

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

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

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

A. INTRODUCTION

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

Indonesian Journal English Language Teaching

Juliana Othman



Indonesian Journal English Language Teaching:

The Routledge International Handbook of English Language Education in Indonesia Subhan Zein, Fuad Abdul Hamied, 2025-10-29 This handbook is a landmark volume offering an unparalleled exploration of English language education in the world's largest archipelagic nation. Home to over 17,000 islands and more than 600 ethnolinguistic groups, Indonesia has an extraordinary linguistic and cultural diversity making up a unique context for English language education. With the growing prominence of Indonesia's superdiversity, this comprehensive resource on English language education in the country is timely. This handbook assembles cutting-edge research reviews from a diverse group of contributors, both Indonesian and international. It investigates key themes across six major areas: history and policy, curriculum and assessment, pedagogy, teacher education, English in the education system, and innovative approaches to the English language teaching and research. With perspectives ranging from historical and sociolinguistic to pedagogical and ideological, the chapters provide a multidimensional understanding of the complexities and opportunities shaping English language education in Indonesia. An essential resource for academics, policymakers, teachers, and students, this volume not only captures the dynamism of English education in Indonesia but also charts pathways for future scholarship, practice, and policymaking. It serves as a critical reference for anyone seeking to understand and contribute to the evolving landscape of English language education in the nation.

Proceedings of the 19th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2022) Vu Phi Ho Pham, Andrew Lian, Ania Lian, Ngoc Tue Hoang, 2023-04-07 This is an open access book. We really appreciate the contributions to the success of the 18th AsiaCALL from participants from the United States, Spain, Australia, Japan, South Korea, Austria, Indonesia, India, Philippines, Thailand, Bangladesh, Taiwan, Saudi Arabia, and Palestine, and Vietnam. We also acknowledge the efficient local organizers from Hoa Sen University who paid great efforts and time to run the 18th AsiaCALL International Conference online. Without you, such effective colleagues, AsiaCALL could not gain such good, prestigious fame. AsiaCALL is honored and delighted to announce that AsiaCALL2022, the 19th International Conference of the Asia Association of Computer Assisted Language Learning, will be held on November 26-27, 2022. It will be hosted by the Hanoi University of Industry (HaUI), Hanoi, Vietnam, at 298 Cau Dien street, Bac Tu Liem district, Hanoi, Vietnam. The Conference will be hybrid, both virtual mode delegates outside of VN and face-to-face mode local delegates. Aims and Scope: The mission of the AsiaCALL International Conference is to give researchers, educators, and teachers from all over the world a place to share their teaching experience and classroom research. This is done through conferences and seminars. Selected full papers presented at the AsiaCALL International Conference will be published in the Conference Proceedings and Journals with Open Access to share the participants' research, teaching experiences. Furthermore, ASIACALL is a place where its members can be able to network and share work and research interests with other professionals in the field to maintain collaboration and advocate the use of technology in your educational environments.

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Early Language Learning and Teacher Education Subhan Zein, Sue Garton, 2019-02-26 Language teacher education is widely identified as one of the most important areas that needs addressing in order to improve early language instruction yet research into teacher education for early language teachers remains relatively sparse This volume responds to this gap by compiling studies with diverse methodological tenets from a wide range of geographical and educational contexts around the world The volume aims to enhance understanding of early language teacher education as well as to address the need to prepare early language teachers and assist them in their professional development The chapters focus on the complexity of teacher learning innovations in mentoring and teacher supervision strategies in programme development and perceptions and knowledge and assessment in early language learning teacher education The volume offers comprehensive coverage of the field by addressing various aspects of teacher education in different languages The contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers but with an emphasis on the implications for practitioners

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Pragmatics of Vietnamese as Native and Target Language Carsten Roever, Hanh thi Nguyen, 2013 The volume offers a wealth of new information about the forms of several speech acts and their social distribution in Vietnamese as L1 and L2 complemented by a chapter on address forms and listener responses As the first of its kind the book makes a valuable

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LETS, 2015

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Current Index to Journals in Education, 1997-10

Linguistics and Language Behavior Abstracts, 2008

Managing Evaluation and Innovation in Language Teaching Pauline Rea-Dickins, Kevin P. Germaine, 1998

Managing Evaluation and Innovation in Language Teaching focuses on the connections to be made between evaluation and change in language education with a specific focus on English Language Teaching The book demonstrates the central importance of evaluation in relation to language projects and programmes the management of change and innovation and in improving language teacher development The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching covering a number of cultural and ethnographic studies in evaluation management in different world wide contexts as well as drawing insights from other related disciplines The editors seek to draw attention to the possibilities of inter disciplinary exchange to inform the reader of current practice and highlight emerging issues in the expanding field of evaluation in language teaching especially in ELT The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching It will be of particular interest to those involved in the management of innovation and the evaluation of projects and programmes such as curriculum developers Director of Studies and professionals with a special responsibility for bringing about change in language teaching contexts

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