The Use of Bilingualism Strategy as a Communication Tool in English Learning

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ABSTRACT

One of the difficulties faced by English teachers is how to make English acceptable, understood, and well-controlled by their students. One of the strategies to use is bilingualism or using both students' first and target languages in the classroom. This research aims to investigate the types of bilingualism in the vocabulary mix used in Indonesian English classes and explore the functions of bilingualism in the English learning process. This research was conducted by a descriptive qualitative. To collect the data, this research employed content analysis. Meanwhile, to analyse the data this study employed the theory of Lasswell's idea: quantification of the word domain (types of bilingualism in vocabulary mix). Based on this research, it has been found that there are three types of bilingualism in the English learning process in Indonesia with a vocabulary mix of Indonesian vocabulary and English vocabulary, they are compound bilingualism, coordinate bilingualism and subordinate bilingualism. Its functions in the English learning process are to provide opportunities for students to speak English with each other, the learning process feels fun, and students are easier to understand the material. In addition, another phenomenon was found, namely the most used type of bilingualism is coordinate bilingualism. The benefits of the result are information as well as references to support teaching and learning activities using bilingualism in English class learning.

Keywords: Bilingualism; communication tools; English learning.

INTRODUCTION

It is common knowledge that the position of English in Indonesia is a foreign language (Chaer, 2014; Mistar, 2014; Setiyadi, 2020; and, Tanjung, 2018). It is usually taught as one of the subjects in schools and used as a means of communication between foreigners both orally and in writing. It is used as a tool for communication to understand and utilise modern science and technology to benefit national development.

As one of the subjects taught in Indonesian formal schools, it is not uncommon for students to think that English is difficult and confusing, thus making teachers have to think about how to make English accepted, understood, and mastered well by their students. If students have difficulty understanding the English that is taught, the teacher will also have difficulty deciding communication strategy so that the students can understand what is being taught. An experience like this was experienced by one of the English teachers in Saudi Arabia, namely Sipra (2013), when teaching English as a foreign language in secondary schools, he faced difficulties, namely that he did not make his students understand many expressions in English so that, he had difficulty in managing the class. However, he knows the cause is that he barely mastered the first language of his students, namely Arabic. Then, he started to learn Arabic. Over time, he used bilingualism, namely Arabic and English when explaining the material in class. After some time, he gained extraordinary results in student learning outcomes and the linguistic behaviour of his students.

Based on this experience, it can be concluded that in teaching and learning activities, it is more effective to use bilingualism, namely the first language and the target language as a communication tool to deliver teaching materials so that it is easier to understand when compared to using only the target language. Meanwhile, citing an article from Wei, Pransiska (2017), defines bilingualism as the ability to use two languages in everyday life.

There are several types of bilingualism. They are *compound, coordinate, and subordinate bilinguals.* It is concerned with the features of how persons organize and store two or more linguistic codes. In compound bilinguals, two sets of linguistic codes are stored in one meaning unit, whereas in coordinate bilinguals, each linguistic code is stored and organised separately in two meaning units, and bilinguals have two systems of meaning for words. In subordinate bilinguals, linguistic codes of the bilinguals' second language (L2) are assumed to be understood and interpreted through their first language (L1). Specifically, they are thought to have two sets of linguistic codes, but only one meaning unit, which is only accessible through their L1, (Moradi, 2014). Olga V Nagel et al., 2015, cite Pearl and Lambert that *balance and dominan*ce as types of bilingualism. Balance bilingualism is more or less equally competent and fluent in both languages, but dominant bilingualism is described as the individual being more adept and competent in one of the two languages.

Bilingualism is used for a variety of functions, including allowing the user to talk and communicate with more people around the world, learn about the cultures of others around the world, maintain brain function, improve leadership skills, allow the user to make wise decisions or think clearly, allow the user to face life in a whole new way, allow the user to become international workers, and allow the user to face

life in a whole new way (Bialystok & Craik, 2022; Djumabaeva & Kengboyeva, 2021; Grundy, 2020).

Furthermore, Nursanti (2016) mentions that in the classroom, bilingualism serves six functions. They are: (1) students will easily understand the teacher's explanations in English lessons, (2) students feel at ease during class, (3) students can easily understand new vocabulary in English, (4) students can assist other students in doing language exercises, (5) students can assist other students in asking and answering questions during class, and (6) students who assist students in reading English resources correctly.

In this case, research was found on the use of bilingualism in English Foreign language (EFL) classes. Sipra's (2013) article, entitled "Contribution of Bilingualism in Language Teaching" states that the contribution of bilingualism in language teaching is as a resource to facilitate teaching and learning in EFL classes and help make more people recognize the contribution of bilingualism in EFL classes.

In addition, a study entitled "The Effect of Bilingual Instruction to Students' Speaking Skill and Attitude" has been found which was written by Lestari (2018). She wrote the results of her research which stated that there was a significant difference between the results of the speaking skill test of bilingual students and the results of the bilingual students' speaking skills. Speaking skill test for monolingual students where the average value of learning achievement for bilingual students is 71.1 which is higher than monolingual students, namely 58.3 and the average value of attitude of bilingual students is 76.3, which is higher than monolingual students, which is 38.6.

Recently, Maulina (2021) expressed the results of her research entitled "Students' Perceptions of Teacher's Bilingual Language Use in an English Classroom" which stated that the majority of students had positive perceptions of the use of bilingualism in the EFL classroom because it provided many benefits. In addition, there is another finding by the researcher, namely that being too accustomed to using bilingualism can slow down the grammatical learning process of English for some students because the structure of Indonesian and English is very different.

From the research findings above, it is evident that bilingualism can be used in EFL classes to improve students' understanding. However, so far, no research has been found to explain the types of bilingualism in the vocabulary mix in the English classroom and what functions it serves in the English learning process. This research aims to investigate the types of bilingualism in the vocabulary mix used in Indonesian English classes and explore the functions of bilingualism in the English learning process with the title "The Use of Bilingualism Strategy as a Communication Tool in English Learning" The results of the research are expected to provide benefits as references to support teaching and learning activities using bilingualism in English learning.

METHOD

This research was conducted by a descriptive qualitative to interpret the types of bilingualism (Moradi, 2014) in the vocabulary mix domain and its functions (Djumabaeva & Kengboyeva, 2021) in the English learning process. To gather pertinent data, the research focused on analysing social media content, specifically YouTube videos capturing English teaching and learning sessions conducted in a first-grade primary school in Indonesia. The selection of YouTube content served as a rich source of authentic classroom interactions and instructional practices.

The data collection process involved several sequential stages. Initially, researchers scoured YouTube for suitable videos depicting English learning sessions. Upon identification, the selected videos underwent meticulous observation and transcription to capture the nuances of teacher-student interactions and linguistic exchanges.

Transcribed dialogues were then subjected to rigorous analysis using established frameworks, including Lasswell's idea of quantification within the word domain as articulated by Harold (1968). This analytical approach facilitated the systematic identification and classification of bilingual phenomena within the instructional context.

Observation sheets and note-taking served as invaluable instruments throughout the data collection and analysis phases, aiding researchers in capturing salient details and emerging patterns within the discourse.

Finally, the synthesized findings enabled researchers to draw comprehensive conclusions regarding the prevalence of bilingualism types and their functional implications within the English learning environment. This methodological approach ensured a robust and systematic exploration of bilingual practices, shedding light on their significance in promoting effective language acquisition and comprehension among students. Afterwards, the collected data were analyzed using the theory approach from part of Lasswell's idea: quantification of the word domain/types of bilingualism in vocabulary mix (Harold, 1968).

RESULTS AND DISCUSSION

During the learning process, teachers and students use two languages, namely English and Indonesian as a means of communication. Therefore, this communication between teachers and students is a bilingual phenomenon, namely using two languages in daily life. The vocabulary mix used is Indonesian and English vocabulary.

After analysing the video, this research found several phenomena of bilingualism during the English learning process, namely when the teacher explains the material (parts of the body), gives instructions, and responds to the student's experience of the phenomenon of bilingualism. The teacher also uses body language in explaining the material. Moreover, this bilingual phenomenon is used as data to be analysed. In this way, the results of the analysis of the types of bilingualism during the English learning process and their functions in the learning process have been obtained.

Types of bilingualism in the English learning process

As for the type of bilingualism, we focus on the theory of the type of bilingualism cited by Moradi, (2014). They are compound, coordinate, and subordinate bilingualism. By using this theory, the bilingualism phenomenon that occurs during the video learning process can be classified in Table 1.

Table 1. Result of the analysis of types of bilingualism

No	Types	Data	Frequency of Occurrence
1.	Compound	• Nanti kita akan belajar tentang parts of body • Student–student mana suaranya • It's not "kni" ya bacanya tapi "nii" ya • Jadi kalo matanya dipegang satu itu "eye" kalo dua-duanya "eyes" • Sama dengan telinga kalo yang dipegang satu this is ear (holding one ear) kalo dua these are ears (holding two ears) • Kalo mam bilang jump, berarti semuanya harus lompat ya	6
2.	Coordinate	• Apa itu parts of body? • Louder please! yang keras • Loudly please! yang keras • Loudly ya • Once more loudly, yang keras sekali lagi • Zara tanya ke Damar: Damar what is this? (holding a nose) • Damar jawabnya: that is a nose	7
3.	Subordinate	• Now before we start our lesson today, let's do tepuk PPK • Before we end this class, let's do tepuk PPK	2

It can be seen in Table 1, that the type of bilingualism has been classified in the video of the learning process. The vocabulary used is a mix of Indonesian and English vocabulary. In addition, there are three types of bilingualism as follows:

1) Compound Bilingualism

The first type of bilingualism found is compound bilingualism. There are six phenomena of this type of bilingualism, to illustrate: (1) "*Nanti kita akan belajar tentang* parts of the body." This sentence has two phrases, the first phrase is in Indonesian (*Nanti kita akan belajar tentang*) and the second phrase is in English (parts of the body). In that sentence, the number of phrases between English and Indonesian is indeed the same, namely one. However, if you look at the number of vocabularies in each phrase, the Indonesian phrase is more dominant. The number of vocabularies in Indonesian phrases is five, while the number of vocabularies in English phrases is three. Therefore, the sentence belongs to the type of compound bilingualism because one of the languages is more dominant, namely Indonesian.

Another example is "Student–student *mana suaranya*." This sentence is more dominant in Indonesian because it uses the Indonesian dialect which is translated into "student-student" which means students. Meanwhile, in English, it is enough to add 's' at the end of the word 'student' thus becoming 'students' which refers to the number of students who are many or more than one.

The third sentence is "It's not '*kni*' *ya bacanya tapi* '*nii*' *ya*" This sentence is more dominant in Indonesian because, in Indonesian, there is the '*ya*' utterance which is used to give attention subtly. Whereas in English, there is no such utterance of '*ya*' to give attention subtly. Hence, the sentence belongs to the type of compound bilingualism.

The fourth sentence is "*Jadi kalo matanya dipegang satu itu* 'eye' *kalo dua-duanya* eyes.*" In this case, there is more Indonesian vocabulary than English vocabulary. The number of English vocabularies in this sentence is only two words namely 'eye' and 'eyes.' While the other vocabulary is using Indonesian. Therefore, the sentence belongs to the type of compound bilingualism because one of the languages is more dominant in the vocabulary mix, namely Indonesian.

The fifth sentence is "*Sama dengan telinga*, *kalo yang dipegang satu* this is ear (holding one ear) *kalo dua* these are ears (holding two ears)" In the sentence, the teacher explains the material that is more dominant using Indonesian vocabulary. The number of English vocabularies in this sentence is six (this, is, ear, these, are, and ears). Meanwhile, the number of Indonesian vocabularies in that sentence is eight (*sama, dengan, telinga, kalo, yang, dipegang, satu, dua*). Thus, the sentence belongs to the type of compound bilingualism because one of the languages is more dominant in the vocabulary mix, Indonesian.

The sixth sentence is "*Kalo mam bilang* jump, *berarti semuanya harus lompat ya.*" In this case, the teacher gives instructions in two languages that are more dominant in Indonesian, namely the vocabulary used is only the two words 'mam' and 'jump.' In addition, in this sentence, there is also the utterance of '*y*' as in the third sentence above.

Referring to Harding-Esch & Riley (2003); Filipović & Hawkins (2019); and Rahmanova (2020), compound bilingualism happens when two languages support each other to accomplish the whole meaning of the sentence or expression. In this type of bilingualism, the involved languages play a role in supporting the meaning formation. Romaine (1995); Kroll, et al., (2014); and Grosjean (2020), add that this situation might result from a simultaneous learning of the two languages.

2) Coordinate Bilingualism

There is a phenomenon of coordinate bilingualism with a frequency of seven in the video of English learning. They are these sentences namely the first is "*Apa itu* parts of body?" In this interrogative sentence, there is a mixture of Indonesian vocabulary '*apa itu'* and English vocabulary 'parts of the body'. Both of them are the same phrase namely one English phrase and one Indonesian phrase, thus in the interrogative sentence, there is one Indonesian phrase and one English phrase. Therefore, this phenomenon is included in coordinate bilingualism, because the use of one language with the second language is balanced.

The second is "Louder, please! *yang keras*" In this utterance, there are four vocabularies in two different languages, namely two English vocabularies 'louder' and 'please' as well as two Indonesian vocabularies '*yang*' and '*keras*.' Therefore, this phenomenon is included in coordinate bilingualism because the use of both languages is balanced, that is, no language is more dominant.

The third is "loudly, please! *yang keras*" Just like the second utterance, this third utterance also has four vocabularies in different languages, they are two vocabularies in English 'loudly' and 'please' as well as two vocabularies in Indonesian '*yang*' and 'hard.'

Thus, it can be concluded that this phenomenon uses two languages that are balanced Indonesian vocabulary and English vocabulary. Therefore, this phenomenon belongs to coordinate bilingualism because of the balanced use of two languages.

The fourth is "Loudly *ya*" In this phenomenon, there are two vocabularies in two languages. They are 'loudly' English vocabulary and '*ya*' Indonesian vocabulary. From this, it can be concluded that this phenomenon uses two balanced languages, namely in terms of vocabulary mix. Therefore, this phenomenon is included in the type of coordinate bilingualism.

The fifth is "Once more loudly, *yang keras sekali lagi*" In this phenomenon, there are two phrases, namely the phrase in English 'once more loudly' and the phrase in Indonesian '*yang keras sekali lagi'*. It can be concluded that in this phenomenon there is a balanced use of two languages, namely one phrase in English and one phrase in Indonesian. Therefore, it belongs to the coordinate type of bilingualism.

The sixth is "Zara *tanya ke* Damar: Damar what is this?" Unlike the previous phenomenon, this phenomenon is classified as coordinate bilingualism because there are two different languages in one utterance, namely one sentence in Indonesian 'Zara *tanya ke* Damar' and one sentence in English 'Damar what is this?' Thus, from this, it can be concluded that this phenomenon uses two balanced languages.

The seventh is "Damar *jawabnya*: that is a nose" the same as the previous phenomenon, in this phenomenon, there is also one sentence that uses Indonesian 'Damar his answer' and one sentence that uses English 'that is a nose.' It can be concluded that in this phenomenon there is a balanced use of two languages, namely one sentence using Indonesian and one sentence using English and both sentences are spoken in one utterance. Therefore, this phenomenon belongs to coordinate bilingualism.

The phenomenon of coordinate bilingualism can be described where two languages work individually and in two independent systems including their expression and meaning. Such a phenomenon might be caused by L1 and L2 learning that were done separately (Harding-Esch and Riley, 2003).

3) Subordinate Bilingualism

As for this theory, there is a phenomenon in the form of sentences with two frequencies. The first sentence is "Now before we start our lesson today, let's do *tepuk* PPK" This sentence uses two languages, namely English and Indonesian. However, there is an imbalance in the vocabulary mix in this sentence, which is more inclined or more dominant to English. The Indonesian vocabulary in this sentence is '*tepuk*' and 'PPK' while the other is a vocabulary that uses English so that it is possible for one language to be lost or not used. Therefore, this phenomenon is classified as subordinate. Same as the first sentence, the second sentence is "Before we end this class, let's do *tepuk* PPK." These two sentences, it is included in the subordinate type of bilingualism because there is code-mixing between Indonesian and English. However, one of the two languages has the potential to be lost because it is more dominant than one language. Other than because the vocabulary used in this sentence is more dominant in English vocabulary, '*tepuk* PPK' is also the only Indonesian phrase.

Thus, in this case, the language that has the potential to be lost is Indonesian. *Tepuk* PPK itself is a typical school jargon that is used for ice-breaking and is also expected to encourage students during the learning process.

Aligned with Romaine (1995), this type of bilingualism resembles compound bilingualism and it happens when a language speaker uses her or his stronger language to describe words or phrases in the language he or she is weaker.

The functions of bilingualism in learning English

In addition to analysing the types of bilingualism in the English learning process, we also analyse the function of bilingualism in the learning process. Based on students' reactions during the learning process and seeing how the learning takes place. Then we find some of the functions of bilingualism. They are:

The first is to provide opportunities for students to speak English with each other. This can be proven by the courage of students to come to the front of the class to have conversations with other students. As for one of the conversations, Zara asks Damar, "Damar what is this?" (Zara is holding a nose). Then, Damar answers Zara's question "That is a nose."

The second is the learning process becomes feels fun. This can be seen in the reaction of students who are enthusiastic in responding to the teacher's saying "*Kalo mam bilang* jump, *berarti semuanya harus lompat ya*" then the students excitedly jump while saying 'Jump' or when the teacher says "Now, before we start our lesson today, let's do *tepuk* PPK" Then with enthusiasm, the students do '*tepuk* PPK.'

The third is students find it easier to understand the material provided by the teacher. This can be seen by the reaction of the students when the teacher says "*Sama dengan telinga kalo yang dipegang satu* this is ear (holding one ear) *kalo dua* these are ears (holding two ears)." Then the students nodded indicating they understood and they responded to the teacher's words with "yes, mam."

CONCLUSION

Based on the findings and discussion above, it can be concluded that there are three types of bilingualism phenomenon in the process of learning English in Indonesia with a vocabulary mix of Indonesian vocabulary and English vocabulary. They are compound bilingualism, coordinate bilingualism and subordinate bilingualism. As for the functions of bilingualism, it has been found in the English learning process, it is to provide opportunities for students to speak English with each other, to make the learning process more fun, and to make students understand the material more easily.

In addition, another phenomenon was found, namely the most used type of bilingualism, which is coordinate bilingualism. Overall, the bilingualism observed in the English learning process serves as a valuable tool for effective communication, engagement, and comprehension among students, contributing positively to the learning experience.

Furthermore, the prevalence of coordinate bilingualism suggests a balanced linguistic approach in the classroom, where both English and Indonesian are utilized harmoniously to facilitate learning. This balanced use of languages fosters a rich linguistic environment conducive to language acquisition and comprehension.

In conclusion, the integration of bilingualism, characterized by compound, coordinate, and subordinate types, enhances the English learning process in Indonesia by providing diverse avenues for communication and comprehension. The findings underscore the importance of acknowledging and embracing linguistic diversity in educational settings, ultimately enriching the learning experience and promoting cultural inclusivity. As educators continue to navigate the complexities of language instruction, embracing bilingualism as a pedagogical asset can further empower students in their language acquisition journey, fostering a more inclusive and effective learning environment.

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