006 (implementation of the Law) | Change | Bahasa Indonesia | EMI | - Globalisation  
- internationalisation  
- the use of English as the world language and the regional (supranational) organisation (ASEAN) working language | Republic of Indonesia (2003), Depdiknas (2008) |
| Indonesia 2013   | Reversal       | EMI | Bahasa Indonesia | - the fear of the emergence of educational system dualism  
- the fear of the emergence educational discrimination and segregation  
- the fear that this may jeopardise Indonesian national identity with Bahasa Indonesia as the national language  
- Teachers and students insufficient English proficiency | (Indonesian Constitutional Count, 2013, p. 114) |

Table 6 Some countries with language of instruction change and reversal
The educational policy reversal in Indonesia was also as a result of pressure from the community, i.e. academics, educational experts, teachers, and parents (see Section 1.5 of Chapter I for more details). With regard to this, Fullan (2001, p. 61) highlights that regarding change, a community can either: 1) support the innovation (by putting pressure on the government); 2) oppose or block the innovation; and 3) be apathetic or do nothing about the innovation. In the Indonesian situation, some of the community members opposed the innovation and acted by filing an appeal to cancel the law governing the policy on the basis that it contravened the constitution. Their appeal was approved and the Law was annulled which led to the withdrawal of the policy and the reversal of the school status classification (from International standard to national standard) and of the designated language of instruction (from English to Bahasa Indonesia).

2.4 Educational policy change and reversal

Change is an unavoidable phenomenon in all contexts. The world and all within it keeps changing, and so does education. The famous Greek philosopher, Heraclitus (1962 version, pp. 14-17 as cited in Ji et al. 2001, p. 450), stated that ‘things are in flux’ and that one cannot ‘step into the same river twice’. The only thing in the world that is not changing is change itself. Fullan (1993, p.vii) argues that ‘change is ubiquitous and relentless, forcing itself on us at every turn’. The Educational landscape is ‘in flux’ and nothing remains the same with the ticking of time. New practitioners come with different ideas imposing narrow or wider changes (ibid.). Governments impose new policies to keep up with the changing needs of the world.

Educational institutions represent a domain of change both at the micro- and macro-level. As initiated by personnel within an institution, micro-level changes might be evident, for example, in the scheduling of classes, the specifics of the uniform, or the rules for examinations. As regulated by the government, larger-scale, top-down, macro-level changes might be evident, for example, in curricula specification. Regarding macro-level, large-scale national educational change, Wedell (2009, p.13) suggests that such changes

a) are often decided ‘very hurriedly’, because they often result from the change in the politics or ideology in the national level government;

b) may challenge established ways of thinking about and carrying out teaching and learning’;

c) may ‘affect a large number of people both inside and outside educational institution’;
d) may, for their successful implementation, depend on the ‘the attitudes and behaviour of a large number of people both within and outside educational institutions’.

Indonesian educational language policy changes reported in this thesis can be characterized as large-scale (i.e. national) in educational policy. Based on my contextual understandings, I believe that some of the attributes of change mentioned above may apply to my context. The timespan between 2003, when the law governing ISS/EMI was established, and 2006, the official start date for the programme, may be considered too abrupt to launch such innovation. The move away from EMI (the second change) was more abrupt. The underlying reason for the second change was not the shift in politics or ideology of the government, but it was encouraged by the demand of the community. The reversal may be an evidence of the third and fourth attribute of change suggested by Wedell. The change had affected people inside and outside educational institutions. These affected people had eventually hindered the successful implementation of the change when they suggested reversal of the policy.

Hopkins (2001, p. 37 citing Fullan 1991, p. 124) notes that whenever educational changes ‘directly impact on the learning of students’, teachers are not only involved in the adoption of new or additional teaching materials and of new behaviours (e.g. modifying teaching styles), but also in the modification of their beliefs and/or values (Fullan 1991, p. 124). Regarding how change may affect people, Fullan (2001, p. 32) reminds us that ‘real change, then, whenever desired or not, represents a serious personal and collective experience characterised by ambivalence and uncertainty; and if change works out it can result in a sense of mastery, accomplishment, and personal growth’. With regard to how the attitude of the people involved in change influences implementation, Fullan (2015, p.18) proposes that the key to change is ‘how individuals come to grips with this reality’.

In his work (2007, 2015), Fullan reminds us that change is not an event; it is a process happening in stages (p.68). ‘Change cannot be accomplished overnight, but it also cannot be open-ended’ (2015, p.38). Therefore, a change may not be expected to yield results in a short time. However, we need to set targets and plan a timeline for the expected results. Further, he emphasises the importance of keeping ‘an open mind to the process of change’ and that ‘it matters less where the innovation comes from than it does what happens during the process of change’ (2015, p.58).
Before generating my data, I decided that I would adapt Miles et al.’s (1987, p.245) model of phases in the change process (see Figure 6) to help me understand my participants’ experiences of the language of instruction change process. The phases i.e. initiation, implementation, and institutionalisation follow ‘a rough temporal sequence’ with each phase ‘leading toward and contained within the next’ (p.245). The three phases are not neatly sequenced, and it may not be clear when an initiation has moved to the implementation stage or when the implementation stage ends and the institutionalisation stage begins. However, I tried to follow the definition of each of these phases, which I discuss later in this section to identify them in my participants’ experiences.

*Figure 4 The three overlapping phases of change process (Miles et al., 1987, p.245)*

I chose to adapt this three phase model because: 1) I believe that by following the teachers’ experiences in these phases, I would be able to see how the teachers’ experiences developed over time and be able to follow this development; 2) this model suits the sequential nature of my narrative data (see Chapter 3 for more detail about narrative); 3) this would help me capture the teachers’ experiences of change and reversal more systematically and in more detail so that I would be able to provide more focused suggestions for each of the phases in the change process. Hopkins (2001, p.39) emphasises the advantages of discussing the phases separately ‘although these phases often co-exist in practice’. Discussing the phases individually may allow researchers to study ‘what happens during them, and in terms of what behaviours within each phase make for success’ (Bollen et al. 1996, p.69). Bollen et al. (ibid.) also indicated that ‘it is probably more helpful to think of the three phases as a series of overlapping phases rather than a straight line’.

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Fullan (1991, 2007, 2015) developed this model differently with an emphasis on the three phases with regard to outcome i.e. related to results and school improvement. Regarding results, Fullan (2015) proposed examples such as ‘improved student learning and attitudes; new skills, attitudes, or satisfaction on the part of the teachers and other school personnel; or improved problem solving capacity of the school as an organisation’ (pp. 66-67). I decided that Miles et al.’s original model was more appropriate for my study as I considered the model more versatile, so it would enable me to develop my own version of the model.

Fullan (2015, p. 66) explains these phases of the change process as follows:

In simple terms, someone or some group, for whatever reasons initiates or promotes a certain program or direction of change. The direction of change, which may be more or less defined at the early stages, moves to a phase of attempted use (implementation), which can be more or less effective. Continuation, or institutionalisation, is an extension of the implementation phase in that the new programme is sustained beyond the first year or two (or whatever timeframe is chosen).

In my study, the change was initiated by the government that promoted the English-medium instruction programme for the public schools (ISSs) with the aim of helping Indonesian youth to be more competitive globally. The direction of change was clearly defined at the early stages of implementation. The goal was to encourage and demand the Science and Mathematics teachers at the ISSs to be able to teach through English, other staff members at the schools were to be able to use some English, and students with sufficient English proficiency were to be recruited.

Below is the detailed description of each phase of change.

The initiation phase is when change process starts involving ‘the proposal of the new ideas, mobilisation of energy, and the choice to begin a change’ (Miles et al., 1987, p. 245). This is the phase when a decision is made ‘to embark on innovation’, to develop ‘commitment towards process’ (Hopkins, 2001, p. 39), and to ‘proceed with implementation’ (Fullan 2015; p.58). The most important activities in the initiation phase include ‘the decision to start’ and an assessment of ‘the school’s current state as regards the particular change’ (Hopkins, 2001, p. 39). Fullan (2001, 2007, 2015) also labels this phase as ‘mobilization’ and ‘adoption’.
The implementation phase comprises the activities of putting the ‘new ideas, activities or programs’ into practice (Miles et al., 1987, p. 245, Fullan, 2015, p. 67). This is ‘the phase of attempted use of the innovation' (Hopkins, 2001, p. 39). Fullan (2001, 2007, 2015) also labels this phase as ‘initial use’.

The institutionalisation phase is marked by the ‘stabilizing and continuing the newly implemented change’ (Miles et al, 1987, p. 245). In this phase ‘innovation and change stop being regarded as something new and become part of the school’s usual way of doing things’ which ‘often involves the transformation of a pilot project to a school-wide initiative’ (Hopkins, 2001, p. 40). Fullan describes institutionalisation as the phase when ‘the change gets built in as an ongoing part of the system or disappears by way of a decision to discard or through attrition’ (2015, p. 55). Fullan (2001, 2007, 2015) also labels this phase as ‘continuation, incorporation’ and ‘routinisation’.

It is interesting for me that Fullan (2001, 2007, 2015) includes the ‘decision to discard’ the innovation as part of the institutionalisation phase. For my study, I decided to separate the ‘decision to discard’ phase and label it with ‘reversal phase’ making it into a four phase model. In the context that I am studying, this decision to discard the innovation marked a start of a new change, with the special attribute of, a reversal. Instead of introducing a new language of instruction policy to replace the discarded language policy (EMI), the government required schools to re-implement the language used before the discarded policy, i.e. Bahasa Indonesia.

Reversal, by definition is ‘a change to an opposite direction, position, or course of action’ (OED, 2015) or ‘a change to an opposite state, condition, decision, etc’ (Merriam-Webster, 2015). In this study, I define reversal as a type of change with the specific attribute of a change back to the original state. The original state in this situation may no longer be original, because it may be influenced by what the people experienced during the implementation of the change (before reversal). The moment after a reversal would never be the same as ’the moment that preceded reform’ (Alkhater 2016, pp.122-123).

To address the specific situation in my study, I modify the analytical model and added a ‘reversal phase’ after the institutionalisation phase. Reversal in this regard refers to the
decision to discard the change and return to the original situation. Below is my adapted model of the phases of change:

![Diagram of the four phases of change]

*Figure 5 The four phases of change: an adaptation of Miles et al.’s (1987, p. 245) three phases of change*

I decided to design my model as an overlapping series of phases (Bollen et al. 1996) as I believed that it would help me better capture teachers’ experiences in my study. I used this adapted model to help me analyse my data and to group my participants’ experiences so that I could understand these experiences more systematically. To the best of my knowledge, there has been no discussion or study regarding the phases of teachers’ experiences of reversal, and I believe this study contributes in this regard.

### 2.5 Teachers’ experiences

In this section I outline what the literature says regarding teachers’ experiences especially regarding educational change and reversal (Sub-section 2.6.1) and language of instruction change and reversal (Sub-section 2.6.2).

#### 2.5.1 Teachers’ experiences of educational change and reversal

Teachers play the most crucial role at schools. With regard to change, teachers in many contexts worldwide are at the forefront of policy change (Elmore and Mclaughin, 1988 and Firestone 1989 as cited in Liddicoat and Baldauff 2008; O’Sullivan 2002). Teachers are the ones who have to deal with policy implementation in their classrooms. ‘Educational change depends on what teachers do and think. It is as simple and as complex as that’ (Fullan 2015, p.97). It is the teachers who ultimately decide to implement (or not) the policy (Elmore and
Teachers are ‘street level bureaucrats’ along with social workers, police officers, and other public workers who are the end-implementers of the policy ‘who have the ‘wide discretion’ over the implementation of the policy in the field (Lipsky 2010, p. xi). The implementation of educational policy change is in the hands of the teachers, the end-implementers of the policy. Further, he argues that ‘street-level bureaucrats manage their difficult jobs by developing routines of practice and psychologically simplifying their clientele and environment in ways that strongly influence the outcomes of their efforts’ (2010, pp. xii). As ‘street level bureaucrats’, teachers have full power to decide on how to implement the policy, either fully or partially, in their own special way, or not to implement the policy at all.

Exploring teachers’ voices may provide fundamental information for teacher educators, educational policy makers, educational practitioners, and researchers because teachers are those who experience previous and current policy and may have something important to say about the policy; thus, more could be done if policy makers and administrators are willing to work ‘with’ the teachers instead of ‘on’ them (Bailey, 2000, pp. 112-113). However, teachers’ voices concerning change, reforms, and educational policy are often unheard and often marginalized (Bailey, 2000; Shouhui and Baldauf 2012; Kaplan & Baldauf, 1997).

Bailey (2000, p. 112 citing the work of Barrow 1984, Barth 1990, Cohn and Kottkamp, 1993, Cuban, 1998, Fullan and Hargreaves, 1991, Hargreaves and Fullan, 1998, Hunsaker, 1992) recognises that ‘teachers’ perspectives have been a missing factor in the development of innovations’. The content and process of change are typically not in the hands of practitioners; change is assumed to be possible without their expertise, and their perspectives on change are frequently ignored’ (Silberman, 1970, as cited by Bailey 2000, p.112). Often, change is more directing than engaging the teachers (Bailey 2000, p.113) leaving the teacher little option than to be obedient with it. For instance, in Malaysia, the decisions about language policy [such as the reversal and re-reversal of the language of instruction] were made by the government (Gill 2012, p. 12), as were the Indonesian EMI policy decisions. In other words, these policies are ‘top-down’ and are ‘policies that come from people of power and authority to make decisions for a certain group, without consulting the end-users of the language’ (Kaplan & Baldauf,
Romanowski et al. (2013, p. 121) conducted a study about educational reform in Qatar. The reform, which was ‘designed to transform Qatar’s schools and Ministry of Education into a world-class competitive education system, was known as Education for a New Era (EFNE) (Brewer, et al., 2007)’. EFNE revolves around four principles: (1) autonomy for schools, (2) accountability through a comprehensive assessment system, (3) variety in schooling alternatives, and (4) choices for parents, teachers, and school operators. These principles represented a two-pronged approach to reform that required the establishment of government-funded Independent schools over a multiyear period and the implementation of annual assessments to measure student learning and school performance (Romanowski 2015, p.89). In these schools, English was used as the medium of instruction until it was reversed in 2012 (Paschyn 2013)

In their study, (Romanowski et al., 2013, p. 120) discovered that nearly all of the teachers in their study (98%) declared that the reform led to major changes in their profession and significantly improved their instructional practices and profession overall. The teachers claimed that the reform encouraged them to ‘become more innovative’ and ‘creative’ and provided them with opportunities to develop professionally through workshops offered to them; the teachers also looked ‘for modern teaching methods of teaching and learning’. However, those teachers also mentioned the major challenges that they coped with due to the reform, inter alia, the increased workload and time they had to spend on work that often affected their personal lives, students’ lack of motivation, and lack of parental support (ibid, p.120).

2.5.2 Teachers’ experiences of educational language change and reversal
Baldauf, Li, and Zhao (2008) argue that the language teachers are the ‘gatekeepers’ (p. 234) of language policy implementation, and not the language planners or policy-makers (as cited in Zacharias 2013, p. 104). Liddicoat and Baldauf (2008) argue that research on language policy and planning should focus more on micro levels (e.g. teachers) and in localised contexts (e.g. particular schools) as the more traditional research focusing on the macro level (e.g. government actions) tends to be problematic, often failing to address what actually happens beneath the surface or at the micro level.
In this study, I focused on the experiences of English-medium Instruction teachers who are Mathematics and Science teachers, and not specifically language teachers. However, by using English in their classes, which is a foreign language to both the teachers and the students, the teachers had to also deal with language aspects of their teaching, and thus become the implementers of the instructional language policy that the government set. Concerning this, Gill (2012, p. 50) observes that:

Teachers constitute the most important element in the implementation of language policy. Whether it is just or unjust, they represent the human resource that most impacts on the development of the human capacity needed for the nation. Therefore, in the case of change of language policy, they are the ones who have to carry most of the burden of implementation. If they are not convinced of the reasons for the need for change, and do not put their heart and soul into improving their proficiency levels, then the policy is doomed to fail.

In addition, English teachers ‘play a leading role in providing learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively’ (Arkoudis 2003, p.162 as cited in Uys et al. 2007, p.69). However, ‘learners may fail to understand academic concepts through the language they are still learning because their subject content teachers are incapable of assisting them to do so’ (Crandall 1998, p.18).

In EMI contexts such as in Tanzania (Mohammed, 2015), Malaysia (Gill, 2004, 2014), and Indonesia (Zacharias 2013; Safaria 2012; Ulumuddin 2011; Bax 2010; Coleman 2009; Ina 2012; Toriq 2012; Ismawaty 2012), teachers’ English proficiency played a crucial role in the implementation of those programs. For instance, many of the Indonesian EMI teachers in a study conducted by Zacharias (2013) were uncertain when asked ‘if they were excited to have the opportunity to use English in their lessons’ because of their limited English proficiency and additional workload; they implemented the policy only because they felt ‘obliged’ to do so (p. 98, p. 100). This is in line with Bjork (2005) suggesting that Indonesian teachers often position themselves as the implementer of the central government policy and can be categorised as teacher bureaucrats.

With a lack of guidance and effective socialisation, many of these teachers were only ‘sandwiching the lesson with a greeting and a closing [in English]’ as suggested by their principals, although many of them believed that this ‘sandwiching’ act did not reflect how EMI should be done (Zacharias 2013, p.100). In Malaysia (Gill 2012, p.50), the reversal of Bahasa Malaysia into English also resulted in similar limited use of English. Younger
teachers who were not educated through English and were more fluent in Bahasa Malaysia found the EMI policy challenging. This hindered competent communication between the teachers and the students. Thus, the programs were ‘deleterious’ to, especially, the rural students (Jimadie Shah Othman 2009 as cited in Gill (2012, p. 49), probably due to fact that the students also had limited English ability.

To solve such problems, both the Indonesian and Malaysian governments offered retraining for those teachers affected by the language policy change. The Malaysian programme, (Gill 2012 citing Pandian and Ramiah 2004; Choong 2004) is described as aiming ‘to enhance English language proficiency among Mathematics and Science teachers’. He further explains that:

To add to this program, the Ministry also provided continuous support programs at the school level such as the Buddy Support Programme that stressed collaboration between Mathematics and Science teachers with their language counterparts. Competent English teachers were appointed as ‘critical friends’ to Science and Mathematics teachers in school. The teachers were also supplied with self-instructional materials to facilitate their own learning (Gill 2012, p. 50-51)

However, without the support, ‘teachers with low proficiencies in English found it difficult to read additional texts in English outside the classroom’ (ibid., p. 51).

In studies regarding EMI, there are debates regarding the fact that English is a second or foreign language in those countries. This use of a second or a foreign language is often opposed to the use of native language in terms of the effectiveness as the language of instruction, mainly due to teachers’ limited English proficiency (Uys et al., 2007; Marsh 2006; Kyeyune 2003). Teachers in Doiz et al. (2011) study of the Multilingualism Programme in Spain, however, had different views of their experiences of teaching through English. Below are their perceptions of their experiences regarding the benefit of EMI to their own personal and professional gains.

**Personal gains:** “it [the MP] is a challenge and very rewarding for us as teachers” (Teacher 5). “I prepared my English-medium course. As a result of my teaching this course, my English has improved. In fact, I have recently taken an English proficiency test and have passed it” (Teacher 2).

**Academic gains:** the participants in this study state that it is much easier to find teaching materials, specialised references, etc., in English than in Basque, or even in Spanish. These teachers have very few references available to them in the minority

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Multilingualism Programme
language and have to coin new terms in Basque frequently (Teachers 1, 3). Similarly, in the School of Engineering, the majority of the source materials used in subjects such as computer Science is written in English, “hence the advantages of teaching in English rather than in Spanish or Basque are considerable” (Teacher 4). (Doiz et al. 2011, p. 354, my own emphasis)

Further, they also mentioned that English-medium courses had given them additional advantages especially with regard to students’ motivation and commitment. They stated that students of the English-medium courses ‘are often better and more motivated’; the students’ higher motivation often compensated for students’ ‘low command of English’, and the English-medium classes often have a higher attendance rate (Doiz et al., 2011, p. 354).

Country specific studies also suggested different perceptions and experiences of teachers regarding EMI. For instance, a study about EMI in Thailand found that Thai teachers had a positive attitude towards the programme and perceived that ‘teaching in English promoted active participation and expression of ideas of the students’ (Phonlabutra 2008 cited Keyuravong 2010). However, the teachers also believed that the foreign teachers, or what they classified as ‘the English-speaking teachers’ were unable to present much details of the lessons they taught (Phonlabutra 2008 cited Keyuravong 2010). It is interesting to me that this discussion on Thai bilingual education prominently mentioned the English speaking foreign teachers. These teachers I believe were recruited to cover the insufficient number of subject specialist Thai teachers capable of teaching through English. It was further emphasised (Kuyeravong 2010) that it was not easy to find such teachers. Therefore, they had to recruit foreign teachers although they may not have had a degree in education, which could have affected the ‘quality of instruction’.

The report on Korean EMI indicated that English started to be used more intensively in the public schools when the government issued PSEERP or Public School English Education Reinforcement Policy, in early 2008 (Lee 2010, p.48). This policy was launched by the initiative of the elected president. It aimed to bridge the gap between the prestigious, in high demand, and expensive English-medium private schools and on urged by the fear that the implementation of English in the expensive private schools would potentially endanger Korean national unity. However, PSEERP was not successful because there were not a sufficient number of teachers who were capable of teaching through English, so this policy was cancelled. It was subsequently replaced by Teaching English through English (TEE). This policy required English teachers to use English while teaching English lessons. ‘TEE
means teaching only the subject English through the medium of English’. Only one district, i.e. Busan, implemented English bilingual teaching for other subjects (ibid, 2010; p.48). What was interesting to me about the case of Korea was that the insufficiency of teachers’ proficiency in English and their English teaching skills had caused some of the teachers to show ‘an un-cooperative attitude’ and ‘resistance’ (Lee 2010, p.55). However, further in the report, Lee also suggested that overall, the Korean teachers had a positive attitude towards the use of English in their lessons. Nevertheless, the current situations ‘are not yet appropriate for its widespread implementation’ (ibid., p.67)

In Vietnam, it was reported that the implementation of an English-medium teaching policy, which they labelled as CBI or CLIL and implemented in private and international schools since 1998, also faced the similar problem of teachers of insufficient quality and deficient professional competence (Huong 2010, p.110). She also identified other problems such as a lack of understanding and support from leaders and managers, a lack of financial support for the programme, insufficient facilities and equipment to support the programme, and the low levels of English and Vietnamese proficiency of the learners (ibid.)

Malaysia is a unique example of an English language policy which involved changes, reversal, and re-reversal. Gill (2012, p. 45) summarises the situation as follows

The language of instruction policy journey in Malaysia has been a tumultuous one of reversal and re-reversal; initially a reversal from Bahasa Malaysia to English for Science and Mathematics in 2002, and a re-reversal from English back to Bahasa Malaysia in national schools in 2009, after a period of 6 years.

The reversal to English was initiated by the former Prime Minister, Mahathir Muhammad, who believed that this would help Malaysian young people to improve their English proficiency and eventually their employability (Gooch 2009). However, the introduction of EMI saw a collapse of students’ academic achievements in Mathematics and science, especially in the rural areas.

Students in rural districts, who are mainly Malay, suffered the most because their English proficiency was low, The Associated Press quoted Education Minister Muhdyiddin Yassin as saying. He said the government would recruit more teachers and increase English classes in an effort to improve English levels in schools. (Gooch 2009)
In line with this, de Lotbiniere (2009) observed that the introduction of EMI in Malaysia which was aimed to ‘produce a new generation of global communicators’ had been found to have ‘stalled attainment and exposed a dearth of teachers able to deliver classes in English’. Consistent with this, the Malaysian Minister of Education announced that ‘the English-medium education policy introduced across the country in 2003, known as PPSMI, would be phased out from 2012’. The cancellation of the policy was based on the findings that ‘PPSMI wasn't working, and that the dominance of English in the curriculum risked undermining students' grasp of their first language’ and that ‘it has not achieved the desired objectives that it was supposed to achieve’. Therefore, the Malaysian government decided that ‘Science and Mathematics need to be taught in a language that will be easily understood by students, which is Bahasa Malay in national schools, Mandarin in Chinese schools and Tamil in Tamil schools’ (ibid).

These problems were linked to the struggles of the teachers to implement the policy as a result of their own limited English proficiency and the low English proficiency of the students in the EMI classrooms (Gill et al., 2012). Further, Gill (2012, p. 51), citing Kamsilawati (2005) who cited Arifin and Nor'Aini (2002), observed that it was the younger Malay Science and Mathematics teachers, who were educated and trained through Bahasa Malaysia who were struggling to teach through English. The senior teachers who were trained and educated through English were capable of performing their tasks using English as a medium of instruction more competently.

Other countries such as Qatar and Tanzania also experienced the unbridled situation of language change and reversal of language of instruction policy. English-medium Instruction in Qatar was introduced in 2004 when it established their Independent Schools, a stream of schools which ‘was supposed to offer first-class education based on a more comprehensive curriculum and internationally benchmarked standards’ (Paschyn 2013, p. 1). However, the limited English proficiency of the teachers and their unpreparedness to teach the ‘complicated subjects in a language other than Arabic’ had jeopardised the programme, and were suspected to be the major cause of the students’ declining interest in Science and Mathematics programmes (ibid.). Further, she suggested that the practice which they addressed as ‘Scientific English’ ‘has already been causing headaches, according to one SEC [Supreme Education Council] official, because English-department instructors who are expected to teach the class do not completely understand the scientific terminology’. Intensified by the
fear that the extensive use of English could cause ‘identity crisis’ and the loss of Qatari
culture, the government reversed the policy and Arabic has since been re-established as the
language of instruction for Science and Mathematics (Paschyn 2013, p. 2).

2.6 The shaping influences on teachers’ experiences

Besides exploring teachers’ experiences of EMI and its subsequent reversal, my study also
aimed to investigate the influences that had shaped teachers’ experiences. I did so in order to
explore why the teachers might have narrated their experiences to me in the way that they did.
I also aimed to explore the possible answers to the ‘how’ and ‘why’ they came up with the
story that they narrated to me. These shaping influences may not have been spoken, implicit
in the narration, or even indicated in the stories that my participants told.

I developed the initial model of the shaping influences on teachers’ experiences of EMI based
on my contextual and conceptual knowledge regarding this phenomenon deriving from
professional experiences as a teacher trainer and my explorations of literature on change, EMI
and teachers’ experiences. I used the model as the analytical tool to help me find the shaping
influences in my participants’ data. When doing the analysis, I was open to possibilities for
the emergence of other shaping influences or the absence of the influences that I predicted in
the initial model. Therefore, the final model was the result of the iterative process.

One of the ideas from the literature that informed me about the possible shaping influences
was Day and Gu’s (2010 as cited in Hargreaves and Fullan’s 2012, pp. 59-60) proposition that
in the career cycle of teachers ‘the highest levels of effectiveness occur around 8 to 23 years
in the job’. It was because the young and enthusiastic teachers (between 3-5 years being in the
job) would probably leave the position before they reach their peak performance (ibid.) and
that the older teachers might not be at their best after the golden period. With regard to
educational policy change, this may imply that teachers within this eight to 23 year range of
career stage might be the most effective implementers of the policy introduced to them. I
believed that it may be important to explore how the teachers at the different stages of their
career responded to the changes in the language of instruction for future reference; therefore, I
decided to include the stage of career as one of the possible shaping influences.
Further, Fullan (2015, p. 75) argues that:

some teachers, depending on their personality and influenced by their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation.

I thought that it would be interesting to see how teachers’ stage of career as supported by their previous experiences and possibly other influences may have shaped their experiences of EMI, and whether teachers within the highest effectiveness range of the career stage were more self-actualised and had a better sense of efficacy. However, I opted not to explore teachers’ personality nor to relate their personality to their experiences of EMI. The underlying reason was that I believed that exploring teachers’ personality was beyond my expertise and that it would significantly broaden the scope of my research and would make it difficult to undertake the study within the timescale, resources, and word count available. Hence, I decided not to include teachers’ personality in this study and instead I chose to focus on other shaping influences as discussed further in this section.

The next underlying opinion for my exploration of possible shaping influences was Fullan’s (2015, pp. 75-76) argument that ‘a supportive district administration and principal, opportunity to interact with other teachers, advocacy from the union, and outside resource help, teachers are prepared to implement the change in their classrooms’. Based on these propositions and informed by my experiences of working with the teachers, I included two more possible influences, i.e. support from school and government and opportunity to interact with other teachers.

In addition, based on my explorations of the literature with regards to Indonesian EMI (see Chapter 1), English as the global language, and educational language policy change (Crystal 2012, p. 124; Laycock 2001, p. 171 as cited in Wright 2004, p. 6; 2016, p. 7; Uys, et al. 2007; Marsh 2006; Kyeyune 2003; Shohamy 2013, p. 200), I added one more shaping influence, i.e. societal perceptions of EMI. I classify these three influences, i.e. i) support from school and government; ii) opportunities to interact with other teachers, and iii) societal perception of EMI as the external shaping influences.
Furthermore, based on my research and review of relevant literature on EMI and my experiences as an EMI teacher trainer, I identified two more possible influences, i.e. teachers’ language confidence (e.g. Gill 2012, p. 50; Zacharias 2013, p.98, p.100; Uys, et al. 2007; Marsh 2006; Kyeyune 2003) and teachers’ perception of EMI (e.g. Doiz et.al. 2011; Lee 2010; Phonlabutra 2008 cited Keyuravong 2010). I address these two influences as the internal shaping influences.

Teachers’ language confidence refers to how high or low their self-confidence was to use English as indicated by their belief that they have sufficient English knowledge 1) to read and understand most texts in English, 2) to be able to write comfortably in English; 3) to speak English correctly; 4) to write English correctly; 5) to understand someone speaking English; 6) to cope with most situations where they have to use that language (Clement & Baker, 2015, p.8). In this study, language confidence refers to their level of self-confidence to use English in EMI classes as communicated to me, either implicitly or explicitly, in their narratives.

Meanwhile, teachers’ perception of EMI refers to the ‘representations of their [the teachers’] understandings’ of EMI (Beijaard et al. 2000, p.750 quoting Atkinson, Smith, & Hilgard, 1987). Therefore, teachers' perceptions of EMI reflect their personal knowledge and understandings of EMI.

Overall, there were six possible influences in my initial model of the shaping influences of teachers’ experiences, i.e.: i) support from school and government; ii) opportunities to interact with other teachers, iii) societal perception, iv) stage of career, v) teachers’ perception of EMI, and vi) their language confidence. Figure 8 shows the possible overlaps between and among these influences. See Section 6.3 for the discussion on these overlaps as exemplified by actual data from my participants.
2.7 Research questions

Based on the discussions of the contextual and conceptual literature review, the research questions framing my study are as follows:

1. What are Science and Mathematics teachers’ experiences of the changes in the language of instruction?

2. What are the shaping influences on their experiences of the changes in the language of instruction?

Conclusion

In this chapter, I located my study within the relevant literature with regard to the key elements in my study, i.e. English as a global language, EMI, change and reversal in education and especially language of instruction, educational policy change and reversal, how narrative inquiry may be an appropriate approach to study teachers’ experiences, teachers’ experiences with regard to change and reversal in education and then I zoom in into their experiences of educational language policy change and reversal. In this chapter, I also discuss my analytical model of change which I developed by adapting Miles et al.’s model of change and the shaping influences of the teachers’ experiences which I developed based on my understandings of the context and the literature on educational change, teachers’ experiences,
and EMI that I explored. I concluded this chapter by presenting the research questions I aimed to answer through my study, which I formulated based on the contextualisation and conceptualisation of my study.

The next chapter presents the design of my study and reports on how I implemented this design.
Chapter 3
Research Design and Its Implementation

Introduction
In Chapter 1, I presented the context of my study. In Chapter 2, I discussed areas which conceptually underpin my study while aiming to link and locate my study within the relevant, available literature. The contextualisation and conceptualisation shaped and informed the following research questions:

1. What are Science and Mathematics teachers’ experiences of the changes in the language of instruction?
2. What are the shaping influences on their experiences of the changes in the language of instruction?

In this chapter, I present my rationale for the design of my study and provide an account of its implementation. I first present my research design (Section 3.1) and explain my rationale for it (Section 3.2). I then outline my research methods (Section 3.3) and accounts of their implementations. Section 3.4 presents the corpus of data generated. Section 3.5 discusses other elements of my study including the use of technology to generate data for my research, research ethics, the credibility and trustworthiness of the data and my analysis, and the multilingual element of my thesis.

3.1 Research design
This qualitative, interpretative study was framed by a narrative research design (Creswell 2007; Creswell et al. 2007; Clandinin and Connelly, 2000; Clandinin 2007; Wells 2011; Riessman 2008; Chase 2005, Polkinghorne 1988, Andrews et al 2008). Over the last three decades, narrative research has increasingly gained recognition in the studies of human and social sciences. This move was initiated by Bruner (1986), who argued that there were two principle modes of thought - i.e. the logico-scientific or paradigmatic mode and the narrative mode – which were equally valuable. He further suggested that ‘efforts to reduce one mode to the other or to ignore one at the expense of the other inevitably fail to capture the rich diversity of thought’ (p. 11). This started the era that Riessman (1993, p.1 quoting Bachtin 1981; Barthes 1974; Ricoeur 1981, 1984) identifies as the ‘narrative turn’.
Narrative, etymologically, derives from the Latin word narrat which means ‘related’ ‘told’, narrare ‘to tell’, or ‘the late Latin narrativus’ ‘telling a story’, which are similar to the Latin word gnarus ‘knowing’ (Kim 2016, p. 6). Further, Andrews et al. (2013, p. 13) suggests that the emphasis of the Latin etymology of narrative lies in ‘knowing’ not ‘telling’. Thus, ‘a narrative is a form of knowledge that catches two sides, telling as well as knowing’ (McQuillan, 2000 as cited by Kim, 2015, p. 6). Narrative research focuses on the exploration of human’s knowledge about their lives through the stories that they tell.

Riessman (2008, p. 3) mentions that ‘the term ‘narrative’ carries a variety of meanings and is used in a variety of ways by different disciplines, often synonymously with ‘story’. Further, Polkinghorne (1988) mentions that the term narrative can refer to the process of making a story, to the cognitive scheme of the story, or to the result of the process – also called ‘stories’, ‘tales’, or ‘histories’. In this study, ‘narrative’ is used both to refer to the process (i.e. meaning making through narration) and the result of the process (i.e. the resulting narratives). In addition, I used the term narrative and story interchangeably to refer to the narrativised experiences of my participants.

Some narrative theorists such as Cortazzi (1993) and Connelly and Clandinin (2006) suggest that the stories told during the narrative process are a means to see beneath someone’s thoughts. For Cortazzi (1993, p.2) these stories serve as the ‘window’ into the storytellers’ minds or the portal into the world, through which people can interpret what actually happens to them in the world and make them more personally meaningful (Connelly and Clandinin 2006, p. 479). These figurative windows or portals may help researchers capture the myriad riches of the storytellers’ lived experiences, which might not be so accessible through any other methods (Clandinin and Connelly 2000).

Narratives are the ‘overt manifestation of the mind in action’ (Chafe 1990, p. 79, as cited in Cortazzi 1993, p.2). A narrative approach helps researchers learn what the research participants know about their life through the stories that they tell and what sense they make with regard to their thinking, which otherwise would be concealed.

For Elliott (2005, p. 3), ‘a narrative can be understood to organise a sequence of events into a whole so that the significance of each event can be understood through its relation to that whole’. In line with this definition, Chase (2011, p. 421) claims that for narrative theorists,
narrative is ‘meaning making through the shaping or ordering of experience, a way of understanding one’s own or others’ actions, of organising events and objects into a meaningful whole, of connecting and seeing the consequences of actions and events over time.’

Hinchman and Hinchman (1997, p. xvi) argue that ‘narratives (stories) in human sciences should be defined provisionally with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insights about the world and/or people’s experiences of it.’ Thus, in narrative inquiry, events in the story that the participants tell need to be organised into a sequence of events. This is to enable the researcher to make sense of the meaning of each of the events in the story by connecting each to the whole story with the background of the story and the storyteller as a context. These particular understandings of narrative inquiry are as reflected through the restorying process, i.e. the process of reorganising the story (see Chapter 4 for further detail), and the sequential presentation of my findings (Chapter 5).

Another characteristic of narrative inquiry is that the stories told may be influenced by the situation in which they are told (Flick 2009, p.184) and are ‘composed for particular audiences at moments in history’ (Riessman 2008, p. 3). Stories ‘cannot be repeated exactly, since words never ‘mean’ the same thing twice’ and ‘are performed differently in different social context’ (Andrews et.al. 2008, p. 44). This characteristic emphasises the need to contextualise the study and reflexively provide accounts regarding my relationships with my study and my participants.

Narratives do not speak for themselves. Offering a window into an ‘essential self’, when used ‘for research purposes, they require close interpretation - narrative analysis - which can be accomplished in a number of ways, depending on the objectives of the investigation’ (ibid, p.3). Therefore, it was my task to make sense of the stories and to find their meanings which are informed by my professional and personal experiences, and my contextual and conceptual knowledge.

3.2 Why I chose narrative?

My study concerns the experiences of Science and Mathematics teachers and their professional lives collectively. People love to talk about the story of their lives and
experiences; therefore, the process and product of narration represent an interesting opportunity for researching people’s understanding of their own experiences. Narrative can be a powerful method to study human experiences because ‘humans are storytelling organisms who, individually, and socially, lead storied lives’ (Connelly and Clandinin 1990, p.2). Further, Clandinin and Connelly (2006, p.375) argue that:

Story, in the current idiom, is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. Narrative Inquiry is the study of experience as story, then, is first and foremost a way of thinking about experience.

Further, emphasising the significance of narrative inquiry to study experience, Clandinin and Connelly (2000, p.19) claim that ‘experience happens narratively. Narrative inquiry is a form of narrative experience. Therefore, educational experience should be studied narratively’ and that ‘the key concepts in their narrative inquiry is experience, which is a continuum and both personal and social’ (Ibid., 2000, p.66). In line with these ideas, Polkinghorne (1988, p.1) argues that narrative inquiry is the ‘primary form by which human experience is made meaningful’.

Narrative inquiry is ‘best for capturing the detailed stories of the life experiences of the single life or the lives of a small number of individuals’ (Creswell 2007, p.55). To better understand why narrative inquiry may be an effective method to study experience, there is a need to know the definition of experience and the link between experience and narrative. Below is Dewey's (2012, p.6) explanation of experience:

The importance attached to the word ‘experience’ then, both in the essays and in this introduction, is to be understood as an invitation to employ thought and discriminative knowledge as a means of plunging into something which no argument and no term can express; or rather as an invitation to note the fact that no plunge is needed, since one’s own thinking and explicit knowledge are already constituted by and within something which does not need to be expressed or made explicit…the word ‘experience’ is, I repeat a notation of an inexpressible as that which decides the ultimate status of all which is expressed; and inexpressible not because it is so remote and transcendent, but because it is so immediately engrossing and matter of course.

The key point that Dewey highlights in his definition of experience is that experience is ‘a notation of the inexpressible’ (ibid., p.7). However, ‘through stories’ these experiences ‘become part of consciousness’ which ‘takes a hermeneutic approach’ to analyse which aims ‘at full understanding’ of the meaning of those experiences (Andrews et al. 2008, p.41).
Therefore, no experience would be exposed unless the person having the experience tells it to another person, who then has to interpret what the person told him/her in order to understand the experience.

An experience belongs to the person who lived it, therefore, researchers should give more freedom to the research participants to talk about their experiences at any pace or in any way they wish. When the researcher directs the participant to talk about their experiences in a certain structure or to tell only certain aspects of their experience, this researcher might miss the opportunity to hear aspects of the participants’ experiences that the researcher did not anticipate. Limitations placed on a participant by the researcher would concomitantly limit the information he could potentially receive and prohibit the researcher from taking advantage of surprising and unanticipated elements of the participant’s story.

Experience is ‘both personal and individual’ as people are individuals and need to be understood as such, but they cannot be understood only as individuals, because people are always in relation, always in social context (Clandinin and Rosiek 2007, p. 42). Further, they argue that:

beginning with a respect for ordinary lived experience, the flow of narrative inquiry is not only a valorising of individuals’ experience but also an exploration of the social, cultural, and institutional narratives within which individuals’ experiences were constituted, shaped, expressed, and enacted – but in a way that begins and ends that inquiry in the storied lives of people involved. (ibid, p. 42)

By studying people’s individual narratives, we can understand not only what the particular person’s experience was but also how the story reflects what is occurring in a broader societal, institutional, or even national or international scope. However, such understandings shall be derived from an exploration of the individual people involved in the inquiry.

The study reported in this thesis is an exemplar of how this proposition is actually put into practice. In this study, I aimed to seek insights through the stories that individual teachers told about their experiences of being part of an English-medium initiative that was subsequently reversed. I narratively interviewed seven teachers, one curriculum leader, and one teacher trainer. Cortazzi (1993, p.2) argues that ‘narrative analysis’ can, therefore, be seen as opening a window on the mind, or, if we are analysing narratives of a specific group of tellers, as opening a window to their culture. Through their stories, I sought to understand how EMI
implementation and its reversal affected the teachers (storytellers), other teachers, students, their institution, society, the country, and education in general.

My decision to adopt a narrative inquiry stance to answer my research questions was partly informed by my realisation that narrative could be a powerful method to study experiences and by my understandings of narrative research from the literature. My first realisation of the potential power of narrative approach to investigate my participants’ experiences was when I reflected on my experiences with the teachers.

On reflection, I remembered that during my involvement with them, I learned that they love to tell stories. I heard many stories from them about their experiences (e.g. over lunches, after training sessions or during the breaks, or while we were in the class waiting for other participants to come). Through these stories – told on an ad hoc basis but nonetheless rich in manner - I learned: how they saw their lives as teachers; what kinds of reflections they voiced regarding their classes, the students, head teachers and colleagues, what they said about the rules and policies that shape their practice, and what worries, challenges, and excitements they verbalised. Therefore, I believed that through a more systematic exploration of their stories, I would learn about their experiences of the introduction, implementation, and the subsequent reversal of EMI.

I tried out this idea in my pilot study (Fitriyah 2013) and learned that the teachers that I talked to tended to tell me stories of their experiences. For instance, when I asked one of my pilot study participants about her experiences of EMI, she ended up telling me a long story. She expressed how her involvement in EMI began. She explained her Masters studies which focused on EMI. She went on to tell me about her hard-work to compose materials for EMI which then became no longer useful after EMI was reversed, her excitement of being part of EMI, as well as her worries about how EMI would affect her students’ identity. My realisation of the power of teachers’ narratives resonated with what I learned from the literature that narrative plays an important role in the study of teachers’ experiences (see Chapter 2 for more details). One instance is Cortazzi’s proposition that ‘the study of teachers’ narrative – teachers’ stories of their own experiences - is increasingly seen as a central to the study of teachers’ thinking, culture and behaviour’ (Cortazzi 1993, p.5).
3.3 Stages in my narrative inquiry

To undertake the study that I report in this thesis, I adapted Creswell’s (2007, pp. 55-57) stages for narrative inquiry, namely: 1) determining if research problem/questions best fit narrative inquiry; 2) selecting participants and generating stories from them; 3) collecting information about the context of the stories; 4) analysing and restorying participants’ stories; and 5) collaborating with participants. I adapted the proposed steps to better suit my study. Below is a representation of my adaptation of those steps:

In this chapter, I specifically discuss Stages 1, 2, 3, and 4 of this process (design and implementation) and how I collaborated with my participants. Stages 5, 6, and 7 are presented in Chapter 5 of this thesis.

3.4.1 Accessing my research participants

There were two groups of participants in my research, i.e. the main participants whose experiences I explored, and the context participants whose stories I used to contextualise the main participants’ stories. See Section 3.4.3 for more details regarding the context participants.

Planned methods to access my main participants

As a teacher educator, I have met and worked with many Science and Mathematics teachers in a professional capacity. My experience as a trainer of those teachers could have helped me
locate and access them. However, I decided not to recruit the teachers with whom I previously worked for two reasons.

First, I intended to explore the events in those teachers’ professional life of being part of EMI initiative and its reversal. Such experiences might involve their training. Working with the teachers whom I trained might inhibit them from being completely forthcoming when reporting their actual training experience with me. Therefore, to minimise the ethical challenges that can arise when using existing professional relationships that involve a degree of power asymmetry (Brinkmann and Kvale 2005, p. 163), I selected teachers whom I have not previously worked with as my main participants.

Secondly, I believed that gaining access to teachers whom I did not know before would not be difficult as there were many former ISSs (International Standard Schools) with thousands of teachers. With those in mind, I planned to openly recruit my potential participants by posting an online survey in some of the teachers’ groups in the social media.

In addition, based on what I learned from my pilot study (Fitriyah 2013), teachers of different ages (senior-junior), from different areas (urban – rural), and with different attitudes towards EMI (positive, mixed, negative) might react differently to the policy reversal. Therefore, I considered these characteristics when selecting my participants and included pertinent questions in my survey.

If the online survey did not yield the desired outcome, I prepared to use a snowballing technique (Atkinson and Flint 2001, p.1) as my back-up plan. I would use this technique to identify colleagues that I did not know of teachers I did know. I would use this technique to identify colleagues (that I do not know) of teachers (that I know) and from them further identify colleagues (that I do not know) of teachers (who are the colleagues of the teachers that I know), and so on. In each case, I sought to identify teachers who possessed my required characteristics of being Science and Mathematics teachers who had experienced the introduction, implementation, and reversal of EMI, whom I had not previously worked with.

**Implementation: accessing main participants**

The main participants were seven subject specialist teachers who had experienced of the introduction, implementation and reversal of the policy. As planned, I created an online
survey (see Appendix B for the survey in the original language and its translation) and posted it on some of the Indonesian teachers’ groups in the social media. The online survey was in Bahasa Indonesia so as to make it more accessible and optimise the chance of yielding more responses (see Appendix A for the Participants Information Sheet (PIS) and Consent Form for survey participants).

When I posted this survey and invited teachers to participate in my research, I was quite confident that my post would attract many responses. I posted my survey in the biggest Indonesian teachers’ forum on social media, i.e. FGRI (Forum Guru Republic Indonesia) or Teachers Forum of the Republic of Indonesia. When I posted my announcement on this group on the 4th of June 2014, it had more than 129,000 members. Slightly over a year later, on 23rd June 2015, membership in this group had grown to 187,953 (as seen on the top right corner of Figure 8). I was actually concerned that the request would yield too many responses. If, for instance, 1% of the members had answered my call for participants, I would have received more than 1,200 responses. Apparently, not many teachers in the group responded to my call for participants. Below is the full account of the recruitment process.

On June 4th, 2014, as soon as my ethical clearance was approved, I sent a message via Facebook messaging facilities to the administrator of the group. Shortly thereafter, my request was approved and I was allowed to post the call for participants on their Facebook group page. I launched my survey (see Figure 8 for my announcement on the group) on the FGRI page on the same day. After one week, I received 14 responses. However, only four respondents answered all the required questions. Of these four, two were not eligible because they stated that they did not have any experiences of teaching in the ISSs or in the EMI programme. They completed the survey only because they were interested in my topic and wanted to share their ideas about EMI in Indonesia. The other eight only responded to the consent sections and either did not complete the survey or did not agree to be interviewed.
My translation of the Call for Participant post on the Facebook forum:

Could I possibly ask dear Science and Mathematics teachers, who had the experiences of teaching at an ISS, for a favour please?

Dear Teachers,

May I introduce myself. My name is Fitri and I am a lecturer at the University of Jember who is currently studying at the University of Manchester, United Kingdom. Could you please help me complete the short questionnaire, on the link below, for my study. It will take you only 5-10 minutes to complete.

https:// surveymonkey.com/s/KZCSYXZ

As a thank you gift, I would like to give two books to two respondents (one each) and three Gramedia Bookstore vouchers IDR 100,000 each for three respondents chosen by a draw.

Thank you very much for your help.

Best Wishes,

Fitri

P.S. I reposted this announcement as I forgot to include the vouchers and books in the original post. Thank you very much for those who have responded and for those who have not, please help me do it. Many thanks.
Therefore, I decided to post my survey and call for participants in other teacher forums on Facebook in which I became a member, including my home university’s Mathematics and Biology alumni groups. Three weeks after my first posting, I received seven more responses. Three of which were eligible to be considered for my participants’ selection. The other four did not answer all the questions completely or did not agree to continue to subsequent stages of my research. After one month, the survey yielded 24 responses; however, only five respondents were eligible to continue to the interview stage.

Without hesitation, I contacted my five potential participants to arrange for a storytelling session. However, only three persons responded. For that reason, I started to execute Plan B, i.e. snowballing. I contacted some of my colleagues who might know somebody who knew Science and Mathematics teachers with experiences of teaching through English at the ISS. This snowballing method helped me recruit four more participants from areas further from Java Island such as Sulawesi and Ambon. This was how I successfully recruited the main participants for my research. The summary of my participants’ profiles is as presented in Table 7.

**Planned methods to access my context participants**

I planned to select my context participants purposively (Cohen et al. 2005, p.103) while using a set of criteria. The criterion for the curriculum leader(s) was that s/he had the experiences of managing EMI teachers during the four phases of change (initiation, implementation, institutionalisation, and reversal). My criterion was slightly different for EMI teacher trainer(s). They needed to have the experiences of training the EMI teachers during the initiation up to the institutionalisation phases of EMI. My rationale was that an EMI teacher trainer would not have more experience of training EMI teachers after the policy was reversed because such training would no longer be made available.

**Implementation: accessing my context participants**

To access my context participants, I contacted the curriculum leaders and teacher trainers that I knew yet did not have any professional relationships with me. All of them were senior managers and trainers and had been in the field for a significantly long time. Recruiting the curriculum leader/ teacher trainer was no less challenging than recruiting the teachers. I contacted two curriculum leaders and two teacher trainers that I knew. Only one curriculum leader agreed to be interviewed. Both teacher trainers agreed to participate in my research.
The first teacher trainer that I contacted left in the middle of our video calls (see Section 3.5.1 for the use of online technology, including online video calls, in my research) and did not return. When she left again on the third video call, I decided not to push her any further to participate in my study. It took me four attempts between 12/08/2014 and 15/03/2015 to finally be able to talk to the other teacher trainer. My interview with the curriculum leader was probably the easiest one, as we were able to talk on the first occasion as agreed with only half an hour delay.

<table>
<thead>
<tr>
<th>Participants (Pseudonym)</th>
<th>Gender</th>
<th>Attitude Towards EMI</th>
<th>Geographic Location of School</th>
<th>Age</th>
<th>Duration of being in the job when started EMI</th>
<th>Position</th>
<th>Selected Through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windi</td>
<td>Female</td>
<td>Mixed</td>
<td>Rural - Java</td>
<td>Mid 50s</td>
<td>8</td>
<td>Science Teacher</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Indah</td>
<td>Female</td>
<td>Positive</td>
<td>Rural - Java</td>
<td>Early 55s</td>
<td>25</td>
<td>Science Teacher</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Elta</td>
<td>Female</td>
<td>Positive</td>
<td>Urban - Ambon</td>
<td>Early 55s</td>
<td>22</td>
<td>Science Teacher</td>
<td>Snowballing</td>
</tr>
<tr>
<td>Dini</td>
<td>Female</td>
<td>Mixed</td>
<td>Urban - Java</td>
<td>Mid 50s</td>
<td>8</td>
<td>Science Teacher</td>
<td>Snowballing</td>
</tr>
<tr>
<td>Edo</td>
<td>Male</td>
<td>Negative</td>
<td>Urban - Java</td>
<td>Mid 40s</td>
<td>20</td>
<td>Maths Teacher</td>
<td>Snowballing</td>
</tr>
<tr>
<td>Amir</td>
<td>Male</td>
<td>Positive</td>
<td>Urban - Sulawesi</td>
<td>Mid 40s</td>
<td>20</td>
<td>Science Teacher</td>
<td>Snowballing</td>
</tr>
<tr>
<td>Joni</td>
<td>Male</td>
<td>Positive</td>
<td>Rural - Sumatra</td>
<td>Late 20s</td>
<td>2</td>
<td>Science Teacher</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Context Participants</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Curriculum Leader</th>
<th>Personal Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beio</td>
<td>Male</td>
<td>Mixed</td>
<td>East Java</td>
<td>Mid 40s</td>
<td>-</td>
<td>Teacher Trainer</td>
<td>Personal Contact</td>
</tr>
<tr>
<td>Shinta</td>
<td>Female</td>
<td>Mixed</td>
<td>Central Java</td>
<td>Early 50s</td>
<td>-</td>
<td>Teacher Trainer</td>
<td>Personal Contact</td>
</tr>
</tbody>
</table>

Table 7 Summary of participants’ profiles

The incidents with the teacher trainers could be examples of possible challenges a researcher may face while doing an online interview especially with people in higher positions, such as discussed by Stephens (2007). See Section 3.5.1 for a further discussion on the use of technology as an aid to generate data for this thesis.

3.4.2 Generating stories from the participants

Planned data generation methods

In this stage, a narrative inquirer chooses one or more participants to spend ‘considerable time with’ to generate their stories (Creswell, 2007, p. 55). There are different ways of generating narrative such as through diaries, letters, autobiographies, and field notes of naturally occurring conversations, however, ‘in-depth interviews continue to be the most common source of narrative data’ (Bell, 2009, p.171, Riessman 2008, p. 26, Hammersley, 2008, p. 89 as cited in Chase 2011, p. 424). Data from interviews are considered valuable as they allow ‘the narrator distance from and thus the opportunity to reflect on significant life events’ and
that these can serve as the ‘windows to the narrative environment external to the interview’ (Chase 2011, p.424).

With regard to this, Chase (2011, p.424) divides narrative data into two categories, i.e. big stories and small stories. Quoting Mark Freeman (2006, p.131), she classifies the ‘narrative materials gathered from interviews’ as ‘big stories’. Meanwhile, ‘small stories’ are those of the ‘constant and natural feature of everyday life’ including talk about very recent events or ‘what might happen in the near future’ (Georgakopoulou 2007, p.150 as cited in Chase 2011, p.424). Applying these categorical definitions, the data generated in this study were ‘big stories’ deriving from story-telling sessions and interviews.

Clandinin and Huber (2010, p.5) suggest that ‘most narrative inquiries begin with asking participants to tell their stories, either in one-to-one situations or in groups’. In this study, I undertook one-to-one story-telling sessions to start generating my participants’ stories. Generating stories ‘requires longer turns at talk than are customary in ordinary conversations and certainly in research interviews of survey variety’ (Riessman 2008, p. 24). In my study, I undertook story-telling sessions with minimal interruption so that the participants could tell longer and richer narratives. To do this, I adapted Josselson’s (2013, pp.35-52) narrative interviewing principles which I had utilized in my pilot study (Fitriyah 2013). The process involved the ‘Big Questions’ (the overarching question of the research or the research questions), the ‘Recruitment Questions’ (the ice breaker), the ‘Little ‘q’ Questions’ (the question to give a sign for the participant to start the narration), and ‘the Other (pocket) Questions’ (the auxiliary questions about all the things that I want to know about the participants’ experiences).

I learned from my pilot study (Fitriyah 2013) that after finishing their story, most participants were still eager to talk and would ask me to ask them more questions. Some teachers, however, did not narrate for very long; their narration lasted only for a few minutes. If I stopped the interview in such a short time, I would waste valuable time and opportunity with my participants. Yet, it was quite challenging to actually sit and talk to them. Therefore, I decided to add an elaboration session right after the story-telling session.
Following the story-telling and elaboration was a semi-structured interview (Robson 2002, p.270). This is an interview with pre-determined questions but with independence for the interviewer to change the order of the questions, to change the wordings of the questions and explanation, or to omit and add questions (Robson, 2002, p.270). This interview was aimed at clarifying some points in the sessions that I felt needed additional explanation. I developed the questions for this interview based on the transcript of the story-telling and elaboration session.

![Diagram](image)

*Figure 9 Phases of my main participants’ stories gathering*

**Implementation: data generation methods**

In this section, I present samples of the questions I used to start and prompt the story-telling session with one of my participants (see Tables 8-11). I informed my participants of my big question, i.e. the research questions on the participant information sheet (see Appendix A2). I started the story-telling session with a recruitment question (see Table 8) to break the ice and signal that we were starting our interview. It was then followed by a little ‘q’ question to signal the participant that s/he could start to tell me their story (see Table 9). In addition, I prepared pocket questions for back-up in case a participant would need further prompts. For the particular sample presented in this chapter, I used seven more prompts to encourage my participant to tell more of her story (see Table 10).

After the story-telling session, I continued with the elaboration session. The elaboration session was quite similar to a semi-structured interview. However, I allowed my participants to have a long turn while responding to my questions which I developed from my notes while I listened to my participants’ stories during the story-telling session. Due to its more organic
and spontaneous manner, my note taking would at times miss some important points that needed further clarification necessitating the subsequent semi-structured interview (see table 11 for the questions I used in the elaboration session of this particular participant).

The semi-structured interview session was conducted on a different occasion. The questions were developed more carefully based on my reading of the verbatim transcript of the narrative and elaboration sessions. In addition, my participants often brought up new topics during the elaboration session which then needed to be explored and clarified further during the semi-structured interview. The elaboration therefore, was more of an addition to the story-telling session and not a substitute for the semi-structured interview session (see Figure 9 for the sequence of the interview sessions).

**Sample questions for Bu Windi**

<table>
<thead>
<tr>
<th>Recruitment Question in the Original Language</th>
<th>My Translation of the Recruitment Question</th>
</tr>
</thead>
</table>

**Table 8 Sample of recruitment questions**

<table>
<thead>
<tr>
<th>The Little ‘q’ Questions in the Original Language</th>
<th>My Translation of the Little ‘q’ Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisakah ibu menceritakan pengalaman ibu menggunakan Bahasa Inggris sebagai Bahasa Pengantar dalam kegiatan belajar mengajar? Ini saya kan saya menggunakan metode naratif untuk interviewnya. Jadi nanti saya tidak banyak bertanya ya bu, saya akan mendengarkan cerita ibu dulu.</td>
<td>Could you please tell me the story of your experiences of using English as the language of instruction? I am using narrative method for this interview, so I will not ask you a lot of questions; I will listen to your story first.</td>
</tr>
</tbody>
</table>

**Table 9 Sample of little ‘q’ questions**
Table 10 Sample pocket questions (used in the story-telling session)

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Pocket Questions in the Original Language</th>
<th>My Translation of the Pocket Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Terus Bu, pengalaman lainnya yang tak terlupakan ketika masa-masa itu.</td>
<td>Are there any other unforgettable experiences you have of that period of time?</td>
</tr>
<tr>
<td>Q2</td>
<td>Mungkin ada lagi yang lainnya?</td>
<td>Any other experiences?</td>
</tr>
<tr>
<td>Q3</td>
<td>Mungkin bisa diceritakan lagi bu pengalaman lainnya pada masa itu?</td>
<td>Could you tell me about other experiences you might have about that era?</td>
</tr>
<tr>
<td>Q4</td>
<td>Pengalaman ibu sendiri ketika menggunakan bahasa Inggris sebagai Bahasa pengantar?</td>
<td>What about your personal experiences when using English as the medium of Instruction?</td>
</tr>
<tr>
<td>Q5</td>
<td>Ada lagikah ibu pengalaman yang lainnya?</td>
<td>Are there any other experiences?</td>
</tr>
<tr>
<td>Q6</td>
<td>Mungkin bisa diceritakan lebih banyak lagi bu kegiatannya?</td>
<td>Could you tell me more about the activity?</td>
</tr>
<tr>
<td>Q7</td>
<td>Bisa diceritakan lagi pengalamannya mengenai hal ini bu?</td>
<td>Could you tell me more about your experiences of that?</td>
</tr>
</tbody>
</table>

Table 11 Sample questions used in the elaboration session

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Elaboration Questions in the Original Language</th>
<th>My Translation of the Elaboration Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Ibu menyebutkan tentang pelatihan-pelatihan dulul ketika zaman RSI? Mungkin bisa diceritakan lebih banyak tentang pelatihan-pelatihan yang itu sebutkan diatas?</td>
<td>You mentioned about the training during RSI-era. Could you please tell me more about the training you mentioned?</td>
</tr>
<tr>
<td>Q2</td>
<td>Mungkin bisa diceritakan lebih banyak bu?</td>
<td>Could you tell me more about it?</td>
</tr>
<tr>
<td>Q3</td>
<td>Dulul kan pakai bahasa Inggris, sekarang pakai bahasa Indonesia, bagaimana bu?</td>
<td>You mentioned that you used to use English in the class and now back to Bahasa Indonesia, could you tell me more about it?</td>
</tr>
<tr>
<td>Q4</td>
<td>Kalau pelatihan bu, sekarang pakai bahasa Indonesia?</td>
<td>In the training, do you use Bahasa Indonesia now?</td>
</tr>
<tr>
<td>Q5</td>
<td>Apa ada bedanya bu menurut pengalaman itu? itu sampai sekarang itu bu?</td>
<td>Based on your experiences, what are the differences between these two? Is that to date?</td>
</tr>
<tr>
<td>Q6</td>
<td>Waktu dulul menggunakan Bahasa Inggris bagaimana pengalaman itu dengan guru-guru yang lain?</td>
<td>Could you tell me about your experiences with regard to other teachers during the era?</td>
</tr>
<tr>
<td>Q7</td>
<td>Ada lagi bu ceritanya.</td>
<td>Do you still have other things to tell?</td>
</tr>
</tbody>
</table>

Table 12 shows a sample of how I determined the questions (indicated by Q) for the semi structured interview. I wrote the questions for the semi-structured interviews based on the sections in the transcript that I considered needing further explanation. I highlighted the sections and then marked them with a ‘Q’ and a number to show which section of the transcript my questions derived from. The full questions (Q1-Q8) can be found on Table 13.
Transcript of Narrative Interview

Questions for the Semi-structured Interview

Me: Mungkin bisa diceritakan lebih banyak lagi bu kegiatannya?
Bu Windi: Kegiatannya, ya udah itu aja. Ee..Jadi itu saya banyak belajarnya itu sih kesininya saya diuruskan sekolah udah, kursus TOEFL sendiri, karena kan kalau yang keluar itu kan pakai TOEFL. Terus eee..banyak juga sih eee.. ngedownload dari internet, bagaimana menentukan tense dan sebagainya, ya itu belajar sendiri. Karena dari sekolah kan itu cuman kalau nggak salah 3 kali difasilitasi, jadi kita dua kali mendatangkan di sekolah, dan satu kali kita yang dating ke kursusannya. Dan belajar sendiri sebisa-bisanya, dan banyak nanya ke teman-teman, ke temen guru-guru bahasa Inggris, kan itu kan. Saya google translate dulu nanti trus finishingnya nanti ngobrol ke guru Bahasa Inggris. Ya banyak cerewet lah intinya he he he Ya sampai temen pokoknya_ he he he ya gitu lah kalau dirumah saya kalau dirumah juga itu yang anak, ah mami gak malu sok iyes kata anak saya, saya dirumah juga latihan, ntar anak saya itu bilang 'alah sok iyes' katanya he he he saat sih aja yang penting bisa he he he ya habis gimana? Wong harus gimana wong harus seperti itu, betul kan ya kebetulan am iri reward nya jelas itu loh, jadi seneng aja belajarnya. Iya kan rewardnya jelas, prospeknya bagus, duitnya bagus he he he he he he he he he he he he he, ya itu yang memotivasi saya. Itu. Ya akhirnya anak-anak ketawa dalam hatinya atau apa yang jelas sudah berhasil dilalui tiga tahun he he he Iya, tapi terus terang jujur sekarang sudah nggak RSBI ya saya lega, ya lega jadi apa ya, ngajarnya kembali ke Bahasa Indonesia, jadi bebannya berkurang. Tapi ya itu yah kompetensi Bahasa Inggris saya hilang. Ya ilang aja kan nggak dipakai lagi nanti dipakai di kelas, ya dimana mau pakai Bahasa Inggris, maksudnya iya sudah lali semuanya he he he he he iya gitu, Bu. Q1 Q2 Q3
Me: Bisa diceritakan lagi pengalamannya mengenai hal ini bu?
Bu Windi: Sejujurnya, ibu seneng kayak temen-temen yang lain, seperti merdeka gitu, ada sisi negatifnya ya .. apa yang sudah saya latih, apa yang sudah saya pelajari ilang.. menguap.. makin kesini makin hilang. Karena kan karena nggak pernah dilatih, nggak pernah dipakai, sementar untuk mendapatkan kemaren-kemaren itu kan walauupun sedikit, pas MIPA kan perjuangan saya berat luar bisa itu juga kan, ya saying juga sih sebetulnya mah. Jadi apa yang saya pelajari, apa yang sudah menjadi fondasi menguap, itu yang menyesal gitu.. Q4 Tapi jujur dalam-dalam hatinya saya jadi nyantai lagi tidak terlalu berasa berat he he he he nggak beres ini yah he he Iya tapi kalau misalkan label, ya apapun namanya nanti sekolah _kalau ada seperti itu lagi, ada tuntutan seperti itu ya saya siap berjuang lagi, gimana tututannya ya.

Sekarang sudah ada label baru yang melambung itu, diluar saya juga Alhamdulillah ada label itu, ya Alhamdulillah itu itu saya bisa Bahasa Inggris, bisa kemana-mana, bisa keluar negeri itu gara-gara label RSBI. Iya itu bu yang ada di kepala saya tentang RSBI itu seperti itu. Q5

Elaboration Session

Me: Ibu menyebutkan tentang pelatihan-pelatihan dulu ketika zaman RSBI. Mungkin bisa diceritakan lebih banyak tentang pelatihan-pelatihan yang ibu sebutkan diatas?

Table 12 Generating questions for semi-structured interview
### Transcript of Narrative Interview

#### Questions for the Semi-structured Interview

**Me:** Could you tell me more about the activities, **Bu**?

**Bu Windi:** That was all the activities. Err...so I learnt Ee.. So, after some time I learned quite a lot. My school had provided me with English lessons; I had attended self-funded TOEFL classes, because to go abroad we would need to have a TOEFL certificate. Then err...a lot I think...err I downloaded a lot from the internet, how to manage the tense etc. Yeah I learned by myself, because my school only facilitated us with three English learning sessions. So, we had the sessions twice at our school, and then once we went to the English school. I learned by myself the best I could. I asked a lot of questions to the English teachers. I checked in Google translate and then I asked the English teachers to check. I asked them a lot. He he he until my friend _ he he he yeah it was just like that. At home I was also, well. ‘Ah, mum, aren’t you embarrassed? Alah sok iyes’ my son said. I also practiced at home. My son would say alah sok iyes. I just let it go, as long as I could be better. Hehehe Yeah what else I could do? That was how, that was what it was supposed to. Isn’t that right? It happened that the reward was certain, so I was just happy to learn. Yeah, well, the reward was certain, the prospect was good, the money was good, we got to go abroad and many more. Yeah that was what motivated me. Well, whether eventually my students laughed in their heart or what, one thing that was sure was that I had gone through this for three years. But honestly, now no more fledgling ISS, I feel so relieved. I am now relieved that I teach back through Bahasa Indonesia. My burden is lighter. But the thing is that my English is now gone. It is all gone because I never use it in my class. Where can I use my English? I mean, I have forgotten all, that’s was it, **Bu.** Q1 Q2 Q3

**Me:** Could you tell me more about your experiences of that?

**Bu Windi:** To tell you the truth, I was happy just like my colleagues, it was like a freedom. There was the negative side was that all that I have trained, all that I have learned, gone, evaporated, and by time disappearing. Because I never practice, never use it. Meanwhile, to achieve it before that, although a little, when Science and Mathematics (were taught through English) the struggle was extraordinary. Yeah actually it is a shame mah. Hence, what I learned, what had become the foundation just dispersed. That was what I regretted. Q4

But, honestly deep inside my heart, I can relax again and do not feel too much burden. Hehehe this is not right hehe. But if for example there is a label, whatever it is called, if in the future there is such a thing, there is a demand, I am ready to fight again, depends on what the demand is.

... Now there is a new label that has become a hit, beyond that, I also feel thankful that there was that label. Yeah, alhamdulillah I could speak English, I could go everywhere, could go abroad, because of fledgling ISS label. Yeah that was what is in my mind about fledgling ISS. Q5

#### Elaboration Session

**Me:** You mentioned about the training during RSBI era. Could you please tell me more about the training you mentioned?

**Bu Windi:** In the past, almost all training used English... Even when we did it in Indonesia, it was also in English. From the directorate was also in English. For QITEP, we used full English, from the lesson plans, and then the teaching practice was in English. It has been conditioned that everyone used English, so that was like that. Q6 Q7

---

9 You are just showing off your English skill
Table 13 Sample questions used in the semi-structured interview

<table>
<thead>
<tr>
<th>Order of Questions in the actual interview</th>
<th>Question Number Based on the original Order in the Transcript</th>
<th>Questions in the Original Language</th>
<th>Researcher’s Translation of the Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Q4</td>
<td>Di cerita yang kembali kamu mengampaikan kala Bahasa Inggrisnya sudah menguap, begitu kamu, bagaimana kamu itu, mungkin bisa diceritakan lebih banyak?</td>
<td>In your story, you told me that your English has vanished, could you please tell me more about it?</td>
</tr>
<tr>
<td>2</td>
<td>Q5</td>
<td>Kalau harapan kamu bagaimana tentang RSEI itu bu?</td>
<td>What are your expectations about ISS?</td>
</tr>
<tr>
<td>3</td>
<td>Q6</td>
<td>Kalau itu bu, dulu kan pelatihannya ada di Australia, Malaysia, dan banyak forum internasional itu. Niat setelah mengikuti pelatihan itu, bagaimana kamu impunya?</td>
<td>You have attended training in Australia, Malaysia, and many other international forums, how would you say the impacts of the training on you?</td>
</tr>
<tr>
<td>4</td>
<td>Q7</td>
<td>Bagaimana kamu dibandingkan dengan pelatih-pelatih yang menggunakan Bahasa Indonesia bu?</td>
<td>How do you compare those training to the one delivered through Bahasa Indonesia?</td>
</tr>
<tr>
<td>5</td>
<td>Q8</td>
<td>Ibu menyampaikan dulu kamu mengajar dengan menggunakan Bahasa Inggris menyenangkan, mungkin bisa diceritakan lebih banyak bu?</td>
<td>You said that teaching through English was fun, could you tell me more about it?</td>
</tr>
<tr>
<td>6</td>
<td>Q1</td>
<td>Bagaimana pengalaman ibu ketika Bahasanya dibubuh dan kembali menggunakan Bahasa Indonesia?</td>
<td>What were your experiences when the language was reversed back to Bahasa Indonesia?</td>
</tr>
<tr>
<td>7</td>
<td>Q2</td>
<td>Bagaimana dengan Siswa-siswi Ibu?</td>
<td>What about your students?</td>
</tr>
<tr>
<td>8</td>
<td>Q3</td>
<td>Perubahan Bahasa pengantar dari Bahasa Inggris ke Bahasa Indonesia apa anda pengaruhnya ke dinamu?</td>
<td>How would you say the impact of the changes of the language of instruction from English to Bahasa Indonesia?</td>
</tr>
</tbody>
</table>

I conducted the interviews via Skype to phone and recorded them with the participant’s permission and consent (see Appendix A2). I had planned to use Skype or Facebook video call, but most of my participants did not have access to those platforms, so I had to change my plan and used Skype to phone feature. Only one participant had video call facility, via Yahoo Messenger. I used Bahasa Indonesia to make the interview more comfortable since that is the language that both my participants and I are familiar with. However, some of them often codeswitched to a vernacular language such as Javanese or Madurese or English. For further discussion on the use of online technology to facilitate my interviews and the multilingual aspect of my study, see Sub-section 3.5.
3.4.3 Collecting information about the context of the stories

**Planned methods**

Contextualising the stories was an important step in my study because narration - which is a meaning-making process that is characterised by its situatedness (i.e. stories are told at a particular time and place, for a specific purpose and audience) (see Section 3.1). The richness of such narration and the resulting narratives can be teased out by an appreciation of the contexts to which they refer and in which they were generated. Some narrative researchers such as Gubrium and Holstein (2009 as cited in Chase 2011, p.422) argue that to understand ‘narrative reality in any context requires substantial attention to both narrative environment and narrative practices’. These environments may include ‘diverse entities’ such as intimate relationships, local cultures, occupations, and organisations. Each of these environments provides myriad circumstances and resources that condition but don’t determine the stories people tell (and don’t tell).

For (Creswell 2007, p. 56), the context of the stories refers to ‘participants’ personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place’). Clandinin and Rosiek (2007, p.42) also emphasise the importance of context to understand narrative data:

> Beginning with a respect for ordinary lived experience, the focus of narrative inquiry is not only a valorizing of individuals’ experience but also an exploration of the social, cultural, and institutional narratives within which individuals’ experiences were constituted, shaped, expressed, and enacted-but in a way that begins and ends that inquiry in the storied lives of people involved.

In this study, the context of the narrative was thoroughly explored with regard to the national and local context of this topic (Chapter 1). Next, I aimed to obtain information about my participants’ professional backgrounds, institutions attended, their jobs, and information such as the training they had received, their attitude toward EMI, their age, and the length of time they had been teaching. For this purpose, I included questions about these details in the participant recruitment survey. I would also pay attention to these details in the story that my participants narrated to me. Other ways to understand the context of my participants’ stories were by interviewing those who had the experiences of managing and training those teachers.
Implementation

As planned, I derived the contextual information for my study through exploring literature regarding the context as well as through my reflections on the particular context and phenomenon (see Chapter 1). Next, I garnered information about my participants’ professional backgrounds from their answer on the recruitment survey and the story that they narrated to me. In the story, my participants told me how long they had been involved in the EMI programme, their age, their school, their school situation, their students, and the EMI training they received and the activities they attended. Without being prompted, all the teachers narrated about the situation at their school, their students’ background, their students’ English competence, and often their relationships with the non-EMI teachers. In one instance, one of my main participants, Bu Etta, told me how she had been teaching Biology for more than twenty years, but had struggled in the training due to English (RN4\textsuperscript{10}; par\textsuperscript{11}. 5).

To gather more information regarding my context participants’ professional background, I searched the internet for their profile, their school profile, pictures of the school and their activities, and information regarding the area where the school was located. To further contextualise my participants’ narratives, I narratively interviewed one curriculum leader who had the experiences of managing EMI teachers during the ISS era and one teacher trainer who had the experiences of training EMI teachers (see Section 3.4.1 for more details).

My experiences of setting up the interviews with my context participants were complicated and difficult and there was no guarantee that it would work first time. Therefore, I consciously removed the need to have too many occasions to set up. I attempted to gather as much information as possible from my context participants in one occasion and decided not to continue with the follow up semi-structured interviews, as what I implemented for my main participants. See Figure 10 for the phases of my context participants’ story gathering.

\textsuperscript{10} RN refers to my participants’ Restoried Narrative
\textsuperscript{11} Par. refers to paragraph number
3.4.4 Collaborating with my participants

**Planned methods**
Collaboration as suggested by Creswell (2007, p.57 based on Connelly and Clandinin, 2000) is to actively involve the participants in the research. Further, (Josselson 2013, p.540) suggests that ‘good narrative practice requires intense collaboration about the topic such that the participant can inform the researcher about the area of the participant’s life or experience that is of interest to the researcher’. I planned to collaborate with my participants by allowing them to clarify or amend their story if desired during the elaboration and semi structured interview sessions. I also planned to involve them in the restorying process of my narratives by sending them the restoried narratives for their feedback.

**Implementation**
To maintain collaboration with my participants, I involved them in the further development of their story through the semi-structured interview which I did after I transcribed the narratives. Through these interviews, I invited my participants to further develop and clarify statements they made during the story-telling session.

My other effort to further collaborate with my participants was by sending them their restoried narratives in the original language. I aimed to gain their feedback about the narratives to confirm my understandings and to allow them the opportunity to revise or clarify their stories. As soon as I finished restorying their narratives for analysis, I sent them to my participants. After waiting for two weeks, I did not receive any response from them regarding the narratives. It was probably because they did not intend to change any part of their story or because of the length of their narratives (9-28 pages) which would take time to read.
At this stage, I did not attempt to push or encourage them further to respond to my request because I felt that they had given me much of their time already for the story-telling sessions and semi-structured interviews. Despite this fact, I believe that my collaboration with my participants during the story-telling sessions and then in elaboration and the semi-structured interviews had given them ample opportunities to clarify my understandings of their narrative. In some instances, they revised or added more examples of what they previously narrated to me.

For instance, Bu Dini, told me during her story-telling session how the non-EMI teachers at her school were being cynical whenever the EMI teachers spoke English. See the excerpt below:

Lama-lama sebetulnya sih seneng. Cuma, ketika kemudian kita menerapkan dalam keseharian, ya beberapa orang ya sedikit mencibirlah, dan menganggap kita sebagai guru ekselen dan sebagainya. Walaupun kita sebetulnya tidak berharap begitu. Sehingga, rasanya tidak ada support yang optimal dari temen-temen.

Over time, [I] actually enjoyed it. However, when we, then, tried to apply this in our daily life, well some people sneered a little bit, and considered us excellent teachers and so on. Although actually, we did not expect that [to happen]. Hence, I felt that there was no optimum support from [my] colleagues.

I wanted to probe more about this issue and asked her to tell me more about this ‘gap’ between the EMI and non-EMI teachers. I asked her:

Kalau ini ibu, seperti ibu sampaikan, dulu ketika masih jamannya RSBI kalau guru-guru MIPA menggunakan Bahasa Inggris, kan bisa menimbulkan kecemburuan ya dengan guru-guru yang lain. Mungkin ada kejadian khusus, Bu?

What about this one, Ibu? As you said, during the fledgling ISS era, whenever the Science and Mathematics teachers used English, other teachers would be jealous. Were there any particular incidents with regard to the issue, Bu?

She then clarified the situation by toning down her previous statement:

Sebetulnya nggak sih, hanya beberapa orang merasa ketika kita speak in English begitu mereka berasumsi, ‘it’s excellent’. Jadi beberapa orang juga memberikan label kita guru-guru excellent. Bahkan saya sampai menyampaikan ‘we are not excellent, but we must try to speak in English everyday’.
Not really actually, only few people felt that whenever we spoke English, they assumed that ‘it’s excellent’. So, several people also labelled us excellent teachers. I even told them ‘we are not excellent, but we must try to speak in English everyday’.

Through her sentence ‘sebetulnya nggak sih’ (*not really actually*), she seemed to imply that the situation regarding the EMI and non-EMI teachers was not as serious as what I understood. However, her next statement seems to contradict that:


If we don’t use it, [we] don’t learn. We will never get used to the language that we will use. What they did to us tended to imply negativity. Well, finally, whenever we got annoyed as they kept telling us that, we said ‘jealousy is a sign of incompetence’.

### 3.4 Generated data corpus

Below is the summary of the corpus of data generated in this study. See more detailed data log in Appendix D.

<table>
<thead>
<tr>
<th>Types of data generated</th>
<th>Amount of Data Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data for Participant Recruitment</strong></td>
<td></td>
</tr>
<tr>
<td>Responses to Questionnaire</td>
<td>24</td>
</tr>
<tr>
<td><strong>Main Data</strong></td>
<td></td>
</tr>
<tr>
<td>Audio-recorded interviews</td>
<td>14 digital audio recording</td>
</tr>
<tr>
<td></td>
<td>Approximately 14-hour long in total</td>
</tr>
<tr>
<td>Restored Narratives</td>
<td>7 pieces of restored narratives</td>
</tr>
<tr>
<td></td>
<td>42,896 words in total</td>
</tr>
<tr>
<td><strong>Context Data</strong></td>
<td></td>
</tr>
<tr>
<td>Audio Recorded Interviews</td>
<td>2 digital audio recording</td>
</tr>
<tr>
<td></td>
<td>Approximately 2-hour long in total</td>
</tr>
<tr>
<td>Restored Narratives</td>
<td>2 pieces of restored narrative</td>
</tr>
<tr>
<td></td>
<td>Approximately 8,139 words in total</td>
</tr>
</tbody>
</table>

*Table 14 Summary of generated data corpus*

[^12]: *sirik tanda tak mampu* literally means ‘jealousy is a sign of incompetence’ which is an idiom equivalent to the English idiom of ‘tall poppy gets cut down’. This implies that people tend to attack those who stand out of the crowd and better than them.
3.5 Other elements of my study

In this section, I present the other elements of my narrative study: 1) the use of technology to generate the narratives; 2) ethical elements; 3) the credibility and trustworthiness elements; and 4) the multilingual issues in my thesis.

3.5.1 Using technology to generate narratives

I decided to utilise online (computer mediated) communication technology to undertake the interviews with my participants mainly due to 1) the geographical distance of my location to my participants’; 2) the affordances that those online technologies had to generate rich narratives as I learned through my pilot study (Fitriyah 2013). Coping with the geographical distances is one of the advantages of computer mediated communication, which includes online communication (Mann and Stewart 2000). Further, Evans et al. (2008, p.316) suggests that the advantages of online interviews are the ‘low cost and wide geographic coverage’, although it may have disadvantages such as narrow bandwidth of communication. Based on what I learned in my pilot study (Fitriyah 2013), I found this method feasible and applicable to this study.

In my pilot study (Fitriyah 2013), I undertook both synchronous (real-time) and asynchronous (not real-time) online narrative-generation conducted in Bahasa Indonesia. In particular, I tried out four narrative data-generation modalities: email exchange, synchronous online chat, online video interview, and online voice interview. See Figure 11 for my reflections on my experimentations with the four data generation modalities during my pilot study (Fitriyah 2013). Reflecting on my experiences of using these four options, synchronous video and voice interviews produced more comfortable communication, and lengthier, richer narrative data. In addition, I noted that the participants tended to narrate (as opposed to other kinds of discourse) more using these modalities than the other two. Based on my experimentation with the possible modalities I could use in this study, I decided that I would use telephone or online voice or video function to aid the story-telling sessions and interviews in this study. I used Skype to phone voice call with eight of my participants and one Yahoo Messenger video function with one participant. I voice recorded all the interviews with my participants’ consent and permission (see Appendix A2 and A3 for the PISs and Consent Forms).
As reported by Stephens (2007, p. 117), participants enjoyed the process of their telephone interviews, which resulted in rich, detailed data with conversations lasted between 21 minutes and three and a half hours, with the average interview lasting approximately one hour. My interviews led to similar results. All my nine participants and I enjoyed the conversations which flowed quite well. The average interview lasted about one hour and the length varied between 31 minutes and one and half hours in length.

Figure 11 Snapshot of my reflections on my preliminary study
(Taken from my research diary on Penzu)

3.5.2 Ethics

Utilising narrative methods of inquiry has concomitant method-specific ethical considerations (Smythe and Murray 2000) including my responsibility vis-à-vis the potential for participant vulnerability as the narratively-framed meaning-making unfolds. Therefore, I gave my participants a thorough explanation (in both oral and written modes – see Appendix A for the Participant Information Sheets and the Consent Forms) of the nature of my research and, during these briefings, I emphasised that the topics to be covered in story-telling sessions should be related to their professional lives as teachers. Further, before doing my research, I planned that if during the story-telling sessions I sensed that the narrative flow was moving away from the professional sphere and/or was developing an upsetting character for my
participants and/or for me, I would take appropriate action (including pausing the session, and refocusing the discussion). However, I experienced no such incident in any of the interviews.

The next ethical safeguard was that the data gathered from the research would be used exclusively for my research purpose. I would seek further consent should I need the data for publication or other uses. I included all these considerations in my Ethical Clearance forms. My research ethics were approved with Medium Risk.

To undertake this study, I followed the ethical guidance for educational research from the British Educational Research Association – BERA (2011) and the ethical guidelines from the University of Manchester (2010). I undertook my research only after I obtained the Ethical Approval from the Ethical Committee of Manchester Institute of Education, the University of Manchester. Next, I sent written consent forms to my participants before I undertook my research to allow sufficient time (a minimum of two weeks) for them to learn about my research and to decide whether or not to participate.

To further safeguard the ethical element of my study, I informed my participants that their participation was entirely voluntary. They could withdraw at any time if they felt uncomfortable or simply did not want to continue and they had no obligation to provide me with reasons or an explanation. In addition, I planned that unless directed otherwise by those involved in my study, I would anonymise the information about all institutions and people involved in my study. None of my participants indicated that they wanted to be addressed by their actual name, and some specifically requested that I keep their identity anonymous. Therefore, I decided to anonymise all names and details. As a further safeguard, all data and data analysis materials were stored in protected files and data media (protected CD or pen drive) on encrypted computers.

### 3.5.3 Credibility and trustworthiness

Although validity is generally linked to research in the positivist paradigm, some authors also refer to validity when discussing the credibility and trustworthiness of the narrative study. Polkinghorne (2007, p. 476-477) proposes that validity in a narrative study can be pursued by ‘providing evidence and arguments the research performance will yield to justify readers’ acceptance of the plausibility of the resulting claims.’ In this study, I used extracts of the participants’ accounts as evidence to justify the credibility of the claims and the extracts from
the documents reviewed for contextualisation. In addition, Creswell (2003, p.196) proposes eight strategies to help improve the ‘accuracy of the findings, i.e. data triangulation, member-checking, using rich and thick description to convey the findings, clarifying the bias the researcher brings to the study, presenting the negative or discrepant information that runs counter to the themes, spending prolonged time in the field, using peer debriefing, and using an external auditor.

I sought to strengthen the credibility of my research by providing a clear reflexive account of my position in the research. Meanwhile, regarding the collaborative aspect, I involved my participants in two stages of my data processing. I engaged them to clarify their story in both the story-telling and the semi-structured interview sessions. Secondly, I invited my participants to be involved in the re-storying process. I sent each participant the re-storied version of their narrative so that they could examine it and check whether I had captured their story as they wished it to be heard. However, none of my participants made revisions to their stories.

Creswell and Miller (2000, p.126) suggest alternative terms for validity of qualitative research such as authenticity, goodness, verisimilitude, adequacy, trustworthiness, plausibility, validity, validation, and credibility. In addition, they also articulated that:

As a challenge and critique of the modern state, the critical perspective holds that researchers should uncover the hidden assumptions about how narrative accounts are constructed, read, and interpreted. What governs our perspective about narratives is our historical situatedness of inquiry, situatedness based on social, political, cultural, economic, ethnic, and gender antecedents of the studied situations. The implication for validity of this perspective is that validity is called into question, its assumptions interrogated and challenged, and the researchers need to be reflexive and disclose what they bring to a narrative (ibid., p.126).

To address the ‘historical situatedness’ of my study, I provided the contextualisation of my data to cover all those elements (see Chapter 1).

3.5.4 Multilingual Issues in my thesis

3.5.4.1 Translating my data

This section describes the process I used to translate data from the original languages (Bahasa Indonesia, Javanese, Madurese, Ambonese, and Sundanese) and my underlying rationale. I
include this discussion because of the importance of being transparent in the translation process of this multilingual research. My realisation was in line with what Temple and Young (2004, p.164) opined in that ‘it is difficult for the reader to engage with the text in work where there is no available information on the research process and the source language or languages of the research’. Moreover, translation in multilingual research helps make ‘participants words accessible and understandable’ Birbili (2000). For this purpose, I present in this thesis excerpts from my participants’ stories in both the original language and the English translation for the sake of readers.

I applied two data translation strategies to provide my readers with the most accurate translation of the original. The first strategy was to describe words or expressions that did not have a direct equivalent in English and that would be misleading or lose some of its flavor when directly translated. Such words or expressions usually related to the cultural and contextual element of the speaker. Below are examples of the words/phrases in this category:

Text in the original language:

Kalau dirumah saya juga itu yah. ‘Ah mami gak malu sok iyes’ kata anak saya. Saya dirumah juga latihan, ntar anak saya itu bilang ‘alah sok iyes’ katanya. Santai aja yang penting bisa. (RN2: par.16)

English Translation:

At home I was also, well, ‘Ah, mummy, aren’t you embarrassed? Sok iyes’ my child said. I also practiced at home. My child would say ‘alah sok iyes’. I just let it go, as long as I could be better.

The second strategy was to add explanations for culture specific words or phrases instead of directly providing the translation, in order to prevent the words or phrases from losing their meaning or from being understood differently.

Text in the original language:

Saya tidak langsung memberi tahu pada gurunya karena ada rasa ewuh pakewuh begitu yah. Saya memberi tahu ke temannya bahwa itu salah sebetulnya. Tapi ternyata gurunya juga tahu, bahwa itu tadi salah. (RN8: par.7)

13 You are just showing off your English skill
**English Translation:**

I did not tell the teacher directly because I felt there was ‘ewuh pakewuh’\(^{14}\). I told her friend that it was actually incorrect. However, the teacher actually already knew that that was incorrect.

I put the description and extra explanation in the footnote, as exemplified by the sample translated texts above. Wong and Poon (2010, p. 156) explained that ‘differences in translation could have a significant influence on data interpretation, meaning construction, and the final representation of the participants’ reality’. Thus, I applied these two strategies to avoid misconceptions.

In this thesis, I present the extracts of my data in both languages, first in the original language then followed by the English translation. My rationale for presenting the original data was mainly to preserve the original meaning of my participants’ narratives. It was also aimed at providing readers of my thesis an opportunity to examine the data in its original language and for readers who knew the original language an opportunity to ‘form their own judgements about the fairness and accuracy of the analysis’ (Corden and Sainsbury, 2006, p. 12). Another reason was to preserve the deeper meanings of the sentences as languages carry ‘accumulated and particular cultural, social, and political meanings that cannot simply be read off through the process of translation’ (Temple and Edwards 2002, p.3)

### 3.5.4.2 Codeswitching

All of the participants in my study were bilingual or multilingual who spoke at least Bahasa Indonesia and one vernacular language such as Javanese, Sundanese, Madurese, and Ambonese. Some of my participants were also quite confident when using English. Hence, when narrating their experiences, they would often codeswitch or change from one language to another, such as from Bahasa Indonesia which covers the largest part of the narration into the vernacular language or English.

People who codeswitch may not necessarily be competent speakers of the languages that they use when codeswitching (Auer 2013, p.77). The codeswitching acts that my participants

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\(^{14}\) Ewuh pakewuh is Javanese phrase meaning somewhat would feel awkward and not polite to say or do something to a respected person.
practiced were not an indication that they were equally competent in the languages used when they codeswitched. For instance, some of my participants would sometimes codeswitch to English. However, they may not be competent when using English monolingually. Therefore, it would be interesting to explore why my participants codeswitch and the implications of the codeswitching on the message carried through their narrations.

Codeswitching texts can carry different emotional implications than the monolingual texts (Wang et al., 2015, p.273). Hence, I added an annotation on the parts where my participants codeswitch to show whether it had different implications on the narration or not.

**Conclusion**

In this chapter, I present the design of this study, the justifications of why I chose that design, the methods and form of implementation I planned to follow, especially how I accessed my participants, how I generated my main and contextual data, and how I collaborated with my participants throughout. I also demonstrate my view of other important elements in my thesis including how and why I used internet technology to help me generate my data, my ethical considerations, how I ensured the credibility and trustworthiness of the data, and the multilingual issues in this study, i.e. translation and codeswitching issues.

The next chapter reports on the process of my data analysis, including the transcription, data preparation (restoring), and data analysis processes. In the study reported in this thesis, I analysed my restored narrative data from two perspectives, i.e. categorical and holistic content. I report these two analytical perspectives separately in the next chapters.
Chapter 4
Data Analysis Process

Introduction
In Chapter 3, I presented my research design, the rationale for choosing the design, the planned methodology of the first four steps of my research: 1) determining if research problem/questions best fit narrative inquiry; 2) accessing participants; 3) generating stories from them; and 4) collecting information about the context of the stories), and an account of their implementation. This chapter presents the overall process of data analysis, starting from: Section 4.1 my transcription process (step five); Section 4.2 the restorying process (step six), and Section 4.3 the data analysis process (step seven).

4.1 Transcribing my participants’ narratives
I transcribed each of my participants’ recordings from the story-telling and elaboration sessions soon after I finished the interviews. I did so primarily because I needed to develop a set of questions for the semi structured interviews that followed. I transcribed all the interview recordings of the main participants and the contexts participants in the original language. I opted to do so because: 1) my participants and I are both familiar with the original languages involved; 2) I believed that it would be more efficient to have transcripts in the original language so that I would recognise the implied meanings of some words and sentences and often the emotions which may be inherent in the words or sentences; 3) I planned to present my data in the original language and provide translations solely for the sake of readers.

I began the transcription process with ‘verbatim’ transcription (Kvale and Brinkmann 2009, p.181) or ‘a rough transcription’, which is the transcription of ‘the entire interview that gets the words and other striking features of the conversation on paper (e.g. crying, laughing, very long pauses)’ (Riessman, 1993, p. 56). I then went back to ‘re-transcribe selected portions’ (Ibid., p.56) by omitting the unnecessary features (see Section 4.2 for more details) such as the speech feature or speech filler (e.g. uhm, err, etc), unfinished phrases or sentences, and repeated sentences or phrases. I decided to keep the emotional features in the transcript such as laughter, so that I could sense my participants’ emotions when reading the transcripts. I did not include much of the other details such as pauses and filler sounds as my transcripts were not intended for ‘a detailed linguistic or conversational analysis’ (Kvale and Brinkmann,
2009, p. 181), but to produce ‘readable’ accounts of my participants’ stories (ibid., p.181). I conducted the re-transcription process along with the process to restory my participants’ narratives (see Section 4.2 for further details). Below are samples of a transcript after the rough transcription and re-transcription process.

**Sample transcript as a result of the rough transcription process:**

It started in year uhmm what year, the year 2005 I think. I cannot recall the year, if I am not mistaken this is the year. Let me check again for you. As far as I remember it was the year 2005. As I remember that was the beginning of the launch of the fledgling ISS programme. Therefore, we, we…were trained. Hence, some of my colleagues and I were sent for training. So we were trained, we were sent for English lessons. At first, all [of the teachers] attended English training at school, dik. Yeah, so everyone attended English training at school. Then, as our stage [level of English competence] was not the same, some of us who were considered err considered being more capable were then sent to English School. He he, so, that was the English Training Centre, the English training centre which also issued certificates. Yes. I cannot remember how many people. If I am not mistaken, five people or six people. Finally, those were the people who stayed. At first, there were eight people, there were eight people sent for training therer, starting from…I attended Basic One and Basic Two. Then, I passed [the exam] and received the certificate. So, they also provided exams.

**Sample transcript as a result of the re-transcription process:**

Seingat saya itu tahun 2005. Seingat saya itu awal kan ketika diluncurkan program RSBI, maka kita dibina dulu, jadi saya dan beberapa teman itu dikursuskan. Jadi dikursuskan, dikursuskan Bahasa Inggris dulu. Awalnya semua dikursuskan Bahasa Inggris di sekolah. Jadi semuaya dikursuskan Bahasa Inggris di sekolah, karena stage nya tidak sama, maka ada beberapa orang yang dianggap lebih mampu kemudian dikursuskan di English School he he, salah satu lembaga bimbingan Bahasa Inggris...

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15 Name of school has been anonymised
As far as I remember, it was in the year 2005. As far as I remember, when fledgling ISS programme was introduced, we were prepared, so some of my colleagues and I were sent to attend English lessons. In the beginning, all the teachers attended English lessons at our school. Because the stage (level of English competence) was not the same, some of us, who were considered having better level of competence, were sent to English School he he, one of the English language training schools in my town, the English school that also issued certificates. How many of us at that time? If I am not mistaken, there were five or six of us. That was at the beginning. At first, there were eight of us. I attended Basic One and Basic Two classes. Then, I passed the exam and received the certificate. So, they also provided the exam.

4.2 Restorying my participants’ narratives

4.2.1 Planned methods

Restorying is the process of reorganising the stories into some general framework (Creswell, 2007, p.56). This process includes reading the transcript, analysing the story to understand the lived experiences (Clandinin and Connelly 2000) and then retelling the story (Ollerenshaw and Creswell 2002, p.330). Many scholars offer ways to restory a ‘raw’ narrative such as Ollerenshaw and Creswell (2002) with their problem-solution approach (based on Yussen & Ozcan, 1997) and the three-dimensional space approach (based on Dewey’s experiential philosophy as discussed in Clandinin and Connelly (2000) which includes interaction, continuity, and situation (pp. 330-342). However, I have a different purpose for restorying my raw narratives and thus I followed a different method.

My purpose for restorying my participants’ narratives was to prepare the data to be one whole intact story for analysis. To do so, I first combined the data generated from the story-telling, elaboration, and the semi-structured interview sessions. The aim was to create a reader-friendly prose version of the narratives. This was consistent with the main thrust of narrative inquiry, namely the (re)presentation of stories otherwise typically untold. Detailed illustration of this re-storying process is discussed further in the implementation section, and a sample of the end-product in the original language along with its translation is presented in Appendix F. The other re-storied narratives are not appended to this thesis.

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16 Rintisan Sekolah Bertaraf Internasional (Pilot International Standard School)
4.2.2 Implementation

The following represents the restorying process in my study. The aim of this process was to combine the story-telling session, the elaboration of the narrative, and the semi-structured interview so as to provide an intact coherent story to make it accessible for data analysis. See Figure 12 below.

Figure 12 Restorying process (As informed by Fay 2004: P.101)

Below, I present samples of the step-by-step restorying process:

Step 1 Anonymising the text

In this step, I removed the identities of the people and places in my narratives and replaced them with pseudonyms.
Translation:

It started in year uhm what year, the year 2005 I think. I cannot recall the year, if I am not mistaken this is the year. Let me check again for you. As far as I remember it was the year 2005. As I remember that was the beginning of the launch of the fledgling ISS programme. Therefore, we, were... were trained. Hence, some of my colleagues and I was sent for training. So we were trained, we were sent for English lessons. At first, all [of the teachers] attended English training at school. Yeah, so everyone attended English training at school. Then, as our stage [level of English competence] was not the same, some of us who were considered err considered being more capable were then sent to English School. He he So, that was the English Training Centre. The English training centre which also issued certificates. Yes, I cannot remember how many people. If I am not mistaken, five people or six people. Finally, those were the people who stayed. At first, there were eight people, there were eight people sent for training there, strating from... I attended Basic One and Basic Two. Then, I passed [the exam] and received the certificate. So, they also provided exams.

Step 2 and 3 Marking and Deleting Irrelevant Parts

In step 2, I marked irrelevant parts that needed deleting, such as speech features e.g. uhm, err, and repeated words or phrases. I used track changes feature of Microsoft Word to mark these parts. Then, in Step 3, I deleted the irrelevant parts that had been tracked.

**Step 4 and 5 Moving phrases and/or sentences and adding connectors**

In Step 4, I moved phrases and/or sentences that had been ambiguously placed to ensure coherence and clarity. Next in step 5, I added connectors when necessary to improve coherence.

**Step 6 Labelling each paragraph with one word or phrase**

In this step, I labelled each paragraph with a theme identifying the particular paragraph. Using a Microsoft Word feature, I marked each of the themes as Heading 2 to make it easier for me to detect paragraphs with similar themes. This helped me identify paragraphs from the elaboration and semi-structured interview sessions to move closer to paragraphs from the story-telling session sharing the same themes.
**Restoried Narrative**

**When launched**

As far as I remember, it was in the year 2005. As far as I remember, when fledging I5S programme was introduced, we were prepared, so some of my colleagues and I were sent to attend English lessons. In the beginning, all the teachers attended English lessons at our school. Because the stage (level of English competence) was not the same, some of us, who were considered having better level of competence were sent to English School, one of the English language training schools in my town, the school that also issued certificates. How many of us at that time? If I am not mistaken, there were five or six of us. That was at the beginning. At first, there were eight of us. I attended Basic One and basic Two classes. Then, I passed the exam and received the certificate. So, they also provided the exam.

**Percentage**

On the first year, we started with 25 per cent in English and 75% in Bahasa Indonesia, bilingual. The second year it was 50%. The following year we had taught fully in English. It meant that the materials were supposed to be presented in English and teachers were supposed to teach through English. If the students did not understand, we explained to them in Bahasa Indonesia. We ended in 2012 or

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**Step 7 Incorporating the paragraphs with the same labels**

In this step, I incorporated paragraphs from the elaboration and semi structured interview sections with those in the story-telling sections with the same label. I used Microsoft Word heading feature to help me with this task.

**Prosentase**

Ditahun pertama itu berawal dari 25 persen in English kemudian 75 persen Bahasa Indonesia, bilingual. Tahun kedua 50%. Tahun berikutnya kita full in English, dalam artian materi ajar itu diharapkan dalam bentuk Bahasa Ingris kemudian menjelaskannya diharapkan dalam bentuk Bahasa Inggris. Kalau siswanya ndak ngerti maka wajib dijelaskan dalam bentuk Bahasa Indonesia. Kita berakhir kalau nggak salah itu tahun 2012 atau2013, tetapi sampai sekarang itu masih ada ujian sekolah, ujian khusus yang nanti dikeluarkan sertifikat dalam bentuk kompetensi Science in English. Itu kan kemaren kita berawal dengan basicnya by class kemudian dilanjutkan by subject. Ketika by class itu ada satu kelas khusus rintisan RSBI itu. Baru kemudian by subject itu untuk semua siswa, maka semua tingkat untuk kategori MI/PA diajar dengan menggunakan Bahasa pengantar Bahasa Ingris.

ini kan sebuah proses yah, proses yang harus dilanjankan. Jadi, stage yang paling menantang, ketika twenty five he he twenty five ketika 25% itu kita tahap awal sehingga berharap guru mulai belajar sehingga sedikit menggunakan Bahasa Ingris dalam ujian. Kalau materi pelajaran juga diharapkan diselengi dengan Bahasa Ingris. Berikutnya pembuatan soal nya kan berdampak ke berbagai hal.

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**Translation:**

On the first year, we started with 25 per cent in English and 75% in Bahasa Indonesia, bilingual. The second year it was 50-50 and the following year we had taught fully in English. It meant that the materials were supposed to be presented in English and teachers were supposed to teach through English. If the students did not understand, we explained to them in Bahasa Indonesia. Until today, we ended in 2012, 2013 if I am not mistaken, we still have special exam in my school for which we issue certificates for English competence. Science in English. We started with class based, and then subject based. For class based, we had one specific RSBI class. Then we did it by subject for all students, the all levels for Mathematics and Science were taught through English.

Well, this was a process. A process that we needed to go through. The most challenging stage in this phase was, when it was twenty-five, ha ha twenty-five. when it was 25% we were on the early stage, teachers were expected to start learning English, therefore we used minimum English. The lesson materials were also expected to be added with some English. It affected many aspects. The exam
Step 8 Checking for clarity and typos


Par 1


Par 2

Para 1

It started in, when was it, if I am not mistaken it was in the year 2005, I could not remember the year. Let me check later for you. As far as I remember, it was in the year 2005. As far as I remember, when fledgling ISS programme was introduced, we were prepared, so some of my colleagues and I were sent to attend English lessons. In the beginning, all the teachers attended English lessons at our school. Because the stage (level of English competence) was not the same, some of us, who were considered having better level of competence were sent to English School, one of the English language training schools in my town, the school that also issued certificates. How many of us at that time? If I am not mistaken, there were five or six of us. That was at the beginning. At first, there were eight of us. I attended Basic One and Basic Two classes. Then, I passed the exam and received the certificate. So, they also provided the exam.

Para 2

Then, on the first year, we started with 25 per cent in English and 75% in Bahasa Indonesia, bilingual. The second year it was 50%. The following year we had taught fully in English. It meant that the materials were supposed to be presented in English and [teachers] were supposed to teach through English. If the students did not understand, we explained to them in Bahasa Indonesia. The most challenging stage in this phase was, well, this was a process. A process that we needed to go through. When it was twenty-five, ha ha twenty-five, when it was 25% we were on the early stage, teachers were expected to start learning English, therefore we used minimum English. The lesson materials were also expected to be added with some English. It affected many aspects. The exam questions were required to be 25 per cent in English. It’s okay, that was how it worked.

4.3 Data analysis

Narrative scholars propose different ways of analyzing narratives while focusing on different elements of a narrative such as content (Lieblich et al. 1998; Elliot 2005, p.39; Wells 2011, pp. 44-48), themes (Riessman 2008), and form (Lieblich 1998; Labov and Waletzky 1967, reprinted 1997, pp. 27-35). Labov and Waletzky (1967) propose five elements of narrative structure: 1) Orientation, 2) Complication, 3) Evaluation, 4) Resolution and 5) Coda. Meanwhile, Lieblich et al. (1998) offer four perspectives on analyzing narrative. These are holistic form, holistic content, categorical content, and categorical form perspectives. From these, I chose to analyse my participants’ narratives using Lieblich et al.’s (1998) holistic content and categorical content perspectives.
4.3.1 Holistic content analysis

Design

By applying a holistic content perspective analysis, I aimed to find the major storyline or the overarching theme of my main participants’ stories. My purposes for applying holistic content analysis were twofold, i.e. 1) to help me understand my main participants’ story as a whole and to ‘listen first to the voices within each narrative’ before I located ‘the distinct themes across the interviews’ (Riessman, 2008, p. 12); and 2) to help me write an account that would help my readers understand the entirety of the stories. Reading the narrative data as a whole is what makes narrative research different from other types of qualitative research (Clandinin and Murphy 2007, p.5-6 based on an interview with Polkinghorne). This way of reading would ‘allow researchers to present experience holistically in all its complexity and richness’ (Bell 2002, p.209).

The Holistic Content Perspective analysis process is as follows:

1. Reading the material several times until patterns emerge
2. Memo-ing initial and global impressions
3. Deciding on special foci to follow
4. Labelling various themes in the story that relate to the special foci
5. Keeping track of the results by following each theme throughout the story and noting my conclusions and paying special attention to the episodes that seem to contradict the main themes.

(Adapted from Lieblich et al. 1998: pp. 62-87)

Implementation

I analysed the story as a whole so that I could develop an overall, or global, initial impression of the narrative to find the major themes of the story. Based on my global impression and the major themes of the story, I wrote a brief account featuring the major storyline. For the title of the account, I selected one of the most crucial quotes from my participants’ narratives which may have represented the core of their experiences. Based on my global impression, I also decided to categorise each participant based on their primary attitude towards EMI and its reversal as I understood it to be from their narratives. I categorised them as the reluctant teacher, the hard-worker, the enthusiast, etc.
The brief accounts are presented in Chapter 5 in the holistic analysis report section. Below is my process of analysing the holistic content of my participants’ stories, which was an adaptation of Lieblich et al.’s (1998, pp. 62-87) procedure:

<table>
<thead>
<tr>
<th>My process of analysing the holistic content of my participants’ stories (following the adaptation of Lieblich et al.’s procedure):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading and re-reading the story until I find the pattern</td>
</tr>
<tr>
<td>2. Writing my initial and global impressions</td>
</tr>
<tr>
<td>3. Deciding on the most special or crucial content in the story which represents the core of the teachers’ experiences of changes in the language of instruction</td>
</tr>
<tr>
<td>4. Labelling the various themes in the story that may support or contradict the special content or focus that I wanted to follow.</td>
</tr>
<tr>
<td>5. Keeping track of the results by following each theme throughout the story and noting my conclusions and paying special attention to the episodes that seemed to contradict the main themes.</td>
</tr>
<tr>
<td>6. Recording the major themes with explanations and examples.</td>
</tr>
<tr>
<td>7. Writing an account highlighting my participants’ major storyline which I built around the overarching theme(s) and based on my global impression.</td>
</tr>
<tr>
<td>8. Deciding which is the most significant phrase or sentence that represents his/her experiences of the introduction, implementation, and reversal of EMI which would be used as the title of the account.</td>
</tr>
<tr>
<td>9. Deciding on the label for each participant based on her/his attitude towards EMI as I understood it to be from their story.</td>
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</table>

In addition to these steps, I also utilised the notes I made during the transcription and restorying processes which I recorded in my researchers’ diary (see Appendix C). I used the notes and the memos on the restoried narrative iteratively to enhance my understanding of the major purpose of my participants’ narratives. I wrote an account detailing the major storyline and appended a title to each account to help readers grasp the encompassing message of the story.

**Sample holistic content analysis**

Below is an example of how I applied the holistic content analysis to a re-storied narrative.

**Steps 1 and 2**

After reading and rereading my participant’s story I would begin to find a pattern, and I wrote my global impressions. Below is a sample global impression of one of my participants’, Bu Dini’s, narrative. For the full restoried narrative of Bu Dini in the original language and its translation, see appendix F.
Dini – A Science teacher

Sample Global Impressions
My first impression of Bu Dini’s story of her experiences is her mixed feelings and reactions towards the introduction of EMI and its subsequent reversal. These contradictions are both interesting and confusing for me. For instance, she mentioned that when EMI was reversed, she felt excited, just like a person who had been freed from the colonialisation. However, then she said that she was really disappointed that she could no longer use English, the language that she struggled to learn. She was also disappointed that she could no longer use the English materials and teaching set that she compiled with a lot of hard work. However, she further said that she would like her head-teacher to withdraw the entire EMI programme that still ran in her school. Another instance, she mentioned that EMI programme had been useful for her students and that was why she was disappointed when the programme was cancelled. However, she also mentioned that although her head-teacher required her and other Science and Mathematics teachers to teach through English, she secretly made a pact with the other teachers to teach their students through Bahasa Indonesia. This was because they wanted to help their students whose academic achievements plummeted when EMI was used in their school. In the other part of her story, however, she mentioned that her students did not have any problem with their English and would prefer to answer the test questions in English when given an option.

Step 3 and 4
In these steps, I decided what the most crucial content in the teachers’ experiences was that I wanted to follow. I decided to track the most crucial content in each of the initiation, implementation, institutionalisation, and reversal phases in the narrative. In this section, I present samples from my participants’ narratives with labels of the major themes that I wanted to follow. See Figure 13 for sample labelling process on Microsoft Word.

After I finished labelling in a Microsoft Word file containing the narratives, I further analysed the printed version of the narrative and noted my additional thoughts on the pages or by using post-it notes. I decided to read the printed version because I felt more comfortable and confident having the entire narrative in my hand. This allowed me to be able to quickly access sections of interest and conveniently take notes on the pages. Doing so made reading more enjoyable and understanding easier. As my reading of the printed page was my second
attempt of doing the analysis, it was more fluent and enjoyable than the first. See Figure 14 for the sample labelling process on the printed version of the narrative.

Figure 13 Sample of labelling process for holistic content analysis on Microsoft Word

Figure 14 Sample labelling process for holistic content analysis of printed narrative
Translation of Figure 14:

Now, with the removal of fledgling ISS status, the teachers were half lazy to develop or to implement the concept, back to retain their English. Well, in the past we found it difficult to translate [the instruments] into English. Well, as now all the instruments are in English and we now find it difficult to translate them back into Bahasa Indonesia. Oh no! Before, we just needed to copy and paste and changed them a little bit, now we have to return to years back but the current rules, right? Yes, well it was like that. But it is extraordinary that is SMA 1, the implementation of EMI is highly supported by the students that I am really happy. Just like now, I am teaching at year 11, total three classes, year 12, three classes, with acceleration, now year 12 and year 11. Maybe in 2015 Ministry of Education will cancel acceleration [programme], so we will bring the class to complete. For year 11 regular class, whenever we explain with the media, the media that we dowloaded in English, the enjoyed, although I have to display them twice. So, when I play it the first time, we watch it together then the second time we are watching it while [I] explain to them. Hence if we can download the media and then we can use it, extraordinary. Yeah, so it is alright, except when having to explain the content, [I] need to clarify the concept, I had to explain in Bahasa Indonesia.

Step 5 and 6

After labelling and following the major themes that I perceived to be most crucial and checking for contradictory or supporting contents, I recorded the major themes along with some explanations, arguments, and examples. Below are samples from Bu Dini’s story.

1. Experiences of struggle

When telling about her experiences at the onset and during the implementation of EMI, Bu Dini provided instances of struggle, such as when she and her colleagues were unable to speak fluently in the training programme which she indicated as ‘just opening their mouth once’. The next struggle was when the school no longer provided support to prepare their EMI classes. Her task of implementing EMI was then becoming more challenging and she said she would use minimum English just to ‘open’ and ‘close’ the class.

2. Experiences of fulfilment (pride)

There were a lot of instances in her story that shows her sense of fulfilment and pride of being an EMI teacher in her school. One instance was when she said that she received compliments from the superintendents supervising her teaching. Another instance of fulfilment was when she received awards to go abroad and when she was able to connect with teachers from different countries.
3. **Experiences of disappointment and relief when EMI was reversed**

When talking about EMI reversal, Bu Dini showed mixed feelings, excited as well as disappointed. She felt disappointed that the reversal had caused all her hard-work during EMI era to be wasted and all her struggle became useless. However, she also expressed her feelings of freedom of being liberated from burden and joy from making her job easier. However, reading her story more closely, I understood that she was actually more disappointed about the reversal.

**Step 7 and 8**

After following the previous six steps, I wrote an account which highlighted my participants’ major storyline. Next, I chose a significant phrase from Bu Dini’s narrative that best captured her experiences. I chose her phrase, ‘Kalau dulu speednya 70 km per jam, kan kembali menjadi 150 km per jam’ (The speed used to be 70 km/hour. It is now back to 150 km/hour). See Section 5.7.1 for the full version of the account.

**Step 9**

I chose the label ‘the proud one’ for Bu Dini based on her attitudes towards EMI that I captured from her narrative.

### 4.3.2 Categorical content analysis

**Design**

The aim of my categorical content perspective analysis was to find more detailed evidence of teachers’ experiences of the introduction, implementation, and subsequent reversal of EMI. Categorical-content reading ‘focuses on the content of narratives as manifested in separate parts of the story, irrespective of the context of the complete story’ (Lieblich et al., 1998, p.16). This is similar to what Polkinghorne labelled as the ‘paradigmatic analysis’ which is ‘an examination of the data to identify particulars as instances of general notions or concepts’ (1995, pp.9-10). This analysis was linked to my research questions (RQs). There were four steps to analyse categories in the content of a story, as proposed by Lieblich et al. (1998).

The stages in a categorical content perspective analysis are as follows:

1. Selecting parts of the stories to analyse.
   
   I fulfilled this step during the restorying process. By eliminating the irrelevant parts, I analysed the entire narrative of each participant.
2. Defining the content categories. I planned to openly code my data (deductive coding). I set four initial categories in which to group the codes based on my analytical framework (the four phases of change). See Chapter 2 for further information about the phases.

3. Sorting the materials into categories

4. Drawing conclusions from the results.

(Adapted from Lieblich et al, 1998: pp. 112-114)

**Implementation**

I used categorical content perspective to further analyse the data set of both my main and context participants. The analysis was undertaken on the dataset in the original language. However, I developed the codes and categories in both Bahasa Indonesia and English, and I translated the extracts of the story into English for readers’ benefit. I made this decision based on my experiences while completing my qualitative research assignments in my first year as well as during my pilot study (Fitriyah 2013). Through both experiences, I realised that I felt more comfortable creating categories (codes) in English, although sometimes my Bahasa Indonesia interfered. This might be because I am a research-student in an English-medium university as well as an English teacher educator who has explored research literature in English and who communicates academically through English. Hence, I felt more confident to think in English when doing my academic work and my research.

Below is an account of the step-by-step process of my categorical content analysis.

**Step 1 Selecting parts of the stories to analyse**

The first step of data analysis was to select relevant parts of the stories to analyse. During this step, the data analyst extracts sections of the stories pertinent to the research questions (Lieblich et al, 1998, pp. 112-113). However, as the data in this study was generated by focusing on the phenomenon addressed, the introduction of EMI and the subsequent reversal, most parts of my participants’ stories were relevant. During the restorying process, I removed irrelevant sections from the raw data such as when my participants narrated to me about their personal lives or asked me questions about my study. Therefore, in this stage, I analyse the whole restoried data without exclusion. See Appendix F for a sample of my participants’ restoried narrative in the original language and its translation.
Step 2 Defining the content categories (coding process)

In this step, I undertook the coding process to help me define the content categories of the narratives. Lieblich et al. (1998, p.113) suggests two ways of selecting categories to code the content of a story. The first is by predefining the categories or code as informed by theories. The second is by reading the part of the story as openly as possible and then delineating the main categories that emerge from the content. I chose to combine both coding methods. I coded my data openly or inductively and my codes emerged from the data. However, I also used the four phases of change as predefined codes (See Figure 7) and shaping influences (see Figure 8) in this process. I used the four phases of change as a fixed set of categories in the analysis. Meanwhile, I used the shaping influences as a loose set of categories and allowed this set of categories to develop as I read my narrative data. In addition, after I finished the holistic content analysis process, the major themes I identified from the holistic analysis were quite helpful in enhancing my sensitivity towards the story. However, I did not rigidly use the major themes as predefined categories in this categorical analysis, and instead used them as background knowledge when conducting categorical analysis of the stories.

The process of coding started with reading and re-reading the stories to familiarise myself with the content of the story. I had previously done so through the transcription, restorying and then the holistic content perspective processes. However, I still started my categorical content analysis by reading my participants’ stories once again to help refresh my memory about the particular narrative and to further familiarise myself with the content.

Next, with the help of qualitative data analysis software, N-vivo 11, I assigned codes to the words, phrases, and sentences in my participants’ restoried narratives that I had uploaded to my project file in the N-vivo software. Excerpts were coded based on: 1) their relevance to my topic, research aims and RQs; 2) their significance to the participant as indicated by the emphasis s/he placed on a certain utterance or the frequency that it was spoken. For instance, one of my participants, Bu Indah, stated ‘ISS was good’ several times throughout her story. I decided that this segment was worth coding as it seemed significant to my participant. An instance of emphasis was when a participant said ‘betul-betul itu, saya tidak bohong’ (That was true. I am not lying) (Bu Etta, RN5: par.25) to emphasise the utterance.

I used ‘a cyclical process’ (Saldana 2016, p.9, 38) or a ‘circular procedure’ (Lieblich et al. 1998, p. 113) while conducting my coding. I began this process as soon as I finished
restorying the narratives and continued it throughout my study. I continued to revise and refine the codes that I had assigned to a segment in the narratives that I found meaningful (Miles et al. 2014, p.73) and I would merge codes that I found similar, and refine and revise those that I found needed refining and revising. I also assigned some child codes (sub codes) to some of the parent codes (main codes) to further clarify the categorisation. This ‘condensation process’ (Miles, et al. 2014, p. 14) resulted in a set of ‘analysable units’ of categories that gave me insights with regard to my research questions. See Figure 15 for a sample of the coding process on N-vivo and Figure 16 for the codes and coding stripes on N-vivo. Appendix E presents the summary of categories, parent codes, and child codes. See Appendix F for the sample categorical content perspective coding for the shaping influences of the teachers’ experiences. The sample coding in Appendix F which is conducted on a Word document is presented for illustration purpose only, as the actual coding was conducted on N-Vivo software.

Figure 15 Sample coding process on N-vivo

Translation:

Par 1

For me mah teaching through English was really hard. Our school was not a favorite and was in the rural area. The quality of the intake was also low. My English was very limited, but because it was the demand of the label, because my school had been branded ISS and had to be bilingual, then I tried hard, the best I could. The obstacle was that the students did not understand, so I had to explain twice.
I had to struggle to learn the language so that I could deliver the materials to my students. That was it was like. Because the quality of the intake in our school, in our district was not quite good, it was not supportive, so that was what I did, explaining twice. My English was also messy, moreover now, I have not used it for quite a long time. I have lost it. However, because of ISS, I could visit many places. There were many forums, there was MGMP (Subject Teachers’ Meeting) in provincial level, there was a training provided by the central government, and there was a program to Australia. I also went to RECSAM (Regional Centre for Education in Science and Mathematics) too. The obvious positive impact mah for me was that I was willing to learn English, because it was a demand, I had to be able to speak the language. Hence, the struggle was extraordinary for me whose basic English was zero in order to teach in the bilingual class. It was really extraordinary mbak³.

Figure 16 Sample codes and the coding stripes on N-vivo

Step 3 Sorting the materials into categories
The next step of the categorical content analysis process was sorting and pulling all sentences coded into the same category (Lieblich et al. 1998, pp.113-114). Lieblich et al. (ibid) also opines that sentences from different stories could be consolidated into the same category. In this step, with the help of N-Vivo, I collected the segments within the same category and put them into groups of categories. After finishing this step, I returned to step two to check the codes and attempted to simplify them for ease of understanding. This iterative back and forth process occurred several times.
In this study, I undertook two ways of material sorting i.e. for each of my participant’s story and for the all my participants’ stories to get the detailed illustration of the experiences of each storyteller as well as to compare the experiences among the storytellers. These allowed me to get a detailed illustration of the experiences of each particular storyteller as well as to compare the experiences among the storytellers. See Figure 17 for the sample of resulting categories in an individual story and Figure 18 for the sample of the result of sorting across stories.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Aggregate</th>
<th>Coverage</th>
<th>Number Of Coding References</th>
<th>Reference Number</th>
<th>Coded By</th>
<th>Modified On</th>
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**Figure 17 Sample of category sorting for an individual narrative**
I present the results of individual narrative sorting in chapter 5. I used the results of the cross-participant sorting as a basis for my discussion which I present in Chapter 6 of this thesis.

Step 4 Drawing conclusions from the results
Libelich et al. (1998, p.114) propose different ways of reaching conclusions from the results of the analysis such as counting, tabulating, ordering, conducting statistical computations, or collecting the contents in each category to ‘formulate the picture of content universe in certain groups of people or culture’. I drew conclusions by collecting the contents in each category. Further, this would be utilised to identify teachers’ experiences and the influences that had shaped the experiences related to my research aims and questions and to help formulate the findings in my research. The results of Step 4 are presented in Chapters 5 and 6 of this thesis.

Conclusion
In this chapter, I detailed the data analysis process beginning with the transcription process to the restorying process, and through the entire analysis process from both the holistic and categorical content analysis perspectives. I included samples of the results from each stage in the process for clarification and to provide an illustration for the readers of how I undertook my analyses.
The next chapter presents my findings of each participant’s narrative resulting from the analysis process illustrated in this chapter.
Chapter 5
Insights from Teachers’ Individual Narratives

Introduction
On the basis of holistic and categorical content perspective analysis, in this chapter I present the insights I gained with regard to each of my participants’ experiences and their possible shaping influences. I present the insights I gained from my main participants’ narratives in seven separate sub-sections. Each sub-section is organised and includes the following: 1) teacher’s profile, 2) major storyline of the particular teacher’s narrative, and 3) teacher’s categorical main experiences, organised based on the model of phases of educational change which I adapted from Miles et al.’s (1987), and 4) the influences shaping the teacher’s experiences.

Next, I present the categorical experiences of my context participants, to include: 1) teacher trainer’s/curriculum leader's profile; 2) their categorical main experiences.

Data presentation
‘To provide evidence’ for the arguments in this thesis (Holliday, 2016, p.110), I present data for the categorical analysis report in the form of direct quotations. I chose to supply the direct quotations mainly because in narrative analysis, such as mine, ‘the spoken words and discourse are themselves the matter of enquiry’ (Corden and Sainsburry, 2006, p.11). Through direct quotations, I aim to show my readers the ‘colour, vividness and sometimes humour’ (ibid., p.14) and often irony that my participants expressed to me through their narratives. I also used direct quotations for the title of the accounts I wrote based on the results of my holistic analysis. This aimed to show readers the most crucial quote from a particular participant which, to a certain extent, represented their main experiences.

For the categorical analysis report, I separated data from my commentary and argument by indenting the longer excerpts and by inserting a semi-colon when I embedded the excerpt in the text.

I attempted to choose ‘rich’ data which contain ‘as many of the key elements as possible within a short space’ (Holliday, 2016, p. 114) which makes reporting my study more efficient.
In addition, to make referencing to data easier between the two chapters (Chapter 5 and 6) and to avoid repetitions, I numbered each of the quoted excerpts as well as every restoried narrative. For instance, I assigned number 1 to Pak Edo, number 2 to Bu Windi, and so on. Consequently, RN1 (restoried narrative 1) refers to Pak Edo’s restoried narratives, RN2 to Bu Windi’s narrative, and so on. When quoting these excerpts in Chapter 6, I only wrote the excerpt number without the need to repeat the entire excerpt. I also only wrote the restoried narrative number and the specific paragraph quoted (e.g. RN1: par.3) to quote shorter special provisions of a narrative such as words or phrases.

5.1 Insights from main participants’ narratives

5.1.1 Pak Edo: the resistant teacher

Profile
At the time of the study, Pak Edo was a Biology teacher who worked at a popular high school in an urban area of Java located in proximity to a local state university. It seems that many of his students aimed to attend the local university upon graduating from the high school. He was then in his early 40s. He had been a teacher for more than 18 years when he started to be part of EMI in his school. He was a deputy head teacher for curriculum development during the implementation and reversal of EMI at his school. He was involved in the EMI programme from 2009 until it was reversed in 2013, and had never attended any training abroad.

5.1.1.1 Pak Edo’s major storyline

‘Wong iki nggolek penggawe an ae wes wes’
When reading Pak Edo’s story, I understood that the major storyline was his experiences of struggle during EMI implementation and his relief when this policy was subsequently reversed. His struggle was related to his sense of inadequacy regarding his limited English competence and probably to his perception of EMI, which he understood as burdensome. When ISS was cancelled and he was then allowed to teach through Bahasa Indonesia again,

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18 Pak is a short form of Bapak which is an Indonesian term to address an older and/or a respectable male figure.

19 ‘Penggawe an’ is a Javanese word which literally means job. However, in this context the sentence means ‘It was just looking for trouble’
he was excited. He was relieved to have been released from the burden. This reaction was not quite surprising considering the fact that he started his participation in the EMI programme with reluctance and apprehension.

5.1.1.2 Categorical understandings of Pak Edo’s experiences

Initiation

Resistance

Pak Edo showed his resistance and disagreement when his school was appointed to be a fledgling International Standard School (ISS), a status with concomitant obligations for the teachers to teach through English. His codeswitch to Javanese when narrating about his disagreement ‘ndak usah sudah, Pak. timbang ruwet itu’ (Let’s not accept it, Pak; or it will just be complicated) may indicate his emphasis on the disagreement.

Excerpt 1


Actually, [at] my school, I did not agree to [accept the appointment to be a fledgling ISS]. We were coerced. It was, in the beginning, due to the politics in the district. We were coerced by the department. I had, long ago, also told my head-teacher that I disagreed ‘Let’s not [accept it], Pak; or it will just be complicated’.

His resistance and disagreement to the programme seemed to continue throughout the next phases of change and to have affected his overall experiences of ISS and EMI.

Implementation

There were two main experiences of Pak Edo during the implementation phase. Those were his struggle to teach through English, his struggle to improve his English competence, and how he often ‘lost face’ from being frequently corrected by his students.

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20 Timbang is a Javanese word which can mean than, rather than, or, and otherwise, depending of the context of its use. Sometimes this word also implies that a consequence may happen if the sentence preceding the sentence started with ‘timbang’ is acted or not acted upon, such as in the sentence in this excerpt. Another instance: ‘Ayo cepetan, Rek! Timbang telat awak dewe!’ (Let’s hurry, guys! Or we will be late). In this sentence, and in the excerpt, ‘timbang’ means or or otherwise.
Struggle to teach through English

The first experience that I read in Pak Edo’s narrative regarding the initial phase of EMI implementation was his struggle to use English to teach his subject, Biology. The struggle was mainly owing to his limited English competence. He seemed to realise that his English was not sufficient to support him to perform his role as an EMI teacher. He expressed this several times and repeatedly emphasised it throughout his narrative.

In one of his statements, he said that at the onset of the programme, he struggled because of his limited English proficiency. This had hindered him from delivering his materials smoothly because he had to translate word by word in his mind. He referred to this translation process as ‘processing in the brain before speaking it’. What exacerbated the situation was that ‘his brain’ did not always translate what he intended to say, which was probably due to his limited vocabulary and grammar knowledge.

Excerpt 2


In the beginning, there were many challenges. Well, the challenges were because we were not used to [using] English. Therefore, during the teaching and learning activities, well, that was what happened, it was time to translate in the brain. My brain translated from Bahasa Indonesia into English. Thus, I translated in my brain, and then I said it. Yeah, that was what happened. Whenever we spoke [we were thinking] ‘whoa, this is English’. Despite all of that, what I said was also incorrect.

His phrase ‘wah ini Bahasa Inggris’ (whoa, this is English) may indicate that English was something extraordinary and that it was not natural for him to speak the language, and that speaking the language could have a certain implication for him. In this situation, the implication was the difficulty to produce the sentences that he wanted to say. Further in the statement above, Pak Edo also implied that he found speaking English difficult because he ‘nggak terbiasa dengan Bahasa Inggris (was not used to [using] English)’.
Further in his narrative, he emphasised his frustration about English. He complained that he was demanded to use English for teaching without sufficient preparation, which was indicated by his word ‘langsung’ which means ‘directly’.

Excerpt 3

*Kesulitan-kesulitan guru didalam kelas, yang pertama ya, kalau saya ya bahasa itu kesulitannya. Ya bagaimana, wong Bahasa Inggris saya ndak pati pinter. Terus kemudian saya harus langsung disuruh menggunakan Bahasa Inggris untuk mengajar. (RN1: par.15)*

The challenges teachers had in the classes, the first and foremost, for me, were the language, that was the challenge. Yeah, what can I say, my English was not really good. Then directly, I was demanded to teach through English.

**Struggle to improve English competence**

Pak Edo’s next significant experience was his struggle to improve his English competence. This was apparent in his statement below:

Excerpt 4

*Saya itu menghabiskan les lesan berapa itu nggak ada yang sukses itu les lesan itu. Iyo, saya les ke Lembaga, ke Lembaga B, itu sudah nggak ada yang sukses membuat saya pinter, seng nggak sukses itu tutornya sana. Ha ha ha. Gagal itu mereka nggak pinter pinter. Kalau saya godain temen temen itu ‘mulai mbiyen sampek saiki kok stupid ae’ ha ha ha. Ngguyu teman-teman itu. (RN1: par. 26)*

I have attended many English schools; none of the English schools had been successful. Yeah, I went to English school A, then B, and none of them had been successful to make me good [at English], the tutors had failed. Ha ha ha. They failed, [my English] did not get better. I sometimes mocked my friend ‘from long time ago up till now, why are you still stupid” ha ha ha. My colleagues would laugh.

His joke that his English tutors had failed to make him speak English better indicated how he had struggled to improve his English; despite the many English schools he had attended. What he was saying was a satire which he targeted for himself and possibly his colleagues. His satire means that however hard he and his colleagues tried to improve their English, they did not seem to be able to do it.

‘Losing Face’ in his EMI classes

In addition to his own struggle to produce coherent and meaningful English sentences as discussed in the previous sub-section, Pak Edo implied that there was another aspect that added intensity to his struggle and that was the fact that his students were better at English
than him. He said to me ‘pinteran siswanya daripada gurunya’ (the students were ‘smarter’ than the teacher) (RN1: par.3) (excerpt 5).

This often led him to uncomfortable situations where his students corrected his English. For instance, he indicated that:

**Excerpt 6**


Once there was an incident ‘Whoa, that is wrong, Pak. That is wrong Pak, this is how to [say it]’ yeah I was thinking, ‘oh that was right’. Well, I would just accept that.

Although he originally stated that he would just accept his students’ corrections of his English, later in his narrative he admitted that he actually felt embarrassed when the students did so.

**Excerpt 7**

*Justru anak-anak itu yang memberi tahu saya ‘Pak salah itu pak, bukan begitu, Pak’ tapi ya saya pikir yo halah musuh*\(^{21}\) *anak-anak yo paling ya malu gitu aja. (RN1: par. 6).*

In fact, it was my students who told me ‘Pak, that was wrong, that is not how [to say it], Pak’ but I was thinking, well halah\(^{22}\), I was just dealing with my students; at most I would be just embarrassed.

His codeswitch to Javanese ‘yo halah’ which is an expression indicating that someone attempts to ignore a situation or to take a situation for granted could indicate the conflict within himself. A conflict which was triggered by his lack of confidence to speak English and his attempt to comfort himself that it would be acceptable for him to make mistakes because the ones he talked to were ‘only’ his students who may be close to him or he considered as minors.

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\(^{21}\) *Musuh* is used both in Bahasa Indonesia and Javanese. In Bahasa Indonesia it means enemy. In Javanese, it has several meanings such as enemy, against, compared to, and dealing with.

\(^{22}\) *Halah* is an exclamation word which indicates that the person does not care about something or the situation, which sometimes implies a sense of denial or defense when spoken, probably an equivalent of ‘who cares’.
Institutionalisation

During the institutionalisation phase of EMI, Pak Edo seemed to still experience difficulties in teaching through English as he experienced in the implementation phase, but then with some easing because he had found strategies to cope with his limited English. His major experiences during the institutionalisation phase were: his embarrassment when being corrected by his students, finding strategic ways to cope with EMI, and his realisation that EMI had inhibit him from delivering the materials in depth.

Demanding students to answer in Bahasa Indonesia for essay questions in the exam

Due to his still limited English competence, Pak Edo would have trouble understanding his students’ exam answers. Therefore, he would strategically demand his students to answer essay questions during the exam in Bahasa Indonesia, so that he would avoid such trouble.

Excerpt 8


Sometimes, we had exams. For the [end of] semester tests we gave multiple choice questions in English. About 20-30 multiple choice questions were in English. For the essay questions, we used Bahasa Indonesia. For the multiple choice questions, they could directly choose. That was how we strategically cope [with our limited English]. That was the exam. Yeah, we had different ways [of doing it]. Actually students did not have problems with the language.

Finding strategic ways to cope with EMI

After a while, Pak Edo seemed to find ways to help him cope with his still limited English. He used what he called ‘siasat’ or ‘strategy’ when teaching in his EMI classes. The first strategy was that he would use power point presentations to display the materials in English to make his students understand what he was explaining.

Excerpt 9

*Saya siasati saya memakai power point yang Bahasa Inggris, sehingga anak-anak dan saya agak nyambung. Karena memang basic kami kan dibidang biologinya, gitu. Jadi kami sendiri juga merasa kesulitan dalam hal menerapkan Bahasa Inggris dalam kesiapan KBM. (RN1: par. 2)*
My strategy was by using a power point presentation [to display materials] in English, to help me connect with my students. Because our basic expertise is Biology, that was it. Therefore, we found it difficult to use English in the teaching and learning activities.

Another strategy was that he would use Bahasa Indonesia instead of English when talking to his students in the lessons, or what he called as ‘mengajar’ or teaching. He would use English as ‘bahasa pengantar’ (literally the language of instruction). However, his sentence ‘bahasa pengantar’ seemed to mean the language to open the lesson or to ‘mengantarkan’ (take) students into the lessons or to ‘mengantarkan’ (take) the students into the materials, such as when the teacher is giving instructions to the students. He admitted that speaking English was difficult for him. Therefore, he decided to speak Bahasa Indonesia to his students for most of his teaching.

Excerpt 10

Kalau saya bahasa pengantar biasanya ya menggunakan Bahasa Inggris, kemudian mengajarnya ya menggunakan Bahasa Indonesia. Kadang-kadang kan memang sulit untuk diterjemahkan kedalam Bahasa Inggris, sedangkan itu butuh untuk guru terus Bahasa Inggrisnya itu. (RN1: par.5)

What I did, usually, I would use English as the language of instruction, then I did the teaching [material explanation] in Bahasa Indonesia. Sometimes it was really difficult to translate the words into English; meanwhile, teachers were required to keep speaking English.

The next ‘strategy’ was that he would use the same materials and words for teaching the same topic in different classes. Pak Edo said that the same materials and words used in his teaching helped make teaching through English a little easier.

Excerpt 11

Itu ya awal-awalnya. Dan seterusnya ya sudah biasa, karena memang kan yang kita ajar kan tetep. Jadi materinya tetep ya. Bahasanya tetep, dari mulai say hello sampai goodbye’ (RN1: par.6)

That was the beginning. Next, I just got used to it, because what we taught was the same. Hence, the materials were the same. The language was the same, from saying hello till goodbye.

Inability to deliver the materials in-depth

Pak Edo admitted that his limited English had hindered him from delivering the materials in detail and in-depth to the students.
Excerpt 12

For the depth of the materials, I think we did not achieve that. In Biology, the Latin and English versions were far different. Hence, I found it difficult when English was emphasised more in Biology lessons.

He further admitted that it would be difficult for him to use English in his teaching because his students would not fully understand him if he did.

Excerpt 13

I myself found it difficult to implement this for my students, because, really, the students, let’s say, did not 100 percent understood.

Reversal

Relieved when EMI was reversed

Pak Edo felt relieved and excited when EMI was reversed. Mainly because he felt that he was freed from the unnecessary complications that he had to endure when applying EMI.

Excerpt 14

When it was cancelled, whoa, my reaction was happy, yeah I was just happy. I thought it [EMI] was just looking for trouble. Yeah, I was really happy.

His codeswitch from Bahasa Indonesia to Javanese when expressing his objection towards EMI and his relief when the policy was reversed ‘Wong iki nggolek penggawe maneh. Wes wes ya seneng wes’ (I thought it [EMI] was just looking for trouble. Yeah, I was really happy) seemed to indicate the intensity of his feeling of disapproval of EMI and his excitement when it was reversed. His reference of using English to teach as ‘nggolek penggawe’ or looking for trouble seemed to emphasise his opposition towards the policy which he considered of having caused him trouble.
Considering all of the aforementioned struggle, I was not quite surprised when Pak Edo felt relieved when EMI was cancelled. He compared his struggles with EMI with what might happen if English teachers, like myself, were demanded to teach other language subjects and through other languages such as Javanese. He believed that we would suffer similarly.

Excerpt 15

*Nah sekarang bisa dibayangkan, sampean ngajar Bahasa Inggris, saya suruh ngajar Bahasa Jawa sudah, nggak akan bisa. Kita itu sudah dididik mulai SMP itu. Terus saya milih biologi terus. Ya ndak bisa disuruh Bahasa Inggris. Itu kan program apa ya, yang nggak melihat, nggak menganalisis dulu. (RN1: par. 14)*

Well just imagine, you are an English teacher, I ask you to teach Javanese subject, you wouldn't be able to do that. We have been trained since junior high school. I had always chosen Biology. That was why I could not speak English. That programme was, well, implemented without any observation, without any analysis.

It was interesting to me that he compared himself with me, an English teacher, teaching Javanese lesson, and not Latin, or French, or Greece. It seems that he wanted to emphasise that teaching through a language that we were not trained to use would cause trouble, regardless of our familiarity with the language. I admit that it would be difficult for me to teach Javanese lesson or even teach through Javanese, although Javanese is my mother tongue. I only speak day-to-day conversational Javanese. To be able to teach the language as a subject or to use the language for teaching would require a different level of language mastery. With this comparison, Pak Edo seemed to even emphasise his struggle to teach through a completely foreign language that he just learned. Therefore, it was not surprising when he said that the reversal had released him from a burden, ‘Perbedaannya setelah tidak lagi RSBI’23, itu kita lepas dari beban lah’ (The difference after we were no longer a fledgling ISS, we were freed from burden) (RN1: par. 26) (excerpt 16). He was free from the burden that had made him question the quality of his teaching and the quality of himself as a teacher.

**Moving-on**

Pak Edo indicated that reversing to Bahasa Indonesia was not at all a problem for him. He simply returned to using Bahasa Indonesia for his teaching once he was allowed to.

Excerpt 17

*Kalau dengan perubahan Bahasa dari Bahasa Inggris kembali menjadi Bahasa Indonesia, kalau di kita sih nggak ada masalah. Kan nggak semua kegiatan harus*

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23 Teachers sometimes mentioned RSBI to refer to EMI
Regarding the change of language [of instruction] from English back to Bahasa Indonesia, for us, it was no problem. I don’t think we need to do all activities in English. For us, it was nothing special. We just, finally, returned to our previous practice.

5.1.1.3 Shaping influences on Pak Edo’s experiences

There were two possible influences that had shaped pak Edo’s experiences, namely: his language confidence and his perception of EMI. See Figure 19 for the visualisation of his shaping influences.

![Diagram showing the shaping influences of Pak Edo’s experiences](image)

*Figure 19 Shaping influences of Pak Edo’s experiences*

**Language confidence**

Through his narratives and as discussed in the previous sections, I noticed that Pak Edo characterised his experiences of EMI as a struggle with numerous challenges, and his experiences of being released from EMI as a relief. These opinions and feelings might have been shaped by his lack of confidence in using English (low level of language confidence). He stated it several times and repeatedly emphasised how he struggled to teach through English and how limited his English competence was.

For instance, he admitted that he was not good at English (excerpt 3) and that attending English lessons did not help him improve his English (excerpt 4).
**Perception of EMI**

Pak Edo’s perceptions of EMI, all of which tended to be negative, might have shaped his experiences. First, he thought that the EMI programme was not really relevant to his students and that it was actually unnecessary.

**Excerpt 18**


For me the motivation, why was it international? That was it. I did not want to. I said I did not want [our school] to be changed into a fledgling ISS. My motivation is to make my students go to school and they become intelligent, right?...But, this is what I think. My student in SMA 224 only wanted to attend the Local University, and only at the Primary School Teacher Education Programme. Why did they have to go international? They did not have any motive for that.

Moreover, he also perceived EMI as trouble (RN1: Par. 14), a burden (RN1: par. 26), and difficult (RN1: par 3 and 7).

However, although he disagreed to the use of EMI, Pak Edo also disagreed with the perception that EMI would jeopardise students’ national identity. For him, English was only one of the languages used at schools. Latin and other languages had been used for a long time and that had proven to him that the languages did not harm students’ national identity.

**Excerpt 19**


About the nationalism issue in SMA 2, well actually there was no problem, because we mostly used the medium of Bahasa Indonesia. Only at certain occasions were we could use other languages, but it was not only English. Latin is also a foreign language, right? A language from overseas [country]. My students were not really influenced by the change in their sense of nationalism.

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24 Senior High School
It is interesting to me that Pak Edo compared the use of the two languages despite the fact that English was used more extensively during the ISS/EMI era than Latin, for instance, which was just used for specific terms. That was probably because Pak Edo also used English less extensively. Hence, he perceived English as only one of the foreign languages used at his school.

5.1.2 Bu Windi: the hard-worker

Profile
Bu Windi was a Biology teacher who taught at a rural school in the west of Java. She was in her late 30s. At the time of our interview, she said that she had been a teacher for about 17 years and loved her profession. She taught Biology through English from 2010 to 2013, when EMI policy was reversed.

5.1.2.1 Bu Windi’s major storyline

‘Sekarang biasa-biasa yah, kalau dulu itu kan luar biasa’
Reading Bu Windi’s narrative, I could sense her emphasis on how hard she worked for the programme and how long and winding the road was that she took to where she was as an accomplished EMI teacher. At the beginning of her story, she mentioned that this was not at all easy for her as she had stigmatised that she would never speak English. However, with hard work, she finally could speak English although ‘belepotan’. Over time, she got more confident to use English and thus she applied for EMI trainings both in Indonesia and abroad. Her biggest achievements were being selected to attend EMI courses in Australia and Malaysia. Through those experiences, she gained more confidence in her use of English for teaching and she started to consider EMI worth fighting for. When EMI was reversed, she was both relieved and disappointed. She was disappointed that she gradually lost the English ability that she had to struggle to learn, but she was at the same relieved that she no longer needed to think very hard while teaching. However, I sensed that she was actually more disappointed than happy that EMI was reversed because she also said that she did not mind working hard as long as the hardwork would give her better opportunities. She emphasised

25 Bu is a short form of Ibu which is an Indonesian term to address an older and/or a respectable female figure.
26 ‘Now it is simply ordinary, in the past, it was extraordinary’
27 Literally means ‘messy’. However, in this case she referred to her English, thus this word can mean ‘brokenly’.
that she considered teaching through English special. That was why the reversal had turned her teaching into an ordinary task, with nothing special in it.

5.1.2.2 Categorical understandings of Bu Windi’s experiences

Initiation

Willingness to embrace the change

When assigned to teach through English, Bu Windi accepted the assignment with willingness to embrace the new policy although she realised that she did not have sufficient language competence.

Excerpt 20

Saya pribadi juga kemampuan Bahasa Inggris saya kan sangat terbatas kan. Tapi kan karena sudah tuntutan label, sudah di cap sekolah RSBI harus bilingual. Ya ini saja ya saya berusaha keras saja sebisa bisa saya. Kalau saya sih memandangnya ini, apa yah, pemaksaan. Jadi sekaligus kritikan buat pemerintah (RN2: par 1)

Me, personally, my English competence was very limited. However, because it was a demand of the label, our school has been labeled a fledgling ISS, had to be bilingual, I simply worked hard the best I could. For me, I see this as, what is it, coercion. This is also my criticism for the government.

Her willingness to embrace EMI seemed to encourage her to promptly work hard to improve her limited English once she received her assignment, although she realised that it would involve struggles.

Implementation

Struggle to teach through English

In her narrative, Bu Windi explained that teaching through English was utterly challenging for her. It was a struggle for her especially because of her ‘zero’ English.

Excerpt 21

So, the struggle was extraordinary for me, personally, whose English was zero, to teach bilingually in the class. Yeah, it was extraordinary, Mbak. I cannot forget the struggle. That was the main point. There were a lot of amusing things that happened. My accent was far [from what it was supposed to be], and my pronunciation was actually really weird.

Her emphasis on the struggle was represented by the words ‘luar biasa’ (extraordinary), and by her description of her accent and weird pronunciation. Without having sufficient English, the new task of using English to teach her subject made her teaching really challenging.

Excerpt 22

Terus terang, buat guru IPA dan guru Matematika, harus ngajar pake Bahasa Inggris itu berat. Kalau yang buat basic, dasar, Bahasa Inggris bagus ya gitu santai aja. Tapi kalau yang kami alami di sekolah ya itu, pontang panting, belajar cepet aja, memenuhi tuntutan. Kenang-kenangannya ya gitu. (RN2: par. 3)

To tell you the truth, for Science and Mathematics teachers, being required to teach through English is really hard. For those whose basic of English was good, it would be no problem. Meanwhile, what we experienced at school, it was a hustle and bustle, learning fast, meeting the demand. That was what I remember.

Struggle to improve English competence

Another experience during the implementation phase was her struggle to improve her English proficiency, which she said was zero when her involvement in the EMI programme began (excerpt 21).

Bu Windi felt that it was an obligation for her which stemmed from the new label attached to her school (excerpt 20). Therefore, she was committed to work hard to improve her English by attending language learning sessions provided by her school and those she self-funded.

Excerpt 23


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28 A nickname originally used to address a sister or an older female, in Javanese culture. However, now Indonesians also use this word to address another female, either younger, the same age, or older to show respect.
So, after some time, I learned quite a lot. My school had provided me with English lessons; I had attended self-funded TOEFL classes, because to go abroad we would need to have a TOEFL certificate. I also downloaded a lot from the internet, how to manage the pace etc. Yeah I learned by myself, because my school only provided three English learning sessions, if I am not mistaken. So, we had the sessions twice at our school, and then once we went to the English school. And, I learned by myself the best I could, and I asked a lot of questions to the English teachers. I checked in Google translate and then I asked the English teachers to check. I asked them a lot.

Although struggling with all her endeavors to improve her English, Bu Windi continued being committed to the programme. She emphasised that she asked a lot of questions to the English teachers so intensively. ‘Ya banyak cerewet gitu lah’ (I asked them a lot) (RN2: par 15).

At home, she also extended her hard work and kept on practicing her English, although her sons would mock her when doing so:

Excerpt 24

 Kalau dirumah saya juga itu yah, ‘Ah mami gak malu sok iyes’ kata anak saya, saya dirumah juga latihan, ntar anak saya itu bilang ‘alah sok iyes’ katanya. Santai aja yang penting bisa. (RN, par. 16)

At home I was also well, ‘Ah, mummy, aren’t you embarrassed? Sok iyes’ my child said. I also practiced at home. My child would say ‘alah sok iyes’. I just let it go, as long as I could be better.

The instances described above show how Bu Windi fought relentlessly with determination and through struggles to improve her English, which gradually made her feel better with English.

**Institutionalisation**

**Feeling more confident in her English competence**

After being part of the EMI programme for a few years and having attended various training programmes, Bu Windi seemed to be more confident to use her English. This was indicated by her claim that she was finally capable of teaching through English ‘akhirnya bisa lah, mulai dari pembukaan sampai penutupan bisa mengajar’ (so finally I could [use English], from the beginning up to the closing, I could teach [through English]). However, there were

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29 Cerewet literally means talkative. However, in this situation, Bu Windi seemed to mean that she asked a lot of questions, not being talkative.

30 You are just showing off your English skill
still signs of a lack of confidence as indicated by how she ‘stuttered’ when speaking English ‘Walaupun terbata-bata bisa mengajar pakai Bahasa Inggris’ (Although stuttering. I finally could teach through English), and how she was not convinced by her teaching performance ‘tapi ya performance jangan ditanya’ (but don’t ask me about my performance) (RN2: par. 14) (Excerpt 25). However, I sense more of a feeling of fulfilment from her for being able to use English in her teaching.

Further, she emphasised that her developing confidence to speak English was bolstered by her successes as being selected for training programmes overseas. Although she admitted that her English was more passive, and she would find it difficult to speak actively, except when she was in her class teaching her students. She admitted that it was not difficult for her to speak in her classroom as she had been well-rehearsed. In addition, her teaching had been scripted ‘kan sudah ada saya petunjuknya mulai opening sampai closing gitu’ (I had clues from the opening up to the closing), and that she knew what her students’ responses usually were going to be. Below is her complete statement:

*Excerpt 26*


My basic of English used to be very bad. And, during the fledgling ISS period, we were sent to English classes. I learned as hard as I could, I did the best I could, so I was able to use English, although a little. Why I say that I could use English? Well, because, apparently, I took part in the selection process and was successful. However, my English was more passive. The results were based on written [test]. When I tried to be more active, it was difficult. Except in the classrooms, because I have used to it, because I have practiced. I kept in mind what my students’ responses were. I had clues from the opening up to the closing. Other than that, it was difficult. Well, I said that I could [speak English] was that I was selected for the program to Australia and RECSAM.

**Fulfilment and achievements**

The next experience that I understood from Bu Windi’s narrative was that apart from her struggles and experiences of feeling low, she also experienced some happy moments with
feelings of fulfilment and achievement in the later phases of involvement. Examples of such feelings were when she was selected to attend prestigious training programmes, both abroad and in country. On one occasion, she was selected to participate in a training programme in Malaysia:

Excerpt 27


_Kan itu bisa jadi obat. Saya akhirnya bisa Bahasa Inggris walaupun sedikit sedikit._

(RN2: par. 6)

I once took part in the competence assessment for Science and Mathematics teachers. Well, apparently the assessment was used to select those who would be sent to attend RECSAM_32_. Well, I felt that my English was not that good. Just alright. When I was invited to go to Jakarta, there were 92 people I think, or 90ish people. Er no, 60 people, 20 Mathematics teachers, 20 Physics teachers, and 20 Biology teachers. They said that they selected the best 60. Yeah, my mediocre English apparently could be my ticket to Malaysia. I felt free there. That could be a cure for me, right? Finally, I could speak English although a little.

Her pride seemed apparent when she said ‘_disana katanya dipilih 60 terbaik itu_’ (they said they selected the best 60) but moderated when she said ‘_Bahasa Inggris saya ya nggak segitu-gitu lah_’ (my English was not that good). To some Indonesians, such as myself, this statement could be understood as a ‘humble brag’ implying that the teacher actually wanted to indicate otherwise. Her statement about how her limited English helped her to be selected for RECSAM, and training to Australia (excerpt 26) may also support this proposition. However, her next statement below may imply that she actually felt her English was indeed limited. Yet, she showed pride, even though limited, her English could win her prestigious opportunities and inspired other teachers to compete for attendance at prestigious events.

Excerpt 28

_Ya ada juga yang termotivasi setelah saya cerita bahwa dengan kemampuan Bahasa Inggris yang pas-pasan ternyata banyak kesempatan yang bisa dikejar itu. Jadinya_
Yeah, there were also some people who were motivated after listening to my story that with my mediocre English, I could pursue many opportunities. Thus, some of my colleagues got motivated. In the following year, they went to Australia. They joined the provincial programme.

Another instance of Bu Windi’s moment of fulfilment was when she was selected for nine-day English-medium training along with other Science and Mathematics teachers from Southeast Asia.

**Excerpt 29**

*Ketika itu kan diwawancara, saya apply di internet. Diwawancara Bahasa Inggris juga, bisa lolos ikut pelatihan sembilan hari. Pelatihan pakai Bahasa Inggris dengan guru-guru MIPA se Asia tenggara.* (RN2: par. 14)

At that time, I was interviewed, after applying via the internet. I was also interviewed in English, and managed to be selected to attend nine-day training. The training was delivered through English with Mathematics and Science teachers from Southeast Asian countries [as the participants].

**Finding strategic ways to cope with EMI**

Bu Windi seemed to realise that although her English had improved significantly, it would still be challenging for her to keep speaking English during her lessons. Therefore, she used cue cards as a strategy to help her to keep speaking English in her class.

**Excerpt 30**


From, truly, starting from the opening up to the closing of my lessons in my class, I used small cue cards so that I would not forget what to say in my class. I even make, what is it like, like cards, the size of business cards. I made them, I wrote from number one up to the final closing sentence. I actually did that. I put them in my pocket. That was why, if I forgot [the cards] I would be ‘memble gila’\(^{33}\). My students did not know what I hid behind my fingers. For me, I actually did that, because learning English was that hard for me.

\(^{33}\) Gaped insanely

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The script seemed to have helped with her EMI teaching. She also seemed to depend heavily on her cue cards. She said that without the cue cards, it would be almost impossible for her to continue her teaching through English. She referred to it as ‘memble gila’ which means gaping insanely and not knowing what to say or what to do.

**Struggle to understand materials in training**

Despite her sense of fulfilment at being selected to attend training programmes (excerpts 26-29), Bu Windi admitted that her English was still too limited to fully understand the materials in those English-medium trainings.

Excerpt 31


In the past, almost all my training was mediated through English. Even when it took place in Indonesia. The training [organised] by the Directorate was also in English. For QITEP, it was fully in English, from the lesson plans, and then the teaching practice was in English. Yeah we used English. It was conditioned that everyone used English, so it was like that. But during the training, to be honest, for the details, I did not know. Yeah only the global picture, yes I got it globally.

Her next statement further exemplifies her struggle to understand what people were saying during her training programmes, especially those she attended abroad.

Excerpt 32

When I was in Malaysia, I also used English from morning to evening. I concentrated all out until I frowned. I did not understand the details. I understood the overall message, what was required, what they meant, what was the content. I also re-read the slides. Also, when I was in Australia, Australians [English] is different in terms of pronunciation, so I gaped a lot, well, I had frowned. I missed a lot, and finally I read the slides. I re-read what they gave me when I arrived home.

Reversal
Mixed of feelings: disappointment and relief

Bu Windi’s experiences when EMI was reversed were mostly dominated by her feelings of disappointment and dismay. However, there were signs that she was also relieved. Probably because I interviewed her two years after the reversal, her emotions did not seem apparent. Below is an example of these mixed feelings:

Excerpt 33

But to be honest, now that my school is no longer a fledgling ISS, I feel relieved, yeah relieved. So, well, my teaching is back to Bahasa Indonesia, so the burden was lighter. But, well, my English competence was gone. Yeah, it’s gone because I did not use it in the class. Well, where else can we use English? I mean, I have forgotten everything. That was what happened, Bu. Honestly, when I no longer used English, I was happy just like my colleagues, it was like getting the independence. But on the negative side, what I have practiced, what I have learned all disappeared, dispersed, and by time, it is more and more dispersed. Yeah right? Because I never practiced it, I never used it. Meanwhile, to achieve the skill previously, although a little, when Science and Mathematics [lessons were to be taught through English], my struggle was extraordinarily hard. It was a pity that what I had learned, what had been the foundation, just simply dispersed. That was what I regretted.

35 Gitu or begitu is an Indonesian word used to refer to what was said previously. Thus, it’s meaning may be different depending on the context and the preceding sentence, such as that is/was how to do it, that it what has happened, that is what I have done, etc.
She may have felt relieved that the programme was reversed as reflected in her statement ‘Tapi terus terang jujur sekarang sudah nggak RSBI ya saya lega, ya lega. Jadi apa yah, ngajarnya kembali ke Bahasa Indonesia, jadi bebannya berkurang’ (But to be honest, now that my school is no longer a fledgling ISS, I feel relieved, yeah relieved. So well, my teaching is back to Bahasa Indonesia, so the burden was lighter). She was relieved that then teaching again became an easy task for her and she even compared being allowed to use Bahasa Indonesia again to ‘getting the independence’. However, the fact that teaching had become easy and regular made her lose the spirit to challenge herself and to push herself to achieve better. The demands from the government, although adding an extra burden on the teachers, had actually encouraged the determined teachers like Bu Windi to keep pushing hard to improve. When the demands were no longer there, she seemed to lose the desire to work hard because after reversal it had become ordinary (biasa biasa saja).

Excerpt 34


For me, because I am a person who loves challenges. If I am given a challenge, I will take it. Who’s scared? For me, I prefer what was in the past. Now, it is simply ordinary. In the past it was more exciting. Not really exciting, it was distressing, but from the distress, I gained a lot. Now, it is just ordinary.

Feeling nostalgic

When EMI when reversed, Bu Windi still often revisited the memories of her teaching English and often shared them with her students.

Excerpt 35


I have collections of the teaching learning process during fledgling ISS [era], at least photos when I was attending training events somewhere. And my students were, extraordinary, they are proud. ‘Oh, apparently my teacher can speak English. Wow! That is really cool, Bu’. 
From this, I understood that Bu Windi missed her involvement in the EMI programme and was still proud of it. Talking to me about her experiences of EMI seemed to make her miss her involvement and hope to return to the EMI era. She mentioned that she hoped that the government would reintroduce EMI because the challenges that the programme imposed and well as the rewards had actually motivated her to do the best she could possibly do.

Excerpt 36


That is my expectation, what I want, that there would be an English-medium programme again; because, unless encouraged, we would not be spirited. If I was not encouraged by the programme or by reward, I would not be spirited. If the objective is not clear, no one requires us to do it, no demands; people would tend to find comfort. Now, if I have to learn English, where can I use it? I cannot use it in the classroom. The students will protest ‘Why are you using English, I do not understand’. Because there is no demand, it is very different.

Acceptance

At the moment Bu Windi talked to me, she seemed to have accepted the fact that she could no longer teach through EMI and started to enjoy re-using Bahasa Indonesia. She emphasised that because she did not have to use English, she felt liberated ‘seperti merdeka gitu’ (excerpt 33). Being allowed to use Bahasa Indonesia again had made teaching easier for her ‘ngajarnya kembali ke Bahasa Indonesia, jadi bebannya berkurang’ (I taught through Bahasa Indonesia, so the burden was lighter) (excerpt 33).

5.1.2.3 Shaping influences on Bu Windi’s experiences

Reading bu Windi’s narrative, I recognised that there were five influences that shaped her experiences. Those influences were her perception of EMI, her language confidence, support from the school and government, support from colleagues, and the opportunity to interact with other teachers. See Figure 20 for the illustration of her shaping influences.
Perception of EMI

One of the influences that shaped Bu Windi’s EMI experiences seemed to be her perception of EMI. Based on what she said in her narrative, I understood that she had quite positive perceptions of EMI. First, she perceived the use of English as motivating.

Excerpt 37

The use of English in training had motivated me to learn. Well, I did not understand so I tried hard to understand. Automatically, I tried hard to learn more and more. That was what motivated me. Moreover, if I I had to do a presentation I would be embarrassed because other people would watch me. Therefore, I prepared the best I could. Yeah, that was automatic.

Second, based on what she says in the following account, she seemed to consider EMI prestigious, and that she was proud of using English for teaching.

Excerpt 38

The use of English in training had motivated me to learn. Well, I did not understand so I tried hard to understand. Automatically, I tried hard to learn more and more. That was what motivated me. Moreover, if I had to do a presentation I would be embarrassed because other people would watch me. Therefore, I prepared the best I could. Yeah, that was automatic.

Second, based on what she says in the following account, she seemed to consider EMI prestigious, and that she was proud of using English for teaching.
To be honest, it is more cool to teach through English. When using English, I became yeah you know how [it feels]. Inevitably, I was proud at that time. Teaching through English was so wow at that time. Especially, in the rural area, there was that kind of feeling.

Furthermore, she also indicated that her students tended to be impressed when the non-English teachers, like her, were teaching through English. The students would be ‘terpesona’ (mesmerised) when the teacher spoke English. The students were amazed that a teacher who was not an English teacher could teach through English. Further she said that:

Excerpt 39


If we want to look cool, yeah it was cool. Our students wouldn’t know if we were correct or incorrect, right? The students were more amazed when we were able to speak English, than if we were not. The response was different. ‘Wow, Ibu is great, you can speak English.

She felt that the reversal of the language of instruction had diminished the prestige, and made her ‘the same as the others’. Attending training delivered through English also added opportunites to gain such prestige.

Excerpt 40


Now it is just the same as others. Yeah, automatically, I got the prestige from attending training delivered through English. Yeah it was different, mbak, how people judged [me]. How my other fellow teachers judged [me], when we had an added value, when we were speaking English, that was different. I felt that it was really different. The reward was also different. Simply better.

Next, she seemed to consider EMI as special. In her narrative, there were several instances of her statements reflecting this such as when she considered her practice of teaching through Bahasa Indonesia as ‘biasa’ (ordinary) and that in the past, when she used English, as ‘luar biasa’ (extraordinary) (RN2: par.43).
Regardless, she seemed to enjoy her teaching. She believed that her students enjoyed her teaching. She said, ‘Dan anak-anak itu luar biasa bangga. Oh ternyata bu guru bisa Bahasa Inggris, “wah keren sekali bu”’ (And my students were extraordinarily proud. Oh my teacher can speak English. ‘That is really cool, Bu) (RN2: par.28). Her use of the words ‘keren’ (cool), ‘terpesona’ (mesmerised), ‘kagum’ (amazed), ‘luar biasa’ (extraordinary), ‘gaya’ (prestigious), and ‘hebat’ (great) when describing her experiences with EMI, indicates how she was proud to be involved in a programme she considered to be prestigious.

**Language confidence**

The next influence that might have shaped Bu Windi’s experience was her language confidence. Based on her narrative, I understood that at the onset of her involvement in the EMI programme she had quite low language confidence. Her other statement that her English was ‘belepotan’ (RN2: par.2) also supports this and indicates how she suffered from low confidence in her competence to use English. The word ‘belepotan’, which literally means ‘messy’, could indicate that she judged her ability to speak only broken English.

Her further statements ‘Prosesnya itu awalnya saya sebenarnya sudah nge judge diri saya sendiri nggak bisa Bahasa Inggris’ (the process was, at the beginning, I judged myself that I would never be able to speak English) (RN2: par 32) (excerpt 41), and ‘Ya mungkin anak-anak ketawa dalam hatinya, yang jelas sudah berhasil dilalui tiga tahun’ (Yeah maybe my students laughed at heart, what was obvious was that I have gone through it for three years) (RN2: par 17) (excerpt 42) indicate that she likely had low language confidence. However, later on her narrative, there was evidence that her confidence was actually developing.

Excerpt 43


Previously, my basic of English was very bad. During feldgling ISS [era], I was sent to English training. Yeah I learned the best I could. I tried my best. Therefore, I could do it, although a little. Why I said I could do it? Because I joined the selection and I was successful.
The training she had attended and her success in being selected to attend prestigious events seemed to have contributed to her shift in confidence. This change might have affected the way she experienced EMI and the reversal.

**Support from school and government**

Another influence that had shaped Bu Windi’s experiences was support she received from her school and the government. She received full support from her school for training to improve her English proficiency. She considered the training that was provided to be good

‘Alhamdulillah sih, dari setiap kursus yang di sekolah saya bagus gitu’ (Alhamdulillah\(^{36}\), all the English training conducted in my school was good) (RN2: par. 14) which she believed to have helped her improve her English so that she was capable of using English for teaching ‘ya akhirnya bisa lah, mulai dari pembukaan sampai penutupan bisa mengajar’ (so finally I could speak English, from the beginning up to the closing of my lesson) (excerpt 23).

She implied that she had received plenty of support from the government in the form of financial rewards and opportunities to attend training abroad ‘iya kan rewardnya jelas, prospeknya bagus, duitnya bagus, dapat keluar segala macem’ (yeah, well, the reward was certain, the prospect was good, the money was good, we got to go abroad and many more). That was what motivated her to strive more for the programme ‘ya itu yang memotivasi saya’ (yeah that was what motivated me (RN2: par. 16) (excerpt 44).

**Support from colleagues**

Another influence that may have shaped Bu Windi’s experiences was support from her colleagues, especially the fellow English teachers at her school. Bu Windi would ask the English teachers to help her prepare her teaching and help her practice her English, she ‘banyak nanya ke guru-guru Bahasa Inggris’ (I asked a lot of questions to the English teachers’) (excerpt 23)

**Opportunity to interact with other teachers**

In addition, Bu Windi also had opportunities to attend teaching workshops in Malaysia (RECSAM) and Australia, as well as some international forums organised nationally in Indonesia (excerpt 24, 26, 29). By attending those events, I believe that she had varied

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\(^{36}\) Praise be to God
opportunities to communicate and interact with other Indonesian EMI teachers and EMI teachers from different countries. This may have enriched her experiences of EMI and helped improve her confidence.

5.1.3 Pak Joni: the enthusiast

Profile
Pak Joni was a young Biology teacher from a rural area in Sumatra who was in his late 20s when this study was conducted. He was the youngest of all the participants in my research. He graduated from his teacher training programme in 2008. He started teaching a couple of years before 2010 when his school starting to use English-medium Instruction. He was involved in the programme until it was reversed in 2013. He was the secretary of the ISS teacher association in his area before the programme was terminated.

5.1.3.1 Pak Joni’s major storyline

‘Saya merasa sama dengan orang di luar sana’
When reading Pak Joni’s narrative, I understood that the major storyline in his story was his enthusiasm for English and EMI and his major disappointment when EMI was reversed. From his story, I knew that he loved learning English and was a self-taught English speaker, and he considered that he had sufficient proficiency for teaching through English. He was quite confident with his competence and felt that he could communicate well with native speakers of English, although with a few grammatical mistakes. Therefore, when he was appointed to be one of the teachers who would teach through English at his school in 2010, he was excited. For him, the ability to speak English could give him and his students opportunities to be equal to those in the more developed countries ‘Saya merasa sama dengan orang di luar sana’ (I feel I am equal to those people overseas). Pak Joni was an active and high-achieving EMI teacher who believed that EMI had given him plenty of opportunities. When EMI was reversed, he was deeply saddened, which he expressed again and again throughout his story. He said that the reversal caused them to lose the opportunity to achieve what other people could achieve and lost the opportunity to learn English which would otherwise have been beneficial for him and his students.

37 I feel I am equal to those people overseas
5.1.3.2 Categorical understandings of Pak Joni’s narrative

Initiation

Willingness to embrace EMI

Upon his assignment to teach through English, Pak Joni showed that he was willing to embrace the change. He seemed to be genuinely interested in EMI and supportive of the programme, mainly because he considered EMI was motivating for him and his students.

Excerpt 45


For me, I utterly support the use of English. First, in my opinion, although sometimes students complained about it, at least, although complaining, maybe they were motivated to learn. Eventually, they have the capability, good capability to use English. Then from the teachers’ side, from my side, automatically, I also need to have more capability, don’t I? I have to be better. Automatically I have to, well, I have to improve my skill.

He even seemed excited and relaxed with the initial use of EMI. What he said below about how he told jokes to his students when initially using EMI may exemplify his excitement and how he was at ease when using EMI.

Excerpt 46


When the programme started, officially, the fledgling ISS classes started in 2010. I taught them, [I] only came to the class to use English. Then, I tried to tell jokes to them, using English. Some of them were interested and just laughed confusedly, maybe because they did not understand, because it was still preliminary [stage].

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Implementation

Excitement and enthusiasm

The first experience of Pak Joni that I understood from his narrative was that he was excited and enthusiastic about the programme. The first instance of his excitement was when he mentioned that ‘pengalaman saya ketika mengajar menggunakan bahasa Inggris itu sebenarnya seru ya’ (my experiences of teaching through English was actually thrilling) (RN3: par. 1) (excerpt 47). ‘Seru’ which means thrilling may indicate his feeling of excitement about the programme.

The next instance of his excitement was when he attended English medium training. He said that he was ‘seneng’ (happy) and ‘semangat’ (excited) to attend such training sessions, because he would have ‘kesempatan untukambah lagi kemampuan’ (the opportunity to upgrade [my] competence) (RN3: par.4).

Having no problem teaching through English

In the initiation phase, Pak Joni did not seem to experience any significant problem regarding his new duty to teach through English. For him, teaching through English was ‘not really difficult (tidak terlalu susahlah gitu)’ and that he spoke English ‘spontaneously (ngalir aja)’ and he did not have any particular preparation to speak English in the class.

Excerpt 48


Before teaching we used to check the books that we would use, which were bilingual. So we skimmed through the book. Then we used slides while teaching, as we had the LCD facilities, a laptop, we all had them at school, so we used slides. That was not that difficult. For instance, if I missed one or two words, I would check the slides and see what the meaning was. At most we had to prepare the slides, as the materials were in English. Then I just talked, I just talked spontaneously.

38 Ngalir or mengalir is an Indonesia word which means flowing. In this context, Pak Joni seems to indicate that he spoke English spontaneously or organically, without any preparations.
In addition, he also seemed to be relaxed when teaching in his EMI class and would tell jokes to his students (Excerpt 46). The fact that he was able to tell jokes in English shows that he was comfortable using the language. If he were a novice user of English, he would find it difficult to even compose basic sentences, let alone jokes.

**Being optimistic that his students can cope with EMI**

At the onset of the programme, when attempting to assess his students’ English proficiency, Pak Joni found that his students actually did not understand what he was saying. However, he also found that they were interested in the programme ‘*Cuman mereka cukup interest, cukup tertarik*’. This feeling of curiosity helped his students to be ‘brave’ to use English in the EMI classes.

Excerpt 49

*Anak-anak sebagian mereka sangat interest ya hanya ketawa-ketawa bingung mungkin ngak ngerti yak karena masih dasar. Cuman mereka cukup interest, cukup tertarik, akhirnya berani. Kan kalo masih kelas tujuh kan, sebelum masuk ke materi paling ya diajak aktif dulu. Setidaknya ngecek kemampuan mereka dalam Bahasa Inggris. (RN3: Par. 2)*

The students, some of them were really interested but they just laughed, confused, maybe they did not understand because it was still preliminary [stage]. However, they seemed to be interested that they were brave. Well, for Year 7, before discussing the materials, I would encourage them to be active, at least to check their English competence.

However, he also believed that his students had shown interest in learning through English. Moreover, he saw his students to have had good foundations of English. Hence, they had the potential for learning through the language.

Excerpt 50

*Saya inget waktu pertama masuk di SMP 7 itu waktu itu memang kelas tujuh kan waktu itu. Tapi dengan proses BI** nya dengan menggunakan Bahasa Inggris. Ya cukup interest begitu, kan memang sudah punya kemampuan Bahasa Inggris ya cukup berani begitu. (RN3: Par. 1)*

I remember the first time I started teaching at SMP 7, it was Year 7, at that time. But the students went through International Standard process [of admission] by using English. Well, they were interested in the use of English because they were already equipped with English. Hence, they were quite brave [to use it].

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39 Bertaraf International (International Standard)
In addition, the availability of the bilingual handbook for the EMI lessons helped his students to take on EMI more easily, ‘mereka sudah punya handbooknya. Bilingual kan bukunya, jadi nggak terlalu kesusahan’ (they had the handbook. The handbook was bilingual, so it was not that difficult) (excerpt 54). Therefore, with a good foundation of English, their interest to learn through English, and supported by a bilingual handbook, Pak Joni seemed confident that his students were capable of coping with EMI lessons.

**Institutionalisation**

**Confidence to use English**

During the implementation stage of EMI, Pak Joni seemed to have no problem with teaching through English, although he expressed a little worry about his students’ competence. However, he was also confident that his students would be able to cope with the programme. During the institutionalisation phase, he would use more English in his lessons, although with occasional use of Bahasa Indonesia which was aimed at helping his students understand his lessons.

Excerpt 51

*Kalau saya sendiri dan beberapa teman yang muda penerapan Bahasa Inggris di kelas 50-50 ya masih. Bahkan kalau saya sendiri 75-25, 75 nya Bahasa Inggris, 25 nya Bahasa Indonesia, karena siswa nggak bakalan ngerti kalau pakai Bahasa Inggris pure 100%. (RN: par. 6)*

Myself and some of my fellow young teachers still used English in the class 50-50. Even I myself used 75-25. 75 English and 25 Bahasa Indonesia, because my students would not understand if I used 100% English.

He would switch to Bahasa Indonesia when he felt that his students found it difficult to grasp the concept that he was teaching. The teachers, including him, had agreed that they would not use Bahasa Indonesia in the lessons except when their students found it difficult to understand them *(Kecuali kalau dalam tanda kutip ’siswanya kesusahan untuk menangkap pelajaran’ – except when the students, in ‘quotation marks’, ‘struggled to understand the lessons’) (RN3: par.18) (Excerpt 56). This statement indicated that he was confident with his level of English and did not have any problem using English in his lessons.
**Fullfillment and achievements**

Pak Joni’s next experience that I understood from his narrative was his sense of fulfilment as exemplified by his story about how useful the training session that he attended in Malaysia was. He was content that he had the opportunity to visit and teach in some schools in Malaysia which had encouraged him to use his English to the maximum, which otherwise he would not do in Indonesia. He considered the opportunity rewarding and beneficial for him.

Excerpt 52


Then in the end of the session of one of the weeks, we went to school and we were required to teach in some Malay schools, using the methods that we had learned. I think it was very useful to help us improve our skills, yeah the teachers’ skills. By teaching not in our place, then we had to use English. If we were teaching in our place, we could still use Bahasa Indonesia. However, teaching there, either we wanted or not, we had to use English. That was how the knowledge improved.

Another exemplar of his sense of fulfilment was regarding his students’ achievements. He considered the students that he taught through English as the ‘golden generation’ in his school. Although they were ‘staggering’ to learn through English, they could achieve better than the students that he taught through Bahasa Indonesia.

Excerpt 53


For me, I was quite satisfied. Which means that when I used English for teaching, I did not set any target grade for my students to achieve. For me, because I followed them from year 1, 2, 3 [year 7, 8, 9], fledgling ISS students were the golden generation my school produced, compared to current students. It was very different. I am proud that although staggering in English, I believe that they could do it.
Reversal

Disappointed when EMI was reversed

When his school changed the status back to National School and EMI was reversed to Bahasa Indonesia, Pak Joni felt disappointed for several reasons. First, because he considered EMI as the opportunity for Indonesian students to be equal to others, which I understood to be people from different countries. Therefore, the reversal of EMI had diminished this opportunity.

Excerpt 54

Kalau saya pribadi dengan tidak menggunakan Bahasa Inggris ya tidak terlalu bermasalah sih, cuman ya itu saja kecewa. Kecewanya ya itu tadi sayang sih kita sudah diberi kesempatan untuk bisa punya kemampuan yang sama dengan orang-orang yang lain, kenapa harus dihentikan begitu saja. (RN3: par. 21)

For me, personally, it does not really matter that we no longer used English, but I was just disappointed. I was disappointed because I felt that it was a pity that we had been given the opportunity to have equal competence with other people, why does it have to be simply stopped?

The next reason for Pak Joni’s disappointment was that the reversal of EMI had made him lose the opportunity to develop his career and to have broader opportunities to go abroad.

When he attended the RECSAM training session in Malaysia, the mentor offered him the opportunity to be a model teacher in Morocco. He rejected the offer because he felt that Morocco was too far. This was a decision that he later regretted because soon after that, the ISS initiative was cancelled and EMI was reversed. With the reversal, all his ‘go international’ opportunities also disappeared.

Excerpt 55

Saya dulu sempet sih ditawarin sama pengajar dari RECSAM itu dari dosen. Pas begitu pulang yah, dihubungin yah diajak yah ngedampingin dia juga kayak yang di RECSAM itu ke Marocco ‘Dik, ikut saya ini kita sambil ngajar-ngajar, sambil ngeliat saya’ Cuman saya pikir waduh jauh banget Marocco’ itu sih akhirnya ya itu sih. Saya juga sempat bilang sama pengajarnya via email, ini sih jangan bulan ini kalau ada kesempatan selanjutnya saya bersedia, ke negara-negara yang pendidikannya begitu. Mereka praktek mengajar dan kita ini ngasih contoh loh. Jadi role modelnya loh, ngajarinya gimana, maksud ngajarinya gimana gitu. Sebulan kayak ngisi short course short course, begitu itu sih jadi asistennya begitu. Niatnya begitu, dihubunginnya begitu, cuman saya begitu ya nggak jadi deh. Kalau sekarang ya nggak ada yang ngubungin lagi. He he he. (RN3: par. 22)

I was once offered by a mentor in RECSAM, the lecturer. When I returned home he contacted me and invited me to become his assistant in a programme similar to
RECSAM in Morocco. ‘Dik\(^{40}\), why don’t you come with me, we will teach, and you also observe me [teaching]’. I was thinking at that time ‘Oh no! Morocco is so far away’ that was what eventually [happened]. I told the mentor via email that I was unable to go with him that month and would love to go when there is another opportunity, to the countries with that kind of education. They would do teaching practice and we would give them examples, you know. We would be the role model, you know, on how to teach, what the objectives of teaching were. One month, just like giving short courses, to become his assistant. That was the intension, that was what he said when contacting me, but because I [thought] that way, it was cancelled. Now, no one contacts me anymore. He he he.

**Feeling nostalgic**

After the reversal, Pak Edo would still use some English in his lessons. It shows how he felt nostalgic about his EMI experiences. His colleagues and he seemed still eager to teach through English. However, the situation did not support his eagerness because his current students would complain.

**Excerpt 56**

*Nah hanya di pelaksanaan sekarang greeting opening closing masih sih beberapa guru termasuk saya masih menggunakan Bahasa Inggris. Sedangkan kalau dalam pembelajaran ya, sudahlah sudah di stop. Daripada menyalahi aturan ha ha ha bukan menyalahi aturan juga sih sebenarnya tapi kadang siswanya protes. ‘Wong pakai Bahasa Indonesia saja nilai saya cuman 6 mister, kalau pakai Bahasa Inggris kan nanti malah jadi 4’ ha ha ha. (RN3: par.9)*

Well, in the implementation, some teachers, including myself, now still used English for greeting, opening and closing the lessons. Meanwhile, for the lessons, well, never mind, it had been terminated. We did not want to break the rule ha ha ha. Not really breaking the rule, but sometimes the students would protest ‘you teach me through Bahasa Indonesia, my grade is only 6, mister, if you use English I will get 4’ ha ha ha

**Feeling emotional**

Pak Joni still felt emotional about EMI reversal. His disappointment was still apparent. He analogised the reversal of EMI as disposing a basket of fruit because some of the fruits are rotten. He was disappointed that only because some of the ISS schools could not function well (the rotten fruits), all of the ISS had to bear the consequences. He wondered why the government did not revoke the ISS status of the ‘bad schools’ and retain the ISS status of the ‘good schools’.

**Excerpt 57**

\(^{40}\) *Dik* is a short form of *adik* literally means little brother or little sister. This word can be used to address our little brother or somebody younger.

Because, if we have a basket of rotten fruit, do we find all fruit [in the basket] rotten? There may be some that are still good. We will take the good ones and improve them. That was what I was thinking about schools. Because, I don’t think we can just take all schools’ competence as the same. Indonesian schools, that is impossible. They must be different. [Schools] in Jogjakarta, Jakarta, Bandung, Papua, or Lampung would be different I think. Therefore, it is impossible to treat them as the same. No.

5.1.3.3 Shaping influences on Pak Joni’s experiences

There were three major influences that had shaped Pak Joni’s experiences of EMI and its subsequent reversal. Those influences were his language confidence, his perception of EMI, and support from school and government.

Language confidence

Pak Joni seemed to be highly confident in his English competence. He started ‘belajar Bahasa Inggris otodidak nggak ada ikut kursus-kursus’ (learning English autodidactically without attending English schools) for EMI. He was learning English through the internet or what he said as ‘akhirnya bisa begitu belajar sendiri sambil buka-buka googling kan lihat di google sambil nyari-nyari sambil ingat-ingat dulu pelajaran ketika sekolah. Gitu saja’ (RN3: Par.4) (Excerpt 58) (finally learning on my own, googling, searching on Google while recollecting
what I learned at school. Just like that). This claim about autodidact English learning and that he independently learned through the Internet shows that he was confident with his basic competence of English and that with that competence he was capable of accessing the information in the Internet to further develop his English skills.

He indeed mentioned that his English was not really good ‘basically nya, aku gak begitu bagus English-nya gitu’ (basically, my English was not really good). However, his next statement contradicted this claim. He said that he was actively using his English for speaking and that his English was understandable by native speakers.

Excerpt 59

Kalau aku, basically nya aku gak begitu bagus Englishnya gitu. Cuman, aku termasuk aktif gitu ngomong walaupun ngomong satu dua grammarnya yang salah. Cuma ketika kita berbicara dengan bule pun mereka bisa nyambung. Walaupun ada satu dua grammarnya yang salah, structurenya masih kurang. (RN3: par. 5)

For me, basically my English is not really good. However, I am an active speaker although I make one or two grammatical mistakes when speaking. Only, when I talked to bule⁴¹, they could understand my speaking. Although I make one or two grammatical mistakes and my structure was not perfect.

Although he said that ‘my English was basically not very good’, I believed that he actually was quite confident in his English speaking. This was proven by his statement that he was able to communicate with ‘bule’ or the white people who he might have considered as the native speakers of English, although this may not be always true. In addition, the fact that he used English in part of his sentence may indicate his confidence to use English. His claim that he used 75% English in his classroom was also evidence of his confidence. Further, he indicated that he was actually capable of teaching 100 per cent through English; however, he had to use 25% Bahasa Indonesia to help his students understand the lessons. I understood his hesitance to proclaim that he was good at English. This is a feature of Indonesian culture. It would typically be considered rude and aggravating if an Indonesian showed their confidence by saying that they were good at something. Other Indonesians would consider them bragging and it would be culturally unacceptable. Therefore, it was a common practice for Indonesian to say or pretend that they were unable to do something well although what s/he said next

⁴¹ Bule is an Indonesian term referring to the white people. Many Indonesian people often assume that all the white people could speak English and often refer them as the native speaker of English, although they might be not. Therefore, when an Indonesian is capable of speaking English with the bule, they would consider themselves good at English and other people would often consider them having good English as well.
would contradict that claim. Pak Joni’s statements could be an example of this situation. Humble bragging or what we call ‘pretending to be low to be considered high’ is quite a common practice for Indonesians. However, it could also mean that he was still not satisfied with the level of English that he achieved at that time. He claimed that his grammar was not ‘perfect’ and that he still made some grammatical mistake when speaking. He seemed to aim high for his English.

**Perceptions of EMI**

Pak Joni’s perception of EMI was positive. A statement that indicates his positive perception is when he claimed that teaching through English was ‘seru’ (thrilling) (excerpt 47). Another instance was that he believed that EMI was empowering and had enabled Indonesian students and teachers to be equal to ‘the smart children in the USA and UK’ who use English.

Excerpt 60


For me, the most memorable part of teaching through English was that this use of English had, in my opinion, made me not different from the smart kids in the USA, the UK. I felt that I was also able to use English. Such as when we googled for some exercises I thought that ‘ah, I also could do this’. I had a feeling that I was the same as those people overseas. They could speak English; I could speak English as well. The difference is I am here and they are there.

His statement ‘*ah saya juga bisa*’ and ‘*ada sih saya merasa sama dengan orang di luar sana*’ showed that the use of EMI had empowered him and boosted his confidence and that he could be ‘the same’ as the people overseas. Indonesian people typically consider something related to ‘overseas’ as prestigious and better. Furthermore, when referring to the USA, UK, or other European or advanced countries this sense of superiority escalated. Therefore, Pak Joni’s comparation of his use of English and that in the USA and the UK shows that Pak Joni had a highly positive perception of this programme.
He also considered English to be a necessity. EMI would allow a more frequent use of the language which eventually would help them get used to using the language. Pak Joni considered this to be an advantage.

Excerpt 61

*Kan kita kemana-mana setidaknya Bahasa Inggris sangat dibutuhkan. Kan kalau sudah biasa sehari-hari kita pakai kalau lidah kita sudah terbiasa dengan pronunciationnya kan keuntungannya buat diri kita sendiri. (RN3: par. 8)*

Well, at least English is really needed wherever we are. If we are used to using it daily and our tongue has been used to the pronunciation, we will reap the benefit.

**Support from school and government**

Support from government especially the training trips rewarded to the EMI teachers seemed to have shaped Pak Joni’s experiences of EMI to be more exciting and rewarding (excerpts 57, 60). Attending the programme had given him opportunities to develop himself professionally (excerpt 57) and also gave him opportunities to go global, such as when he was offered to be the assistant for his mentor at a training programme in Morocco (excerpt 60).

**5.1.4 Bu Etta: the survivor**

**Profile**

Bu Etta was a Biology teacher in her early 50s teaching in a popular high school in an urban area in Maluku Islands or the Moluccas, the islands on the east of Celebes Island. She had been a teacher for more than 20 years. She had taught through EMI since 2004 when her school was appointed to be a bilingual school, and an embryo (fledgling) for an International Standard School. She was then recruited to be the head teacher of a private school in her area after the EMI and ISS programmes were terminated. As a head teacher, she encouraged the use of EMI at her school and necessitated teachers and students to use more English at school.
5.1.4.1 Bu Etta’s major storyline

‘Saya kepikiran, sampai saya kurus, sakit’ 42

When reading Bu Etta’s narratives about her experiences of being part of the EMI initiative, I understood that Bu Etta started her EMI teaching journey with significant frustration and struggle. Only later in her story did she tell me instances of her sense of fulfilment. The frustrations in the early phase of her EMI experience was sparked by the conflict between her desire to be able to perform her duty as an EMI teacher to a high standard and her extremely poor English. She was committed and worked hard to improve her English competence. After years of working hard, her English seemed to become better and her experiences of EMI became more enjoyable and full of instances of achievement. From her story, I also understood that Bu Etta had a positive attitude towards EMI. Therefore, she also showed her disappointment when EMI was reversed, although her disappointment was not as striking as other teachers with the same positive attitude. This was probably due to the fact that, unlike those other teachers, Bu Etta did not actually lose the opportunity to use EMI. Instead, she had more opportunities to use EMI and had the freedom to make policies regarding EMI in the new school that she led.

5.1.4.2 Categorical understandings of Bu Etta’s experiences

Initiation

Willingness to embrace EMI

Bu Etta showed her willingness to embrace EMI when she was assigned with the new task. Not only was she willing to apply EMI, but she also seemed to be delighted by it.

Excerpt 62

Nah, kami dikumpulkan oleh kepala sekolah untuk diadakan seleksi. Ketika diseleksi dicarilah guru itu sesuai mata pelajaran jumlah mata pelajaran yang akan dibilingualkan…Ternyata saya masuk kategori, saya yang terpilih untuk kategori Biologi. Tentunya ada kebahagiaan tersendiri untuk saya. (RN4: par.2,4)

Well, my head teacher gathered and selected us. The selection was aimed at finding a number of subject teachers in accordance with the number of subjects that would be taught bilingually…I was apparently selected for Biology category. Of course, I felt happy about it.

42 I was thinking about it a lot I became thin and ill
Implementation

Struggle to improve English competence

Although feeling happy about her appointment to be an EMI teacher, Bu Etta also felt frustrated about it. On the onset of her involvement in the EMI programme, Bu Etta’s story was dominated by her feeling of frustration. Her frustration was mainly related to her struggle to improve her English which had distressed her. Her frustration seemed to be intense ‘Awal-awalnya susah bu, susah banget. Saya kepikiran, sampai saya kurus, sakit, tapi itu tantangan buat saya’ (At the beginning, it was really difficult, Bu. I was thinking about it [all the time] until I got thin, [and] ill, but that was a challenge for me) (RN4: par. 25) (excerpt 63). She believed that the programme was launched without much deliberation by the government which had lead to her struggle and frustrations:

Excerpt 64

Terseok-seok perjalanan program itu ke sekolah-sekolah karena tiba masa tiba akal. Pas mau program itu ‘bikin aja!’ duh seperti itu padahal belum tahu sekolah itu bisa ndak. itu yang namanya tiba masa tiba akal (RN4: par.47)

The journey of the programme at schools staggered because ‘tiba masa tiba akal’

Her frustration was more intense during English-mediated EMI trainings. She was frustrated as she was unable to participate in the discussions and that had led to an unforgettable experience when she cried at a national forum. That incident made her famous as ‘the one who cried’ among the Indonesian EMI teachers.

Excerpt 65


I got sick once, Bu, when we were in Sukolilo for training for three weeks, twenty-one days. I am a Biology teacher, so I had to be able to teach biology through English. It was still bilingual at that time. I was learning and learning and learning. When it was time for us to do a presentation, there was an incident that made me famous among all the fledgling ISS teachers from all over Indonesia, because I cried, yeah, I cried.

43 This expression literally means when the time comes, the wit comes. Figuratively, ‘tiba masa tiba akal’ refers to an action done abruptly once the idea emerges, without much deliberation.
The incident was apparently triggered by her excessive frustration as she was unable to participate in the discussions in the forum due to her limited English. Bu Etta considered herself as an experienced Biology teacher with sufficient knowledge of Biology, and she felt that some of the teachers presented the Biological concepts incorrectly. However, her limited English had hindered her from proposing the concepts that she considered correct. This caused her a tremendous amount of frustration.

Excerpt 66


Because I have had more than 20-years experience of teaching Biology, I have quite ample concept(ual understandings) about Biology in my mind. I even took my students to the national Science Olympiad in Jakarta in 2005. I do not say that I am smart, no. But I have quite long ‘flying hours’ in teaching. But, when my colleagues expressed [the concepts] and then I disagreed, the concept was not accurate, but I wanted to argue or give my suggestions or my opinion, I couldn’t speak because I was unable to speak English.

Unable to bear her frustration, Bu Etta burst into tears during the training session and cried in public and in front of other EMI teachers and trainers from all over Indonesia.

Excerpt 67

_Maka menangislah saya dan terkenal. Jadi waktu pelatihan RSBI ada guru yang sampai menangis. Maka setiap kali bertemu untuk meningkatkan keahlian Bahasa Inggris dicertakan ‘Itu bu Etta yang itu sampai nangis gara-gara mau Bahasa Inggrisnya hebat.’ (RN4: par.5)_

That was why I cried and became famous. Hence, during RSBI training, there was one teacher who cried. Therefore, every time we met in the training to develop our English skills, [they] always told the story ‘That is bu Etta who cried because she wanted to be good at English.’
This part of her story may exemplify her intense feeling of frustration mainly due to her personal commitment and urge to be able to perform her role as an EMI teacher. This role included being able to participate actively in EMI forums.

**Hardwork**

During the initial stages of EMI, Bu Etta worked really hard and often too hard. She was committed to her work and, therefore, would do her best to be able to perform her task well. On one occasion, she literally only slept for five minutes as she stayed up all night to prepare for her presentation the next day. She mentioned that ‘Saya pertama kalinya itu merasakan di Bogor itu. Dalam satu malam cuman lima menit saya tidur.’ (The first time I experienced in Bogor. I only slept for five minutes) (RN4: par.10) (excerpt 68).

She further explained this particular experience as follows:

Excerpt 69


My colleague went to the bathroom; well, I did not sleep the whole night. ‘I have had a shower; why haven’t you had your shower, mam Etta?’ She said to me. ‘You go ahead and have your shower and when you finish I will have my shower’. Then she got into the bathroom and I slept. That was my first sleep that whole night.

She would also carry a dictionary everywhere she went and would even take it with her to sleep which she figuratively referred to as ‘kamus, jadi dipakai buat bantal. Jadi saya selalu buka kamus ini ini ini’ (the dictionary, I used it as a pillow. So, I always look up in this and this and this dictionaries) (RN4: par.10) (excerpt 70).

After the training, Bu Etta promised herself to work really hard to improve her English, and she did. She exemplified her hard work by continuing to work all out or as she described by ‘not shutting down her computer’ and by not missing any English lesson that she had to attend.
Excerpt 71

Saya sudah berjanji, itu computer tidak boleh ditutup-tutup. Dibuka terus dan ‘mama mau belajar dengan baik’. Bahasa Inggris harus bisa dan harus kursus. Saya berjanji tidak boleh alpa dan tidak boleh terlambat dan memang saya betul-betul melakukan itu, saya termasuk murid kursus yang tidak pernah alpa dan tidak pernah terlambat bu. Kerena saya berjanji, sudah tekad dari dalam hati. (RN4: par. 7)

I promised myself, not to shut down my computer. I kept it on and ‘mommy wants to learn well’. I had to be able to speak English and I had to attend an English course. I promised myself not to miss a single lesson and not to come late to a lesson. I actually did that, because I was one of the students who never missed a lesson and never came late. Because I had promised myself, I was determined to do that.

Institutionalisation

Feeling more confident in her English competence

Overtime, Bu Etta felt that her English had then been improving. She said that in the first year, English was a problem for her, but as time went by, year by year, she got more confident with her English and claimed that she was finally able to speak English.

Excerpt 72


So, Mam Lina was my eldest daughter’s age. Her English was amazing. She is extraordinary. Well, they did not have any problem. For us, the problem was English. We had to teach our students, at the same time, the teacher still had to learn. Hence, the teacher was trying to use English, but sometimes returned to Bahasa Indonesia.

However, as time went by, the first year it was difficult, the second year it was a bit easier, third year it was easy and so on and so on. Until whoa, we could speak English.

To emphasise her improving English proficiency, Bu Etta also told me what happened at the training one year after she cried at the same event. Her story in the training session this time was different and in fact was in complete contrast to what happened the year before. One year after the crying incident, she returned to the same training and met the same trainers. During the introduction session, she challenged herself to talk in front of the forum to the audience, who was more or less the same audience as the previous training session the year before. ‘Kan mereka pada tahu waktu di Sukolilo itu saya menangis gara-gara Bahasa Inggris saya yang
They knew what happened in Sukolilo when I cried because my English was horrible.

Excerpt 73

Sudah satu tahun berselang dari yang Sukolilo itu tadi. Sudah, saya ini, sangking terlalu beraninya atau bagaimana, atau memang mau tampil kayaknya. Tapi saya waktu itu saya langsung berdiri, karena waktu itu saya merasa saya harus bagi ini pengalaman. Sampai didepan saya berfikir begini bu ‘Ketika saya pelatihan itu saya pasti disuruh menceritakan pengalamannya itu pakai Bahasa Indonesia’ tahu-tahunya ibu sampai disana, ibu siapa itu, Ibu Yuna itu coordinator RSBI, itu yang pegang proyeknya itu bilang begini. ‘Mam Etta, in English’ waduh!! (RN4: par.8)

One year after what happened in Sukolilo. Well, I don’t know if I was too brave or what or maybe I just wanted to perform, I think. But at that time, I abruptly stood up; because I felt that I had to share these experiences. In front of the audience, I was thinking ‘during the training session, the trainer would ask us to tell our experiences in Bahasa Indonesia’ well, as soon as I was in front of the audience, ehm the lady, Bu Yuna, the ISS coordinator, the one who was in charge with the project said. ‘Mam Etta, In English’ Oh no!

However, the crowd was surprised and gave her loud applause when she was able to express herself in English quite fluently.

Excerpt 74

Maka saya cobalah bahasa Inggris saya waktu saya kursus enam bulan di Panjang itu, was wis was wis was wis saya ngomong, ehhh trus orang-orang semua jadi kaya kesetrum. Semua orang diam nggak ada yang bergerak. Saya jadi heran. Ya itu dia, saya tidak ada takutnya. Saya diam sejenak trus saya bilang ‘why you keep silent?’ terus mereka bilang ‘Whoa!’ terus mereka ketawa. ‘Mam Etta sudah tidak main-main44 pake Bahasa Inggris’ katanya. (RN4: par. 9)

So, I tried to use my English which I learned for six months in Panjang. ‘Was wis wus was wis wus’ I spoke. Well then all the people were like electrocuted. Everyone was quiet and did not make a single move. I wondered. Well that was me, having no fear. I remained quiet for a while and then I said ‘why [do] you keep silent?’ then they said ‘whoa!’ the all laughed. ‘Mam Etta has been so awesome now, [she can speak] English’ they said.

Since that occurrence, Bu Etta seemed to have better English language confidence. Her use of some English during the interviews could simply represent her quotation of the original sentence that she or somebody said during the event. However, it could also show her emphasis that she was then more confident in using her English. Her use of English in this

44 Tidak main-main literally means not playing games. In Bahasa Indonesia it can mean ‘luar biasa’ or extraordinary, awesome, and wonderful.
instance ‘why you keep silent?’ may serve both functions, i.e. to repeat what she said in the actual event (quotation) and to demonstrate her ability to use English.

**Fulfilment and achievement**

During the implementation phase, Bu Etta had more exciting experiences that filled with her with a sense of fulfilment. Her first instance was when her students were able to overcome the barrier of learning through English and scored high on exams. She indeed admitted that both the teachers and the students were struggling to implement EMI. However, the teachers’ commitment had encouraged the students to work harder and they scored high in the exams.

Excerpt 75

_Nah sekarang ini yang rame⁴⁵ bu. Gurunya baru belajar, siswanya juga mau belajar. Sedangkan tidak menggunakan Bahasa Inggris saja itu siswanya belum tentu bisa. Tapi kami berupaya sedemikian rupa untuk melakukan itu. Sehingga anak-anak kami yang kemaren diajar menggunakan Bahasa Inggris itu ketika tamat, UN bagus bagus juga nilainya. Malah lebih semangat belajar. (RN4: par.7)_

Well now, this is interesting. The teachers were starting to learn; the students were learning too. Meanwhile, although we did not use English to teach [using Bahasa Indonesia instead], we could not guarantee students’ mastery. However, we tried hard to do that. Therefore, our students whom we taught through English scored high when leaving our school, with good national examination scores. They were even more motivated to learn.

Bu Etta was also pleased that her EMI students also had gained outstanding achievements, such as scholarships to attend prestigious schools in Java Island, the island where the capital city of the country, Jakarta, is. Bu Etta believed that EMI had facilitated her students to improve their English competence. With higher competence, her students were capable of exploring more sources of knowledge which were not limited to the resources published in Bahasa Indonesia. The ability to do so made access to knowledge borderless and helped the students to learn more and better.

Excerpt 76

_Justru ada anak-anak yang bebas beasiswa untuk tempat-tempat di Jawa itu. Karena memang selain mereka bisa berbahasa Inggris, mereka juga pintar. Apa sebab, karena mereka bisa melihat materi-materi pelajaran yang konotasinya dalam Bahasa Inggris._

⁴⁵ Rame is an Indonesian word which literally means busy, crowded, or noisy. However, in some context, it may also mean interesting or thrilling. For instance: ‘ceritanya rame banget’ which means ‘the story is really interesting/thrilling).
In fact, some of those students received scholarships in some places in Java. Because, besides being able to speak English well, they were also smart. Why were they smart? Because they could find materials published in English. They could open a website; use the internet to find the materials which were not available in Bahasa Indonesia. They clicked using English [keywords]. The websites were also in English; they could find the materials there.

Reversal
Disappointed when EMI was reversed

When EMI was reversed, Bu Etta and some of her colleagues agreed to keep using English in their lesson. However, she felt disappointed that the other teachers did not support her and her colleagues. Those other teachers also often seemed to feel uneasy about them speaking English.

Excerpt 77

Pengalaman saya sesudah RSBI, pengalaman tidak terlalu ini, karena kami di sekolah tetap menggunakan Bahasa Inggris, jadi tetap berjalan seperti air mengalir. Cuma terkadang ya orang-orang disekitar kami berempat ini apa namanya merasa seperti risih karena teman-teman merasa ‘ya sudah RSBI sudah dibubarkan, untuk apa lagi menggunakan Bahasa Inggris’ tapi kami yang sudah menggunakan itu dan merasa berguna bagi kami maka komitmen. (RN4: par. 15)

My experiences after fledgling ISS, my experiences were not really [different], because we still used English at school. Still running, like the running water. Only sometimes the people around us four felt uncomfortable because my colleagues felt that ‘well, RSBI had been dismissed, why do you still have to use English?’ But we used it because we felt that it was useful for us, so we were committed.

Bu Etta said that she also kept using English to communicate with her fellow ex-EMI teachers whenever they met. However, again, their colleagues seemed to disapprove of their speaking English. They would stay away whenever Bu Etta spoke English with her fellows.

Excerpt 78

Ada saya gunakan tapi hanya dengan teman yang pernah mengelola kelas RSBI, tapi kan yang lain lain tidak. Mereka jauh-jauh sudah ketika kita bertiga ngomong kok jauh. Kadang-kadang saya bilang ‘aduh, tapi sebenarnya tujuan kami bertiga hanya ingin mengingat kembali supaya jangan lupa.’ (RN4: par. 32)

I used it [English], but only with my colleagues who used to teach in RSBI, but not with others. However, they would stay away from us whenever we three spoke English. Sometimes I said ‘oh no. Actually we just want to remember it [English] so that we won’t forget it.’
This experience links with the image of English as the language of prestige and the language of the elites (see Chapter 1 Section 1.3). Therefore, people often considered other people using English as either the elites or simply being pretentious.

**Feeling nostalgic**

Bu Etta asserted that it was hard for her to part with EMI because she said that she struggled to gain the English competence that she then had. She did not wish to lose the skill that she earned through struggle and extra hardwork.

**Excerpt 79**

> Jadi sudah mendarah daging, kalau istilah orang-orang. Sayang kalau dilepas. Sampai dulu saya nangis-nangis itu, kenapa, karena itu saya tahu sebenarnya tapi tidak bisa menjawab karena lidah tidak bisa menggunakan Bahasa Inggris. Sakit hati, nangis! Tapi setelah itu dapat hadiah banyak ha ha ha dapat hadiah ke Bangkok juga. (RN4: par.37)

So, it had run in my blood and flesh, people said. I did not want to let go. I even had to cry as I said before. Why? Because I actually knew the answer but my tongue was tied, I was unable to use English. It hurt, I cried. But after that, I received a lot of rewards ha ha ha I also got a trip to Bangkok as a reward.

**Readjustment: reusing Bahasa Indonesia**

Another experience of Bu Etta after the reversal was that she found it difficult to switch from English to Bahasa Indonesia especially with regard to specific technical terms related to her subject, Biology. Hence, she had to readjust her focus onto technical terms of her subject in Bahasa Indonesia. She gave me an example of how she struggled to find the correct Bahasa Indonesia words for the equipment that she used in one of her presentations at a teacher training session.

**Excerpt 80**

I think it feels really different, because sometimes my understandings have been based on English. Thus, ‘oh, what is that?’, and also that. Again, I get confused when using Bahasa Indonesia. A small example, I experienced yesterday, equipment or parts of a microscope, wait, this is ‘tabung mikroskop’. Oh my, what is that, I know that is a test tube. Oh I know that. That was so funny. Oh no what was that? I touch my friend’s hand, what is that? ‘tabung, tabung (tube, tube) test tube’ that was funny, right. So in this case, context plays its role. In Indonesia, we call the table, where we put the optic, a microscope table. In English that is ‘stage’. So if we translate stage [into Bahasa Indonesia] it will be ‘panggung’, so in English we call it stage and not a table. My students laugh when I say that.

**Gaining another opportunity**

Luckily for Bu Etta, she got an opportunity to be a head teacher in a school where she could implement EMI. She seemed to be content with this new episode of her career trajectory and seemed to encourage her teachers and students to use EMI as much as possible.

Excerpt 81

_Kalau sekarang saya justru saya menggunakan Bahasa Inggris itu sehari-hari. Kami itu di Gamalama itu adalah sekolah swasta, salah satu yang besar di kota Panjang, anak-anak dan guru berusaha menggunakan Bahasa Inggris sesering mungkin. (RN4: par. 13)_

Now, I use English on a day-to-day basis. We are in Gamalama, a private school, one of the biggest in the city of Panjang. The students and the teachers try to use English as much as possible.

5.1.4.3 **Shaping influences on Bu Etta’s experiences**

Bu Etta’s experiences of EMI implementation and its subsequent reversal were shaped by her language confidence, her perception of EMI, support from school and government, and support from colleagues.
Language confidence

Bu Etta’s language confidence was probably the most significant influence that shaped her experiences of EMI. At the onset of her involvement with EMI, her confidence to speak English was very low and she considered herself having very broken English.

Excerpt 82

_Diseleksi bisa bilang, bisa bercerita. ‘Oh yes sir I will go to Luwuk, we, we, uhm’ masih mikir dulu, ‘we go by..eh’, masih mikir dulu kalau itu apa..’owh..car sir’ itu napasnya sudah ngos ngosan. Ketika saya diseleksi kan seperti itu. Makanya saya dibilang bilang yes dan no saja salah waktu di Surabaya itu ya. Saya terima itu dengan senang hati karena memang itu that’s right. Betul-betul itu, tidak bohong (RN4: par. 25)._

During the selection I was able to say ‘Oh yes sir, I will go to Luwuk, we, we, uhm’ then thinking ‘we go by. eh’, and thinking again how to say car in English ‘owh, car sir’. I was gasping just by doing that. That was what happened during the selection process. That is why I said that even my saying ‘yes’ and ‘no’ was incorrect. I accepted that wholeheartedly, because really, ‘that is right’. That was true. I am not lying.

However, after being part of the programme and working extremely hard to improve her English competence, Bu Etta eventually managed to improve her English. This improvement had influenced her language confidence. Her switch in language confidence led her to a switch in EMI experience, from miserable to full of excitement. An instance of how she felt more confident about her English is reflected in her story about how she surprised the audience at a training programme by speaking English fluently. The fact that the same audience had witnessed her crying the previous year because of her poor English added more of an element of surprise for the audience (excerpts 67, 74). Her use of English during the narration such as ‘that’s right’ could also indicate her improving confidence in using English, i.e by using some English when talking to me.

Excerpt 83


Why I did that? Because I was only demanded to be able to use English, because that was the plus X. On the process of the plus X, teachers had to be able to teach through English. I attended courses, prepared a dictionary, prepared, what is that, transtool
which we used in the past. Although it was a short language, but as long as we had it. At least we had a tool to translate.

Furthermore, she also based what she was doing on ‘Prinsip saya ketika saya mau belajar maka saya bisa’ (My principle is, I am willing to learn therefore I can) (RN4: par.4) (excerpt 84). Hence, when she received the challenge to teach through English, she was committed to it.

**Perception of EMI**
Bu Etta’s perception of EMI was positive. She mentioned that the EMI programme had encouraged teachers to develop. ‘Sebetulnya program itu sangat baik sebenarnya. Memacu orang-orang untuk maju’ (actually the programme was very good. [It] encouraged the people to develop) (RN4: par.39) (excerpt 85). Next, she perceived that EMI had positively facilitated both students and teachers to find more resources for learning and teaching. Therefore, they would achieve better knowledge about the subject they were learning or teaching. As aforementioned in sub-section 5.4.2, Bu Etta saw her students who were educated through English gaining outstanding achievements such as getting scholarship to prestigious school in Java, the most developed islands of Indonesia where the capital, Jakarta is located. That was owing to their English competence which had helped them access broader learning resources and thus helped them to be more knowledgeable. This privilege also applied to teachers such as Bu Etta. EMI had encouraged her to learn English and her knowledge of English had opened doors for her to seek other sources of knowledge.

**Excerpt 86**

*Terus ketika saya mau membutuhkan materi yang saya tidak dapatkan di bahasa Indonesia, karena saya bisa berbahasa Inggris, saya bisa cari yang berbahasa Inggris di buku-buku biologi itu. Banyak bagian-bagian dari ilmu pengetahuan biologi itu yang bisa saya dapatkan lebih mudah seperti gambar-gambar dan lain sebagainya. Lebih mudah saya dapatkan di buku yang berbahasa Inggris.* (RN4: par. 34)

Then, when I needed materials that I could not find in sources with Bahasa Indonesia, because I know English, I could search those in English, in the Biology books. There were many parts of knowledge of Biology which I could find more easily such as pictures and many other things. I could get it more easily in English-medium books.

In addition, she also believed that English competence facilitated by EMI is the ticket to the world. She said ‘Kita menyatakan bahwa kalau kita bisa berbahasa Inggris kita bisa keluar
(We said that if we could speak English we could go abroad. That is our ticket, and I proved that, that happened) (excerpt 87). That is our ticket, and I have proven that). The fact that she was sent to Thailand as part of the EMI programme even strengthened her positive perception of EMI and English.

Bu Etta also believed that although EMI focused on going global, it did not affect students’ sense of nationalism and national identity.

Excerpt 88


I prioritised that, because *Pancasila* is everything. Meanwhile, the first principle in Pancasila is Oneness of God. I always remind my students that although they were good at English, I ask them to remember them to be down to earth. ‘Which land do you stand on? Not in England’ ‘no mam. Indonesia’. ‘Yes, don’t forget your Pancasila’.

**Support from school and government**

Bu Etta’s journey of EMI was shaped by the extensive support that she received from her school and the government. The school provided English lessons to help her and her colleagues improve their English, which she dutifully and committedly attended (excerpt 71). Meanwhile, the government provided trainings at the regional and national levels and provided rewards for her to go abroad due to her success in improving her English which helped her to pass the test that the government administered for the programme.

**Support from Colleagues**

Bu Etta’s experiences of reversal was mainly shaped by lack of support from her colleagues. Her desire to keep using English after EMI was reversed seemed to have caused other teachers to feel uncomfortable and would stay away from her and her committed ex-EMI teachers (excerpts 77, 78). Her colleagues’ negative response had shaped her experience of reversal to be miserable and disappointing.

46 Pancasila is the five principles representing Indonesian official national ideology and philosophy
5.1.5 Pak Amir: the obedient

Profile
Pak Amir was a Biology teacher who was teaching in a popular high school in an urban area in Maluku Islands. He was in his mid 40s and had been a teacher for 20 years when he began his involvement with the EMI programme. He was involved in ISS for about five years, from the introduction up to the reversal of the EMI policy in his school. He was not native to the Maluku area. He was originally from a city in Sulawesi (Celebes) Island.

5.1.5.1 Pak Amir’s major storyline

‘Yang saya dapatkan selama itu, menjadi kembali mundur’

When reading Pak Amir’s story, I could sense his dedication and hardwork in order to fulfil his duty as a newly assigned EMI teacher. His story of the introduction of EMI was dominated by his hard work to improve his English to cope with the new policy. He attended English trainings and was assigned the responsibility of being observed by inspectors in spite of his limited English. In addition, he also told me how he won some opportunities to attend EMI training in Java Island, which he considered a more developed island than Maluku and in Malaysia which he considered rewarding. He considered his experiences of teaching through English really special for him and unforgettable. Therefore, he was really disappointed when it was reversed. His biggest remorse regarding the reversal of EMI was his loss of English which he struggled to learn in a quite short time. For him, the reversal had caused him to lose the results of his hardwork.

5.1.5.2 Categorical understanding of Pak Amir’s experiences

Initiation

Willingness to embrace the change

When assigned to teach through English, Pak Edo showed his willingness to embrace the new language policy although he realised that he did not have sufficient English competence to do the task. He indicated this by his word ‘stuttering’ when speaking at an EMI training event (RN5: par.5). He also said that ‘Bahasa Inggris saya belum’ (My English was not [sufficient

\[47\text{ what I achieved at that time, began to diminish}\]
yet]) (RN5: par.6). He showed he was determined to work hard for the programme by attending English lessons.

Excerpt 89

*Kemudian saya juga berusaha sambil kursus-kursus. Itu dari guru bahasa Inggris memberikan kursus di sekolah.* (RN5: par.1)

I then tried while attending [English language] courses. English teacher in our school helped us with the session at school.

He extended his hardwork during the next phases of his experiences of EMI.

*Implementation*

**Hardwork**

At the onset of his involvement with EMI, Pak Amir’s experiences were mostly related to his struggle due to his limited English competence and his hardwork to improve his English.

Excerpt 90


In 2008, 2007 or 2008 if I am not mistaken, my school was first made into a bilingual school. Then the teachers were sent to Java to attend training. In 2010, I stayed for a month in Jogjakarta. Yeah, we compiled teaching instruments; we did peer-teaching in English. Although I was stuttering in Jogja, we tried by asking our head-teacher to help facilitate us. Instead of inviting English teachers from outside of our school, we asked the English teachers from our school to help. So, we, who used to stutter to speak English, had limited vocabulary, we would have additional [English sessions].

The word ‘stuttering’ emphasises how he struggled to produce English sentences while attending the training session. The other part of his story about the training session in Jogjakarta showed how hard he worked to improve his English competence. He did not mind working almost all day long so that he would do well in the English-medium training.
Excerpt 91

*Pelatihan Biologi dalam Bahasa Inggris. Seperti ketika saya di Jogja itu, professor doktor, yang menatar kita kan. Kita ya berusaha untuk menyiapkan diri, meskipun ya kita berangkat pagi sampai malam jam 10, itu waktunya pulang kita bekerja itu menyiapkan (RN5: par.6).*

Biology training in English. Such as when I was in Jogjakarta, I was mentored by a Professor Doctor. We tried to prepare ourselves, although we left for the training session early and did not finish until as late as 10 p.m., as we went home, we continued working to prepare [for the session the following day].

After returning to his hometown and back to school, he also did not cease the hard-work. He would spend his time attending English lessons provided by his school ‘*kita dengan tambahan-tambahan sambil ada jam mengajar*’ (we [implemented EMI] with additional [English lessons] in addition to our teaching hours) (RN5: par. 5) (excerpt 106).

**Institutionalisation**

**Finding strategic ways to cope with EMI**

With the help of the English teachers at his school, Pak Amir would write a teaching scenario containing the plan of what he was going to implement in his class. It was aimed to help him teach his EMI class more fluently and easily.

Excerpt 92

*Sebelum mengajar kita membuat sekenario RPP. Dan yang penting itu menurut saya scenario. Artinya scenario apa yang akan kita terapkan di kelas, kita sudah buatkan planningnya. Nah disitu, Dengan dibantu oleh guru Bahasa Inggris. (RN5: par.5)*

Before teaching we made the scenario of the Lesson Plan. And the most important thing, in my opinion, was the scenario, which is the scenario of what we were going to implement in the class, we had the plan for that. Well in that case, we got help from the English teachers.

Pak Amir did not specifically mention what was in the scenario. However, he stated ‘*Kalau scenario tidak ada juga kadang-kadang komunikasi kita dengan siswa agak terputus kembali lagi ke Bilingual* (Without the scenario, my communication with the students would be intermittent and we would go back to speaking bilingually) (RN5: par.1) (Excerpt 108), and he needed help from the English teacher to compile the scenario which might have contained the sentences that he was going to say to his students during his EMI lesson.
**Fulfilment and achievement**

Pak Amir’s major experiences during the implementation phase of EMI were excitement at being able to teach through English, which he considered to be an indicator of a good teacher in that era. He stated that:

Excerpt 93

*Kalau kesenangannya itu kita menjadi suatu tantangan bagi kita bagaimana kita itu menjadi guru yang baik, artinya berhasil memberikan material dalam lingkungan Bahasa Inggris. (RN5: par.17)*

The excitement was that it was becoming a challenge for us to be a good teacher, which means that we were capable of delivering the materials through English.

Pak Amir considered himself as being ‘berani mengajar dengan menggunakan Bahasa Inggris, disiplin saya itu, dimana banyak menggunakan Bahasa latin’ (brave to teach and use English in a discipline where Latin is commonly used) as his ‘pengalaman yang tak terlupakan’ (unforgettable experience) (excerpt 94). His excitement was further intensified when he got ‘kesempatan untuk megikuti kesempatan untuk mengikuti pelatihan satu bulan di Malaysia di Penang’ (an opportunity to attend a training session in Penang Malaysia for a month) (excerpt 95).

**EMI-non-EMI teachers’ gap**

Another experience was that Pak Amir saw that the EMI teachers were motivated to develop and improve their teaching competence. However, he also felt concerned that the other teachers who were not part of EMI programme seemed to feel inferior and lost the desire to make improvement. As a result, instead of making progress, they seemed to regress.

Excerpt 96

*Kalau persaingan antar guru, secara kemaren itu hanya cuman mata pelajaran MIPA saja, guru pelajaran MIPA nya saja yang akan bersaing. Ya sepertinya kalau guru dipercayakan itu, ia akan berusaha untuk meningkatkan. Tapi kalau guru yang tersisih itu agak minder juga itu. Artinya dia itu tidak melakukan untuk lebih bersaing, tapi tambah mundur itu bu. Itu yang saya lihat itu begitu. Yang saya amati kalau guru diberi kepercayaan bisa maju. (RN5: par.11)*

Regarding teachers’ competition, as it only applied to Mathematics and Science lessons, only Mathematicss and Science teachers who would compete. Yeah, it seems that when teachers are trusted, they would work hard to develop. However, the teachers who were excluded seemed to feel inferior. They did not do anything to compete, instead they
retrogressed. That was what I observed. What I saw was that when teachers were given trust, they could progress.

**Reversal**

**Disappointed when EMI was reversed**

Pak Amir’s story of experiences of the reversal of EMI was mainly about his disappointment. He was disappointed that he lost his English competence which he developed through hard work. It disappeared in a very short time. He stated that:

Excerpt 97

*Ketika RSBI dibubarkan dan tidak menggunakan Bahasa Inggris lagi, kalau saya, terpaksa, mohon maaf, otomatis, apa yang sudah saya dapatkan itu dalam jangka tiga empat bulan atau enam bulan, sudah hilang sama sekali. (RN5: par. 9)*

When the fledgling ISS was dismissed and English was no longer used, for me, unfortunately, I am sorry, automatically, in three to four months or six months, I lost what I had earned, lost completely.

He considered this loss of competence as a regression ‘*menjadi kembali mundur*’ *(was retrogressing)* *(RN5: par. 2)* *(excerpt 98)*.

Further, he was disappointed that the ex-EMI teachers, including himself seemed to lose motivation to work hard, because the teachers considered that there was nothing important to fight for. The cancellation of the EMI programme made them consider their teaching to be ordinary and there was nothing special about it or ‘*biasa aja*’ *(simply ordinary)*.

Excerpt 99

*Banyak yang hilang. Artinya untuk ke sekolah ini hampir tidak ada lagi untuk persaingan, tidak ada lagi motivasi untuk melakukan persaingan, karena dianggap seperti biasa saja. (RN5: par. 9)*

We lost many things. It means that in this school there were no more competitions, no more motivation to compete, because we considered it as simply ordinary.

He admitted that he was sad about the situation ‘*Ketika RSBI dulu dibubarkan itu saya sedih*’ *(I was sad when ISS was dismissed)* *(RN5: par.12)* *(excerpt 100)*. Firstly, because the reversal had made the efforts which the government supported and funded useless ‘*Sedihnya apa yang digelontorkan pemerintah itu menjadi sia-sia. Itu satu*’ *(I was sad because what the government gave was becoming useless. That was first)* *(RN5: par. 16)* *(excerpt 101)*.
Secondly, the reversal had actually affected the motivation of teachers who used to work hard to develop during the EMI period

‘Yang kedua, motivasi kita tadi. Sudah motivasi kita ingin mahu tiba-tiba dengan hal yang ada di Jawa dan daerah lain merembet pada kita. Kita sudah berusaha semaksimal mungkin itu ya. Itu yang menyedihkan ya’ (Secondly, our motivation. We were motivated to develop by what started in Java and other areas that had reached us. We had tried the best we could. That was what made me sad) (RN5: par. 16) (excerpt 102). The reversal had caused the teacher to lose the drive to improve.

5.1.5.3 Shaping influences on Pak Amir’s experiences

There were four influences that had shaped pak Amir’s experiences of EMI. Those influences were his language confidence, his perception of EMI, support from school and government, and support from his colleagues (see table 23).

![Figure 23 Shaping influences of Pak Amir’s experiences](image)

**Language confidence**

Pak Amir’s language confidence was quite low. He openly admitted that his English was not sufficiently good yet ‘Kalau untuk itu kita akui saja bahwa Bahasa Inggris kita belum (I have to admit that my English has not been [sufficient]) (RN5: par.6) (excerpt 103).

Pak Amir’s success of being selected for a training event abroad such as RECSAM, for which he was assessed for based on his English competence, did not seem to significantly improve
his language confidence. An instance was that he felt that he would not be able to teach through English fluently without the help of a teaching scenario.

Excerpt 104

*Kemudian saya juga membuat skenerio. Jadi scenario itu yang bisa saya terapkan di kelas. Kalau scenario tidak ada juga kadang-kadang komunikasi kita dengan siswa agak terputus kembali lagi ke Bilingual.* (RN5: par.1)

Then I wrote a scenario to apply in my class. Without the scenario, my communication with my students would be a bit disrupted and it will go back to being bilingual.

**Perception of EMI**

Pak Amir’s perception of EMI was positive. He considered that EMI as something special that had encouraged all involved to work harder and to achieve better. Therefore, the reversal of EMI had caused those people to lose the drive to work hard as they lost the priviledge to work for a special matter.

Excerpt 105

*Nah ketika RSBI dibubarkan dan tidak menggunakan Bahasa Inggris lagi, banyak yang hilang. Artinya untuk ke sekolah ini hampir tidak ada lagi untuk persaingan, tidak ada lagi motivasi untuk melakukan persaingan, karena dianggap seperti biasa saja.* (RN5: par.9)

Well, when fledgling ISS was cancelled and we no longer used English, we lost many things. There was no more competition in this school, no more motivation to compete, because we considered this simply ordinary.

**Support from school and government**

Pak Amir received ample support from his school and the government. The school had helped provide a support system for him to improve his English competence and also to prepare his EMI lessons (excerpts 90, 91, 92). Meanwhile, the government provided support to further improve his preparedness for teaching EMI by sending him to national and international level training courses (excerpts 90, 95).

**Support from colleagues**

The next influence which shaped Pak Amir’s experiences was the support from his colleagues, especially the English teachers. The English teachers had helped make his EMI task easier by providing English language support and helping with his teaching scenarios (excerpts 90, 91, 92).
5.1.6 Bu Indah: the positive thinker

Profile
Bu Indah was a Physics teacher who was teaching in a junior high school in a small town at the west of Java. At the time of this study, she was in her early 50s. She had been a teacher for more than 25 years. She was involved in the EMI programme at her school from its onset in 2006 up to its reversal in 2013. Her husband studied for his doctorate degree in Malaysia and Bu Indah seemed to have some experiences of witnessing the Malaysian students speaking English. She considered Malaysian students to have better English than the Indonesian counterparts. She seemed to have positive outlook regarding international collaboration and international mobility.

5.1.6.1 Bu Indah’s major storyline

‘Kalau menurut saya menyenangkan RSBI itu menyenangkan’\(^\text{48}\)
When reading Bu Indah’s narrative, I understood that the major storyline of her narrative was her excitement of being part of the EMI initiative and her major disappointment when EMI was reversed. Bu Indah seemed to have an entirely positive attitude towards EMI and considered that it was a ‘great’ initiative. Although she did not explicitly state her level of English competence, based on her assertions to me that teaching Physics through English was quite easy, I assumed that she probably did not really have problems with delivering her materials through English. In addition, she indicated that she considered some of the trainers in the EMI training that she attended to have ‘not a very good English competence’.
Therefore, I believed that she was quite confident about her English proficiency. Throughout her narrative, she iterated about how EMI was a good influence on her, her students, and other teachers who were motivated to be part of it. That seems to be the reasons for her disappointment when EMI was reversed.

\(^{48}\) For me, RSBI was exciting
5.1.6.2 Categorical understanding of Bu Indah’s narrative

Initiation

Willingness to embrace EMI

Bu Indah seemed to start her involvement with EMI excitedly and without reluctance. She seemed to be willing to embrace the new language policy without much hesitation. She would compare herself with other teachers who found the language learning for EMI not exciting.

Excerpt 106

*Pengalamanku tentang RSBI semuanya menyenangkan. Kalau saya sih ya. Tapi kalau dilihat dari orang lain kayanya yang tidak menyenangkan itu belajar Bahasanya.*

(RN6: par.33)

My experiences regarding RSBI were all exciting. That was for me. However, if I see other people, the thing that they enjoyed the least was the language learning, I think.

Implementation

Struggle to teach through English

Although feeling excited, Bu Indah seemed to experience moments of struggle when using English in her classes during the early use of EMI. It was signified by her ‘awkward’ use of English and her claim that her students were better than her in English.

Excerpt 107


(RN6: par.19)

I felt awkward at first. My students had better English than we did. If we made mistakes when speaking, they would say ‘I think we should say it this way, Bu’ yeah ok ‘not like this, Bu’. I just accepted it. I am old already so I just accepted it. But, overtime, I enjoyed it.

Her claim that she enjoyed it overtime (*jadi enjoy lama-lama*), indicates that she did not enjoy the early process of her use of EMI. It took her some process to reach the level of ‘enjoyment’ to teach through English.
Hardwork
In the initial phase of EMI, Bu Indah’s experiences were dominated by her hard-work to improve her English which she claimed was not fluent. She would attend training sessions for EMI Physics teachers at her school and in other places in the country ‘saya, di kota mana itu, di Jakarta kalo nggak salah. Pelatihannya kita pakai Bahasa Inggris. Kontennya juga kita kuasai pakai Bahasa Inggris. Jadi kontennya pakai konten fisika’ (I was in, which city, Jakarta, if I am not mistaken. The training was delivered through English, with Physics as the content subject) (RN6: par.15) (excerpt 108).

She was confident that teachers, just like her, were capable of improving their English competence. She said that ‘sebetulnya menantang loh itu, kita kan Bahasa Inggris kita mau belajar lagi ya. Tapi dengan dipelajari bisa sebetulnya, guru-guru sebenarnya mampu’ (actually it was challenging. We were eager to learn English again. As long as we learn, teachers could actually cope with it) (RN6: par.19) (excerpt 109).

Regarding this process of ‘upgrading’ Bu Indah reported that:

Excerpt 110


In terms of the language, we were not fluent yet. Then our school provided training sessions for us. We had some sessions with Mr. Bush, Mr. Bush from the Educational Office. I think he was a volunteer from another country, _bule_, coming from America. Yeah, then I attended some English courses. [I] had spent a lot for this programme.

Based on what Bu Indah said ‘kita mula mula belum lancar’ and ‘Ya, terus ya ikut kursus segala, sudah sampai habis banyak lah banyak untuk program ini’ it seems that she worked really hard to improve her English competence. She not only attended the training sessions provided by her school or the government, but also private training sessions for which she had to financially support herself. Her statement ‘sudah sampai habis banyak’ ([II] had spent a lot) also indicated that she had attended private training sessions, which required her to pay a significant amount of money.
Institutionalisation

During the institutionalisation phase of EMI, Bu Indah began to be more content with her English. She was happy that she had then been able to use English more fluently in her classes ‘Kesini-kesini agak lancar’ (Over time, I was getting more fluent). However, she would not use English fully in her classes and would mix it with Bahasa Indonesia, mainly because her students would not understand if she taught them 100 percent through English. This situation seemed to be a contrast of her early experience of EMI, when she still struggled to use English as her students would correct her mistakes (excerpt 107).

Excerpt 111

But actually, we did not use 100% English when we implemented [the programme]. We mixed the language. Sometimes we delivered the materials in half and half. Or, if the students did not understand the material, we would use Bahasa Indonesia to explain the materials. So, it was bilingual.

She also added that although she felt awkward when she began to use English ‘awalnya agak kikuk yah’ (at first, it was a little awkward). Then she continued learning and ‘upgrade’ (upgraded) her English, and over time, she started to enjoy it (jadi enjoy) her EMI teaching (excerpt 107).

Proud of having the international network

Another experience that Bu Indah explained to me about the institutionalisation phase of EMI was that her school had collaborated with schools in Thailand and Malaysia. She excitedly told me about how her students had the opportunities to ‘sempat ngobrol dengan yang di Thailand, itu saling komunikasi’ (converse with [students] in Thailand. They communicated). She was happy that her students could connect with students from outside the country. Her use of Javanese ‘itu apik kan’ (that was good wasn’t it?) seems to emphasis her positive perceptions towards the international collaboration. Her attempt to use my native language, Javanese, while she was a Sundanese, may add intensity to the intention.

Excerpt 112

Itu kan apik kan, anak-anak kita dengan luar negeri itu ngobrol gitu. Mereka ngobrol lewat teleconference. Saling bertukar pikiran. Ngobrol. Meskipun lucu kelihatannya,
That was good, wasn’t it? My students talked to those [students] from overseas. They talked via teleconference, they had some discussions. Talking. Although it was funny to see, those students from overseas also did not speak English really well. But, that was good that they communicated very well.

She also detailed other international networking that her school was part of such as ‘guru Malaysia pernah ke kita, mahasiswa belajar di kita’ (Malay teachers visited us and the students learnt in our school). She exclaimed that ‘Sudah bagus itu. Sekarang semua sudah dihilangkan itu’ (It was already good, but now all had gone). She considered the visit from Malay students to her school was good, but they did not have more visit after EMI was reversed, which she indicated as ‘the good thing had now gone’.

Reversal

Disappointed When EMI was reversed

When EMI was reversed, Bu Indah was sad and disappointed. She referred to EMI reversal as demotivating, disappointing, and causing teachers to lose drive to develop. She indicated that the reversal had made teaching no longer ‘challenging’ and therefore teachers were not as motivated as when English was still used as the language of instruction.

Excerpt 113


The teachers and the students were challenged to be able to speak at least biligually. Now, we no longer have that. Now it is not challenging anymore for us. It has ruined our motivation also actually.

The use of EMI seemed to have added excitement and challenge to teaching. Teachers in her school would voluntarily make maximum preparation for their teaching. It was probably either due to their genuine joy of teaching through English or their worries that without such preparation, they would not be able to perform their task as an EMI teacher. Based on Bu Indah’s further statement, it seemed that the former, the teacher’s genuine enjoyment of the programme which had encouraged them to do better with their teaching. Bu Indah indicated that the teachers ‘enjoyed’ teaching through English and that they were disappointed by the reversal.
When dismissed, the teachers who had enjoyed it were disappointed. Just like me, I was disappointed. Then the teachers who were prepared to be sent overseas were also disappointed. Yeah, many of us were disappointed.

The teachers were disappointed that after all the hard work and progress, the programme was cancelled. Many of those teachers, including Bu Indah, started their involvement in EMI with very limited English. Then they struggled, worked hard and spent much time and money to improve their English competence so that they would be able to perform their task as an EMI teacher well. When they had achieved some improvement, and started to enjoy their role, the policy was reversed and they had to let go of their achievements. It was not surprising that the teachers were disappointed, ‘Nah kalau sekarang diputus ya udah nggak ada lagi. Ini, iya programnya. Kesini-kesini begitu agak lancar eh nggak tahunya diberhentikan’ (Well, now it has been terminated so the programme has been stopped. We were getting more fluent [to teach through English] well, then, unexpectedly they stopped the programme) (RN6: par.10) (excerpt 115).

**Feeling nostalgic**

When EMI was reversed, Bu Indah seemed to feel nostalgic about teaching through English. She said that she often felt sorry for her students who still used English to greet the teachers. However, they had stopped delivering the materials using English. To me, her feeling sorry for her students may reflect her feeling sorry for herself as it was no longer possible for her to use English for teaching. In addition, her use of English could indicate that she might be longing for the moments when she still had the opportunities to use English for her teaching.

**Extract 116**


Now my students still used English for greeting. For instance, they used to make an agreement [to always say] ‘greet to the teacher, assalamualaikum’[49]. They still say it

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[49] Muslim greeting which means ‘peace be upon you’.
until now. I felt sorry for them... We no longer deliver content materials of Science and Mathematics through English.

**EMI teachers losing motivation**

When the source of the thrill was gone, the teachers seemed to lose their drive to perform at their best. They then considered teaching as merely an obligation. They became lazy to prepare their lessons. Teaching became simply rudimentary. Teaching through Bahasa Indonesia would be easier for them and could have made the teachers take teaching for granted. Even without much preparation, they would be able to carry that out. This lost challenge and thrill were what seemed to have turned the formerly ‘diligent’ teachers into ‘lazy’ ones. According to Bu Indah, ‘Gurunya jadi males sekarang. Kalau menurut penilaian subjective saya, sekarang guru-guru itu mengadakan pengajarannya itu sekedarannya. Kan dulu rajin-rajin kita. Rajin-rajin lo’ (The teachers are lazy now. Based on my subjective evaluation, now the teachers simply do their teaching rudimentarily [without much of preparation]. We used to be diligent. Really diligent) (RN6: par.8) (excerpt 117).

The teachers who used to be enthusiastic and were eager to learn and work hard were becoming ‘indifferent’ and just simply carried out their task of teaching.

Excerpt 118


The situation in my school had changed a lot. In the past, the young teachers were enthusiastic. Trying hard, eager to learn. Now they seemed not to care. Maybe, because it became less challenging.

**Expecting to return to EMI**

Bu Indah seemed to expect that the government would reintroduce EMI at public schools. Her words were ‘Sayang loh itu sebetulnya. Tapi kan nggak akan ada lagi kan?’ (That was a loss. But there won’t be such [programme] anymore, right?) (RN6: par.8) (extract 119). When asking her question to me, she seemed to expect that I would answer her ‘yes, there is a possibility that EMI be reintroduced in public schools’.
5.1.6.3 Shaping influences on Bu Indah’s experiences

There were four major influences that had shaped Bu Indah’s experiences of EMI and its reversal. Those shaping influences are her perception of EMI, societal perception of EMI, her language confidence, and support from school and government (see Figure 24).

Perception of EMI

Bu Indah’s perception of EMI was positive. She considered ISS as a good programme. However, in her opinion, many other teachers might consider this programme very challenging, because they did not have sufficient English competence.

Excerpt 120


In my opinion, the fledgling ISS programme was good, but I don’t know what other people think. I know there were some people who considered it to be hard, and they were stressed to do it. Many felt that way. Their problem was the language, for most of them.

However, this did not seem to be a problem for her. She added ‘Bahasa Inggris Fisika itu nggak terlalu sulit’ (English for Physics is not really difficult) and ‘Kalau pengalamanku tentang RSBI semuanya menyenangkan’ (My experiences regarding fledgling ISS were all exciting) (RN6: par.33) (excerpt 121). She thought that the use of EMI in the ISS was exciting because it allowed both teachers and students to learn new things. The use of English which was new for the teachers could make teaching more fun as it was not ordinary ‘Kalo yang
regular kan sama aja dengan yang lain’ (the regular programme is just the same as the others).

Excerpt 122

Kalau menurut saya menyenangkan RSBI itu, karena proses belajar itu menyenangkan, bukan menakutkan. Karena anak-anak nya menemukan hal baru, guru-gurunya menemukan hal baru, jadi ada tantangan. Jadi itu kesenangan tersendiri. (RN6: par.28)

In my opinion, fledgling ISS was exciting, because the learning process was exciting, not daunting. Because the students found something new, the teachers found something new, so we had challenges. So, that was exciting.

Further, she explained her perception that EMI was empowering and facilitated Indonesian people to go global and to participate in the global society. Justru Bahasa pergaulan Bahasa Inggris bisa membantu orang untuk go internasional’, she said. (It is English, the lingua franca, that will help people go international) (RN6: par.19) (excerpt 123). She further emphasised that ‘sebetulnya, kalau programnya dijalankan dengan baik itu kemajuan terutama itu untuk akses keluar, untuk akses sosialisasi keluar (negeri) itu bagus banget’ (actually, if the programme is implemented well, it would be progress especially for international access and international socialisation access. That was really good) (RN6: par.1) (excerpt 124).

She was also against the opinion that the use of English in the ISSs could jeopardise Indonesian’s sense of nationalism. She strongly believed that the use of English did not relate to sense nationalism. She further explained that in the ISS there were also nation building activities such as Scouts and the flag raising squad.

Excerpt 125


People said that fledgling ISS would cause students’ sense of nationalism to diminish. The sense of nationalism. That was not the case. It was not like that. During the fledgling ISS Era, we had nation building activities such as the Flag Raising Squad; it was still running and nothing degrading, Scout activities. No sense of nationalism was diminished. That was just envy. I would say that the use of English had nothing to do with the sense of nationalism.
**Language confidence**

Although later claiming that ‘Bahasa Inggris Fisika itu nggak terlalu sulit’ (English for Physics is not that difficult) (RN6: par.19) (excerpt 127), Bu Indah admitted that she felt awkward when starting to use EMI and that her students were better than her in English and would sometimes correct her speaking mistakes (excerpt 109). Based on this statement, I understood that her language confidence started as not high but then it improved overtime.

**Support from school and government**

The next shaping influence of Bu Indah’s experiences was the support from her school and government. Her school had provided English language learning sessions to help her and her colleagues improve their English (excerpt 129). In addition, she also attended government funded training (excerpt 126) which she found exciting. She believed this support helped her to improve her English competence and had helped her gain exciting experience of EMI. She believed that if someone was willing to try, teachers like her were capable of implementing the EMI policy (excerpts 127, 128).

**Societal perceptions of EMI**

Societal negative perception that EMI could potentially jeopardise students’ sense of nationalism seemed to have shaped Bu Indah’s experiences. Her indication that the society was just jealous of the EMI programme showed her feeling of discomfort with regards to the negative perceptions (excerpt 125).

**5.1.7 Bu Dini: the proud one**

**Profile**

Bu Dini was a Biology teacher who was in her early 40s when this study was conducted. She was teaching at a medium sized town east of Java. She had been a teacher for almost 20 years in one of the most popular schools in the urban area of her hometown. She was involved in the EMI program in her school since her school started to implement the program in 2005 until it was terminated in 2013.
5.1.7.1 Bu Dini’s major storyline

‘Kalau dulu speednya 70 km per jam, kan kembali menjadi 150 km per jam’50

When reading Bu Dini’s story, I could sense her excitement and pride in being part of ISS and the EMI initiative even though she struggled at the onset because of her limited English proficiency. From her story, I learned that Bu Dini was a hardworking teacher with a positive attitude towards learning. She actively participated in the English language training that her school provided. She also regularly attended EMI teachers meeting either in her town or in different towns. She had travelled abroad to Hong Kong and Bangkok. These were her rewards for being the best teacher of the year in the province and nation. She considered herself lucky to be involved in the EMI programme, to have a chance to learn and improve her English and to connect with people of different nationalities. When EMI was reversed, she was disappointed. Based on what she told me, I understood that her disappointment was because she would have fewer opportunities to use English which she had learned through hard work and would lose the pride of teaching through English. On the other hand, she expressed that EMI was a burden for her and that the reversal would make teaching easier. She said that she could teach easier through Bahasa Indonesia.

5.1.7.2 Categorical Understanding of Bu Dini’s Experiences

Initiation

Willingness to embrace EMI

Bu Dini did not specifically describe her experience of being assigned to teach through English. However, based on her positive perceptions of EMI, such as EMI being prestigious and useful (RN7: par.11) and a symbol of modernisation (RN7: par.19), I believe that Bu Windi was willing to embrace EMI for her teaching.

Implementation

Struggle to teach through English

Although Bu Dini seemed to be willing to embrace the new policy, her experiences in the initial phase of EMI were dominated by her struggle to start using English in her lessons and her struggle and hard work to improve her English. She felt that it was not easy to use

50 The speed used to be 70km/hour, it is now back to 150km/hour
English for teaching and that she would pronounce words which mean something different than what she intended to say. For instance, saying ‘massage’ for ‘message’.

Excerpt 129

_Tapi yang paling sering itu selalu saya sampaikan. Spelling kita itu nggak sama. Lidah kita nggak sama. Ngomong itu gak bisa. Ketika dituliskan, owh ini, message, massage, ha ha ha adoo massage ha ha ha iku kan adoh artine ha ha ha._ (RN7: par. 7)

But, the thing I always tell [my students] was that our spelling [pronunciation?] is different. Our tongue is different. We would find it hard to speak it. When written, oh this [word], message, massage, ha ha ha very far different, massage ha ha ha that is very far different in meaning, right? Ha ha ha

Bu Dini concluded that the most challenging part of her involvement in EMI was the early phases as teachers were not ‘fluent’ to speak English yet at that time. Although they were experts in the content materials that they were teaching, to deliver them through English could be a challenge.

Excerpt 130

_Jadi susahnya ketika belum sangat lancar_. Sebetulnya kalau kita mau konten materi kita menang. Jadi in English kita pahamnya, eh in Indonesia maksudnya. Jadi ketika soalnya in English, itu yang jadi soalan. (RN7: par. 4)

So, the difficult part was when I had not been fluent [to speak English]. Actually, contentwise, we are ahead of them. So, we understand it in English, I mean in Bahasa Indonesia. The problem was when the questions were in English.

**Feeling more secured due to support received**

Bu Dini was teaching in one of the most reputable schools in her hometown. Her school was the first school to receive fledgling ISS status in the town. To support their teachers for teaching through English, her school provided in-house English classes by inviting private English teachers to their school. In addition, they also invited lecturers from the state university in their hometown to further help the teachers with preparing their lessons and to help improve their teaching (through English) performance. Bu Dini and her colleagues found it difficult to take part in the training activities, which demanded them to speak English.
During the peer teaching session, we had a chance to play a role as the students, so we conversed in English, we studied the materials, we asked questions in English. What happened was, in the context of peer teaching scale, to ask in English, let alone answer, just asking in English, I could guarantee that we only opened our mouth once during the meeting. Yeah, so it was very very very slow when we were working for it.

The objective of the training session was to help the teachers improve their English competence. However, due to either their shyness or their inability to express their ideas through English, Bu Dini and her colleagues were unable to effectively participate in the sessions ‘hampir bisa dipastikan cuman buka mulut sekali dalam pertemuan itu’ (I can assure you that we opened our mouth only once in the session). This reluctance had hindered the teachers’ progress and thus they developed very slowly (sangat sangat sangat lambat sekali ketika kita sedang berjuang).

As time went by, the teachers seemed to be quite enthusiastic to take part in the programme and to try to speak English, even if just a little. Through time, they started to enjoy what they were doing (Tapi lama-lama sebetulnya seneng).

Although our [English] was still broken, the most important thing was that ‘little by little I can’. That was like that. However, during the exam, the worst part for us was our listening. Hence, when it came to listening we all got bad. Our ears do not match at all. But, over time actually we enjoyed it.

She also felt more secure that they received support and input from the experts, the university lecturers who guided them with EMI preparation, as well as from their colleagues. With that support, she felt more confident when delivering the materials to her students which she

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51 In this context, the word ‘belepotan’ means ‘broken’.
labelled as ‘perfect’. Her use of English when saying the following sentence may also indicate her improving confidence in using the language.

Excerpt 133

Sebetulnya semangat ketika itu, sebenarnya seneng sekali saya waktu itu. Saya mau menerapkan ini mengembangkan ini ada tambahan ilmu dari ahli, termasuk dari temen-temen. Jadi apa yang akan disampaikan ke siswa ‘is perfect for me’ gitu kan. (RN7: par. 19)

Actually, we were enthusiastic at that time, actually I was excited. I was willing to apply this, develop this, got more knowledge from the experts, including from my colleagues. So, what I delivered to my students was ‘perfect for me’, right?

Institutionalisation

During the implementation phase of EMI, Bu Dini experienced different emotions and feelings ranging from struggle, pride, conflict and excitement.

Struggle to teach through English

Bu Dini’s struggle related to her limited English competence. She found it difficult to use English in her teaching, especially when the university lecturers no longer assisted them to prepare the materials. Thereafter, she would just speak English to open and close the lessons. She used Bahasa Indonesia to explain the materials, which she displayed on the slides in English, just to add a hint of English.

Excerpt 134

Ketika sudah tidak didampingi lagi ya kita hampir, gampange, ya materi in English, materi in English ditayangkan ngajarnya tetep pake Bahasa Indonesia. Hahaha paling greeting ‘good morning teacher, good morning student, how are you today?’ ‘I am fine, thank you’ ‘Ok, now I would like to teach you about …’ Selesai ha ha ha terus ditutup. ‘The next time kita harus study about bla bla bla. See you’. Ha ha ha. Dadi sarat ketika mbuka dan nutup tok he he. (RN7: par. 7)

When we were no longer mentored [by the university lecturers], we, just say, displayed the materials in English. we taught [those materials] through Bahasa Indonesia. At most greeting ‘good morning teacher…good morning students, how are you today?” ‘I am fine, thank you’ ‘Ok, now I would like to teach you about ….’ Done ha ha ha then closed. ‘The next time kita harus study [we have to study] about bla bla bla. See you’. So, it was just a ‘sarator 52’ for opening and closing.

52 Sarat in Javanese or syarat in Bahasa Indonesia could mean prerequisite. However, in Javanese specifically, it can mean that something, however little it is, that needs to be present to fulfil a requirement. For example, I promised my friends that I would make them a pan of pizza with spicy beef and pineapple topping. However, I realised that I only had tiny slice of pineapple left in my fridge and I did not have time to get more of it. Hence, I
She further clarified that it was challenging for the teachers to improve their English. The teachers were struggling to improve their English and that they had not achieved their uttermost potential yet regarding English. However, the students did not really have a problem with that, and they developed faster than the teachers.

Excerpt 135

Jadi perlu apa ya kalau yang lebih perlu diperhatikan adalah SDM guru untuk bagaiman kita bisa memberikan pembelajaran dalam bentu Bahasa Inggris. Sangat-sangat luar biasa untuk harus memperbaiki atau meningkatkan kemampuan Bahasa Ingris dari pihak guru, kalau dari siswa cepet paham, dik. (RN7: par.19)

So, what we need. The main concern should be the teachers’ human resources, how we were able to teach through English. It was really really extraordinary for us to improve our English, from the teachers’ side. The students understood faster, dik.53

With that limitation, therefore, Bu Dini often found it difficult to comprehend the students work. Hence, assessing students work written in English was often challenging for Bu Dini because the students’ answers were too advanced.

Excerpt 136

Jadi mereka bisa menjawab pake Bahasa Inggris atau Bahasa Indonesia terserah. Tapi nilainya beda. Kalau yang pakai Bahasa Ingris nilainya lebih tinggi...Yang susah mereka jawab panjang in English aku gak ngerti. Iyo pinteran mereka ha ha. (RN7: Par. 22)

Thus, they could answer in either English or Bahasa Indonesia, up to them. But the scores are different. They would get higher score when answering in English...The problem is when they were giving me long answer in English, I did not understand. Yes, they were better than me [in English] ha ha.

**Feeling more confident with her English**

This section may seem to contradict the previous one in which Bu Dini reported she was having problem with teaching her EMI class after not being supported by the expert lecturers. However, although saying that she was struggling with teaching, she actually felt that her English was getting better than when she started in the EMI programme ‘Saya juga merasa beruntung dulu dikursuskan, Bahasa Inggris saya menjadi sedikit lebih baik begitu’ (I also

53 Dik is a short form of adik literally means little brother or little sister. This word can be used to address somebody younger.
feel grateful that I sent for [English] classes. My English is getting a little better) (RN7: par.21) (Excerpt 137).

**Students’ lower academic achievements**

This lack of English competence had actually put students’ pedagogic achievements at risk. One example is that the real results of the students’ assessments would range between 50-60 per cent, and that the teachers would convert the score to meet the minimum passing grade as set by the school.

Excerpt 138

_If you want to know the results for real, for real, the real score, before conversion I think it was only 50-60% for the students to understand and answer the questions well. In average about 50%._

This was, however, not related to students’ low competence but due to the teachers’ lack of English competence, ‘Nah terus kompetensi bapak dan ibu guru kita kan memang belum maksimal’ (Well, our teachers’ competence was not maximum yet). Without any more support from the experts, the teachers did not know who to ask when they had problems. Hence, they would turn to their colleagues for help. As their colleagues also did not have sufficient English competence, they could not provide much help to solve the problem.

Excerpt 139

_Why? English for science and English for English lessons could be different. Well, our teachers’ competence was not maximum yet. Therefore, the exam questions that we wrote were proofread by our colleagues, whose English competence might be not maximum._

Evidence that the low student academic achievement was not related to the students’ lack of ability to comprehend the materials was that he students often provided help to the teachers whenever the teachers had a problem with their English.
Excerpt 140

_Yang jelas, Bahasa Inggris mereka is very good sangat bagus, bahkan kami kalah dari mereka. Jadi misalkan kalau ngeblank bener, ada bahan yang artinya saya nggak ngerti ganti nunjuk ke siswa ‘ini artinya apa?’ dan mereka biasanya tahu artinya._ (RN7: par.12)

Obviously, their English was very good, even our English was worse than theirs. So, if for instance I really did not know what to say or I found part of the materials that I did not understand, I just asked my students ‘what does this mean?’ and they would usually know the meaning.

Another negative ramification of EMI implementation was students’ examination performance. Bu Dini explained that

Excerpt 141

_Tapi tingkat keberhasilan kita di UNAS itu kita turun banyak. Bahkan tahun kemaren itu itu menjadi banyak pengurangan yah, karena tahun lalu peringkat kita disbanding sekolah yang lain berapa yah, peringkat 23, itu UNAS._ (RN7: par.10)

But our success in the UNAS had plummeted. Last year we went down a lot, because last year our rank compared to other schools uhm, rank 23, that was [based on the result of] UNAS.

Bu Dini called this situation ‘mengenaskan’ or ‘tragic’. The poor examination performance was certainly surprising because usually they would be at the top or ‘peringkat satu’ in the district level and that ‘selalu ada yang terbaik dari kita baik itu untuk program IPA ataupun IPS’ (Then there would always be the best from us, either for Natural Science and Social Science programme.) (RN7: par.10) (Excerpt 142).

This made the teachers took a brave step to minimise the use of English when teaching the final year students. The teachers would secretly use Bahasa Indonesia for teaching because they wanted to focus on delivering the materials without having language problems. The teacher team for year 12 (final year of high school) made a pact that when unsupervised they would use Bahasa Indonesia so as to save their students final examination scores, despite the fact that the final exam would be in English. The teachers were not worried about their students’ English competence and trusted that they would be able to answer the questions in the exams in English although they were not taught through English. What worried the

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54 Ujian Nasional (National Examination)
teachers more was that their inability to explain the materials well in English would, again, put their students at risk.

Excerpt 143

So, this year, this year we, the teachers, have to work hard to improve our rank, because it is extraordinary. For year 12, we taught, behind the story, eh, behind supervision, we were more focused on the materials for UNAS target and explained those materials through Bahasa Indonesia. That was how things work. Yeah, although the [end of] semester examination would be all in English that was fine, the most important thing was that we use Bahasa Indonesia for UNAS target. Yeah, but it is off the record he he he. We, the third-grade [Year 12] teachers, made an agreement, but off the record. That is based on my personal experience.

Fullfilment and achievements

During the implementation of EMI, Bu Dini experienced moments of fulfilment especially when she was awarded a trip abroad for becoming the teacher of the year at both the provincial and the national levels. She was excited that her hard work to improve her English competence actually paid off and that she was capable of communicating with the locals in the countries that she visited by using English.

Excerpt 144

I was once awarded teacher of the year in 2007, and received a trip to Malaysia and Singapore as the reward. Then I won in Jakarta 2008, and in 2009, to Thailand, four countries with five transits. The most current, I won teacher of the year again last year at the provincial level and won a trip to China with a transit in Hongkong. I went around China. Alhamdulillah, I was able to speak English there.

Another instance of her sense of fulfilment was when she received positive feedback from the inspectors who visited her class and observed her teaching. The first inspector was from
Jakarta, the capital city. The inspector was assigned by the central government to inspect EMI teachers like Bu Dini.

Excerpts 145

*Akhirnya saya mendapat aplaus dengan luar biasa dari beliau, kemudian pada waktu refleksi beliau menyampaikan saya gomongnya ini grammarnya keliru he he ternyata beliau guru Bahasa Inggris, makanya detail banget beliaunya.* (RN7: par.15)

Finally, I received extraordinary applause from her. Then, during the reflections, she told me that I made this grammatical mistake when speaking he he apparently she was an English teacher, that was why she paid attention to detail.

Bu Windi was more proud when she learned that actually the inspector who applauded her was an English teacher. To her, that might mean that her English had been recognised by an expert in English.

The next inspector who came to observe her class was from the district. He also rewarded her with good feedback. Bu Dini felt relieved about the feedback because she thought she had performed well in front of the inspector from the central government, and performing poorly in front of the district inspector would hurt her pride and confidence.

Excerpts 146

*Kan yang dari Jakarta itu nilai saya sudah baik, trus kalau didatengin tidak perfect itu kan bisa mencabik-cabik, mencabik-cabik prestasi, ternyata saya masih mendapat nilai yang baik dan saya bersyukur anak-anak support dengan semua yang saya lakukan begitu.* (RN7: par.17)

Then when I was inspected [by the one from district] and I did not give a perfect performance, that could ruin my achievements. Apparently, I also received good results, and I was grateful that my students supported whatever I did.

Another moment of fulfilment that Bu Dini experienced was that when she got the opportunity to widen her professional network. The university in her hometown seemed to recognise her improving English competence. For instance, when the university received guests from Thailand, they invited Bu Dini to attend the events with the Thai teachers. Bu Dini realised that it was her English competence that got her acknowledged and that helped her communicate with the foreign teachers. She felt grateful that she was able to communicate with the foreign guests [in English] although she claimed that they both had broken English *‘Dan ketika ada tamu dari Thailand saya diundang. Kemudian disitulah saya merasa bahwa*
bersyukur juga saya bisa komunikasi langsung dengan beliau walaupun sama-sama 
belepotan. (And when they had guests from Thailand, they invited me. I felt grateful that I was able to communicate directly with them, although our English was equally broken) (RN7: par.21) (excerpt 147).

She was also proud that actually the university trusted her to be the buddy for the Thai teachers and to accompany them to explore the city. She was again excited that she was capable of communicating with the foreign teachers in English, although both she and the foreign teachers were unable to speak English fluently. She was happy that up until I interviewed her, she still communicated quite frequently with the teachers via Facebook.

Excerpt 148

Jadi saya senang sekali waktu itu jadi saya diberi kepercayaan untuk bisa mendampingi temen-temen dari Thailand. Jadi yo asal muni, yo seng penting little little sih I can. Saya yang sangat berkesan sampek beliau, sampai sekarang komunikasi dik, di Facebook. Ada dua ibu, satu senior betul sudah sepuh, sapa she aku nek ngundang, yang satu agak muda. Masih sering komunikasi di fesbuk. ‘Say hello in English’, jadi ibu senang begitu. (RN7: par. 29)

So, I was really happy that I had the opportunity to accompany colleagues from Thailand. I just simply spoke; the most important thing was ‘little little sih I can’. It was really unforgettable, and until today we still communicate, dik, in Facebook. There are two ladies, one of them is a senior, really really senior, I cannot remember how I called her, the other is still young. We often communicated on Facebook. ‘Say hello in English’, so I am happy.

Reversal

When EMI was reversed, Bu Dini’s response was mostly feeling disappointed although she also showed signs of relief and excitement.

Disappointed when EMI was reversed

When EMI was reversed, Bu Dini’s experience was mainly dealing with disappointment. Firstly, she was disappointed that she lost her English competence. She mentioned that it was a shame that what they had learned had to disappear, and that they returned to funny broken English. Her use of Javanese in this sentence showed her volatile emotions while saying the sentence, indicating intensity of her emotion regarding this issue. She said that

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55 I could speak English although a little

56 I could speak English although a little
Excerpt 149

Jadi sebetulnya eman sekali kita pernah belajar tapi kan nek gak dipakai kan ora isok dik. Nah iku mau kembali ke little little I can, nek onok koncone ngomong thank you ya jawabe sim sim. (RN7: par.19)

So actually it was a shame that we once learned but we were unable to use it again. We could not, dik. Well, we returned to ‘little little I can’ and when a colleague said ‘thank you’ we answered it ‘sim sim’.

It was interesting what Bu Dini said about this, considering that EMI was still implemented at her school even after the government reversed the policy nationally. It seemed that the feeling of not being part of a big and prestigious initiative made her lose some of her enthusiasm to implement EMI.

Secondly, she was also disappointed that all her work that was not at all easy to prepare, then became useless. She emphasised her feeling regarding this by comparing herself to the other EMI teachers who were actually not supporting EMI. She considered that those teachers, mainly the seniors, for whom using English gave them a lot of trouble, might have felt happy about the reversal. However, teachers like her, who believed in the advantages of EMI for her students and who had worked really hard to contribute to the programme, would feel disappointed.

Excerpt 150

Ketika RSBI dihapus responnya guru-guru yang tidak pro perkembangan, artinya guru-guru kita yang katakanlah senior yang belibet dengan in Englishnya, belepotan bikin soal, perangkat dan sebagainya, ya alhamdulillah, slametan dan sebagainya ya kan, responnya hura-hura kan hore hore. Tapi bagi kita yang sudah merasa bahwa ini ada sebuah bermakna bagi siswa kita, seperti adik merasa ketika kita sudah RSBI kemudian anda berada di luar negeri kan tidak terlalu jauh kan kita ketingggalan dan sebagainya. Kan itu menjadi polemic. Karena jujur saya saya menjadi orang yang berikutnya menjadi orang yang harus menyusun silabus in English, membuat perangkat pembelajaran in English, membuat sebuah materi pembelajaran in English, seperti itu. Karena itu suatu hal yang bagi saya mengembangkan sebuah sumber daya, dan itu luar biasa kan, tantangannya luar biasa, seperti itu. Ketika sudah siap dihapuskan. (RN7: par.9)

When fledgling ISS was cancelled, the responses from the teachers who were against development, i.e. those, let’s say, senior teachers who found English difficult, ‘belepotan’ in composing exam papers, teaching instruments and many more, well ‘Alhamdulillah’. They had a party and so on. They responded to the reversal merrily right, with hurrays. However, for us who knew that this was meaningful for the

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57 In this context, ‘belepotan’ means struggled
58 Praise be to God.
students, such as yourself, when your school has been a fledgling ISS and then you are abroad, you are not left too far behind, right? And so on. That was the polemic. Because, honestly, I was the person who had to prepare the syllabus in English, composing teaching instruments in English, and composing materials in English. That was how it was. That was one thing for me that was to develop resources, and it was extraordinary, the challenges were extraordinary. That was how. When they were ready, then [they were] annulled.

Readjustment

After the reversal, Bu Dini went through a phase of readjustment from using English to using Bahasa Indonesia once again. An instance of her adjustment was when she translated the materials she had previously used from English into Bahasa Indonesia.

Excerpt 151

_Nah sekarang kalau dulu bingung Indonesia menginggriskan. Nah karena perangkatnya sudah Bahasa Inggris semua, sekarang mbalik lagi bingung mengindonesiakan itu._ (RN7: par.16)

Well, in the past we found it difficult to translate [the instruments] into English. Well, as now all the instruments are in English and we now find it difficult to translate them back into Bahasa Indonesia.

Besides her work becoming no longer useful, she then had to translate all the materials, teaching instruments, and the assessment kits into Bahasa Indonesia. This seems to have added to her level of disappointment.

Acceptance

When I interviewed her, Bu Dini seemed to have accepted the fact that EMI was now optional for her. She even seemed excited that when allowed to use Bahasa Indonesia, her teaching had become easier. She analogises the return to using Bahasa Indonesia as ‘being freed from the colonialization’ and ‘the speed which used to be 70 km/hour could now return to 150 km/hour’.

Excerpt 152

_Nah ketika bahasanya dirubah kembali ke Bahasa Indonesia, ya seperti merdeka dari penjajahan. Ya iyalah, kan merdeka. Artinya kan ketika kita kembali dengan Bahasa Indonesia kan gampangnya kalau dulu speednya 70 km per jam kan kembali menjadi 150 km per jam begitu_. Iya lah. Jadi komunikasi dengan siswa lebih mudah. Anak-anak juga untuk menyampaikan pendapat dan menyampaikan kemampuannya juga lebih jauh.
Well, when the language was reversed to Bahasa Indonesia, well, it was like being freed from colonialization. Yeah for sure, freedom, right? It means that when we were allowed to teach back through Bahasa Indonesia, say our speed used to be 70 km per hour, now it is back to 150 km per hour. Yeah sure. Hence, communication with students was easier. Students were also able to say their opinions more and more quickly. For me it is more comfortable to be freed back to the right track.

With the language then returned to Bahasa Indonesia, Bu Dini regained all her freedom to speak to her students without having to think hard to produce English sentences for them. Communication with her students was becoming more fluent.

No more gap between EMI and non-EMI teacher

Another experience that Bu Dini shared regarding EMI reversal was the diminishing gap between the teachers. As discussed in the previous section, the use of English in Bu Dini’s school seemed to have created a wall between the EMI and the non-EMI teachers. This was due to the non-EMI teachers’ jealousy of the EMI teachers whom they considered to be superior because they used English. The removal of EMI from the schools and English from the teacher’s lounge seemed to have also made the wall disappear. There was no more separation; there was no more ‘EMI’ and ‘non-EMI’; there were no more English speaking and non-English speaking teachers and classes. There were only teachers. They became comfortable with each other again, with no more envy or jealousy.

Excerpt 153

Kalau sekarang lebih mbaur, lebih biasa, jadi tinggal joke-joke aja yang muncul. Saling-saling bergurau dengan yang pernah menjadi beban kita. (RN7: par. 25)

Now we are more mingled, more comfortable, so we just have jokes. Joking about what used to be our burden.

5.1.7.3 Shaping influences on Bu Dini’s experiences

There are five main influences that had shaped Bu Dini’s experiences of EMI and its reversal. Those influences are her perception of EMI, her language confidence, support from colleagues, support from school and government, and opportunity to interact with other teachers. See Figure 25 for the visualisation of these shaping influences.
Perception of EMI

Bu Dini perceived EMI both as a symbol of prestige and as a burden. EMI brought her prestige and pride. EMI and using English to teach her subject had made her colleagues and students see her as a more respectable teacher. Her use of English when narrating about her pride ‘it’s excellent for me’ even emphasises her positive perception of EMI.

Excerpt 154

_Tapi ini saya sebagai guru biologi, beberapa media, media interaktif atau media plus. Ya bisa kita donlod di internet dan sebagainya kan hampir seratus persen in English, mau ndak mau it’s excellent for me, kan ngono. Iya jadi gayanya ya begitu, jadi ketika saya ketika saya gampangnya, nggak boleh ya ghibbah, kalau gampangnya kita mendapat penilaian lebih baik dari siswa maupun dari temen temen guru, ya mari kita tunjukkan kita juga melakukan hal yang lebih._ (RN7: par.11)

But, as a Biology teacher, I downloaded several media, interactive or plus media. Yeah, we can download in the internet and so on, which are almost 100 per cent in English. Inevitably, ‘it’s excellent for me’. It’s like that, right. So, when, ehm [I] cannot be ‘ghibbah’\(^{59}\), if let’s say that our students and colleagues giving us extra value, let’s show them that we also did extra.

Bu Dini confirmed that her students and she alike were proud of speaking English as it was a reflection of modernisation. She narrated that

\(^{59}\) Ghibbah literally means backbiting. In this context she meant that she did not want to talk bad about other teachers who might not be able to access Biology materials in English
Excerpt 155

*Untuk siswa, sebetulnya kalau dianggap bangga dengan berbahasa Inggris, ya gampangnya kita nggak menutup mata dengan modernisasi. Siapa tidak bangga kalau orang Indonesia ‘can speak in English’. (RN7: par.23)*

For the students, actually if people considered them being proud of speaking English, yeah we cannot deny modernisation. Who won’t be proud if an Indonesian can speak English?

However, she refused to relate the pride of speaking English and the sense of nationalism

*Tapi apakah dengan berbicara Bahasa Inggris itu konsep nasionalisme kita itu diragukan, itu yang patut kita perhatikan* (But, by speaking English, is our nationalism concept doubted? That is what we have to pay attention to). She argued that people cannot doubt one’s sense of nationalism just because they were proud of speaking English (RN7: par.23) (excerpt 156).

In one of her statements, she said that she used English for ‘gaya-gayaan’ or showing off. This supported my claim that she saw English as a symbol of prestige. Her statement and codeswitch to English ‘secret’ and Javanese ‘gayae’ when saying ‘gayae secret’ (so showing off saying ‘secret’) may also emphasis this. She seemed to imply that using English words is ‘gaya’ or an act of showing off.

Excerpt 157

*Kalau sekarang sudah mati, kita nggak pernah ngomong in English lagi, kecuali kalau lagi secret. Kita gaya-gayaan ngomong in English he he he kecuali saya dengerin itu guru-guru Bahasa Inggris yang sering komunikasi in English. Kalau saya itu ya dengan teman-teman se-tim yang dulu itu aja kadang kalau lagi ngobrolin secret kita pake Bahasa Inggris gayae, secret.* (RN7: par. 25)

Now [my English] is dead. I never speak in English any more, except when we wanted to say something in secret. We would pretentiously speak English he he he. Except I hear the English teachers communicated in English. I still speak English with my ex-team [EMI team] when talking about secret stuff, we would speak English. So showing off saying ‘secret’.

However, she also admitted that EMI was actually a burden for teachers like her ‘karena menjadi beban bagi kami guru-guru ini untuk pembelajaran dengan in English’ (because it is a burden for us to teach through English) (excerpt 158).

**Language confidence**

Bu Dini’s confidence to use English was not very high, especially when she compared her English competence to that of her students. She would say that her students were better in
English than she was. ‘Pinteran mereka’ (they were smarter than I was), she said ‘Yang susah mereka jawab panjang in English aku gak ngerti. Iyo pinteran mereka ha ha’ (The problem is when they were giving me long answers in English, I did not understand. Yes, they were better than me [in English] ha ha) (RN7: par.11) (excerpt 159).

Therefore, she would remind her students that they could not expect her to speak like the ‘native speakers’ of English.

Excerpt 160

_Tapi yang paling sering itu selalu saya sampaikan. Spelling kita itu nggak sama. Lidah kita nggak sama. Ngomong itu gak bisa. Ketika dituliskan, owh ini, message, massage, ha ha ha adoh massage hahaha iku kan adoh artine ha ha ha (RN7: par.7)_

But, the thing I always tell [my students] was that our spelling [pronunciation?] is different. Our tongue is different. We would find it hard to speak it. When written, oh this [word], message, massage, ha ha ha very far different, massage hahaha that is very far different in meaning, right? Ha ha ha

Further, she also explained that it took a lot of effort to improve the teachers’ English competence. At the same time, the students did not really experience serious problem with regard to their English ‘Sangat-sangat luar biasa untuk harus memperbaiki atau meningkatkan kemampuan Bahasa Ingris dari pihak guru, kalau dari siswa cepet paham, dik’ (It was really really extraordinary for us to improve our English, in terms of the teachers. In terms of the students, they understood faster, dik.60) (RN7:par.19) (excerpt 161).

**Support from school and government**

Bu Dini received ample support especially from her school during the initiation phase of EMI in her school. Two instances of the support the school provided were English lessons for teachers and the buddy system. The school invited lecturers from the university to assist the EMI teachers to prepare their lessons. This support decreased in the later phase of implementation. When the school decided that the teachers were capable of preparing their EMI teaching themselves, the school withdrew the support and stopped providing assistance from the subject-specialist lecturers. These change in the amount of support shaped the

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60 Dik is a short form of adik literally means little brother or little sister. This word can be used to address somebody younger.
experiences of Bu Dini of EMI. She told me that after the school withdrew the support, the teachers’ intensity of using English in the EMI class reduced. She said that

Excerpt 162

*Ketika sudah tidak didampingi lagi ya kita hampir, gampange, ya materi in English, materi in English ditayangkan ngajarnya tetep pake Bahasa Indonesia. Ha ha ha paling greeting ‘good morning teacher, good morning student, how are you today?’ ‘I am fine, thank you’ ‘Ok, now I would like to teach you about …’ Selesai ha ha ha terus ditutup. ‘The next time kita harus study about bla bla bla. See you’. Ha ha ha (RN7: par. 7)*

When we were no longer mentored [by the university lecturers], we, simply, displayed the materials in English. We taught [those materials] through Bahasa Indonesia. At most greeting ‘good morning teacher…good morning students, how are you today?’ ‘I am fine, thank you’ ‘Ok, now I would like to teach you about …. ’ Done ha ha ha then closed. ‘The next time kita harus study [we have to study] about bla bla bla. See you’.

She called it as ‘Dadi sarat ketika mbuka dan nutup tok he he’ (So, it was just a ‘sarat’ for opening and closing) (RN7: par.7) (excerpt 163).

Lack of support from colleagues

Bu Dini also experienced a gap between the EMI and non-EMI teachers. She observed that the the non-EMI teachers perceived the EMI teachers to be more excellent, mainly because they used English. Therefore, they would mock the EMI teachers when using English especially in the teachers’ lounge.

Excerpt 164

*Cuma ya itu tadi ketika kita kemudian menerapkan dalam keseharian beberapa orang yang sedikit mencibirlah begitu dan menganggap kita guru excellent begitu, meskipun sebetulnya kita tidak berharap begitu. Sehingga rasanya tidak ada support yang optimal dari temen-temen. Sehingga kita mau mengupgrade diri untuk katakanlah say in English di keseharian itu termentahkan begitu saja. (RN7: par.19)*

Only then when we applied in our daily life, some people sneered a little and considered us ‘excellent’ teachers, although that was not what we were hoping for. So, I felt that there was no optimum support from my colleagues. That we wanted to upgrade ourselves to, say, ‘say in English’ in daily life, we were just discouraged.

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61 Javanese word which implies on something however little it is that needs to be present to fulfil a requirement or a promise. (See Footnote number 52)
When I further asked her about this conflict, she denied that it was a social gap. However, she then confirmed how the teachers who were not part of the EMI initiative seemed to label the EMI teachers ‘excellent’.

Excerpt 165

*Sebenarnya ya tidak begitu kesenjangan juga seh, hanya beberapa orang merasa ketika kita speak in English mereka berasumsi, it’s excellent. Jadi beberapa orang juga memberikan label guru-guru excellent. Bahkan saya sampai menyampaikan ‘we are not excellent, but we must try to speak in English everyday’ kan ngono. Kan kalo nggak dimanfaatkan nggak belajar nanti tidak akan biasa Bahasa yang kita gunakan.* (RN7: par. 20)

Actually it was not merely a gap. Only some people felt that it was excellent when we were speaking English. Some of them labelled us excellent teachers. I even told them ‘we are not excellent, but we must try to speak in English every day’. If we do not use [English] we will not get used to using the language.

She further explained that the label ‘excellent’ was not a pure complement but more of sheer mockery. Bu Dini also added that the non EMI teachers were jealous of the EMI teachers, especially when the EMI teachers were speaking English. Bu Dini seemed to be annoyed by situation, which was indicated and emphasised by her use of Javanese to express her infuriation.

Excerpt 166

*Mereka menyampaikan excellent itu bukannya memuji, tapi lebih kearah negative lah, itu negative, karena iri. Kan akhire kene nek wes pegel kene, karena bolak balik dibegitukan ngomonge kita ‘sirik tanda tak mampu’ ngono.* (RN7: par. 20)

They said excellent not to complement us, but it implied negativity, that was negative, because they were jealous. Well, finally, when we got annoyed, we got annoyed, as they kept on saying that, we said ‘jealousy is the sign of incompetence’62. Like that.

The clash and jealousy seemed to have caused segregation between the EMI and non-EMI teachers. The non-EMI teachers would consider the EMI teachers being in a better position and a higher level than them. Some EMI teachers would confirm the allegation by showing that they actually had a higher position than the non-EMI teachers.

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62 ‘sirik tanda tak mampu’ literally means ‘jealousy is a sign of incompetence’ which is an idiom equivalent to the English idiom of ‘tall poppy gets cut down’. This implies that people tend to attack those who stand out of the crowd and better than them.
And apparently, when we tried to focus on the bilingual teaching and learning activities, other teachers considered us teachers of different levels. Meanwhile, we did not mean to position ourselves in that situation. However, I also saw some of my colleagues who positioned themselves as the ‘better’ teachers. While, for me we are just all the same, the difference is that we had more burden.

**Opportunities to interact with other teachers**

Another influence that may have shaped Bu Dini’s experience was the opportunities that she had to interact with other teachers. The first opportunity for such interaction was when her school supported the teachers with the buddy system where university lecturers would help them prepare their EMI lessons (excerpt 157). The second such opportunity was when she attended regular meetings with other EMI teachers in her province.

Excerpt 168

<table>
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<tr>
<td>So, we had an area or an association, meeting once a month for MGMP on the provincial level with colleagues from East Java. It was in a High School. We frequently held the meeting at SMA Negeri 1 Sidomukti. We chose Sidomukti because we had the committee in East Java. It was easier to form a committee to develop common perceptions and concepts on how to implement RSBI in East Java.</td>
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</table>

Furthermore, Bu Dini also had opportunities to meet and interact with teachers from Thailand. She felt excited that she was invited by the local university in her town to meet the Thai teachers, who she considered to have a similar level of English ability as her.

Excerpt 169

|---|
And when they had guests from Thailand, they invited me. I felt grateful that I was able to communicate directly with them, although our English was equally broken. When we did not understand each other, we would use gestures.

These opportunities had shaped Bu Dini’s experience to be more colourful and to a certain extent had helped her with her EMI teaching and her language confidence.

5.2 Contextual narrative

Riesman (2008b, p.153) highlights the importance of context in the process of narrative interpretation. She defines it as ‘how narrative analysts take into consideration the ‘worlds’ that surround the narrative text’. In my study, I conducted a narrative interview with a curriculum leader of one of the ISSs, Pak Beno, and a teacher trainer, Bu sari, to generate data for this purpose. In this section, I present the results of the categorical content perspective analysis of their story to help me better understand the stories that the EMI teachers narrated to me.

5.2.1 Pak Beno: a curriculum leader

Profile

Pak Beno was an English teacher in a Pilot International Standard School in a small town in the east of Java. He was in his early 40s when this study was conducted. During the ISS era at his school, he was appointed as one of the deputy head teachers for curriculum affairs. He was quite concerned about his fellow EMI teachers’ English development and would be the one the EMI teachers consulted regarding their preparation to teach through English in their classes. He was also the one the students would meet to consult and confirm what their EMI teachers had taught in their classes, especially when the students were in doubt about an English term their EMI teachers used or when there was a dispute regarding their answer in the EMI lessons tests. He was also one of the people in charge of the students and the EMI teachers’ English training in her school.

5.2.1.1 Pak Beno’s experiences of managing EMI teachers

What Pak Beno narrated in his story to a certain extent clarified and often confirmed the stories that I heard from the participating EMI teachers.
**Teachers struggled with EMI**

The first element that Pak Beno mentioned in his story was how the Science and Mathematics teachers struggled with their English at the onset of the EMI implementation in their school.

‘Teman-teman sih sebagian besar masih kesulitan kalau harus menggunakan Bahasa Inggris sebagai pengantar’ (Most of my colleagues still found it difficult to use English as the medium of instruction), he said. He further clarified that the spoken language was most difficult for those EMI teachers.

Excerpt 170


Content wise, I mean when the language is specifically used for their subject, the teachers would still comprehend based on the materials. That was when it was written. To say it verbally, orally, to the students, they would find it difficult, especially Physics. Physics is more difficult. Biology teachers would usually know the meaning, but there were also some difficult parts.

In addition, he found that it was difficult for his fellow EMI teachers to talk about the content material especially when it was in-depth. Teachers were mostly capable of giving only simple instructions in English.

Excerpt 171

> Tapi kadang-kadang saya tanya-tanya teman-teman lagi untuk sesi yang agak intense di kelas teman-teman masih banyak kesulitannya, kalau menyangkut logika keilmuannya agak sulit. Ya kalau instruksi-instuksi itu bisa secara sederhana bisa. Kalau setingkat pada deskripsi dan eksplanasi dan menganalisa dalam Bahasa Inggris itu mungkin belum sampai disana. (RN8: par. 3)

However, I sometimes asked my colleagues about the sessions that were quite intense in the class, they still found them difficult. When it relates to the logic of the science, it was more difficult. Well, when it is related to instructions, they could only do the simple ones. They probably have not reached the level to describe, explain, and analyse in English.
**Limited use of English in the EMI classes**

He said that at those early stages, the teachers only used English during a small portion of their teaching hour, and that the teachers mostly only used English for greeting, opening and closing their classes, and to give a simple introduction about their topic.

Excerpt 172


But the application was limited to opening and closing. Especially for that. For opening, [the teachers] used English, then for greeting, then for closing, then during the introduction phase leading to the topic. So, I think they had not reached that [high level]. Eventually, EMI was only implemented a few percent.

**Students having better English competence than the EMI teachers**

The experience that Pak Beno reported to me was that ISS students spoke better English than the teachers.

Excerpt 173

*Kalau untuk materi inti mereka kembali ke Bahasa Indonesia, walaupun buku yang dipakai itu buku yang berbahasa Inggris. Siswanya akhirnya yang lebih banyak aktif berbahasa Inggris dibandingkan guruanyanya itu. Itu yang pertama-tama begitu. (RN8: par. 3)*

For the core materials, they would return to Bahasa Indonesia, although they use books written in English. Eventually, it was the students who spoke English more, compared to the teachers. That was what happened in the initial stage.

He indicated that the reason why the students had better English competence than the teachers was because the students were recruited through a special selection process, which mainly aimed to find students with fluent and good English. However, most of the teachers did not have a strong background in English learning.

Excerpt 174

*Dulu memang waktu RSBI nya masih sedikit prosentasenya, artinya kita melaksanakan dua atau tiga kelas, kita bisa merekrut anak-anak yang bisa dibilang bagus bagus semua begitu. Jadi kita menemukan anak-anak yang sangat lancar. (RN8: par. 17)*
At the onset of the programme, when we had little percentage of fledgling ISS based classes, we had two or three classes. Therefore, we could recruit students who were all excellent. Thus, we could find students who were fluent in English.

**Teachers improving english competence**

However, with the numerous English training sessions and abundant support, through time, EMI teachers started to develop their English competence and to feel more comfortable teaching their subject through English (See previous sections e.g Bu Windi and Bu Indah’s part).

Excerpt 175


Actually, in the fourth year, many of the Science and Mathematics teachers were quite good. [They] started to be better in terms of compiling exam questions, then composing exam questions in English. [They] could modify the questions in English which they wrote before. [Whereas] previously, they could only copy and paste, at that time they began to be able to modify [the questions] by themselves. They often consulted us, the English teachers. That was quite good. [They] started to be well-organised.

**EMI teachers’ hesitation to practice their English**

Pak Beno indicated that only a few of the teachers were actually willing to participate in the day-to-day English environment that he attempted to create to help those EMI teachers improve their English.

Excerpt 176

Ya kita memberi asistensi juga untuk bahas penulisan segala macam itu. Karena dari segi kemampuan, skill, memang sedikit sekali guru kita yang bisa mampu mengajar dengan menggunakan bahasa Inggris. Jadi ya bagaimana ya. Kita mencoba juga di kantor untuk berbahasa Inggris begitu, tapi hanya beberapa saja yang bereaksi. Yang merespon yang mau mencoba begitu. (RN8: par. 6)

Yeah, we provided assistance [for the teachers] to talk about how to write all those things. Because, in terms of the competence, the skill, in fact, very few teachers were actually capable of teaching through English. So, what could I say? We tried to speak English in the office, however, only few reacted [responded]. Those who responded were those who were willing to try.
Nonetheless, in another part of his story, he indeed talked about the types of teachers I refer to above. Pak Beno said that there were two categories of EMI teachers in his school, those who were open-minded and willing to learn and those who were resistant and close minded.

According to him, those close-minded teachers:

Excerpt 177

Nggak percaya bahwa itu bisa itu. Mereka itu nggak percaya kalau pembelajaran dengan pembelajaran Bahasa Inggris itu bisa berhasil. Jadi tidak percaya pada modelnya itu sendiri. Jadi resistensinya semakin kuat, sehingga sulit berkembang. (RN8: par. 5)

[They] did not believe that it was possible. They did not believe that EMI could be successful. They did not believe in the model itself. Thus, their resistance became stronger that it was difficult for them to develop.

Those teachers were not willing to take part in the EMI preparation trainings and thus experienced difficulties when EMI was implemented in the whole school and they could no longer avoid being involved in the EMI programme:

Excerpt 178

Nah guru-guru yang yang dulunya resistensi itu, ketika diajari, waktu itu kan mereka resisten, waktu mereka tidak punya RSBI nya. Jadi mereka mengajar di yang regular, sehingga mereka tidak tertantang untuk itu. Nah ketika akhirnya mereka tiba waktunya untuk mengajar pakai Bahasa Inggris itu, baru terasa mereka kesulitan. Sehingga untuk guru-guru yang baru terlibat di akhir-akhir itu itu, kesulitan banget karena dia resistensi. (RN8: par.5)

Well, the teachers who used to be resistant, when trained, at that time, they were resistant when they did not have a fledgling ISS [class]. Thus, they were assigned to teach in the regular class [non-EMI], that they were not challenged for that [teach through English]. When the time came for them to teach through English, they found it difficult. Therefore, the teachers who got involved only recently, found it really difficult because of their resistance.

**Misuse of school support**

In addition, Pak Beno believed that this EMI programme had a future especially with the then new scheme of EMI teacher education, which the government started in 2010. He said that those EMI teacher education graduates were much better than the full-time teachers who had no formal EMI teacher education and became prepared to teach through English only through trainings and workshops.
Excerpt 179

*Lulusan-lulusan dari FKIP bilingual dari Universitas Kota untuk membantu akselerasi itu. Nah itu lebih dinamis. Ada guru-guru yang bisa belajar dari anak-anak lulusan FKIP bilingual itu, dari yang muda-muda itu nah itu lebih hidup di kelasnya. Jadi dia ada yang memang menggunakan bahasa Inggris begitu, jadi menggunakan bahasa Inggris ya mendekati hampir 80% lah begitu. (RN8: par. 8)*

The graduates of the bilingual [programme at the] Faculty of Teacher Training and Education (FKIP) of Kota University helped the acceleration. Well, that was more dynamic. There were teachers who could learn from the fresh graduates from the bilingual FKIP. Those young people’s classes were becoming livelier. Those graduates actually used English, which was close to 80% of the lesson.

Instead of working hand-in-hand to achieve a common goal, many senior teachers, whom he referred to as the resistant teachers who found EMI a barrier to their teaching, assigned the junior teachers to fully teach their EMI classes. As a result, the learning did not happen and the junior teachers had to work harder than they were supposed to.

Excerpt 180

*Jadi sebetulnya rancangannya itu begini, jadi guru yang asli itu ngajar, kalau ada kesulitan maka yang akan membantu guru yang pembantu ini sebetulnya. Desainnya itu, guru-guru itu, anak-anak muda itu, akan membantu para guru, untuk membantu pembelajaran di kelas, terutama kesulitan dalam bahasa Inggris. Itu desainnya sebenarnya, itu untuk mengakselerasi guru-guru itu agar bisa berbahasa Inggris. Tapi pada praktiknya, pada akhirnya, itu lebih banyak untuk pengajaran dengan menggunakan bahasa Inggris, itu banyak guru yang memasrahkannya kepada mereka begitu untuk bahasa Inggris. (RN8: par. 10)*

So this is actually the plan, the actual teachers did the teaching, when they found some difficulties, the teaching assistant would help. The design was that, the teachers, the young people would assist the teachers with the lessons in their classes, especially to help them with their English problems. That was the actual design actually, to help accelerate the process for the teachers to improve their English. However, in practice, eventually, for the English-medium teaching, the teachers would ask them to take over their English-medium [classes].

Therefore, this scheme had backfired. It had made the full-time teachers dependent on the junior teachers and the seniors lost their motivation to learn English.

The resistant teachers who ‘ketika harus mengajar sendiri merasa kesulitan, jadi itu lebih mengandalkan asisten itu‘ (found it difficult to teach, simply relied on the [teaching] assistant(s)) (excerpt 181) because they had found an easy shortcut.
Impact of teachers’ insufficient English on students’ academic attainment

Another element that Pak Beno discussed was the implication of teachers’ limited English on students’ academic achievement. He provided an example of a dispute between an EMI teacher, whom he said still had problems understanding English, and a student who was better at English than her.

Excerpt 182

Jadi pernah ada satu ketika itu ada murid komplen itu, komplen bahwa menurut dia begini tapi menurut gurunya begitu. Jadi ada pemahaman bahasa yang keliru dari gurunya. Saya tanya itu apa sudah coba komplen sama gurunya, tapi gurunya tak bisa menerima, sehingga anak itu ke saya begitu dan mengirim soalnya pertanyaannya. Trus kalo menurut saya bagaimana dari segi bahasa. Kalau menurut saya dari segi bahasa anak itu yang benar. Anak itu mempunyai kemampuan bahasa yang lebih bagus dibanding gurunya. (RN8: par.7)

So, once, one of the students complained, s/he complained that s/he considered this way but they teacher considered it differently. So, the teacher misunderstood the language. I asked her/him if s/he had complained the teacher. [S/he said s/he had] but the teacher did not want to accept that, so the student came to me and sent me the question. Then, in my opinion, in terms of the language, the student was correct. That particular student had better English competence than the teacher.

However, Pak Beno did not feel right or that is was polite to directly tell the teacher and instead told her colleague who would tell her. The teacher already knew that she had made a mistake.

Excerpt 183

Kemudian saya coba memberi tahu, kita memberi tahu ke teman yang lain. Kita tidak langsung, saya tidak langsung memberi tahu pada gurunya karena ada rasa ewuh pakewuh begitu yah. Saya memberi tahu ke temannya bahwa itu salah sebetulnya. Tapi ternyata gurunya juga tahu, bahwa itu tadi salah. (RN8: par.7)

Then I tried to tell her, but through another colleague. We did not tell her directly. I did not tell the teacher directly because I felt there was ‘ewuh pakewuh’. I told her friend that it was actually incorrect. However, the teacher actually already knew that that was incorrect.

Pak Beno further stated that the teachers often used a shortcut when they had a problem with English; they used an online translation tool.

Excerpt 184

Terutama mereka itu kesulitan itu kadang-kadang mereka menggunakan jalan pintas itu. Jadi jalan pintasnya jadi mereka ketika tidak tahu mereka menggunakan ‘software

64 Javanese word meaning somewone would feel awkward and not polite to saya or do something to a respected person.
Especially when they had difficulties they would use a shortcut. The shortcut was, whenever they did not know [a sentence or a word] they would use an online translating tool. So, it was quite wrong. The online translating software gave them wrong translations.

Teachers’ limited English combined with using this shortcut had apparently caused problems when delivering the materials to their students. If their students noticed the mistake and took action like what happened in Pak Beno’s story, the student then could receive a clarification. However, the students would receive incorrect information when these mistakes were left unnoticed.

**Different responses towards EMI reversal**

Pak Beno further talked about when the ISS and EMI scheme was canceled. His school had improved a lot and EMI had been implemented in at least 70 percent of the lesson hour.

Excerpt 185


So, when fledgling ISS [programme] was cancelled, we were heading to the further years. Things would have had been well-set in my school, which means that we had been quite spirited. This means that all the teachers of Science and Mathematics, ICT and English teachers all needed already used English, about 70 per cent in English. However, after that [the reversal], my colleagues hard work was bounced off, bounced off too far away.

They could no longer enjoy the results of their hard work and had to be compliant with the government decision to revoke the ISS and EMI policy. Pak Beno also observed that EMI teachers in his school responded differently towards the reversal. It was a blessing for those who despised English and a misfortune for those who loved it.

Excerpt 186

*Jadi kalau yang suka bahasa Inggris itu RSBI jaman keemasan. Jadi ketika senang ketika itu digunakan jadi menjadi luar biasa bagi mereka. Tapi bagi yang nggak bisa jadi menjadi beban yang luar biasa ketika harus mengajar menggunakan bahasa Inggris. Jadi ada yang merasa seneng ada yang merasa bersyukur, ada yang menyayangkan ketika dibubarkan. (RN8: par.18)*

222
So, for those who loved English, the fledgling ISS era could be their golden era. So, when [they] liked it, it became extraordinary for them. However, for those who were not capable [of speaking English], it was an extraordinary burden to teach through English. So, when it was dismissed, some were happy, some were grateful, some others felt sorry.

5.2.2 Bu Sari: a teacher trainer

Profile
Bu Sari was a lecturer in one of the major state universities in Java, Indonesia. She was in her mid 50s and had been teaching for about 29 years by the time I interviewed her. She was involved in the ISS/EMI teacher training programme for about six years beginning in 2006. She was assigned to provide national level training for the EMI teachers and training to supervise other EMI teachers in their EMI classes in their schools.

5.2.2.1 Bu Sari experiences of training EMI Teacher
Bu Sari’s role as a teacher trainer had allowed her to have first hand experiences with the EMI teachers. Working closely with the EMI teachers both during EMI training and during her direct observation in the EMI teachers’ classroom had given Bu Sari the opportunities to understand what the teachers’ experiences during the era.

Teachers did not have sufficient English competence for EMI
The most apparent message that Bu Sari told me through her story was that teachers were not ready for the EMI programme. The teachers did not have sufficient English to function well as an EMI teacher. One of the reasons was that many of the schools were assigned ISS labels although most of their teachers did not have sufficient English competence.

Excerpt 187

Jadi mau tidak mau kan sekolah yang ditunjuk harus mau. Padahal mayoritas sekolah dalam hal ini guru MIPA itu ya belum memenuhi syarat bahasa Inggrisnya. Paling berapa persen lah. Saya pengalaman kerja dengan mereka, nulis soal, nulis buku, itu hanya ketemu yang namanya Bu Tammy dari SMP negeri 3 Kota Tenang itu bagus. (RN9: par.1)

So, whether they were willing or not, the assigned schools had to accept the assignment. Whereas, the English competence of the majority of Science and Mathematics teachers in these schools were not yet up to the standard. I think only a few percent did. My experiences of working with them, [whether] writing test questions, writing books, I only met one good teacher, Bu Tammy from SMP Negeri 3 Kota Tenang.
With the assignment of the school, whether they were ready or not the teachers had to agree to use English as the medium for their lessons. ‘Karena sekolahnya ditunjuk ya gurunya podo kepepet toh’ (Because the school was assigned [to be an ISS], the teachers were desperate) (RN9: par.7) (Excerpt 188).

Bu Sari emphasised that most teachers were not ready ‘Pokoknya broadly speaking dari segi SDM dari segi gurunya masih tidak siaplah’ (Broadly speaking, human resources wise, the teachers were not ready) (RN9: par.4).

Bu Sari also highlighted that over the course of EMI implementation, the teachers’ English competence did not improve significantly. For instance, Bu Sari noticed many of the teachers that she met in the training session over the course of three years did not make any significant progress with regard to their English competence. Hence, it was not a surprise when most of the teachers only used English for opening and closing their lessons in their EMI classes.

Excerpt 189

_Tapi mayoritas yang sudah datang BIMTEK sampai 3 kali ketemu dengan saya pun ya bahasa Inggrisnya ya nggak jalan lah. Jadi ya selepas itu walaupun namanya RSBI ya, tapi bahasa Inggrisnya hanya opening dan closingnya aja. Iya. Terus isi nya ya in Indonesian atau ya broken English yang itu gurunya. Waktu itu. (RN9: par.2)_

But, the majority [of teachers] who had attended BIMTEK and I met three times were still unable to speak English. So after that, although the school was labelled a fledgling ISS, [the teachers] only used English for opening and closing. That was true. Then the content [the rest of the class in between the opening and closing] would be in Bahasa Indonesia or broken English. At that time.

*Example of teachers’ English incompetence in class*

Through her engagement with the teachers, Bu Sari often witnessed the teachers making mistakes when speaking English. Moreover, they also often invented English words based on their perception of how an English word might sound. Below are examples of this:

Excerpt 190

_Saya ambil, saya comot satu teks, saya ambil satu paragraf aja mengenai global warming iku ya. Terus saya suruh nginggriskan. Yo rak jalan. Misalnya kutub es, ya, es kutub. Mereka ya nggak tahu itu pole, polar itu kalau kutub. Kan itu kutub bahasa_

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65 Bimbingan Teknis literally means Technical Guidance is a training event which aims to provide technical guidance for the participants regarding a programme. Based on Bu Sari’s story, for fledgling ISS teachers, the national level BIMTEK was administered annually.
Indonesianya pakai p atau b ya? Nah mereka itu terjemahkan kutub jadi cutub, kutub es diganti menjadi ice cutub, rak iso mbayangke. Yo pokoknya lucu-lucu ya. (RN9: par.4)

I took, I grabbed one text, I took only one paragraph about global warming. Then, I asked them to translate it into English. It did not work. For instance, ‘kutub es’, yeah [they translated it into] ‘es kutub’. They did not know that ‘kutub’ is pole or polar. ‘Kutub’ with p or b in Bahasa Indonesia? Well, they translated ‘kutub’ into ‘cutub’, I could not imagine it. Well, anyway, those were so amusing.

Her codeswitch to Javanese when saying ‘Yo rak jalan’ and ‘rak iso mbayangke’ seemed to show her intense dismay and disappointment when talking about the teachers’ incompetence.

Excerpt 191
Yang saya lihat pas monev itu, saya nungguin guru matematika ngajar, di Kota Hijau itu, tahun berapa itu ya. Itu ya bahasa Inggrisnya ya lucu banget ae ya. 'Sekarang kerjasama' maksudnya dia menyuruh muridnya untuk kerja kelompok bareng gitu loh. itu orang Sunda, ngomongnya gini 'now you combination eport, combination eport' tak pikir ki opo, tibakne efford itu kan nek wong sana bacanyo eport, ha ha ha gak isok ngucapkan f toh orang sunda, p toh. Jadi muridnya yo plengga ng plenggong bingung gitu toh. Saya juga 'iki opo to karepe' terus dia juga ketawa itu 'kerjasama, kerjasama' gitu, trus dia bilang lagi 'combination effort, effort' or p bacane eport. (RN9: par.5)

What I saw during monev, when I observed Mathematics teachers teaching, in Kota Hijau, I cannot remember the year. Well their English was really amusing. ‘Now work together’ she was intending to ask her students to work in groups. She was a Sundanese, she said, ‘now you combination eport, combination eport’. I did not understand what it was at first, apparently it was ‘effort’, they [Sundanese] would read eport, ha ha ha they could not say f, the Sundanese, they would say ‘p’. So, the students were gaping, confused. I was also [thinking] ‘what does she want to say?’ then she laughed ‘kerjasama, kerjasama’. Then, she said again ‘combination effort, effort’ or p she said eport.

**Impact of insufficient English on the material delivery of teachers**

Bu Sari also observed that due to their limited English competence, EMI teachers often tried to simplify a complicated concept that resulted in only parts of the concept being delivered to their students.

Excerpt 192
Lah karo RSBI di Indonesia, bahasanya belum menguasai. Lah malah terjadi pendangkalan konsep, ya nggak. Konsep-konsep yang rumit, bahasa Inggrise ra ngerti lah njur disederhanakan. (RN9: par.13)

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66 Monev stands for monitoring and evaluasi refers to the inspection activities of a certain programme.
67 Kerjasama is an Indonesian word which means working together or collaborate.
Well, regarding fledgling ISS [programme] in Indonesia, teachers did not master the language. What happened was conceptual simplification of the materials, right? [Teachers] did not know how to explain the complicated concepts and they simplified them.

*Ineffective buddy system*

The government actually had anticipated the struggle that EMI teachers would have to cope due to their limited English competence, by encouraging schools to adopt a buddy system. In this system, English teachers were assigned to support EMI teachers so that the EMI teachers would be able to run their EMI lessons. However, Bu Sari observed the potential problem of the system. The English teachers who were supposed to help the EMI teachers were often equally incompetent or they were too busy to cope with their already loaded teaching tasks. Her expression of her negative impression of the English teachers’ English competence was reflected through her use of Javanese words ‘jek elek’ which may have stronger emphasis than Bahasa Indonesian words ‘masih jelek’ which both mean ‘was still bad’.

Excerpt 193

*Saya pernah dengan monev ke Kota Hijau itu. Itu kan gini, guru MIPA diharapkan dapat peer support dari guru bahasa Inggris gitu ya, maksudnya biar guru bahasa Inggris mbantu mereka nyiapkan RPP dan sebagainya. Tapi guru Bahasa Inggris e wae juga bahasa Inggrise jek elek. Lah saya di Kota Hijau itu lihat tulisan-tulisan di kelas RSBI itu ya isik salah kahieh gitu. Misalnya susunan kepengurusan kelas itu misalnya ditulis ketua kelas, itu ya ya ditulisnya leader class. Onok guru bahasa Inggris nggak dibenerke iki terus iya toh. Jadi rencana pemerintah bahwa guru RSBI itu dapat peer support dari guru Bahasa Inggris itu ya nggak jalan. Ada yang mereka nggak mau diganggu. Urusan mereka saja teaching loadnya kan sudah banyak ya. (RN9: par.3)*

I once did a monev in Kota Hijau. This is the story. Science and Mathematics teachers were supposed to receive peer support from the English teachers, so that the English teachers would help the EMI teachers prepare their lesson plans and etc. However, the English teachers themselves did not have sufficient English. Well, I saw in the school in Kota Hijau, there were a lot of incorrect writings posted in the classrooms. For instance, on the class organisational structure, they wrote ‘leader class’ instead of class captain. Why didn’t the English teachers correct the mistake? So, the government plan that the fledgling ISS teachers would receive support from the English teachers did not work. Some [English teachers] did not want to be disturbed. They already had an abundant teaching load.

**Conclusion**

In this chapter, I present the individual findings that resulted from the holistic and categorical content perspective analysis that I undertook on the restoried narratives of my seven participants and my two context participants. For the main participants, I organised the
findings into three headings. First, the major storylines which resulted from the holistic content perspective analysis. Second, the categorical experiences of my participants organised based on the three phases of change I adapted from Miles et al.’s (1989) model. Third, the shaping influences of each of my participants’ experiences. Meanwhile, for the context participants, I presented their profile and their categorical experiences of training or managing EMI teachers. Throughout this chapter, I also highlight the parts where my participants codeswitch from Bahasa Indonesia to a vernacular language or to English. There were two main reasons why my participants codeswitched, i.e. first, to emphasise their feelings and emotions, and second, to quote or repeat what she or he or someone else said in the original event that they were narrating to me.

In the next chapter, I present the synthesis of these findings to identify the commonalities and differences across my seven participants and the discussion based on my two research questions.
Chapter 6
Findings and Discussions

Introduction

Building on my Chapter 5 discussion of the insights arising from my data analysis for each of my participants, in this chapter, I discuss what the synthesis of these insights might mean with regard to my research questions. In particular, Section 6.1 focuses on my first Research Question (namely, “What are Science and Mathematics teachers’ experiences of the changes in the language of instruction?”) in which I discuss teachers’ experiences of the four phases of change which I have identified. This leads to a more specific discussion of teachers’ experiences of reversal (Section 6.2). I then focus in Section 6.3 on my second Research Question (namely, “What are the shaping influences on their experiences of the changes in the language of instruction?”). This leads to a discussion (in Section 6.4) of the possible links between teachers’ experiences and the shaping influences. This discussion is organised in terms of the patterns I have identified in my participants’ experiences as shaped by the influences in play in the context. I link the discussion in this chapter with the context and concepts that I discussed in Chapters 1 and 2.

6.1 Teachers’ experiences of change and reversal

In Chapter 2, I proposed the use of an adaptation of Miles et al.’s (1987) model of change as a lens through which I focused my analysis. As seen in the previous analysis chapters, this lens has helped me to understand my participants’ experiences in more detail. Below, I discuss the teachers’ experiences in terms of the four phases of change, namely: 1) initiation, 2) implementation, 3) institutionalisation, and 4) reversal. See Table 15 for the summary of teachers’ experiences of the four phases of change.

6.1.1 Initiation

The initiation phase started when the government assigned schools which they considered to be the best performing in a region to be linked to the EMI innovation. The decision to initiate change in this study was mostly top-down (Kaplan & Baldauf, 1997, p. 196 as cited in Gill, 2013, p. 12). It was the government that decided whether a school was granted an ISS title with a concomitant obligation to implement EMI in the school (excerpt 1, 18). EMI was the ‘x factor’ of the schools (see earlier discussion in Chapter 1). It was typically the school, represented by the head teacher, who selected and assigned which teachers would be involved...
in the EMI programme (excerpt 62). Therefore, the initiation phase in the teachers’ experiences of EMI started when the teachers received the assignment to start teaching their subject through English. From my analysis of the teachers’ narratives, there were two major responses during this phase, namely: a willingness to embrace change and a resistance to change.

**Figure 26 Teachers’ experiences of the initiation phase of change**

**A Willingness to embrace change**

Most of the participating teachers in my study, when they were assigned to teach through EMI, seemed willing to do so despite their acknowledgement of their limited language skills for the task. For example, although Pak Amir realised that his English was not sufficient for this EMI responsibility (RN5: par.6), he kept saying that he was trying (berusaha) to improve his English competence (excerpts 89, 90, 91). Similarly, Bu Etta (excerpt 62, 66) expressed her happiness at being selected for the EMI programme notwithstanding with her realisation that she had very limited English. That the majority of the teachers in my study implemented the EMI policy willingly and without many hesitations (excerpts 20, 45, 62, 106) seems to resonate with Bjork’s (2005) argument that Indonesian teachers, especially the civil servants, often position themselves as the implementers of a central government policy.

Moreover, in contrast to Zacharias’ (2013, pp. 98-100) research participants, who were unsure whether they were happy to be part of the EMI initiative, and who said that they took part because of the obligation placed upon them, most of my participants seemed excited to be part of the programme and spoke of the pride, prestige, and empowerment (excerpts 37, 38, 39, 40, 60, 87, 122, 155, 157) that this participation invoked.
A resistance to change

One participant, Pak Edo, was explicit in his resistance towards EMI programme (Excerpt 1). He even suggested, unsuccessfully, that his head teacher should reject the government decision to ‘upgrade’ their status into an ISS. Rather, given that the government insisted that the school (and its teachers) accept the assignment, he felt coerced by the department (‘dipaksa dinas’) (excerpt 1) to go along with the programme.

His case suggests fits the wider patterns reported in the literature in which teachers’ voices concerning change, reforms, and educational policy are still often unheard and still marginalised (Bailey, 2000; Shouhui and Baldauf, 2012; Kaplan & Baldauf, 1997; Smit, 2001), and in which teachers’ views have often been neglected in the ‘development of innovations’ (Bailey, 2000, p. 112 citing the work of Barrow, 1984; Barth, 1990; Cohn and Kottkamp, 1993; Cuban, 1998; Fullan and Hargreaves, 1991; Hargreaves and Fullan, 1998; Hunsaker, 1992).

‘Top-down’ policies tend to be decided by ‘people of power’ without acknowledging the need to listen to the voices of those who are most affected (Kaplan & Baldauf, 1997, p. 196 as cited in Gill, 2013, p. 12), i.e. the teachers. Thus, teachers are still directed by change instead of engaged by it (Bailey, 2000, p. 113) leaving them no room to voice their aspirations. In my study, even willing teachers such as Bu Etta and Bu Windi also recognised this fact. Bu Etta, for instance, considered the programme as launched too abruptly - or ‘tiba masa tiba akal’68, (once you want it, you do it) without careful deliberation by the government (excerpt 64). This resonates with Wedell’s (2005) observation that national level change is often decided too abruptly. Furthermore, Bu Windi referred to the policy implementation as ‘pemaksaan’ or coercion (excerpt 19). However, they chose not to resist the programme. They accepted the assignments given to them and worked hard for it.

6.1.2 Implementation

For the purposes of my study, the implementation phase began when the teachers started to put EMI innovation into practice and attempted to use English in their lessons. This signals the ‘initial use’ (see Hopkins, 2001, p. 39, Miles et al., 1987, p. 245, Fullan, 2015, p. 67,

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68 This expression literally means when the time comes, the wit comes. Figuratively, ‘tiba masa tiba akal’ refers to an action done abruptly once the idea emerges, without much deliberation.
Fullan, 2001, 2007, 2015) of EMI. During this phase, although one teacher experienced moments of *excitement*, the others reported experiences of *struggle*.

![Figure 27 Teachers’ experiences of the implementation phase of change](image)

**Struggle**

In contrast, those teachers with limited English competence were ill-prepared to initiate the use of English in their classes. Hence, most of the teachers in my study who admitted that they had limited English ability experienced moments of struggle during the initial use of EMI. The first major struggle relates to their endeavour to improve their own English competence. Almost all of the teachers had to attend numerous English language classes, either those provided and sponsored by their schools or self-funded sessions. Evidence of this was Bu Indah’s statement that she spent a lot [of money] for the programme (excerpt 110) especially to improve her English. Another instance was Bu Windi who persistently practiced her English at home although her sons would mock her and call her ‘*sok iyes*’⁶⁹, implying that she was being pretentious (excerpt 24).

It was not uncommon for Indonesian people to label those speaking English as pretentious or showing off. This was probably because of the prestigious position that English holds in Indonesia (see Chapter 1). Reflecting back on my experiences as an English learner, such incidents were not strange to me. During my undergraduate period, my fellow students would call me ‘*sueb*’. This was a term they invented for people who kept speaking English, referring to being a ‘show off’. I heard it many times when I tried to use English, although we studied at the English Language Department in which speaking English should have been widely

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⁶⁹ You are just showing off your English skill

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accepted. Such situations often hindered me and my fellow students from using and practising our English.

Another example of this struggle comes from Bu Etta. She insistently tried to improve her English competence and stated that she (figuratively) used her dictionary as her pillow. On one occasion, she cried in front of the audience at a national teacher training forum (Excerpt 65, 67) because she was unable to express herself in English. Meanwhile she felt that because she was a senior Biology teacher, she had many things she wanted to say, especially to correct concepts that the junior teachers presented (excerpt 66). Bu Etta said that this phase was challenging and that she kept thinking about this until she fell ill (excerpt 63) because of her frustration.

While those teachers were still struggling to improve their limited English, they were already required to implement EMI in their classes. This led to the second major struggle for them, namely the struggle to use English in their EMI classes. Bu Windi mentioned that her English was ‘belepotan’ (RN2: par.2) and her pronunciation was ‘aneh’ (weird) (excerpt 19), Pak Edo would process every single word he wanted to say in his ‘brain’ before speaking it (excerpt 2), Pak Amir who spoke English ‘dengan terbata-bata’ (stutteringly) with his limited vocabulary (excerpt 91), and Bu Dini with her struggle to pronounce words, such as saying massage for message (excerpt 129). However, for Bu Dini, the struggle was probably less intense than for the other teachers. She was supported by a buddy system at her school, which helped her to be more well-rehearsed and more confident with her EMI lessons. It was, according to her, ‘perfect for me’ (excerpt 157).

Bu Sari, the teacher trainer, also witnessed EMI teachers’ struggle in their classes. She often found teachers unable to speak intelligibly and witnessed those using words or phrases that they invented based on their assumption on how English words would sound (excerpts 190, 191). An example of such invented vocabulary is ‘combination epot’ which was used to mean ‘working collaboratively’. This derived from the literal translation of the Indonesian word ‘gabungan’ (combination) and ‘usaha’ effort. The teacher who used the word was a Sundanese who would typically pronounce ‘p’ for ‘f’ (excerpt 191). Another example that Bu Sari found during her observation was the use of the word ‘cutub’ for ‘polar’. This derived

70 messy
from the Indonesian word ‘*kutub*’ which means ‘polar’. This made polar ice cap into ‘*es cutub*’ (excerpt 190), which literally means polar ice.

The situation was exacerbated by the fact that EMI students were often better at speaking English than the teachers, and they would correct the teachers, usually when the teachers pronounced the English words incorrectly (excerpts 6, 8, 160, 180, 203). The teachers would usually feel embarrassed when such incidents happened and admitted that their students were better than them (excerpts 6, 8, 160, 180). Pak Beno, the curriculum leader, also observed such situations at his school (excerpts 192, 193, 203). These situations added to the teachers’ struggles to implement EMI in their lessons.

This feeling of embarrassment was probably because, as teachers, they considered that they were supposed to be the role models and the ones who had the knowledge to be transferred to their students. This situation may be linked to Moore’s (2004) proposition who borrowed the term craftsperson from Marland (1975). This is a notion of a teacher being a ‘competent craftperson’ who ‘works upon’ the raw material of their students, improving the extent and quality of learning and skills through the application and development of identified skills of their own’ (p.4). Therefore, when they felt that their students were better at the language used in the classroom, as they openly admitted, they felt that they were not capable of playing the ‘competent craftperson’ role and thus felt embarrassed. This intensified their experience of struggle during this implementation phase of the change of the language of instruction.

There was another consequence of teachers’ limited English competence, namely, the deterioration of the students’ academic achievements. Pak Edo, for instance, admitted that due to his limited English, he was unable to deliver the materials in depth and that his students would not completely comprehend those materials (excerpts 10, 11). Bu Sari, the teacher trainer, also observed teachers who had to simplify complicated academic concepts because of their language limitations due to their language inability, which jeopardised the thoroughness of the teaching (excerpt 192).

Meanwhile, Bu Dini admitted that her school rank plummeted from being the highest to 23rd in her region because of her apparent EMI teachers’ language incompetence. She called this ‘tragic’ (141, 142). Other EMI studies in different countries, such as Malaysia (de Lotbiniere 2009 and Gill et al., 2010) and China (Yip et al. 2003), suggest similar findings, although
students’ low English competence may also contribute. Jimadie Shah Othman (2009 as cited in Gill 2012, p. 49) has argued that students’ low attainment was due to the fact that the limited English had hindered effective communication between teachers and students. Other literature regarding EMI (e.g. Uys, et al. 2007; Marsh 2006; Kyeyune 2003; Shohamy 2013; Crandall, 1998) also discusses similar concerns regarding the implications of the teachers’ and students’ low English proficiency on the students’ ultimate academic achievement.

The difficulty that teachers experienced in their classes to a certain extent exemplifies what Vinke et al (1998, pp. 391) refer to as ‘the linguistic limitations in the field of vocabulary, redundancy, and clarity and accuracy of expression’ that the teachers (or in Vinke’s case Lecturers) of EMI may experience in their teaching. Pak Edo’s statement ‘tapi ya ngomongnya ya salah juga’ (but what I said was also incorrect) (Excerpt 2) further indicates how he struggled to produce English sentences while teaching, which he admitted did not always result in him saying the words that he intended to say. An incident like this might divert him from what he actually planned to teach and could hinder his teaching and his effort to deliver the materials to his students.

Another consequence of teachers having lower English proficiency was that teachers – for example, Bu Dini and Pak Edo (excerpts 8, 136, 157) - did not always understand students’ answers during the exams. To overcome this problem, Pak Edo would ask his students to provide answers in Bahasa Indonesia for essay questions in exams (excerpt 8). Meanwhile, despite the fact that she sometimes could not understand students’ answer, Bu Dini still encouraged her students to answer essay questions in English (excerpt 160). It was probably because she felt the need to show her students that she was indeed capable of using English. Another possible explanation was that Bu Dini felt necessary to encourage her students to maximise their potential. Refraining them from using their English would be a barrier to the development of their potentials.

Unfortunately, not all teachers were like Bu Dini or Pak Edo who admitted their limited English. One example was a teacher in Pak Beno’s school, the curriculum leader, who insisted that the student had provided an incorrect answer when actually it was correct. The teacher’s limited English made her misunderstand the concept of the question and the answer. However, despite the student’s protest, the teacher persisted that she was right and the student was wrong (excerpt 182). Apparently, after further investigation, Pak Beno found that the
teacher actually knew that she was incorrect (excerpt 183). Probably, she was embarrassed to admit that she had made a mistake and that the student had better English competence than her. This also exemplifies a teacher positioning themselves as a ‘competent craftperson’ (Marland 1975 as cited in Moore 2004, p.4). As a craftperson, teachers would not want to be seen as having lower competence than the students. This could be harmful to both the students and the teachers as it could cause teachers to be frustrated. Moreover, the teachers’ inability to properly present a concept could prohibit the students from learning it. A teacher’s denial could exacerbate the problem, and might cause students to become confused, thereby limiting what they could learn.

Excitement

Pak Joni was the only teacher who showed excitement during the initial use of EMI. He mentions that his experiences of teaching through English were ‘seru’ (exciting) and that he was enthusiastic about attending EMI teacher training sessions which he saw as an opportunity to improve his competence (Excerpt 47; RN3: par.4). His experiences were similar to those of the teachers’ in Doiz et al’s (2011, p. 354) study in which EMI helped improve their competence, especially their English competence. This sense of excitement suggests that, during the implementation phase, he felt capable of performing his role as an EMI teacher.

His ease in using English seemed to play a crucial role in his excitement at being part of EMI programme and thus encouraged him to do better for his students and for his professional development. This echoes Pak Beno’s statement (excerpt 186) that for those who like English; ISS/EMI was a ‘zaman keemasan’ or ‘golden era’ for them.

6.1.3 Institutionalisation

The institutionalisation phase was when the teachers’ work had stabilised and they continued using EMI in their lessons. In this phase, teachers stopped regarding EMI as something new and had considered it as the ‘usual way’ of teaching (Miles et al, 1987, p. 245). It was indicated by a widening use of the innovation, from class-based pilot efforts to ‘a school-wide initiative’ (Hopkins, 2001, p. 40). This was the phase where all the Science and Mathematics teachers in the school were involved in the programme with no exceptions (excerpts 176). During this period, I understood that all teachers experienced sense of fulfilment. I subdivide
their experiences into: i) fulfilment from receiving rewards and feeling satisfaction; and ii) fulfilment as a result of finding strategic ways to cope with EMI.

**Figure 28 Teachers’ experiences of the institutionalisation phase of change**

**Fulfilment: receiving rewards and pride**
Fullan (2001, p. 32) observes that ‘if change works out it can result in a sense of mastery, accomplishment, and personal growth’. It is evident in my study that change worked out for some of my teachers. It was evident in their narratives that they experienced moments of accomplishment and fulfilment. The first instance of fulfilment was when the teachers felt excited and proud that they eventually could speak English (excerpts 27, 72, 74, 93). For Bu Dini, the sense of accomplishment strengthened when she received compliments from the inspectors, one of whom was an English teacher (excerpts 145-146). Those teachers who started their involvement in the EMI programme with poor English, including Bu Etta, Bu Windi, Pak Amir, and Bu Indah, worked hard during the implementation phase. Hence, they felt fulfilled and proud when they could finally speak English.

The second instance of teachers’ moments of fulfilment was when they were selected to attend training programmes or visiting programme abroad. The teachers in my study, except Pak Edo, had been sent abroad for training (excerpts 27, 95). One teacher, Bu Dini, had been abroad multiple times after being selected as the teacher of the year in her province and nationally (excerpt 144). That made her really delighted and proud. For Pak Joni, the feeling of fulfilment intensified when he was offered to assist his mentor to be a model teacher in Morocco, which, with regret, he declined because for him Morocco was too far away (excerpt 55).
The third instance of teachers feeling fulfilled was when they showed their pride in their students’ achievements. For instance, Bu Indah was content when seeing her students communicating with Thai students’ via teleconference facilities (excerpt 112). Another instance was when Pak Joni addressed his EMI students as the golden generation (excerpts 53), and Bu Etta who observed that her EMI students performed better in the final exams compared to the non-EMI students (excerpt 75). These teachers’ experiences resonate with Doiz et al.’s (2011, p. 354) observation that students of the English-medium courses ‘are often better and more motivated’. Although Pak Joni’s students did not have high level of English competence (excerpt 46), their high motivation seemed to compensate for their low level of English proficiency (ibid.).

**Fulfilment: being strategic with English limitation**

Some teachers in my study who still struggled with their English during the institutionalisation phase, finally found strategic methods to help them cope with their EMI lessons. Bu Windi and Pak Amir for instance, would write scripts for their lessons to help them continue speaking English (excerpt 30, 93). They found the script or planned scenario helpful which made speaking English in the lessons easier (excerpts 30, 93). However, such scripted teaching may have hindered the students and teachers’ ability to communicate competently and organically (Jimadie Shah Othman 2009 as cited in Gill, 2012, p. 49). This may carry certain implications on students’ learning, such as the class becoming boring and monotonous.

Pak Edo and Bu Dini decided that their strategy was to use minimum English in their classrooms. Pak Edo would display English materials on power point presentations, which he called ‘bahasa pengantar’ or the language of instruction, and he would ‘mengajar’ (teach) or talk to his students in Bahasa Indonesia (excerpt 9-10). He would also use the same materials over and over again when teaching different classes (excerpt 11). Meanwhile, Bu Dini would use English just for opening and closing the lessons and at times when she gave instructions to her students, which she called ‘sarat ketika mbuka dan nutup tok’ (excerpt 134) or just to show some English however little that was. Bu Dini’s ‘sandwiching’ act was similar to teachers in Zacharias’ (2013, p. 100) study and what Ismawati (2012) observed. These two teachers’ decisions to use minimum English or to use the same materials over and over again may help them to carry out their tasks more easily. However, it may have hindered them from providing maximum EMI exposure to their students. Moreover, the repeated materials
strategy that Pak Edo chose could make him feel bored and inhibit him from recognising the specific needs that each of the classes might have.

These instances show teachers’ crucial role in the implementation of educational language policy. They are the ‘gatekeepers’ of the policy (Baldauf, Li, and Zhao, 2008, p. 234), and that it is up to them to implement the policy or not (Elmore and McLaughlin, 1988 and Firestone, 1989 as cited in Liddicoat and Baldauff Jr, 2008; O’Sullivan, 2002). It is up to them to implement the policy fully or partially, in their own special way, or not to implement the policy at all. It also exemplifies how ‘Educational change depends on what teachers do and think’ (Fullan, 2001, p.115). These instances also demonstrate how teachers play the role as the ‘street level bureaucrats’ (Lipsky, 2010, p. xi), who are the end-implementers of the policy. These examples show how, as ‘street level bureaucrats’, teachers have the power to decide how to ‘manage their difficult jobs’ (2010, pp. xii) in this case by simplifying their tasks or by preparing routines that could help them to complete the tasks.

This proves that although the Indonesian teachers were the implementers of the government policy (Bjork, 2005), at the classroom level, they could translate the policy, that the government assigned them, into their own, street level policy. At the classroom level, teachers had the power to interpret the high level policy and to translate the policy into strategies that could work for them.

6.1.4 Reversal

The reversal phase in this study was marked by the ruling to cancel the policy governing the International Standard Schools (ISSs) resulting in ISSs’ being returned to National Standard Schools status (see Chapter 1). With a change of a status to NSS, the former ISSs then had to refer to the National Standard of Education (NSE) (see Chapter 1) to administer the school and to refer to Law no 24/ 2009 for the determination of the language of instruction. Schools interpreted this Law in different ways. Most schools dropped English as soon as the cancellation of ISSs was issued, while few others chose to continue using EMI to varying degrees. At the ‘street level’, teachers seemed to have different understanding of the status of EMI after the ISS policy reversal.

Teachers had different perceptions of whether or not they were allowed to use English to teach their subjects. For instance, Pak Joni (excerpt 56), Bu Windi (excerpt 36), Bu Etta
(excerpt 77) all believed that they were still allowed to use English in the lessons. However, as EMI was the ‘x-factor’ of the ISS, it was nearly impossible to keep using EMI for their lessons, either because the students would complain when they used it (excerpts 36, 56), or their colleagues would see them as weird (excerpt 77). Fortunately for her, Bu Etta had a second chance to teach through English, with even more autonomy, when she was appointed the head-teacher of a private English-medium school, which she was excited about (excerpt 81). Interestingly to me, she obtained the second chance because of her profile as an EMI teacher. The school managers seemed to see her EMI skill as an added value for the new school, which may attract students. It reminded me of the expensive and prestigious schools in my town which used EMI as the means to attract new students, typically from the wealthy community. This, to me, exemplifies the still prestigious position that English holds in Indonesia (see Chapter 1).

Bu Dini also had the opportunity to continue using English in her lessons because her head-teacher decided to keep using English for some lessons in her school. However, considering her students decreasing academic attainment they experienced during the ISS/EMI era, Bu Dini decided not to implement EMI in her lessons and secretly used Bahasa Indonesia instead (excerpt 143). It is interesting to me because Bu Dini was proud of being an EMI teacher and was disappointed when EMI was reversed. With the pride, she should have been excited to have the opportunity to continue using English. Deliberating further, I believe that probably the absence of rewards such as during the ISS era could have made her uninterested to implement EMI. Without the reward, she felt reluctant to use EMI which she considered burdensome. It could also mean that teachers, like Bu Dini, would consider their students’ academic achievements to be their top priority when applying a policy.

Pak Edo and Bu Indah (excerpt 26, 155) believed that EMI was the x factor of ISS; therefore, the end of ISS meant the end of EMI. The fact that Pak Edo was not interested in EMI from its inception made it more certain that he would leave EMI behind. Meanwhile, Bu Indah said that she was sad and felt sorry for her students when they were no longer supported to use EMI (excerpt 116).

There were three main categories of teachers’ experiences of EMI reversal, namely: 1) 
disappointment; 2) mixture of disappointment and relief; and 3) relief.
Teachers who were excited during the initial phase and those who were fulfilled during the institutionalisation phase of EMI seemed to be the most disappointed when EMI was reversed. Pak Joni clearly showed his disappointment when EMI was reversed. He believed that the reversal of EMI had stolen the opportunities from Indonesian youth to be equal to their counterparts overseas (Excerpt 60). He analogised the government’s reversal of EMI as an act of throwing away a basket full of fruit just because some were rotten (excerpt 57).

My interpretation of his analogy is that the government cancelled EMI in all the ISS schools (the basket full of fruit) just because some of those schools underperformed (the rotten fruit). Bu Etta, Bu Indah, and Pak Amir were committed to EMI policy since its initiation, struggled and fought throughout to improve their English to be able to teach through EMI, also showed their utter disappointment and considered the reversal to be a digression (excerpt 98, 102, 103). Bu Indah and Pak Amir both agreed that they felt disappointed because all their hard-work was rendered useless (excerpt 97, 115).

Mixture of disappointment and relief
Bu Dini and Bu Windi showed their mixed reactions when EMI was reversed. Interestingly to me, both mentioned that the reversal of EMI had freed them from burden (Excerpt 33) or in more extreme terms, had freed them from colonialization (Excerpt 33, 152). However, later in their story, they also showed their utter disappointment by the reversal of EMI. Similar to the disappointed group just discussed, they felt the reversal had made all their hard-work,
especially the hard-work to improve their English, useless (excerpt 33, 150). Bu Windi even claimed that the reversal had made her lose her motivation to do her best, and that she would not make any serious preparations for teaching (excerpt 37). Meanwhile, for Bu Dini, EMI had been useful for her and her students; therefore, the reversal was degradation (excerpts 150).

**Relief**

Only one teacher, Pak Edo, felt completely relieved by the reversal of EMI. Pak Edo had shown his disfavour with EMI since its introduction (Excerpt 1). Therefore, it was not very surprising when he felt excited and relieved when EMI was finally reversed.

<table>
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Table 15 Summary of teachers’ experiences of the four phases of change

**6.2 Stages of teachers’ experiences of reversal**

Alkhater (2016, p.122-123) argues that the result of a reversal process never goes back ‘to the moment that preceded reform’. The result of EMI reversal in my study seems to be in line with the argument. When required to return to Bahasa Indonesia as the language of instructions in their lessons, teachers in my study had different reactions, most were disappointed and one felt relieved. Using Bahasa Indonesia after the re-implementaton might not be the same as before the initial EMI innovation. Some would use some English in the Bahasa-medium classes (excerpts 36, 56) and some other teachers would miss speaking
English with students (excerpt 33). It seemed that after years being part of the change, there were experiences of the teachers that could not ‘be reversed’ (Alkhatere 2016, p.123)

I identified three stages of teachers’ experiences of the reversal. **Stage One**: turbulence, intense-emotions, and feelings of nostalgia; **Stage Two**: readjustments; **Stage Three**: acceptance and adaptation.

![Figure 3 Stages of experiences of reversal](image)

**Stage One: Turbulence, intense-emotions, and feeling nostalgic**
In this phase, teachers showed their intense emotions in response to the reversal, such as Pak Joni who felt disappointed (excerpts 54, 55) and considered the reversal to be a waste of opportunities (57). Bu Indah also expressed her disappointment and how teachers lost their motivation to do their best for their classes (excerpts 110, 117). Pak Amir confessed that he was saddened by the reversal (excerpts 91, 99, 101). Bu Windi and Bu Dini also expressed disappointment although further in their narratives, they also said that they were relieved that they were freed from the burden of struggling to speak in their classes (excerpt 33, 152). One of my pilot participants (Fitriyah 2013), Bu Nisa, told me that she cried when she heard that the policy was going to be reversed. Most of the teachers told me that they were emotional because it was not easy to improve their English to be able to teach through the language and when they were starting to be comfortable doing so, the policy was reversed (excerpt 33, 97, 115, 150).

The teachers would also use some English in their lessons because they missed the times they used to do so. Bu Windi would show the pictures she took during her training abroad and the pictures of her students she taught through English, showing her feeling of nostalgia about EMI (35). This phase was experienced by all of my participants, except Pak Edo. Pak Edo was the only teacher who was not affected by the reversal and just moved on with the new language light-heartedly (excerpt 17).
Stage Two: Readjustments

The next phase during the period of reversal was readjustment. In this phase, teachers were learning to accept that they could no longer use EMI in their lessons and were re-learning to teach through Bahasa Indonesia. It might sound peculiar that the teachers, who are all Indonesians, and are fluent speakers of Bahasa Indonesia, had to re-learn teaching through Bahasa Indonesia. However, my participants seemed to have been accustomed to using English terms, especially technical terms, to teach. An instance was when Bu Etta was trying to re-learn the scientific terms that she used to say in English such as ‘microscope stage’, which is ‘meja mikroskop’ in Bahasa Indonesia (excerpt 80). As stage means panggung in Bahasa Indonesia and meja is table, Bu Etta seemed to get confused and hesitated when having to say the phrase.

Other signs of the readjustment phase were the disappearance of the gap between EMI and non-EMI teachers and the diminishing envy among them (Excerpt 153). In Bu Dini’s experience, the relationship between EMI and non-EMI teachers was tense during the EMI era (excerpts 164-167). The tension was caused by the non-EMI teachers’ jealousy of the EMI teachers, whom they considered ‘excellent’ due their use of English. When English was no longer used, the tension and feeling of jealousy dissipated.

Stage Three: Acceptance and adaptation

The final phase of the teachers’ experiences of reversal was acceptance and adaptation. In this phase teachers settled in and to a certain extent were ready to continue under the new regulation (excerpts 17, 66). In this phase, teachers started to feel comfortable using Bahasa Indonesia again without feeling awkward or uncomfortable and started to accept the fact that they would no longer use EMI in their teaching. Many of the teachers in my study seemed to move to this phase although some expecting that EMI would be reintroduced (excerpts 36, 119).

These three stages did not necessarily occur in a tidy sequence for each of my participants. At times, teachers returned to stage one after being in phase three, such as when they were reminded of the times they used EMI for teaching as when I interviewed them for this study.
Linking these stages to teachers’ experiences of EMI reversal, I understood that teachers who responded negatively towards the reversal were more likely to experience all three stages. All six participants: Bu Dini, Bu Etta, Bu Indah, Bu Windi, Pak Amir, and Pak Joni, seemed to reflect those stages of experiences in their stories. However, those who were relieved by the reversal, such as Pak Edo, seemed to jump to Stage Three, acceptance and continuation, without going through Phases One (turbulence and intense emotions) or Stage Two (adjustments).

6.3 The shaping influences on teachers’ experiences

To explore the possible shaping influences of the teachers’ experiences, I devised an analytical model based on my contextual and conceptual knowledge, resulting from my explorations of the literature regarding educational change; teachers’ experiences of change; and EMI (see Chapter 2 for the initial model). In the initial model, there were six overlapping influences of teachers’ experiences which I classified into internal and external shaping influences. The internal influences were: i) language confidence, ii) perception of EMI, and iii) stage of career. The external Influences were: i) support from school and government; ii) opportunity to interact with other teachers, and iii) societal perceptions of EMI. Through my data analysis, I identified one additional external shaping influence: iv) support from colleagues. I did not find any additional internal shaping influences. Below is the final model of the shaping influences after data analysis:
I discuss each of the influences in the following sections:

6.3.1 Internal influences
The internal influences that had shaped the teachers’ experiences of EMI were: i) teachers’ language confidence; ii) their perceptions of EMI, and iii) stage of career. These internal influences may have shaped teachers’ experiences of willingness or resistance when starting to be part of EMI, struggle or excitement during the implementation of EMI, fulfilment after EMI was institutionalised, and relief or disappointment when they were no longer supported to teach through EMI.

Language confidence
Language confidence refers to how teachers considered their ability to use English in their classes as they explicitly or implicitly verbalised in their narratives (as informed by Clement & Baker, 2015, p.8) (see Chapter 2). Language confidence seemed to have shaped the experiences of all the participating teachers regarding EMI. Bu Etta, for instance, whose experiences at the implementation phase of EMI was characterised by frustration and struggle, confessed that her English was so poor that she even said yes and no incorrectly (excerpt 82) (low language confidence). However, over time, as her English competence improved, her experiences seemed to become better, and filled her with excitement and a sense of fulfilment (excerpts 74, 75, 76)
Bu Windi experienced a similar situation to Bu Etta. She started with zero confidence and ended up with improving confidence (excerpts 21, 26). With her limited English and low confidence, Bu Windi seemed to also experience struggle at the onset of the EMI programme. She was mocked by her children because she was practising English at home (excerpt 24). As her English competence and confidence improved, her experiences started to give her excitement and fulfilment such as she felt while attending training programmes abroad (excerpts 26, 27). The other teachers, Bu Dini, Bu Indah, and Pak Amir also started with low confidence which gradually escalated (excerpts 93, 107, 129, 133; RN5: par.6). Pak Joni was the only teacher who had all positive experiences of EMI implementation. With his high language confidence and competence, he enjoyed the EMI process in its entirety and seemed to have no problem with his teaching or with EMI training (excerpts 68-69). Whereas, Pak Edo did not seem to improve his language confidence over time and seemed to struggle with EMI throughout his involvement with the programme (excerpts 3, 4).

**Perceptions of EMI**

The next influence that had shaped teachers’ experiences was their perception of EMI. Teachers’ perception refers to their own ‘representations of their understandings’ of EMI (as informed by Beijaard et al. 2000, p.750 quoting Atkinson, Smith, & Hilgard, 1987). Teachers’ perceptions of EMI in this study mean their personal knowledge and understanding of EMI. In this study, teachers seemed to have different perceptions of EMI, which were either positive or negative. Of the seven teachers, six seemed to reflect a positive perception towards EMI, and only one, Pak Edo, perceived it negatively.

Pak Edo considered EMI as ‘unnecessary’ for his students, as ‘trouble’ (RN1: Par. 14), a ‘burden’ (RN1: par. 26), and ‘difficult’ (RN1: par 3 and 7). The most important perceptions that shaped his experience seemed to be his opinion that EMI was ‘unnecessary’. As EMI seemed ‘unnecessary’ to him, he might feel that there was no point to fight for EMI. Therefore, he resisted when EMI was introduced. During the implementation phase, as he was required to do, he seemed to attempt to use EMI, although with struggles. Intensified by his low language confidence, EMI continued to be a burden. After a while he still found EMI difficult. He seemed to find ways to strategically implement the policy by not using English for ‘teaching’ (excerpt 10), and by repeatedly using the same materials (excerpt 11). Therefore, when EMI was reversed, he was relieved because he had been freed from an unnecessary burden which had troubled him and made his professional life difficult.

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The other teachers perceived EMI more positively. Bu Windi considered EMI as motivating (excerpt 37), prestigious (excerpt 38-40), extraordinary (RN2: par.43), and impressive (excerpt 39). Bu Etta considered EMI encouraging (excerpt 85), helpful in finding materials more easily (excerpt 76, 86), and a ticket to the world (excerpt 87), with no effect on national identity (excerpt 88). For Pak Amir, EMI was encouraging and motivating (excerpt 105). Meanwhile, Bu Indah believed that EMI was not difficult (excerpt 122), exciting (121), and empowering (excerpt 117, 118), with no effect on national identity (excerpt 125). Bu Dini perceived EMI as prestigious (excerpt 154, 155), while not affecting national identity (excerpt 156). Pak Joni felt that EMI was thrilling (excerpt 47), empowering (excerpt 60), and necessary (excerpt 61).

These positive perceptions seemed to have encouraged the teachers to do their best for the EMI programme (see Section 6.1). This level of determination had inspired them to work hard. They fought through pain and struggles, especially during the initiation phase. The initiation phase was when they suffered the most because of their yet to be improved levels of confidence and competence, except, of course, for Pak Joni who already had a relatively high level of language confidence at the onset. These teachers did not mind enduring struggle and frustration to achieve what they considered prestigious and empowering to themselves and their students. After considerable struggle, most of the teachers seemed to experience a sense of fulfilment when they were rewarded for their hard work. Rewards took the form of being able to attend prestigious training programmes, especially abroad. Some teachers felt rewarded when they received recognition from their students (students showing pride whenever the teachers used English or from inspectors such as through their compliments (see 6.1.3).

Therefore, it was not surprising that some teachers reacted with disappointment and dismay when EMI was reversed (see Section 6.2). This was because they had lost a special, prestigious programme which was empowering, motivating, and rewarding. However, two teachers, Bu Dini and Bu Windi admitted that they also felt relieved when EMI was reversed because they were freed from the burden. Due to their low confidence and probably competence in using English, they also often perceived EMI as a burden for them. Thus, when the burden was removed, they felt liberated (excerpt 33, 152). However, their disappointment seemed to outweigh their relief. They acknowledged that EMI was useful, especially for their students, rewarding for them, and it was worth fighting for.
Teachers’ perception of EMI seemed to have shaped their experiences to be exciting and rewarding or frustrating and excruciating, and EMI reversal as disappointing or liberating. Collectively, this could affect the direction of language policy changes. ‘How individuals come to grips with’ the reality seemed to be the key to change (Fullan, 2015, p. 18).

**Stage of career**

Teachers in my study were of diverse demographic background with regard to their age (from late twenties to early fifties) and to the length of time being in the job when they started to be involved in the EMI programme (between two and 25 years). With regard to the length of time being in the job, most of the teachers in my study were in the stage of career which was within the highest levels of effectiveness range which is ‘around 8 to 23 years in the job’ (Day and Gu 2010 as cited in Hargreaves and Fullan, 2012, pp. 59-60), and only two teachers were beyond this range. However, not all of the teachers within the highest effectiveness range seemed to be the most effective implementers of EMI policy, and those out of the range to be the least effective implementers.

One participant within the highest levels of effectiveness range, Pak Edo, who had been teaching for 18 years when he started to be involved in the programme, seemed to be the least self-actualised EMI teacher with quite low efficacy. He did not seem to be enthusiastic about the programme and did not seem to show any pride of being part of the programme. This might be because he perceived EMI negatively, such as EMI being unnecessary (excerpt 18), trouble (RN1: Par. 14), a burden (RN1: par. 26), and difficult (RN1: par 3 and 7). These perceptions might have caused his resistance against the change and his half-hearted implementation of EMI. In addition, he seemed to indicate that when he was a student, he did not have any intention to develop his English skills because he was more interested in learning Biology (excerpt 15). This might explain his lack of interest in using English for teaching. Therefore, despite being in the stage of career with the highest levels of effectiveness and had the opportunities to make the most of his involvements in the programme, he seemed reluctant to actualise himself and seemed to have lower efficacy with regard to teaching through English. Some indications were his opinion that his students were better than him at speaking English and that he sometimes felt embarrassed when being corrected by his students when making mistakes while speaking English (excerpts 5 and 7).
His reluctance and low efficacy may have hindered him from persistently take the efforts to ‘bring about successful implementation’ (Fullan 2015, p.75) of EMI.

Bu Windi, Bu Etta, Pak Amir, and Bu Dini, who were in the job for eight – 20 years, reflected their engagement with the EMI programme and seemed to perceive the programme positively (excerpts 37, 38, 39, 40, 86, 88, 105, 154, 155, 157). They, indeed, started their involvement with struggle. However, they seemed to obstinately work hard and take the efforts to improve their competence. Thus, after a while, they seemed to become more self-actualised and more capable of implementing EMI more effectively. For instance, Bu Windi and Bu Etta who started their involvement in the programme with minimum English (extracts 41, 43, 82) were becoming more confident EMI teachers after working hard to improve their English competence (extracts 26 and 74). This had positively impacted their career, such as indicated by the rewards and career promotions that they earned (see Section 6.1). For instance, Bu Etta was promoted to be a head teacher for an EMI based school (excerpt 81), Bu Windi and Pak Amir were selected to be sent to some training programmes abroad (excerpt 26 and 95), and Bu Dini received some rewards for being selected as the teacher of the year in the provincial and national level (excerpt 144).

Meanwhile, Bu Indah and Pak Joni, whose duration of being in the job was outside the highest levels of effectiveness range (25 and 2 years respectively), seemed to have effectively implemented EMI in their lessons. For Bu Indah, her positive perceptions of EMI (extracts 120-124) and her prior experiences of interacting with Malaysian students which she considered having better English than the Indonesian counterparts (see Bu Indah’s profile) had shaped her positive experiences of EMI. Meanwhile, for Pak Joni, it seems that his positive perceptions of EMI (extracts 60 and 61), his language confidence, and his prior experiences regarding English such as his interest in English which encouraged him to learn the language autodidactly and his experiences of speaking to the native speakers of English (extracts 58 and 59) had helped him to be ‘more self-actualised’ and to ‘have a greater sense of efficacy’ (Fullan 2015, p.75). These had led these teachers ‘to take action and persist in the effort required to bring about successful implementation’ (Fullan 2015, p.75) despite the challenges that they had to cope such as students’ limited English (extracts 46 and 49) for Pak Joni and her limited English competence (excerpt 107) for Bu Indah.
This finding might be different from Day and Gu’s proposition (2010 as cited in Hargreaves and Fullan 2012, pp. 59-60) and that there was a possibility that teachers beyond the specified range of time could be effective implementers of change and those within the range could be less effective implementers. In terms of language policy change, the effectiveness would also depend on other shaping influences such as their perception on the language policy (which was EMI in this study), their language confidence, and their experiences prior to the change and during the change. There were also possible external influences that might have also shaped the teachers’ experiences which are discussed in the next sections.

6.3.2 External influences
The external shaping influences were: i) societal perceptions of EMI; ii) support from school and government; iii) opportunities to interact with other teachers; and iv) support from colleagues. These external influences seemed to have created an environment which either facilitated or hindered the teachers' performance as EMI teachers and their development for and through the EMI programme.

Societal perceptions of EMI
Another possible influence that may have shaped teachers’ experiences of EMI was societal perceptions of EMI. The most apparent societal perception of EMI was that excessive use of English at public schools might jeopardise students’ national identity and sense of nationalism (Paschyn, 2013; Gill, 2012; Revianur, 2013; Ketua MK, 2013; CC, 2012). Moreover, this use of a foreign language was considered to have contravened the Indonesian constitution and betrayed the spirit of the Indonesian Youth Pledge 1928 (see Chapter 1). This was one of the reasons cited in the legal document governing the cancellation of ISS (Verdict no. 5/2012) and could be the reason why the Indonesian public was not ‘wholeheartedly in support of EMI’ in Indonesia, especially in the secondary phase (Dearden, 2014). This may be due to ‘political factors’ which made a group in the Indonesian society ‘antagonistic to English’ due to English’s ‘privileged status’ (Crystal, 2012, p. 124) as it was used as the educational language in the Indonesian public schools. This group of society who opposed (Fullan, 2001, p. 61) the Indonesian EMI innovation filed an appeal to cancel the law governing ISSs, the schools where EMI was implemented. The Indonesian Constitutional Court granted the appeal and revoked Law no. 20/2003 resulting in the cancellation of ISSs and the national level EMI initiative.
However, none of the teachers in my main study supported those allegations. None of the teachers in my study thought that the use of English in the EMI schools would harm students’ sense of nationalism or their national identity (extract 125, 156). On the contrary, the teachers believed that the use of English in the schools would be useful for the students to help prepare them to be more active in the international community. Even one teacher believed that the reversal of EMI had stolen the opportunities for the Indonesian students to be equal to those studying in the developed countries and who use English in their lessons (extract 63). Another teacher argued that this use of English was still at a tolerable level. Additionally, schools still conducted nation building activities such as Boy and Girl Scout activities and the national flag raiser squad club (extract 125). In addition, the teachers also expressed that they frequently reminded the students about their roots as Indonesians (extract 88).

Even the teacher with the most negative perceptions of EMI and who considered EMI to be unnecessary believed that EMI would not affect students’ sense of nationalism (extract 17). The reason was that English was only one of the foreign languages used in the schools. Other foreign languages had long been intensively used in lessons such as using Latin in Biology lessons. However, this teacher admitted that EMI would not affect students’ sense of nationalism because they actually did not use a lot of English at the school, and Bahasa Indonesia was still the main language (extract 19).

Therefore, I believe that such implication may have existed in some of the schools unbeknownst to the teachers or possibly the teachers were trying to defend EMI as an educational practice that they supported. Interestingly to me, one participant in my pilot study (Fitriyah 2013) admitted that she was concerned about her students who showed some signs of loving English more than Bahasa Indonesia and regarded English as more ‘awesome’ than Bahasa Indonesia. This particular teacher seemed to be concerned that the excessive use of English would have changed the students’ and EMI teachers’ identity and loyalty towards the national language and eventually their loyalty towards the nation (see Chapter 1). This worry may exemplify Coleman’s (2016, p. 29) analogy of English in Indonesia as naga, or the dragon, which consumed Bahasa Indonesia.

These worries are in line with Laycock’s (2001, p. 171 as cited in Wright, 2004, p. 6; 2016, p. 7) function of language as a definer of group identity and Shohamy’s (2006, p. xv) argument that language may create group membership ‘to determine loyalty and patriotism’. These also
exemplify the ongoing debate between preserving national identity and pursuing national interest by being more active in the international community through English (Haa et al., 2013). EMI reversal also occurred in Qatar due to a similar reason where Arabic was re-used after years of using EMI due to the fear that EMI would cause an ‘identity crisis’ and the loss of Qatari culture (Paschyn, 2013, p. 2).

Such worries and complication arising from societal perceptions of EMI to a certain extent shaped teachers’ experiences of EMI such as when their colleague considered them as being pretentious by using English which they considered a symbol of prestige (excerpt, excerpt). In addition, these worries eventually brought EMI to its end. This impacted the teachers’ experiences in a negative way causing emotional responses of disappointment, and a loss of motivation to do ‘more’ for their teaching practice.

**Support from school and government**

Support from school and government seemed to play a crucial role that shaped teachers’ experiences of EMI. Fullan (2015, pp. 75-76) suggests that ‘a supportive district administration and principal’ may help teachers to be ready ‘to implement the change in the classrooms’. In this study, teachers who received sufficient support from their school and government seemed to have more positive experiences of EMI and seemed to have developed their competence as an EMI teacher. For instance, Bu Dini seemed to enjoy her EMI experience the most when she received support from school in the form of a buddy system (excerpt 157). When the buddy system was no longer available, Bu Dini seemed to struggle with her tasks and decided to use minimum English in her EMI classes (excerpt 158). Bu Indah also seemed to have more positive experiences after being supported by her school which provided training for their teachers (excerpt 129, 130).

Other examples were Bu Windi, Bu Etta, Pak Amir, and Pak Joni who received support from the government when they were sent for training both in country and abroad which the teachers considered to be a reward (excerpts 26, 31, 55, 65, 91, 95). These supports-cum-rewards seemed to encourage the teachers to keep pushing themselves to improve their competence so that they would gain more rewards.
Opportunities to interact with other teachers

The ‘opportunity to interact with other teachers’ (Fullan, 2015, pp. 75-76) also seemed to have shaped my participants’ experiences of EMI and its reversal. Bu Dini for instance, needed the opportunities to interact with her fellow EMI teachers to practice her English (extract 185, 186). There were other opportunities available for the EMI teachers to interact with teachers on a broader range, also. During the ISS/EMI era, teachers seemed to have more opportunities to meet other teachers from different regions, different provinces, and even from different countries (see Section 6.1.3). During the ISS/EMI era, there were a lot of forums available, either training or meeting forums, for the teachers to meet either at the regional, national, or international level. There were also opportunities for the teachers to meet visiting EMI teachers from other countries. For instance, Bu Dini who was proud and excited to meet EMI teachers from Thailand who spoke with broken English just like her (excerpt 169). Such experiences might have helped boost Bu Dini’s language confidence and possibly her competence also which both contributed to her different experiences of EMI.

Support from colleagues

Support from colleagues seemed to shape some experiences of the teachers. Without this support, the teachers would not have had a favourable environment to improve their competence for EMI. For instance, Bu Dini experienced a ‘clash’ with the non-EMI teachers in her school. She said that during the ISS/EMI era, the teachers’ lounge at her school was virtually divided into the EMI and non-EMI teachers’ areas. Every time the EMI teachers spoke English to one another in the lounge, the non-EMI teachers would mock them by calling them ‘excellent’, which was more a satire than a compliment (excerpts 164-166). The non-EMI teachers apparently considered the EMI teachers to be arrogant and pretentious by showing off their English skills in the lounge. The non-EMI teachers also complained that there were some social strata among teachers at the school with EMI teachers at the top. Apparently, some EMI teachers embraced their ‘superiority’. Bu Dini also said to me that there were EMI teachers who were actually proud and considered themselves better than the non-EMI colleagues (excerpt 167). Bu Etta also seems to experience similar incidents. The non-EMI teachers would always avoid the EMI teachers whenever they were using English around them (excerpt 78). This may have deprived the EMI teachers of a nurturing environment in which they could improve their English thereby hindering their development as EMI teacher and through EMI programme.
Such tension between EMI and non-EMI teachers appears to stem from the image of English as a language of prestige and the language of the elite (Tanner, 1967: 34 as cited in Lowenberg, 1991, p.129; Onishi, 2010). Because of this perception, teachers who were part of EMI seemed to be proud of being in the programme, and those who were not felt jealous.

6.4 Pattern of teachers’ experiences as shaped by the influences

By linking my participants’ experiences and shaping influences on those experiences, I identified that the teachers’ experiences followed a pattern which depended on the influences that shaped their experiences. Each pattern consists of four words/phrases representing teachers’ main experiences of each phase of the four phases of change, i.e. the initiation phase – implementation phase – institutionalisation phase – reversal phase. These patterns were: 1) willingness to embrace the change – struggle – fulfilment – disappointment; 2) willingness to embrace the change – excitement – fulfilment – disappointment; and 3) resistance - struggle – fulfilment – relief. I discuss these patterns in the following sections. In the following discussion, I divided the teachers into three groups depending on the pattern that they belonged to. The decision to group the teachers in this fashion was for the sole purpose of clarifying the distinction. There was no other meaning underlying the grouping.

6.4.1 Pattern 1: a willingness to embrace change - excitement – fulfilment – disappointment

There was one teacher in my study who had this pattern of experiences. He was Pak Joni. He showed his willingness to embrace the change when he was assigned to initiate the use of EMI for their teaching. Pak Joni tended to enjoy being part of the programme (see 6.1.1).

Next, during the initial use of EMI, Pak Joni seemed to be excited and enjoyed using EMI in their lessons. Over time, their excitement changed into a sense of fulfilment especially when they were rewarded for their achievements. Examples of this are when Pak Joni was offered to be the assistant mentor for EMI training abroad (excerpt 55), and when they were proud of their students’ achievements. For Pak Joni, the reversal of EMI was a shock and a disappointment.

Regarding the internal shaping influences of these experiences, Pak Joni was highly confident with his English. Pak Joni held positive perceptions of EMI, i.e. EMI had empowered both the
teachers and their students to be equal to their counterparts overseas (see Section 6.1.3). The external shaping influence of receiving abundant support from their school and from the government also seemed to present in Pak Joni’s experiences. With regard to age and duration of being in service, Pak Joni was the youngest participant in my study. He had only been in his job for two years and he seemed to show his enthusiasm towards EMI. His other shaping influences such as their perceptions of EMI and their language confidence seemed to be more apparent influences for him.

Figure 33 Teachers experiences of change and the shaping influences: Pattern 1

6.4.2 Pattern 2: a willingness to embrace change – struggle – fulfilment – disappointment

There were five teachers whose experiences aligned with this pattern, Bu Etta and Pak Amir, Bu Indah, Bu Dini, and Bu Windi. These teachers adhered to the new EMI policy from the beginning although they knew that they did not have sufficient English competence to implement the tasks, thus having quite low language confidence. Bu Etta, for instance, admitted that she answered the questions in the EMI teacher selection interview with broken English, and she would even struggle to say a simple sentence. The following sentence can exemplify this ‘‘we go by..eh’,..masih mikir dulu kalau mobil itu apa..’’ohh..car sir’ itu napasnya sudah ngos ngosan’ (we go by, eh’, and thinking again how to say car in English ’ohh, car sir’. I was gasping just by doing that) (excerpt 85). Pak Amir also admitted that he ‘stuttered’ when speaking English (excerpt 90). Bu Indah indicated her struggle with English when stating that sometimes her students would correct her English (Excerpt 107).
As shaped by their positive perceptions of EMI, they were committed to work hard and even often struggle to improve their English. Evidence of these struggles is when Bu Etta embarrassed herself crying at a national forum; she became famous as the one who cried. In addition, she also said that the struggle to improve her English had made her suffer and become ill (excerpt 63). However, with their hard-work, finally they enjoyed moments of fulfilment as when Pak Amir and Bu Indah were awarded a training trip abroad (RN5: par.15) and when Bu Etta stunned the same audience who witnessed her crying the year before with her fluent English (excerpts 79, 84) and thereafter was buoyed by achievements.

Pak Amir, Bu Indah, and Bu Etta were really pleased with their achievements. The change seemed to work out for them in that it gave them a sense of ‘mastery, accomplishment, and self growth’ (Fullan 2001, p. 32). When EMI was reversed, these teachers were really disappointed. Pak Amir, who perceived EMI as special and motivating, claimed that the reversal was retrogression (Excerpt 117, 118), and Bu Indah considered it to have weakened teachers’ motivation to do better (excerpts). Meanwhile, Bu Etta, who also perceived as empowering, and motivating, was more positive when responding to the reversal. She and her EMI teacher colleagues still used English in their classes and their school. However, other teachers complained to them because those other teachers thought that the EMI era had ended. This situation may be influenced by the perception of English as prestigious, thus, speaking English would be considered as showing off. Therefore, the other teachers, probably out of jealousy, made Bu Etta and her colleagues stop speaking English around them.

However, Bu Etta was more fortunate than Pak Edo as she gained a second opportunity to be involved in an EMI programme when she was appointed to be a head-teacher in an EMI based private school. I decided not to follow her experience in the new school further because I focused only on teachers’ experiences of EMI in the ISSs. Bu Etta’s and Pak Amir’s experiences are consistent with Hargreaves and Fullan’s (2012, pp. 59-60 as cited in Fullan, 2015, p. 105) effective period in the job for change. Both of them were within the range of period, 22 and 8 years on the job respectively, and both showed that they were engaged with EMI innovation and worked hard for it. Meanwhile, Bu Indah exemplified contraction to this proposition as she had been in the job for more than 25 years when starting to be involved in EMI.
Bu Dini dan Bu Windi showed an interesting pattern in their experiences. I classified their pattern of experiences as being a slight variation of Pattern 2. When they were selected to be part of the EMI programme, they reported that they were willing to embrace it (see Section 6.1.1). As they felt that they did not have sufficient English competence to cope with their EMI lessons, they committed to work hard to improve their English. In spite of their lack of confidence regarding their English competence, both teachers still had to start implementing EMI in their lessons. As a result, their difficulties intensified. They had to both strive to improve their English and to use English in their lessons. For instance, Bu Windi had to practice her English all the time and bear with the mockery that she received (excerpts 24). Both teachers started with low language confidence and fought to use English; both used the same word, ‘belepotan’ or messy, to describe their English (excerpts 32, 132, 147; RN2: par.2). Bu Dini was a little more fortunate in this phase. Although she was experiencing similar challenges, she received ample support from her school. One important type of support was the buddy programme which allowed her to work with university lecturers to prepare her lessons (excerpt 157). The fact that her students had better English than she did and corrected her mistakes added intensity to her efforts.

In the next phase, both teachers asserted that their English had improved and that it was a little easier for them to use English in their lessons. In addition, due to their improved English competence, they received awards and recognitions which boosted their language confidence (see Section 6.1.3). However, apart from sensing some degree of fulfilment, both teachers experienced a sense of struggle due primarily to their persisting low English confidence. Pushed by positive perceptions of and pride in EMI, they attempted to continue to use EMI in their lessons more strategically. Bu Windi used cue cards to help her continue speaking English in her classroom (excerpt 30). Bu Dini decided to use English only to open and to close her lessons (excerpt 134). Based on what she said about translating materials into Bahasa Indonesia after the reversal, I believed that she still used English materials for her lessons (excerpts 151). Despite their positive perceptions of EMI, they also considered their tasks as burdensome.
When EMI was reversed, they felt really disappointed, sensed that all their hard-work had been rendered useless and that their students had lost the opportunity to be better (excerpt 33, 150). At the same time, they felt relieved that they were freed from the burden of fighting to think about what to say in their lessons (excerpt 33, 152). Interestingly to me, both teachers analogised the feeling as being freed from colonialisation (excerpts 33, 152). To me, both teachers indicated EMI programme which was coerced had stolen their freedom to express themselves freely in their classes. The language limitation had often ‘tied their tongue’ and often restrained them from saying what they wanted to say. This situation seemed to have ‘imprisoned’ the teachers and thus the move away from the situation was considered a freedom.

![Diagram](image)

*Figure 34 Teachers experiences of change and the shaping influences: Pattern 2*

**6.4.3 Pattern 3: a resistance to change - struggle – fulfilment – relief**

In this pattern, teachers did not seem to show any of pleasure in any stage of EMI implementation. Only Pak Edo reflected this pattern of experience. He was the only participant in my study who was against EMI from the onset and resisted the initiation of the programme (excerpt 1). The underlying reasons behind his resistance were that he was aware that English would bring trouble to the teachers because they had very limited English competence. He also did not perceive EMI as necessary for his students; it was just a burden that would make teachers’ tasks more difficult and would harm students’ academic attainment which he believed was his main goal in teaching (excerpts 21).
Unlike the other teachers who also began their EMI involvement with challenges, Pak Edo’s perception of EMI and language confidence seemed not to change during all the phases of his EMI experience. He continued to have low confidence as exemplified by his comment that all the English teachers who had taught him had failed to make his English better (excerpt 4). Interestingly, he was also the only person who did not report receiving rewards or recognition. Holistically, his story was low-spirited overall.

His story may exemplify the importance of recruiting teachers with positive perceptions of and willingness to work for EMI. Recruiting unwilling teachers with negative perceptions towards EMI such as Pak Edo may not only potentially hamper the running of an EMI programme but also cause frustration for the teachers. His negative perceptions and negative attitude towards EMI could hinder him from performing his best, which he might be able to do if he was allowed to use Bahasa Indonesia. His accounts about how he used the same materials over and over again may exemplify a hindrance to his development (excerpt 11). He considered that teaching through EMI was difficult and would complicate his job (excerpts 2,3,10,14). Therefore, when EMI was reverse, he felt relieved that he was released from the obligation to implement a policy that he considered complicated and unnecessary.

![Figure 35 Teachers’ experiences of change and the shaping influences: Pattern 3](image)
Conclusion

In this chapter, I addressed my research aims and research questions with regard to my findings deriving from my data analyses. There were four main findings identified in this study - that: 1) teachers’ experiences involve four phases of educational language policy change (initiation, implementation, institutionalisation, and reversal); 2) there were three stages of teachers’ experiences of the reversal, i.e. Stage 1: turbulence, intense emotions, feelings of nostalgia; Stage 2: readjustment; Stage 3: acceptance and adaptation, 3) there were internal and external influences that may have shaped the teachers’ experiences, and 4) teachers’ experiences of educational language policy change followed three different patterns depending on the influences that had shaped their experiences.

In the next chapter, I present my conclusions and the contributions that I believe this study makes.
Chapter 7:
Conclusions and Recommendations

Introduction
I begin this concluding chapter by summarising insights gained through my study (Section 7.1). I then discuss the contributions that I believe my study makes (Section 7.2). In Section 7.3, I consider some of the main implications of my study for educational language policy and practice in Indonesia and other similar contexts. Finally, I bring the thesis to a close with suggestions for future research (Section 7.4).

7.1 Summary of insights
My study explored the narratives of seven Indonesian Science and Mathematics teachers regarding their experiences of changes (both the introduction of new policies and the reversal of these policies) in the languages of instruction, especially concerning EMI (English-medium Instruction). Further, it considered the possible shaping influences on their experiences. For ease of reference, the research questions which focused my study, are represented here:

1. What are Science and Mathematics teachers’ experiences of the changes in the language of instruction?
2. What are the shaping influences on their experiences of the changes in the language of instruction?

Through an analysis of the teachers restoried narratives as viewed through a lens adapted by me from Miles et. al.’s (1987) phases of change, I was able to identify the teachers’ main experiences during each phase in the process of change. These phase-by-phase main experiences were as follows:

1. During the initiation phase, teachers tended to be either willing to embrace, or resistant towards, the policy that required them to use EMI in their lessons. The resistant teacher, however, still attempted to implement the policy imposed to him and used EMI in his lessons. In this stage, the teachers in my study demonstrated that they were the implementers (Bjork, 2005) of the policy assigned to them by the government and the school authorities.
2. During the implementation phase, the teachers mainly experienced struggle and/or excitement during this initial period of using EMI in their lessons and while developing their English competence.

3. During the institutionalisation phase, some of the teachers experienced some sense of fulfilment due to the rewards and accomplishments that they achieved. Some of them were equally fullfilled, yet due to different reasons. The reasons were because they managed to find strategies to help the use English in their EMI lessons. The use of cue cards or teaching scenarios are examples of these strategies. These helped the teachers to continue speaking English during the lessons. Other strategies included displaying English materials on slides and deciding to use English selectively to only open or close lessons to minimise their need to speak English. This is the phase where teachers demonstrated their agency as ‘street level bureaucrats’ (Lipsky, 2010, p.xi) who took ownership of the policy imposed upon them. The teachers decided to adapt the policy into what worked for them and their situations.

4. When EMI was reversed, the teachers felt either disappointed or relieved, or felt a mixture of disappointment and relief. I identified three stages of teacher experience during this reversal phase. The three stages were:

**Stage One: turbulence, intense-emotions, and feelings of nostalgia**

During this stage, the teachers felt emotional about the reversal for two reasons. Firstly, they no longer had the opportunity to be part of a prestigious programme that they considered empowering for them and their students. Secondly, the hard-work and struggle they endured to reach the phase of EMI teacher competence they had attained had been rendered useless. This stage is characterised by teachers’ occasional use of English during the lessons and their nostalgic feeling about EMI.

**Stage Two: readjustment**

During this stage, the teachers started to learn to accept and relearn the ‘new policy’. The teachers started to readjust their practice to the ‘new policy’ and started to accept the reality and move on with their career. For instance, teachers started to translate their English materials into Bahasa Indonesia and stopped using English in their lessons.
Stage Three: acceptance and adaptation

During this stage, the teachers had accepted the fact that it was no longer possible for them to implement EMI. During this stage, teachers would be using Bahasa Indonesia completely and stopped referring to the EMI programme with their Bahasa-medium students.

These stages of teacher experience of reversal were shaped in large part by their experiences of the initiation, implementation, and institutionalisation phases of change and their responses to the reversal. The teachers who had gone through a significant amount of struggle in order to be able to teach through EMI, and to gain personal and professional benefit from it, who were then disappointed when EMI was reversed seemed to experience all these three stages. The teacher who had exciting experiences during the three phases of change and was disappointed when EMI was reversed, seemed to also have these three stages in his experiences of reversal. Meanwhile, the relieved teacher who was resistance towards the programme and who had gone through significant struggle when being part of EMI, seemed to move directly to acceptance and adaptation (i.e. Stage Three). These three stages may not progress neatly in this sequence, nor do they necessarily culminate with Stage Three. Some teachers who seemed to have reached Stage Three, appeared to return to Stage One or Two when reminded of their EMI experiences, such as when I interviewed them for this study.

There were both internal and external influences shaping the teachers’ experiences of change. The internal shaping influences were the teachers’: i) language confidence; and ii) perceptions of EMI. The teachers’ language confidence seemed to shape teachers’ experiences to be more joyful or frustrating. Meanwhile, their perceptions of EMI may have shaped their willingness either to participate in EMI wholeheartedly and committedly or to resist or reject EMI. Another shaping influence on my initial model, their stage of career, did not seem to have significantly shaped some of my participants’ experiences, but may be a significant shaping influence for some others.

The external shaping influences were: i) societal perceptions of EMI; ii) opportunity to interact with other teachers; iii) support from school and government; and iv) support from colleagues. Societal perceptions of EMI, especially regarding the position of English as a prestigious language and the worries that it would jeopardise students’ national identity and sense of nationalism, seemed to have shaped the teachers’ awareness about the possibility of
such identity-jeopardising situations. Although none of the teachers in the study reported in this thesis felt that they had experienced such a situation, some of them seemed to realise that such situations might happen. Hence, they addressed it by reminding the students about the need to continue being Indonesian despite their use of a foreign language for their learning. Meanwhile, one teacher in my pilot study (Fitriyah 2013, as discussed in Chapter 1) witnessed how her students became more proud of speaking English than speaking Bahasa Indonesia. Meanwhile, the teachers’ opportunity to interact with other teachers, and to gain support from the school, government, and their colleagues had shaped teachers’ experiences by creating an environment which either facilitated or hindered their performance as EMI teachers and their continuing development for and through the EMI programme.

Linking the teachers’ experiences and the possible shaping influences on those experiences allowed me to identify the following patterns of teacher experience of change and reversal in the language of instruction. Each pattern consists of their major experiences of each of the four phases of change. Below are the main patterns:

i) Willingness to embrace the change – excitement – fulfilment - disappointment
One teacher in my study who had positive perceptions of EMI and high language confidence reported a smooth transition from Bahasa-medium instruction to EMI. The teacher seemed willing to embrace the change when receiving the assignment to teach through EMI. He started to implement the new language of instruction excitedly, with no sign of it being burdensome. Over time, the excitement led to a sense of fulfilment as he succeeded in achieving the rewards offered for the programme, such as training trips abroad, or as he saw his students perform well in their lessons. When EMI was cancelled, the teacher was disappointed. He believed that the reversal had caused him and his student to lose the opportunities to become equal to their counterparts from the developed countries such as the United States of America and the United Kingdom, because they no longer used English.

ii) Willingness to embrace the change – struggle – fulfilment - Disappointment
The teachers who had positive perceptions of EMI reported how they started their assignment as an EMI teacher with willingness to embrace the change and often with excitement. These positive perceptions fostered the teachers’ commitment to the programme in spite of their low level of confidence in using English. They worked hard
to improve their language competence, and often so hard that it caused them to struggle as they endeavoured to do their best for and to benefit from the programme. Their hard-work eventually paid off as they enjoyed success in their efforts to enhance their competence. They then had the opportunities to gain rewards and recognition from the government, their colleagues, and/or their students, and in turn this gave them a sense of fulfilment. The rewards could be tangible (such as trips abroad) or less so (such as pride and admiration). The road from struggle to this sense of fulfilment was often long and tough. When EMI was cancelled, they lost the opportunity to enjoy the results of their hard-work and struggle. As a result, they felt utterly disappointed.

There were two teachers who showed a slight variation of this second pattern. These two variant teachers reported slightly different experiences during the institutionalisation phase of the change. Similar to the other teachers in this pattern, during this phase, the two teachers received numerous rewards such as training trips abroad and recognitions from the government or their colleague. However, because of the lack of support from their environment and less improved language confidence, their experiences of institutionalisation were not thoroughly exciting. Therefore, when EMI was cancelled, they felt both disappointed and relieved. On the one hand, they were disappointed because they could no longer enjoy the results of their hard-work. On the other hand, they felt relieved because they were freed from the struggle that they had to endure during the implementation and institutionalisation phases of EMI. Analysing further, I sensed that they were more disappointed than relieved by the reversal, because they agreed that EMI had brought good things to them and their students.

**iii) Resistance – struggle – fulfilment - relief**

The teacher with this pattern negatively perceived EMI as being unnecessary, difficult, and a burden. Hence, when assigned to teach through EMI, he at first resisted because he felt that the new assignment would add unnecessary complication to his teaching. Therefore, when his protests were unheard and he was still assigned to teach through EMI, he struggled to both implement EMI in his lessons and to improve his English competence. Contrary to the experiences of teachers who followed the other patterns, his language confidence did not seem to improve over time. Therefore, he would find ways to strategically make his task easier by avoiding to speak English in his EMI lessons and by presenting the element of EMI by displaying the English materials on
slides. When EMI was reversed, this teacher was relieved and excited, because he was freed from the unnecessary burden that EMI placed upon him.

These insights with regard to teachers’ experiences and the possible shaping influences, and the link between those two, helped me articulate the contributions that I believe my study makes and the implications that I believe my study carries.

7.2 Contributions
As discussed below, my study makes conceptual and methodological contributions to the the body of literature on teachers’ experiences of change (and especially on policy reversal as part of a process of unfolding change) and on EMI.

7.2.1 Conceptual contribution
7.2.1.1 Teachers’ experiences of change and reversal
The first conceptual contribution that I believe my study makes is my adaptation of Miles et al.’s (1987) model of change process as a lens to study teachers’ experiences. The model was devised by Miles et al. (1987) and then adapted and developed by Fullan (1985, 1989, 1991, 2004, 2008, 2015) who linked the phases of change with outcomes, i.e. student learning and organisational capacity. This model of phases of change was originally designed to address change in the wider scope such as schools. In my study, I used the model to specifically help capture teachers’ experiences of change.

As I previously predicted (see Chapter 2) the model suits the sequential nature of my narrative data. Given the affordances of my research method, narrative, my data were chronological by nature. During the narrative interview, teachers in my study told me their experiences of EMI from the beginning until it was reversed, although often not neatly chronological. The model did the function well and helped me to capture the experiences of change systematically.

Next, as I also anticipated (see Chapter 2) the model has helped me to 1) see how the teachers’ experiences developed over time and be able to follow this development; 2) capture the teachers’ experiences of change in every phase and in more detail. This has enabled me to provide suggestions regarding teachers’ experiences of each of the phases of change. By separating the phases of change I was able to explore ‘what happens’ during each of the process and to learn about ‘what behaviours within each phase make for success’ (Bollen et al. 1996, p.69).
In my study, I adapted Miles et al.’s (1987) original model by adding one more phase, i.e. reversal into the original three phases model, to specifically capture the change process in my context. In the original model (Miles et al.’s 1987), there was no mention of a further phase after institutionalisation. It was Fullan (1985, 1989, 1991, 2004, 2008, 2015) who mentioned in the elaboration of his model that as part of institutionalisation phase, a change may be discarded or diminished by attrition. These original phases did not specifically capture the change phases in my situation, in which the attrition was followed by the U-turn, or returning to the policy preceding the innovation. Therefore, I added the phase of reversal to specifically capture the change process in my situation, thus including the four phases of: initiation, implementation, institutionalisation, and reversal (see Figure 7). This model may offer an alternative for reseachers or practitioners who need a model of change to capture similar situation like mine.

The Four Phases of Change: Initiation, implementation, institutionalisation, and reversal (adapted from Miles et al.’s (1987, p. 245)

The second conceptual contribution regarding change that my study made was regarding the phases of teachers’ experiences of reversal. My model of teachers experiences of reversal may add to the literature about teachers’ experiences and may be useful for other researchers and practitioners who intend to find conceptual information about teachers’ experiences, which to the best of my knowledge is not widely discussed in the literature. The findings in my study confirm Alkhater’s argument (2016, p. 122-123) that a reversal process never goes back ‘to the moment that preceded reform’. Teachers’ experiences of reversal may be shaped by their experiences of all the phases of change: initiation, implementation, and institutionalisation. Therefore, when they need to return to the policy that preceded the change, their response and experiences may not be the same as what they experienced before the change. This was exemplified by the three stages of experiences that my participants, who responded negatively
towards the reversal, went through stages before reaching the acceptance stage. Meanwhile, for the teachers who was not committed into the policy change and was happy when it was reversed, the stages did not seem to appear in their narratives. Below is the illustration of the three stages:

![Stages of experiences of reversal](image)

Third, my thesis makes a contribution to the literature on Indonesian teachers’ role with regard to policy and change. My study to a certain extent agrees with Bjork’s (2005) observation that Indonesian teachers, especially the civil servants, are the implementers of the government policy. However, my study also confirms Lipsky’s (Lipsky, 2010, p. xi) argument that, at the classroom level, teachers are ‘street level bureaucrats’, who have the power to implement the policy to their discretion. Teachers in my study implemented the policy that the government imposed upon them, but at the ‘street level’, they decided to take ownership of the policy and to adjust it into something that worked for them and their situation. On the higher level, teachers were seen as the object of the policy, those who had to comply with what the government decided. On the lower level, they were the ‘owners’ of their classroom and they had the freedom to decide to implement the policy fully or strategically based on what they perceived of the policy and their capability to cope with the tasks adhered in the policy.

The models of shaping influence of teachers’ experiences of changes in the language of instruction that I devised for this study may also contribute to the literature of language policy and EMI as an alternative model for studying EMI or other foreign language medium teachers’ experiences of their praxis. In addition, based on the insights I gained through this study, I devised a model linking teachers’ experiences and the possible shaping influences. It further provides an alternative model for researching experiences of change.
7.2.1.2 EMI in multilingual settings

In Chapter 1, I commented that one of the underpinning reasons for the move away from EMI in Indonesia was the worry that English would jeopardise students’ sense of nationalism and national identity (ICC, 2012). Coleman’s (2016, p. 29) analogy of English in Indonesia as the naga, or the dragon, which preys on Bahasa Indonesia illustrates the worries. The excessive use of English, especially when spoken by the younger generation, would post the risk of diminishing their love to Bahasa Indonesia, which is the national identity of the Indonesians. Furthermore, Crystal (2012, p. 124) argues that the political factor may cause some people, or all people, in a country to be ‘antagonistic’ and against a certain language. In contexts like Indonesia, which has a history of being colonialised, the national language becomes important and is considered as the symbol of national pride and unifying tool. Its importance is manifested in the Indonesian Youth Pledge of 1928 and Indonesian Constitution of 1945.

Based on the above discussion, it is evident that societal perceptions are important both for the sustainability of EMI programme and for shaping teachers’ experiences of EMI. My study provides examples that, in some cases, when English is used proportionally, such as specifically used as the language of instruction only, it may not be perceived as a threat that may jeopardise students’ sense of nationalism. However, my study also shows that when used excessively, EMI may be perceived as the ‘dragon’ (Coleman, 2016) that can endanger students’ national identity.
My thesis also contributes towards the discussions of the impact of EMI teachers’ English competence on students’ academic attainment (see de Lotbiniere 2009 and Gill et al., 2010, Yip et al. 2003; Uys, et al. 2007; Marsh 2006; Kyeyune 2003; Shohamy 2013; Crandall, 1998). In my study, it is evident that teachers’ low language confidence negatively affected students’ academic attainment. In addition, my study also suggests that in some situations, EMI students may have better English competence than the teachers, which is possibly due to the competitive admission process with criteria such as students’ academic aptitude and linguistic competence. Hence, only those with good English could be admitted to the ISSs. Meanwhile, EMI teachers’ selection may not be equally competitive. They teachers were mostly selected to teach through English because their schools were assigned the ‘ISS’ status. This linguistic competence gap often leads to unfavourable and often embarrassing situations for the teachers. This may eventually affect teachers’ self-esteem, which may add intensity to teachers’ struggle to implement EMI.

7.2.2 Methodological contributions

The first methodological contribution that I believe my study makes is regarding data gathering technique for narrative inquiry. In my study, I designed data gathering procedure which I believe has helped me gather rich story from my participants. In my procedure, I used multiple methods to gather the story from my participants. I started with storytelling session, which is the main method in my research. The aim was to gather stories from my participants with minimum prompt and interuptions. This resulted in my participant accounts which often contain surprising and interesting elements which possibly I would not have found if using other methods. Next, to gather even more details of the stories, I followed up the story telling session with elaboration session, in which I asked questions based on the narrative that my participant just told me. The next interview, semi-structured, was conducted after I finished transcribing my participants’ stories, with questions deriving from the story on the first occasion (storytelling session and elaboration session). The function of the semi-structured interview was two-fold: 1) for generating more details about the story that my participant has told; 2) for allowing my participant to confirm or change the parts of their story. In this way, it can be a means to collaborate with the participants to strengthen the credibility of the data gathered. For ease of reference, below is the illustration of the procedure:
My second contribution to methodology is towards the field of researching multilingually. The multilingual data in my study allows me to contribute in this regard. My data involves many culture- and context-related words which I believed would be ashamed if thoroughly translated and thus diminishing the cultural identity of the speakers. Hence, I decided to keep words signifying culture such as ‘mah’ ‘mbak’, ‘pak’, and ‘bu’. My aim was to maintain the original sense of culture which identifies the cultural identity of the speaker although the sentence is translated into English.

In addition, translating culture and context bound words and expressions could be challenging. My study contributes to provide example of how to translate culture related words and expressions which both retain the cultural or contextual content, thus may be useful for those who know the original language, and at the same time informative for the readers who do not have the knowledge of the original language. Below are samples of such translation:

‘Those senior teachers who found English difficult, ‘belepotan’\(^{71}\) (struggled) in composing exam papers’

‘I did not tell the teacher directly because I felt there was ‘ewuh pakewuh’\(^{72}\).’

\(^{71}\) In this context, ‘belepotan’ means struggled
\(^{72}\) Javanese word meaning somewone would feel awkward and not polite to saya or do something to a respected person.
‘Although our [English] was still ‘belepotan’\textsuperscript{73} (brokenly), the most important thing was that ‘little by little I can’\textsuperscript{74},

My study also provided examples of why people codeswitch from one language to another when telling a story of their experiences. Some of my participants codeswitched from Bahasa Indonesia to a vernacular language, such as Javanese, Sundanese, and Ambonese, or to English. There seems to be two functions of their codeswitching to vernacular language(s), namely: first, to quote what she or he or someone else had said in the event happening in their story; and second, to emphasise their feelings or emotions regarding the event that they narrated to me. Meanwhile, when codeswitching to English, my participants seemed to either quote what she or he or someone else had said in the event that occurred in their story or to demonstrate their capability of speaking (some) English. This may indicate their confidence to speak English or their pride of being able to speak English.

\subsection*{7.3 Implications of my study}

My study has implications for how educational language policy change and reversal may be addressed in countries with a complex linguistic landscape such as Indonesia. The implications are for educational language policy making and EMI policy and practice.

\subsubsection*{7.3.1 Implications for educational language policy making}

It is evident in my study that teachers play an imminent role in the implementation of policy change. This suggests that language policy makers need to consider teachers’ voices when planning to introduce a new language policy and to start prioritising teachers instead of making them mere consumers of the policy. Language policy makers need to investigate teachers’ readiness and willingness to embrace a new policy before introducing a new policy, because the success of educational policy implementation lies mainly in the hands of the teachers rather than those of the policy makers. Teachers are the final decision-makers who take the final decision whether or not to implement the policy. Making sure that teachers are capable of and willing to embrace the policy and are committed to it, may improve the chance for the successful implementation of the policy.

\textsuperscript{73} In this case this word can mean ‘brokenly’.
\textsuperscript{74} ‘Little little I can’ or another variation such as ‘little little sih I can’ is a popular joke with meaning showing that the speaker can speak English but poorly.
Equally important, when considering reversing an educational language policy, policy makers need to consider the possible impact of the reversal on the teachers (such as those discussed in this study, see Figure 28). Considering and attending to what teachers possibly need to cope with the reversal may help minimise the negative implications that teachers may experience.

The next implication is that when intending to introduce a new language policy (and especially one involving a foreign language) in a country with complex linguistic landscape (such as Indonesia), policy makers need to anticipate the possible conflicts resulting from different perceptions that the society may have regarding the language. This may result in taking smaller steps when introducing the language policy. For instance, by implementing it at a smaller scale, and considering combining the new (foreign) language with some cultural elements that the society embraces.

7.3.2 Implications for EMI policy and practice

The escalating importance for global communication may necessitate countries to introduce or re-introduce (in the case of Indonesia, Malaysia, Qatar) EMI. Learning from my study, there are several elements that need to be addressed whenever such (re)introduction happens namely:

1. The selection of EMI teachers should include the assessment not only of their knowledge of the content materials and their language competence but also of their language confidence, their perceptions of EMI, and their willingness to work with EMI.
2. EMI teacher education should be established before EMI is introduced and not after, so that there are sufficient number of teachers with strong backgrounds and qualifications for teaching EMI. For instance, in Indonesia, EMI teacher education should have started once the government planned to establish English-medium schools or once the Law was enacted in 2003. Hence, Indonesia would have had sufficient number of English-medium educated teachers to implement the policy in 2006 as planned. Such advance planning would have made Indonesian EMI less complicated. Equipped with citizenship education and the ability to integrate EMI teaching through socio-culturally sensitive methods would further prevent or minimise the problems of EMI in the face of nationalism.
3. EMI teachers’ recruitment should be made more open, such as by having national open recruitment. Therefore, instead of being assigned by the government or head teachers, every teacher could willingly nominate themselves to be selected for the programme.

4. EMI classes could be offered electively for some lessons at schools which are ready to implement the programme.

5. Many of the teachers in my study who had limited English language competence strategically used aids to help them undertake their EMI lessons. Such helping aids and media included: cue cards, teaching scenarios, and materials displayed on the slides. Therefore, besides helping EMI teachers with their language and professional development, EMI teacher educators could help encourage the teachers to find suitable helping aids and media or to offer them alternatives which might help teachers to make their teaching task easier.

6. Support from colleagues and opportunities to interact with other teachers were prevalent in providing a nurturing environment for EMI teacher professional development. Hence, schools and the government need to initiate programmes to facilitate these two elements, such as regular meetings for the EMI teachers and joint meetings for the EMI and non-EMI teachers.

7.4 Insights for future research

My study lays a foundation for further research on teacher experiences, especially regarding educational policy change and reversal. My study was set against the backdrop of the introduction of EMI in public schools in a context where the community considers English as the language of privilege. This image of English had divided the community into the supporters and critics of the use of EMI in the public schools. However, the public did not seem to problematise the use of EMI in the private schools and Islamic boarding schools where, typically, English is used alongside Arabic not only as the language of instruction but also as the day-to-day language of communication. Research on societal perceptions of English used in wider school contexts may be useful to further understand societal responses to English-medium of instruction policy in multilingual contexts such as Indonesia, Malaysia, and Qatar. Such understandings can be beneficial to help the policy makers in the countries to formulate language policy which can be both helpful for the students and socially acceptable. Considering the importance of school as an important domain ‘to developing the students’ language competence’ (Spolsky, 2004, p. 46), studies regarding language of instruction such
as mine may contribute to the development of knowledge with regard to educational and educational language policy.

My study was conducted after EMI was reversed and this meant that I could not further explore the impact of EMI on students’ national identity in the ISS context. Future research may address this particular issue in different types of English-medium schools. Instances of such schools in Indonesia are: The Indonesian National Plus schools where EMI is used alongside Bahasa Indonesia-medium instruction, International schools where EMI only was used, and in the Islamic boarding schools where EMI, alongside Arabic, is not only used as the medium of instruction but also the day-to-day conversational language among the students and teachers. Studies may investigate how such extensive use of English may or may not affect students’ national identity. Specific parameters can be set to determine students’ sense of nationalism and national identity. Comprehensive methods such as mixed of observations, narrative interviews combined with other methods of interviews, and focus group, to know how the students express their identity when being with their peers can be used in such studies.

My study shows that researching experiences may provide us with insights into what actually happens during educational language policy change and reversal. Based on my findings, I recommend that more studies of teachers’ and students’ experiences of educational language policy change, and possibly reversal, especially with regards to EMI be conducted. Results from such studies may contribute to the development of policy and practice of EMI. It may be useful to relate the teachers’ and students’ experiences with possible shaping influences, such as those discussed in this study, and this may then be added to the shaping influences that I identified. Interviews with teacher trainers, head teachers, parents, and school staff may be useful to further contextualise the studies.

**Conclusion**

In this final chapter, I summarised the main insights from my study regarding teachers’ experiences and the possible shaping influences, as developed by the analysis of my data and its discussion, which I have presented in the previous chapters. Next, based on what I learned from my study, I proposed contributions that I believe my study makes and implications for educational language policy and practice. Finally, I recommend possible future research
which may contribute to the development of knowledge about educational language policy and practice.

**Final personal reflections**

This study originated from my personal and professional experiences as an English language and EMI teacher educator. This study has helped me realise that every teacher that I have met, and those I will meet in the future, may have stories behind their seemingly routine teaching practice. Reflecting back, I remembered being in the training room wondering why some teachers would remain silent, while the others seemed to talk to me comfortably. This study has helped me become more sympathetic to teachers’ endeavour to implement educational policies that seem to change relentlessly. Over time, teachers may have to cope with a new language of instruction, new curricula, new training policies, new materials, and much more. Through this study, I also have learned not to see people’s actions only from the surface and to always remember that every action may have layers of shaping influences. This realisation may be useful for me in my professional and personal life as a researcher, teacher educator, lecturer, and in my many other roles in life.
References


Bell, J.S. (2002). Narrative research in TESOL. Narrative Inquiry: more than just telling stories. TESOL QUARTERLY, 36(2).


Appendices

Appendix A Participant Recruitment Documents

A1. Participant Information Sheet (PIS) and Consent Form (Online Questionnaire)

Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

Lembar Informasi Responden

Kami mengundang anda untuk turut serta dalam penelitian sebagai bagian dari proyek thesis untuk program doctor saya. Penelitian ini bertujuan untuk mengkaji pengalaman guru tentang perubahan kebijakan pendidikan berkaitan dengan penggunaan Bahasa pengantar melalui analisis cerita yang disampaikan bapak dan ibu guru. Sebelum anda memutuskan untuk turut serta dalam penelitian saya, bapak/ ibu perlu mengetahui alasan dilaksanakannya penelitian ini dan hal-hal yang terkait di dalamnya. Mohon kesediaannya untuk membaca lembar informasi ini dan mendiskusikannya dengan orang lain jika diperlukan. Silahkan bertanya bila ada hal yang kurang jelas atau jika anda membutuhkan informasi lebih lanjut. Terimakasih banyak telah membaca lembar informasi ini.

Siapa yang akan menjalankan penelitian ini?

Penelitian ini akan dilaksanakan oleh Siti Masrifatul Fitriyah, seorang mahasiswa program S3 di Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.

Judul Penelitian


Apakah tujuan penelitian ini?

Melalui analisis cerita profesional para guru, kajian ini bertujuan untuk menemukan pengetahuan dan pemahaman baru mengenai pengalaman guru tentang perubahan kurikulum berkaitan dengan Bahasa pengantar pembelajaran. Khususnya, penelitian ini bertujuan untuk menjawab dua permasalahan berikut:

1. Bagaimanakah pengalaman guru Matematika dan Ilmu pengetahuan alam berkaitan dengan penggunaan Bahasa Inggris sebagai Bahasa pengantar pembelajaran dan pembatalannya sebagaimana yang direpresentasikan dalam narasi mereka?

2. Hal apa yang bisa dikaji dari pengalaman yang diceritakan para guru berkenaan dengan perubahan kebijakan pendidikan?

Mengapa bapak dan Ibu dipilih untuk turut serta?

Anda dipilih karena anda adalah guru Matematika atau IPA yang memiliki pengalaman mengajar dengan menggunakan Bahasa pengantar Bahasa Inggris sebagai Bahasa pengantar pembelajaran dan pembatalannya sebagai bagian yang dibatalkan.

Apa yang harus anda lakukan jika anda turut serta dalam penelitian?

Anda akan diminta untuk mengisi kuesioner online dan menjawab beberapa pertanyaan dalam kuesioner dalam link dibawah ini.

https://www.surveymonkey.com/s/KZCSYXZ

Anda akan diundang untuk berpartisipasi dalam wawancara (melalui telepon atau skype) jika anda bersedia. Tidak ada risiko yang bisa diakibatkan dari keikutsertaan Bapak/Ibu dalam penelitian ini tidak Dan saya akan
menggunakan nama samaran untuk Bapak/Ibu dan institusi Bapak/Ibu kecuali jika Bapak/Ibu menghendaki untuk disebutkan dengan nama asli.

Apa yang akan dilakukan dengan data yang telah dikumpulkan?

Data yang dikumpulkan dalam penelitian ini akan digunakan hanya untuk thesis saya dan tidak akan dipublikasikan kecuali dengan seizing Bapak/Ibu.

Bagaimana saya menjaga kerahasiaan tentang data ini?

Semua data dan bahan analisis akan disimpan dalam file dan media data (CD ata Flash Disc yang diproteksi) pada computer yang telah dienkripsi (memiliki password).

Apa yang akan terjadi jika saya berubah pikiran dan tidak ingin turut serta dalam penelitian ini?

Keikutsertaan dalam penelitian ini bersifat sukarela. Anda diperbolehkan untuk mengundurkan diri kapan saja tanpa harus memberikan alasan kepada peneliti.

Apakah saya akan mendapatkan kompensasi dari penelitian ini?

Keikutsertaan dalam penelitian ini bersifat sukarela. Anda akan diberikan 3 buah voucher Gramedia masing-masing senilai IDR 100,000 untuk tiga orang dan dua buah buku untuk dua orang yang nantinya akan saya undi.

Berapakah durasi penelitian ini?

Anda membutuhkan waktu 10-15 minutes untuk mengisi kuesioner ini.

Dimana penelitian ini akan dilakukan?

Kuesioner untuk penelitian ini tersedia dalam tautan berikut ini:
https://www.surveymonkey.com/s/KZCSYXZ

Apakah hasil penelitian ini akan dipublikasikan?

Temuan ini akan digunakan khusus untuk thesis S3 saya dan tidak akan dipublikasikan ditempat lain kecuali dengan izin Bapak/Ibu.

Cek catatan Kriminal (Jika diperlukan)

Tidak Ada

Kontak untuk informasi lebih lanjut

Jika anda membutuhkan bantuan atau saran berkaitan dengan proses penelitian ini, silahkan menghubungi saya melalui email Siti.Fitriyah@postgrad.manchester.ac.uk, atau dengan mengirimkan pesan dalam inbox Facebook saya Fitri Kurniawan. Jika anda membutuhkan informasi lebih lanjut dari dosen pembimbing saya, silahkan menghubungi mereka melalui richard.fay@manchester.ac.uk or charlotte.woods@manchester.ac.uk.

Apakah yang bisa dilakukan jika ada masalah dalam penelitian ini?

Jika ada masalah dalam penelitian ini dan anda tidak ingin untuk mendiskusikannya dengan anggota tim penelitian, silahkan menghubungi coordinator Research Practice and Governance dengan mengirimkan surat kepada 'The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', atau melalui email: Research-Governance@manchester.ac.uk, atau melalui telepon 0161 275 7583 or 275 8093

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English Translation:

**Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction**

**Participant Information Sheet**

You are being invited to take part in a research study as part of my project for my Doctorate thesis. This study aims to generate new knowledge and understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction through analysis of teachers’ professional stories. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

**Who will conduct the research?**

The research will be conducted by Siti Masrifatul Fitriyah who is a student at Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.
Title of the Research

The title of the research is Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction.

What is the aim of the research?

Through analysis of teachers’ professional stories, this study aims to generate new knowledge and understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction. In particular, my study is focused by the following research questions:

1. What are the experiences of Mathematics and Science teachers regarding the introduction of EMI and the subsequent reversal as represented in their narratives?

2. What insights with regard to educational policy reversal can I draw from the narrativised experiences of these teachers?

Why have I been chosen?

You have been chosen because you are a Mathematics or Science teacher who has had the experiences of teaching your subject through English and experienced the subsequent language policy reversal.

What would I be asked to do if I took part?

You will be invited to take part in an online survey and answer some questions in a questionnaire on the following link: https://www.surveymonkey.com/s/KZCSYXZ You will be invited to participate in the follow up interview if you agree to. Taking part in this research will potentially bear no risk to you. Concerning anonymity, unless you direct otherwise, I will typically anonymize the information about you and your institution.

What happens to the data collected?

The data obtained during this research will be used only for my thesis and are not going to be published unless there is a further consent.

How is confidentiality maintained?

All data and data analysis materials will be stored in protected files and data media (protected CD or pen drive) on encrypted computers.

What happens if I do not want to take part or if I change my mind?

The participation in this study is voluntary. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without a necessity of giving me a reason.

Will I be paid for participating in the research?

Participation on this research is voluntary and there will be no financial reward for your participation. However, there will be an opportunity that you will win one of the three gift vouchers (each is worth IDR 100,000 (£ 5)) or one of the five bilingual books for your participation.
What is the duration of the research?

You will need about 10-15 minutes to complete the questionnaire.

Where will the research be conducted?

The questionnaire is available online on the following link:
https://www.surveymonkey.com/s/KZCSYXZ

Will the outcomes of the research be published?

The findings will be used specifically for my doctorate thesis and will not be published elsewhere unless there is a further consent.

Criminal Records Check (if applicable)

N/A

Contact for further information

If you need any help or advice regarding this research process, please feel free to contact me by emailing Siti.Fitriyah@postgrad.manchester.ac.uk, or by sending your message on my Facebook account Fitri Kurniawan. Shall you need any more information from my supervisors, you can reach them at richard.fay@manchester.ac.uk or charlotte.woods@manchester.ac.uk.

What if something goes wrong?

If there are any issues regarding this research that you would prefer not to discuss with members of the research team, please contact the Research Practice and Governance Co-ordinator by either writing to 'The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', by emailing: Research-Governance@manchester.ac.uk, or by telephoning 0161 275 7583 or 275 8093.

Consent form:

I confirm that I have read the attached information sheet on the above study, attached to this questionnaire, and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.
I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.
I agree to the use of anonymous quotes
I agree that any data collected may be passed to other researchers
I agree that any data collected may be published in anonymous form in academic books or journals.

1. Please write your initials on the box below if you have read and understood the consent declaration above (For instance SMF for my name, Siti Masrifatul Fitriyah)

2. I agree to take part in the above project. Please tick the one of the answers below.
   Yes □
   No □
Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

Lembar Informasi Peserta

Kami mengundang anda untuk turut serta dalam penelitian sebagai bagian dari proyek thesis untuk program doktor saya. Penelitian ini bertujuan untuk mengkaji pengalaman guru tentang perubahan kebijakan pendidikan berkaitan dengan penggunaan Bahasa pengantar melalui analisis cerita yang disampaikan bapak dan ibu guru. Sebelum anda memutuskan untuk turut serta dalam penelitian saya, bapak/ibu perlu mengetahui alasan dilaksanakannya penelitian ini dan hal-hal yang terkait di dalamnya. Mohon kesediaannya untuk membaca lembar informasi ini dan mendiskusikannya dengan orang lain jika diperlukan. Silahkan bertanya bila ada hal yang kurang jelas atau jika anda membutuhkan informasi lebih lanjut. Terimakasih banyak telah membaca lembar informasi ini.

Siapa yang akan menjalankan penelitian ini?

Penelitian ini akan dilaksanakan oleh Siti Masrifatul Fitriyah, seorang mahasiswi program S3 di Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.

Judul Penelitian


Apakah tujuan penelitian ini?

Melalui analisis cerita profesional para guru, kajian ini bertujuan untuk menemukan pengetahuan dan pemahaman baru mengenai pengalaman guru tentang perubahan kurikulum berkaitan dengan Bahasa pengantar pembelajaran. Khususnya, penelitian ini bertujuan untuk menjawab dua permasalahan berikut:

1. Bagaimanakah pengalaman guru English-medium Instruction (Guru non Bahasa Inggris yang mengajar dengan menggunakan Bahasa Pengantar Bahasa Inggris) berkaitan dengan penggunaan Bahasa Inggris sebagai Bahasa pengantar pembelajaran dan pembatalannya sebagai agamana yang direpresentasikan dalam narasi mereka?

2. Hal apakah yang bisa dikaji dari pengalaman yang diceritakan para guru berkaitan dengan perubahan kebijakan pendidikan?

Mengapa bapak dan Ibu dipilih untuk turut serta?

Bapak/Ibu dipilih karena anda adalah guru yang memiliki pengalaman mengajar dengan menggunakan Bahasa pengantar Bahasa Inggris dan menjadi bagian dari kebijakan ini ketika kebijakan ini dibatalkan.
Apa yang harus anda lakukan jika anda turut serta dalam penelitian?


Apa yang akan dilakukan dengan data yang telah dikumpulkan?

Data yang dikumpulkan dalam penelitian ini akan digunakan hanya untuk thesis saya dan tidak akan dipublikasikan kecuali dengan seizin Bapak/Ibu.

Bagaimana saya menjaga kerahasiaan tentang data ini?

Semua data dan bahan analisis akan disimpan dalam file dan media data (CD atau Flash Disc yang diproteksi) pada computer yang telah dienkripsi (memiliki password).

Apa yang akan terjadi jika saya berubah pikiran dan tidak ingin turut serta dalam penelitian ini?


Apakah saya akan mendapatkan kompensasi dari penelitian ini?

Keikutsertaan dalam penelitian ini bersifat suka rela dan tidak ada imbalan finansial atas keikutsertaan anda.

Berapa lamakah durasi penelitian ini?


Diamanakah penelitian ini akan dilakukan?

Penelitian ini akan dilaksanakan melalui media Facebook video call, YM, atau Skype atau lewat telephone. Bahao/Ibu dipersilahkan untuk memilih media mana yang paling nyaman untuk Bapak/Ibu.

Apakah hasil penelitian ini akan dipublikasikan?

Temuan ini akan digunakan khusus untuk thesis S3 saya dan tidak akan dipublikasikan ditempat lain kecuali dengan izin Bapak/Ibu.
Cek catatan Kriminal (Jika diperlukan)

_Tidak Ada_

Kontak untuk informasi lebih lanjut

_Jika anda membutuhkan bantuan atau saran berkaitan dengan proses penelitian ini, silahkan menghubungi saya melalui email Siti.Fitriyah@postgrad.manchester.ac.uk, atau dengan mengirimkan pesan dalam inbox Facebook saya Fitri Kurniawan. Jika anda membutuhkan informasi lebih lanjut dari dosen pembimbing saya, silahkan menghubungi mereka melalui richard.fay@manchester.ac.uk or charlotte.woods@manchester.ac.uk._

Apakah yang bisa dilakukan jika ada masalah dalam penelitian ini?

_Jika ada masalah dalam penelitian ini dan anda tidak ingin untuk mendiskusikannya dengan anggota tim penelitian, silahkan menghubungi coordinator Research Practice and Governance dengan mengirimkan surat kepada 'The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', atau melalui email: Research-Governance@manchester.ac.uk, atau memalui telepon 0161 275 7583 or 275 8093._

Lembar Kesediaan:

_Silahkan isi lembar ini jika anda setuju untuk turut serta dalam penelitian saya:

1. Saya menyatakan bahwa saya telah membaca informasi tentang penelitian ini yang dilampirkan bersama angket dan memiliki cukup waktu untuk mempertimbangkan informasi yang ada dan memiliki kesempatan untuk bertanya serta mendapatkan jawaban yang memadai.
2. Saya paham bahwa keikutsertaan saya adalah suka rela dan saya bebas untuk membatalkan keikutsertaan saya kapan saja tanpa harus memberikan alasan.
3. Saya paham bahwa interview akan direkam melalui sudara ataupun video.
4. Saya setuju dengan penggunaan kutipan anonim.
5. Saya setuju bahwa data yang dikumpulkan dapat disampaikan kepada peneliti yang lain.

Saya setuju untuk turut serta dalam penelitian ini:

<table>
<thead>
<tr>
<th>Nama peserta</th>
<th>Tanggal</th>
<th>Tanda tangan</th>
</tr>
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</table>

Nama yang meminta kesediaan | Tanggal | Tanda Tangan |
Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

Participant Information Sheet

You are being invited to take part in a research study as part of my project for my Doctorate thesis. This study aims to generate new knowledge and understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction through analysis of teachers’ professional stories. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who will conduct the research?

The research will be conducted by Siti Masrifatul Fitriyah who is a student at Manchester Institute of Education, School of Environment, Education, and Development, University of Manchester.

Title of the Research

The title of the research is Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction.

What is the aim of the research?

Through analysis of teachers’ professional stories, this study aims to generate new knowledge and understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction. In particular, my study is focused by the following research questions:

1. What are the experiences of English-medium Instruction teachers regarding the introduction of EMI and the subsequent reversal as represented in their narratives?

2. What insights with regard to educational policy reversal can I draw from the narrativised experiences of these teachers?

Why have I been chosen?

You have been chosen because you are a teacher who have experienced of teaching your subject through English and the language policy reversal concerning the use of English as the medium of instruction.

What would I be asked to do if I took part?

You will be invited to take part in an online storytelling session. I would like to ask you about your experiences of language policy reversal regarding the use of English as a Medium of Instruction. There will be a follow up interview about some parts in the story that I would like you to tell me more. Taking part in this research will potentially bear no risk to you. Concerning anonymity, unless you direct otherwise, I will typically anonymize the information about you and your institution.
What happens to the data collected?

The data obtained during this research will be used only for my thesis and are not going to be published unless there is a further consent.

How is confidentiality maintained?

All data and data analysis materials will be stored in protected files and data media (protected CD or pen drive) on encrypted computers.

What happens if I do not want to take part or if I change my mind?

The participation in this study is voluntary. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

Will I be paid for participating in the research?

Participation on this research is voluntary and there will be no financial reward for your participation.

What is the duration of the research?

For this study, I will do a story telling session with you (about 30 minutes – 1 hour) and a follow up interview (30 minutes to one hour). A story telling session is similar to an interview, but I will ask you fewer questions and you can tell me as much as you like.

Where will the research be conducted?

The research will be conducted online via Facebook video call facilities or Skype or over the telephone. It is up to you to decide the method through which I will contact you.

Will the outcomes of the research be published?

The findings be used specifically for my doctorate thesis and will not be published elsewhere unless there is a further consent.

Criminal Records Check (if applicable)

N/A

Contact for further information

If you need any help or advice regarding this research process, please feel free to contact me by emailing Siti.Fitriyah@postgrad.manchester.ac.uk, or by sending your message on my Facebook account Fitri Kurniawan. Shall you need any more information from my supervisors, you can reach them at richard.fay@manchester.ac.uk or charlotte.woods@manchester.ac.uk.

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Manchester, Oxford Road, Manchester M13 9PL, by emailing: Research-Governance@manchester.ac.uk, or by telephoning 0161 275 7583 or 275 8093

Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

CONSENT FORM

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the interviews will be audio/video-recorded

4. I agree to the use of anonymous quotes

5. I agree that any data collected may be passed to other researchers

6. I agree that any data collected may be passed to other researchers

7. I agree that any data collected may be published in anonymous form in academic books or journals.

I agree to take part in the above project

Name of participant __________________________ Date __________________________ Signature __________________________

Name of person taking consent __________________________ Date __________________________ Signature __________________________
A3: PIS and Consent Form (Interviews-Context Participants)

Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

Lembar Informasi Responden

Kami mengundang anda untuk turut serta dalam penelitian sebagai bagian dari proyek thesis untuk program doctor saya. Penelitian ini bertujuan untuk mengkaji pengalaman guru tentang perubahan kebijakan pendidikan berkaitan dengan penggunaan Bahasa pengantar melalui analisis cerita yang disampaikan bapak dan ibu guru. Sebelum anda memutuskan untuk turut serta dalam penelitian saya, bapak/ ibu perlu mengetahui alasan dilaksanakannya penelitian ini dan hal-hal yang terkait di dalamnya. Mohon kesediaannya untuk membaca lembar informasi ini dan mendiskusikannya dengan orang lain jika diperlukan. Silahkan bertanya bila ada hal yang kurang jelas atau jika anda membutuhkan informasi lebih lanjut. Terimakasih banyak telah membaca lembar informasi ini.

Siapa yang akan menjalankan penelitian ini?

Penelitian ini akan dilaksanakan oleh Siti Masrifatul Fitriyah, seorang mahasiswi program S3 di Manchester Institute of Education, School of Environment, Education and Development, University of Manchester.

Judul Penelitian


Apakah tujuan penelitian ini?

Melalui analisis cerita profesional para guru, kajian ini bertujuan untuk menemukan pengetahuan dan pemahaman baru mengenai pengalaman guru tentang perubahan kurikulum berkaitan dengan Bahasa pengantar pembelajaran. Khususnya, penelitian ini bertujuan untuk menjawab dua permasalahan berikut:

1. Bagaimanakah pengalaman guru Matematika dan Ilmu pengetahuan alam berkaitan dengan penggunaan Bahasa Inggris sebagai Bahasa pengantar pembelajaran dan pembatalannya sebagaimana yang direpresentasikan dalam narasi mereka?

2. Hal apakah yang bisa dikaji dari pengalaman yang diceritakan para guru berkaitan dengan perubahan kebijakan pendidikan?

Mengapa bapak dan Ibu dipilih untuk turut serta?

Anda dipilih untuk turut serta dalam penelitian ini karena anda adalah wakil kepala sekolah bagian kurikulum/ pelatih guru yang memiliki pengalaman bekerja dengan guru-guru RSBI selama masa pelaksanaan pembelajaran dengan pengantar Bahasa Inggris dan pada saat pembubarannya.

Apa yang harus anda lakukan jika anda turut serta dalam penelitian?

Anda akan saya wawancara dengan metode naratif secara online (melalui Skype, YM, or Facebook video call facilities) atau melalui telepon dengan wawancara lanjutan dengan metode semi terstruktur. Saya akan menanyakkan Bapak dan Ibu mengenai pengalaman Bapak dan Ibu bekerja dengan guru-guru RSBI selama era menggunakan Bahasa Inggris sebagai Bahasa pengantar dan pembubarannya. Keikutsertaan Bapak dan Ibu dalam penelitian ini tidak menimbulkan risiko apapun erhadap anda. Berkaitan dengan aninimitas, kecuali jika Bapak dan Ibu meminta, saya akan selalu menyamarkan informasi mengenai diri anda dan institusi anda.

Data yang dikumpulkan dalam penelitian ini akan digunakan hanya untuk thesis saya dan tidak akan dipublikasikan kecuali dengan seizing Bapak/Ibu.
Bagaimana saya menjaga kerahasiaan tentang data ini?

Semua data dan bahan analisis akan disimpan dalam file dan media data (CD ata Flash Disc yang diproteksi) pada computer yang telah dienkripsi (memiliki password).

Apa yang akan terjadi jika saya berubah pikiran dan tidak ingin turut serta dalam penelitian ini?


Apakah saya akan mendapatkan kompensasi dari penelitian ini?

Keikutsertaan dalam penelitian ini bersifat sukarela dan tidak ada imbalan finansial dalam bentuk apapun.

Berapa lamakah durasi penelitian ini?

Untuk penelitian ini, Saya akan melaksanakan interview naratif dan semi terstruktur dengan durasi masing-masing kurang dari satu jam.

Dimana penelitian ini akan dilakukan?

Penelitian ini akan dilakukan secara online melalui Yahoo Messanger, Facebook video call atau Skype atau memlaui telepon. Silahkan anda memilih metode yang paling sesuia untuk saya menghubungi Bapak dan Ibu.

Apakah hasil penelitian ini akan dipublikasikan?

Temuan ini akan digunakan khusus untuk thesis S3 saya dan tidak akan dipublikasikan ditempat lain kecuali dengan izin Bapak/Ibu.

Cek catatan Kriminal (Jika diperlukan)

Tidak Ada

Kontak untuk informasi lebih lanjut

Jika anda membutuhkan bantuan atau saran berkaitan dengan proses penelitian ini, silahkan menghubungi saya melalui email Siti.FitrIyah@postgrad.manchester.ac.uk, atau dengan mengirimkan pesan dalam inbox Facebook saya Fitri Kurniawan. Jika anda membutuhkan informasi lebih lanjut dari dosen pembimbing saya, silahkan menghubungi mereka melalui richard.fay@manchester.ac.uk or charlotte.woods@manchester.ac.uk.

Apakah yang bisa dilakukan jika ada masalah dalam penelitian ini?

Jika ada masalah dalam penelitian ini dan anda tidak ingin untuk mendiskusikannya dengan anggota tim penelitian, silahkan menghubungi coordinator Research Practice and Governance dengan mengirimkan surat kepada The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL, atau melalui email: Research-Governance@manchester.ac.uk, atau memalui telepon 0161 275 7583 or 275 8093
Lembar Kesediaan:
Silahkan isi lembar ini jika anda setuju untuk turut serta dalam penelitian saya:

1. Saya menyatakan bahwa saya telah membaca informasi tentang penelitian ini yang dilampirkan bersama angket dan memiliki cukup waktu untuk mempertimbangkan informasi yang ada dan memiliki kesempatan untuk bertanya serta mendapatkan jawaban yang memadai.
2. Saya paham bahwa keikutsertaan saya adalah suka rela dan saya bebas untuk membatalkan keikutsertaan saya kapan saja tanpa harus memberikan alasan.
3. Saya paham bahwa interiew akan direkam melalui sudara ataupun video.
4. Saya setuju dengan penggunaan kutipan anonim.
5. Saya setuju bahwa data yang dikumpulkan dapat disampaikan kepada peneliti yang lain.

Saya setuju untuk turut serta dalam penelitian ini:

Nama peserta                               Tanggal                               Tanda tangan

Nama yang meminta kesediaan               Tanggal                               Tanda Tangan

English Translation:

Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

Participant Information Sheet

You are being invited to take part in a research study as part of my project for my Doctorate thesis. This study aims to generate new knowledge and understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction through analysis of teachers’ professional stories. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who will conduct the research?

The research will be conducted by Siti Masrifatul Fitriyah who is a student at the Manchester Institute of Education, School of Environment, Education, and Development (SEED), University of Manchester.
Title of the Research

The title of the research is Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction.

What is the aim of the research?

Through analysis of teachers’ professional stories, this study aims to generate new knowledge and understandings about teachers’ experiences of changing and reversing policies concerning the language of instruction. In particular, my study is focused by the following research questions:

1. What are the experiences of English-medium Instruction teachers regarding the introduction of EMI and the subsequent reversal as represented in their narratives?

2. What insights with regard to educational policy reversal can I draw from the narrativised experiences of these teachers?

Why have I been chosen?

You have been chosen because you are a curriculum leader/teacher trainer with the experiences of working with EMI teachers during the introduction of English as a medium of instruction and the subsequent reversal.

What would I be asked to do if I took part?

You will be invited to take part in an online (via Skype, YM, or Facebook video call facilities) or telephone narrative interview with a follow up semi-structured interview. I would like to ask you about your experiences of working with EMI teachers during the introduction of English as a medium of instruction and the subsequent reversal. Taking part in this research will potentially bear no risk to you. Concerning anonymity, unless you direct otherwise, I will typically anonymize the information about you and your institution.

What happens to the data collected?

The data obtained during this research will be used only for my thesis and are not going to be published unless there is a further consent.

How is confidentiality maintained?

All data and data analysis materials will be stored in protected files and data media (protected CD or pen drive) on encrypted computers.

What happens if I do not want to take part or if I change my mind?

Participation in this study is voluntary. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

Will I be paid for participating in the research?

Participation on this research is voluntary and there will be no financial reward for your participation.
What is the duration of the research?

For this study, I will conduct a narrative interview and a semi-structured interview with you and each will take no more than one hour in duration.

Where will the research be conducted?

The research will be conducted online via Yahoo Messenger, Facebook video call facilities or Skype or over the telephone. It is up to you to decide the method through which I will contact you.

Will the outcomes of the research be published?

The findings be used specifically for my doctorate thesis and will not be published elsewhere unless there is a further consent.

Criminal Records Check (if applicable)

N/A

Contact for further information

If you need any help or advice regarding this research process, please feel free to contact me by emailing Siti.Fitriyah@postgrad.manchester.ac.uk, or by sending your message on my Facebook account Fitri Kurniawan. Shall you need any more information from my supervisors, you can reach them at richard.fay@manchester.ac.uk or charlotte.woods@manchester.ac.uk.

What if something goes wrong?

If there are any issues regarding this research that you would prefer not to discuss with members of the research team, please contact the Research Practice and Governance Co-ordinator by either writing to ‘The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL’, by emailing: Research-Governance@manchester.ac.uk, or by telephoning 0161 275 7583 or 275 8093.
Narratives of Educational Policy Reversal: Indonesian Teachers’ Experiences of Changes in the Language of Instruction

CONSENT FORM

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the interviews will be audio/video-recorded.

4. I agree to the use of anonymous quotes.

5. I agree that any data collected may be passed to other researchers.

6. I agree that any data collected may be published in anonymous form in academic books or journals.

I agree to take part in the above project

<table>
<thead>
<tr>
<th>Name of participant</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person taking consent</td>
<td>Date</td>
<td>Signature</td>
</tr>
</tbody>
</table>

304
Appendix B Participant Recruitment Survey

Pendapat tentang Penggunaan Bahasa Inggris sebagai Bahasa Pengantar MIPA

Pernyataan Kesediaan

Saya menyatakan bahwa saya telah membaca informasi tentang penelitian ini yang dilampirkan bersama angket dan memiliki cukup waktu untuk mempertimbangkan informasi yang ada dan memiliki kesempatan untuk bertanya serta mendapatkan jawaban yang memadai.

Saya paham bahwa keikutsertaan saya adalah suka rela dan saya bebas untuk membatalkan keikutsertaan saya kapan saja tanpa harus memberikan alasan.

Saya setuju dengan penggunaan kutipan anonim.

Saya setuju bahwa data yang dikumpulkan dapat disampaikan kepada peneliti yang lain.

Saya setuju bahwa data yang kumpulkan dapat dipublikasikan secara anonim dalam buku ataupun jurnal akademik.

1. Silahkan tulis inisial nama anda dalam kotak berikut jika anda telah membaca dan memahami pernyataan kesediaan diatas. (Misalnya SMF untuk nama saya, Siti Masrifatul Fitriyah)

2. Saya bersedia untuk berpartisipasi dalam penelitian ini. Silahkan mencentang salah satu jawaban berikut ini.

   Ya ☐
   Tidak ☐

3. Bagaimanakah pendapat Bapak/ Ibu mengenai penggunaan Bahasa Inggris sebagai bahasa pengantar dalam pembelajaran MIPA?
   Mohon tuliskan pendapat Bapak/ Ibu dalam kotak berikut.

4. Bagaimanakah pendapat Bapak/Ibu tentang dihentikannya penggunaan Bahasa Inggris sebagai bahasa pengantar mata pelajaran MIPA dan diganti kembali dengan Bahasa Indonesia?
   Mohon tuliskan pendapat Bapak/Ibu dalam kotak berikut.

5. Menurut pendapat Bapak/Ibu, bagaimanakah jika Bahasa Inggris digunakan kembali sebagai bahasa pengantar mata pelajaran MIPA?
   Mohon tuliskan pendapat Bapak/ Ibu dalam kotak berikut.
Pertanyaan data Demografis

6. Apakah anda laki-laki atau perempuan?

Laki-laki ☐
Perempuan ☐

7. Dimanakah lokasi RSBI tempat anda mengajar MIPA dengan bahasa pengantar Bahasa Inggris?

Di Pusat Kota Kabupaten
Di Kota Kecamatan
Lainnya (mohon disebutkan)

8. Apakah Bapak/Ibu pernah turut serta dalam pelatihan berkaitan dengan Bahasa Inggris sebagai Bahasa pengantar?

Ya ☐
Tidak ☐

9. Jika jawaban anda YA, apakah ada diantara pelatihan tersebut yang diselenggarakan di luar negeri?

Ya ☐
Tidak ☐

Pernyataan Kesediaan untuk wawancara

Apakah Bapak/Ibu bersedia untuk saya wawancara tentang pengalaman Bapak/Ibu berkaitan dengan Bahasa Inggris sebagai bahasa pengantar?

Jika Bapak/Ibu bersedia, mohon tuliskan detail kontak yang bisa saya hubungi dalam kotak berikut:

10. Mohon tuliskan detail kontak Bapak/ Ibu dibawah ini:

Nomor telepon :
Nama Facebook :
Nama Skype (jika ada) :

Terimakasih banyak atas waktu dan kesediaan Bapak/Ibu menjawab angket saya.
**English Translation:**

Opinions about the use of English as the medium of instruction (EMI) for Mathematics and Science

Consent form:

I confirm that I have read the attached information sheet on the above study, attached to this questionnaire, and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.
I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.
I agree to the use of anonymous quotes
I agree that any data collected may be passed to other researchers
I agree that any data collected may be published in anonymous form in academic books or journals.

1. Please write your initials on the box below if you have read and understood the consent declaration above (For instance SMF for my name, Siti Masrifatul Fitriyah)

2. I agree to take part in the above project. Please tick the one of the answers below.
   Yes  ☐
   No  ☐

3. What are your opinions about the use of EMI for Mathematics and Science lessons? Please write your answer on the box below.

4. What do you think about the cancellation of EMI and that now Mathematics and Science lessons are taught through Bahasa Indonesia? Please write your answer on the box below.

5. What do you think if English is reintroduced as the language of instruction for Mathematics and Science lessons? Please write your answer on the box below.

6. Are you male or female?

   Male  ☐
   Female  ☐
Where was the location of the International Standar School where you taught Mathematics and Science through English?

In the city

In a town in the sub-district area

Others (please mention)

8. Have you ever attended a training programme for teachers of EMI?

Yes ☐
No ☐

9. If your answer is YES, have you attended a training programme abroad?

Yes ☐
No ☐

Consent form for follow up interviews:

Do you agree to take part in the interview in which I will ask you about your experiences of using EMI?

If you agree, please write your contact details on the box below:

10. Please write down your contact details below:

Phone Number :
Facebook Account :
Skype Account (if any) :

Thank you very much for completing my questionnaire.
Appendix C Sample Researcher’s Diary Entry

Translation:

Notes:
1 December 2015
Pak Joni:
Pak Joni had liked English since before [his involvement with EMI]. He said that he learned autodidactically. Hence when EMI programme was introduced, he was really happy and enjoyed learning through English. He experiences a lot of exciting moments during the ISSS/EMI era. He was once offered to assist his lecturer to give training in Morocco. It seems that these experiences affected his responses. When EMI was cancelled, he was disappointed, because he felt that ISS programme has made Indonesian students keep up with the students overseas. Also, ISS/EMI reversal refrained him from getting more opportunities abroad.

12 February 2016
Bu Windi
Bu Windi was an enthusiastic person and she learned English for EMI from zero. She had extraordinary struggle. She made cue cards to help her teach her students through English. She also practiced English at home, although her son would ridicule her. Amazing. She eventually received rewards and was able to teach English although still with the help of the cue cards.

10 July 2016 (additional notes)
She was proud of her achievements, and I think that the suitable title for her was ‘from zero to hero’, but can it capture her mixed feelings when EMI was reversed? I think using the major themes resulting from the holistic analysis would be helpful. It may represent the content of her story.
## Appendix D Data Corpus

### Main Participants

<table>
<thead>
<tr>
<th>Participant #1 Pak Edo</th>
<th>Date</th>
<th>29/12/2014 - 28/06/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Generation Activities</td>
<td>Narrative Encounter</td>
<td>Elaboration session</td>
</tr>
<tr>
<td>Amount of Data</td>
<td>11.26</td>
<td>22.01</td>
</tr>
<tr>
<td>Restoried Narrative</td>
<td>5,168</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant #2 Bu Windi</th>
<th>Date</th>
<th>18/01/2015 - 29/01/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Generation Activities</td>
<td>Narrative Encounter</td>
<td>Elaboration of Narrative Encounter</td>
</tr>
<tr>
<td>Amount of Data</td>
<td>17:10</td>
<td>25:42</td>
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<tr>
<td>Restoried Narrative</td>
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</table>

<table>
<thead>
<tr>
<th>Participant #3 Pak Joni</th>
<th>Date</th>
<th>30/11/2014 - 11/1/2015</th>
</tr>
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<tbody>
<tr>
<td>Data Generation Activities</td>
<td>Narrative Encounter</td>
<td>Elaboration of Narrative Encounter</td>
</tr>
<tr>
<td>Amount of Data</td>
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<th>Participant #4 Bu Etta</th>
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<th>23/4/2015 - 25/05/2015</th>
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<td>Data Generation Activities</td>
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<td>Elaboration of Narrative Encounter</td>
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<tr>
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<th>Participant #5 Pak Amir</th>
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<th>24/4/2015 - 28/04/2015</th>
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</thead>
<tbody>
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<td>Data Generation Activities</td>
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<td>Restoried Narrative</td>
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<table>
<thead>
<tr>
<th>Participant #6 Bu Indah</th>
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<th>8/7/2014 - 23/7/2014</th>
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</thead>
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<td>Data Generation Activities</td>
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<tr>
<td>Amount of Data</td>
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<td>Restoried Narrative</td>
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</table>

<table>
<thead>
<tr>
<th>Participant #7 Bu Dini</th>
<th>Date</th>
<th>29-12-2014 - 18-05-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Generation Activities</td>
<td>Narrative Encounter</td>
<td>Elaboration of Narrative Encounter</td>
</tr>
<tr>
<td>Amount of Data</td>
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<td>25:24</td>
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<td>Restoried Narrative</td>
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## Context Participants

<table>
<thead>
<tr>
<th>Curriculum Leader – Pak Beno</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td>30-11-2014</td>
<td></td>
</tr>
<tr>
<td><strong>Data Generation Activities</strong></td>
<td>Narrative Encounter</td>
<td>Elaboration of Narrative Encounter</td>
</tr>
<tr>
<td><strong>Type of Data Generated</strong></td>
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<tr>
<td><strong>Amount of Data</strong></td>
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<table>
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<tr>
<th>Teacher Trainer – Bu Sari</th>
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<tbody>
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<td><strong>Date</strong></td>
<td>03-02-2015</td>
<td></td>
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<td><strong>Data Generation Activities</strong></td>
<td>Narrative Encounter</td>
<td>Elaboration of Narrative Encounter</td>
</tr>
<tr>
<td><strong>Type of Data Generated</strong></td>
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<td></td>
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<td><strong>Restoried Narrative (Total Word Count)</strong></td>
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### Appendix E Summary of categories, parent codes, and child codes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Parent Codes</th>
<th>Child Codes</th>
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</thead>
<tbody>
<tr>
<td>Teachers’ Experiences</td>
<td><em>Initiation</em></td>
<td>Resistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Willingness to embrace the change</td>
</tr>
<tr>
<td></td>
<td><em>Implementation</em></td>
<td>Struggle to teach through English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘Losing face; in the EMI class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Struggle to improve English competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excitement and Enthusiasm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having no problem teaching through</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being optimistic that students can cope with EMI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling more secured due to support received</td>
</tr>
<tr>
<td></td>
<td><em>Institutionalisation</em></td>
<td>Demanding students to answer in Bahasa Indonesia for essay questions in the exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finding straretic ways to cope with EMI</td>
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<tr>
<td></td>
<td></td>
<td>Inability to deliver the materials in-depth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling more confident in their English competence</td>
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<td></td>
<td></td>
<td>Fulfillment and achievements</td>
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<tr>
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<td></td>
<td>Struggle to understand materials in training</td>
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<td></td>
<td></td>
<td>Confidence to use English EMI</td>
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<td></td>
<td></td>
<td>EMI-non-EMI teachers’ gap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proud of having the international network</td>
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<td></td>
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<td>Struggle to teach through English</td>
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<tr>
<td></td>
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<td>Students’ lower academic achievement</td>
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<tr>
<td></td>
<td><em>Reversal</em></td>
<td>Relieved when EMI was reversed</td>
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<tr>
<td></td>
<td></td>
<td>Disappointed when EMI was reversed</td>
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<tr>
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<td></td>
<td>Moving-on</td>
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<tr>
<td></td>
<td></td>
<td>Mixed of feeling: disappointment and relief</td>
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<tr>
<td></td>
<td></td>
<td>Feeling nostalgic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acceptance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling emotional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readjustment: reusing Bahasa Indonesia</td>
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<td>Gaining another opportunity</td>
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<td>EMI Teachers losing motivation</td>
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<td>Expecting to return to EMI</td>
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<td>Perceptions of English as a Medium of Instruction (EMI)</td>
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<td>Commitment towards the programme</td>
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<td>Support from colleagues</td>
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Appendix F Sample Restoried Narrative, its translation and sample categorical content analysis

Restoried Narrative #7: Bu Dini

<table>
<thead>
<tr>
<th>No.</th>
<th>Text in the original language</th>
<th>Text in English</th>
<th>Categories</th>
<th>Parent Code (Sub-category)</th>
<th>Child Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seingat saya itu tahun 2005. Seingat saya itu awal kan ketika diluncurkan program RSBI, maka kita dibina dulu, jadi saya dan beberapa teman itu dikursuskan. Jadi dikursuskan, dikursuskan Bahasa Inggris dulu. Awalnya semua dikursuskan Bahasa Inggris di sekolah. Jadi semua dikursuskan Bahasa Inggris di sekolah, karena stage nya tidak sama, maka ada beberapa orang yang dianggap lebih mampu kemudian dikursuskan di English Course, salah satu lembaga bimbingan Bahasa Inggris, kursusan Bahasa Inggris itu yang mengeluarkan ijazah juga ya. Itu adaberapa orang yah? Kalo nggak salah ada lima orang atau enam orang. Akhirnya yang pertama gitu. Awalnya ada delapan orang. Kalau ibu basic satu sama basic dua. Kemudian</td>
<td>As far as I remember, it was in the year 2005. As far as I remember, when fledgling ISS programme was introduced, we were prepared, so some of my colleagues and I were sent to attend English lessons. In the beginning, all the teachers attended English lessons at our school. Because the stage (level of English competence) was not the same, some of us, who were considered having better level of competence were sent to English School, one of the English language training schools in my town, the school that also issued certificates. How many of us at that time? If I am not mistaken, there were five or six of us. That was at the beginning. At first, there were eight of us. I attended Basic One and basic Two classes. Then, I passed the exam and</td>
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</table>

75 The actual categorical content analysis was carried out with the aid of NVivo software and covered teachers experiences and the shaping influences. The analysis presented in this sample is aimed to demonstrate the analysis process specifically for the shaping influences on the teachers’ experiences.

76 Rintisan Sekolah Bertaraf Internasional (Pilot International Standard School)
sampai lulus dan dapat sertifikat. Jadi ada ujiannya juga disana.

received the certificate. So, they also provided the exam.


Then, on the first year, we started with 25 per cent in English and 75% in Bahasa Indonesia, bilingual. The second year it was 50-50 and the following year we had taught fully in English. It meant that the materials were supposed to be presented in English and teachers were supposed to teach through English. If the students did not understand, we explained to them in Bahasa Indonesia. The most challenging stage in this phase was, well, this was a process. A process that we needed to go through. When it was twenty-five, ha ha twenty-five, when it was 25% we were on the early stage, teachers were expected to start learning English, therefore we used minimum English. The lesson materials were also expected to be added with some English. It affected many aspects. The exam questions were required to be 25 per cent in English. It’s okay, that was how it worked. After the following year, the expectation increased, because some of the teachers were trained or attended English-medium training, then, so all teaching administrative documents were still all in Bahasa Indonesia. Lesson plan, syllabus, etc., that the teaching administrative documents were all in Bahasa Indonesia. Then, at that time, we were trained in the provincial level. So, we had an area or an association, meeting once a month for MGMP (Musyawarah Guru Mata Pelajaran - Subject Teachers Association) on the

External Opportunities to interact with other teachers Teachers’ meetings (provincial level)

3 Ya begitu. Dulu itu kita melakukan awalnya. Gampangnya combined silabus, combined silabus Indonesia dengan basic kita kan kita mengarahnya ke ICCFE, jadi itu kurikulumnya, kurikulum Cambridge. Kan ada dua konten yang kita anukan jadi meng-combine materi-materi yang terdapat di silabus nasional dengan materi-materi yang terdapat di silabus Cambridgenya. Setiap tahun kan anak-anak dikursuskan examination tingkatan di Cambridge itu. Jadi di test sesuai dengan tingkatan yang di Cambrigde itu. Jadi Bahasa Inggris, Fisika, provincial level with colleagues from East Java. It was in a High School. We frequently held the meeting at SMA Negeri 1 Sidomukti. We chose Sidomukti because we had the committee in East Java. It was easier to form a committee to develop common perceptions and concepts on how to implement RSBI in East Java. That was it. We had a chairperson, deputy chair person. The funding for improving teachers’ competence was extraordinary. We had the secretariat in SMA Negeri 1 Sidomukti. Hence, once a month we had MGMP activities in Sidomukti. We left at 2 or 3.30 am. And we had to arrive there at 7, 7 am, so as to maximise the activities. We got together at 7 am, we started at 7 am. We finished at 3 pm and went home. We arrived home at 7 pm or 9 pm.

That was it. That was how we did it at the beginning. Take it as combined syllabus, combined syllabus between Indonesia with our basic leaning to ICCFE, that was the curriculum, Cambridge curriculum. There were two contents that we, so we combined the materials which was on the national syllabus with those in the Cambridge syllabus. Every year, students attended a course to prepare them for the Cambridge examination levels. The students were examined based on the levels in the Cambridge (syllabus). So, English, Physics,
<table>
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<th>No.</th>
<th>Indonesian Text</th>
<th>English Translation</th>
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<tbody>
<tr>
<td>1</td>
<td>Matematika, chemistry dan biology. Kalau kita lagi exam, ya kita kirimkan siswa ke SMA 5 Surabaya, karena sma 5 Surabaya sudah punya hak sebagai penyelenggara. Kan tidak di sekolah macem-macem untuk menjadi penyelenggara. Jadi kita kirimkan siswa kesana. Sebelum kita mengirimkan siswa kesana, kewajiban kita juga memberikan latihan soal setara dengan paper test di Cambridge begitu.</td>
<td>Mathematics, Chemistry, and Biology. For the exam, we sent them to SMA 5 Surabaya, because SMA 5 has the license to administer the test. Well it was not just any school which can administer [the test]. Therefore, we sent our students there. Before sending our students there, we had an obligation to provide exercises for them which was an equivalent of Cambridge test papers.</td>
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<tr>
<td>2</td>
<td>Jadi susahnya ketika belum sangat lancar. Sebetulnya kalau kita mau konten materi kita menang. Jadi in English kita pahamnya, eh in Indonesia maksudnya. Jadi ketika soalnya in English, itu yang jadi soalan. Itu mulai tahap awal kita sudah mulai mencoba menggiriman, ketika kita mengikutkan mereka itu mbayarnya luar biasa. Satu tes, eh satu paper test kadang 500 ribu. Satu paper test 500 ribu, iyo kan statuse ujian internasional. Kan nanti keluar sertifikat dari Cambridge examination. Kita belum sempat jadi centrenya. Dulu kan kita mau mencoba menjadi centre untuk examination. Kan akhirnya dengan beberapa tokoh yang mempunyai visi dan misi yang berbeda. Kemudian gonjang ganjing di pemerintah mau menghapuskan RSBI, maka yang jelas sepengeluhnya saya dengan saya membeca premis yang terjadi, ada perpecahan jadinya, di Jawa Timur sendiri ada perpecahan. Perpecahannya mengenai perbedaan konsep.</td>
<td>So, the difficult part was when I had not been fluent [to speak English]. Actually, contentwise, we are ahead of them. So, we understand it in English, I mean in Bahasa Indonesia. When the questions were in English, that what cause a problem. Since the early stage, we tried to send [the students for the test]. When sending them, [they] had to pay a large amount of money. One test, err one paper test, costs 500 thousand (rupiah), well because it was an international examination. Then Cambridge examination would issue a certificate. We did not have the opportunity to serve as a test centre yet. We were about to try to apply to be an examination centre. Then, there were several personalities who had different visions and missions. And then there was the conflict in the government to annul RSBI. What I understand by reading the premise was that there was dissension, in East Java there was dissension. Dissension which was due to the differences in [interpreting] the concepts.</td>
</tr>
<tr>
<td>3</td>
<td>SMA 1 pada tahun keempat kalau nggak salah, kalau nggak ketiga ya keempat. Kan</td>
<td>SMA 1 was on the fourth year if I am not mistaken, on the third or fourth year. Then,</td>
</tr>
</tbody>
</table>
bermunculan sekolah-sekolah RSBI. Ketika booming sekolah diperkenankan untuk menyelenggarakan program atau meningkatkan mutu/status sekolah dengan RSBI, nah ini kan beberapa sekolah berharap menjadi RSBI. Nah ini kan awal munculnya polemic bahwa RSBI itu cost nya jauh tinggi. Iya kan sampai muncul kepanjangan istilah RSBI menjadi Rintisan Sekolah Bertarif Internasional. Bukan bertaraf tapi bertarif international. Di kota saya juga terjadi gosip itu. Bahkan saya pernah bahas banyak hal dengan orang yang dengan kacamata sendiri karena beliaunya guru SD dan saya guru SMA yang ada di RSBI bahwa RSBI itu seperti ini seperti ini, mahal dan sebagainya dan sebagainya. Saya kemudian sampaikan, RSBI mana yang diamati. Gerak apa, instrumennya seperti apa anda melakukan sebuah penelitian yang anda sampaikan begini, yang disampaikan dari koran dan sebagainya dan sebagainya. RSBI mana, RSBI oknum jangan digeneralisasi. Ternyata berakhir dengan MK memutuskan menghapus RSBI.

there were other RSBI schools established. When the trend to allow schools to administer a programme to improve the quality or status of their school through fledgling ISS [status] was booming. Well, some schools wanted to be an RSBI. Well, this was how the polemic happened, that fledgling ISS incurred high costs. They invented a term of RSBI as Rintisan Sekolah Bertarif Internasional (Fledgling International Tariff School) instead of Rintisan Sekolah Bertaraf Internasional (Fledgling International Standard School). There was that gossip in my town as well. I even discussed a lot with the people who, in their point of view, considered that, he was a primary school teacher, and I am a teacher at senior high school which was a Fledgling ISS, that fledgling ISS was like this or like that, and that fledgling ISS was expensive, and so on and so on. I then said, which fledgling ISS did you observe? What was the move, what was the instrument? Did you do a research so that you could say that? What the newspaper said and so on and so on. Which fledgling ISS? Do not make generalisation based on just one specified fledgling ISS. And apparently it ended with the decision of the constitutional court to cancel fledgling ISS [programme].

Sampai sekarang ya sampai sekarang kita berakhir kalau nggak salah tahun 2012, 2013 itu masih ada ujian sekolah yang ujian khusus yang nanti dikeluarkan sertifikat dalam bentuk kompetensi in English. Until today, we ended in 2012, 2013 if I am not mistaken, we still have special exam in my school for which we issue certificates for English competence. Science in English. We started with class based, and

At the beginning, we needed to be mentored. When we were mentored, we had training sessions. So, we had meetings with the experts before we did our teaching, before we did peer-teaching. At that time, we did peer-teaching also. If I am not mistaken, once a month. So, all the teachers practiced to teach using the power point presentation and we had to deliver (the materials), guided by the experts. At that time, we worked with Pak Iwan, now a doctor, he had a drs (first degree), now a doctor, Pak Iwan dari Mathematics and Science (Faculty). He used to be in Faculty of Teacher Training and Education (FKIP). Including Pak Andri, he also became our...
kesempatang sebagai siswa, jadi kita
correspondence in English, jadi pendalaman
cari, kita nanya in English. Yang terjadi,
teman-teman dalam konteks skala peer
teaching, untuk menyampaikan bertanya in
English, jangankan menjawab itu kan,
bertanya in English, hampir bisa dipastikan
cuman buka mulut sekali dalam pertemuan
itu. Ya itu, jadi ya itu, sangat sangat sangat
lambat sekali ketika kita sedang berjua.
Sehingga mau tidak mau, kita berusaha
menarik power untuk teman-teman berani
untuk mengungkapkan pendapatnya. Ya
lumayan sebetulnya lumayan. Ya itu tadi
kalau teman kita grammarnya bagus malah
susah untuk memperhatikan, kalau
memahami apa yang disampaikan susah
karena grammarnya kebagusen. Nek
grammar e puthul puthul pokok e podo
ngertine. Enak wes. Sebetulnya semangat
ketika itu, sebenarnya seneng sekali saya
waktu itu. Saya mau menerapkan ini
mengembangkan ini ada tambahan ilmu dari
ahli, termasuk dari temen-temen. Jadi apa
yang akan disampaikan ke siswa is perfect
for me gitu kan. Ketika sudah tidak
didampingi lagi ya kita hampir, gampange,
yatem in English, materi in English
ditayangkan ngajarnya tetap pake Bahasa
Indonesia. Hahaha paling greeting ‘good
morning teacher, good morning student,
how are you today?’ ‘I am fine, thank you’
‘Ok, now I would like to teach you
about …’. Selesai ha ha ha terus ditutup.
‘The next time kita harus study about bla
bla bla. See you’. Ha ha ha Dadi sarat ketika
mentor. Yeah, Pak Andri from FKIP.
During the peer teaching session, we had a
chance to play a role as the students, so we
conversed in English, we studied the
materials, we asked questions in English.
What happened was, in the context of peer
teaching scale, to ask in English, let alone
answer, just asking in English, I could
guarantee that we only opened our mouth
once during the meeting. Yeah, so it was
very very very slow when we were working
for it. So that, we desired or not, we tried to
courage our colleagues to express their
ideas. It was not too bad actually, not too
bad. Yeah, when my colleague has a good
grammar, it was hard for me to understand,
because their grammar was too good. With
broken grammar, we understood each
other. That was great. Actually, we were
enthusiastic at that time, actually I was
excited. I was willing to apply this, develop
this, got more knowledge from the experts,
including from my colleagues. So, what I
delivered to my students was perfect for
me, right? When we were no longer
mentioned [by the university lecturers], we,
just say, displayed the materials in English.
we taught [those materials] through Bahasa
Indonesia. At most greeting ‘good morning
teacher…good morning students, how are
you today?’ ‘I am fine, thank you’ ‘Ok,
now I would like to teach you about ….’,
Done ha ha ha then closed. ‘The next time
kita harus study [we have to study] about
bla bla bla. See you’. So, it was just a

| External Support from school and government | No more support-teacher struggled to use English again |
mbuka dan nutup tok he he. Tapi ketika kita gurunya pakai Bahasa Inggris anak-anak itu kelihatan seneng. Tapi yang paling sering itu selalu saya sampaikan. Spelling kita itu nggak sama. Lidah kita nggak sama. Ngomong itu gak bisa. Ketika dituliskan, owh ini, message, massage, ha ha ha adooh massage hahaha iku kan adoh artine hahaha

| 8 | Dan ini sampai saat ini sampai kemaren itu MIPA untuk kategori MIPA tetep kepala sekolah kita menghendaki soal MIPA in English serratus persen in English. Kalau mau tahu hasil secara real, secara real, the real nilai itu, sebelum konversi kalau menurut saya sih hanya sekitar 50 sampai 60% lah untuk kemampuan siswa mencerna dan menyelesaikan soal dengan baik. Begitu. Rata-rata sekitar 50% begitu. Karena apa? Science dengan Bahasa Inggris asli kan tidak sama, nah terus kompetensi bapak dan ibu guru kita kan memang belum maksimal. Sehingga soal-soal yang dibuat sekarang kan gampangnya ditelaah sendiri oleh teman-teman begitu. Dan kemampuannya belum tentu maksimal. Sampai sekarang, sampai sekarang kan kita bukan lagi RSBI yah. Tapi kita SMA 1 tetep, kan RSBI dihapuskan oleh MA. | Internal | Language confidence | Quite low – unable to pronounce English words correctly |

And, until recently, Mathematics and Science, for Mathematics and Science category, our head-teacher still wanted us to teach through English, 100% in English. If you want to know the results for real, for real, the real score, before conversion I think it was only 50-60% for the students to understand and answer the questions well. In average about 50%. Why? English for science and English for English lessons could be different, and well, our teachers’ competence was not maximum yet. Therefore, the exam questions that we wrote were proofread by our colleagues, whose English competence could be not maximum. Up until today, we are no longer a fledgling ISS, but SMA 1 still (implemented EMI). Fledgling ISS [programme] was annuled by the Constitutional Court.

77 Sarat in Javanese or syarat in Bahasa Indonesia could mean prerequisite. However, in Javanese specifically, it can mean that something, however little it is, that needs to be present to fulfil a requirement. For example, I promised my friends that I would make them a pan of pizza with spicy beef and pineapple topping. However, I realised that I only had tiny slice of pineapple left in my fridge and I did not have time to get more of it. Hence, I simply put the tiny bit of pineapple on top of the pizza base along with the spicy beef just as to fulfil my promise that I would serve spicy beef and pineapple pizza to my friends.
Ketika RSBI dihapus responnya guru-guru yang tidak pro perkembangan, artinya guru-guru kita yang katakanlah senior yang belibet dengan in Englishnya, belepotan bikin soal, perangkat dan sebagainya, ya alhamdulilllah, slametan dan sebagainya ya kan, responnya hura-hura kan hore hore. Tapi bagi kita yang sudah merasa bahwa ini ada sebuah bermakna bagi siswa kita, seperti adik merasa ketika kita sudah RSBI kemudian anda berada di luar negeri kan tidak terlalu jauh kan kita ketinggalan dan sebagainya. Kan itu menjadi polemic. Karena jujur saya saya menjadi orang yang berikutnya menjadi orang yang harus menyusun silabus in English, membuat perangkat pembelajaran in English, membuat sebuah materi pembelajaran in English, seperti itu. Karena itu suatu hal yang bagi saya mengembangkan sebuah sumber daya, dan itu luar biasa kan, tantangannya luar biasa, seperti itu. Ketika sudah siap dihapuskan. Karena itu tadi, beberapa sekolah yang tidak siap, yang ditengarai menjadi sekolah bertarif internasional, itu yang menjadi penyebab dan sebagainya. Dulu sekolah semacam itu lumayan banyak, karena di Kabupaten saya saja SMA 2 dan SMA di salah satu kecamatan itu sudah menaikkan status, iya, SMA yang di kecamatan. Menaikkan status dengan RSBInya. Seperti itu, SMP pasti

When fledgling ISS [programme] was cancelled, the responses from the teachers who were against development, i.e. those, let’s say, senior teachers who found English difficult, ‘belepotan’\(^{\text{78}}\) in composing exam papers, teaching instruments and many more, well ‘Alhamdulillah’\(^{\text{79}}\). They had a party and so on. They responded to the reversal merrily right, with hurrays. However, for us who knew that this was meaningful for the students, such as yourself, when your school has been a fledgling ISS and then you are abroad, you are not left too far behind, right? And so on. That was the polemic. Because, honestly, I was the person who had to prepare the syllabus in English, composing teaching instruments in English, and composing materials in English. That was how it was. That was one thing for me that was to develop resources, and it was extraordinary, the challenges were extraordinary. That was how. When they were ready, then annulled. Yeah because of those things. Some schools were not ready, which were suspected to be an International Tariffed School. That was some of the causes and many more. We used to have a lot of schools like that. In my regency, SMA\(^{\text{80}}\) 2 and SMA in one of the sub-districts also raised their status. Yeah SMA in the sub-district. Raised their

\(^{\text{78}}\) In this context, ‘belepotan’ means struggled

\(^{\text{79}}\) Praise be to God.

\(^{\text{80}}\) Senior High School

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<tr>
<th>SMP negeri 3. Seperti itu. Sehingga baru berangkat RSBI sekitar setahun kalau nggak salah, teman-teman SMA 2 dan SMA kecamatan itu RSBI berikutnya dihapuskan.</th>
<th>status with fledgling ISS. For the SMP\textsuperscript{81}, SMP 3 for sure, that was what happened. Hence, SMA 2 and SMA in the subdistrict had their RSBI status for only one year and then it was annuled.</th>
</tr>
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<tr>
<td>Kemudian kita tetep mengibarkan bendera SMA negeri plus yaitu plusnya ada in Englishnya itu. Tapi tingkat keberhasilan kita di UNAS itu kita turun banyak. Bahkan tahun kemaren itu itu menjadi banyak pengurangan yah, karena tahun lalu peringkat kita disbanding sekolah yang lain berapa yah, peringkat 23, itu UNAS. Iya itu mengenaskan. Biasanya kita kan bisa meraih peringkat satu kalau di tingkat Kabupaten. Kemudian selalu ada yang terbaik dari kita baik itu untuk program IPA ataupun IPS. Jadi tahun ini, tahun ini kami harus kerja keras nih bapak dan ibu guru untuk menaikkan peringkat, karena luar biasa sehingga untuk kelas 12, ini kita mengajarnya, dibalik cerita eh dibalik pengawasan, kami lebih focus untuk materi untuk target UNAS dan menjelaskan dalam bentuk all in Bahasa Indonesia begitu. Iya walaupun nanti ujian semesternya nanti dikasi soal all in English yo wes ra popo, seng penting hariannya kita pake Indonesia untuk target UN. Iya off the record tapi itu hehehe. Kita guru-guru kelas tiga kesepakatan, off the record tapi. Kalau pengalaman ibu pribadi awal, kan kalau</td>
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<td>Then we still kept rising the flag as the State SMA plus. The plus is English. But our success in the UNAS\textsuperscript{82} (Ujian Nasional- National Examination) had plummeted. Last year we went down a lot, because last year our rank compared to other schools uhm, rank 23, that was [based on the result of] UNAS, compared to other schools. Rank 23, that was UNAS. Yeah, that was disconcerting. We would usually achieve the first rank in the regency. Then there would always be the best from us, either for Natural Science and Social Science programme. So, this year, this year we have to work hard, the teachers, to improve our rank, because it is extraordinary. For year 12, we taught, behind the story, eh, behind supervision, we were more focused on the materials for UNAS target and explained those materials through Bahasa Indonesia. That was how things work. Yeah, although the [end of] semester examination would be all in English that was fine, the most important thing was that we use Bahasa Indonesia for UNAS target. Yeah, but it is off the record he he he. We, the third-grade (Year 12) teachers, made an agreement, but off the</td>
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\textsuperscript{81} Junior High School
\textsuperscript{82} Ujian Nasional (National Examination)
| 11 | siswa kita itu pinter-pinter Bahasa Inggrisnya. | record. Based on my personal experience, my students were good at English. | So, now principally, for me now principally, SMA 1 hoped to have a plus point. So, we are a State SMA, let’s say, with a plus standard, the plus is English. Now we are still demanded, all exam questions at school are ‘all in English’. So, we still use English now. The reason why we still use English because it is the policy of our Head-teacher. If our head-teacher assumed that was a prestige, right, so if the head teacher said plus like this, well, what else we can do. As staffs we have to [say] ‘yes man, yes man’. Other considerations of our head-teacher were that we are already on the higher level and we have been through several levels which shall not be simply cut off. However, we hoped that it is reconsidered, because it is a burden for us to teach through English, especially with this K13 (Curriculum 2013). It is extraordinary to teach through English. But, as a Biology teacher, I downloaded several media, interactive or plus media. Yeah, we can download in the internet and so on, which are almost 100 per cent in English. Inevitably, ‘it’s excellent for me’. It’s like that, right. So, when, ehm [I] cannot be ‘ghibbah\(^{83}\), if let’s say that our students and colleagues giving us extra value, let’s show them that we also did extra. Yeah, isn’t that how [we do it]? |

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\(^{83}\) Ghibbah literally means backbiting. In this context she meant that she did not want to talk bad about other teachers who might not be able to access Biology materials in English.
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<td>saya gampangnya, nggak boleh ya ghibbah, kalau gampangnya kita mendapat penilaian lebih baik dari siswa maupun dari temen temen guru, ya mari kita tunjukkan kita juga melakukan hal yang lebih. Ya gitu kan.</td>
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<tr>
<td>13</td>
<td>Kalau waktu ujian siswa-siswa tidak keberatan menggunakan Bahasa Inggris karena saya pribadi di awal sudah komitmen, saya selalu menyampaikan atau saya buka renstra, ‘ini kita mau apa dalam satu tahun atau satu semester’. Misalnya ini kalau UAS sekian persen in English, dan itu saya bedakan soal saya in English maka skor jika menjawab in English katakanlah skor satu poin dalam satu nomor jika menjawab in English 10 katakanlah, jika anda mengerjakan dalam Bahasa Indonesia</td>
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<td></td>
<td>At this time, in relation to media, if we cannot make it in Bahasa Indonesia because it is an interactive media, we would say it. I was lucky to teach at SMA 1, where learning had been each of those students’ needs. Obviously, their English was very good, even our English was worse than theirs. So, if for instance I really did not know what to say or I found part of the materials that I did not understand, I just asked my students ‘what does this mean?’ and they would usually know the meaning. Maybe it is more difficult for you to explain to people in Bahasa Indonesia in LA than to explain English in Indonesia.</td>
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<td></td>
<td>During the exam, the students did not mind answering in English, because I personally was committed, I would always tell them or show them the strategic plan, ‘what are we going to do in one year or one semester. For instance, for the final exam, how many per cent in English, and I would distinguish my exam questions in English, and when they answer in English, say one-point score in a number when answering in English, they would get 10 and 8 in Bahasa Indonesia, ‘you must choose what you</td>
</tr>
</tbody>
</table>

| 324  |  |  |
maka nilainya 8, you must choose what you want. Dan ternyata mereka juga pilih skor tertinggi, iya benar begitu. Tantangannya ada disitu. Itu konsepnya begini ya, ketika soal adalah pilihan ganda, nah itu kan nilai mati, ketika soal subjektif yah *it’s easier for us*, mereka dapat skor baik. Makanya harusnya ketika kita ulangan kita sudah membiasakan double, waktu di test, multiple choice dan short answer yang juga harus diperhatikan.

And they would choose the highest score. That was true. The challenge is here, this is the concept, when the question is multiple choice, that was a fixed score, when it was a subjective question, yeah ‘it’s easier for us’ they get good scores. Therefore, during the test we get used to having double, during the test, multiple choice and short answer must be paid attention.

| 14 | Dalam satu grade satu bidang, itu tidak satu guru yang ngajar. Satu bidang bisa dua atau tiga guru misalnya untuk biologi saja. Misalkan seperti saya saja, saya mengajar kelas sebelas hanya tiga kelas, sedangkan kelasnya ada delapan. Jadi kelas sebelas terbagi dengan tiga guru. Kelas dua belas juga tiga guru. Teaching is art. Ngajar itu sama dengan seni. Jadi masing-masing orang tidak sama dalam memberikan pemahaman. Proses kan. Mungkin kita bisa perhitungkan dengan 60 persen itu is excellent for us, mungkin I want 80% maksud saya begitu. Maksud saya kalau kita menilai keseluruhan sekolah jadinya 60%. Tapi kalau kita menilai, saya mengajar berapa persen, si A mengajar berapa persen, ketuntasannya. Nah ini baru real konsep kolaborasi antara guru dan siswa. Ketuntasan yang dimaksud keberhasilan guru mengajar yang pertama ditentukan KKM ketuntasan minimal, jadi nilai rata-rata dari kelas itu berapa, iya kan, misalnya want’. And they would choose the highest score. That was true. The challenge is here, this is the concept, when the question is multiple choice, that was a fixed score, when it was a subjective question, yeah ‘it’s easier for us’ they get good scores. Therefore, during the test we get used to having double, during the test, multiple choice and short answer must be paid attention.

| 14 | In one-year group and one subject, not only one teacher teaching the subject. One subject can be taught by two or three teachers, for Biology for instance. For instance, myself, I teach Year Eleven only three classes, meanwhile, we have eight classes. So Year 11 was divided [and taught by] three teachers, Year 12 also three teachers. Teaching is art. Teaching is the same as art. So, each person would not be the same to make the students comprehend. It was a process right. Maybe we can calculate with 60% is excellent for us. Maybe I want 80%. That is what I mean. I mean, if we score 60% for the whole school. But, if we score, I teach how many per cent, A how many percent, the attainment. Well, this is a real concept for collaborating among teachers and students. The attainment I mean the success of the teacher to teach is determined by the minimum attainment criteria, so what is the average score of the class. For instance, 80. When they have a

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84 Having subjective test items and subjective test items.
berapa. Misalkan kita memberikan sebuah target. Nilai rata-rata di target kita misalkan 80, ada waktu digelar ulangan rata-ratanya berapa? Kalau dibawah 80 berarti kita tidak tuntas, kita ngajarnya perlu remedial. Kalau misalnya nilai rata2 nya sudah diatas 80. Yang berikutnya adalah prosentase ketercapaian klasikalnya. Kalau yang mendapatkan diatas 80 atau sama dengan 80 itu berapa persen. Kalau kurang dari 85% kita juga gagal jadi kita harus remedi klasikal. Itu yang harus dilakukan guru untuk memperhatikan ketercapaian kriteria ketercapaian minimal. Ketika RSBI dibedakan dengan regular, lebih tinggi, malah lebih tinggi. Kalau di kelas saya, saya menerapkan KKM yang tetap tinggi, saya menerapkan itu dan itu sangat bermakna. Sebelum UGM memberikan surat yang menyampaikan bahwa nilai yang diterima di UGM adalah KKM + 2. Misalkan KKM nasional waktu itu kan 76, dan saat ini dengan K13 ini malah diturunkan KKM nya, aneh banget kan. KKM dulu KTSP yang nasional itu 76, saya didalam kelas itu selalu membuat perjanjian dengan anak-anak, diatas kertas itu kita 76. Maka diatas perjanjian saya saya membuat 80, deal or no deal. Kalau mereka deal kita jalan kalau nggak deal ya nggak jalan. Tapi pasti mereka jalan. Karena kan saya sampaikan. Kalau KKM anda mencapai nilai 80 maka anda tidak akan pernah mendapatkan remidi ketika ulangan karena nilainya kan minimal test, what is the average score? Under 80 means it is not achieved, we need remedial teaching. For instance, the average score is above 80. The next is the classical attainment. How many students achieve over 80 or the same as 80. If less than 85%, it failed and we have to do classical remedial teaching. That was what teachers were supposed to do to address the minimum attainment criteria (MAC). When our school was an RSBI, we differ from the regular school; we set higher, even higher (MAC). In my class, I applied high MAC, I applied that and it was meaningful. Before Gajah Mada University sent us a letter saying that they only received students with MAC + 2 score, for instance the national MAC was 76 at that time. And now with K13, the MAC was lowered. Weird, right. MAC for KTSP\(^\text{85}\), nationally, was 76. I made an agreement with my students that the MAC should be above 76. On the agreement, I decided to have 80, deal or no deal. If they said deal we implemented it, otherwise, we did not. But, they would usually agree to continue. Because I said that if your MAC reaches 80, you will never have to resit exams, because minimum score is 80, that is above the MAC. That is +4 above MAC. I did that before Gajah Mada University circulated the letter. The next year we received a letter from Gajah Mada University, the following year from University of

\(^{85}\text{Kurikulum Tingkat Satuan Pendidikan (Educational Unit based Curriculum)}\)
80, kan diatas KKM. Iya kan sudah plus 4 diatas KKM, padahal saya melaksanakan sebelum UGM mengeluarkan surat itu. Tahun kedua berikutnya ada surat dari UGM, tahun ketiga berikutnya UI, IPB, dan sebagainya memberikan hal yang saya. Saya sudah main di 80.

Indonesia, Institute of Agriculture Bandung, and many more circulated similar letters. I have played at 80.

Once the class was made into special fledgling ISS class, we started with one class. I cannot remember which class was made the special fledgling ISS class, a small class. Now many of them have become doctors. It was a small class; we learned together, the superior students helped us. If we make mistakes, they would say it. If we pronounce the words incorrectly, they would tell us. That was fun having the small class. Then when I received the visit from the Directorate that supervised fledgling ISSs and many more, as usual, school would assign teachers to be supervised, and they are always those teachers. I was one of those who were always assigned to receive the supervision he he. At that time, the inspector was good and gave me some materials, like this and this. Then she supervised me in the class. I would be embarrassed if I am not really qualified, because she was from Jakarta. But with a good collaboration with the students, I had made a strategy, ehm [my students] were in the third grade and they used almost 75% English. I agreed with my students to explain this if the access and how and how. Apparently, my students supported me extraordinarily that the inspector who was supposed to supervise me in 15 minutes, stayed there until the end of the class. She was happy. I was teaching genetic to the third year students, and it was exciting. Finally, I received extraordinary applause from her. Then, during the reflection, she told me that I made this
pada waktu refleksi beliau menyampaikan saya gomongnya ini grammarnya keliru he he ternyata beliau guru Bahasa Inggris, makanya detail banget beliaunya. ‘Tadi ibuk salah grammarnya waktu yang ini, tapi kalimat yang ini sudah bagus’ dan sebagainya. Kok detail banget pikir saya, ternyata beliaunya guru Bahasa Inggris, jadi pengawas mantan guru Bahasa Inggris di Jakarta, siapa itu namanya saya lupa. Jadi saya salut betul itu, ingat betul waktu itu beliau membuat kita tidak membuat kita atau mencari kesalahan kita tapi membimbing. Itu yang kita seneng.

grammatical mistake when speaking he he apparently she was an English teacher, that was why she paid attention to detail. ‘You made grammatical mistake when saying this, but this sentence has been good’ and etc. I was thinking why she paid much attention to details? Apparently, she was an ex-English teacher who was assigned to be an inspector in Jakarta. I cannot remember her name. What I admired from her was that she did not try to look for our mistakes, but she was guiding. That was what I liked.

Now, with the removal of fledgling ISS status, the teachers were half lazy to develop or to implement the concept, back to retain their English. Well, in the past we found it difficult to translate [the instruments] into English. Well, as now all the instruments are in English and we now find it difficult to translate them back into Bahasa Indonesia. Oh no! Before, we just needed to copy and paste and changed them a little bit, now we have to return to years back but the current rules, right? Yes, well it was like that. But it is extraordinary that is SMA 1, the implementation of EMI is highly supported by the students that I am really happy. Just like now, I am teaching at year 11, total three classes, year 12, three classes, with acceleration, now year 12 and year 11. Maybe in 2015 Misnistry of Education will cancel acceleration [programme], so we will bring the class to complete. For year 11 regular class, whenever we explain with the media, the media that we dowloowed in English, the enjoyed, although I have to display them twice. So, when I play it the first time, we watch it together then the second time we are watching it while [I] explain to them. Hence if we can download the media and then we can use it, extraordinary. Yeah, so it is alright, except when having to explain the content, [I] need to clarify the concept, I had to explain in Bahasa Indonesia.

My most unforgettable experience was with Bapak inspector from Jakarta and then with Bapak inspector in my district. Yeah, the inspector came and was the one who got the sampur. Actually, I did not want to be observed, because I was tired that it was always me [being observed]. Secondly, because it was, by the way, ended with the LCD which refused to be switched on. Finally, I did [my teaching] manually with a lot of limitations and a little not perfect. I felt that it was not perfect but it had to be perfect. It happened that I was explaining about respiration and we eventually [discussed] smoking. Yeah smoking. At that time, there was a superactive student, quite hyperactive, finally I approached him and asked him if honestly he had smoked. He then answered ‘yes, I did, bu guru’. Then I took him to the front of the class then ‘explain, why did you smoke?’ etc. He explained. What was the taste like and the how he did it. Apparently, it was my best evaluation from the process which I thought was not perfect. Because the evaluation from the inspector at that time, I had truly made my students active and I involved students in learning. Oh alhamdulillah, I thought I got bad score but apparently I got a good score. Inspectors always have evaluation score.

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86 Sampur is East Javanese piece of clothing similar to a scarf which is usually used by East Javanese dancers. Usually, when dancing, a dancer can throw the sampur to an audience to invite him/her to dance with him/her. Therefore, when someone is saying ‘ketiban sampur’ means that she/he is assigned to do something.
87 The word 'bu guru' is used by Indonesian students to address their female teacher, literally means ‘madam teacher’, similar to miss in English.
88 Praise be to God
jelek ternyata saya dapat nilai baik. Kan itu mesti pengawas punya skor penilaian. Kan yang dari Jakarta itu nilai saya sudah baik, trus kalau didatengin tidak perfect itu kan bisa mencabik cabik, mencabik cabik prestasi, ternyata saya masih mendapat nilai yang baik dan saya bersyukur anak-anak support dengan semua yang saya lakukan begitu.

The one from Jakarta had given me good feedback. Then when I was inspected [by the one from district] and I did not give a perfect performance, that could ruin my achievements. Apparently, I also received good results, and I was grateful that my students supported whatever I did.

Nah ketika bahasanya dirubah kembali ke Bahasa Indonesia ya seperti merdeka dari penjajahan ya iyalah, kan merdeka, artinya kan ketika kita kembali dengan Bahasa Indonesia kan gampangnya kalau dulu speednya 70 km per jam kan kembali menjadi 150 km per jam begitu. Iya lah. Jadi komunikasi dengan siswa lebih mudah anak-anak juga untuk menyampaikan pendapat dan menyampaikan kemampuannya juga lebih jauh dan lebih cepet. Kalau menurut saya lebih nikmat yang dibebaskan kembali kejalan yang benar.

Well, when the language was reversed to Bahasa Indonesia, well, it was like being freed from colonialization, yeah for sure, freedom, right? It means that when we were allowed to teach back through Bahasa Indonesia, say our speed used to be 70 km per hour, back into 150 km per hour. Yeah sure. Hence, communication with students was easier. Students were also able to say their opinions more and more quickly. For me it is more comfortable to be freed back to the right way.

Kan grammarnya bisa disisip-sisipkan. Jadi pertama kali berakhir, setiap kali pertemuan harus setiap orang mengajar satu topik. Jadi seneng kita tahu pelajaran fisika, pelajaran matematika, begitu. Ya iyalah, meskipun kita masih berasa, yang penting little-little I can. Itu seperti. Tapi ketika ujian yang paling parah bagi kami adalah kurang baiknya pendengaran. Jadi nek wayahe listening nilainya elek kabeh, The excellence of being a fledgling ISS in the past was that students were able to understand English. Well, we hoped we could go international. Like that. Then when we had exam with Cambridge, we were not maximum yet. So, what we need. The main concern was the teachers’ human resources, how we were able to teach through English. It was really really extraordinary for us to improve our English, from the teachers’ side. The students understood faster, dik. At first, we attended [English] classes twice a week, starting with learning grammar. Then I was bored of learning grammar. Then I told the mentor how if we learn conversation, we practice. And apparently, gayung bersambut. My colleagues prefer doing that because it was more meaningful than learning grammar. We can learn grammar in between. So, the fort time it ended, every meeting every person has to teach one topic. So we were happy to know Physics, Mathematics, like that. Yeah sure. Although our [English] was still ‘belepotan’, the most important thing was that ‘little by little I can’. That was like that. However, during the exam, the worst part for us was our listening. Hence, when it came to listening we all got bad. Our ears do not match at all. But, over time actually we enjoyed it. Only then when we applied in our daily life, some people sneered a

| Internal | Language confidence | Teachers had to struggle to learn while students could do it easier |
| External | Lack of Support from colleague | Non-EMI teachers seemed to be jealous-discouraging |

*Dik* is a short form of *adik* literally means little brother or little sister. This word can be used to address somebody younger.

*Literally means the bucket is received, which means that the other person welcomes the idea.*
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<tr>
<td>334</td>
<td>kupinge ra cocok blas. Tapi lama-lama sebetulnya seneng. Cuma ya itu tadi ketika kita kemudian menerapkan dalam keseharian beberapa orang yang sedikit mencibirlah begitu dan menganggap kita guru excellent begitu, meskipun sebetulnya kita tidak berharap begitu. Sehingga rasanya tidak ada support yang optimal dari temen-temen. Sehingga kita mau mengupgrade diri untuk katakanlah say in English di keseharian itu termentahlah begitu saja. Jadi sebetulnya eman sekali kita pernah belajar tapi kan nek gak dipakai kan ora isok dik. Nah iku mau kembali ke little little I can, nek onok koncone ngomong thank you ya jawabe sim sim. Sebenarnya ya tidak begitu kesenjangan juga seh, hanya beberapa orang merasa ketika kita speak in English mereka berasumsi, it’s excellent. Jadi beberapa orang juga memberikan label guru-guru excellent. Bahkan saya sampai menyampaikan ‘we are not excellent, but we must try to speak in English everyday’ kan ngono. Kan kalo nggak dimanfaatkan nggak belajar nanti tidak akan biasa Bahasa yang kita gunakan. Mereka menyampaikan excellent itu bukannya memuji, tapi lebih kearah negative lah, itu negative, karena iri. Kan akhire kene nek wes pegel kene, karena bolak balik dibegitukan ngomonge kita ‘sirik tanda tak mampu’ ngono. Actually it was not merely a gap. Only some people felt that it was excellent when we were speaking English. Some of them labelled us excellent teachers. I even told them ‘we are not excellent, but we must try to speak in English every day’. If we do not use [English] we will not get used to using the language. They said excellent not to complement us, but to be more negative, because they were jealous. Eventually, when I got annoyed, because they kept on saying that, we said ‘jealousy is the sign of incompetence’. Like that.</td>
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<td>21</td>
<td>Kalau dulu waktu masih RSBI hubungan dengan luar lumayan. Saya juga merasa beruntung dulu dikursuskan, Bahasa Inggris</td>
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| English classes. My English is getting a little better now although up till now the score yeah, it was like that. I am often invited by Universitas Kota, super specifically FKIP. Then in FKIP there was also special classes applying bilingual, in collaboration with Thailand. And when they had guests from Thailand, they invited me. I felt grateful that I was able to communicate directly with them, although our English was equally broken. When we did not understand each other, we would use gestures. There was a teacher from Thailand sent to Universitas Kota for a month. I often visited there, taking them. I invited them to my Biology MGMP, I invited her to the Botanical garde. Well, we still communicate up till now. |
|---|---|---|
| External Opportunities to meet other teachers Meeting teachers from other countries- she seemed excited |
Kalau ibu sudah membiasakan untuk siswa aktif ya. Sampai sekarangpun saya masih membebaskan siswa saya you can say in English or Indonesia in our conversation jadi anak-anak tertentu mereka juga bertanya dan menjawab dengan menggunakan Bahasa Inggris begitu. Saya sadar, beberapa anak saya beri kesempatan, kan saya lihat kan dari kelas itu ada yang menonjol jadi saya bisa tampilkan itu. Jadi kalau ada soal, ulangan begitu saya selipkan satu atau dua soal berbahasa Inggris, jadi mereka bisa menjawab pake Bahasa Inggris atau Bahasa Indonesia terserah. Tapi nilainya beda. Kalau yang pakai Bahasa Ingris nilainya lebih tinggi. Misalnya kalau yang pake Bahasa Inggris nilainya lebih tinggi misalkan maksimal 100 yang pakai Bahasa Indonesia kadang 90. Jadi siswa itu sudah tahu kalau soalnya in English mereka tahu kalau jawabnya pakai Bahasa Inggris skornya sekitan, pakai Bahasa Indonesia skornya sekitan. Yang susah mereka jawab panjang in English aku gak ngerti. Iyo pinteran mereka ha ha.

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<th>Internal</th>
<th>Language Confidence</th>
<th>Quite low?</th>
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<td>Yes, they were better than me [in English] ha ha.</td>
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I have make my students accustomed of being active. Until today, I still give freedom to my students ‘you can say in English or Indonesia in our conversation’ so some students, they also ask and answer [question] in English. I realise, if I give the opportunity to some of the students, well there are some students who stood out and I could show that. Hence, if we have exam questions, I would put one or two questions in English. They could answer in either English or Bahasa Indonesia, up to them. But the scores are different. They would get higher score when answering in English. For instance, when a student use English, the score is maximum 100, using Bahasa Indonesia 90. So, the students know if the questions are in English, they know that if they use English, the score is this, if using Bahasa Indonesia this and this. The problem is when they were giving me long answer in English, I did not understand. Yes, they were better than me [in English] ha ha.

For the students, actually if people considered them being proud of speaking English, yeah we cannot deny modernisation. Who won’t be proud if an Indonesian can speak English? But, by speaking English, is our nationalism concept doubted? That is what we have to pay attention to. Because apparently, English scores in UNAS is far higher than Bahasa Indonesia. Apparently, Bahasa Indonesia is the most difficult. Yeah I don’t know why it works that way. Maybe because in Bahasa Indonesia, fullstop and comma can be a trap, meanwhile English grammar is simple, isn’t it? What is more if we have, maybe you have been which year in LA? You have experiences that in conversation there you have let go grammar, as long as you can speak. Isn’t that right? Otherwise, it will be complicated. ‘I will I could not..I would like to ask you..I want to ask you’ like that, right? We mean to be polite. When I met the Thai, the one sent to Universitas Kota, we were both were not good in speaking English. We both were not good at conversing in English. So, eventually, we just spoke the way we liked. It ended also if we both do not understand we would use gestures. Yeah, as long as we both understand. We once debated when I served her meat, she did not eat meat, I thought she said ‘pig, it’s not pig, it’s meat’ so we debated. Eventually, oh I see, she is a Hindu or Buddhist, Hindu if not Buddhist, so she did not eat meat. I thought she did not to eat this because it looks like pork. ‘We
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<td>24</td>
<td>Ini saiki kan sekarang kan K13, jadi se Indonesia pelatihannya K13, jadi 2015 ini pastinya K13 yang disempurnakan K13 nya pak Anies Baswedan. Kalau yang dulu walaupun kita RSBI penilaianya kurulum 2006, kalau sekarang dengan K13 ini penilaian K13 yang luar biasa ini. SMA 1 masuk K13 yang dialnjuatkan Karena masuk 3 semester. Sekarang di SMA 1 permintaan KS kita tetap diminta menggunakan soal in English meskipun ada amanat penderitaan rakyat ini. Untuk pembelajaran dalam Bahasa Indonesia tapi soalnya tetep in English itu. Tapi ya sudah kita turuti. - Now we used K13, so Indonesia we have K13 training. So, in 2015, we would use K13 and the improved K13 of Pak Anies Baswedan. In the past, although we were RSBI, we used the assessment of Curriculum 20016. Now, with K13 the assessment for K13 is extraordinary. SMA 1 is part of K13 which we continue because it has been in the third semestes. Now in SMA 1, the headteacher requires us to use exam questions in English although there is the message of people suffering. For the teaching still in Bahasa Indonesia, but the exam questions in English. Yeah we just obey him.</td>
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<td>25</td>
<td>Kalau sekarang sudah mati, kita nggak pernah ngomong in English lagi, kecuali kalau lagi secret. Kita gaya-gayaan ngomong in English hehehe kecuali saya dengerin itu guru-guru Bahasa Inggris yang sering komunikasi in English. Kalau saya itu ya dengan teman-teman se-tim yang dulu itu aja kadang kalau lagi ngobrolin secret kita pake Bahasa Inggris gayae, secret. Kalau masalah nasionalisme itu seingat saya saya adalah orang yang pertama kali menanyakan itu ketika pihak-pihak - Now [my English] is dead. I never speak in English any more, except when we wanted to say something in secret. We would pretentiously speak English he he he. Except I hear the English teachers communicated in English. I still speak English with my ex-team [EMI team] when talking about secret stuff, we would speak English. So showing off saying ‘secret’. About nationalism, I remember I am the first person who asked about that to the people from directorate when we were - Internal</td>
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Saya dulu pernah dapat reward guru berprestasi 2007, itu adalah reward ke Malaysia dan Singapore. Terus menang di Jakarta 2008, 2009 ke Thailand. Empat Negara lima dengan persinggahan, yang terakhir kemaren ibu gupres tiga propensi dapet di China, transit di Hongkong. Kembali dekat China. Alhamdulillah itu tadi ketika disana bisa ngomong dengan Bahasa Inggris. Kemudian juga ketika dimana I was once awarded teacher of the year in 2007, and received a trip to Malaysia and Singapore as the reward. Then I won in Jakarta 2008, and in 2009, to Thailand. Four countries with five transits. The most current, I won teacher of the year again last year at the provincial level and won a trip to China with a transit in Hongkong. I went around China. Alhamdulillah, I was able to speak English there. Then, when we were about to start fledgling ISS [programme], We were about to start RSBI I asked them, what about nationalism and so on. And apparently, when we tried to focus on the bilingual teaching and learning activities, other teachers considered as teachers of different levels. Meanwhile, we did not mean to position ourselves in that situation. However, I also saw some of my colleagues who positioned themselves as the ‘better’ teachers. While, for me we are just all the same, the difference is that we had more burden. That was what I felt in the past. Well, when we are no longer a fledgling ISS, because we still have the demand, we are now jealous. That is nice for the other teachers, we make exam questions with the same fees, we think twice. We think in the other side, we human, being comfortable we complain, not comfortable, we complain. Now we are more mingled, more okay, so we just joked about what used to be our burden. Without realising, they used to be like that. We did not actually hope that there was a gap. But they stepped away from us.

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<th>External</th>
<th>Lack of Support from colleagues</th>
<th>Non-EMI teachers were jealous of the EMI teachers</th>
<th>New subcategory (not in the initial model)</th>
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<td>New subcategory (not in the initial model)</td>
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<td>in somewhere, apparently we were required to speak Bahasa Indonesia. Where was it, in Thailand eh, it was in Thailand, I thought I would ask which language to use, is it in English? And he said ‘cakap Bahasa saja lah mak cik’. Apparently, just the same, Bahasa Indonesia. They understand, right, the language only slightly different. But be careful, there are things that are very different. When in Indonesia ‘aqua’ is water, in Indonesia that is indescent. The guide will always say. Don’t say thisor that. But, the teachers who are close to me were those from Thailand, because we spent days with them.</td>
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<td>Kalau ada lagi program pembelajaran berbahasa Inggris, sebetulnya yang perlu dirubah, ehm bukan dirubah tapi sebelum itu dijalankan harus memperbaiki SDM guru. Iya karena sebagian besar guru-guru kita, beliau beliau sangat kompeten dalam hal materi, tapi untuk menyampaikan in English it’s so very impossible for us. Betul betul karena kalau mau menjadi excellent is very slowly in growing up.</td>
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<td>If we reintroduce English-medium programme, actually the thing to change, ehm not changed but before that is implemented, [we] have to improve teachers’ human resources. Yeah, because most of our teachers, they are really competent in their content materials, but to deliver them in English ‘it’s so very impossible for us’. That is right, because if we want to be excellent, we developed really slowly.</td>
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<td>Salah satu bola yang sempat saya lempar ke FKIP dan sudah terwujudkan kan itu. Di FKIP biologi ada kelas in English, bahkan sekarang double degree mereka. Iya kan. Sudah kolaborasi dengan Thailand. Kemudian yang excellent, dan berkemampuan baik financial atau secara knowledge mereka dikirim untuk PPL di</td>
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<td>One of the balls that I roll to FKIP has been caught [one of the ideas that I suggested to the Faculty of Teacher Training and Education had been responded]. FKIP now has English classes, even now they have double degree. Isn’t that right? They have collaborated with Thailand. Then, what was excellent was that students with good</td>
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91 Malay meaning: ‘Let’s speak Bahasa Indonesia, Mak Cik’
financial situation and good knowledge competence can be sent to do teaching practice in Thailand. Hence, the teaching practice is double degree, the teaching practice in SMA 1 and the exam in Thailand. It’s like that. I have, if I am not mistaken mentored two or three times. I became the mentor for those sent to Thailand. If that is so, it was clear that we send them to Thailand, we have to mentor then well. Hence, from their attitude and all other things, I have to monitor them well. Alhamdulillah, it can work well. But I did not accompany them there. It would be nice if I get the reward to Thailand. I would be really happy. But, I am also thankful that Teachers from Thailand was sent to Jember. I am one of the one who is directly invited by the university, in this case FKIP, invited directly by Prof. Danny, now prof yah. Then, Prof Rinto, has been prof, the one who will be doctors, Doctorate programme, insyAllah they have finished.

So, I was really happy that I had the opportunity to accompany colleagues from Thailand. I just simply spoke; the most important thing was ‘little little sih I can’.

It was really unforgettable, and until today we still communicate, dik, in Facebook. There are two ladies, one of them is a senior, really really senior, I cannot remember how I called her, the other is still young. We often communicated on Facebook.

Say hello in English, jadi ibu senang begitu.

Facebook. Say hello in English, so I am happy. So, I was happy to accompany the guests in the guest house in the Universitas Kota. Then without being planned, we invited them to Biology MGMP meeting. I invited them to introduce herself and so on. They were happy. Happy. They were Mathematics and Science teachers. Mathematics, Physics, Chemistry, Biology. Minus Chemistry, minus Chemistry, because Universitas Kota did not have Chemistry. Yeah Mathematics, Physics, Biology. Actually, for English contact [communication], we are still better. Only, they brought with them tablet PC, yeah each of them carried a tab. So, the elderly lady had an ipad, a laptop, a tab. I would use it if that was convenient. They were more advanced in internet technology.