

**EXPLORING INDONESIAN LECTURERS' PERCEPTION ABOUT MOTHER
TONGUE IN ENGLISH-MEDIATED CLASSROOM**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



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DECLARATION
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 23 May 2025

The Writer,



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MOTTO

"(*Man Jadda Wa Jada*) Whoever is serious, then he can do it." What Arabic poet says in its *syair masyhur*. This sentence is very meaningful for me in enjoying every process of life, that the achievements I have achieved are the result of Allah's decree, accompanied by the prayers of my parents and the efforts that I have carried out seriously.

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents: Mr. Achirudin and Mrs. Iyay who have encouraged me to complete this thesis with advice and prayers that are always said at all times.
2. My uncle: Mr. Mulyadin who has taken the time to exchange thoughts and share ideas.
3. My supervisor: Mr. Willy Prasetya S.Pd., M.A who has motivated and provided guidance from the beginning of the thesis writing process until completion.
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Yogyakarta, 23 May 2025



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**EXPLORING INDONESIAN LECTURERS' PERCEPTION ABOUT
MOTHER TONGUE IN ENGLISH-MEDIATED CLASSROOM**

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ABSTRACT

English-Mediated Classrooms (EMC) are designed to promote the use of English within academic settings. In Indonesia, as an EFL context, the implementation of EMC presents certain challenges, particularly in fostering deep comprehension and critical engagement. In such cases, the strategic use of the mother tongue can support students' understanding of complex material and enhance active participation. This study explores the perceptions of two university lecturers regarding the Mother Tongue in their classrooms. Both participants are lecturers teaching in international programs with English as the medium of instruction. Qualitative data were collected through semi-structured interviews lasting between 30 to 60 minutes. Interviews were recorded and transcribed for analysis. Thematic analysis was conducted to gain insights into how the two participants perceive the presence and influence of Mother Tongue in their classrooms. The findings of this study reveal that the lecturers support the use of the mother tongue as a pedagogical tool to assist students in the learning process within English-Mediated Classrooms (EMC). They emphasize the importance of maintaining a balance between the mother tongue and the target language to ensure that students have sufficient opportunities to develop their English language proficiency.

Keywords: EFL, English-Mediated Classroom, Indonesian Context, Mother Tongue, Lecturers' Perception

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Over the past two decades, English-Medium Classroom (EMC) or English-Medium Instruction (EMI) has emerged as a premier educational program offered by universities around the world, serving as a conduit for internationalizing students and equipping them to enter the global workforce. This pedagogical approach, often used in English as a Foreign Language (EFL) contexts, has received attention in various countries.

Moreover, from year to year, this trend has seen a significant increase, attracting the interest of students from various socio-economic backgrounds. Their enthusiasm stems from the belief that English language proficiency can be accelerated and facilitated through involvement in the EMI framework. This educational paradigm not only encourages linguistic development but also fosters cross-cultural competencies that are essential for thriving in an interconnected world. As a result, EMI programs are increasingly considered an indispensable tool for cultivating a generation of globally adept individuals ready to face the complexities of the modern workforce.

Bolton, et al. (2017) found that Singapore stands out as a pioneer in the widespread adoption of the EMI model at all levels of education, largely due to strong government support aimed at strengthening the country's future prospects in economic, social, and infrastructure progress. This government support is reinforced by periodic evaluations carried out every five years since the 1990s, which function as a mechanism to improve the quality of science education and encourage the internationalization of universities. Costa and Coleman's (2012) survey, conducted in 2010, highlighted that more than 50% of universities in Indonesia have adopted the EMI paradigm, which shows a large positive impact on educational institutions, students and educators.

The widespread adoption of the EMI approach extends beyond EFL countries, and extends to pioneering countries such as the Netherlands and the Nordic region, as explained by Corrales, et al. (2016). These countries have not only adopted the concept but also continuously strive to refine and increase its efficacy. In its practical implementation, the EMI framework uses English as the main language of instruction, so that it can adapt to both lecturers and students in its use. In essence, Singapore's steadfast commitment to EMI underscores its strategic vision for holistic societal progress, and other countries such as Indonesia also recognize its transformative potential. Moreover, the resonance of this approach in non-EFL regions such as the Netherlands and the Nordic countries underlines its universality and relevance in modern education.

Wilkinson (2012) explains the history of EMI at Maastricht University, Netherlands, noting that in the 1980s, the program was initially taught exclusively in Dutch. These languages were gradually transitioned to include English, as well as French and German as additional languages. Interest in the program was initially small because the trend had not yet gained popularity in the Netherlands. However, after more than three years, the EMI concept at Maastricht University has experienced rapid growth, with enrollment in international classes exceeding 100 students and continuing to increase every year. According to Maastricht University students, they are well supported in using English as a primary language for teaching and communication in an academic environment.

EMI concept has been adopted in Indonesia, an EFL context, since the colonial era. As articulated by Dewi (2020), the introduction of EMI was shaped by a confluence of economic, political, ideological, and cultural forces closely linked to the expansion of Western imperialism. During this era, Western epistemological dominance and “bahasa Bule”, the privileging of English as a medium of instruction significantly influenced the structure of the Indonesian education system. While EMI was initially perceived with apprehension due to its presumed threat to indigenous cultural values, it gradually garnered public support. This shift reflects an evolving

recognition of English as a critical instrument for national advancement and global integration.

In 2015, the Indonesian Ministry of Education, Culture, Research, and Technology initiated the implementation of EMI through the development of International Programs (IP) across various higher education institutions. This policy was strategically designed to enhance the nation's competitiveness in the context of ASEAN economic integration and to strengthen Indonesia's engagement in global policy frameworks. According to Nurmala (2017), the adoption of international programs contributes significantly to the enrichment of higher education curricula, increases the appeal of Indonesian universities to international students, and bolsters institutional visibility on the global stage through improved access to international academic literature. Furthermore, universities that have embraced the IP model are frequently regarded as part of the 'Prestige International' group (Nurmala et al., 2020), reflecting their alignment with global academic standards and aspirations. Referring to the findings of Ruanni Tupas (2014), the implementation of EMI requires support from the use of the mother tongue as a complementary tool to enhance students' English language proficiency. This need is particularly relevant in Indonesian context, where diverse economic and geographical backgrounds among students significantly influence their level of English competence. In light of these considerations, this study aims to explore Indonesian lecturers' perceptions of the use of the mother tongue in EMI classrooms.

1.2. Limitation of the Problem

To avoid misunderstandings in this study, it needs to be emphasized that this study is limited to the Indonesian context, which is in an expanding circle, where English functions as a foreign or third language (Kachru & Nelson, 2011). In addition, this study only relies on interviews as a data collection method, which has the potential to be subjective and influenced by the individual perceptions of respondents. Thus, this study does not directly observe the practice of using mother tongue in international classes, so the resulting findings are more exploratory than

representative of the reality of classroom teaching. These limitations need to be taken into account in interpreting the study results and in applying the findings to a broader context.

1.3. Formulation of the Problem

How do Indonesian lecturers perceive the use of mother tongue in EMI classrooms?

1.4. Objectives of the Study

This study explores lecturers' views on the use of mother tongue in EMI classroom, particularly in overcoming learning challenges and supporting the development of students' language competence.

1.5. Significance of the Study

This study aims to reveal more deeply the perceptions of lecturers in Indonesia regarding the use of their mother tongue in different contexts, based on their experiences when teaching in EMC. This study also seeks to present the responses and solutions proposed by lecturers in facing the challenge of excessive use of mother tongue in international classes.

CHAPTER II

LITERATURE REVIEW

2.1. Defining Mother Tongue

In implementing the EMI concept, various challenges arise, such as a lack of in-depth understanding of the material, limited interaction and discussion, and decreased self-confidence. Therefore, the mother tongue serves as a bridge to overcome the challenges inherent in the EMI concept. According to Harbord (1992), the term “mother tongue” refers to the first language that students learn at a very early age from their families. He stated that the mother tongue is used to facilitate communication between teachers and students, support students in learning more comfortably and confidently, foster deep understanding, and build good relationships between teachers and students. On the other hand, Raj Khati (2011) added that the mother tongue is a language that is first learned naturally from the surrounding environment and its speakers. Based on his study conducted in government-aided schools in Nepal, the urgency of using mother tongue in international classes is to help teachers convey instructions clearly and explain concepts, overcoming pronunciation difficulties, shyness, and lack of oral practice.

Furthermore, Sharma, Bal Krishna (2006) defines mother tongue as a natural language that is first learned by students in international classes, serving as a facilitator to assist their learning in Chitwan, Nepal. Kayaoğlu (2012) argues that the mother tongue is the primary language used for communication at home, forming part of a person's cultural identity, cognitive development and communication skills. He even explores his views on the mother tongue, and notes that its significance is not only theoretical but also practical. This is proven by the recognition of English lecturers at Karadeniz Technical University who consider their mother tongue to be very useful in teaching foreign languages, especially for beginners.

2.2. Mother Tongue in English-Mediated Classroom

Indonesia is a country that is included in the EFL context, where English is not the main language used in daily activities. Based on Pratiwi's (2018) study conducted in Indonesia, many universities have adopted the EMI concept by integrating Indonesian and regional languages as communication support tools in the classroom. Doiz, et al. (2011) suggested the fundamental goal behind implementing the EMI model is to prepare domestic students for competitive engagement in the global market.

This approach was taken because the level of proficiency and confidence of the Indonesian people in using English is still low, so their mother tongue could be the right solution. Skutnabb-Kangas (2013) revealed that mother tongues continue to be used in international classrooms to preserve cultural identity that is closely tied to one's homeland. According to Butzkamm (2003), mother tongue is very important to meet students' needs, ensuring that the target understanding of class material is conveyed effectively and can be applied in real life.

Students' motivation to learn English as a target language increases significantly when their mother tongue is used as a facilitative tool. This approach facilitates their ability to articulate opinions and participate in class discussions with lecturers, as highlighted by Butzkamm (2003). Saudi Arabia provides an example of strong support for the implementation of EMI in the EFL context, with a focus on improving academic and professional capabilities at university level.

By integrating the mother tongue, students gain confidence and clarity in their learning process, thereby increasing their engagement and understanding in an English-mediated educational environment. This strategy underscores the importance of linguistic familiarity in enhancing effective learning outcomes. Additionally, a survey conducted by Gyong (2012) in Korea examined the impact of EMI, revealing that both professors and students favored the use of English. The Korean government has also been involved in the globalization of education since the early 1990s.

Iqbal (2016) proposed strengthening four communication skills in target language learning, namely listening, speaking, reading and writing. These four skills are intended to improve language skills needed in everyday life. At the Southeastern European University Language Center in Tetovo, students in EFL classes consider that the use of their mother tongue greatly influences English language learning because it can help overcome the difficulties they experience in class (Saliu, 2017). In addition, the questionnaire collected by Fitriani, Zulkarnain (2019) shows that the use of the mother tongue provides insight into students' thinking and reveals the extent to which they rely on the mother tongue in learning English in international classes.

2.3. Theoretical Framework

In this study, the researcher used Harbord's (1992) framework regarding mother tongue theory which focuses on 4 main components; language usage, non-standard English, effective communication, and language improvement are illustrated in the following figure.

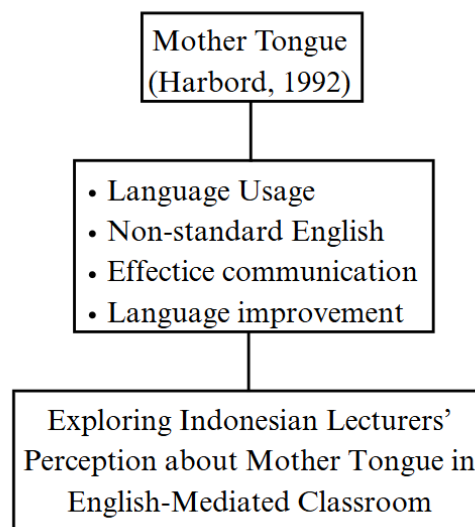


Figure 1.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

3.1. Research Design

This research is a descriptive qualitative with in-depth interview for the data collection that examine Indonesian lecturers' perceptions related to using mother tongue in EMI classes to explore the phenomena that occurred and obtain meaningful data results. The interviews last for 30-60 minutes, conducted face-to-face and via Zoom meetings. The interviewer's questions and the interviewees' responses are recorded audibly with the participants' permission throughout the interview. The interview questions are adapted from John Harbord's theory of "Use of Mother Tongue in the Classroom"

3.2. Participants

The participants in this study are two lecturers who teach English in the international program classes. In their professional field, they have been involved in the world of linguistics and various language varieties encountered during their education. Dania herself is a lecturer in the Faculty of Civil Engineering & Planning, Faculty of Business & Economics, and Faculty of Islamic Religious Sciences in bridging classes, as well as English language classes in the international program. She previously attended Secondary School in Australia for 3 years. Dania also pursued a Bachelor's degree in English literature. Before continuing her Master's studies, she was an English language teacher in an elementary school for one year. After her time as an English language teacher, she pursued her Master's degree in the field of Literary Studies and then worked as a lecturer, contributing to the Directorate of Partnerships/International Affairs in the promotion division. On the other hand, Nida completed her Bachelor's degree in Communication Science and pursued her Master's studies in Journalism & Communication in Taiwan. Their shared background of having studied abroad naturally led them to encounter phenomena related to the use of Mother Tongue in international program classes. To delve further, the researcher

will explore the specific aspects that influence Ima and Ida's decision to continue implementing Mother Tongue in international program classes.

The first component explains that the Mother Tongue concept involves individual processes of learning and evolving within linguistic structures, language usage, and literary creativity, where both native and non-native speakers have equal opportunities without distinctions. (Harbord, 1992) outlines four components of the Mother Tongue concept:

Table 1. Harbord's Theory of Mother Tongue

Mother Tongue Components	Definition
Language Usage	Mother Tongue concept positively impacts effective communication. It helps non-native speakers understand their interlocutors for educational, economic, diplomatic, and other international communication purposes.
Non-Standard English	Mother Tongue concept establishes English language aligned with regional and contextual variations, relieving non-native speakers of concerns about conformity to native standards.
Effective Communication & Language Improvement	Mother Tongue concept support individuals speaking English to engage in a natural language process, adapt to culture, and incorporate creativity in bilingual usage.

3.3. Data Collecting Techniques

In order to gather the data, the researcher developed interview questions grounded in the theoretical framework proposed by Harbord (1992), which advocates for the use of the mother tongue as a means to bridge language gaps among students in EMI classrooms. This framework served as a guiding principle for effectively aligning the questions with the objectives of the study. The questions were systematically structured into four questions to ensure comprehensive coverage aligned with the research objectives, and were assessed based on four key aspects: language usage, non-standard English, effective communication, and language improvement. Upon finalizing the interview instrument, the researcher initiated contact with the participants to explain the objectives of the study and to coordinate a mutually convenient schedule for conducting the interviews. Throughout each interview session, audio recordings were made to ensure the accuracy and completeness of the data collected. Following the completion of the interviews, the audio recordings were meticulously transcribed verbatim, capturing the complete dialogue to ensure accuracy and fidelity to the original discourse. The resulting transcripts were then systematically coded to identify key themes pertinent to the study focus, thereby facilitating thorough data analysis and enabling a structured presentation of the study's findings.

3.4. Data Analysis

In this study, the researcher adapted the concept of data analysis from Jason L.A and Glenwick D.S (2015) with thematic analysis method. The researcher divided into several systematic steps. (1) Immersing Oneself in the Data, the researcher transcribed the recorded data and looked for patterns and meanings. (2) Generating Initial Codes, the researcher identified a list of codes that corresponded to aspects to facilitate the data description process. (3) Searching for Aspects, the researcher looked for the meaning of aspects of the data that had been collected. (4) Reviewing Aspects, the researcher evaluates the data and codes that have been determined to

find relevance by rereading the transcript in detail. (5) Defining and Naming Aspects, the researcher identifies ideas in detail as material for describing data and aspects. (6) Producing the Report, the researcher decides and proves the data to be used as an argument, not just a description. Here are coding samples.

Coding Sample 3.1 Participant Data 1

Line	Subject	Description	Aspect
64	R	How does the flow of communication in class like,	EC
65		Miss?	
66	P	They sometimes ask permission, "can I use	
67		Indonesian miss?" Like that.. So maybe the	
68		question is deeper and clearer, right? In the end, it's	
69		like that. So I also understand what their difficulties	
70		are, right, and they can also freely say I don't	
71		understand this miss, usually it's like that. Can you	
72		explain it again, miss.	
78	P	So indeed.. Now what is bilingual.. English and	LU
79		mother tongue are mixed in international program	
80		classes and that... almost happens in all	
81		international program classes.	
126		If the one in FBE is because he is from Yemen and	NSE
127		he is what is exposed to English, usually eee if I	
128		explain English first then Indonesian but after	
129		Indonesian everyone will speak English again, what	
130		is it called, so for example, like asking permission,	
131		so for example, I will explain Indonesian, his name	
132		is Kamal. Eee I will explain this in Indonesian	

172 Like encouraging you to enter the international LI
 173 program, you have to take lessons outside. Or if
 174 you don't have time, you can use Duolingo.
 175 Especially now, especially now, they are Gen-Z, so
 176 they can't be separated from their cellphones,
 177 tablets, and so on. So, whatever application you use
 178 on your cellphone, it's up to you.

Coding Sample 3.2 Participant Data 2

Line	Subject	Descriptions	Aspect
17	P	So the context if at ITC we call it Eh I use	LU
18		Indonesian, that's the context we continue to try to	
19		full input like that but there are times when eee	
20		students who eee are really not capable anyway	
21		because there are some because the provisions are	
22		that English is not same	
92	P	For example, even though later when for example	NSE
93		they finally try I don't understand what you're	
94		talking about, sometimes it's like that, right? They	
95		exist because many of us feel that there are eggs	
96		that we haven't gotten, right?	
255		First, because I didn't find a deeper explanation.	EC
256		Second, it's exhaustion, exhaustion, not speaking in	
257		my mother tongue because, yes, exhaustion,	
258		exhaustion factor, eee. The third is usually eee for	
259		intermezzo to make the class lively, so that the class	

260 is more drenched, usually different without using
261 Indonesian.

356 You get the knowledge, but also their English is not LI
357 only Force from everyday speaking classes, but
358 there are also other supporting programs.

3.5. Trustworthiness

In this study, the author utilized the peer debriefing method as a tool to assess the credibility of transcript data from the specified participants. The author opted for this method due to its practicality and flexibility compared to other methods. In this method, the author collaborated with assisting student. His role was to verify the transcript data against the construct components used by the author.

Following the verification process, the author found an 88% similarity between findings and those of the assisting student, while the remaining 12% represented differences that led to joint discussions. Factors contributing to differing opinions between the author and the student included the addition of components in the transcript by the author. Furthermore, in one statement of the transcript, the student did not include component 2 as documented by the author. Additionally, the student added component 3 to a statement that was not originally included by the author. These discrepancies were addressed through discussions between the author and the student, incorporating several components that were initially missing from the transcript data.

Additional validation was also confirmed by supervisor to clarify the system of data and participants that the data obtained were in accordance with field conditions and the phenomena they experienced. The study theme is in line with the focus of the problem and the study objectives. The results can strengthen the credibility of the study as a whole and comprehensively.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

In this study, participants expressed their experiences while using mother tongue in international classes. The aspects experienced by participants were how their mother tongue helps students' learning process in class to the material presented. Although idealistically, using mother tongue in international classes is not allowed, in practice, students still have difficulty understanding the material using only English. The following are the details of the findings from each component:

1. Use of Mother Tongue Enhances Student Comprehension

The phenomenon of the use of English as an international language by English as a Foreign Language (EFL) students as their third language is observed both in broad and local contexts, such as in the classroom environment. Currently, universities in Indonesia have started international classes as a means to assist students in acquiring English language proficiency, especially focusing on oral communication skills. Apart from that, the teacher acts as a facilitator in the English learning process in the international class.

“Throughout this period, classrooms accommodate diverse students, encompassing varying levels of English proficiency. While some students exhibit strong English language skills, others may struggle with oral communication despite understanding the language. Furthermore, some students face challenges in comprehending and expressing themselves in English”.

Dania acknowledges the supportive nature of international classes in enhancing students' English language abilities. While the regulations of international classes mandate students to communicate exclusively in English during material delivery, group discussions, and presentations. Dania allows students to use non-standard English. Dania justifies this decision based on the diverse levels of

language proficiency among students, suggesting that the concept of international classes does not align with rigidly enforced rules.

“Actually, as a system, students must use structured English, according to grammar and context in each session. However, as time went by, it was adjusted to suit students' varying abilities, so it was decided to allow students to use non-structured English and mix it with their mother tongue to make it easier for them to understand the material”.

Dania believes that the existence of a mother tongue can help students understand material in real life. In practice, Dania explains the material in full English. However, if the students are still unable to understand it, then he will explain it again by mixing in his mother tongue so that the material presented can be absorbed well and completely.

“So... in practice, I use two languages in delivering the material even though the modules and PPT are in English. Sometimes, during the question and answer session, students ask permission to use Indonesian, "May I use your mother tongue, Miss?". I also allowed him to simplify it so that the questions were deeper and clearer”.

Dania perceives that the concept of mother tongue contradicts the established program structures set forth by academic institutions. This phenomenon has emerged post-pandemic, where regulations have been relaxed, prompting teachers to adapt to the circumstances to ensure students' rights as learners and future scholars. Therefore, she advocates for the continual promotion of the use Indonesian language to deepen students' understanding of the material within its context, enabling them to become well-rounded representatives of the university. Similarly, Nida holds a similar perspective regarding the incorporation of mother tongue in international classes. Nida reveals that this concept conflicts with the regulations established by the study programs aimed at actively supporting students in English language acquisition.

“I argue that although such a system may not be sanctioned by program regulations, these regulations have not been strictly enforced since the inception of the international program in 2018”.

The rules and systems implemented by Nida and her team since 2018 have not been seamlessly executed due to the substantial number of students requiring specific assistance to proficiently communicate in English. Legally, this may not be allowed by the study program; however, she insists on employing this concept to aid students in accurately comprehending the material context.

“In structured international class, English functions as a supplementary medium or tool, with the primary language being the native or Indonesian language, which is highly crucial. In my opinion, the concept of utilizing mother tongue is more accommodating, enabling students to articulate ideas and pose questions regarding the material taught in class more easily”.

Nida defines English solely as a supplementary medium, where its concept need not be applied, especially in countries adhering to EFL principles. Meanwhile, mother tongue serve as facilitators for student learning. By employing this concept, students can express their diverse and intriguing ideas to be presented before the class.

These findings are consistent with the concept of mother tongue proposed by Harbord (1992), which states that the use of mother tongue in international classes can facilitate communication between teachers and students, as well as support students' learning preferences which are more comfortable and able to increase their learning motivation.

Khati (2011) revealed that teachers and students often use their mother tongue more often than English to facilitate understanding and convey complex instructions. This shows that the mother tongue plays an important role in the learning process, especially in the context of material that is difficult to understand using a foreign language.

This finding is also in line with Sharma (2006) who stated that if International class students are not properly supported, they may not fully represent the International class itself. Most importantly, the willingness and motivation of each student to learn English are crucial. Furthermore, Ngoc & Yen (2015) examined the effectiveness of using the mother tongue in an EFL context where the mother tongue influences communication between teachers and students so as to create interactive interactions. In addition, the impact can help maintain class discipline and respond to student needs effectively and clearly.

“For instance, my perspective initially leans towards appreciating this trend among students. They join the international program due to parental encouragement or peer influence. At the very least, there is willingness, as some students may make registration errors assuming the program can be conducted without English as the primary language”.

After an evaluation by the administration reveals that many students do not fully understand the international program they are enrolled in, they believe the program can help improve their English proficiency while still using their native language as the instructional language in class. Some students even solely follow instructions from their parents. This occurs because students make decisions without analyzing the program they will undergo for approximately four years.

“Regardless of their motivations, students who enroll are entitled to recognition because they understand that English will be the medium of instruction, even if their skills are inadequate. Moreover, in international class settings, it is not just about teaching”.

Dania argues that students utilizing the mixing Indonesian and English language deserve recognition as they demonstrate a willingness to learn and communicate in English, the designated medium of instruction. It appears that some students enter the international program due to parental guidance or a lack of understanding of the nature of the international program.

“Teachers provide counseling sessions. They encourage students to seek external language lessons or use language learning applications such as Duolingo, especially considering the widespread use of technology by Gen Z students. The idea is to implement various language learning applications on smartphones or tablets. However, if students remain stagnant in this condition, they will not progress”.

Dania makes efforts to advise students, suggesting they improve their structured English language skills. Recommendations are made for students to take external English language classes or utilize language learning applications. Consistent with Dania's perspective, Nida also considers it permissible for students to use non-standard English and a mix of their native language in International program classes.

“Formally, her instruction is entirely in English; however, in the aforementioned context, there are certain moments when students have the opportunity to use their native language, such as suddenly switching to Indonesian. In such cases, I have no choice but to remind them to revert to English or use English as much as possible”.

Nida emphasizes that she prioritizes students' understanding of the material over the instructional language, which must be conducted according to program regulations. If English methods are still fully used as the native language, communication and interaction between instructor and students will not be as smooth as using the native language.

“Even if they later attempt to explain something and I don't understand what they're saying, sometimes they use English, but it still doesn't connect”.

Nida also expresses that most students are still afraid to argue using English even though their arguments are excellent. Therefore, Dania does not want this to happen because she believes that critical students will not express their opinions if they are still afraid to voice their opinions in English.

“So in the end, I ask them, like me, to try using English first. If it doesn't work, it's okay to switch to Indonesian or use their respective dialects. For example, if they

are Indonesian from the Sundanese region, there might be a mix of Indonesian and Sundanese, or if they are Javanese, there might be Javanese jokes”.

Nida also supports allowing her students to express themselves using English with their respective accents. Based on its geographical location and cultural diversity, Indonesia has various ethnicities, so its accents differ. Therefore, accents are not a barrier for students to confidently communicate in English.

“Explaining to students is much more important; Language is a skill they need in the context of communication, both in conversation and reading. However, when it comes to content and knowledge, they must understand it first. But for language or communication skills, this is a skill. In my opinion, to achieve this vision, we use the program we have”.

Nida asserts that understanding students is much more important than adhering strictly to the program's vision, which teaches them to use standard English. According to them, training students' English language skills can be achieved through the provided program. However, the delivery of theory sometimes requires the use of non-standard English and a mix of native languages if students still struggle to understand explanations given in English.

“Although we encourage proficiency through the use of the mother tongue as an additional tool, we focus on improving their ability to understand and communicate effectively”.

Certainly, Nida not only expresses challenges but suggests solutions that can be used as references for other lecturers facing the same challenges. Actually, the mother tongue is only an additional tool to support students in contributing to class discussions and giving opinions on issues provided by lecturers. Based on both participants' responses regarding mother tongue as a confident and fluent communication tool, Harbord (1992) states that mother tongue can offer valuable opportunities to build confident and fluent communication. This exposes students to various English language variations found in different regions and cultures. Through this exposure, they become proficient in understanding and interacting with speakers from various English-speaking backgrounds. Moreover, mother tongue will cultivate

cultural awareness by immersing students in the cultural context in which these language variations are used.

This cultural awareness equips them with the skills to navigate intercultural communication more effectively. Additionally, exposure to mother tongue fosters adaptability in communication. Students learn to adjust their language use based on different contexts and audience needs, thus resulting in more effective communication. As students deepen their understanding of language variations, they also gain confidence in their language abilities. This newfound confidence enables them to navigate diverse linguistic environments with ease, ultimately resulting in smoother and assured communication.

2. Challenges of maintaining a mother tongue in teaching

Many difficulties and challenges are faced by lecturers, necessitating extra efforts to equip and empower students with the necessary skills to compete on the international stage. Dania expresses that time is the biggest challenge in using non-standard English and a mix of the mother tongue, as they have to wait for students who lag behind in understanding. Conversely, Nida experiences dissatisfaction due to her attachment to the mother tongue. They also feel tired when using English, hence the concept of mother tongue becomes a solution for effectively delivering material in international program classes.

“Teaching study presents a challenge as students need to craft introductions, problem statements, and other sections in English. However, they may not be accustomed to academic work in high school. Therefore, it is sometimes necessary to use Indonesian to enhance their understanding, especially for first-year students”.

Dania stated that teaching study course entirely in English is a challenge, because new students are often unfamiliar with academic writing formats. This is a new experience for those who are prone to mistakes. In addition, changes in mindsets and habits after the pandemic, as well as varying writing abilities among students, further add to these challenges. To facilitate understanding of the material, especially

for first year students, Dania finally decided to use a mixture of English and mother tongue in study classes.

“For me, the biggest challenge right now is time. The implementation of mixing mother tongues means that the learning module targets do not match the specified time due to students' varying English language abilities. Sometimes the material that should be delivered in one session will increase to two sessions or even more because there is a lot of explanation of the material in Indonesian. In large classes such as the Faculty of Business and Economics, there are very visible people who have the ability to absorb material in English quickly and those who absorb it need to provide explanations in a mixture of Indonesian. This situation causes the target learning planning time to be delayed so that individual take-home assignments are reduced or even eliminated in certain sessions”.

Dania reveals the difficulty lies in individual activities where each student is expected to complete their tasks. This type of activity highlights the varying abilities of each individual. However, students who complete their tasks late can hinder the progress of other students, causing everyone to wait to catch up. Therefore, according to Dania, the biggest challenge they face is time management.

“The use of the mother tongue and English in international program classrooms cannot be avoided but can be minimized. The proficiency standard does not need to be too high, for example, 350 or higher, to effectively map students”.

Nida also recognizes that non-conformity and using the mother tongue cannot be avoided because this fact is deeply ingrained in every individual. However, it needs to be minimized to ensure the vision of the international program can be realized and implemented. Many international program lecturers express their grievances, as participants revealed, that they face significant and recurring issues, namely the use of non-standard English and a mix of the mother tongue, which do not align with the framework set by the academic program.

“Encouragement by lecturers in the use of English in international classes plays a very important role in improving students' language skills. Like a knife that is sharpened every day it becomes sharper. That's why, in every session I always tell

students to apply "English First" so they get used to it. However, if there are students who don't understand or even understand how to present the material in English, then I will explain in the accompanying language".

Nida views the biggest challenge she faces is students' inability to reach the target for speaking English fluently. Nida herself worries that there will be students who are unable to speak English let alone understand language because of the lack of exploration of English in International classes.

"In my opinion, the focus is more on that aspect. The goal is not just to gain knowledge, but also to develop their English language skills not only through daily conversation classes but also through complementary programs".

On the other hand, Nida understands that students' English language skills will improve through the programs provided, thus supporting their careers in the future. The use of non-standard English and a mix of the mother tongue helps them understand the context of the material in more detail and comprehensively.

4.2. Discussion

Based on the data obtained through in-depth interviews with participants, mother tongue is needed to support learning in international classes because Dania assessed that each student has a different level of English ability. Some can understand the material quickly and others need several times because of their hampered English comprehension ability.

Nida also supports the opinion expressed by Dania that teachers have an obligation to help students understand the material comprehensively so that the scientific concepts conveyed can be practiced in their entirety. This practice does not comply with the regulations of the study program, which stipulate that English must be used as the medium of instruction in international classes.

This finding aligns with Sharma (2006), who emphasized that without adequate academic support, both within and beyond the classroom, students in international programs may not fully reflect the standards and identity of such classes. Crucially, individual students' willingness and motivation to learn English are key determinants of their success in these settings.

Another noteworthy finding indicates that a significant number of students enroll in international classes primarily due to parental influence or a desire to enhance their social image, rather than intrinsic academic motivation. The reason is, most of them do not understand the learning delivered in English so that interaction in class decreases. This phenomenon occurred after the pandemic, where many students were unproductive and experienced a decline in language quality, especially in English.

This finding supports Kayaoglu's (2012) assertion that incorporating the mother tongue can enhance interpersonal communication between lecturers and students, thereby fostering a more interactive classroom environment. In addition, the use of the mother tongue increases students' participation in class because they feel more confident in expressing themselves than if they used English completely.

A key factor contributing to the decline in interaction between lecturers and students in international classes is the students' perception of the "standard" English accent. Many lecturers implicitly equate English proficiency with the use of American or British accents. As a result, students may feel anxious or self-conscious when speaking, fearing judgment over their pronunciation. This often discourages them from expressing their ideas, arguments, or comments, ultimately limiting their active participation in classroom discussions.

This language barrier is further compounded by the absence of the mother tongue as a support tool in the learning process. When instruction is delivered exclusively in English, lesson plans may become less efficient. For example, a writing task that could ordinarily be completed in one session may take two or three sessions, as students struggle to grasp the material fully and require additional clarification, often better understood when explained in their native language.

In practice, the use of the mother tongue in international classes can account for as much as 60–70% of classroom interaction. This indicates a persistent need among students to rely on their first language to facilitate understanding and engagement. To address this, participants recommended the integration of targeted activities aimed at strengthening students' English language skills. Such measures can gradually reduce dependence on the mother tongue while fostering a more interactive and language immersive learning environment.

This finding partially diverges from Harbord's (1992) perspective, which highlights that the use of the mother tongue in international classrooms has been a subject of considerable debate among lecturers. According to Harbord, the use of the mother tongue must be balanced with the target language, so that the language learning approach applied remains focused on the use of the target language.

Another opinion was expressed by al-Ashmari (2014) who stated that excessive use of the mother tongue in international classes could have a negative impact. Students may become overly dependent on the mother tongue, which in turn hinders the process of mastering the target language. In addition, students' competence can be limited by the use of their mother tongue, and the quality of the material taught can also decrease.

CHAPTER V CONCLUSION

This study reveals the perceptions of lecturers in Indonesia regarding the use of mother tongue in English-mediated classes in communication, interpersonal relationships and students' understanding in class of material delivered using non-standard English and a mixture of mother tongue. In addition, although the mother tongue has a positive impact on the continuity of learning in the classroom, lecturers also face challenges that are not in line with the vision and mission established by the institution. According to both participants, using their mother tongue in international classes can make it easier for them to explain the process and material. Students can also understand and think critically so that discussions run interactively. They also determine steps to use a mixture of mother tongues in the classroom because they see the students' diverse language abilities. On the other hand, formal out-of-class activities based on English are provided for students to support language proficiency. Another impact of applying this concept is time, where the learning module targets do not match students' learning needs so they require more time.

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APPENDIX

Coding of Participant 1

Line	Subject	Description	Aspect
1 2	R	Okay, Bismillahirrahmanirrahim. Assalamu'alaikum Warahmatullahi Wabarakatuh.	Opening (line 1-10)
3	P	Wa'alaikumsalam Warahmatullahi Wabarakatuh	
4 5	R	Could you please introduce yourself, Miss, by name and educational background.	
6 7 8 9 10	P	Let me introduce myself, my name is Dania, a lecturer in bridging classes in several faculties at the University. I also studied in Australia for about 3 years in Junior High School and started my career as an English Teacher.	
11 12 13 14 15 16 17	R	Let's just start, Miss. The first question. Can you tell me as a lecturer who teaches in a bridging class, of course English is the language of instruction where lecturers and students are required to use it in discussions or interactions. And what are the institutional regulations regarding the use of this language?	Language usage (line 11-63)
18 19 20 21 22	P	So.. the use of if in the system is actually not allowed. So you have to use structured English. So I mean according to grammar, especially for international program classes, which are different from regular classes. But there are indeed many	

<p>23 24 25 26 27 28 29 30 31 32 33 34 35</p>		<p>factors for international program classes. So what makes it different is the standard of each study program. So if you could say in 2016, 2017, 2018, for the international program itself, especially those in FBE, they had it.. So those who want to enter the international program, even regular students or those who have just registered, must provide a TOEFL.. what is the name of the TOEFL certificate or TOEFL, whatever.. so that you know that... Oh.. the standard is like this, you know, these student can at least speak English. But since the pandemic.. is that the term standard to make it easier, so there is no more.. like that.</p>	
<p>36 37 38 39 40</p>	<p>R</p>	<p>Does that mean... It's mixed using your mother tongue or non-standard English?</p>	
<p>41 42 43 44 45 46 47 48 49</p>	<p>P</p>	<p>So there are those who can speak English very well, there are those who understand English but can't speak it, and then there are those who... really don't understand it and can't talk either. Well, in the end, like it or not, there is a change in the way of teaching in class. Like it or not, lecturers also have to follow suit. If not, the material won't be able to be caught up. And finally, ehmmm... the mother tongue starts to come in.</p>	

50	P	What is your mother tongue like?	
51 52 53	R	For me, the language that has been taught since birth by the family environment. Be it Indonesian or regional languages.	
54 55 56 57 58 59 60 61 62 63	P	Oh so what? Bilingual huh? So it can be said that in the international class program that can be said for the last 2-3 years is indeed no longer an international class program but more of a bilingual class. So in providing materials also from me to.. the students even though we have the module, yes.. the module uses English but if the explanation.. the PPT is also made in English. But the explanation is indeed two. So use English first and then use Indonesian.	
64 65	P	How does the flow of communication in class like, Miss?	Effective Communication (line 64-75)
66 67 68 69 70 71 72 73 74 75	P	From the students..I mean from the students, finally there are those who ask questions, right? For example, if they want to ask something they don't understand.. They sometimes ask permission, "can I use Indonesian miss?" Like that.. So maybe the question is deeper and clearer, right? In the end, it's like that. So I also understand what their difficulties are, right, and they can also freely say I don't understand this miss, usually it's like that. Can you explain it again, miss.	

76 77	R	That means... Even though it's a bridging class, students can mix their mother tongue, right?	Language Usage (line 76-101)
78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101	P	So indeed.. Now what is bilingual.. English and mother tongue are mixed in international program classes and that... almost happens in all international program classes. And that.. what is it called almost happens in all classes. But there are classes that indeed... I can say 70 percent use English, 30 percent are just like... is there anyone asking questions? So it's just for bait, but for explanations and that.. the nature of important material is in English. So it's like architecture class. And thank God... the students also answer or ask questions in English. So indeed for the standard that.. The system standard goes back to each study program. Where the lecturer finally enters the class and gets students like that... yes, they try to adjust, adapt, oh some of the students can and some can't. Yes.. that means we meet in the middle, in the middle usually like that. So yeah..so far because it's been bilingual like that so far..if for understanding the material itself..thank God the absorption is 60 percent, if it's from the material. So, I mean there are questions or not...That's in class, for example I will give questions either in English or in a language like that, right?	
102 103	R	Is this method effective for students' understanding of the material presented in class?	Effective Communic

104 105 106 107 108 109 110 111 112 113 114 115 116 117	P	But back again, if... on that day... okay, I already understand it, right? But activeness also influences long-term understanding. Well, that's also a factor from the students. So from what... you could say the demographics are students. There are those who actively ask questions... but there are only a few people. There are also those who... What's the name... there are also those who can criticize, why is it like this? In English they can also or sometimes they are critical but in Indonesian. But is it okay to just use Indonesian? But there are also those who just keep quiet. So back again to understanding, even though they are already bilingual... it goes back to the students.	ation (line 104-117)
118 119	R	Then, how do you respond to local and international students who use non-standard English in class?	Non-Standard English
120 121 122 123 124 125 126 127 128 129 130 131 132	P	There is that in the FBE class since 18 there have been international students in the international program class and what is it called in FIAI, the 19th batch, there are only those in 19th and 2021 there are none in 22. Well, what is it called if the one in FBE is also treated differently? If the one in FBE is because he is from Yemen and he is what is exposed to English, usually eee if I explain English first then Indonesian but after Indonesian everyone will speak English again, what is it called, so for example, like asking permission, so for example, I will explain Indonesian, his name is Kamal. Eee I will explain	(line 118-165)

<p>133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149</p>		<p>this in Indonesian, Miss, Kamal? yeah like that okay. But there has been an explanation in English first, so it's like just what to solidify with Indonesian, but indeed ee this child is also learning Indonesian because he is alone, you know, in the international class, he is the only one, even though there are many seniors, yes, the 19th batch has 20, there are contents like that, it's just like that. So little by little he caught on. If the FIAI is a Thai kid, so he actually understands better if he uses Indonesian because he is half Malay, if he is from southern Thailand, that is, ee, so eee, what is it called, he is Muslim. Then after that, eee, more, the term is more understanding, more understanding if he uses Malay, it is Indonesian, so yeah, it's still English. English first, then Indonesian. So he just understood.</p>	
<p>150 151 152 153 154 155 156 157 158 159 160</p>	<p>P</p>	<p>If..what is my perception, maybe for uh initial opinion is that it needs to be appreciated, so they enter the international program, either because their parents told them to or finally they followed their friends, at least they wanted to because there are cases where they made mistakes, right? There are cases where they registered or whatever, they made the wrong choice, they were also thought to be IP, uh, what, for example, they didn't know that the language of instruction had to be English, there are some who dropped out of the international program.</p>	

161 162 163 164 165		Well, those who entered or what's called jumping in, first of all, need to be appreciated because they already know that they will use English, but their abilities are lacking. Secondly, what is it really like in the class in the international program itself?	
166 167 168 169	R	You said, if students are allowed to mix English with their mother tongue and non-standard English. Does that mean their target language cannot be achieved?	Language Improvement (line 166-185)
170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185	P	So it's like giving, not just teaching, so uh, the lecturers in the international program give a little counseling session. Like encouraging you to enter the international program, you have to take lessons outside. Or if you don't have time, you can use Duolingo. Especially now, especially now, they are Gen-Z, so they can't be separated from their cellphones, tablets, and so on. So, whatever application you use on your cellphone, it's up to you. But if you continue like this, what's it called, you won't be able to progress. You don't want to drop out in the middle, right? It's already expensive, you know, and you're in school too. So actually, it's like we give advice in class and it turns out that it's not just for every meeting, for example, planning or whatever.	
186 187	P	Complaints from all lecturers who want to teach international programs, why do they use their	Language Usage

<p>188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216</p>	<p>mother tongue? Then it should be yes Actually, there are some lecturers who ended up being the same as before the beginning, but before the pandemic, there were lecturers who had a reception, ah, I can't teach in the international program because I have to use Indonesian, but it turns out that seeing the number of students who entered, wherever they are, they have to use Indonesian. What's the difference if you give regular? So actually, the opinion is that it's a shame if they still use Indonesian, the term mother tongue, in the international program class, in the end, eeee, it doesn't form, right, the mentality for Oh, what's my name, my arena after graduating is global, international, you know, it's different from student, making them aware of that is difficult, especially maybe because I always teach in the first batch, so in the first year only, I mean, eh, semester one, semester two, ee, I just never taught above that, There is a 5th semester but it's already a TOEFL class so the term is what the material is about is only TOEFL, right? Because there are other materials like writing and all that, there are more that are explored, right? If TOEFL is only taught that, so they give advice like that, but indeed many of them after entering the third or fifth semester, well, that's when it was felt that Oh yeah, that's right, if I want to survive, I have to study more because the demands of the study program are also like that, so</p>	<p>(line 186-237)</p>
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217 218 219 220		yes, eee, what, yes, must be more eee, the term for the use of the mother tongue is still trying to be minimized from each individual, it's just that if there are materials that are difficult or they don't want.	
221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237	P	If it's in FIAI, I don't know, but if it's in FBE, it's mainly in accounting, accounting and management. So, if it's in management, ee, as far as I know, there was an ILETS class, so ee, so besides teaching English there, they also get an IELTS class, so what they're after is no longer CEPT because according to the study program secretary, if IELTS is good, CEPT and TOEFL, God willing, it can always be like that. Well, if it's management, if it's accounting, they tend to have regular classes too, accounting. Yesterday, they were just about to be invited to collaborate for this next semester, what's the model called, ee, a writing class, so they're more concerned with writing a thesis or writing, for example, like business and so on, it's called. If it's in accounting, it's called ACCA, if it's economics, it's a TOEFL class, so you get it in semester 3 or 4.	
238 239 240	R	Have you ever faced challenges while teaching in a bridging class involving a mixture of your mother tongue and non-standard English?	Effective Communication (line 238-
241 242 243	P	If the challenge is actually the beginning, so what's the name, I started teaching in 2016, class of 2016. Well, that's the actual material, ee, in terms of	

244		material because the material in the first semester is	
245		writing essays. Then in the second semester, we	
246		asked students to do mini study, but in groups, so	
247		not individually like that. Well, my difficulty at that	
248		time was, ee, delivering material about study, while	
249		ee, what's the name, I just graduated from S2 in and	
250		it turned out to be challenging, so how many years	
251		was that? Yes, two, two, three years because the	
252		material was the same as the class of 16, 17, and 18.	
253		Well, when I was in class of 18, I started to get used	
254		to it. Oh, the way to teach study to student is like	
255		this and that, and study is also difficult because you	
256		have to, what's the name, make an introduction,	
257		what's the formulation, what's the name in English	
258		and you have to, ee, sometimes you have to use	
259		Indonesian too so that they understand. Because	
260		they, what's the name, want to be the first class,	
261		right? Moreover, it's only the second semester,	
262		right? They just graduated from high school, if they	
263		have never done a scientific paper in high school,	
264		it's really a new experience, error, well, this and that	
265		are challenged like this, so delivering material	
266		because for me it's also new, but in what's the name	
267		of this new batch, I mean the ones from the	
268		pandemic to the post-pandemic, now the challenge	
269		is time because bilingual, right? I have a target	
270		today, the material is up to this point, sometimes it	
271		doesn't reach that point, so the challenge is time	
272		because that's why I have to repeat, sometimes there	

273		is, then explain one by one, even if there is an	
274		activity, now it's visible if there is an activity. For	
275		example, because here individuals are like that in	
276		the FBE class, the FBE class is big. Well, for	
277		example, if it's an individual, it looks like the fast	
278		one, for example, someone who has good English	
279		skills is fast, if not, well, those who are struggling,	
280		so they have to wait first, so it's actually a challenge,	
281		eee, in mixing languages, this is time, so sometimes	
282		there are meetings that don't meet the target, so in	
283		the end, there are mostly homework assignments	
284		and many people ask, ah, I definitely have	
285		homework, what can I do, but it doesn't arrive,	
286		right? And next week I have to do something else,	
287		something else, like that. So if global mobility so far	
288		I went to southern Thailand so for promotion so like	
289		if I have to do what is it called gaining international	
290		students so from there So yesterday at the beginning	
291		of this year actually no so I entered the international	
292		affairs office so one of the divisions is international	
293		mobility and for gaining in 2019 I sent it to	
294		Bangkok then at the beginning of this year I sent it	
295		to Hajay, Somgklak I mean if I don't have it yet,	
296		super it's to southern Thailand so for promotion so	
297		like if I have to do what is it called international	
298		dining from there So yesterday at the beginning of	
299		this year actually no we already because this is also	
300		entered the international road affairs office so what	
301		is it called in one of the divisions is what is	

302		international mobility and for gaming Yes	
303		sometimes we are sent where in 2019 we send it to	
304		Then at the beginning of this year 2023 This is for	
305		the Hajj, the term is like a presentation about the UII	
306		scholarship that we offer to high school students	
307		there and Yes what is it called the challenge is there	
308		are schools where they speak good English, right	
309		Especially Thailand, yeah there are some who don't	
310		go to school who are indeed Sometimes we ask	
311		ourselves, what language should we use for our	
312		presentation, Malay or English? There are schools	
313		where we use Indonesian, it's okay, it's not okay, eh,	
314		our students understand that some only use Malay,	
315		so English, God willing, Malay, because eee, our	
316		students don't all use English, so eee, even during	
317		promotions, when it's international, the international	
318		language is English, yes, we still use it, eee, Michael	
319		language itself uses Indonesian, BTS also uses it,	
320		that's academic background 5 themselves, have they	
321		ever taken international classes or did they suddenly	
322		jump in and teach international classes, eee, no? If	
323		eee, this is the reason, eee's background, what's the	
324		name, eee, what did you follow English, both of	
325		them are literary sciences, but the concentration is	
326		English, so it's really for work, they are involved in	
327		international classes or those based on or what's the	
328		name of the bride who speaks English, she said she's	
329		done it. So when I graduated from my	
330		undergraduate degree, I was offered to teach at a	

331		junior high school, but I couldn't stay there for long,	
332		only one year, so like in junior high school, the class	
333		started, not because of the current program, but they	
334		accepted me, so the business was using English, but	
335		because they were talking about bilingualism, so it	
336		was still half, not six in the morning using tempeh to	
337		catch up on class 1 and class 2, so there were only	
338		two batches at that time, well, when I was there for	
339		a year because what was the name because the	
340		degree didn't match, if I was studying in junior high	
341		school, I had to take SPD, I mentioned literature, so	
342		I didn't need a Masters, then I taught here and	
343		because I had often worked using English, right? It	
344		wasn't something that was almost like that, but it	
345		was for the experience of English, for example,	
346		having lived in Australia, I also know SMS, so what	
347		was the purpose of the experiment that came out and	
348		found out that being an international student existed,	
349		but of course it was different from when, for	
350		example, we had told them, we also knew that it was	
351		different because, eh, what was the name, there were	
352		friends whose undergraduate degrees were like	
353		snakes, right? What kind of solid is it, so that later	
354		they will be an organization or they will be different	
355		from schools in terms of material? So what is it	
356		called that can be taken when I was in school,	
357		namely the experience when I arrived there, the	
358		school material was all new, yes, and when I was	
359		traveling there, I knew I couldn't speak English at	

360		all, so I really learned English on the spot, so I had	
361		the chance to join a class at school at that time, eee,	
362		it was called Can't Street Generation, for	
363		international English, they entered a class called ISL	
364		English second, well, for the remaining locals, they	
365		had their own English blog, so in the end, it was just	
366		that class, so there were Indonesian student, there	
367		were South Africans, Thais, so my friends were all	
368		international, but we were told to always use	
369		English, so I gathered with friends from Indonesia,	
370		we weren't allowed to speak Indonesian, it was like	
371		that because there were friends who were wrong,	
372		not only local people, so English, everyone had to	
373		use their own English, so that's why the file was	
374		built and that was one lesson that I wanted to accept,	
375		bring it to class if you are used to it. If English even	
376		if for example you can't if for example you want to	
377		listen you can definitely understand but back to the	
378		awareness of students yes they want it or not they	
379		sometimes invite you English is actually already	
380		exposed yes I mean not like that but yes they want it	
381		or not to express their opinions about even though	
382		English does not have to be grammatical and for	
383		example mixed up with words there are English	
384		from Indonesian for example like that It actually	
385		doesn't matter so eh I have to just incident no I you	
386		speak whether you want to use a drummer it doesn't	
387		matter if it's mixed with Indonesian it doesn't matter	
388		what's important you speak if you speak eh then you	

<p>389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417</p>	<p>can learn because eee Then if in Australia the lesson is not grammar if Indonesia is different yes if Indonesia from elementary school is directly like mathematics is given a formula like that in Australia it's not like that Okay today we are reading like that yes the book is the same So in class there is a set of books like that the same book is just go ahead later if it's wrong he will correct it maybe so we know well eee practically don't know don't need to know how many grams so learning-defending that after eee we write from so in The Indonesian language classes are held twice a week, fighting rating and diary reading, then after that speaking is like a presentation model, so what was your opinion and then we might write this, write that, the 3 themes that you worked on last week. It's up to you yesterday's holiday Well, later we've written those 3 things that are just one paragraph, no need for too many, so one paper like that, polio like that, there are already three checked by the teacher, oh this is wrong, this should be the problem, right? Paste this If this is used, we don't want to do that, at that time we didn't ask why because it's only profitable for people, why Okay, we Can we also use a method like that? Yes, it was explained internationally that was in Australia earlier, can it be applied to Indonesia, which I don't know is quite effective In my personal opinion, what was applied in schools earlier, only in Australia was effective, what's the</p>	
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418		name because English is also the material that	
419		doesn't add, except for mathematics, we do have	
420		stages, for example, if for example, elementary	
421		school class, this first, later this is big, there's	
422		familiar algebra, statistics, blah blah blah, actually it	
423		adds But it's not used all like that, right Well,	
424		actually, if you are us, we do have to be selective in	
425		choosing that, just the method, yes, the absorption	
426		method is up to you, but that method can't be used in	
427		all materials if the material is racing. Okay, we will	
428		make it like that and that if for example the material	
429		is different But if it also might affect so in that	
430		school eee there is a management that is also made	
431		like that you are late, well the tires are only but if so	
432		in that class for example your grades are the best	
433		and most interesting you will get a red cartoon	
434		reward Later that month or what for example	
435		August 1st you get from any class Lilis what which	
436		one I was there collected later coincidentally next	
437		there will be an announcement You also use that	
438		with what or what right Later you will get a	
439		notification like that later usually there will be a	
440		gathering like that Later also a certificate what is it	
441		called or something like that so that's right junior	
442		high school right Well that's what I think can	
443		actually be taken from the previous system but if for	
444		example eee the student actually if Let's today Wow	
445		cool the champion 1 through this like that only in	
446		class so they. Oh okay but yes that was here to	

447		create engagement what is it called all students that	
448		finally have to see the dynamics of the class	
449		between Well that's not with this Quiz model like	
450		that sometimes there are those who are told yes	
451		usually the one who wins huh like that well	
452		strangely you are the model like that who is very	
453		beautiful so one question I have is that right there	
454		are types like that directly for example what then	
455		also some like some don't So it's really eee the	
456		challenge is eee the material maybe for the last one	
457		yes so alone international English class like that Is it	
458		also already using this international is suitable for	
459		people or for students who are improving their	
460		English results like that because it's still five	
461		minutes but with the power of energy that is the first	
462		because it's international it must be everywhere We	
463		ourselves actually have a university for international	
464		gaming to make their mindset is I am the term like a	
465		representative of Indonesia in the outside world, you	
466		know, personally, the last English might be about	
467		what is our topic today maybe for what is it called	
468		the mother tongue yes the mother tongue and mixed	
469		with English international class that program can't	
470		be avoided like that but it can be minimized.	
471		Namely with even though for example the hammer	
472		doesn't have to be high, it doesn't have to be exactly	
473		50 for example, so 400 like that and what's the name	
474		or 350 ethically with that we can map out what	
475		international students are like, what's the problem	

475		like because whether they are those who enter	
476		international programs or for example transfers,	
477		their efforts must still be appreciated So they want	
478		to even though currently what's the name, eee, that's	
479		a good thing but it can be improved.	
480	R	Thank you very much, Miss. Wassalamu'alaikum.	Closing
481	P	You're welcome, hopefully it's useful.	
482		Wa'alaikumsalam.	

Coding of Participant 2

Line	Subject	Descriptions	Aspect
1	R	Okay, Bismillahirrahmanirrahim.	Opening (line 1-9)
2		Assalamu'alaikum Warahmatullahi Wabarakatuh.	
3	P	Wa'alaikumsalam Warahmatullahi Wabarakatuh	
4	R	Could you please introduce yourself, Miss, by name	Opening (line 1-9)
5		and educational background.	
6	P	Let me introduce myself, my name is Nida, a	
7		lecturer in the bridging class and also the Secretary	Opening (line 1-9)
8		of the Study Program. I once did a student exchange	
9		while studying in Taiwan for several years.	
10	R	Let's just start, Miss. The first question. Can you tell	Language Usage (line 10-88)
11		me as a lecturer who teaches in a bridging class, of	
12		course English is the language of instruction where	
13		lecturers and students are required to use it in	
14		discussions or interactions. And what are the	

15		institutional regulations regarding the use of this	
16		language?	
17	P	I've ever done this eee thesis or study for this study.	
18		Okay so if this has also eee with Mr. Nizzam yes He	
19		also eee what study in this context field like that eee	
20		yesterday with Hamid and so the context if at ITC	
21		we call it Eh I use Indonesian, that's the context we	
22		continue to try to full input like that but there are	
23		times when eee students who eee are really not	
24		capable anyway because there are some because the	
25		provisions are that English is not what is it called	
26		not not the main feeling to enter Like that Ee yes	
27		Mr. Nizam or Ezi yes yes so eee what is it called not	
28		all students so sometimes we still use that language	
29		as a supporting language like that in ee our courses	
30		or learning because even though the Study Program	
31		text is different, right eee finally I teach it eee in this	
32		context. We consider it as something natural when	
33		the language is A or Indonesian we juxtapose after	
34		we do this explanation usually like that or the ppt	
35		materials eh mandatory English but we still eee	
36		accompany using Indonesian especially for student	
37		who for example when discussing eee or Q&A like	
38		that they still don't understand it we usually double	
39		with the use of Indonesian because it is considered	
40		easier yes but the context is because we also have	
41		international eee we still respect him by trying to	
42		keep it like that but the context is when there is	

<p>43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 63 64 65 66 67 68 69 70</p>		<p>indeed such as students eee Well if you or what from Indonesia really need language assistance like that we usually eee Give an explanation like that so indeed Indonesian is only a supporting language yes the main language is English and is it certain that For example in class we deliver English then Indonesian or indeed when needed if someone wants to ask and he asks. Can we use Indonesian or do we just directly ee Special terms in English finally there are some sessions that use Indonesian when the students are fully local But when for example there are international students we try to do it fully in English first then the companion eee if it's for student for students it's usually for friends who are quite confident they will ee directly English but when friends feel it's difficult to express themselves in the context of English they will suddenly blurt out in Indonesian even though Usually we will Come on English come on this is English but usually because of the closeness also influences the context friends if to me the context is like a big brother Yes they consider me like a big brother so eee the closeness makes them not hesitate to immediately speak Indonesian But if Sir Herman has been taught by Sir Herman? taught No It's okay not regular eh not even IP is regular yes making English is indeed a library for speaking English but because of the context of closeness. Usually when it comes to me, eee, student tend to be more inclined</p>
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71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88		to ee because of my Indonesian, yes, like that, wis wis, a little Indonesian, yes, like that, but I still try to eee because it has an effect, yes, eee. Our hope is that IP also boosts them for ee, so the achievement is still ee, graduates who are able to work at an international level like that, so the hope is that when they graduate, they're already Apple to the Lonely list stick, but yes, that's the context, eee, maybe because I'm also eee too close to them, in the end there's that context that makes the student eee tend to speak Indonesian rather than dance English. So eee if in eee formally it should be full English but in the context like before eee there is eee opportunity for certain occasions where they suddenly speak Indonesian like that eee whether I like it or not I keep reminding them to go back to speaking English or use English.	
89 90 91	R	What do you think about students who mix English with their mother tongue and non-standard English in international classes?	Non-Standard English (line 89-109)
92 93 94 95 96 97 98	P	For example, even though later when for example they finally try I don't understand what you're talking about, sometimes it's like that, right? They exist because many of us feel that there are eggs that we haven't gotten, right? So, so we want to throw it out, we end up using English, but why doesn't it work, eh, it doesn't work, what does that mean?	

99 100 101 102 103 104 105 106 107 108 109		Then in the end, eh, it still works, I ask them to try to speak English first, when it doesn't work, well, never mind, then they'll speak Indonesian or speak with their own accents, right? For example, Indonesians who are Sundanese, they will use Indonesian versus Sundanese, eh, sing wong Javanese, sometimes it's jokes, sometimes it's babies, no, there are people, eh, when we talk nonsense like that, like that, like that, it's just joking in class, it's nonsense, it's nonsense, like that, in English, it's not funny.	
110 111 112	R	With the rule that allows students to use their mother tongue, will communication in class be much more effective?	Effective Communication (line 110-133)
113 114 115 116 117 118 119 120 121 122 123 124 125 126	P	In fact, in the field, it turns out that student also need more explanation using their mother tongue or Indonesian because, if possible, from Me itself, what is more important is the vision and mission of IP, yes, for what, yes, to make graduates able to work in our global way internationally or indeed, the explanation for student is much more important, language is an ability that they must have in the context of communication skills, whether it's conversation or riding like that. But for content for knowledge, it is mandatory for them to understand first, but for language, yes, or communication skills, this is a skill that we will later form from walking so there are also glasses here, what is it called if for	

127 128 129 130 131 132 133		knowledge, okay, we finally try so that they want it or not, we convey the material until they understand because that is the lecturer's obligation, yes, the obligation to teach, yes, hopefully we are in debt until we die. What is it called, for example, if for example, if for example, my understanding is like that?	
134	R	What about the target language, which is English?	Language
135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154	P	So eee Because the teacher is indeed obliged eee Wrong Value to teach until they understand so ee in my opinion ee To pursue that vision we use programs that Aini has for example Oh student, this medium should indeed be in English but because the context was understanding, we also pursue the achievement of English language skills, we also pursue finally there is a companion program for this language skill, we have several interesting programs too, because also if I know that yesterday there was a program, what was it to Malaysia? But maybe it's not all of them, so it also needs to be sexy, so how about those who are not selected, you know, Uncle, so that they can get the facilities provided by IPC itself for the 2018 batch, eh, at that time, eh, before the pandemic, eh, before and after the pandemic, but for 2019 and 2020, they, eh, what's the name, there are EE who are selected to be companions who go eh with eh, group 21, but there are some who are only fully online. So we still try to make them get	Improvement (line 134-206)

<p>155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183</p>		<p>exposure to other cultures, not only from the door, but we also provide opportunities, for example, if they want to join the iPad, right? Later, we will still have certain financial support to join friends who join Isek or, for example, use the forum or, for example, shortcut activities, besides, for example, if they want to register themselves, usually, we will still support this year because, because, this is also an evaluation of the right one, e2021, we will bring a team of 50 people, in terms of energy, financial and human resources, it will be completely absorbed, so that, finally, for the 22nd batch, God willing, we will select it, later, the rest who are not selected, we will ask them to look for conferences like Ezy, like that, right? International, cool, then, or use the forum or Ice or others, and we support the funding like subsidies because the e feature is also not fully funded, but, we just support it, so programs like international programs are still there, for example. We also have an inbox program, right? Like yesterday, eh friends from Malaysia Um, that eee came to Jogja eee, is this group we work together, hi also PBI who haven't been far away, yes, haven't joined yet, so what's it called? Keep being exposed to eh what to the student, what do you get? Why eee the opportunity to speak multi-cally, it's exciting, we're open like that, LCD, so there are indeed many programs, there are also awg, Enon workshop on Golden station, we have many</p>	
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184 185 186 187 188 189 190 191 192 193 194 195 196 197 199 200 201 202 203 204 205 206		<p>programs, later like selling products, but it's also interesting, right, because that's also one of the factors, there's boarding meses, we can meet with what's it called, people there also use English, it's just different according to the English standard, right, if from one of my studies, the text mentor is in, for example, from wood, if this mattress, eee, he stated that watching ehsan/that's not only from America or Britain and it turns out that it can be adjusted from the details. Even when friends who are of the Malay ethnic group, they finally find a way to use Indonesian which is Malay-Malay, understand, yes, in Malay, Malay, even though there are many Malay vocabularies which are very different from Indonesian, right? So the context is like going round and round, right? If we are going round and round, it means that IPC has been part of IPC since 2018 or what year, I mean, I was in 2018 but I got pregnant, so it was like we exchanged, eh, this one is different from this one, but at that time it was from 2018. Well, from 2018 until now, yes, 2023.</p>	
207 208	R	Are there any challenges faced by Miss in this international class?	Language Usage (line 207-252)
209 210 211 212	P	Is this itself yes it has an experience that is eee difficult or there is a challenge in itself to deliver material using English then it turns out that responding to it is also not in English according to	

213		the needs of the student from IPC itself so it can be	
214		honestly told that I am not I am honest I am honest	
215		to my fellow teachers also I am honest to my fellow	
216		lecturers also indeed the internet channel secretary	
217		program but I'm not the one two release this list like	
218		that yes Even in terms of structure if for example	
219		what is it called eee in the TOEFL test maybe it is	
220		lower or other friends like that only those who are	
221		stuck-steady if Javanese people say what are they	
222		just reckless like that because at that time the choice	
223		was indeed better in the Study Program than going	
224		home like that but the context after teaching because	
225		Mbak Iden also used to Sorry I'm from here	
226		different ee call Luis okay eee what is his name eee	
227		I used to do my Masters in Taiwan. So I also use	
228		English there, but I was also reckless when I went	
229		there, so I was like the KB model, the model went	
230		up one volume, it was only 580 580, went there,	
231		then spoke the language that I understood, yes, I	
232		understood, eee, speaking it was still difficult at that	
233		time, then I went home, thank God, I was given the	
234		opportunity to hold the IC, Ee, yes, I understand,	
235		Hahaha, what's my term, eee, I try my best to speak	
236		English, but when I was like Edi said, eee, when I	
237		find, eee, obstacles to focus, it must be like that,	
238		because that's what I experienced when I was in	
239		Taiwan, eee, not all the words or meanings that I	
240		want to convey in detail, I can find them in English,	
241		so I still mix it with Indonesian when I think, for	

<p>242 243 244 245 246 247 248 249 250 251 252</p>		<p>example, a note, eee, for example, an island destination, Eh, this understanding or explanation is lacking, it's not very good, so finally, I will still add it, for example, Introduction to Communication Science, two classes, the hours are 09.30 to 12.00, then 01.00 to 03.30, or there are also some from 01.00 to 03.30 to 6 o'clock, I used a cassette tape to play it over and over again when I was tired, so I apologized honestly to my friends, I apologized to ask their permission, okay, I will speak Indonesian, but usually I still do this.</p>	
<p>253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269</p>		<p>Although because of the context, I feel unfair to them, they have paid more, right? But why do I just have that context? First, because I didn't find a deeper explanation. Second, it's exhaustion, exhaustion, not speaking in my mother tongue because, yes, exhaustion, exhaustion factor, eee. The third is usually eee for intermezzo to make the class lively, so that the class is more drenched, usually different without using Indonesian. Earlier, there was also an interesting story from Miss whose Master's degree was in Taiwan, yes, accompanied by one of her friends from Indonesia too, and in that class, Miss faced people, were they only Taiwanese or outsiders? Then also Is there also an effect and how when that interaction can happen like that with the meaning that eee Miss can communicate with eee Thai people yes then or even for example there</p>	<p>Effective Communication (line 253-312)</p>

270		are those who go to school from negative even so	
271		how is that one one batch eee 13 people so 13	
272		people there are some from Poland there are some	
273		from Russia there are some from Italy there are	
274		some from South Korea eee Thailand and Vietnam	
275		and eh Indonesia and England eee and Yaris one ee	
276		that ee they Alhamdulillah they are very fluent this	
277		is only ASEAN people Let's say Indonesia Vietnam	
278		and and Thailand whose English is eee very	
279		accented very dialect each dialect yes eee if the	
280		friends who are Italy Korea then eee Green ee then	
281		Poland they even multi link Wedge eh most of them	
282		not only speak English but they can speak their	
283		mother tongue well Italian italic Polish-slow eh with	
284		Chinese or even some even eee can speak Dutch can	
285		speak this multi language right eee my friends well	
286		when that with my idea who had just graduated	
287		from S1 and TOEFL which you know only how	
288		much that is that eee and I just went abroad for the	
289		first time and met people like that Or So I What do I	
290		want to do until finally my way is because my friend	
291		who is Indonesian is English I asked for help I mean	
292		like this, my fortune is like that, but more or less the	
293		same as usual, also going there, this is reckless with	
294		the teacher, this is also with yesterday I came home	
295		before returning to Indonesia, I felt like eee I've	
296		learned a lot here, eee and I don't want people to be	
297		people who are just big, big, understand, yes, high	
298		with their knowledge, arrogant, arrogant, like that, I	

299		have to be able to share with people and people are	
300		comfortable with me, not with my high ego, but	
301		with what I have, I share it, that means God willing,	
302		it will be made easy, maybe the last one, yes,	
303		viewers, because actually, eee, the time is 30	
304		minutes to 1 hour, but it turns out that in just a short	
305		time, I've got a lot of insight and I think if you look	
306		at the answer, it's enough, maybe it's true that from	
307		before it was around 45 minutes and thank God, yes,	
308		and this, anyway, later on, there will be photos,	
309		whatever, this is all, this is what it's called, it's not	
310		enough, like that, just a voice note, it's okay, just	
311		consider it as if it's okay for you, but maybe we	
312		touched on the last one at the beginning.	
313	P	Is it possible what can improve the	Language
314		comprehensiveness comprehensiveness in	Improveme
315		delivering the material like that eh students can	nt (line
316		understand better if we use the mother tongue but	313-359)
317		here is it also with the mother tongue that the	
318		problem is disturbed yes with the program delivered	
319		or carried by IPC itself and is it also possible with	
320		mother taxis or no standard English eh Advance	
321		language skill and better compare yes and headline	
322		improve English skills because if we really want to	
323		improve the language yes it must be forced so there	
324		is no mixing of the mother tongue with English it	
325		should be like that and his own response to what	
326		happened like this how well this question is also the	

327		same as Mr. Nizam at that time what is the name of	
328		the return is to earlier I returned to earlier if for the	
329		text it is true that eh being able to use English will	
330		encourage people to be more skilled or faster in	
331		honing their skills because English is a skill right.	
332		This one is like giving smoke every day used it will	
333		be skilled like a knife if every day this is sharpened	
334		like that it will be sharp like when we learn guitar if	
335		what's the name if we don't practice then it won't be	
336		stiff anymore eee the context is that's why in every	
337		session when friends eee ask or suddenly speak	
338		Indonesian I will say why do I want to say English	
339		first like that eee what is Sayur B ee later when I	
340		really don't understand then eee in Indonesian to	
341		accompany it like that I also did the same when for	
342		example ee something similar happened to me but	
343		the context again eee because the international class	
344		ee this is like this is advice from Mr. Nizam jeruk	
345		this has not happened to not get the class has never	
346		had laser Oh where has he not said eee English class	
347		ee international eee class is not eee about only	
348		Understand someone Ko The program remains but	
349		the achievement for knowledge remains Ee We still	
350		boost the quality even though we have to use the	
351		mother tongue accompanying language like that eee	
352		we still make that Jo but for the skills earlier eee	
353		what is international program with not only about	
354		link But how do they understand can speak with	
355		Well, with the various programs that exist, in my	

356		opinion, it's more like that, Ji Oke. You get the	
357		knowledge, but also their English is not only Force	
358		from everyday speaking classes, but there are also	
359		other supporting programs.	
360	R	Okay Miss, thank you very much.	Closing (line 360-362)
361		Wassalamu'alaikum.	
362	P	You're welcome, Wa'alaikumsalam.	