



Journal of Pragmatics and Discourse Research

journal homepage: <https://jurnal.ppjb-sip.org/index.php/jpdr/index>



How Does The Bilingualism Improve the Student English Ability: a Discourse Case Study on Higher Education

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ARTICLE INFO

Article history:

Received 12 February 2023

Revised 21 April 2023

Accepted 24 June 2023

Keywords:

Bilingualism,
English Ability,
Higher Education

ABSTRACT

In this 4.0 era, using English as a means of communication plays a vital role in many parts, such as technology, education, communication, and many others. Not all people can indeed communicate in English fluently and clearly. Luckily, some people, especially students, use bilingualism to study or learn English. Many of them think of using bilingualism. They can still interact or communicate by using English as a means of interaction. The focus of this research was to find out how bilingualism improves the English student's ability. This research used descriptive qualitative research. Data were collected by using a questionnaire and interview guidelines. Data were analyzed using content analysis and the theory proposed by Hoffman 1991. The research population was all of students of English for mathematics consisting of 35 students. This research used total sampling for the instrument using a questionnaire and purposive sampling for the semi-structured interview. The research shows that bilingualism occurs in classroom interactions such as talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, expressing a group of identity, and the intention of clarifying the speech content for the interlocutor. The analysis shows that students mostly use bilingualism to study topics such as terms, themes, and content. The least used by the student is to clarify the speech content for the interlocutor because the students always think that what the people say is true, and they don't know how to express the clarification in English. However, for English learning, bilingualism has already helped lecturers and students interact and communicate about various topics. It is a good start to introduce English as a foreign language In Indonesian Higher Education, where English is still considered a foreign language.

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1. Introduction

Era 4.0 is the latest technological and industrial evolution stage, characterized by merging digital, physical, and biological technologies. It is also well known as Industrial Revolution 4.0, which refers to the period in which digital technology and artificial intelligence (AI) became a major force in human life (Ali et al., 2022). It is changing the way of working, interacting, and living. It significantly impacts many aspects of human life, including economy, industry, health and education. Digital technologies such as Internet of Things (IoT), 3D printing, machine learning, virtual reality,

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<https://doi.org/10.51817/jpdr.v3i2.629>

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augmented reality, open AI, blockchain, big data analytics and others enable integration and automation in many aspects of life, including the production and distribution of goods and services, health management, and transportation systems (Tekar & Koc, 2019).

The keychain to connect all the digital, physical and biological technologies is language (Zhang & Romainoor, 2023). It is because the language connects each part of the field from one into another. It helps people collaborate, do business, share knowledge, and participate in social and political debates regardless of language and computer skills for example: finding information with a search engine, checking spelling and grammar with a word processor, following spoken instructions from a navigation system, and translating webpages through a web service online. The deficiencies that still exist in the current development of language technology are the use of imprecise statistical approaches and linguistic knowledge and methods that are not applied in more depth.

Language is a form of communication tool humans use for certain information, messages, thoughts and experiences to others (Astuti, 2020). Language can function to the desire of language users in communicating such as conveying intentions or certain information to other people". It is a mean of expression self, and as social control such as verbal and nonverbal communication. Verbal communication is the communication of conveying messages or information directly in spoken or written form, this communication is in the form of words effective in communicating as long as speakers and partners understand and understand the language used. While nonverbal communication is communication of conveying messages or information using language indirectly, such as using the movement of the limbs, this is used for reinforcement of verbal communication. The important role of language in human life currently recognized as a primary need in human social life Alone. Currently, some people are bilingual users or referred to as bilingualism or bilingualism. A person is called a bilingual due to being able to master two languages in communicating called mastering the local, national, and international languages.

Language as code means that a diversity of code (Fanani & Ma'u, 2018). This understanding refers to the intent of switching and code mixing the way of interaction. Codes are usually in the form of a variant of the language used communicated by members of a society. Variant is diversity itself, language which is not one to state the identity of each people in communicating. Someone who knows two languages or a variety of languages is very possible conditioned by symptoms of language transfer or code mixing. It's easy to understand this happened because he might not leave while using one or two languages which he is wearing. Someone might speak Indonesian with English or vice versa speak English or Indonesian. Someone might even language variety of official Indonesian and slang, or vice versa. Whoever experiencing this condition is very likely to occur because of the description of his abilities simultaneously awareness or neglect of its social context.

Bilingualism also influences the process of Education especially in teaching and learning process especially for the English courses (Tina et al., 2013). Actually, there are 3 level of language used by Indonesian society to communicate or interact on their daily life such as the local language, national language (Indonesian language), and English. Local language is quite forbidden to use in teaching and learning. Mostly, the languages used are Indonesian Language and English. Indonesian is highly required to use in the learning process because it will make every party in the classroom understand what the people say. However, In Indonesia, English is still considered as the foreign language. It is only an optional language to use for the communication. Yet, for the English course, the interaction is required in English in order to master the English both speaking and writing, but for the real condition, speaking or writing in English is very difficult not only for students as well as the lecturers or teacher. Therefore, bilingualism often occurs in each interaction or classroom communication (Fitriati, 2015).

Nowadays, the university always requires the academic community such as student and lecturers to master the English in order to increase the level of knowledge of the students and lecturers. It is also to improve the international communication and increase the international networking. By having international communication and international networking, it is expected that the knowledge, interaction quality and networking of both lecturers and students are well-improved. Yet, the university also must face the condition where the Indonesian language must also be improved the use of it in

daily communication. The government also requires the university to use Indonesian for formal interaction. So that, two contradictory things are happening in Universities where in one side that the university must introduce and master the English and on the other side, it also must maintain the use of Indonesian language for the interaction.

As the stated earlier, the occurrence of bilingualism is inevitable during the interaction. The use of bilingual or using more than one language in established-communication happens in the form of code switching and mixing code. Code switching is a transition event from one language to another. It is a symptom of switching language use occurs because of situations that occur between languages and language varieties. Whereas code mixing is a phenomenon or condition of language in which speakers mix two languages or more in speech by inserting elements of one language into another language other (Silaban & Marpaung, 2020), (Octavita, 2017). This event takes place when speakers use a certain language, but there are also fragments of other languages in it. Code switching and code mixing itself has various forms.

Actually, there are some related researchers analyzed about bilingualism phenomenon. First is a research from Waris (2012) who analyzed classroom code mixing and code switching. His research shows that code switching or code mixing is often needed in delivery, which aims to make the interlocutor immediately understand what we are saying, as well as in learning, especially in learning a foreign language. Code switching is an alternative to having conversations in two different languages. It is a widespread phenomenon in foreign language teaching. The teacher makes code switching and mixing in class to clarify meaning and transfer knowledge to students efficiently. Second research also discussed about code switching and mixing in the classroom where they find that from socio- linguistic functions inherent in code switching and mixing can help ESL students transcend from the known (L1) to the unknown (L2), especially in learning complex language contents; making the teacher's work, productive and less strenuous. The research also shows that code switching and mixing have progressive and positive effects in language learning, both for the teacher and learners in the ESL situation (Ezeh et al., 2022). Third is Girsang, (2015) where his research shows that code Switching and Code Mixing used in ANTV television advertisement was Inter-sentential Switching with percentage 32 (32%). Further, there are seven reasons of using Code Switching and Code Mixing based on Hoffman theory, they are Talking About Particular Topic, Quoting Somebody Else, Being Emphatic about Something (Express Solidarity), Interjection (Inserting Sentence Fillers or Sentence Connector), Repetition Used for Clarification, Intention of Clarifying the Speech Content for Interlocutor, and Expressing Group Identity.

Based on the previous research, some gaps and novelties can be highlighted for the new research. Those previous researches discussed mostly code mixing and switching happening in the school conducted by teachers and students. Then, talking about data collection, the data were collected through the conversation recording, taking picture from the advertisement. However, the data were collected through the questionnaire and interview for this research. Then, this research also used content analysis for the research analysis. The gaps and novelties motivate the researchers to conduct the research in higher education.

Finally, this research aimed at how the code mixing and switching affect the teaching and learning process towards the student ability to learn English. It has significant effect that this research could help the lecturers and student to initiate of learning English and then, it would find out how the lecturers and students concern about code mixing and switching for classroom interaction on improving the English ability. By conducting this research there are some advantages of this research for examples: first, this research could affect both lecturers and students of higher education to initiate speaking or writing in English, even though they could not do it completely; second, although many people think that using bilingualism will not master people speak and write in English, but this research could show that both lecturers and students don't have any feeling of afraid or nervous to speak and write because they could switch and ix their language if they don't know the expression.

2. Method

This research used a qualitative research by using descriptive design. The researcher can recognize the subject; feel what the subject experiences in everyday life. Hancock, (2006) informs that qualitative research involves researchers so that they will understand the context with the situation and setting of natural phenomena according to what is being studied. Each phenomenon is unique and different from the others because of the different context. The purpose of qualitative research is to understand the condition of a context by directing it to a detailed and in-depth description of the portrait of the condition in a natural context (natural setting), about what actually happened according to what is in the field of study (Fadli, 2021). It is added by Starman (2013) explained that descriptive qualitative means that as research design for social sciences where it collects and analyzes the data in the form of words and human actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus does not analyze the numbers. It is intended to describe and describe natural and human-made existing phenomena that pay more attention to the characteristics, quality, and activity. Finally, Gheyle & Jacobs, (2017) also argued that descriptive research does not provide treatment, manipulation or alteration of the variables studied, but rather describes a condition as it is. Based on the information above, it can be seen that descriptive qualitative research means a research collecting the data from the human or words influenced by a natural setting where the data are influenced by the context and condition (Nassaji, 2015).

Furthermore, questionnaire and interview guideline were used for collecting the data of the research. Questionnaire is a method or technique for collecting data indirectly, where the researcher does not conduct direct questioning with respondents. The instrument or data collection tool is called a questionnaire or questionnaire, contains a number of questions or statements that must be answered or responded to by respondents (Satya & Roopa, 2017). Questionnaire is a data collection technique by submitting or sending a list of questions to fill in by the respondent himself. Respondents are people who give responses (responses) to the questions asked (Putra, 2017). Type of this research questionnaire used closed-type questionnaire. Closed-type questionnaire used questions expecting a short answer and the respondent to select one of the available questions.

Table 1. Indicators of Questionnaire of Factors of using Code mixing and Switching by Hoffman (1991)

No	Indicators	Sub indicators
1	Talking about particular topic	Terms
		Theme
		Content
2	Quoting somebody else	Direct Quotation
		Indirect Quotation
3	Being Emphatic about something	Mood
		Types of news
		Context of situation
4	Interjection	Filler
		Style
		Surprise
		Compliment
5	Repetition used for clarification	Asking
		Repeating
		Clarifying
		Claiming
		Doubting
		Convincing

6	Expressing a group of identity	Local culture
		Local community
		Naming
		Grouping
7	Intention of Clarifying the Speech Content for Interlocutor	Correcting
		Blaming
		Criticizing
		Stating

Data of the research were students of English for mathematics at Mathematics Study Program of Universitas PGRI Sumatera Barat. 35 students were studying the course registered Academic Year 2022/2023. The research was conducted from September 2022 – December 2022. Population of the research was Students of Mathematics Study program of Universitas PGRI Sumatera Barat. Meanwhile, for the sampling, it used total sampling. It is because the participants of the research are less than 100 respondents. Then, this research also used Interview guideline to collect the data. The interview was implemented by using semi-structured interview. Semi-structured interviews are perceived to have more potential than other types of interviews because they allow researchers to acquire in- depth information and evidence from interviewees while seriously considering the focus of the study. (Ruslin et al., 2022). Then, semi-structured interviews are a widely used technique in development research. It follows a rigid format of set questions and interviews that focuses on specific themes but covers them in a conversational style. It is the best way for learning about the motivations behind people's choices and behaviour, their attitudes and beliefs, and the impacts on their lives of specific policies or events (Raworth et al., 2012). For this research, the researchers distributed the questionnaire after the class was finished and then they gave it to the students. Then, one week after, the researcher conducted the semi-structured interview using interview guidelines. The respondents were randomly selected based on the questionnaire filled by the respondents. The interview guidelines and questionnaire indicators are derived from the theory of factors of implementing code mixing and switching proposed by Hoffman (1991), (Anastassiou & Andreou, 2017), (Samsi, 2016).

However, for the data analysis, the researchers used data analysis steps by using Miles and Huberman such as data collection, data reduction, data presentation and drawing conclusion (Atkinson, 2002). Data collection is collecting data at the research location with conducting interviews, distributing and filling out questionnaires and documentation, Data reduction is a process of selecting, focusing, abstracting, transformation of raw data in the field directly and forwarded to the time of data collection starts from the time the researcher focuses on the area study. Next, data of presentation is an advanced stage of analysis in which the researcher presents the findings of researchers in the form of categories or groupings. Presentation of data obtained from various types, networks, linkages of activities or tables. At last, drawing conclusions is an advanced stage where researchers draw conclusions from data findings.

3. Result

3.1. Research Results

A. Student's Bilingualism on Improving the Student English Ability from Questionnaire

Upon completion of the research, several significant findings emerged regarding the impact of student bilingualism on enhancing their English proficiency, particularly concerning the utilization of code mixing and code switching factors. After the extensive research study, noteworthy findings have come to light, shedding light on the influence of student bilingualism on their English language proficiency. The research particularly focuses on the key factors of code mixing and code switching, which play a pivotal role in shaping students' language abilities. The outcomes of the study provide valuable insights into how bilingualism can positively impact students' language skills, contributing to a deeper understanding of the intricacies involved in bilingual language use. Educators and language practitioners can devise effective strategies to further improve students' English language

proficiency and overall linguistic competence by comprehending the reasons behind code mixing and code switching. These findings underscore the importance of fostering a supportive bilingual environment and incorporating bilingualism as an asset in language learning programs. The research outcomes enhance our understanding of the link between bilingualism and language development and offer practical implications for language educators and policymakers in designing more effective language curricula and teaching approaches.

a. Bilingualism used to Talking about Particular Topic

Bilingualism in the context of discussing specific subjects or topics. Bilingualism refers to the ability of individuals to proficiently engage in conversations and discussions on particular topics using two or more languages. This unique linguistic skill allows individuals to fluidly switch between languages while maintaining coherence and clarity in their communication. By harnessing the power of bilingualism, individuals can effectively express their thoughts, ideas, and expertise in diverse domains, contributing to enhanced cross-cultural communication and understanding. Moreover, bilingualism fosters a deeper connection to one's cultural heritage and opens up opportunities for intercultural exchange, enabling individuals to navigate and appreciate diverse perspectives and worldviews. As bilingualism plays a significant role in today's interconnected world, educators and language advocates need to recognize and embrace its potential in promoting effective communication and fostering a more inclusive and harmonious global community. By nurturing bilingualism in educational settings and beyond, we can harness its transformative power to bridge linguistic and cultural divides, empowering individuals to become proficient and confident communicators across various specialized topics and domains.

Table 2. Student's Bilingualism on Improving the Student English Ability on Particular Topics

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
Talking About Particular Topic	Terms	32	91 %	3	9 %
	Theme	30	85 %	5	15 %
	Content	26	74 %	9	26 %

Based on the student's responses from the student's bilingualism on improving student English ability towards particular topics, it is found that most of the students are improved their English from learning the particular topics such as terms, themes, and contents. It also can be seen that more than 83 % of the students comment that they are helped by communicating towards bilingualism to study English. Only 16 % of the students think they could not be motivated to learn English by using bilingualism. Then, from the sub-indicators, it can be seen that most students love to use bilingualism when learning about the terms. It is because the terms are the new thfor udennts to study for English. When it is compared to learning theme and content of English, the students are also motivated to study and use English for interaction by using bilingualism. Finally, it can be seen that most of the students use more bilingualism to learn the particular topics for English ability.

b. Bilingualism used to Quoting Somebody Else

Bilingualism is employed when quoting someone else's words or ideas. In the context of bilingualism, individuals can seamlessly incorporate quotes from others into their speech or writing. This linguistic skill allows them to draw upon the words and ideas of different individuals, regardless of their native language, to support their arguments, provide evidence, or add depth to their own expressions. By skillfully integrating quotes from various sources in multiple languages, bilingual individuals enrich their communication, demonstrating an appreciation for diverse perspectives and a nuanced understanding of cross-cultural discourse. This ability to quote somebody else in different languages showcases linguistic fluency and highlights the cultural awareness and global

interconnectedness that bilingualism fosters. As bilingual speakers adeptly navigate multiple linguistic landscapes, they enhance their ability to engage with a broader audience and build meaningful connections across linguistic and cultural boundaries. The use of bilingualism to quote others serves as a testament to the power of language as a bridge between cultures, facilitating meaningful dialogues and exchanges of knowledge, ideas, and experiences on a global scale. By embracing bilingualism as a valuable skill, individuals can harness its potential to enrich their own expression while promoting cultural exchange and mutual understanding in our diverse and interconnected world.

Table 3. Student's Bilingualism on Improving the Student English Ability on Quoting Somebody Else

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
Quoting somebody else	Direct Quotation	30	85 %	5	15 %
	Indirect Quotation	30	85 %	5	15 %

Quoting is very important way of learning English. There are two ways of quoting process on writing: direct and indirect. Direct quotation means that the writer uses every word the author uses to deliver their information. In other words, the writer does not change anything from the source information. For indirect information, the writer simplifies or changes the text's words structure but still maintains the source information's message or meaning. For this research, the students are very helped by the way of quoting to improve their writing in English. It can be seen that there 85 % of the students are motivated to use bilingualism on their writing and 85 % of the students are influenced to use bilingualism for the indirect quotation. There are 15 % of the students or around 5 students who are not affected by bilingualism to show their English ability. Next, it can be seen that bilingualism can help students quote information from many English sources.

c. Bilingualism used to Talking about Being Emphatic about Something

Bilingualism is employed to express strong emphasis or passion regarding a particular matter. In the context of bilingualism, individuals can convey heightened emotions and emphasis when discussing a specific topic or expressing their feelings. Bilingual speakers can seamlessly switch between languages to effectively communicate the depth of their emotions and convictions. Drawing on the nuances of different languages, they can emphasize their viewpoints, beliefs, or personal experiences with greater clarity and impact. This linguistic versatility allows bilingual individuals to tailor their expressions, choosing words and phrases that resonate more powerfully with their audience, be it in their native language or a second language they have mastered. As bilingual speakers communicate their passions and convictions, they contribute to a more inclusive and empathetic world where diverse perspectives are acknowledged and appreciated. Embracing bilingualism as a vehicle for emphatic expression enables individuals to navigate the complexities of communication with finesse, fostering meaningful dialogues and promoting mutual respect in our globalized society.

Table 4. Student's Bilingualism on Improving the Student English Ability on Being Emphatic about Something

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
	Mood	32	91 %	3	8,5 %

Being Emphatic about something	Types of news	30	85 %	5	15 %
	Context of situation	30	85 %	5	15 %

Showing empathy is also important to study. Every language has own way to show their empathy for other people. The empathy itself can be derived from three indicators: mood of the persons, type of news that they face on and context of the situation they face on their lives. Based on the student's responses from the questionnaire, it shows that bilingualism also occurs when showing empathy to other people. From the indicators above, it can be seen that most of the students know how to show their empathy in English, although the students use bilingualism. It is seen that more than 87 % of the students are motivated to show their empathy towards bilingualism. Only around 15 % of the students are not helped to use bilingualism to show empathy about something or to other people. So, it can be inferred that by using bilingualism, the students could learn about English towards empathy expression on their daily life.

d. Bilingualism used to Talking about Interjection

Bilingualism is employed when expressing interjections or exclamatory remarks. In bilingualism, individuals can use interjections or exclamatory expressions to convey their emotions and reactions more diversely and dynamically. When utilizing multiple languages, bilingual speakers can effectively choose from various interjections to suit the situation and emphasize their feelings or responses. This linguistic flexibility enables them to add color and intensity to their communication, whether expressing joy, surprise, frustration, or any other strong emotion. Bilingual individuals can enrich their conversations and interactions by seamlessly integrating interjections from different languages, making them more engaging and expressive.

Furthermore, bilingual individuals can connect with a wider range of people from diverse linguistic backgrounds by using interjections familiar to their audience, fostering a sense of camaraderie and shared understanding. Whether expressing excitement, disbelief, or admiration, the ability to employ interjections in bilingual conversations adds a touch of authenticity and relatability, creating a more inclusive and harmonious exchange of ideas and emotions. In conclusion, bilingualism opens up a world of interjection possibilities, allowing individuals to express their feelings and reactions with greater vibrancy and cultural richness. By embracing this aspect of bilingualism, speakers can create more engaging and impactful conversations, fostering meaningful connections and building bridges across language and cultural boundaries. The skillful use of interjections in bilingual communication facilitates effective expression and celebrates the beauty and diversity of languages and cultures in our globalized society.

Table 5. Student's Bilingualism on Improving the Student English Ability on Being Emphatic about Something

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
Interjection	Filler	28	80 %	7	20 %
	Style	30	85 %	5	15 %
	Surprise	30	85 %	5	15 %
	Compliment	28	80 %	7	20 %

Interjection is a process surprising or complimenting made by someone in a conversation. Some functions of interjections used by someone for their conversation include filler, language style, showing surprise and compliment. Based on the student's responses, it is shown that most of the students learn the English by using bilingualism expression during the conversation. It can be seen that around 83 % of the students learn about interjection of English although they do it in

Bilingualism. Next, there are around 18 % of students that could not learn English, even they also cannot do it by bilingualism. It can finally be seen that most of the students are motivated or influenced learning English by using bilingualism and only few students are not motivated to do so.

e. Bilingualism used to Repetition used for clarification

Bilingualism is utilized when employing repetition to achieve clarification. In bilingual communication, repetition is crucial in enhancing clarity and understanding. Bilingual individuals can use repetition as an effective linguistic strategy to reinforce or clarify their message when interacting with speakers of multiple languages. This approach involves restating a particular word, phrase, or idea to ensure that the intended meaning is conveyed accurately, especially in cases where comprehension might be ambiguous. Speakers can address potential language barriers by skillfully incorporating repetition in bilingual conversations and ensuring their message is received correctly. When encountering words or phrases that may be unfamiliar to their audience, bilingual speakers can reiterate the key points or provide additional context to aid comprehension. This repetitive technique fosters clear communication and showcases the speaker's consideration for their interlocutor's linguistic proficiency.

Furthermore, employing repetition for clarification in bilingual interactions cultivates a sense of mutual respect and patience. By rephrasing or reiterating their ideas, bilingual speakers demonstrate their commitment to effective communication and bridge potential language gaps. This approach fosters a smoother exchange of ideas and promotes a deeper appreciation for linguistic diversity and cultural exchange. In conclusion, bilingualism leverages the power of repetition as a valuable tool for achieving clarity and facilitating understanding. By incorporating this strategy into their conversations, bilingual individuals can navigate linguistic complexities and ensure their messages resonate clearly with their audience. The artful use of repetition in bilingual communication enhances the effectiveness of discourse and celebrates the richness and versatility of languages in fostering meaningful connections across cultures and societies.

Table 6. Student's Bilingualism on Improving the Student English Ability on Repetition Used for Clarification

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
Repetition used for clarification	Asking	32	91 %	3	9 %
	Repeating	30	85 %	5	15 %
	Clarifying	32	91 %	3	9 %
	Claiming	28	80 %	7	20 %
	Doubting	25	71%	10	29 %
	Convincing	25	71%	10	29%

Based on the information above, it can be seen that there are some types of repetition for clarification in English. They are asking, repeating, clarifying, claiming, doubting, and convincing. From the table above, it is seen that there are two types of clarification mostly used towards bilingualism such as asking and clarifying. It is responded for 91%. However, there two types of repetition that seldom used such as doubting and convincing where it is responded 71%. It gets low percentage because these two types of the repetition do not frequently occur in communication. Then, it can be inferred that the students are quite motivated, which is around 80 %, for learning English by using bilingualism towards the repetition for clarification in English.

f. Bilingualism used to Expressing a group of Identity

In the context of bilingual communication, individuals often utilize their language proficiency to express and reinforce their group identity. Bilingualism serves as a powerful means for members

of a specific linguistic or cultural community to connect and assert their shared heritage or affiliation. Individuals can vividly display their membership in a particular group by engaging in bilingual conversations and code-switching between languages, fostering a sense of belonging and solidarity. In diverse societies and multicultural environments, bilingualism plays a significant role in shaping social dynamics and fostering a sense of community among speakers of different languages. People with shared linguistic backgrounds often find comfort and unity in using their native or heritage language when interacting with others from the same community. This shared language is a hallmark of their collective identity, evoking a strong sense of pride and cultural continuity.

Moreover, bilingualism can be essential for expressing cultural richness and preserving linguistic heritage. When individuals communicate in their native language or switch between multiple languages, they not only affirm their group identity but also contribute to the broader cultural tapestry of their community. Bilingual expressions, whether in spoken or written form, embody the nuances and intricacies of a particular culture, strengthening its presence and influence within society. In certain settings, bilingualism may also act as a symbol of resistance or resilience. Language has historically been a significant aspect of cultural identity, and in situations where cultural practices or languages have faced challenges, bilingual communication becomes a potent means of preserving and revitalizing these essential elements of identity. By using their languages skillfully, bilingual individuals assert their right to maintain their heritage and heritage in the face of outside pressures or assimilation.

In conclusion, bilingualism serves as a dynamic medium for expressing group identity and fostering a sense of unity and belonging among individuals sharing a common linguistic or cultural background. Embracing and celebrating bilingualism in communication strengthens individual connections and contributes to the vibrancy and diversity of the broader society. By expressing their group identity through bilingual interactions, individuals contribute to the collective cultural fabric and promote intercultural understanding and appreciation.

Table 7. Student’s Bilingualism on Improving the Student English Ability on expressing a group of identity

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
Expressing a group of identity	Local culture	30	85 %	5	15 %
	Local community	30	85 %	5	15 %
	Naming	30	85 %	5	15%
	Grouping	30	85 %	5	15 %

Based on the information above, it can be seen that bilingualism also occurs in expressing a group of identity. It can be in the form of local culture, local community, naming and grouping. From the data above, it is seen that most of the students express their English ability towards bilingualism. It shows that more than 85 % of the students could interact in English to express the group identity. Only 5 students or around 15 % students do not interact to express a group of identity in English. Finally, it can be seen that for expression of a group of identity, students are motivated to interact in English although they use bilingualism to do so.

g. Bilingualism used to Intention of Clarifying the Speech Content for Interlocutor

In bilingual communication, individuals often employ their bilingual abilities to ensure that their speech content is easily understandable to their conversation partner. Bilingualism becomes a valuable tool for facilitating effective communication and bridging potential language barriers between speakers of different languages. In many multilingual contexts, it is not uncommon for people to switch between languages or code-mix during conversations to enhance clarity and precision. When encountering a term, concept, or idea that may be challenging for the interlocutor to

grasp in one language, the speaker may seamlessly switch to another language where the concept is better understood, making it easier for the listener to follow the discussion.

This intentional use of bilingualism for clarification is especially beneficial in diverse cultural settings, international business interactions, and intercultural communication. By leveraging their bilingual proficiency, individuals can adapt their communication style to cater to their interlocutor's linguistic background and comprehension level, fostering a more productive and meaningful exchange of ideas. Bilingual individuals navigating between languages seamlessly can serve as effective intermediaries in multicultural environments. Their skill in clarifying speech content for others fosters a more harmonious and cooperative atmosphere, allowing people from diverse linguistic backgrounds to communicate more comfortably and effectively. In conclusion, bilingualism facilitates communication by enabling individuals to clarify speech content to understand their interlocutors. By harnessing their bilingual abilities, speakers enhance the accessibility of information, promote cross-cultural understanding, and create a more inclusive environment for effective communication. The intentional use of bilingualism to achieve clarity reflects individuals' adaptability and cultural sensitivity in embracing diversity and promoting successful intercultural exchanges.

Table 7. Student's Bilingualism on Improving the Student English Ability on Intention of Clarifying the Speech Content for Interlocutor

Indicators	Sub indicators	Questionnaire Responses from the Respondents			
		Yes	Percentage	No	Percentage
Intention of Clarifying the Speech Content for Interlocutor	Correcting	25	71 %	10	29 %
	Blaming	24	68 %	11	32 %
	Criticizing	25	71 %	10	29%
	Stating	22	62 %	13	28 %

From the information above, it can be seen that there are some of intentions of clarifying the speech content for interlocutor. It is like for correcting, blaming, criticizing and stating. It can be seen that most of the percentage is quite lower where the use of bilingualism on learning English is around 70 %. Then, the number of students who do not use bilingualism is quite high, with around 12 students. From the data above, it can be inferred that bilingualism does not influence learning English. Finally, it can be concluded that from this part, students are not so motivated to learning English towards bilingualism.

B. Student's Bilingualism on Improving the Student English Ability from Interview

After giving the questionnaire to the students, the researcher also conducted a semi-structured interview to find the data. Towards the interview guidelines, it is found that some of research results related to the bilingualism on improving the students English ability. Sampling of the research used purposive sampling. After conducting the interview, the researchers make some of the classification of bilingualism factors on improving the Student English Ability.

Table 8. Student's Bilingualism on Improving the Student English Ability from Interview

No	Student's Bilingualism on Improving the Student English Ability	Number of Students	Percentage
1	Talking about particular topic	15	90 %
2	Quoting somebody else	15	85 %
3	Being Emphatic about something	15	88 %
4	Interjection	15	85 %

5	Repetition used for clarification	15	80 %
6	Expressing a group of identity	15	80 %
7	Intention of Clarifying the Speech Content for Interlocutor	15	75 %

Based on the information above, it can be derived that most students are motivated to learn English towards the use of Bilingualism. The data shows that more than 80% of the students are very motivated to communicate and interact in English towards bilingualism. Next information is the occurrence of bilingualism mostly happen in the talking about particular topic. It is because some topics are very difficult to utter or remember in English, such as terms, theme, and content. Those three things often make the students difficult to use it in English. It is supported by some of respondents information where they said “ *we often make mistake on using terms, content and themes of the topic or particular topics. Therefore, we often use bilingualism so that the other people know what we inform in the classroom.* Next argument from the respondents' next argument is like “ *we tried many times to mention and write the terms and content of the text but we frequently still make a mistake. So that we just use bilingualism.* The bilingualism quite seldom appears to clarify speech content for interlocutor. It happens because most students are still passive in English and only some are quite active in communicating in English. It is supported by some of the respondents information from the interview such as : “ *we as students are seldom to do clarifying on the class.* Next argument is like “*we just believe about what people say and we never think that what they say containing mistake.*

4. Discussion

After conducting the research using two instruments such as questionnaire and interview guidelines, it is shown that bilingualism has already given some positive contribution for the students in order to learn English. Bilingualism, such code mixing and switching, has already motivated the students to interact and communicate in English. Although the students do not know more about English, the students can start to speak and write in English by using bilingualism. They have already been able to communicate for some topics such as particular topics where more than students interact by using Bilingualism for 83 % and only 17 % of them don't use it. It is in line with the research from Hutaaruk (2016) where it shows that the classroom participants, lecturers and students, find difficulties in the vocabulary when they deliver the subject totally in English; therefore code switching is one strategy for the lecturers to deliver the subject.

In relation to the ability to make quotations, the students and lecturers could also show their English interaction in the classroom. The research shows that more than 85 % of the interaction occurs in bilingualism and only 15 % of it does not happen. It can be inferred that the motivation to learn and study English is very high. It is supported by the argument from Mejía (2011) where by understanding the bilingualism, both lecturers and students able to make informed choices about academic and linguistics issues. Regarding to the showing empathy, bilingualism also gives positive impacts where 87 % of the interaction occurs in bilingualism of studying English. There are 13 % of the interaction does not occur in this form. Showing empathy is very important in the interaction because it shows the feeling and condition of the conversation atmosphere. Chen & Fang, (2022) expressed on their research that bilingualism would come from two perspectives: the effect of learning a second foreign language on the development of empathy of Monolinguals and bilinguals and how empathy influences multiple language learning.

Meanwhile, for the ability to express the interjection, repetition, expressing and clarifying. It is seen that the interaction of students and lecturers in English by using bilingualism has already succeeded to make the students and lecturers to express the interjection, repetition, expressing and clarifying. Those kinds of the expression often appear in the classroom interaction because it is related to situation and condition of the classroom atmosphere. Bakic & Škifić, (2017) also confirmed on their research that the identity of bilinguals is affected while expressing emotions and thoughts since in some situations bilinguals would choose one language, while in other situations another language would prevail. Therefore, considering the factors analyzed, it can be stated that

different factors influence the choice of a particular language and that all those factors contribute to the process of identity construction. It means that bilingualism could motivate the people to interact in expressing their intention or purposes of conversation. Then, it is also clearly informed that bilingualism occurs because of certain conditions or context of conversation. It is concluded that the questionnaire result shows that almost 80 % of the students use bilingualism on their interaction in English.

Then, it is also supported by the interview information where the students are very motivated to learn English by focusing on the terms or content of the text. However, some students also do not use bilingualism in English communication. It is expected that they could interact fully in English or it could be they do not try to communicate in English. From the research analysis, it is also found that bilingualism has been becoming of effective ways to study English. It is in line with the previous research from Waris (2012) who finds that code mixing and switching are an alternative to having conversations in two languages. It also makes the knowledge transfer is clearer for the students. It is added by Ezech et al., (2022) who argued that code switching and mixing can help students to study the foreign language well and both students and teacher are productive in interacting. Next, Girsang, (2015) also stated that there are many reasons for using bilingualism, and it happens not only on the television but also in the classroom. Although English is still a foreign language in Indonesia, bilingualism has helped the students interact in English (Nzobonimpa & Zamroni, 2017), (Zarghami & Bagheri, 2014).

5. Conclusion

In this 4.0 era, the use of English as a means of communication plays a vital role in many parts such as technology, education, communication and many others. Not all people can indeed communicate in English fluently and clearly. Luckily, some people, especially students, use bilingualism to study or learn English. Many of them think by using bilingualism they still can interact or communicate by using English as a mean of interaction. Consequently, the teaching and learning process run well and the learning outcomes achieved both by lecturers and students. From the research it can be seen that there are some factors that bilingualism occur in the classroom interaction such as talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, expressing a group of identity and intention of clarifying the speech content for interlocutor. From the analysis, it is seen that mostly bilingualism used by the students to study about particular topics such as term, theme and content. The least used by student is to clarify the speech content for interlocutor because the students always think that what the people say are true and they don't know how to express the clarification in English. This research has some limitations, focusing only on student bilingualism and classroom interaction in higher education. There are some great opportunities for further research such as from the lecturers point of views about the bilingualism. Then, it also can be broaden the source of data into several departments in order to get more data of bilingualism more valid to appear in the classroom interaction.

Declaration of Conflicting Interest

The authors must state that there is no conflict of interest concerning the publication of this paper.

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