STUDENTS' PERCEPTIONS TOWARD THE DOMINANT USE OF ENGLISH AS A MEDIUM OF INSTRUCTION AT A UNIVERSITY IN JAMBI

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Abstract

The purposes of this qualitative research were to know what the students perceive, difficulties and students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction. In doing this research, the researcher used a basic interpretive approach. There were 10 participants participated in this research. Data collection techniques are by using interviews. The results of the research showed that the researcher found there is some student who agrees with using English and agree with the terms and condition. The result also indicated that two themes of difficulties were identified, including internal (lack of vocabulary and lack of knowledge) and external (lecturer accents, and lecturer's attitude). This result also revealed that there were three identified students' strategies to overcome challenges listening to lecturers who mainly use English as a medium of instruction, including self-management (practice, reading the material before learning, less noise or distraction), asking for help (asking friends and asking lecturer), and the benefits of technology (listening to music, opening google translate, and opening dictionary)

Keywords: *Student, perceptions, Dominant, English, University*

INTRODUCTION

One of the obstacles faced by students in learning English is that they have difficulties understanding the subject matter conveyed by the lecturers who dominantly use English. Using the first language when learning a foreign language (English) is most useful for beginner's students because they, at this level, have little or no knowledge of English. It can also be used to introduce the main differences between English and Indonesian, save a lot of guesswork, motivate students, and reduce their anxiety.

However, it is different with students at the top level. Students who are taught in English only will have the opportunity to develop their English skills. However, some students may have difficulty capturing the ideas explained by their lecturers in class. In addition, they may also lack the confidence to express their opinions in front of the class. In addition, for Indonesian language learners, to overcome difficulties in learning and build their confidence, the use of Indonesian is considered necessary by some students and lecturers in their English classes. Auerbach (1993:20) claims that current theories of Second Language Acquisition suggest that L1 use "reduces anxiety and enhances the affective environment for learning, takes into account sociocultural factors, facilitates the incorporation of learners' life experiences, and allows for learner-centered curriculum development". Similarly, L1 use is claimed to be time-efficient in certain situations (Atkinson, 1993; Chambers, 1992). The use of Indonesian in their English class is very helpful in the teaching and learning process, as long as it is not too much and does not become a habit in the classroom.

As a student in the English education program, the researcher experienced the problem faced by the students. Several students find it difficult to understand the material being conveyed when the lecturer uses English all the time. They feel they have little vocabulary. The students also feel that their scores will be low because students find it difficult to understand the material given by the lecturer. So, the researcher is interested in research to find out whether teaching using English predominantly in the classroom is the best method for lecturers to teach English. The research questions of this research are (1) how do students perceive the dominant use of English as a medium of instruction in the classroom? (2) what are the difficulties encountered by the students' when the lecturers mainly use English as a medium of instruction? And (3) what are the students' strategies to overcome challenges in listening to the lecturers who mainly use English as a medium of instruction?

Some previous studies confirmed the result that related to this research. First, Haryanto et al., (2016) has done research states entitled "Indonesian or English? EFL Student Teachers' Preference and Perception on the Language Use in the Classroom".

The result showed that the students were excited to have English as the medium of instruction in their classroom. However, they also welcome the L1 (Indonesian). In addition, the learners preferred to have English as the medium of instruction in their English classroom. The use of both their L1 and L2 should be balanced. In line with Mizuka Tsukamoto (2011) entitled "Students' Perception of Teachers' Language Use in an EFL Classroom". The result showed that the questionnaire results from students show that regardless of their proficiency level, most students appreciated that the classes were conducted in English only rather than using Japanese. In addition, Septiani, et al., (2021) research showed that utilizing the target language in pre- and post-activities and commanding the student by using the target language became an obvious picture of how the TL is used as a medium of instruction and communication among teachers and students. Pedagogically speaking, encouraging students to communicate in the TL (English) enables them to generate their willingness to communicate in the TL and language awareness of the significance of TL in classroom learning practices.

LITERATURE REVIEW
English as a Medium Of Instruction (EMI)

The language of instruction is the language used in the teaching and learning process. According to Simanu-Klutz (1999), instructional language is the language of the classroom. This means the language is used for all activities in the classroom. For example, when the teacher gives instructions to do assignments, sit in pairs, or when the teacher explains the material, and controls the students.

The language of instruction is also known as a medium of instruction. This can be seen from the meaning of the medium. According to Schmidt (2002), the media is something that is used to convey messages from one person to another. Language is something that is used to transfer messages, ideas, and information to someone. In the context of the classroom, the use of foreign languages, especially English as a medium of learning, has become an interesting issue that has attracted the attention of researchers. Marsh (2006) claims that English continues to establish itself as a global lingua franca in this unprecedented period of globalization.

English as the language of instruction is used by most countries while the rest use their first language as the language of instruction. English was chosen as the instructional language because it is the international or global language used to communicate with people around the world. In addition, English is also the language of science and technology. Today, there is not a single country in the world where English cannot be understood. English as the language of instruction is also used in Indonesia. In Indonesia, English is also used from kindergarten to university as an instructional language.

The researcher concludes that using English as the language of instruction as the target language in the classroom is very important during the language learning process. English as a medium of instruction can be defined as the use of English to teach and is applied in several countries where the first language of the majority of the population is not English.

Challenges and Strategies in Learning English

There are some problems with the use of English as a medium of instruction classroom likes inadequate level of students' English proficiency, lack of motivation, the additional workload for teachers and students, lower quality of knowledge transfer, availability of teaching materials in English

The most common cause of problems faced by learners of English as a second language is the inherent structure of their first language or mother tongue from day one. Even with qualified teachers, adequate materials, and exposure to native English speakers, there are still a number of problems that every ESL student will face. For learners who want to master foreign knowledge, there are several steps they can take to improve their English skills. As an illustration, they have to be extra careful to make sure they use the correct material recommended by a reliable English teacher and they have to get audio material so that he or they can hear the pronunciation of strange words clearly and correctly.

English learning strategies based on the Oxford classification system (1990) are used for language skills, namely reading, speaking, writing, and listening. The strategy is divided into two main strategies, namely direct and indirect strategies.

METHODS

This research is designed qualitatively by using basic interpretive approach as a methodology of the research. The researcher also interested in understanding more deeply the problems related. In line with Creswell (2008) state that in Qualitative methodology qualitative research involves the field work. The researcher physically goes to people, setting, site, or institution to observe or record behavior in its natural setting.

Researcher also used the interpretive paradigm, so researcher can see phenomena and explore experiences from the object of research. The interpretive approach departs from efforts to seek explanations of social or cultural events based on the perspectives and experiences of the people being studied. In line with that the aims of this research that the researcher wants to know students perception of lecturers using English dominantly as a mediated learning instruction. Therefore, the researcher choose qualitative as a methodology of this research.

This research was conducted at a public university in Jambi. This campus was selected because the problem in this study occurred the student in this campus.

Therefore, this campus is a suitable and contextual place of investigation for this research. This research focused on the sixth semester students in English Education Program, Faculty of Education and Teacher Training. The participants of this study consisted of 10 students. The students were six girls and four boys.

Data collection is the process of collecting, measuring, and analyzing different types of information using standardized techniques. The data collect by doing semi-structured interview. The interview process did in five steps. (1) Identification of interviewees (2) Participants give the interview protocol is provided to the participants about one week before the scheduled interview date so that the participants have time to think and prepare answers to the initial questions (3) Preparing the interview, the nature of the question, help tools, adjusting the time and place, making an appointment (4) The first step, identifying the focus on the problem, creating an introductory question (open and structured) (5) Interview according to the preparation performed, prepare interim notes (6) Record the interview results. It means the researcher transcripts the result of the interview (7) End the meeting.

FINDINGS

The findings consist of the data findings and the discussion of the research to answer the research questions that have been set out before. It is derived from data collected over a period of one month, starting from 26 August – 31 August 2022 in one public university in Jambi for ten students in the English Education Program Faculty of Education and Teaching Training in the six semesters of the English Education Program.

This qualitative research employed a basic interpretive approach as a methodology of the research. The study wanted to explore the students' perception of listening to lecturers who dominantly use English as a medium of instruction, investigate the difficulties that students encountered when the lectures mainly use English as a medium of instruction and also identify the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction. Then, the researcher makes sure the data; confirms the addition and more explanation through interviews with the students (gathered through interviews).

Students' Perception about listening to lectures who dominantly use EMI

This study used interview to know the students' perceptions of listening to lecturers who dominantly use English as a medium of instruction, this study found that there is some student who agrees with using English and agree with terms and condition.

Agree with using English

The first theme, based on the interview data, indicates that some students agree to use English as a medium of instruction. Some students explicitly mentioned that they prefer the lecturers to use dominant English. As S1 said:

"...more dominant in using English... giving instruction or giving an explanation. So I prefer lecturers who use English instead of using Indonesian... I like it and feel challenged, what if the lecturer asks something in English". (S1, a male student in the sixth semester)

Based on the student responses above, he prefers the lecturers who are using English dominantly. He prefers the lecturer to use dominant English in giving instruction and explaining the materials. This is because he feels challenged while the lecturers use English dominantly. S2 had the same reason as he said:

"*... I agree as I said earlier, because we English students are most likely to become teachers, so we English students are required to be able to speak English....*" (S2, a male student in the sixth semester)

S2 realized that he agrees to use English as a medium of instruction. It is because the student is most likely to become a teacher. Similarly to S4 explained:

"*Usually the classroom atmosphere is more serious. So more tense more focused on the friends... so that they know what the lecturer is talking about....."* (S4, a male student in the sixth semester)

S4 said that the classroom atmosphere is more serious. It means that his friend has to be more focused on hearing their lecturer's explanation. So that they can know what the lecturers said. The student is trying to understand what the lecturer is explaining.

As the result, the class atmosphere has several situations, such as making students pay more attention; there is pressure on students, and being more silent. In the sense of trying to understand what is explained by the lecturer. It makes the student want to focus so that they reduce noise. As the result, the classroom atmosphere is more serious and tenser.

Agree with terms and conditions

The second theme is that the students agree to use English as a medium of instruction with terms and conditions. In the results of the interviews, four students explicitly mentioned that they preferred the lecturers to use mixed languages (Indonesian and English). They do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. The first S7 said:

"*It's 50 to 50... I feel fine or comfortable, sometimes it's difficult when I enter, for example, the lecturer is talking about something I don't understand.* (S7, a female student in the sixth semester)

S7 realized that she feels fine using English but sometimes it was difficult to understand what the lecturer said. So that she mixes English and Indonesian language as a medium of instruction. While student 8 and student 9 also add that the atmosphere in the class is more passive and silent.

"The atmosphere in the class is usually more passive, so it's just like
that, listen and invite…" (S8, a male student in the sixth semester)

Based on the student responses, the atmosphere in the class is usually more passive. It means that students just listen and sometimes the lecturer invites the student to ask the question or answer the question.

"*If the situation is in class… it's silent and does not ask too many*
questions because… don't understand or what…." (S9, a female student
in the sixth semester)

Then, she said that the atmosphere is also silent so that feels more peaceful. Sometimes students are a bit reluctant, and afraid. It means that the friendly lecturer makes students also sometimes comfortable and does not hesitate to convey using Indonesian. The different results if the lecturer is overwhelmed.

Students' difficulties with EMI

Some previous questions above show students' perception about listening to lectures that dominantly use English as a medium of instruction. They are six students who agree to use English as a medium of instruction. Then, they are four students who agree with the terms and conditions. Then, to know the student perception above, this study also looks at the atmosphere and the way the lecturer uses English dominantly in the classroom.

Moreover, in this study, some difficulties draw in the two themes as internal and external. The internal theme is a lack of knowledge and lack of vocabulary. Then, the external theme is lecturer accents and lecturer attitude. The table below displays themes and sub-themes of the difficulty:

Table 1 Result of Students' difficulties with EMI

	Theme	**Subtheme**
Students' difficulties with EMI	**Internal**	Lack of vocabulary
		Lack of knowledge
	External	Lecturers' accents
		Lecturers' attitude

Internal

In the first theme, some factors make students problems in internal, such as lack of knowledge and lack of vocabulary.

1. Lack of Vocabulary

It is based on the student interviews. The first subtheme is a lack of vocabulary. It is to recognize many new words. Six of ten students have similar problems. Based on the student responses above, the factor that makes student problem with English dominantly is the lack of vocabulary. It means that he does not know the meaning of the words. So that it is become difficult to recognize the new words. Other student, S5, also has problem with the lack of vocabulary. As S5 mentioned:

> *"...the difficulty is for new vocabulary because you don't know what the exact sentence or word is usually it's difficult to know the meaning because you don't know the correct way to write it....*" (S5, a female student in the sixth semester)

S5 also said that the difficulty is a lack of vocabulary. It means that he did not know the meaning of sentences or words because he did not know the way to correct the words to write. S10 shared a similar thing, as he told that:

> *"The first difficulty I faced was the first maybe I didn't understand a little because there was some vocabulary that I rarely or never encountered when the lecturer explained...."* (S10, a male student in the sixth semester)

Similar to another student, he has also difficulty with vocabulary. He did not understand the meaning same vocabulary. It is because he just heard the vocabulary. Based on the student responses, all of the students feel that vocabulary becomes one of their struggles. It is because they never heard the words before that they did not understand the vocabulary. As a result, they do not know the meaning of some of the rare vocabulary. In addition, understanding the words of the lecturer in explaining the material without knowing the vocabulary is difficult to know the meaning. It is because some words have different meanings. So that students feel that they have less vocabulary.

2. Lack of Knowledge

In the second subtheme, the problem of students in English dominantly is a lack of knowledge. There are some student problems such as formal and informal language, difficulty with the linguistic or discourse analysis, complicated subject, understanding the material, less confidence, less ability and academic, and less listening.

The first problem in this subtheme is difficulty in formal and informal language. As S3 explained:

> *"I also feel that my English is more dominant to informal like that. If the lecturer explains in formal English, I quite understand what the lecturer is explaining... I find it difficult to answer it using formal*

English, which is polite, because my English is also more impolite like that" (S3, a female student in the sixth semester)

She realized that her knowledge of formal and informal language also has an impact on her. It is because sometimes lecturers use academic English while her vocabulary knowledge is more common. In addition, S6, S8, and S10 have similar factors:

"*If the process is difficult in learning, maybe it's about listening; sometimes I miss some words…"* (S6, a male student in the sixth semester)

"It's difficult, returning to basic English which is not well-honed... And difficulties are like listening…(S8, a male student in the sixth semester)

"*…the second I might have a little problem sometimes in hearing too..."* (S10, a male student in the sixth semester)

Based on the student responses, all of them are difficult in listening to. It is because sometimes they miss some words. In addition, if it is basic or daily language, they are easy to understand, not academic.

External

The second theme is the external student problems in English dominantly as a medium of instruction. There are two subthemes, such as lecturer accents and lecturer attitude.

1. Lecturers' accents

Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small.

Starting in the first, some lecturers use American English and British English, S1, S2, S4, and S10 have similar though about this difficulty. As S1 mentioned:

"… Most of the time there are lecturers who use American English and British English, so it's a little tricky to interpret the pronunciation when explaining the material. But I'm used to it" (S1, a male student in the sixth semester)

Based on the student responses, the problem is the different accents of the lecturer. The lecturer has a different accent, such as American English and British English. So it was difficult to interpret the lecturer's pronunciation. In addition, S10 also has a similar problem. He has responded that:

"*…the delivery is faster… for example, we are left behind in the middle of some parts when we want to hear the conclusion, sometimes*

it's a bit difficult… if you don't listen or don't understand fully… (S10, a male student in the sixth semester)

Based on the student responses, both students feel that the lecturer speaks so fast in the delivery of the material. While the lecturer explain the material and did not hear it at the beginning confused about what the student said to begin and follow back the conclusion. As a result, students do not listen and make they do not understand fully the material.

The last factor is the lecturer's voice is small. It is based on the S10 reported that:

"Some are clear, some have clear pronouns but the voice is small even though they are full English, some are too formal so it's hard to understand… (S10, a male student in the sixth semester)

He explained that the lecturer's voice becomes a problem for the student in English dominantly. Sometimes some things are not clear. So that it is hard to understand what the lecturer said.

2. Lecturer's attitude

The second subtheme is lecturer attitude. In this subtheme, there are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class. It means that the focus of the problem is not only on the lecturers who speak dominantly English. But also other supporting factors, such as how the lecturers process and bring the class. The nature of lecturers who enjoy or are serious also affects the activities in the class. As S1 said:

"…But yes, for peace with friends, the class so quiet. Sometimes it's not that friends cannot, but they are afraid or nervous, so it's lonely. However, if the lecturer is cool in class, it will be more enjoyable…."
(S1, a male student in the sixth semester)

Based on the student responses, the lecturer who enjoys or is serious also affects the activities in the class. He claims that the lecturer is cool in class and make the student will be more enjoyable. S8 said:

"If a character has a slight effect, for example, there is one lecturer whose personality is clear, and even appoints one student to participate in collaboration in the teaching and learning process, so it is easier to understand…." (S8, a male student in the sixth semester)

He said that if the nature of the lecturer enjoys and actively interacts with students. He can easily to understanding the material. Then, lecturers using a more daily vocabulary might not be too difficult to understand the material being conveyed.

Some previous questions above show the student's difficulty using English dominantly as a medium of instruction. To solve the difficulty, some students have their strategies.

Students' strategies by using EMI

Based on the analysis of the transcriptions, there are three emerging themes found in the interviews such as self-management; asking for help, and the benefits of technology. Below are the tables that illustrate the summary of the findings, as follows:

Table 2 Result of Students Strategies to overcome challenges of EMI

	Theme	Subtheme
Students' strategy to overcome challenges	Self-management	Practice
		Reading the material before learning
		Less noise or distraction
	Asking for help	Asking friends
		Asking lecturer
	Benefiting technology	Listening to music
		Opening Google Translate
		Opening dictionary

Self-Management

The results of the interviews that have been conduct showed that students wanted to solve their problem in some strategies. The first theme emerged from the data is self-management. Example of self-management, such as practice, read the material before learning, and less noise, or distraction. Two from ten students have similar strategy. It is practice. As S1 reported:

> *"...we can also imitate the pronunciation used by the lecturer, if we talk in class; the lecturer can correct it if it is wrong, and so later we can practice again at home so that later in class, we will be more confident...."* (S1, a male student in the sixth semester)

The self-management that S1 does is practice. He explained that he keeps practicing so that he can be more confident in class. If he was like to speak up in class so he can be braver. S10 stated that:

"For the first strategy, master the material first… I think the lecturer who delivered this material was also based on the book or material he gave, in the beginning was like RPS, right… (S10, a male student in the sixth semester)

Based on the student responses, he masters the material before the class begins. It means that students read the material before class begins. They are looking for meaning in the material so that they are easy to understand about it. They can look for more related material. The third self-management is less noise or distraction. It is based on the S8 explained:

"The strategies I use are usually… less noise or distraction" (S8, a male student in the sixth semester)

After that, the student also said that less noise or distraction becomes one of the strategies for listening correctly. S8 responds that lack of focus can lead to being distracted, overwhelmed, and lacking real progress towards goals. Being able to stay focused can help be more productive. Productive he is and the more important work he can get done.

Asking for help

Asking is saying something to obtain an answer or some information. There are two subthemes in this theme, such as asking the lecturer and asking the friends. First, the strategy is to ask the lecturer. Some students do this strategy like S2, S8, and S10. As S2 expressed:

"I ask the lecturer what it means… then maybe if the lecturer asks the students if there is something they don't understand, I will ask the lecturer." (S2, a male student in the sixth semester)

Based on the student responses above, the student strategy is asking the lecturer what it means. The students who do not understand at the end of the explanation usually ask the lecturers, another same statement was also expressed by S8:

"…Usually I ask my friends first if my friends don't understand… (S8, a male student in the sixth semester)

S9 also shared a similar thing, as she told that:

"…I'm asking a friend." (S9, a female student in the sixth semester)

Besides, S10 said the same thing:

"…then I asked a few other friends if I didn't find the clear instructions, I asked another class with the same lecturer with the same course." (S10, a male student in the sixth semester)

Based on the student responses, all of them usually ask their friend if they do not understand. Friends are quite a relationship with them so they are easy to ask something they do not understand clearly from the lecturer or the material that the

lecturer delivers. Then, he also shared that ask another class with the same lecturer in a similar course.

Benefitting the technology

The third theme is the benefits thing of technology. This is the strategy that is supported by technology. The researcher found four subthemes, such as listening to music, opening a dictionary, opening the internet. As the first subtheme, student strategy is listening to music. S1 and S8 reported the other strategy is listening to music. S1 went by saying:

> **"***If I like listening to music… so I only learned English purely from listening to English music…"*** (S1, a male student in the sixth semester)

S1 strategy is listening to music. So he only learned English purely from listening to English music. He translated the words one by one and made sentences. So that is where he understands English. It is more relaxed also.

Based on the student responses, the strategy that they use is to look at the dictionary or Google translate. Some of the words that they do not know they search in a dictionary or translate. It means to find it in a dictionary or search it on Google. Connect with previous words that relate then the meaning can be conveyed. For example, an explanation in complex English means a difficult sentence. There is a point or word that is the keyword of the material, so they quote the word and then rethink and remember what the word means. The last strategy is for the student can describe views through a power point or share screen delivered by the lecturer and less noise, or distraction. It is said by the S8:

> *"Sometimes we can describe our views through a power point or share screen delivered by the lecturer… The strategies I use are less noise or distraction…"* (S8, a male student in the sixth semester)

Using media is very helpful. If do not understand what instructions are conveyed. Sometimes, it can describe the meaning through a power point or share screen delivered by the lecturer.

DISCUSSIONS

In the presentation of the research discussion, this study discusses the findings and correlates them with the related theories or previous studies. The first section of the discussion reports students' perception of listening to lecturers who dominantly use English as a medium of instruction. The second section of the discussion declares students' difficulty when the lecturers mainly use English as a medium of instruction. The third section of the discussion deliberates the students' strategies to overcome challenges listening to lecturers who use mainly English as a medium of instruction.

"Students' perception the dominant use of English as a medium of instruction in the classroom"

From the data presented above, there are some students who agree with using English and agree with terms and condition. They are six students who agree to use English and four students who agree with the terms and conditions.

The first perception is the student agrees to use English. Six students prefer the lectures to use English dominantly as a medium of instruction; understanding when using English well affects the dominant use of English. It makes them easier to understand how the lecturer delivers the material in class. Then, they felt more focused on learning because they have to understand the meaning of what the lecturers said. In addition, they are also more familiar when listening and speaking English. They feel challenged if the lectures ask something in English. They feel challenged because they can increase their vocabulary. As the result, they can learn English more deeply.

The second perception is to agree with the terms and conditions. Four students explicitly mentioned that they preferred the lecturers to use mixed languages (Indonesian and English). They do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. For example, theoretical subjects, such as grammar, and linguistics are preferable for Indonesian to be the dominant theoretical lesson that is difficult to describe the materials. It means that it depends on the subject and it is better if the subject discusses the theories. So it will be easier to understand by using Indonesian. In line with Teng (2002) identified four listening factors classification. They were the listener factor, speaker factor, stimulus factor, and context factor. "EFL knowledge" was the most important listening factor for EFL listening impairment. This means that a lack of language skills can directly cause problems for students.

"Students difficulties encountered by the students when the lecturers mainly use English as a medium of instruction"

After analyzing the data manuscripts about the difficulties students encountered when the lecturers mainly use English as a medium of instruction. The researcher found several difficulties which were accepted by the students. Some difficulties draw in the two themes as internal and external. The internal theme is a lack of knowledge and lack of vocabulary. Then, the external theme is lecturer accents and lecturer attitude.

First, the difficulty is lack vocabulary. It is to recognize many new words. It means that student does not know the meaning of the words or it is because student does not know the way to correct the words to write. In addition, student who confused at the beginning of the learning while the lecturer speaking, they will be

confused at the end. The lack of vocabulary is quite difficult to understand the new words spoken by the lecturer. So that it can affect the focus of the student and sometimes stuck understanding the meaning. Understanding the words of the lecturer in explaining the material without knowing the vocabulary is difficult to know the meaning. It is because some words have different meanings. So that students feel that they have less vocabulary.

Second, the problem of students in English dominantly is a lack of knowledge. There are some student problems here, such as formal and informal language, difficulty with the linguistic or discourse analysis, complicated subject, understanding the material, less confidence, less ability and academic, and less listening. Sometimes lecturers use academic English. Then, complicated subjects will be hard to understand. It means that sometimes there are lecturers who use more academic vocabulary, but not all students know what it means, so they cannot just stick to using full English, even if a few still need to use Indonesian when need it. This is in line with Teng (2002) identified four listening factors similar to Boyle's (1984) classification. They were the listener factor, speaker factor, stimulus factor, and contextual factor. She noted that "EFL knowledge" was the most important listening factor for her EFL hearing impairment. It implies that students' difficulties may directly result from their deficient linguistic knowledge.

Third difficulty is lecturer accents. Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small. In line with Higgins (1995) studied the listening comprehension problems of Omani students and found that the factors that facilitate or hinder listening are speaking speed, vocabulary, and pronunciation. Similarly, Buck (2001) identifies many difficulties that may be encountered in listening tasks such as unfamiliar vocabulary, unfamiliar topics, rapid speech rates, and unfamiliar accents.

Moreover, some lecturers have a high vocabulary. So that student has to focus on what the lecturer said. According to Underwood (1989), listeners do not have high vocabulary knowledge. The speaker can choose words that the listener does not know. The selection of vocabulary used by lecturers and reconsidered by the lecturer in teaching in the classroom, such as taking the class with pleasure, and choosing vocabulary that may be easily understood by students. Klingner et al., 2006; Bowman-Perrott et al., 2010; Garcia and Tyler, 2010 said that use simpler language, slower and more frequent repetition to ensure understanding of instructions and content being taught.

Another student problem is the lecturer speaks so fast and the voice of the lecturer is small. The lecturer's voice becomes a problem for the student in English dominantly. Sometimes some things are not clear. So that it is hard to understand

what the lecturer said. According to Underwood (1989), the biggest problem with listening comprehension is that the listener doesn't can control the speaking speed of the speaker so that speed can make listening difficult.

Fourth, the difficulty is lecturer attitude. There are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class. It means that the focus of the problem is not only on the lecturers who speak dominantly English. But also other supporting factors, such as how the lecturers process and bring the class.

The nature of lecturers who enjoy or are serious also affects the activities in the class. According to Hasan (2000), regarding speaker factors, 'intelligibility' was shown to be the main cause of EFL listening difficulties. As to listener factors, 'lack of interest' and 'demand for complete and complete answers to listening comprehension questions' were the two main difficulties faced by EFL students. Yagang (1994) identifies the following four causes of listening difficulties, such as the message, speaker, listener, and physical environment.

"Students' strategies to overcome challenges in listening to the lecturers who mainly use English as a medium of instruction"

From the data presented above, there were several strategies to overcome challenges listening. It found in the interview, such as self-management; asking for help, and the benefits of technology.

First, it is self-management. Example of self-management, such as practice, read the material before learning, and less noise, or distraction. Reading the material before the class begins. It means that they get themselves prepare before learning.

After that, less noise or distraction becomes one of the strategies for listening correctly. Student responds that lack of focus can lead to being distracted, overwhelmed, and lacking real progress towards goals. Being able to stay focused can help be more productive. Productive student is and the more important work student can get done. Vandergrift (2007) and Walker (2014) explained that listeners can use pragmatic knowledge to draw inferences and identify implicit meanings of speakers then this should be specially considered by teachers when teaching listening comprehension.

Second, it is asking for help. Asking is saying something to obtain an answer or some information. There are asking the lecturer and asking the friends. Student expressed that his friends know better so he asks them. It is useful for understanding the material. Friends are quite a relationship with them so they are easy to ask something they do not understand clearly from the lecturer or the material that the lecturer delivers. Collaborative learning activities can help improve students' learning abilities (Guerrero, 2009).

Third is a benefit of technology. This is the strategy that is supported by technology. There are listening to music, opening a dictionary, opening the internet, translated the words one by one and made sentences then describe views through a power point or share screen delivered by the lecturer. Goh and Yusnita (2006) and Al Alwan, Assassfeh, and Al-Shboul (2013) highlighted the positive effects of listening strategies on learners' auditory performance. In developing learners' grammatical skills, and corresponding software tools can help improve students' learning abilities (Guerrero, 2009).

CONCLUSION AND RECOMMENDATIONS

The results of the research showed that some student who agrees with using English and agree with the terms and condition. Some students prefer the lectures to use English dominantly as a medium of instruction; understanding when using English well affects the dominant use of English. It makes them easier to understand how the lecturer delivers the material in class. Then, they felt more focused on learning because they have to understand the meaning of what the lecturers said. In addition, they also are more familiar when listening and speaking English. As the result, they can learn English more deeply.

Students who agree with the terms and condition, they do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. For example, theoretical subjects, such as grammar, and linguistics are preferable for Indonesian to be the dominant theoretical lesson that is difficult to describe the materials.

Moreover, some difficulties of student encountered when the lecturers mainly use English as a medium of instruction. Then, the external theme is lecturer accents and lecturer attitude. First, the difficulty is lack vocabulary. In addition, student who confused at the beginning of the learning while the lecturer speaking, they will be confused at the end. The lack of vocabulary is quite difficult to understand the new words spoken by the lecturer.

Second, there are some student problems here, such as formal and informal language, difficulty with the linguistic or discourse analysis, complicated subject, understanding the material, less confidence, less ability and academic, and less listening. Third difficulty is lecturer accents. Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small. Fourth, the difficulty is lecturer attitude. There are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class.

Furthermore, there are students' strategies to overcome challenges listening to lecturers who mainly use English as a medium of instruction. There is practice, read

the material before learning, and less noise, or distraction. Second, it is asking for help. There are asking the lecturer and asking the friends.

This study recommends for education, although during the process of teaching and learning there are some lecturers using English dominantly as a mediated instruction in the classroom, you should still learn and try to understand the subject matter presented by the lecturers, more often learn and practice again at home. For lecturer, manage their way in use English dominantly as a medium of instruction to help the student when the lecturer teaches, interact and communicate with their students. For another researcher, this study is expected to be able to be used as the basis for further research thinking doing similar research. It is essential to conduct further research on benefit of medium of instruction in detail and their solutions in relation to the language classrooms.

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