

Indonesian Language as a Lingua Franca in English Class at Community Learning Center (CLC) Pontian Fico, Sabah-Malaysia

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ABSTRACT

The purpose of this study is to explore and describe the use of the Indonesian language as the lingua franca in learning English at the Pontian Fico Community Learning Center, Sabah-Malaysia. The Community Learning Center (CLC) is the center for Indonesian learning activities in Sabah-Malaysia. Students who join the CLC are Indonesian citizens. The type of method used in this study is qualitative with data collection using interview techniques. The data analysis techniques are collecting data, reducing data, analyzing data, and verifying data. The results of this study indicate that the teacher uses Indonesian as a lingua franca by considering two things, namely the teacher's background and the student's background. The use of Indonesian as a lingua franca has advantages, among others, teachers and students can communicate in two directions. However, among these uses tend to display code mixing to explain the pronunciation of vocabulary. The conclusion drawn from this research is that the use of Indonesian as a lingua franca in learning English at CLC Pontian Fico is the right step.

Keywords: Indonesian language, lingua franca, english class

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INTRODUCTION

Education is the right of every Indonesian citizen, including those in border areas. Autonomy and community emphasis is a priority in the implementation of education anywhere. Therefore, the Indonesian government provides educational services for the Indonesian people in Sabah-Malaysia by establishing a Community Learning Center (CLC) as a forum for the children of Indonesian migrant workers to receive education. (Wahyudin, et al., 2020).

The school is based on the Kota Kinabalu Indonesian School. Graduates who complete their studies at CLC will receive a formal diploma from the Ministry of Education. The certificate is useful for continuing school to a higher level. The diploma was obtained through the educational program for pursuing equality packages A, B, and C organized by the Consulate General of the Republic of Indonesia Kota Kinabalu and the Indonesian School of Kota Kinabalu (Anita, et al., 2021). In addition to the equality program, students

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also have the opportunity to take the National Examination (School Examination) formally. The application of learning in CLC tends to be less strict but more flexible or informal. Informal characteristics are represented in their flexible management (Subiyantoro and Prabowo, 2020).

The teachers who teach at CLC are Indonesian teachers with different study backgrounds. Each CLC is occupied by a limited number of teachers. Teachers who teach must master other skills apart from their field of study. This means that teachers must teach some basic subjects such as Indonesian, English, and so on. According to Anita et al. (2021), Indonesian teachers who teach at CLC are multi-role teachers. Teachers are expected to be able to teach with limited teaching materials, media, and so on. The teacher is the main key in learning. For example, in learning English, teachers with non-English educational backgrounds must teach English according to the applicable curriculum. This is certainly a tremendous challenge for Indonesian teachers who teach at CLC.

Based on the above phenomenon, the researcher is interested in conducting a case study related to the use of Indonesian as the lingua franca in learning English at CLC. This is based on the characteristics of teachers who have different study backgrounds in each CLC. Researchers want to explore more deeply related to the use of the language of instruction in learning English. This is important to do as an illustration for the government to improve learning English for children of Indonesian migrant workers in Malaysia.

The theory that underlies this research is the lingua franca concept. Lingua franca is a linguistic term that means "language of instruction" or "language of association" in a place where speakers of different languages are spoken. Wardhaugh defines a lingua franca as a language of communication commonly used by people of different mother tongues. Lingua Franca is a language adopted by speakers of different cultures to be used together as a means of communication (Wardhaugh, 1988). Meanwhile, according to Trudgill (2000) lingua franca is the language used as a language of communication in a community environment that is different from the mother tongue or first language. Simply put, the concept of the lingua franca is a means of communication for people who do not have the same mother tongue. Hassan, et al. (2017) revealed the same thing that a lingua franca is defined as an intermediate language. This language is used to facilitate the communication process of people who have different mother tongues. In line with that, Samarin (1987) said that "The term lingua franca is usually taken to mean "any lingual medium of communication between people of different mother tongues, for whom it is a second language". Therefore, the language chosen as the lingua franca is the language understood by the communicating parties. In addition, the language used as a lingua franca is expected to be able to convey information quickly.

Research related to Indonesian as a lingua franca has been studied in several contexts. First, Nuryanyo (2015) examines Indonesian speakers as a lingua franca. Second, Wuriyanto (2019) examines Indonesian for foreign speakers as a lingua franca. Third, Bella (2018) examines Indonesian as a lingua franca in the Barter Market. Fourth, Nugraha (2018) in his thesis examines the strategy of making Indonesian the lingua franca in Southeast Asia. Fifth, Poedjosoedarmo (2006) examines Indonesian as a lingua franca in the Javanese speech level system and its functions.

The previous research led to a conclusion that researchers have not found specific research related to Indonesian as a lingua franca in learning English. Previous research is still at the general level. As far as being traced, studies related to Indonesian as a lingua franca are still rarely done. This is an interesting opportunity for researchers to reveal a portrait of Indonesian as a lingua franca in learning Indonesian in non-formal schools.

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METHOD

The type of method used in this research is qualitative. This method was chosen in line with the research objective to describe the use of Indonesian as a lingua franca in learning English. In line with this, basically this type of qualitative method is descriptive with an emphasis on in-depth analysis related to the situation being studied. In addition, this type of method does not test hypotheses and statistics (Idrus, 2009). This qualitative research with a descriptive approach was conducted to explain the research without providing manipulation of the data under study.

Specifically, the object of this research is the non-formal school Community Learning Center Pontian Fico, Sabah Malaysia. The level of education at this CLC is the junior high school level. One of the non-formal schools that serve the education of the children of Indonesian migrant workers in Malaysia. The source of the data in this research is the Indonesian teacher who teaches at CLC who acts as the main informant. The data collection technique was done by interview. The data analyzed are the results of interviews with CLC teachers. Data analysis techniques include several processes such as collecting data, reducing data, presenting data, and verifying data (Miles & Huberman (1992).

FINDING

Based on interviews that have been conducted, researchers found that Indonesian teachers at CLC Pontian Fico in Sabah-Malaysia used English Indonesia as a lingua franca in learning English by considering several things. These considerations include aspects of the teacher's background and the background of the students. Aspects of the teacher's background, there are two teachers who teach English subjects at CLC Pontian Fico. Mathematics studies Teachers who teach refer to the Indonesian Curriculum (Kurikulum 2013). Even though teachers teach in non-formal schools, they must still refer to the values of the applicable curriculum. Aspects of the background of students, students are children of Indonesian migrant workers who use Malay as the first language and Indonesian as a second language. The position of English as a third language or foreign language.

These two aspects are important considerations in the use of Indonesian as a lingua franca. Teachers have difficulty in using English as the language of instruction because it is not part of the field of study. Meanwhile, the language background of students is also a consideration because of limited vocabulary. So, Indonesian is the best solution to be the language of instruction or lingua franca in learning English. This is because the mother tongue of teachers and students is different.

Research informants said that the use of Indonesian as a lingua franca in learning English at CLC Pontian Fico, Sabah-Malaysia has several advantages. First, students tend to be more familiar with the material being taught. Second, students are not afraid to ask the teacher. Third, it is easier for teachers to explore learning according to the teacher's abilities. Fourth, the teacher is able to communicate the material effectively and smoothly. Fifth, students and teachers can ask questions and answer without restrictions.

In the use of Indonesian as the lingua franca in learning English, code mixing often occurs. Code mixing occurs when the teacher wants to explain certain definitions or wants to introduce certain vocabulary to students. This is done to provide examples of English vocabulary and pronunciation to students. Indonesian dominates the code-mixing process in learning English.

DISCUSSION

The use of Indonesian as a lingua franca in learning English that has been carried out by Indonesian teachers at CLC Pontian Fico is relatively in line with government policy that there are no specific rules regarding the language of instruction in foreign language learning. This is in line with the assumption of Nursanti (2016) that there are no regulations or policies of educational institutions for the use of language for teaching English. Language teaching in English class can be determined by the teacher who teaches English as a subject. Teachers only determine the use of language based on their judgment or the approach they use for language learning. Furthermore, to determine the use of the language of instruction for English classes, the teacher actually has two types of alternative language teaching, namely using English only or English combined with Indonesian or first language students. However, in this study, CLC teachers used Indonesian as the lingua franca considering the different mother tongue backgrounds of teachers and students.

The background of the mother tongue of the students is Malay while the teacher's mother tongue is Javanese. This finding is in line with the findings of Subiyantoro and Prabowo (2020) that the use of language during the learning process at CLC tends to use Indonesian and sometimes mixes Malay and Indonesian in learning in general. The use of the language of instruction in learning at CLC refers to the background of the mother tongue of the students so that learning can run effectively. The use of Indonesian as the lingua franca is the right step. This is based on the position of Indonesian as a second language or even a third language for students at CLC (Aswan, 2019).

The use of Indonesian as a lingua franca in learning English at CLC is in accordance with the statement from Arung (2015) that one of the roles of Indonesian is to be used as a situational language which refers to the use of Indonesian in certain levels of students in different classes in teaching. This type of role refers to the partial use of Indonesian as the language of instruction in English classes only because of the different levels of cognition and attitudes of students in different classes. (Arung, 2015). It can be said that CLC teachers use Indonesian by considering the cognitive development of students.

In general, the learning approach used by the teacher in learning English is a communicative approach. The use of Indonesian is expected to be able to realize two-way communication between teachers and students. This is in line with the theory of Purwo in Muchlish (1991) that the communicative approach in learning considers several things. First, teaching language by not emphasizing on memorizing correct sentence forms, but on providing students with provisions about various possible strategies in communicating. Second, enriching the use of language in various situations. Third, providing continuous training to communicate in various aspects of language. Fourth, the use of language by paying attention to language politeness.

The researcher found that the use of Indonesian as the lingua franca in learning English at CLC Pontian Fico was appropriate considering that learning English is one of the most difficult lessons. This is in line with the statement from Megawati (2016) that there are many difficulties faced by students when learning English. This is because English has become a foreign language used in certain conditions and by certain people not in daily activities. This is directly proportional to the view of Widyastuti (2019) that the use of Indonesian and English in education should support each other considering that we have now entered the era of globalization. So, the use of Indonesian as the lingua franca in learning English does not reduce the essence of the learning. As for another perspective, Haryanto's

research (2016) reveals that the Indonesian language used in learning English can make it easier for students to understand important points in learning English.

In this study, researchers have not studied more comprehensively related to the factors that cause code mixing. As done by Mohzana (2017) that internal code mixing that occurs are habits, limited mastery of good and correct Indonesian, situations, and forgotten factors. In addition, there are factors that occur over code, namely mastery of Indonesian language, habits, clouds and speakers. This issue can be addressed in further research.

CONCLUSION

Researchers draw a conclusion from the results and discussion. The use of Indonesian as the lingua franca or language of instruction in learning English at the Pontian Fico Community Learning Center, Sabah-Malaysia through teacher considerations. The teacher's consideration is based on the educational background of the teacher and the mother tongue background of the students and teachers. The use of Indonesian as the lingua franca in learning English has a positive impact on the ability of the learning process. As for its implementation, the use of Indonesian as a lingua franca often occurs when the Indonesian code mixes with English which is used to provide examples of vocabulary pronunciation and definitions.

This research is still limited so that the researcher recommends several things to prospective researchers with similar topics. First, this research is still in the qualitative realm, so the correlation between Indonesian as a lingua franca and students' understanding has not been tested. Second, this research is still limited in examining the factors that influence code mixing in the use of Indonesian as a lingua franca in learning English. Third, this study has not revealed how the perspectives of students relate to the use of Indonesian as a lingua franca in learning English.

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