Exploring the Utilization of Indonesian Language Among International Students in Bilingual Education: An Analysis of Pedagogical and Cognitive Strategies

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ABSTRACT

The present research examined the pedagogical and cognitive strategies employed by an Indonesian teacher to enhance the use of the Indonesian language among students in her bilingual class. The study was conducted within the framework of a linguistic ethnographic design. The researcher conducted an observation of the teacher's classroom, documenting observations through the use of field notes. The observation was guided by the framework established by Schwartz and Asli (2014). A semi-structured interview was administered to gather insights into the teacher's viewpoint and difficulties encountered while instructing her bilingual class. The predominant strategy utilized by the teacher was translanguaging within a sentence, with gesture being the subsequent technique most frequently employed. The utilization of a translation methodology was infrequently employed. Notwithstanding the implementation of pedagogical and cognitive methodologies, the educator faced two hindrances: (1) pupils who communicated in English instead of Indonesian and (2) challenges in allocating time.

Keywords: BIPA; culture; cognitive; international student; learner

INTRODUCTION

Bilingual education has garnered considerable attention, particularly among international students, foreign laborers, and tourists (Rahmat et al., 2023). The Indonesian government has instituted a bilingual education initiative to incorporate the Indonesian language with foreign languages in diverse educational establishments, encompassing schools, universities, and foreign language institutes (Sneddon, 2003; Nugraheni et al., 2022; Tiawati et al., 2023). Furthermore, the program fosters a favorable learning atmosphere and provides job prospects for international laborers. This implies that the Indonesian language has been selected as the instructional medium owing to its

extensive usage (Mulyaningsih et al., 2022). Bilingual education offers several advantages that have led to the establishment of various private entities, commonly referred to as bilingual schools, catering to students from kindergarten to university level, as well as BIPA institutions and associations (Suyitno, 2007; Bahtiar & Nasrullah, 2019). Bilingual educational institutions adopt an immersive pedagogical strategy that requires learners to predominantly communicate using both Indonesian and a foreign language, both within and beyond the confines of the classroom (R. Tiawati, 2018; Pujo Leksono & Tiawati, 2020; Putri et al., 2023).

Despite the prevalent popularity of bilingual programs, educators encounter numerous challenges, particularly those in BIPA. As per the findings of Susanto (2007), Hardini et al., (2008), and Khaerunnisa & Mutiarani, (2018), stated that bilingual programs are often designed with insufficient emphasis on Indonesian language components such as modules and teaching materials. Additionally, BIPA teachers face challenges in teaching Indonesian to international students. Furthermore, the notable factor of educators' inability to teach using the target language, specifically in science, mathematics, and art, owing to their focus on cultural and everyday practices, has been identified (Petra et al., 2012; Saddhono, 2017; Rachman et al., 2019). Indonesian teachers of Indonesian as a second language (BIPA) are often tasked with ensuring that students effectively employ the target language within a bilingual educational setting, as evidenced by relevant sources. The educational institution, APPBIPA, situated in Padang City, West Sumatra, Indonesia, and serving as the secretariat of Padang State University, has pledged to provide a curriculum that conforms to international benchmarks for students across the globe. The aforementioned academic institution in an urban setting has significantly expanded enrollment figures. As a result, there has been a significant increase in international students, foreign workers, and tourists seeking to improve their skills and knowledge or to take a short break. The academic institution incorporates traditional and Islamic teaching methodologies, utilizing Indonesian English as the primary language of instruction. Furthermore, the academic institution incorporates Kemdikbud textbooks to teach the Indonesian language and supplements these educational programs with additional textbooks to enhance their effectiveness.

Based on researchers' observation findings, it has been determined that 15 students with varying linguistic backgrounds have registered at this educational establishment. Therefore, individuals may encounter challenges when studying in a bilingual environment. Educators face difficulties creating an environment that fosters Indonesian-English bilingualism among non-native students, including integrating the Indonesian language and culture. Educators must possess efficacious methodologies to introduce students to the Indonesian language. Notwithstanding its bilingual nature, the students must demonstrate superior competence in Indonesian compared to their mother tongue, English.

In Indonesia, the English language has gained significant popularity among the younger generation, despite not being their native tongue (Rachman et al., 2019). As a result, the younger cohort has attained greater English language proficiency in their routine endeavors, surpassing their aptitude in the Indonesian vocabulary (Isnaniah & Islahuddin, 2020). The factors above may lead certain individuals or their guardians in Indonesia to overlook the importance of diligently pursuing academic pursuits in the Indonesian language. Despite a significant number of Indonesians being proficient in various local languages, the importance of acquiring proficiency in the Indonesian language has not been given an equivalent level of attention. On the other hand, many people recognize the significance of acquiring proficiency in Indonesian, which is commonly used in everyday communication (Fitriati & Rata, 2020). Consequently, this has decreased emphasis on its perceived importance as an academic discipline.

On the other hand, the state of being bilingual does not inherently necessitate that students exclusively employ the target language. Contrary to common misconceptions, utilizing the Indonesian language is not the sole linguistic practice in Indonesia. Following the employment of regional vernaculars, Indonesian serves as a secondary language for specific individuals. This implies that a significant segment of the populace in Indonesia demonstrates competence in using two or more languages. An individual can acquire proficiency in at least one regional language alongside the official language of Indonesia. Acquiring Indonesian as a primary language is limited to foreign laborers, academic communities, and international scholars.

LITERATURE REVIEW

Bilingual education refers to a pedagogical approach that involves using two languages as the medium of instruction in a classroom setting. Bilingualism pertains to the aptitude of an individual to proficiently comprehend and communicate in two distinct languages. Communicating and interacting with individuals from diverse linguistic backgrounds is a valuable and advantageous skill. Moreover, bilingualism yields social and cultural advantages. This facilitates interpersonal connections between individuals from varying cultural backgrounds, promoting mutual comprehension and compassion. Bilingual individuals can effectively navigate diverse linguistic and cultural environments, enabling them to engage in significant communication and cultural interchange. Bilingualism can expand one's educational and professional horizons, given that numerous employers and institutions highly regard language proficiency and cross-cultural competencies. To summarize, speaking two languages fluently, also known as bilingualism, is a highly advantageous skill with a range of cognitive, social, and cultural advantages. The ability to effectively communicate across linguistic and cultural barriers provides individuals with opportunities to expand their personal and professional lives.

Bilingual education is an instructional approach that integrates multiple languages within the classroom setting to facilitate the teaching and learning process. As per Rahmat et al., (2018) findings, bilingual education is designed to cater to students whose first language is not the same as their mother tongue. Ratnasari (2019) utilized a bilingual approach, incorporating two languages, Indonesian and English, to provide guidance. For effective education, BIPA teachers must possess the ability to identify their students' language and cultural needs and to appropriately plan the delivery of instruction (Rodriguez, 2019). According to Yingxuan et al., (2023), it is recommended that a bilingual lesson be conducted in an authentic Indonesian environment, which may be situated either within or beyond the confines of the classroom. Encouraging international students to communicate in Indonesian beyond the confines of the classroom presents a considerable challenge, as Suyitno (2007) noted. The crucial factor for success in executing bilingual activities, whether within the classroom or beyond, is the presence of a proficient BIPA instructor. A teacher proficient in two languages must comprehensively understand language proficiency, cultural subtleties, student requirements, instructional modification, and evaluation techniques. Through cultivating and sustaining these cognitive domains, a bilingual educator can proficiently facilitate academic progress among students and establish a comprehensive and captivating bilingual pedagogical milieu. Therefore, a proficient level of bilingualism is a requisite for teachers who instruct in a classroom utilizing two languages. Proficiency in both spoken and written language is essential, as individuals should possess the ability to comprehend and articulate themselves with precision in both languages. This level of

skill guarantees that individuals can comprehend the educational material being disseminated and proficiently interact with students, parents, and colleagues.

Comprehending cultural nuances in a bilingual context extends beyond mere linguistic proficiency. A bilingual educator must possess a profound comprehension of the cultural aspects that are linked with both languages. Cultural awareness encompasses understanding customary practices, values, traditions, and norms that may impact instructional techniques and communication patterns. Comprehending cultural nuances enables educators to appreciate and comprehend the viewpoints and experiences of their pupils, thereby fostering an inclusive and supportive learning milieu. Subsequently, the process of contextual adaptation. Bilingual educators must comprehensively understand their pupils' distinctive requirements and obstacles in a bilingual environment. This entails acknowledging the language proficiency levels of individual students, comprehending their language backgrounds, and customizing instruction to suit their needs. In addition, understanding the context aids educators in modifying pedagogical approaches, instructional resources, and evaluations to facilitate students' understanding and acquisition of knowledge in both languages.

The employment of translanguaging represents the primary approach. Translanguaging as a pedagogical strategy follows language acquisition research and fosters a more comprehensive and equitable educational experience for bilingual individuals. The statement recognizes the intricate and ever-changing characteristics of language utilization and presents a structure for utilizing the complete linguistic range of pupils to facilitate their education and growth. The system integrates language drills in a bilingual format.

The current study aims to investigate the pedagogical strategies and obstacles of a BIPA teacher in promoting the use of the Indonesian language in a bilingual classroom. This research is prompted by the widespread discussion surrounding the effectiveness of bilingual education, particularly in utilizing the Indonesian language as a medium of instruction and the challenges international students face in using Indonesian English. Bilingual education in Indonesia typically involves the utilization of both Indonesian and English as the medium of instruction for academic subjects within the classroom setting. This study aims to reveal certain linguistic elements that may arise during the teaching and learning process, originating from the teacher's first language. Instances of this nature have been detected within the International student cohort at Padang State University, Indonesia, wherein instructors typically employ either English (L1) or Indonesian language (L2) depending on the student's level of proficiency. The findings of this observational study indicate that the educator implemented a versatile bilingual approach, with translanguaging being the predominant technique utilized. Implementing the translanguaging approach facilitated the acquisition of the second language and enhanced the students' interpersonal abilities. This study is motivated by the discoveries above and the limited amount of literature on bilingual education in the context of Indonesian language instruction, rendering it a compelling area of investigation.

METHOD

The research employed linguistic ethnography as a methodology, facilitating the utilization of linguistic and ethnographic techniques to explore diverse social contexts (Rahardi et al., 2023). The present study advocates for a recommended approach to investigate a case study about daily activity issues, as suggested by Schwartz, (2018). Specifically, this approach is deemed acceptable for examining the circumstances surrounding BIPA teachers' efforts to enhance the use of Indonesian among International students in bilingual classrooms. The present study employed a

linguistic approach to examine language usage and an ethnographic approach to explore the limitations encountered by BIPA instructors in implementing instructional techniques to foster Indonesian conversation in bilingual classrooms. The study involved the observation of classroom activities during instructional periods, with the use of field notes to record linguistic strategies. Additionally, individual semi-structured interviews were conducted to gain further insights based on the teaching experiences of educators in bilingual classrooms.

Participants

The research was conducted at an academic institution, APPBIPA Sumbar, located in Padang City, West Sumatra, Indonesia, with a secretariat at Padang State University. This urban academic institution has experienced a notable increase in international students, foreign workers, and tourists seeking to enhance their knowledge and skills or to take a short experience. A BIPA teacher, along with one class comprising 15 students, got engaged in the study. Consisting of 70% male and 30% female students. The age of the students varied between 17 and 20 years. Out of the total of 15 students, a male student exhibited fluency in the Indonesian language owing to his prior residence in Indonesia during his kid years. Two female students exhibited fluency in Indonesian, owing to their father's mixed Indonesian-Dutch heritage. The remaining individuals lack prior experience in studying the Indonesian language. At this educational institution, there was only one teacher. BIPA teacher in question has successfully obtained a Magister's degree in Indonesian Language Teaching from Padang State University in Indonesia. Presently, her are pursuing a Ph.D. program in Indonesia. She demonstrated a high level of competence in the Indonesian language. In addition, the BIPA teacher in question was 32 years of age and strongly inclined to employ diverse pedagogical and cognitive approaches to pursue education.

Instruments

The research design encompassed two primary methods for data collection, effectively capturing the multifaceted aspects of the classroom dynamics. The first mode involved classroom observation, during which the researcher adopted a passive observational role. This approach allowed for a comprehensive understanding of the teaching performances and activities within the bilingual classroom. The researcher meticulously documented observations, providing insights into the interactions among the teacher and pupils, as well as peer interactions among the pupils themselves. Field notes, serving as an essential component of the data collection process, were meticulously maintained to ensure the accuracy and thoroughness of the qualitative observations.

In conjunction with classroom observations, semi-structured interviews were employed to delve deeper into the pedagogical practices and experiences of both the teacher and pupils. This approach facilitated a rich exploration of the instructional techniques utilized in the bilingual classroom, enabling the researcher to capture the nuances of teaching and learning interactions. The framework underpinning the pedagogical approach was derived from Schwartz (2018) instructional techniques, which guided the design of the interviews and the subsequent data analysis process.

By combining these two complementary data collection methods, the research was able to provide a holistic view of the classroom dynamics, pedagogical strategies, and the learning experiences of both the teacher and pupils in the bilingual setting. This multifaceted approach enriched the analysis and interpretation of the study's findings, allowing for a nuanced

understanding of the factors influencing language acquisition and educational outcomes within the bilingual classroom.

Procedure

The study was conducted within the educational institution APPBIPA, which follows a regular schedule from 08:00 am to 4:00 pm, spanning Monday through Friday. The students at this institution engage with four distinct subjects within a single day. For data collection, our focus was directed towards the Indonesian subject class, which served as the primary context for our observations.

During the data collection process, meticulous observations were made within the Indonesian subject class. One Indonesian teacher was the subject of our observations, and we closely documented her teaching activities. Each session within the class is extended for a duration of 100 minutes. To capture a comprehensive overview of the teaching strategies employed, we diligently recorded any activities that corresponded to the strategies outlined by Schwartz (2018). It's important to note that during our observations, we maintained a passive role and refrained from interfering with the teaching process, ensuring the natural flow of instruction.

In addition to classroom observations, semi-structured interviews were conducted to gain deeper insights into the pedagogical experiences and practices within the bilingual classroom. These interviews were conducted in both Indonesian and English, offering a well-rounded perspective on the subject matter. The interviews typically lasted around 30 minutes, providing an opportunity for participants to share their experiences and insights.

To analyze the collected data, the research process followed the steps recommended by Sudaryanto (2015). The initial phase involved the organization and collection of data, followed by comprehensive readings and coding based on the observable information obtained from the classroom observations and interview transcripts. These coded data were subsequently categorized into distinct themes and descriptions, facilitating a thorough interpretation of the emerging patterns and findings.

In the case of interview data, the process included transcription, coding, and the arrangement of responses into thematic categories, ensuring a systematic and comprehensive analysis of the interview data. These rigorous data collection and analysis methods served as the foundation for our exploration of language acquisition and pedagogical practices within the bilingual classroom.

RESULTS

The teaching session initiated with the teacher's routine attendance checks to ensure the presence of all students, a typical practice in the classroom. To engage the students and activate their prior knowledge, the teacher posed an introductory question related to the subject matter to be covered in the upcoming lesson. This initial question served the dual purpose of gauging the students' familiarity with the topic and preparing them for the new material. Having ascertained the students' previous exposure to the subject, the teacher proceeded to review and reinforce their understanding of the content from the previous lecture. This revision step is a valuable instructional strategy aimed at solidifying the foundational knowledge and ensuring a smooth transition to the new material.

Following this review, the teacher introduced the day's learning objectives, which included the memorization of an idiom, accompanied by an illustrative example, and a phrasal word in

Indonesian. The idiom and phrasal words were intended to enhance the students' language proficiency and comprehension, providing them with practical language skills. This teaching approach aligns with the principles of language acquisition, emphasizing the importance of vocabulary and context in language learning. The teacher's methodical approach to instruction highlights her commitment to effective pedagogy and ensuring her students' grasp of the subject matter.

In the primary instructional segment, the teacher engaged the students in a multifaceted approach that encompassed listening, speaking, and reading skills. The teacher began by assigning questions from the textbook, which each student answered independently. Subsequently, the teacher facilitated a comprehensive discussion, reviewing and analyzing the answers collectively. This interactive process encouraged active participation and enhanced the student's comprehension of the subject matter. For the development of speaking skills, the teacher employed a partner-based activity, wherein students collaborated to create short dialogues centered around selected topics. This exercise aimed to strengthen their oral proficiency, encourage conversational skills, and enhance their ability to express themselves in Indonesian.

To further nurture the students' reading skills, the teacher directed them to read a text provided within the textbook and subsequently answer a series of concise questions about the text. In instances where students encountered vocabulary challenges, the teacher employed gestures to elucidate the meanings of specific words. The utilization of visual aids through gestures appeared to be an effective strategy as it garnered positive student responses and motivated them to engage in the learning process. Notably, the incorporation of multimedia elements in the form of videos added an engaging dimension to the classroom environment. The student's enthusiasm for learning Indonesian via videos reflects the positive impact of technology-enhanced instruction on their engagement and language acquisition.

Throughout the learning experience, a fusion of English and Indonesian languages was evident. While the students predominantly conversed in a blend of both languages, they tended to pose questions to the teacher in English. However, when interacting with their class, Indonesians remained their preferred mode of communication.

As the lesson approached its conclusion, the teacher addressed the learning objectives by revisiting the day's content. She encouraged students to recapitulate their newly acquired knowledge and inquired whether any aspects of the subject remained unclear. In addition, she provided a brief preview of the upcoming material to prepare the students for the following class. This three-phase instructional strategy, encompassing review, content presentation, and preview, demonstrates a well-structured and effective pedagogical approach.

Throughout the teaching and learning process, it is noteworthy that the teacher predominantly employed Indonesian English over the local languages. Among the various language strategies employed, translanguaging, involving code-switching and code-mixing, emerged as the most frequently used strategy. Gestures, another significant aspect of the teaching methodology, also played a pivotal role in facilitating student comprehension and engagement with the material.

Below are some examples of sentences that consist of translanguaging.

(1) Dimana erasernya? Oh ini dia. (Where is the eraser? Oh, here it is.)

The analysis of classroom language usage revealed a notable occurrence of translanguaging, encompassing both intra and inter-code switching and mixing by the teacher. As

exemplified in sentence 1, the teacher's utilization of the word *'dimana'* instead of the English question word 'where' suggests a momentary code-switching instance. This transition from English to Indonesian was likely inadvertent and may have occurred as the teacher realized the necessity to employ Indonesian, particularly when posing questions to the students. Observational data further indicated that the teacher engaged in code-switching, not limited to isolated words, but extended to entire sentences in her discourse. These instances of code-switching signify the fluidity with which the teacher navigated between languages during instruction. In the classroom context, this adaptive language use was observed to facilitate communication and cater to the student's language comprehension.

Notably, the teacher also supplemented her language instruction with gestures, which were particularly evident in the example provided. In this specific instance, the teacher employed 7 distinct gestures as part of her teaching strategy. Table 1 illustrates the various gestures employed by the teacher during the instructional process. The gestures primarily served as visual aids to convey the meanings of words or phrases to the students. When students inquired about word meanings, the teacher frequently resorted to gestures to visually demonstrate the meanings. For instance, in the case of '()', the teacher used a specific hand gesture to signify this symbol, prompting the students to guess its meaning. This interactive approach encouraged student engagement, allowing them to actively participate in deciphering word meanings. Upon the students' correct identification of the meaning, the teacher subsequently provided the corresponding Indonesian term to aid in vocabulary retention.

In summary, the analysis highlights the teacher's adept use of translanguaging, consisting of code-switching and code-mixing, to adapt to the classroom's language needs. Furthermore, the strategic use of gestures enriched the learning experience by enhancing students' comprehension and engagement with vocabulary and language concepts. This pedagogical approach effectively facilitated the transmission of knowledge and language acquisition.

TABLE 1. Gestured by an Indonesian Teacher

Gestures	Frequencies	Examples
Illustrator	5 times	Doing hand twist to illustrate the word 'whirling' Making the mark bracket '()' with hand
Affect displays	2 times	Laughing, smiling, etc.

While exploring the pedagogical strategies used by the teacher, it is notable that some of the recommended strategies from Schwartz and Asli (2014) were not employed in the classroom. Specifically, the teacher did not utilize the strategy of 'cognates,' which involves emphasizing words with similar meanings and forms across languages to facilitate vocabulary comprehension. Moreover, she did not make use of a 'dual book,' a tool that typically involves presenting information or content in both the student's native language and the target language for better understanding. It's worth noting that the teacher did express a preference for explaining the relationships and word types across languages that she was familiar with. However, due to unforeseen circumstances on the observed day, she did not have the opportunity to incorporate this specific teaching approach.

Regarding the second instrument of data collection, which involved interviewing the teacher, the results are presented thematically. The objective of the interview was to gain insights into the

teacher's perspectives on her teaching strategies, as well as any challenges or barriers she encountered in the classroom.

In line with the interview findings, the teacher shared that her language use within the classroom varied based on contextual factors. She explained that there were situations where she found it necessary to use a combination of English and Indonesian. This bilingual approach involved employing English for approximately 50% of the instructional time, while the remaining 50% was dedicated to using Indonesian as the target language. The decision to adopt this balanced language strategy was likely influenced by the specific educational needs and dynamics of the classroom, as well as her teaching experiences.

In summary, the analysis reveals that the teacher's instructional strategies did not align with all the recommendations provided by Schwartz and Asli (2014). Nevertheless, her teaching approach adapted to the evolving classroom context, and the interview shed light on her flexible language use within the educational setting. This adaptability showcased the teacher's response to the dynamics of language teaching and learning, demonstrating her ability to navigate various teaching scenarios effectively.

> In certain situations, I employ varying proportions of English and Indonesian in my teaching and learning approaches. Sometimes, I use around 80% English and 20% Indonesian, while in other cases, I opt for a more balanced 50% English and 50% Indonesian mix. The choice between these ratios depends on the specific subject matter being covered. For example, when teaching grammar, I tend to use a higher percentage of Indonesian because I believe it's more effective to convey grammatical concepts in Bahasa Indonesia.
> My decision on language usage also hinges on the particular language skills I'm addressing. When teaching speaking and listening skills, I favor using the target language, which enables students to better absorb the language. On the contrary, when instructing grammar and writing, I lean towards employing the local language, as it facilitates the learners' comprehension of the material. Ultimately, my language choice is adaptable and context-sensitive, emphasizing the need to tailor my approach to the content being taught and the student's learning preferences.

The interview with the teacher shed light on her language utilization within the classroom, revealing a flexible and adaptive approach tailored to different situations and the specific content being taught. The teacher explained that her language usage during instruction was not fixed but was context-dependent.

In some instances, the teacher revealed that she employed a predominantly English-based approach, using approximately 80% English and 20% Indonesian. This approach was often adopted in teaching and learning scenarios where the content was deemed more effectively conveyed in English. It was highlighted that the choice to use more English was influenced by the subject matter at hand, with a preference for English when discussing grammar.

Conversely, when teaching grammar, she leaned more toward using Bahasa Indonesia (the Indonesian language). She found this approach to be more efficient in explaining grammatical concepts, likely because it aligned with the student's familiarity with the local language. In such

cases, the teacher chose to switch to Bahasa Indonesia for better comprehension, reflecting her ability to adapt her teaching methods based on the nature of the material being presented.

Additionally, the teacher mentioned that her language choice was also influenced by the specific language skills being taught. When focusing on speaking and listening skills, the teacher emphasized the use of the target language (presumably English), as this approach was seen as more conducive to language acquisition. In contrast, for teaching grammar and writing, she reverted to using the local language. This strategic choice catered to the students' ease of grasping the material and illustrated the teacher's awareness of their learning needs.

In summary, the teacher's language use was characterized by adaptability, with the proportions of English and Indonesian varying based on factors such as subject matter, language skills, and the student's learning preferences. This flexible approach underscored her commitment to effective language teaching and her ability to align her instructional methods with the specific demands of the content and learning context.

DISCUSSIONS

The research findings provide insights into the teacher's utilization of various strategies to promote the use of the Indonesian language in the classroom. Translanguaging emerges as the most frequently employed strategy, encompassing both intra- and inter-sentence forms. According to the teacher's interview, code-switching and code-mixing enhance students' comprehension and learning. This aligns with KUTIPAN (XXXX), which supports the idea that translanguaging enhances student engagement and minimizes limitations. These results are consistent with Schwartz and Asli's (2014) conclusion that educators often rely on translanguaging to facilitate their students' understanding.

Another strategy employed by the teacher involves the use of gestures when explaining a word or phrase. Instead of directly providing the meaning, she encourages students to think and guess the word's meaning. Among the various types of gestures, the 'emblem' gesture is used 7 times. Although this approach involves body language, Ekman and Friesen (1969) concur that gestures effectively support communication. Most of the gestures used by the teacher are aimed at explaining word meanings, and she points at objects if they are nearby. Lipman (1999) suggests that gestures and facial expressions are effective means of conveying meaning. Silviyanti et al. (2020) further affirm that gestures aid students in overcoming difficulties related to unfamiliar words.

The research also indicates that the teacher only occasionally employs a translation strategy, typically limited to essential or highly technical words. Schwartz and Asli (2014) concur that introducing new vocabulary through translation is important for students. In her interview, the teacher acknowledges that she avoids excessive translation. This stance aligns with Bolkvadze (2021) and Thornbury (2008), who argue that constant translation is unnecessary and could hinder students' ability to use the language spontaneously. However, this finding contradicts Ross (2000), who suggests that translation is beneficial for the fifth skill, as it aids students in resolving work-related issues.

The teacher's instructional approach did not incorporate two specific strategies: (1) the use of cognates and (2) dual books. It appears that time constraints during class sessions might have limited her ability to provide comprehensive explanations. However, educators should consider implementing these strategies, as they play a crucial role in imparting knowledge about the relationships between languages to students.

In addition to the strategies she employed, the teacher faced certain challenges when instructing a bilingual class. The research findings reveal that students tended to use the English language instead of Indonesian, which was the target language. The interviews revealed that students' fear of making mistakes and their lack of confidence in speaking in the target language contributed to this situation. To address this issue, the teacher attempted to allocate at least 50% of classroom activities to the target language. She further acknowledged that she used a balanced approach, with 50% English and 50% Indonesian, particularly when teaching language skills. Given the bilingual nature of this educational institution, using a combination of languages is permissible, allowing students to gradually develop proficiency in Indonesian. To encourage students to use more Indonesian in their school environment, it is recommended that incentivizing rewards be introduced.

Time management is another concern expressed by the teacher. She frequently finds it challenging to cover all four language skills within a single class session. Rukmi and Khasanah (2020) argue that bilingual programs may not always be adequately planned. Therefore, the school stakeholders and the teacher should collaborate on developing a syllabus and lesson plans that enable the effective management of lessons and skills within the allotted time frame.

CONCLUSION

This study delves into an Indonesian teacher's strategies and the obstacles faced when instructing students in a bilingual class. The research findings illustrate that the teacher frequently employed translanguaging or code-switching, a common practice in bilingual schools that allows for multilingual communication between students and teachers. However, it's worth noting that the educational institution observed in this study emphasizes the importance of Indonesian as the primary language for instructional purposes. This implies that both students and instructors are expected to use Indonesian more than any other language. The primary issue arises from students' reluctance to use Indonesian more extensively when communicating with others. This reluctance poses a potential challenge to the effectiveness of the bilingual program. To address this reluctance and enhance students' motivation, it is suggested that students be actively involved in creating rules, rewards, and penalties related to the use of the Indonesian language. Additionally, it's crucial to motivate the teacher to communicate more frequently in Indonesian, both during class sessions and in interactions with students outside the classroom. In summary, this study underscores the importance of fostering an Indonesian-speaking environment within the school context, which has significant implications for the success of the bilingual program. However, it's important to acknowledge the limitations of this study, which primarily examines strategies and barriers from the teacher's perspective, with a focus on classroom activities. Further research could explore barriers from a student's perspective and assess the impact of these strategies on students' academic performance. Therefore, it is recommended that future researchers address these aspects to provide a more comprehensive understanding of bilingual education.

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