



Practice of Bilingualism in the English Education Study Program, FKIP, Tadulako University: Perspectives on Language Policy and Education

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Abstract. This study aims to explore the perceptions of students and lecturers on the Bilingualism Practice at English Education Department of FKIP Tadulako University. Investigating the language use as means of communication among students and lecturers at educational settings during academic hours. The frequent use of code-switching, code-mixing, monolingualism and bilingualism practices among students and between students and lecturers were investigated. The research employs mixed method, qualitative approach and quantitative approach. Qualitative data were collected from in-depth interviews with open ended and semi-structure, Documentary data and Focus Group Discussion. The Quantitative Data were in the form of numerical data collected from a survey through a distribution of questionnaires to 30 students out of 300. The findings show that students tended to use English during classroom interaction. They often switched English to Bahasa Indonesia if they needed a clarification or further explanation. The same thing frequently happens during proposal seminar, findings seminars and undergraduate thesis exam. They presented their slides by using English all of the time but they had to switch English to Bahasa Indonesia when they needed further clarification. Furthermore, the students more often used Bahasa Indonesia than English during social interactions outside classrooms or outside seminar rooms. They switched Bahasa Indonesia to English when they suddenly encountered their lecturers or their colleagues who spoke English to them. Language policy and language habit introduced by Head of Study Program need to be implemented appropriately. The students should have used English as a more dominant means of monolingual communication.

Keywords: Language Policy, Code-Switching, Code-Mixing, Bilingualism, Monolingualism

1 Introduction

The use of bilingualism is particularly related to the use of English and Indonesian or even often accompanied by code switching with regional languages even though it is rarely seen as stated in a study by [1]. The phenomenon of bilingual use is very often seen in areas that have linguistic diversity (multilingual) such as in Indonesia in general [2] and in Palu in particular, especially in the FKIP UNTAD campus environment, [3].

In the English Language Education study program in particular, it is very often seen that students use bilingualism (two languages) in communicating, namely English and Indonesian, especially in academic, pedagogical and social interaction contexts, [4]; [5]. This has implications for the implementation of language education policies as well, especially in relation to the development of more effective language education strategies, both from the pedagogical aspect and from the aspect of linguistic knowledge, including the aspect of Language Education.

Students often use only English (monolingual) or Indonesian when communicating with their friends on campus. They rarely use regional languages. However, their language is also heavily influenced by regional dialects and accents. In some cases, this student communication model is also evident in the context of code switching and code mixing [6].

So, in general, it is common to witness communication and social interaction in the context of bilingual use, code switching and code-mixing phenomena often occur, which are common phenomena in the study of Sociolinguistics and Education, [2]; [4]. It is a study that discusses language speakers and language use in the context of Education, Culture, Social and Politics in general and pedagogy and language learning in particular.

In the context of Language Education policy, English Language Education students are expected to be proficient and active in using English in the classroom and other spaces on campus. They are expected to be able to communicate in English both orally and in writing [5].

However, in reality, from preliminary studies and daily observations, it turns out that most students only want to communicate in bilingual form using Indonesian. The tendency and habit of using bilingualism in communication by most English Language Education Study Program students is feared to only hinder the process of developing fluent English skills because it is also often influenced by the linguistic aspects of the mother tongue [7].

The existence of the above problem where students tend to use bilingualism (Bilingual) in the form of using Indonesian and English and is clearly seen in communication activities that use codeswitching and codemixing [8]. So the hope of getting used to the use of monolingualism (Only English) can be a challenge and problem that is unique and needs to be explored in a Sociolinguistic study and Language Education policy.

2 The Concept of Bilingualism in Education

The use of bilingualism in communication activities on campus appears to have become a more interesting research focus because the campus environment consists of students from diverse linguistic and cultural backgrounds. Numerous studies have demonstrated that bilingualism influences cognitive development, learning outcomes, interactions between lecturers and students [9], and educational policy. This literature review will discuss key themes in the context of bilingual communication in education, including cognitive benefits, teaching strategies, and policy considerations. It will also include a roadmap of relevant previous research studies and opportunities for future development.

The use of bilingual communication is related to aspects such as cognitive flexibility, executive function, and metalinguistic awareness [10]. Several studies have shown that students who are frequently involved in bilingual educational contexts have better problem-solving skills and the ability to multitask. Several studies also underscore the importance of the interdependence hypothesis, whereby the ability to speak one language can contribute to the development of other language skills, contributing to overall academic improvement.

2.1 Bilingual Communication Strategy

The use of bilingualism in education requires a structured pedagogical approach. Multilingualism, where students strategically use more than one language to support the learning process, has gained prominence as a beneficial strategy.

Bilingual use programs that combine the use of mother tongue and a second language including English in the world of education have proven significant success, especially in improving literacy skills and language skills. Including techniques that can help beginner language learners in carrying out assignments and exercises in the language learning process through the use of code-switching (Code Mixing) and collaborative learning, helping students towards complex language learning [2].

Even though the use of bilingualism has benefits, there are challenges to the use of bilingualism in the world of education. Bilingual education experiences many challenges including lack of teacher knowledge, limited reference sources and community attitudes towards minority languages. Teachers often balance the use of bilingualism in teaching at the same time referring to curriculum standards and assessments that prioritize the use of only one language or monolingual abilities. Moreover, the decline in language skills that are inherited from language learners remains a concern, as societal pressure often favors dominant languages over local languages.

2.2 Language Policy Considerations and Future Directions

Higher education policies play a crucial role in shaping bilingual communication in the educational world [11]. Countries with bilingual education policies, such as Canada and Finland, have demonstrated positive learning outcomes and greater language inclusion.

However, policies in other regions continue to marginalize minority languages due to political and ideological factors. Future research should explore equitable and independent language policies that maintain the community's ability to use multiple languages while addressing the unique language needs of students from diverse population backgrounds.

2.3 Language as the Medium of Instruction in Education

Since independence, the Indonesian government has positioned Indonesian as the primary medium of instruction in the education system. This is based on its role as a national unifying tool that can address linguistic diversity across the country [12]. The national curriculum requires the use of Indonesian at all levels of formal education, in both public and private schools. Furthermore, this policy aims to improve students' literacy skills in the national language, which is considered essential for building national identity and unity.

In addition to Indonesian and regional languages, mastery of foreign languages, especially English, has become a priority in the Indonesian education system [1]. The government has included English as a compulsory subject at the secondary level and it is often the language of instruction in several international and private schools. However, there is a gap in the quality of English instruction between urban and rural schools, caused by differences in access to resources and qualified teaching staff [13].

2.4 Challenges and the Future of Language Policy in Education

Although language policy in education in Indonesia aims to create a balance between national unity, cultural preservation, and global skills, several challenges remain. One is the dominance of Indonesian, which can threaten the existence of regional languages, especially among the younger generation, who often use the national language in everyday communication. Furthermore, the low quality of English language education in some regions can also limit the competitiveness of Indonesian human resources at the international level [5].

Looking ahead, the government needs to continue developing more inclusive and flexible language policies. Improved teacher training programs, the development of teaching materials in multiple languages, and technology-based educational approaches can help improve the effectiveness of language policies within the national education system.

2.5 Impact of Bilingualism in Higher Education in Indonesia

The use of bilingualism in higher education in Indonesia has had a significant impact on the quality of learning and accessibility of education [7]. On the one hand, the use of Indonesian and English as languages of instruction can increase graduates' competitiveness at the global level. Students who possess academic skills in both languages tend to be better prepared to face the challenges of an increasingly international workplace [11].

Furthermore, the bilingual policy also facilitates access to international academic resources. Many high-quality scientific journals and reference books are available in English, enabling students fluent in the language to gain broader knowledge [14]. However, challenges arise when not all students have adequate English proficiency, which can lead to gaps in understanding course material.

On the other hand, there are concerns that the dominance of English in higher education could threaten the development of Indonesian as a language of science. If too many study programs use English as the primary language, academic proficiency in Indonesian could decline, particularly in scientific writing and academic communication [8]. Therefore, bilingual education policies need to be designed with a balance between strengthening global competencies and preserving the national language.

3 Research Methodology

This research employed a mixed methods approach, employing both qualitative and quantitative approaches. Qualitative data was obtained through in-depth interviews using semi-structured and open-ended interview techniques with a number of informants, including students and lecturers. Focus group discussions were also conducted involving several research stakeholders.

Quantitative data was obtained through a survey in the form of questionnaires distributed among students in the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Tadulako (UNTAD). Thirty respondents were asked to answer the questionnaire, all of whom were senior students in their fifth semester or at least.

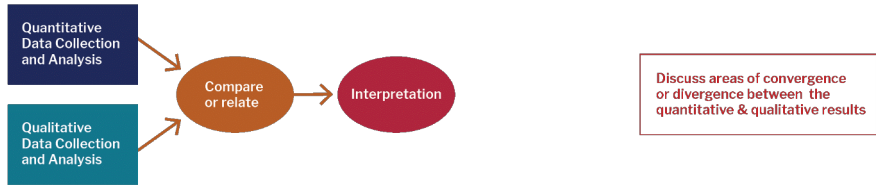
Four informants participated: two senior students and two lecturers. The informants interviewed used four-digit codes, as did the lecturers and students involved in the focus group discussions (FGDs). The codes used for lecturers were DS01, DS02, etc., and for students, the four-digit codes were MH01, MH02, etc.

The following is a flowchart of the mixed approach used in the research, including the process and data analysis. Data from the qualitative research are described and explained through exploratory methods, including data from in-depth interviews, documentation, and data from focus group discussions (FGDs).

The Focus Group Discussion (FGD) activity involved relevant stakeholders, particularly students and lecturers. The FGD activity was conducted twice: the first FGD specifically with lecturers and the second FGD with students of the English Language Education study program.

BASIC MIXED METHODS RESEARCH DESIGNS

Convergent Parallel Design



Explanatory Sequential Design



Exploratory Sequential Design



Fig. 1. Mix methods design [15]

The use of triangulation of research data from qualitative and quantitative perspectives in a mixed methods context aims to strengthen and ensure the research data's qualitative reliability. Triangulation also involves the use of multiple methods in data collection and multiple data sources.

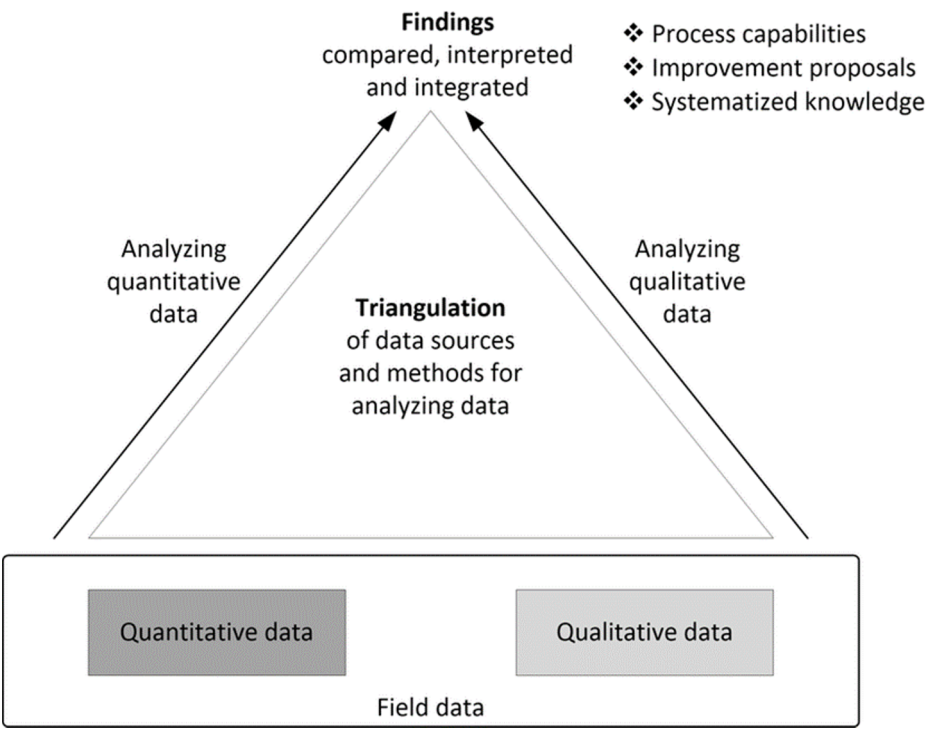


Fig. 2. Data Triangulation adapted from [16]

4 Results and Discussion

The following presents and discusses the research results based on data obtained from the field. These results will be explained in the order of the research questions posed by the research team.

1. How do students experience bilingual communication according to language policy?

Students communicate on campus using both English and Indonesian. However, student communication is highly dependent on context and situation. Students frequently use both English and Indonesian in communication, particularly in academic, pedagogical, and social interaction contexts [4]; [5], [1]. This has implications for the implementation of language education policies, particularly in relation to developing more effective language education strategies, both from a pedagogical and linguistic perspective.

Students generally use English to communicate with their peers or lecturers, especially in the classroom. English is the most common and dominant language. This is

particularly evident in classes involving students in higher semesters and/or those considered seniors. Furthermore, English is the dominant language for communication, particularly in skills courses such as listening, speaking, writing, and reading.

The study program has also issued regulations that are considered to be bottom-up language policies from the study program side, where these regulations are made in the form of circulars and appeals that are placed in front of the study program door and lecturers' rooms, as well as circulars that require students to use English when communicating on campus.

From the results of the questionnaire distributed, data was obtained that describes the presentation level of use of English and Indonesian when students communicate as follows.

Table 1. Balanced selection of two languages

No.	Statement	STS	TS	N	S	SS
1.	In the English Language Education study program, I prefer it when my fellow students use not only English but also Indonesian.	3,3%	13,4%	40%	26,6%	16,7%
Total		100 %				

Based on the answers to the questionnaire questions in table 1 above, it can be seen that students have a neutral perception or are the same as undecided regarding the perception of using bilingualism in a balanced manner, namely 40% or 12 students answered N (Neutral) regarding the question when their friends not only use English but also need to use Indonesian.

Students tend to remain silent when their lecturers require them to use English more dominantly in class. This is more common among first-year freshmen, especially in their first or second semesters.

Eight students, or 26.6%, agreed that their peers should use both English and Indonesian on campus. Only five students, or 16.7%, strongly agreed that English and Indonesian should be used equally on campus.

Furthermore, 3.3%, or only one student, strongly disagreed with the balanced use of bilingualism. Only 3.4%, or four students, disagreed with the balanced use of bilingualism.

Regarding the questionnaire question on the balanced use of bilingualism, there was a relevant answer from the informant. In an interview with student MH01, he suggested, "I prefer using bilingualism because I can understand better. There are certain parts of the lecture that I don't understand, so it's better to use bilingualism. So, if there are vocabulary words that are not clear, the meaning can be explained in Indonesian, MH01."

The use of bilingualism in higher education environments can be tolerated for several reasons, for example, students have difficulty with technical terms and languages

that are considered unfamiliar and somewhat complicated for students to understand, especially academic and technical vocabulary. Higher education policy has an important role in the formation of bilingual communication in the world of education [11].

Table 2. Student perceptions when only required to use English (monolingual)

No.	Statement	STS	TS	N	S	SS
2.	In the English Education Study Program, I feel pressured/stressed when my friends only use English.	33.3%	43.3%	16.8%	3.3%	3.3%
Total		100 %				

From the results of the questionnaire answers, it was found that students' perceptions or opinions related to why they tend to prefer using bilingual and feel pressured or uncomfortable if they only use monolingual or one language, namely English, were found in the following questionnaire answers. In some cases, this student communication model is also seen in the context of the use of code switching and code mixing [6].

43.3% or 13 students disagreed that using one language or monolingualism makes students feel stressed or uncomfortable using one language or monolingualism. 33.3% or 10 students strongly disagreed with the view that using monolingual English makes students stressed.

This was also explained by several FGD participants when they were asked about the situation in the exam room when a student had difficulty explaining using monolingual English so he asked to be asked to use Indonesian.

Only 3.3%, or 1 student, answered that they agreed or strongly agreed with the statement that they felt pressured or stressed if they only used one language. Meanwhile, only 16.8%, or 5 students, answered neutral or undecided.

Interviews with student informants revealed that they felt it was their duty to use monolingual English out of respect for the language policy outlined in the study program regulations. MH02 asserted, "There's already a regulation in the study program that requires students to use only English. The regulation is posted stating that you must speak English all the time. It's been disseminated, but it hasn't been implemented yet, MH02."

Table 3. Lecturers prefer to use only English in class

No.	Statement	STS	TS	N	S	SS
3.	In English class, I prefer the lecturer to only use English.	3,3%	23.3%	56.6%	13.5%	3.3%
Total		100 %				

Regarding the tendency to use Indonesian and/or English in class, from the results of the questionnaire distribution, relevant data was found as follows, which can be seen in the following table.

The following data presents data on student and lecturer perceptions of the use of English on campus. In English Language Study Program classes, 56.6% of students, or 17, responded neutral or undecided. Only 3.3% of students, or one student, responded strongly disagree. Furthermore, 23% of students, or seven students, responded disagree. Meanwhile, only 13.5% (4 students) agreed, and only 3.3% (1 student) strongly agreed.

Table 4. Use of Indonesian when asking questions

No.	Statement	STS	TS	N	S	SS
4.	In the lecture room or in the seminar room, I prefer to ask questions in Indonesian.	0 %	16.7%	33.3%	33.3%	16,7%
Total		100 %				

The questionnaire results related to the communication methods most frequently used when asking questions, both in the classroom and in lecture halls. The results of the questionnaire from students were as follows: 33.3%, or 10 students, answered that they preferred asking questions in Indonesian. And none answered that they strongly disagreed with using Indonesian when asking questions. 16.7%, or 5 students, strongly agreed with using Indonesian when asking questions. Interestingly, around 16.7%, or 5 students, disagreed. Another 33.3%, or 10 students, disagreed. Meanwhile, none (0%) strongly disagreed.

Table 5. Preference for asking questions in English

No.	Statement	STS	TS	N	S	SS
5.	In lecture halls or seminar rooms, I prefer to ask questions in English.	0 %	6.7%	43.3%	43.3%	6.7%
Total		100 %				

Regarding the tendency to use English in lectures or seminars, the results of the questionnaire distribution are as follows: 43.3% agreed with the use of English in lectures or seminars. Another 43.3% were more likely to choose neutral. So, almost half of the students like to use English in lectures or seminars. Another 43.3% answered neutral or undecided. 6.7% answered strongly agree, and 6.7% answered disagree. Meanwhile, no one chose strongly disagree.

Table 6. The use of bilingualism helps students complete assignments

No.	Statement	STS	TS	N	S	SS
6.	In lecture classes, the use of bilingualism helps me in doing group assignments	0 %	6.7%	16.7%	66.6%	10%
Total		100 %				

The use of bilingualism helps students complete assignments. Based on responses to a distributed questionnaire, it was found that 66.6%, or 20 students, agreed with the use of bilingualism in class and believed that using bilingualism in class could help them more easily understand lectures and complete assignments.

2. What is the lecturers' response regarding the use of bilingualism by students according to language policy?

Table 7. The use of bilingualism helps understanding when listening to information

No.	Statement	STS	TS	N	S	SS
7.	Using bilingualism really helps me understand what the person I am talking to is saying. (listening)	0 %	3.3%	20%	50%	26,7%

The use of bilingualism is considered to help students listen to their conversation partners. The survey results showed that 50%, or 15 students, agreed that the use of bilingualism was very helpful in understanding what their interlocutors were saying.

Only 3.3% or 1 student disagreed and 0% or no one chose strongly disagree. 20% chose Neutral (N) or undecided and there were 26.7% who chose strongly agree with the use of bilingualism in understanding what the interlocutor is saying.

From the results of the focus group discussion (FGD), it was also found that a number of FGD participants gave the same answer, that most of the students were silent or neutral regarding their attitude in deciding whether to use monolingual English or Indonesian.

And from the FGD results, a DS03 lecturer also shared, "I often encounter students who tend to greet each other in English, even if briefly. But after they meet their friends, they immediately use Indonesian."

However, DS04 from the FGD results stated something slightly different, "Students prefer to use Indonesian if there is something difficult to convey using English, the student immediately asks for permission and provides an explanation in Indonesian." Students tend to use bilingualism in the form of using Indonesian and English and this is clearly seen in communication activities that use codeswitching and codemixing [8].

From the results of interviews and FGDs, it was found that some lecturers confirmed that students have a tendency to communicate using two languages or bilingual if they experience vocabulary difficulties (DS06, DS02, DS03).

As DS02 pointed out, we have established rules and a variety of recommendations to encourage students to consistently use English on campus. However, several lecturers who participated in the focus group discussions (FGDs) reported that students often use Indonesian or bilingual language outside the classroom, often using code switching. They also sometimes use code mixing.

The same thing was also confirmed by DS04 from the results of the FGD as follows, "Students prefer to use Indonesian if there is something difficult to convey using English, the student immediately asks for permission and provides an explanation in Indonesian."

According to the interview results, it was found that students felt the need to use bilingualism to make conversations clearer and more communicative. As stated by MH01, if there was something unclear in English class, they had to use Indonesian to explain it. If there was something unclear in English class, they had to use Indonesian to explain it.

Table 8. Using Indonesian helps students understand the content of the reading.

No.	Statement	STS	TS	N	S	SS
8.	Using Indonesian helps me more in understanding the contents of the texts in the courses I am taking. (reading)	0 %	6.6%	56.6%	16.8%	20%
Total		100 %				

Bilingualism helps students understand the content of reading texts, as shown in the following questionnaire. 56.6%, or 17 students, chose neutral or undecided, 6.6%, or 2 students, disagreed, and 0% strongly disagreed. 20%, or 6 respondents, strongly agreed that using Indonesian helped students understand the content of reading texts.

Table 9. Using English helps students understand the content of reading texts.

No.	Statement	STS	TS	N	S	SS
9.	Using English helps me better understand the content of the texts in the courses I am taking (reading).	0 %	6.7%	46.7%	33.3%	13.3%
Total		100 %				

46. 7% or 14 students were neutral, meaning they had not made a choice (undecided). 33% or 10 students agreed that using English was more helpful for them in understanding the content of the texts in the courses they were taking. And 13.3% or 4 students strongly agreed. There were 6.7% or 2 students who disagreed and 0% or no students who chose strongly disagree.

From the results of interviews with students, it was also found that something almost the same as what informant MH01 said, "It can be 70% English and the rest is Indonesian. If we only use Indonesian, it doesn't reflect who we are from English. I don't blame this, but when we attend seminars, I like to see lecturers using English, but from the proposal seminars I attended, most of the languages used were a mix of Indonesian and English, but not all of them."

In addition to Indonesian and regional languages, mastery of foreign languages, especially English, has become a priority in the Indonesian education system [1].

Table 10. Using Indonesian is more helpful for students in writing English texts.

No.	Statement	STS	TS	N	S	SS
10.	Using Indonesian really helps me to put words together when I write in English. (writing)	3.3%	0%	30%	33.3%	33.3%
Total		100 %				

And based on the data from the following questionnaire, there are 33.3% or 10 students who agree that using Indonesian helps them compose words when they will write. And there are also 33.3% or 10 students who strongly agree with the use of Indonesian. Conversely, there are 30% or 9 who choose neutral or undecided, 0% or no students disagree and 3.3% or 1 student who strongly disagree.

Furthermore, in the interview, informant MH01 said, "Especially in class, they use bilingualism. They explain things in English, but for further explanations, they usually use Indonesian, or perhaps for details, they use Indonesian." Furthermore, informant MH01 said, "If students only use Indonesian, they are lazy to find out the meaning in English.

"If students are explained in Indonesian, they become uninterested in finding out what it means. If they meet with lecturers or process documents, it might be better to use English." And from the results of the FGD, a DS03 lecturer also conveyed, "I often meet students who tend to greet in English, even if briefly. But after that, they meet their friends immediately use Indonesian."

Table 11. Using Indonesian is more helpful for students when speaking English.

No.	Statement	STS	TS	N	S	SS
11.	Using Indonesian in class really helps me structure words and sentences when I speak English.	3.3%	10%	30%	30%	26.7%
Total		100 %				

Regarding the use of Indonesian in the classroom, it significantly helps students construct words and sentences when speaking English. Based on the presentation and distribution of the questionnaire, 30% (9 students) agreed, and the same number of students voted neutral or undecided. Furthermore, 26.7% (8 students) strongly agreed, 10% (9 students) disagreed, and only 3.3% (1 student) strongly agreed.

In line with the questionnaire data presented above, a number of The informants answered almost the same question. Informant MH01 stated, "In the classroom, perhaps English should be emphasized. In the context of chatting with friends, perhaps Indonesian can be used."

MH01 answered, especially in classes that use bilingualism. When explaining, use English, but for further explanations, usually use Indonesian or for details, use Indonesian as possible.

3. What are students' opinions regarding the use of bilingualism?

Table 12. The use of two words helps students understand grammar.

No.	Statement	STS	TS	N	S	SS
12.	Using bilingualism helps me learn English grammar	0 %	13.3%	33.4%	43.3%	10%
Total		100 %				

Bilingualism helps me learn English grammar. The questionnaire data showed that 43.3%, or 13 students, agreed, while 10%, or 3 students, strongly agreed. Zero students strongly disagreed, and 13.3%, or 4 students, disagreed.

Table 13. Bilingual Use Helps Increase Vocabulary

No.	Statement	STS	TS	N	S	SS
13.	Being bilingual has helped me improve my English vocabulary.	0 %	0%	20%	56.7%	23.3%
Total		100 %				

Regarding the perceived benefit of bilingualism in improving students' vocabulary, 56.7%, or 17 million, responded in agreement, while 0% responded strongly disagreed or disagreed. Meanwhile, 20% responded neutral.

Only 6.7% or 2 students said they disagreed with the use of bilingualism in the classroom. 10% or 3 students strongly agreed with the use of bilingualism in the classroom. 0% or no students answered disagree at all and there were 16.7% or 5 students who answered Neutral or undecided did not decide whether they agreed or not.

Informant MH02 echoed this sentiment, stating, "I prefer bilingual teaching, as I understand better. There are certain parts of the lecture I don't understand, so it's better to use bilingual teaching. If there's a word I don't understand, the meaning can be explained in Indonesian."

Informant MH02 further emphasized that:

"There are lecturers who tolerate not using full English because the material is difficult. So what's the point if a lecturer explains it in English but the audience doesn't understand? Therefore, bilingualism is necessary for more detailed explanations. For example, linguistics courses like English phonology and syntax often use formulas. So, if the lecturer only uses English, we might not understand."

Table 14. The use of bilingualism helps students understand the lecture content.

No.	Statement	STS	TS	N	S	SS
14.	The use of bilingualism helps me understand/comprehend the topics discussed in lectures	0 %	0%	20%	56.7%	23.3%
Total		100 %				

The use of bilingualism helps students understand the lecture content. 56.76%, or 17 people, agreed. 0%, or no one, strongly disagreed or disagreed. Meanwhile, 23.3%, or 7 people, strongly agreed, and 20%, or 6 people, were neutral or undecided.

Table 15. The use of bilingualism helps students understand lecture material

No.	Statement	STS	TS	N	S	SS
15.	The use of bilingualism is useful for explaining course material that students do not know.	0 %	10%	0%	56.6%	33.4%
Total		100 %				

Regarding the perceived usefulness of bilingualism in explaining unfamiliar lecture material, 56% (17 students) agreed. 0% (none) strongly disagreed or were neutral. Only 10% (3 students) disagreed.

4. What forms of bilingual communication do students use?

Table 16. The use of bilingualism helps students' complete assignments

No.	Statement	STS	TS	N	S	SS
16.	The use of bilingualism helps me in doing assignments or language exercises are given	0 %	3.3%	20%	53.3%	23.4%
Total		100 %				

The use of Bilingualism helps students in completing assignments or language exercises given, there are 53.3% or 16 students who chose to agree. And 0% or no students chose to strongly disagree. Meanwhile, those who chose to disagree were 3.3% or only 1 student who chose to disagree, 20% chose neutral or undecided and 23.4% or 7 students chose to strongly agree.

Table 17. The use of bilingualism helps explain language errors

No.	Statement	STS	TS	N	S	SS
17.	The use of bilingualism is very useful for explaining errors in language English.	0 %	0%	16.7%	66.7%	16.7%
Total		100 %				

The use of bilingualism is very useful for explaining errors in language. 66.7% or 20 students chose to agree, and 0% or no students chose to strongly disagree and disagree. 16.7% or 5 students chose to agree and strongly agree.

Table 18. The use of Indonesian helps students understand the content of the reading

No.	Statement	STS	TS	N	S	SS
18.	The use of bilingualism helps explain complex lecture content.	0 %	6.6%	16.8%	40%	36.6%
Total		100 %				

The use of bilingualism helps explain complex lecture content, there are 40% or 12 students who choose to agree, 0% or no students who choose to strongly disagree, 6.6% or students who choose to disagree, 0% or no students who choose to strongly disagree. There are 36.6% or 11 students who choose to strongly agree.

Students have different opinions regarding the use of what language in class when communicating, for example MH02 said, "I like lecturers to use English, but if there is something unclear, I like lecturers to use Indonesian explanations." MH01 further added, "There are lecturers who are fully English, there are also mixed ones, sir, and there are more Indonesian, there are also sir. So, there are lecturers who use monolingual, bilingual, and English."

Table 19. In lectures, lecturers prefer to use English

No.	Statement	STS	TS	N	S	SS
19.	In class, I prefer lecturers to use English.	0 %	16.7%	43.3%	16.7%	23.3%
Total		100 %				

In class, I prefer lecturers to use English. 43.3% or 13 students chose Neutral or undecided, no students chose Strongly Disagree, 23.3% or 7 students chose Strongly Agree, and 16.7% each chose Disagree and Strongly Disagree.

Table 20. Students prefer lecturers to explain lectures in Indonesian.

No.	Statement	STS	TS	N	S	SS
20.	In lecture classes, I prefer those with Indonesian explanations.	0 %	16.7%	30%	36.6%	16.7%
Total		100 %				

In terms of lecture preferences, 36.6% (11 students) preferred classes with Indonesian explanations, while 0% (no students) strongly disagreed. Meanwhile, 16.7% (5 students) respectively selected disagreed and strongly agreed, and 30% (9 students) remained neutral.

5. What are the reasons why students tend to use bilingualism?

Table 21. Students prefer to use Indonesian in seminar rooms.

No.	Statement	STS	TS	N	S	SS
21.	In the seminar room I prefer to use Indonesian rather than English	3.3%	16.7%	50%	30%	0%
Total		100 %				

In the seminar room I prefer to use Indonesian rather than English. 50% or 15 students chose neutral or undecided, 30% or 9 students chose agree, 0% or no one chose strongly agree, 3.3% or 1 student chose strongly disagree and 16.7% or 5 students chose disagree.

Table 22. Students prefer the use of bilingualism in seminar rooms

No.	Statement	STS	TS	N	S	SS
22.	In the Seminar room I prefer the use of bilingualism	0 %	6.7%	33.3%	33.3%	26.7%
Total		100 %				

In the seminar room, I prefer the use of bilingualism. 33.3% or 10 students chose neutral or undecided, the same as those who chose to agree, there were 33.3% or 10 students. 0% or no students chose strongly agree. 6.7% or 2 people chose to disagree and 26.7% or 8 students chose to disagree.

Table 23. Students prefer the use of bilingualism in the lecture room

No.	Statement	STS	TS	N	S	SS
23.	In lecture classes, I prefer the use of bilingualism	6.7%	10%	23.3%	26.7%	33.3%
Total		100 %				

In lecture classes, I prefer the use of bilingualism. 33.3% of students or 10 students chose strongly agree, only 6.7% chose strongly disagree, 26.7% or 8 people chose agree, 10% or 8 students chose disagree and 23.3% or 7 students.

Table 24. Students prefer to use Indonesian in class

No.	Statement	STS	TS	N	S	SS
24.	In lecture classes, I prefer to use Indonesian	10%	16.7%	33.3%	26.7%	6.7%
Total		100 %				

In class, I prefer the use of Indonesian 33.3 or 10 students chose neutral or undecided, 10% or 3 students chose strongly disagree, 6.7% or 2 students chose strongly agree, 26.7% or 8 students chose agree, 16.7% or 5 students chose disagree.

The same thing was also conveyed by students why they had to use bilingualism if they had difficulty explaining concepts or definitions so they had to use bilingualism or switch to Indonesian [12]. On the other hand, they also often asked lecturers to provide clarification in Indonesian if there were parts that were still difficult for them to understand (MH01, MH02).

Even though the Study Program has made a bottom-up policy by making rules and announcements posted in front of the entrance to the Study Program Office and the lecturers' work rooms containing an appeal for students to always use English when communicating with fellow classmates or communicating with lecturers, many of them know that at the national level the rules are as regulated in the 1945 Constitution and Law No. 24 of 2009 concerning Language and Flag.

This includes the use of Indonesian as the official language and language of instruction in schools. Likewise, the UN agency UNESCO recommends using the mother tongue as the language of instruction and as a language easily understood by students in schools. This reasoning encourages students to continue using their mother tongue or Indonesian when communicating through bilingual or dual-language communication.

5 Conclusion

From the research results, it can be concluded that there is a tendency for students to use English in class because they feel it is an obligation and is also supported by language rules or policies that require students to use English when they are on campus.

However, sometimes they are forced to switch to Indonesian (Code Switching) if they have difficulty explaining concepts that are difficult to understand and are forced to ask the lecturer to explain using Indonesia

Likewise, when they ask or answer questions and provide explanations, they sometimes switch to Indonesian, thus creating bilingual communication practices.

In the seminar room or exam room, students explain or present their proposal summary, results or theses in English, but if they encounter difficulties or obstacles, they are forced to switch to Indonesian or sometimes they engage in the practice of using code mixing or code mixing where they mix English with Indonesian in a sentence.

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However, when they are outside the classroom or on campus grounds, they generally tend to use Indonesian or their mother tongue, including regional languages. If a lecturer or friend reprimands them in English, they immediately switch to English. The existing language policy is not yet explicit and detailed, nor is it even formalized. It remains a bottom-up language policy, lacking formal written and binding rules.

An important suggestion is the need for explicit, detailed, and binding language policies at the university and faculty levels. Language policies should mandate the use of English in the classroom but also allow for bilingual language use when necessary to explain material that is difficult for students to understand.

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