



English as a Medium of Instruction for Islamic Higher Education: Classroom Pedagogy, Students' Motivation, and Challenges

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Abstract: Indonesian Islamic universities have conducted little research on English as a medium of instruction (EMI) for Islamic education students. Thus, this study explored EMI pedagogy for Islamic education. This study also examined student motivation and learning obstacles. Five lecturers and 128 students in three classrooms from different Islamic Education Department year levels at a State Islamic University in Indonesia have been investigated using qualitative observation and semi-structured interviews. The Transitional Bilingual Observation Protocol (TBOP) was used for observation results and thematic analysis for interview outcomes. Lecturers spent more time on lecturing, small group discussions, and presentations. The 2nd-semester lecturers employed translanguaging strategies for communication, while the others used the primary language and English with some mistakes. Students' desire to enhance their English was why they joined a bilingual program. Most students are excited to join EMI courses, but many struggle to communicate in English during class owing to concerns about making mistakes and speaking insecurely. Additionally, lecturers' English communication skills are limited during English education. This research shows that the institution should improve professors' communicative skills and students' language skills rather than only marketing multilingual classes.

Keywords: bilingual classroom; EMI; islamic education; higher education; motivation enhancement

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INTRODUCTION

Dearden (2014) defines English as a Medium of Instruction (EMI) as "the use of the English language to teach academic topics in nations or jurisdictions where the majority of the population's first language (L1) is not English". The definition pointed out that the use of EMI in the field of education in EFL nations has been increasing in recent years, with more education systems in these countries showing significant support for adopting EMI in their institutions (Ducker, 2019). This definition is extensive and, in some cases, can be contested as EMI takes place in many contexts (Coleman et al., 2018). In Asia, EMI lets students pursue higher education in Anglophone nations and other Asian countries (Galloway et al., 2020; Kirkpatrick, 2014). EMI growth may be connected positively to English's scientific and educational research primacy. Not only is reading and possibly publishing in English required but given the pervasiveness of English in many regions, there may be no L1 equal to essential content material and expert terminology. As a result, lecturers and students might also find it extra easy to teach and research in English so that they can keep up with cutting-edge research in their respective disciplines.

It is critical to conceptually distinguish between EMI and content and language-integrated learning (CLIL). While CLIL is normatively located (originating in the European ideal of plurilingual competence for EU citizens), EMI is not. While CLIL does not specify which second language (L2) academic subjects will be taught, EMI requires that the language of instruction be English. Whereas CLIL has a clear goal of increasing content and language, as stated in its name, EMI does not (essentially) have those goals (Carrió-Pastor, 2021). In EMI, learning outcomes are intrinsically linked to the content: language learning is neither intentionally structured nor evaluated. Situated between these polarities, CLIL represents a cohesive methodology that emphasizes differing levels of attention to both linguistic and content learning (Brown & Bradford, 2017).

EMI may provide several benefits to universities. Their graduates' career chances rise due to their English abilities, making the university more appealing to candidates. Furthermore, when the number of domestic students is stagnant or declining, offering EMI courses may assist institutions in appealing to international students who would otherwise be unable to study in the host L1 institutions. EMI programs may contribute to universities' internationalization efforts; an institution's table rankings may increase due to its number of international students and international personnel (Gao & Hua, 2021). More English-speaking academics may also improve the volume of English language research published in international journals,

increasing the university's rankings. EMI might also be a reaction to internationalization. It may appear reasonable to participate in EMI if the ultimate application of the subject knowledge will be achieved in English, for example, in international project management, international business-related areas, and international finance-related subjects (Nurhaeni et al., 2021).

Language-in-education policy is commonly described as the instructional machine concepts essential for deciding on a language approach in lecture rooms (Khasbani, 2019). This policy is a guideline for determining what language to teach within the classroom, how to teach and learn the selected language, and which evaluation techniques to apply to measure learners' language acquisition. English as a medium of instruction (EMI) is an example of a language-in-education coverage product in English as a foreign language (EFL) learning. The rapid growth of technology and digital communication as a result of globalization are extra elements that are probably considered in explaining why EMI has ended up in this type of worldwide fashion in English teaching venues. With tremendously clean admission to the internet, English exchanges with people from everywhere in the world might also now take region in a count of seconds. What this means for English education is that there has never been more demand for a teaching style capable of enabling English novices to speak efficiently. Then, it is probably stated that language policy and the emergence of EMI have continually been inextricably related to globalization.

Various issues have been expressed about EMI, such as difficulties related to students' and professors' English language proficiency (Erling & Hilgendorf, 2006), especially its effect on academic achievement, as some critics believe that EMI may impede students' content learning. Tang (2020) was also concerned about EMI by interviewing 12 lecturers and found that linguistic, cultural, structural, and identity-related challenges were revealed in implementing EMI. Most of the EMI research in higher education investigated the stakeholders' beliefs without further analysis of different gender, year levels, and proficiency improvement (Islam, 2013; Simbolon, 2018; Tang, 2020). However, limited research has been conducted in Islamic universities in Indonesia concerning implementing EMI in Islamic content subjects. Therefore, this research aims to explore the implementation of EMI in terms of classroom pedagogy, the participants' motivation, and learning obstacles. This research also reported the pedagogical instruction and classroom interaction, which other studies did not explore more in this regard. This research was conducted in a state Islamic university in Central Java, Indonesia, that held bilingual classes for Islamic education. Each year, some classes use English as a medium of instruction. The students enrolling in this class should pass the English proficiency test administered by this campus and have higher results than other regular students. Therefore, this research aims to investigate how English as a Medium of Instruction to teach Islamic Education is implemented for the students in this department. This research focused on how English as a Medium of Instruction is attracted to non-English content. Besides, this research aims to explore the students' motivations for using EMI in learning Islamic education courses.

METHODS

This field research used a qualitative approach to reveal pedagogical instruction on using EMI in learning Islamic content. Besides, this research investigated the students' motivation and challenges experienced in EMI classrooms. Therefore, the research subjects were taken from three classes from different year levels of Islamic Education students of a State Islamic University in Central Java, Indonesia, and EMI was implemented for those classes. Five lecturers and 128 students participated in this research. The primary data were taken from the observation results and the interview script.

Table 1. Research Subjects

2nd Semester	43
4th Semester	41
6th Semester	42
Total Students	126
Lecturers	5

The present research recorded classroom activities, language instruction, and forms of classroom communication using observation field notes. A semi-structured interview is communicated by listing questions in the interview guidelines. Still, there is flexibility in when and how the questions are delivered and how the respondents react (Edwards & Holland, 2013). This technique supported the validity of the data gathered from the observation. The interview questions were delivered to the lecturers and students to reveal their perceptions of and challenges to EMI implementation for the bilingual class of the Islamic education program. Furthermore, twelve students from three-year levels were chosen for the interviews about their behavior during the learning process. The observation data analysis used the Transitional Bilingual Observation Protocol (TBOP), a limited protocol derived from four-dimensional pedagogical theory, i.e., activity structures, the language of instruction,

language content, and communication mode (Lara-Alecio & Parker, 1994). The data gathered from this instrument were then analyzed through a checklist and notes depending on four-dimensional aspects. This protocol offers information to analyze teaching behavior in bilingual classrooms. The interview results were analyzed using thematic analysis to explore more superficial data regarding the students' perception and motivation in the EMI classroom. The interviews used the first language to avoid misinterpretation, and then the highly related data were highlighted to categorize students' perceptions. Figure 1 describes the data collection procedure.

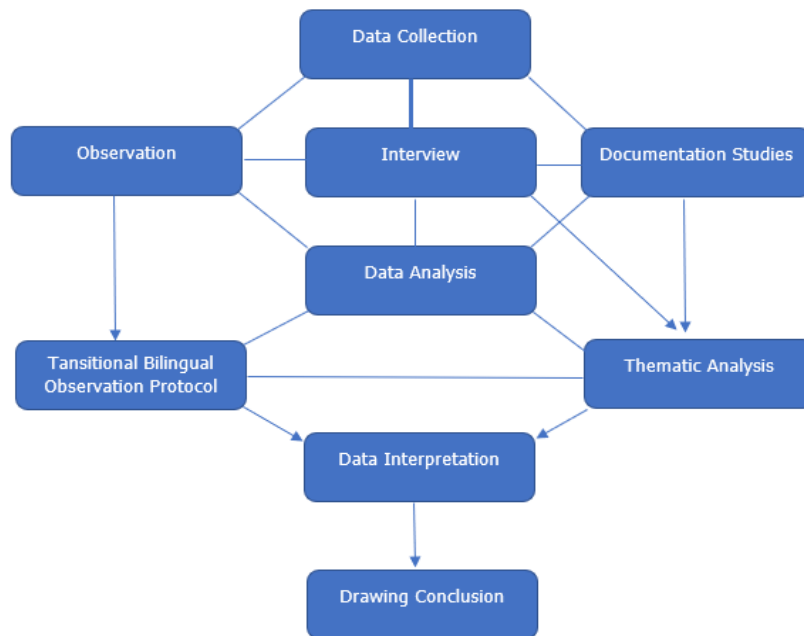


Figure 1. Research Flowchart

RESULT AND DISCUSSION

According to what has been observed, lecturers have excellent instruction in the English language. The utilization of bilingualism is applied effectively in general because, in the learning contract, there was an agreement between the students and the lecturer to use "dwibahasa," which is a form of bilingual writing. There is a wide range of reactions from the students. Most students' responses indicated that they believed using bilingualism actively contributed to the teaching and learning process. In some of the classes, the instructor will speak only in full English when they are explaining the material or when they are giving presentations. On the other hand, some lecturers will mix languages, such as English and Indonesian, during their presentations. For instance, the presentation given by the students was in English, but they also provided an Indonesian translation. Additionally, the use of language in the learning process may be done collaboratively in three different languages, including Arabic, English, and Indonesian.

During three times of observations of each class, the lecturers designed the learning process with various learning activities. Two lecturers in the 4th semester and a lecturer in the 6th semester allocated more time for group discussion and presentation. In comparison, two lecturers in the 2nd semester spent the time lecturing and having a whole class discussion. Regarding the language instruction and communication mode, the 2nd-semester lecturer explained the materials in full English while translating them into Bahasa Indonesia so that students would easily understand the explanation. Following that, the lecturer in the 4th semester spoke in full English; however, the language structure was unclear to the students because of many interlanguage errors. Besides, the lecturers used Bahasa Indonesia when communicating with the students.

Next, the other lecturer in the sixth semester used mixed codes, but when using English, the language's structure was confusing because of grammatical errors and a lack of vocabulary. He cannot speak in a good sentence because he lacks knowledge of combining vocabulary properly. Moreover, the lecturer used Bahasa Indonesia more to explain or provide additional information, even through classroom interaction. So, English was frequently used as the medium of instruction in this class. The evidence of the classroom activities showed the use of the translanguaging model. Teachers can provide an example by conversing in two or more languages themselves, and they can also provide students with examples of their multilingual writing, which is possible even if teachers lack fluency in the many heritage languages being taught. Teachers who speak only one language can model translanguaging for their students by bringing attention to the students' use of more than one language in their daily interactions. Teachers can set a good example for their pupils by translanguaging

themselves using words from students' native languages. In addition, monolingual educators might invite people of the community who are fluent in their students' heritage languages into the classroom to share their knowledge of the languages through reading, writing, and conversation. Helpful resources for monolingual teachers who want to model translanguaging include bilingual aids or translators employed by the school (Rowe, 2018). Most of the students and lecturers communicate in their first language. Moreover, most students are passive in using English because of low English proficiency but are more talkative when using Bahasa Indonesia. Many students did not follow the rules for using English as a communication medium because they could not yet respond to foreign languages. However, they are as bilingual class students. From the interview, students look afraid and are not honest enough to speak the truth until the other students dare to speak the facts and get the truth data. Students were not ready yet to be called a "bilingual class." Although they can speak English, they fear applying it in bilingual classes. It is called anxiety or having a feeling of fear when speaking directly in front of an audience using a foreign language (Taly & Paramasivam, 2020). The cause of their anxiety may be the lack of their vocabulary. The impact is that they can be silent during the class (Sabat & Wardhani, 2018). So, they feel fear, anxiety, confusion, and unconfidence to speak so suddenly in English, which makes them choose quiet in the learning process.

Based on the observation, using English during the learning process was ineffective. When delivering the materials, a lecturer in the 6th semester lacked communicative ability. The other reason is that the interaction between the lecturer and the students was not nearly as productive as it could have been. It indicates that they did not put much effort into communicating with one another in English. The lecturer never spoke any language other than Indonesian when he interacted with the students or answered their questions. Therefore, there was no connection between bilingualism and the issue. This evidence is in line with what has been found by Sah and Li (2018), who said that the content teachers heavily relied on codemixing and translation and used this approach ineffectively as they were not trained enough to conduct their job well. The content teachers did not have enough time and expertise to teach the English language in content classes. Some other lecturers in the 2nd semester frequently used English because they had already mastered it. In a similar vein, many researchers across countries (such as Turkey, Brazil, Pakistan, and Belgium) also reported that the lack of communicative competence became a significant challenge in EMI classrooms (de Diezmas & Barrera, 2021; Ekoç, 2020; Guimarães & Kremer, 2020; Kaur, 2020).

According to what has been observed in other classes, The lecturer explained the material entirely in a foreign language in the 4th semester. The emphasis was placed primarily on the English language. When explaining the material, the lecturer used a few different language styles. The lecturer explained the materials in full English while translating them into Indonesian so that students would easily understand the explanation. Following that, the lecturer spoke in full English; however, the language structure was unclear to the students because it was too standard and sounded like a translation. It was not relevant to the context. In addition, the lecturer provided additional material while speaking Indonesian. There are different types of language use when the lecturers explain the material. First, the lecturer used full English to explain the materials and mixed them in Indonesian to make it easier to understand the explanation. Next, the other lecturers used full English to motivate the students to use this language during the class, but the language's structure was confusing because it was too standard and sounded like a translation. It was not contextual. It causes the lecturer, who is not from an English background, to sound strange. People cannot speak into a good sentence because they do not know how to combine vocabularies properly (Torres et al., 2020). Moreover, the other lecturers used English and Indonesian to give additional material and evaluation. So, it was not related to the use of bilinguals. Figure 2 represents the overall use of EMI in classroom instruction.

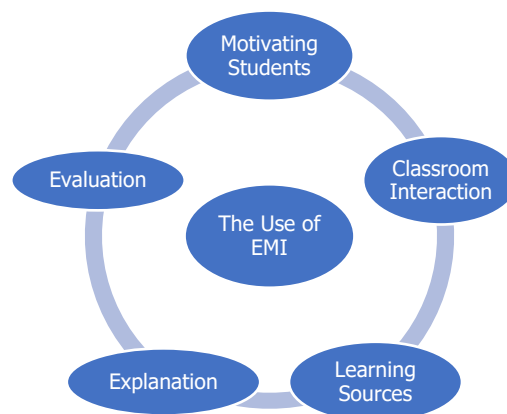


Figure 2. EMI in Classroom Instruction

Student interview reports show that students have a wide range of reactions to EMI. Most students support maintaining and implementing the bilingual class besides EMI, but some still have doubts. From what we can tell, most students prefer bilingual classrooms for various reasons. The students' command of English was sufficient for them to understand the lectures given in that language. A second reason students were enthusiastic about their bilingual class was their interest in learning a new language, mainly English, even though they were from the Islamic Education program. [Sahan and Şahan \(2024\)](#) suggested that to attain the purported linguistic benefits of EMI, it may be necessary to provide additional language support classes and implement proper pedagogies for integrating language acquisition. And then, there were the students who explicitly stated that they wanted to be in a bilingual class from the start. As a result, many students favor EMI and the bilingual class. One of the students stated:

"I desired to be in a bilingual class even though I was an Islamic education student and in a religion course, but it did not matter because I had a basic English language, and I am very interested."

In line with this, [Doungprom et al. \(2016\)](#) found that the students desired to enhance their English communicative competence and self-confidence, although they were non-English majors. So, it does not matter if they do not have English background. At least they are desired to learn and use English. Furthermore, students' perceived communicative competence encouraged them to engage in learning communication and be willing to communicate, as [Chou \(2022\)](#) also found. On the other hand, a few students felt uncomfortable and contradicted by being in a bilingual class. Several indicators support this, including students struggling to adapt to the bilingual environment and demonstrating low English proficiency. They also complained that the lecturer did not do an excellent job of explaining things to them in English. This is the first time students have heard of a bilingual education program. Students in their second semester have developed a unique viewpoint. Most of them are happy and feel lucky to be in bilingual classes because they have basic English and are interested in it. However, there are still students who refuse it. They do not fit in and appear dragged there against anyone's will. Students 10 from the second semester reported:

"I feel like I am in the wrong class, and honestly, I am not interested in a bilingual class, but I was fluted as if I were diving into a river, so let it wet."

Students 11 from the second semester reported:

"I am amazed to know I am part of the bilingual class. I went to look for a friend to take my place in a bilingual class, but no one wanted to, so I gave in."

Aside from that, the students in the fourth and sixth semesters of the bilingual class are still attempting to find their place, and while some enjoy EMI, others do not. Students who dislike EMI even though they know they are enrolled in a bilingual class do so for various reasons. Even though the materials were sometimes presented in Bahasa Indonesia, they believed that the material for the bilingual course in their semester was challenging to understand. The material's uncommon vocabulary made it difficult for them to understand what was being said. They also find it challenging to understand the lecture when it is delivered in English; some do not get along with their friends who pretend to be proud to speak in English. To support those statements, one of the students said, *"Honestly, I like English, but I hate my friend who is pretending to be smart in English."* According to the interview conducted with some of the lecturers of bilingual classes, they admitted they were pleased and supported bilingual classes. In this day and age of globalization, they argue, it is unreasonable to expect students in bilingual classes to have any problems communicating in either language. As a result, it is expected that students will be able to recognize and have knowledge of foreign languages, mainly English. Strong English language abilities will significantly enhance students' employment prospects and provide them with numerous professional benefits upon graduation ([Galloway et al., 2020](#); [Hu et al., 2014](#)). The lecturers reported that, supposedly, a bilingual student must master basic English. One of them stated:

"If the bilingual class is a program from a university, they have to select and group students according to students' language capabilities so that a bilingual class will run effectively and efficiently."

So, they felt a bilingual class was a great program to enhance students' skills, but it would be much better for a bilingual class to be planned well, especially in the student's language skills. Students' motivation to use English when communicating in the classroom remains low. Most of the interviewed students believe that communicating with one another using the English language while participating in classroom activities is challenging. All of this transpired for a variety of different reasons. To begin with, the students lack self-assurance when it comes to communicating in English. Second, the students hesitate to make errors because they fear being judged. Then, students experience fear whenever they make a grammatical error or choose the incorrect words when constructing a sentence. Because of this, many resist when required to communicate in English in the classroom. To support those statements, one of the students said that:

"I feel unhappy in using English because the bilingual subject is the important subject. I'm worried that

I do not understand the subject because I do not have enough English vocabulary".

So, some students with insufficient English skills worry that they do not understand the subject if it is given in English. Other students think that in bilingual classes, the English language is used only in the learning process, so when communicating with their friends, they can use Indonesian. It seems as if the interview answer is, *"I think this bilingual is not for daily communication, but it is more about the courses."* So, the students think being bilingual is just about taking courses in English. On the other hand, some students are interested in utilizing English even in a bilingual class. They were ecstatic that they were allowed to practice speaking English with one another. In addition, some of them are becoming accustomed to communicating in English because they have already used English as their primary mode of communication while attending senior high school. The greatest thing is that some of the students feel closer to their lecture if they are communicating in English, such as she said:

"I communicate in English, and it feels more comfortable. If the lecture also uses English, it makes me feel closer."

It is suggested that the lecturers use translanguaging strategies in EMI, which contain instructional and interactional strategies. By translating and paraphrasing using the former, the lecturers improved students' grasp of the subject matter. The latter was implemented to increase student participation and communication fluency, but it may be less useful for students not well-versed in all the aforementioned auxiliary languages (Kao et al., 2021). Furthermore, Yuan and Yang (2023) also suggested that teacher educators should employ reflective practice to enhance translanguaging strategies through three strategies: integrating academic discourse with everyday discourse, connecting verbal and other semiotic resources, and utilizing students' first language, thereby establishing a 'translanguaging space' in their EMI classrooms for content instruction and learning. The performance of lecturers in the classroom, which gave off the students' motivation to study the subject matter in two languages to be clear and understandable, was one of the factors that can influence students' feelings. Another factor that affects the difficulties faced by students is their grade level. Some students interviewed stated that they do not consider English a complicated language in a bilingual classroom. Some of them do not care and continue to enjoy it whenever the English language is used in the bilingual classroom. In addition, when Arabic is used, the information will be presented in a manner that is more convoluted and difficult to comprehend. Student 1 reported:

"I do not really mind as long as the language is English. However, when the bilingual classroom uses Arabic, I am slightly like, you know what I mean."

Student 3 said:

"I do not master Arabic in the first place. Some subjects closely connected to the Islamic material mostly use Arabic..."

The three students said they are satisfied in their bilingual classrooms because they already participated in bilingual classrooms in high school and, as a result, do not find the transition challenging. In addition, some of them are pleased to be in a bilingual school because they believe it will allow them to improve their English language skills more quickly than in a standard setting. On the other hand, some did not experience happiness for various reasons. Many students' unhappiness can be traced back to their dislike of the English language, which causes them to be afraid to participate in bilingual classroom activities. A student also claimed that she is unhappy because she does not speak English fluently, which makes it difficult for her to adapt to others because of the language barrier. Some stated they were dissatisfied since the amount of English spoken in bilingual classrooms did not meet their expectations. The use of English is decreasing, and there are not many topics that make use of bilingualism. A student from the second semester also said that he is not interested in a bilingual classroom and, hence, does not anticipate being in a bilingual classroom. Another student from the second semester was left speechless the first time she experienced a bilingual classroom because she did not anticipate being in such a school and worried about the lessons that would be taught in the classroom. In addition, she was preparing to leave the bilingual classroom while searching for an alternative that would meet her parents' approval.

This research explored the pedagogical instruction and students' motivation for EMI classroom practices. The observed classroom practices revealed that even though the course in the 6th semester was primarily presented in Bahasa Indonesia, the students believed that the material for the bilingual course in their semester was challenging to understand. This is perhaps the most difficult stage of the framework to implement, as teachers rarely have insight into their classroom practices (Airey, 2020). Unlike the 4th and the 6th-semester lecturers, the 2nd-semester lecturers allocated the learning time by lecturing and whole class discussion using translanguaging strategies in EMI, which contain instructional and interactional strategies. The institution should pay attention to the lecturers' lack of English communicative ability in classroom instruction to improve lecturers'

communicative competence. [Macaro et al. \(2018\)](#) concluded that EMI instructors may benefit from training in applied linguistics. They argue that this would necessitate additional time and energy from the lecture's presenter. So, it is unrealistic to expect content lecturers to become proficient in a second language. Convincing content lecturers of the need to increase their pedagogical content knowledge in L1 teaching is challenging enough. It is implausible that the lecturers should also study applied linguistics ([Airey, 2020](#)). Therefore, the institution has much homework to make the bilingual class or bilingual education program not merely a tag for educational marketing. The lecturers' linguistics and communicative competence become a significant homework to enhance.

With those challenges the students face, many are experiencing positive feelings about being in a bilingual classroom. They have opportunities to develop their foreign language abilities as part of their self-development of communicative competence. [Taheri and Heidar \(2014\)](#) stated that the students could increase their English performance by joining a bilingual class. In line with this, [Dounghprom et al. \(2016\)](#) found that the students desired to enhance their English communicative competence and self-confidence, although they were non-English majors. So, it does not matter if they do not have an English background; at least they want to learn and use English. Furthermore, students' perceived communicative competence encouraged them to engage in learning communication and be willing to communicate, as [Chou \(2022\)](#) also found. They need a partner to speak a foreign language continuously ([Woolston & Osório, 2019](#)). On the other hand, a few students felt uncomfortable and contradicted by being in a bilingual class. Several indicators support this, including students struggling to adapt to the bilingual environment and demonstrating low English proficiency. Language competency affects intelligibility, comprehensibility, and interpretability, although comprehensibility appears to be the most important ([Smith & Nelson, 2020](#)). They also complained that the lecturer did not do an excellent job of explaining materials to them in English. The topics discussed become increasingly challenging to take and comprehend because of a lack of language intelligibility. This evidence is in line with what [Sah and Li \(2018\)](#) found: content teachers heavily relied on codemixing and translation and used this approach ineffectively as they were not trained enough to conduct their jobs well. The teachers did not have enough time and expertise to teach the English language in content classes.

Students in their second semester have developed a unique viewpoint. Most of them are happy and feel lucky to be in bilingual classes because they have basic English skills and are interested in it. However, there are still students who refuse it. They do not fit in and appear dragged there against anyone's will. They could not fully use learning materials, like textbooks, to enhance the content knowledge because less meaningful English interaction was provided in learning activities. Therefore, introducing EMI is only a tag of a bilingual/international class in an institution market ([Sah & Li, 2018](#)). All of this transpired for a variety of different reasons. To begin with, the students lack self-assurance when it comes to communicating in English. Second, the students hesitate to make errors because they fear being judged. It causes the students' anxiety. [Damayanti and Listyani \(2020\)](#) stated that students with less motivation in English lack confidence, so they cannot reach their speaking skill goal of speaking in English. Therefore, some researchers found that anxiety becomes the demotivating factor in willingness to speak English in EMI classrooms ([Chou, 2022](#); [Jiang et al., 2019](#); [Ma et al., 2022](#); [Sah & Li, 2018](#); [Yildiz, 2021](#)). Seeing the communication difficulties in English as the language of instruction, teachers and students regard English as a foreign language and concentrate on speaking fluency. Finally, resisting the anxiety of making grammar, diction, or pronunciation mistakes becomes difficult. As [Smith and Nelson \(2020\)](#) concluded, the individuals' self-perceptions of how well they understood were influenced by their familiarity with the issue and the variety of speech. Therefore, it is critical to recognize that English should not be seen as a foreign language but as a lingua franca. With this belief, both instructors and students would be able to concentrate more on language intelligibility. Moreover, students engaged in EMI have been observed to favor intelligibility over precise pronunciation, as they constitute a cohort of learners for whom English serves as a tool rather than a target ([Gómez-Lacabex & Gallardo-del-Puerto, 2023](#); [Gómez-Lacabex & Roothoof, 2023](#)).

CONCLUSION

For a bilingual program to flourish, many variables must be considered during the planning stages, such as the lecturer's English communication skills, students' English proficiency, and foreign language communication strategies. In classrooms where English is used as the medium of instruction, teachers' communicative competence plays a crucial part in students' performance. When this skill is not nurtured correctly, it can lead to a classroom environment that is not conducive to the goals of multilingual education. Institutions must also consider students' interests and motivations for learning English before enrolling them in bilingual courses. The language used should not be too biased in one direction. The findings revealed that Students' willingness to improve their English skills was another motivating factor in their decision to enroll in a bilingual program. As a result, students who are highly motivated to participate in the bilingual program must

be selected based on their basic English skills. This is necessary so the program works properly and students' language abilities may be developed more efficiently. The findings showed that students' interest in speaking English in class remains low. Most students find it difficult to interact with one another in English during classroom activities. Numerous factors contributed to the occurrence of these events. Students' primary difficulty is an inability to speak English with confidence. Second, they are nervous about being found out if they make a mistake. Then, whenever a student makes a spelling mistake or uses the wrong words in a sentence, they experience anxiety. As a result, many act resistant whenever required to speak English in the classroom.

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