

Using Indonesian as Language Use and Language Instruction in English Teaching for Non-EFL Students in ITB AAS Indonesia

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ABSTRACT: This study investigates the use of the Indonesian language as language use and instruction in English teaching for Non-EFL students in ITB AAS Indonesia. This research is descriptive qualitative. The result analysis shows that Indonesian (Bahasa Indonesia) is a language used and instruction used by an English lecturer. English lecturer uses Indonesian in explaining and emphasizing English materials of grammar/tenses to their students. 2) English lecturer uses Indonesian in instructing the students about giving tasks and preparing for the test. An English lecturer usually uses a mixture of two languages, for example, Indonesian and English because the students are not from the English department, but they are mostly from non-English majors. She has considered using Indonesian based on the conditions and requests of students. Besides, She also translates from Indonesian to English and vice versa during English teaching, so the students can understand what is being said. English can be an international language used and instructed in class, so students will have the opportunity to increase their English skills. However, it is also possible that students struggle to comprehend English said by their lecturers. Besides, the usage of Indonesian in English teaching is used by the lecturer for Non-EFL students to overcome challenges in their learning. The use of Indonesian in the English classroom is beneficial to the teaching-learning process, provided that it is not overused and does not become habitual. When the students are taught only in Indonesian fully, they cannot use and master English. This issue necessitates a flexible approach to language use while instructing students in an English classroom. For instance, the use of Indonesian is restricted to the instruction of specific topics, such as grammar and vocabulary, while the use of English is restricted to the instruction of particular subject skills, such as pronunciation.

Keywords: *English Teaching, Indonesian, language use, language instruction, Non-EFL students*

A. INTRODUCTION

With language, one can convey ideas, thoughts, feelings, or information to others verbally and in writing. This corresponds to perceptions and thoughts that language is a means of communication between community members in the form of a sound symbol produced by human speech and is the most important thing in one's life because language is a human need in dealing with each other. Then the higher the mastery of someone's language, the better use of language in communication. As a means of communication, language must be mastered well to communicate with other people well (Wardah, 2016). Mastery of the language good is something to strive for and learn, especially if the language learned is foreign. Somebody can communicate more freely with other people from a nation different from himself if he can speak a foreign language the good one. With these conditions, learning a foreign language is useful for understanding individuals, groups, and nations.

In language instruction, a foreign language is distinct from a second language. A foreign language is a language that is not spoken in the nation in which it is taught. A second language, on the other hand, is a language that is not the country's primary language but is still one of the languages used in general. Meanwhile, a foreign language is often taught as one of the school topics with the objectives of basic communication and the acquisition of four language skills (listening, reading, speaking, and writing). In this language with specific restrictions. In Indonesia, the policy regarding the instruction of English as a foreign language fluctuates throughout time and is mostly affected by economics and politics.

Entering the era of globalization necessitates the preparation of trustworthy resources, particularly in the fields of science and technology. To effectively grasp technology, enough information is required so that we can use it to meet the needs of a globalized, competitive world. In this situation, English is required for both technical mastery and interpersonal communication. As a method of worldwide communication, oral and written English should be actively learned. As the social language of the world, English is not only a worldwide communication medium but also a linguistic requirement for academic success. English is frequently used by the worldwide community to communicate effectively. The development of more complex technology and the use of English motivates people to adapt to changes and advances that need mastery of English to operate the technology effectively. Similarly, the necessity of English in the field of education. English is required for students/schoolchildren to be able to acquire global knowledge and to have an opportunity to participate in the worldwide arena. A formal education that delivers college-level foreign language instruction.

The government has issued instructions governing numerous academic classes given to kindergarten through high school pupils. Similarly, at the Higher Education (PT) level, the government has determined, based on the Decree of the Minister of Education National RI No: 232/U/2000, that the university curriculum in Indonesia comprises the core curriculum and the institutional curriculum. The core curriculum of the Strata 1 (S1) program comprises between 40 and 80 percent of a program's total credits. The core curriculum is defined at the national level by the Minister of National Education of the Republic of Indonesia, although each college determines its curriculum. In an institution's curriculum, students are required to take several courses. One of them is the mandatory English class in preparation for the globalization age. To enable pupils to compete in the era of globalization, they must have a comprehensive command of the English language. Foreign language becomes a required course for students at the college level. Given the significance of English in academics and its reputation as one of the courses that strengthen

students' abilities, the role of teachers in the classroom impacts the quality of English output (Dahsan, 2018).

English competence includes writing, reading, listening, and speaking skills that need to be developed. All aspects of English language competence must be studied carefully considering that mastery of English requires a process that takes quite a while. Students are potential human resources who after graduation must be able to compete in the job market. In addition to students, they are provided with fields of science that are following their studies, they also need to be equipped with adequate English competence. When working, they are often required to be able to use English both passively and actively. Therefore, it is only natural that students in college to higher education learn English for their needs.

Related to the explanation above, it is related to language use and language instruction in education which should be adapted to the national background. The function of the language of use and language instruction is to explain and express as well as understand and appreciate the subject matter to achieve educational goals. Language instruction plays a supporting role in helping learners process input (Wong & Simard, 2015). Language is a "social activity" that students and instructors engage in with and toward one another to build supportive, trustworthy relationships between them (Beach & Beauchemin, 2019). The language for instruction is the language used to communicate formally with many individuals who are collected and bonded in an environment and formal activities, such as general meetings, work meetings, and symposiums. In a restricted sense, the language of instruction is the official language utilized by teachers in educational institutions while giving lessons to students. Limited command of the language of teaching. It is what leads to the comprehension of the instructional language in education.

In teaching and learning activities in the classroom, every student needs to have the opportunity to learn through listening, speaking, asking, answering questions, explaining, expressing opinions, reading, and writing. This can be achieved if students are empowered to dare to communicate. All schools/institutions abroad have the language of instruction is English, the international language. In Indonesian schools/colleges, the language of instruction is Indonesian. Following its function as the language of the state, one of which is the language of instruction in education.

Several previous studies related to the use of language instruction in the teaching and learning process. First, Haryanto et al. (2016) the students were pleased to have English as the medium of teaching in their classroom. However, they also embrace the L1 (Bahasa Indonesia). Second, Purba et al. (2019) language usage in Indonesia carried out the "Home Schooling" of foreign immigrants in the city of Medan experienced difficulties, but it can still be overcome by mixing English and

sign language to assist the process of interaction. Third, Savitri (2019) states that the majority of lecturers utilized their multilingual abilities in the classroom to serve as a guide for lecturers seeking to build successful communication during the classroom learning process. Fourth, Meka (2019) states that the majority of students who come from regions still speak by using the regional language, and teachers use the language of instruction in Indonesian subjects. Fifth, Rahmi & Fatimahwati (2021) state that all teachers use Indonesian as the language of instruction in learning Indonesian if there is a material that is difficult for students to understand. Sixth, Banamtuan & Ege (2021) state that the Dawan regional language is a language used as a language of instruction in the learning process. It has a very good impact on student learning outcomes because students understand the meaning of the learning being conveyed. Seventh, Anggraini & Heriadi (2022) state that the language of instruction used by the teacher is Serawai, or regional language because students understand the lesson as a means of communication.

The previous studies above show similarities and differences with this research. All previous studies above and this research focus on the language instruction or language use used by teachers/lecturers. The 1st research focuses on English and Indonesia as the medium of teaching English subjects. The 2nd and 5th research focus on Indonesian language use in the “Home Schooling” of foreign immigrants. The 3rd research focuses on multilingual languages in the classroom. The 4th, 6th, and 7th research focuses on regional language use in Indonesian subjects. While the object of research is different. This research focuses on Indonesian language instruction (language use) in English Language Teaching (ELT). In this case, the researcher investigates the English lecturers in teaching Non-EFL students (students who are not majoring in English (non-English Department) or students who are not language learners. ITB AAS Indonesia does not have an English study program, but at ITB AAS Indonesia, English is one of the compulsory subjects that students must take even if they are not from the English department. Therefore, the objective of this study is to investigate the using the Indonesian language as language instruction in English Language Teaching (ELT) for Non-EFL students in ITB AAS Indonesia.

B. LITERATURE REVIEW

1. Position of Indonesian Language

Language is part of the life of the speaker community. For the Indonesian people, the Indonesian language has and function in the life of society, nation and state Indonesia (Sugono, 2020). Of the two kinds of position of the Indonesian language, namely as the national language and the state language (Sujanto, 1979). In Seminar Decisions National Language Politics is emphasized as the national language Indonesia functions as: National pride symbol, National

identity symbol; A unifying tool for people with different backgrounds social culture; Intercultural and interregional communication tool (Sugono, 2020). In its function as the official state language, language Indonesia has a very high position (Ansoriyah, 2019). Position such heights paved the way for Indonesian to continue develops faster than any other language. Indonesian Language which functions as the official state language is used in various state ceremonies, events, and activities other state affairs either in writing or orally. Function it paved the way for Indonesian to continue develop.

2. Indonesian as Language Use and Instruction in Education

The function of the Indonesian language in the educational institutions are as language introduction (Tadzkirah, 2019). So, in teaching and learning activities/processes the language of instruction is Indonesian. Along the times, today's education began using a new tradition, namely the use of foreign languages as the language of instruction in educational institutions especially for international standard schools. This is considered a cause for concern for most society about the existence of the Indonesian language at that time future.

The Language of Introduction in the World of Education It has been proven that since the Indonesian nation was proclaimed as country (17 August 1945), the Indonesian language has been used as introduction to the world of education replaces the Dutch language, except in kindergarten and three years of elementary school, the use of regional languages is not yet can be completely omitted, considering that the Indonesian language is still considered a second language. However, developments prove that Indonesian is increasingly being used as a language introduction to education at all levels and pathways of education (Rahayu, 2007).

Indonesia as a unifying tool for the nation different tribes, religions, races, customs and cultures (Dewirsyah, 2021). On 25-28 February 1975, the results of the formulation of the seminar National language politics held in Jakarta. It shows that the position of Indonesian as a language country is Indonesian as a means of introduction in the world education. The second position is from the position of Language Indonesian as the state language is proven by usage Indonesian as the language of instruction at the institution education from kindergarten, hence the subject matter in the form of print media must also be in the Indonesian language. This can be done by translating books foreign language or compose their own. This way will very helpful in improving language development Indonesian as the language of science and technology (Mulyati, 2017).

As national language, Indonesian is the language Introduction to education in Indonesia. Therefore, formal education institutions in Indonesia starting from education early childhood to higher education should use Indonesian as an introduction in carrying out educational activities (Riadi et al., 2022). This means almost all educational activities organized by formal educational

institutions must use Indonesian as an introduction. In addition to preserving the nation's culture in the form of language, too as an effort to invite the nation's younger generation to participate love and preserve the Indonesian language which is none other than is an important heritage.

Indonesian is one of its functions as a language (Fitria, 2022a) Introduction to the world of education is closely related with its function as a means of communication at the national level for planning and implementing programs government and governance (Ansoriyah, 2019). In function It does not only concern reciprocal communication activities back and forth between government and citizens, but rather related to inter-regional, inter-ethnic communication activities. inter-ethnic. Thus, deep Indonesian its function as a means of communication at the national level will more easily overcome the communication gap between regions, between tribes, and between ethnicities, so that the Indonesian language will more widespread distribution and use.

As the state language, Indonesian functions as an official introduction to learning in schools and colleges. In addition, when the subject matter is discussed concerns national matters, and in formal situations, Indonesian is also used as the medium of instruction. Indonesian as the State language or National language, meaning that Indonesian is a language that has been inaugurated as a language for the entire nation Indonesia. As for the Indonesian language as a culture shows that Indonesian is a part of Indonesian culture and is a hallmark of or different from other nations in the world (Rinayanthi, 2018).

C. METHOD

This research applies descriptive qualitative research. Qualitative research deepens and enhances process use precisely but judgments and interpretations are required (Goodyear et al., 2014). Thus, this research utilizes qualitative data and uses descriptive analysis. The method of collecting data in this research is by using documents and interviews. The document is comprised of existing records (Biddix, 2018). It is supported by Ary et al. (2018) that document analysis is another valuable technique for data collection in qualitative research in education. The type of document used is a video recording Zoom in English teaching and learning process which is uploaded on YouTube. Besides, the research also collects data by using interviews. An interview is the easiest approach to collecting data since it is a potent mode of inquiry when a researcher is interested in constructing meaning via language (Seidman, 2006). Here, the researcher interviews the English lecturer related to their reasons, opinions, or experiences using the Indonesian language during in English teaching and learning process in class.

In analyzing data in this research, the researcher uses three steps of analysis qualitatively such as data reduction, data display, and conclusion as stated by Miles et al., 2018; Miles & Huberman,

1994). The researcher reduces data (summarize, choose the main things) so that the data will provide a clearer picture, and make it easier for researchers to carry out further data collection if needed. The research uses several related videos during the teaching and learning process. The researcher then presents the data to make it easier for seeing the overall picture or certain parts of the research in the form of pictures. The researcher's screenshot of the picture from the video consists of the Indonesian language spoken in the form of subtitles/cc. Next, the researcher concludes the results of the description of the information that has been obtained and analyzed.

D. FINDINGS AND DISCUSSION

Findings

This study investigates the using the Indonesian language as language instruction in English Language Teaching (ELT) for Non-EFL students in ITB AAS Indonesia. This research analyzes the video recording Zoom in English teaching and learning process which is uploaded on YouTube. The researcher observes and takes note of the subtitled video on YouTube video. Here, the researcher finds examples of English lecturers saying/speeches in the Indonesian language during the English teaching and learning process can be seen below:

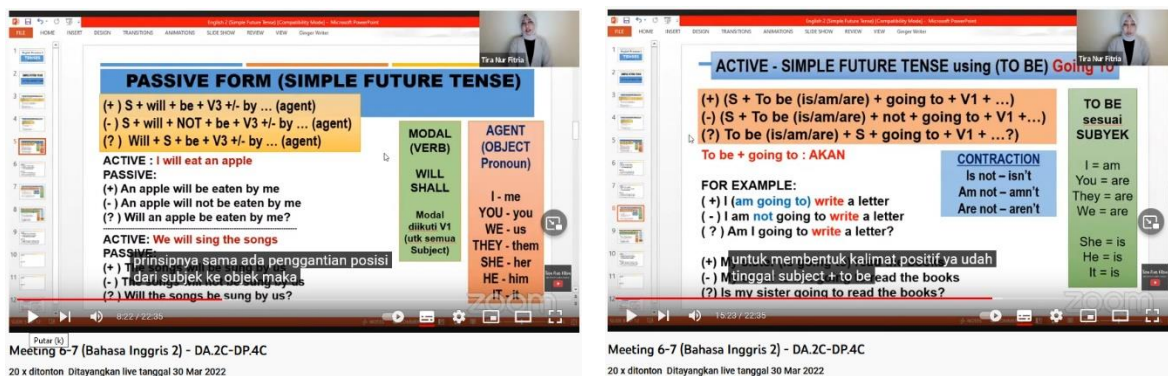


Figure 1. Indonesian-Language Instruction (Language Use) in ELT

Based on the figure above shows that in the recording video of English Language Teaching (ELT), the English lecturer uses Indonesian (Bahasa Indonesia) as the language instruction (language use). An English lecturer has seen teaching materials of tenses (Simple Future Tenses) to their students. For instance, the use of Bahasa Indonesia is restricted to the instruction of specific topics, such as grammar and vocabulary related to tense material. Besides the picture above, the researcher also analyzes what the English lecturer says with the video subtitle, which can be seen below:

Example 1:

Umumnya dalam membentuk “akan”, kita menggunakan “Will”. Model ini biasanya yang memang lebih cukup familiar digunakan adalah penggunaan will karena lebih simple untuk pola, pola kalimat aktifnya tinggal “Subject” ditambah “Will + Verb 1”. Untuk negatifynya tinggal ditambah “not”, dan interogatifnya polanya tinggal “Will + Subject + Verb 1”. Misalnya dalam kalimat aktif positif “aku akan menulis sebuah surat”. Kalau dalam Bahasa Indonesia jadinya “Aku tidak akan menulis sebuah surat”. Disini kita tinggal tambah tidak, dan kalau untuk interogatifnya, polanya tinggal di balik saja model kalimatnya (English Lecturer).

Based on the example above, shows that the English lecturer uses Indonesian for language use in explaining the material of grammar (tenses) especially Simple Future Tense in active form (active voice). The English lecturer state that “generally in forming "will", we use "Will". This model is usually the one that is more familiar enough to use is the use of will because it is simpler for the pattern”. She also states the formula of Simple Future Tense in active form such as in the positive, negative and interrogative sentences, “The active sentence pattern is only "Subject" plus "Will + Verb 1". For the negative, just add "not", and the interrogative pattern is "Will + Subject + Verb 1". Here we just add “no or not”, and for the interrogative, the pattern is just behind the sentence model”.

Example 2.

Lalu, jika kita ingin merubah menjadi kalimat pasif, polanya sama seperti previous tenses yang sudah kita discuss sebelumnya di Simple Present dan Past Tense. Awalnya posisi subjek, maka akan menjadi objek, dan yang awalnya menjadi objek, akan menjadi subjek. For example, “Saya akan minum teh” dalam kalimat positif, kalau dalam kalimat pasif positif tinggal membalik saja “The akan diminum oleh saya”. Dalam bahasa Indonesia tinggal menambah awalan di- atau ke- dalam verbnya. Sedangkan dalam Bahasa Inggris tentu berbeda. Kita menggunakan Verb-3 to change active into passive verb. Untuk membentuk kalimat Indonesia dalam pasif positifnya menjadi “Teh akan diminum oleh saya”. Seperti pada slide, terdapat formula in changing active into passive form. Kita menggunakan formula “Subject + Will + Verb 1” untuk kalimat aktif, lalu “Subject + Will + Not + Verb 1” untuk kalimat negatif, then “Will + Subject + be + Verb-3” untuk kalimat interogatif” (English Lecturer).

Based on the example above, shows that the English lecturer uses Indonesian for language use in emphasizing the material of grammar (tenses) especially Simple Future Tense. The English lecturer stated that “if we want to change it into a passive sentence, the pattern is the same as the

previous tenses that we discussed earlier in the Simple Present and Past Tense". This statement shows that the English lecturers want to emphasize the material that has been discussed before". Besides that, the English lecturer also used the Indonesian language use for explaining the material of Simple Future Tense in passive form (passive voice). She also states the formula of Simple Future Tense in an active form such as in positive, negative, and interrogative sentences. She states that "Initially the position of the subject, then it will become the object, and vice versa. In Indonesian, we add the prefix "di-" or "ke-" the verb. While in English is different. We use Verb-3 to change active into a passive verb. To form Indonesian sentences, we use a formula in changing active into passive form. "Subject + Will + Verb 1" for active sentences, then "Subject + Will + Not + Verb 1" for negative sentences, then "Will + Subject + be + Verb-3" for interrogative sentences.

Example 3.

Oke, material for UTS nanti tidak jauh dari apa yang kita discuss selama beberapa pertemuan ini. Untuk UTS nanti, kita hanya membahas five tenses, misalnya Simple Present Tense, Simple Present Continuous Tense, Simple Past Continuous Tense, Simple Past Tense and Simple Future Tense. Dalam soal, saya hanya menyebutkan satu kalimat positif in active form, dan tugas kalian adalah merubah menjadi kalimat aktif negative dan aktif interogatif. Selain itu, kalian merubah ke dalam passive form, misalnya ke bentuk pasif positif, pasif negatif dan pasif interogatif. Jadi saya hanya menyebutkan a sentence saja, selebihnya kalian merubah kelima kalimat berikutnya sesuai dengan rumus. Jadi kalau soal saya 1, maka nanti jadi 25 kalimat dan seterusnya. Kemungkinan ada juga bentuk soal lain yaitu multiple choice. Nanti ada beberapa pilihan ganda yang memang harus kalian kerjakan yang terkait dengan kalimat aktif dan kalimat pasif in five tenses. Untuk informasi UTS, kapan waktunya ataupun nanti diadakan secara online atau offline, saya akan infokan via grup. (English Lecturer).

Based on the example above, shows that the English lecturer uses Indonesian for language use in instructing the students for preparing for the mid-term test. The English lecturer stated that "The material for UTS later in relation with we have discussed during these several meetings. We will only discuss five tenses, for example, Simple Present Tense, Simple Present Continuous Tense, Simple Past Continuous Tense, Simple Past Tense, and Simple Future Tense. She also explained the mid-term clue, "For a mid-term test, I only mention one positive sentence in active form, and your task is to change it into a negative active sentence and an active interrogative one. Besides, you change it into passive form, for example into positive passive, negative passive, and interrogative passive. So I only mention a sentence, the rest you change the next five sentences

according to the formula. So if my question is 1, then it will be 25 sentences, and so on. There may also be other forms of questions, namely multiple choice. Later there are several multiple choices that you have to do which are related to active sentences and passive sentences in five tenses". Besides, an English lecturer uses Indonesian for language use in telling the students about the schedule of the mid-term test "For information on UTS, when or later it will be held online or offline, I will inform you via the group".

Besides the observation of the video recording of the English lecturer during English language teaching, the researcher also interview the English lecturer related to her language use (language instruction) in English teaching. An example of an interview result can be seen below:

Apakah setiap mengajar Bahasa Inggris menggunakan Bahasa Inggris? Apa alasan Ibu menggunakan Bahasa Indonesia dalam mengajar Bahasa Inggris? (Do you always teach English using English?. What is your reason for using Indonesian in teaching English? (The Researcher)

Setiap ngajar Bahasa Inggris, biasanya saya menggunakan campuran dua bahasa, misalnya Bahasa Indonesia dan Bahasa Inggris. Saya menggunakan Bahasa Indonesia karena mahasiswa saya bukan dari jurusan Bahasa Inggris, mereka kebanyakan dari jurusan non-Bahasa Inggris seperti Manajemen Pajak, Akuntansi, Ekonomi, dan Informatika. Ketika saya menggunakan full Bahasa Inggris, mereka terkadang kesulitan untuk memahami materi. Jadi ketika menggunakan Bahasa Indonesia, sebelumnya saya juga mempertimbangkan kondisi dan permintaan mahasiswa kalau jangan Bahasa Inggris terus kalau mengajar. Selain itu, saya juga menggunakan model terjemahan juga. Jadi ketika saya menggunakan Bahasa Indonesi, saya terjemahkan juga ke dalam Bahasa Inggris dan sebaliknya. Jadi agar mahasiswa juga bisa memahami apa yang sedang disampaikan atau diinstruksikan kepada mereka.
(Every time I teach English, I usually use a mixture of two languages, for example Indonesian and English. I use Indonesian because my students are not from the English department, they are mostly from non-English majors such as Tax Management, Accounting, Economics, and Informatics. When I use full English, they sometimes have difficulty understanding the material. So when using Indonesian, previously I also considered the conditions and requests of students not to continue teaching English. Apart from that, I also use the translation model as well. So when I use Indonesian, I also translate into English and vice versa. So that students can also understand what is being conveyed or instructed to them (FNT, as an English Lecturer).

Based on the interview, shows that an English lecturer in ITB AAS Indonesia usually uses a mixture of two languages, for example, Indonesian and English. She uses Indonesian because her students are not from the English department, but they are mostly from non-English majors such as Tax Management, Accounting, Economics, and Informatics. When she tries to use full English, her students sometimes have difficulty understanding the material. She has considered using Indonesia based on the conditions and requests of students. Besides, She also uses the translation of Indonesian to English or English to Indonesian in English teaching to make students can understand what is being uttered during the English teaching and learning process.

Discussion

Teaching English usually use English as language instruction for students (Fitria, 2020). But, it is different from the English lecturer in ITB AAS Indonesia. In teaching English, lecturers in ITB AAS Indonesia usually use Indonesian because the students are from the non-English department. Indonesia is one of the language instruction used in education especially in teaching English to non-EFL students (non-English department students). To achieve mastery of this English, students, in this case, students who are not majoring in English (non-English Department) or students who are not language learners (Non-EFL learners) are given general basic English courses for a minimum of one (1) semester or more (Fitria, 2022a). ITB AAS Indonesia does not have an English study program, but at ITB AAS Indonesia, English is one of the compulsory subjects that students must take even if they are not from the English department.

Based on the recording video of English Language Teaching (ELT), shows several results: 1) English lecturer uses Indonesian (Bahasa Indonesia) as the language used) in explaining and emphasizing English materials of tenses (Simple Future Tenses) to their students. For instance, the use of Bahasa Indonesia is restricted to the instruction of specific topics, such as grammar and vocabulary related to tense material. 2) English lecturer uses Indonesian for language use in instructing the students for preparing the test such as mid-term tests and telling the students about the schedule of the test (mid-terms or semester tests). While based on the result of an interview the English lecturer related her language use (language instruction) in English teaching that an English lecturer in ITB AAS Indonesia usually uses a mixture of two languages, for example, Indonesian and English because her students are not from the English department, but they are mostly from non-English majors. She has considered using Indonesia based on the conditions and requests of students. Besides, She also uses the translation of utterances from Indonesian to English or English to Indonesian in English teaching, so the students can understand what is being uttered during the English teaching and learning process. This study discovered that English lecturers utilized diverse language instruction when instructing both Indonesian and English for

non-EFL students, when students may have acquired sufficient English abilities. English classroom instruction is conducted in English and Bahasa Indonesia.

As English is the exclusive language of instruction, students will have the opportunity to increase their English ability (Fitria, 2022). However, it is also possible that some students struggle to comprehend the concepts given by their instructors in class. Additionally, they may lack the courage to voice their views in front of the class. In addition, the usage of Bahasa Indonesia (L1) in the English classroom was deemed vital by certain students and instructors for Indonesian students to overcome challenges in their learning and strengthen their confidence. The use of Bahasa Indonesia (L1) in their English classroom is beneficial to the teaching-learning process, provided that it is not overused and does not become "habitual" in the classroom. When the students are taught only in Bahasa Indonesia, they cannot use English and do not have a chance to master English (L2). This issue necessitates a flexible approach to language use while instructing students in an English classroom. For instance, the use of Bahasa is restricted to the instruction of specific topics, such as grammar and vocabulary, while the use of English is restricted to the instruction of particular subject skills, such as pronunciation.

Voicu (2012) states that using L1 in the L2 classroom has a few disadvantages. First, the overuse of L1 during the teaching and learning process may develop a habit for both instructors and students. If the lectures always rely on the usage of L1, the use of L1 may become the norm in the classroom. When instructors speak the L1, students will feel comfortable following along. The teacher's language serves as the model for the actual dialogue taking place in a second-language classroom (Cook, 2016). Second, L1 may result in miscommunication when learners attempt to acquire their target language. It occurs because some terms in the target language lack the corresponding meaning in the source language, and vice versa. Thirdly, when teachers employ L1 to teach pupils a foreign language, it may result in a negative transfer to the target language. In other circumstances, the form of the native language and the foreign language are distinct, hence negative transfer may occur more frequently.

A language's roles or functions consist of various guiding principles. The first is the cognitive principles of language, or how objects of spoken and written language may be retained and understood. The second is the physiological principles of language, which is the configuration of a language that comprises its sounds; how the sounds are formed, what characteristics the produced sounds have, and how those sounds are absorbed and processed by the senses. The third is a discussion of the social foundations of language, or how language is utilized in society with its variations. The three linguistic principles will play significant roles in each foreign language that is

acquired and learned. These three linguistic principles are the universal functions of all languages in the world.

Languages have variances and similarities in several areas of their linguistics, and they have a role in the acquisition and learning of other languages. Language may have a part in every discourse, meta-language, cultural understanding, and linguistic identity from the perspective of disparities. Additionally, commonalities might play a role in the process of acquiring and learning new languages. Therefore, Indonesian is employed as the native and standard language for acquiring and studying any other language, including English.

a. Functional Equation.

Language is the medium of human communication. This assertion is speculating on the term linguistic function. In addition to delivering communications, language is also utilized to demonstrate the identity of a society. The function of Indonesian is identical to that of other languages, and the most frequent function in terms of acquiring and studying English as a Foreign Language is the communicative function; Indonesian is used to lead the dialogue in the classroom via code-switching or mixing code. Morphological function; Indonesian is used to illustrate the similarities between morphemes, allomorphs, and morphs, as well as how these words might aid students' semantic comprehension of the English language. Lexical function; certain Indonesian terms are adopted from other languages, particularly the English language, and these adopted words can aid students lexically although they seldom use them.

b. Competence Indicator.

It has been stated that Indonesian plays a significant part in EFL learning and instruction. Indonesian understanding and fluency can assist in EFL study and instruction. When someone can perform; understand and use English, she or he demonstrates linguistic competence in her or his native language; she or he possesses the tacit knowledge that enables her or him to acquire and learn other languages, although there is no correlation between competence and performance, but that there is a correlation between knowledge and performance.

c. Linguistic Mediator.

Prioritizing comprehension while communicating between two or more distinct languages requires, the use of a translator so that individuals may comprehend one another's communications. This mediator will assist communication between two spoken languages; thus, both the speaker and the listener possess enough linguistic knowledge in addition to linguistic competency to become a mediator. In addition, the speaker may employ the listener's native language to convey linguistic comprehension. Here, the Indonesian may serve a similar function by referencing language similarities; through linguistic similarity, the message can be understood.

In this case, code-switching is distinguished by the speaker's employment of both languages interchangeably to convey meaning.

All roles above are related to the communication system as a whole, except for the role of linguistic mediator, which focuses on the use of Indonesian as the native or first language in the setting of linguistic similarity between English and Indonesian. It is not just a matter of code-switching, but also of acquiring the messages syntactically along with the linguistic resemblance; Indonesian linguistic will aid English language learners in acquiring the oral and written message.

One of the functions of Indonesian is to serve as a situational language use (SLU), which refers to the usage of Indonesian with different levels of students in different classrooms. SLU refers to the speech act as the foundation of speaking ability, whereas SLU refers to the partial use of Indonesian as the language of teaching in the English classroom. The SLU is a concept for utilizing Indonesian as the instructional language in the classroom, based on the cognitive and attitudinal levels of the students. Based on the observation of video recordings and interviews with an English lecturer, it can be concluded that situational language use is more important than code-switching when two or more languages are used interchangeably throughout the teaching process. This role refers to the partial use of Indonesian as the language of teaching in the English classroom due to the varying cognitive and emotional levels of the students in each classroom.

Language has been known as a means of oral and written human lingual communication. This is the most basic function of language. So that the language function allows one to think abstractly. In addition, Indonesian is the language of instruction in all Indonesian educational institutions, from kindergartens to universities. The use of Indonesian is to bridge the differences that students have and as the basis for the language of study. The use or use of the main function of the Indonesian language is as a means of communication. Contextually, the language used by bilingual children functions as a means of interacting or interactional a means of self to acquire knowledge.

Thus the function of the Indonesian language can be interpreted as a function to explain information or subject matter that is contextually related. And Indonesian is the only language that can meet the diverse language needs of education in Indonesia. However, the use of the Indonesian language is growing rapidly and is widespread. So, the use of Indonesian in education is not limited to the language of instruction, but teaching materials also use Indonesian. In the process of learning two languages (bilingual), one of the factors that greatly determines the implementation of this model is the teacher/lecturer, this model requires teachers/lecturers who have a good mastery of English subject matter and communication skills in English and Indonesian as the national language in Indonesia. Indonesia. In addition, it was also mentioned that to be able to apply this learning model, students who have basic skills in communicating in English are needed.

The use or use of the main function of the Indonesian language is as a means of communication (Asmadewi, 2021). Contextually, the language used by bilingual students functions as a means of interacting or interactional a means of self to acquire knowledge. Indonesian can be interpreted as a function to explain information or subject matter that is contextually related. However, Indonesian is not the only language that can meet the diverse language needs of education in Indonesia. The use of Indonesian and English in the delivery of learning is also an option at ITB AAS Indonesia considering that they are not from the English department.

This study is in line with Haryanto et al. (2016) that The students enjoyed having English as the language of instruction in their classroom. In addition, they embrace the L1 (Bahasa Indonesia). In addition, the students favored English as the medium of instruction in their English class. Due to this, both their L1 and L2 should be utilized in a balanced way. It is also supported by Arung (2015) that regarding the role of Indonesian in the teaching and learning of EFL, instructors have both positive and negative perspectives. The second finding investigated and illustrated the functions of Indonesian in EFL instruction and learning. Indonesian contributed to the functional equation, competence indicator, linguistic mediator, communicative language paradigm, and situational language usage. Indonesian supported the teaching and learning of EFL in a variety of ways, including linguistic items, semantics, and pragmatics.

Manuaba (2019) emphasizes that Schools of international standard and world-class universities too aggressively replace Indonesian as the language of instruction. Whereas in the politics of national language, as has been stated, the language of instruction in the world of education is Indonesian. The use of Indonesian as a language use and language instruction for English learning will be integrated into the use of mixing language as an introduction to learning, namely the use of Indonesian and English. So, it can be concluded that all learning instructional languages have their advantages and disadvantages. Each of them ultimately refers to the main goal of educating the nation. The language of instruction in addition to achieving their respective goals must also pay attention to several conditions such as educators and students. Indonesia is used as one of the valuable assets for the Indonesian nation (Mustamin, 2020). Ideally, Indonesians of all generations should be able to use good and correct Indonesian, both orally and in writing. This is very important, considering that Indonesian is the national language that unites this country (Rahayu, 2015). Automatically, this national language must be used in all formal and institutional activities, including all activities in the field of education.

In classroom teaching and learning activities, every student must have the opportunity to learn English. This may be accomplished by empowering kids to communicate with courage. As a worldwide language, English is the language of teaching at all international schools. In Indonesian

schools and universities, however, the language of instruction is Indonesian. As part of its role as the state language, English serves as the language of teaching in education. English is not permitted as the language of teaching in Indonesian schools and institutions unless those institutions are incapable of mastering Indonesian.

Language and education are two things that are closely related. language is the primary tool of education (Agustin, 2015). On the other hand, education contributes significantly to the growth and development of language. Each contributes to the development and improvement of the other in all aspects of people's life. We must impart education in a language suited to the milieu or setting in which it is delivered, namely the language of instruction in the education sector. Each country has its instructional language. In Indonesia, Indonesian serves as the official language of introduction in educational institutions. Therefore, the language of teaching in Indonesian education is Indonesian. Along with the advancement of science and technology, there is an increasing need for languages other than Indonesian. Considering the Indonesian language. Indonesian, regional languages, and foreign languages are the three. These three languages frequently interact with one another. In particular, between Indonesian and foreign languages, particularly English.

In addition to Indonesian as the national language, English as a foreign language may also be utilized as the language of teaching in current foreign language courses. Foreign language is the language of teaching in the foreign language department of universities. Foreign languages, particularly English, may be utilized as the medium of instruction in universities by teaching staff or linguists who are not proficient in Indonesian. English is a foreign language that may be studied in schools and used for communication in Indonesia. The English language is also referred to as a second language since it is the language of international students who enter Indonesia to study in other schools and institutions. The language of teaching in education is the language used daily to give school lessons. The language of instruction in education should reflect the national context. To fulfill educational objectives, the purpose of the language of teaching is to explain, express, comprehend, and value the learning contents. Sanjaya (2017) states that regarding Indonesian as a language of instruction in education, as we know that world education in a country requires a uniform language so that the continuity of education is not hampered or disturbed.

English is becoming an international language as a second language. Along with the advancement of technology and the passing of time, every Indonesian must acquire English proficiency. In an ever-more-advanced day, it is believed that knowing English will allow us to compete with others. In that age, everyone was expected to grasp science and technology, and there was intense competition in many disciplines. The Indonesian government includes English

as a foreign language spoken in Indonesia for the first time. English joined the curriculum and is an important topic in elementary, junior high, and high school; thus, it has a big possibility to be employed as a language usage and language teaching education in several Indonesian schools. People with education in Indonesia, even if it is only a basic education, can speak two languages: regional languages and Indonesian. Possibility to utilize both languages as a family or with individuals from various regions. Official affairs must be conducted in Indonesian because it is the official language and state language.

D. CONCLUSION

English lecturer uses Indonesian (Bahasa Indonesia) as the language used) in explaining and emphasizing English materials of tenses (Simple Future Tenses) to their students. 2) English lecturer uses Indonesian for language use in instructing the students for giving tasks and preparing for the test. While based on the result of an interview the English lecturer related her language use (language instruction) in English teaching that an English lecturer in ITB AAS Indonesia usually uses a mixture of two languages, for example, Indonesian and English because her students are not from the English department, but they are mostly from non-English majors. She has considered using Indonesia based on the conditions and requests of students. Besides, She also uses the translation of utterances from Indonesian to English or English to Indonesian in English teaching, so the students can understand what is being uttered during the English teaching and learning process. Based on its position and function as a foreign language in Indonesia, English is not a language that competes with other languages especially the state language and national language. Language is taught in educational institutions, not as a tool introduction to education delivery. Foreign languages are not used as the language of instruction for education or educational interests, except for educational institutions that shelter does not master the Indonesian language well.

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