

The Role and the Use of Indonesian Language in the Teaching and Learning English as a Foreign Language

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Abstract

Mostly learners and even teachers of English as a Foreign Language (EFL) are still not able to speak grammatically and fluently just because they lack of the Indonesian language proficiency and comprehension. This research was done to investigate how the Indonesian (Bahasa Indonesia) can assist the teachers and learners of EFL in improving their English proficiency and comprehension. The data were analyzed by applying Miles' and Huberman's framework; data reduction, data display, and drawing then verifying conclusion. The findings showed some positive and negative representative perceptions of the teachers dealing with the roles of the Indonesian in the teaching and learning EFL. The second findings showed and explored the roles of the Indonesian in the teaching and learning EFL. There were five roles by which the Indonesian contribute to such as Functional Equation, Competence Indicator, Linguistic Mediator, Communicative Language Paradigm, and Situational Language Use. The third findings explored the aspects in which the Indonesian had the roles to play in assisting the teaching and learning the EFL such as aspect of the Linguistic Item, aspect of Semantics, and aspect of Pragmatics. There were three other findings in this research that were explored and labeled as Linguistic Competence vs Linguistic Cognition, Cultural Behavior-Based Language, and First Language Interest.

Keywords: first language, role of Bahasa Indonesia, SLA, teaching EFL, teachers' perception

1. Introduction

Philosophically, language is the king of all disciplines. Without language then it is rather difficult to describe anything to make understanding even if we have language as a tool to communicate but we still have to know how to use it in order to get mutual understanding. In the realm of language, we know the term of monolingual, bilingual, and multilingual in which we refer to the use of a language or more than one language. Most people in the world must use more than one language instead of their first language but the question here is not how many languages they can use to communicate but do they use it appropriately and fluently in structuring the discourse. When they talk, they talk using the language, they talk the language, and they talk and speak in the language. These refer to the way they acquire, learn, and teach the language. These also refer to language proficiency and language comprehension that represent linguistic competence and performance.

In English as a Foreign Language (EFL) domain, if we refer to teacher and lecturer who are the one who teaches English as a Foreign Language or English as a Second Language (ESL), there are still some important problems should be investigated concern with the way of teachers and lecturers teach English in EFL circle. The first is what Lawes, Shirley stated in Field (2000) as follow:

The emphasis on the use of the language and the identifying of purposes for which foreign languages should be taught is important because this confirms a shift from the view that languages were primarily an academic study to the idea that the practical ability to communicate was of more importance (Field, Kit, 2000, p. 39)

It is about the purposes of what foreign language should be taught for. It is obvious that the foreign languages taught in Indonesia aim to bring this nation to International challenge in any real sector. She further stated that the value of knowledge and idea becomes the fundamental reason in the learning and teaching English as a foreign language. It seems that mostly Indonesian people does not have interest in any foreign language because they subconsciously still lack of their knowledge of first language (Indonesian language). In fact, the role of the first language is urgent for learners and teachers in learning and teaching English as a foreign language. The second, beside the lack of the first language knowledge, the political issue seems to be the next problem in Indonesia because the English as a compulsory subject at school is still staying as foreign language not second language. Johnston, Bill (2003) argued that 'Possibly the most significant development in the field of English language teaching (ELT) in the 1990s was the acceptance of the idea that ELT is and always has been a profoundly and unavoidably political undertaking'. In fact, the use of language should be supported by the environment of the target language so as they still have some problems in how to teach and make their students appropriately and fluently speak the language. They tend to be confused with the assumption that

they might not be able to provide the best way in transferring the knowledge of the language as a comprehensible input. The third, there might be some influences or interferences that could be the cause of assuming such thoughts such as the first language proficiency and comprehension. Syafna (2014) stated:

The first language interference will be more growing up on the second language if the learners are demanded to perform L2 before she or he has a mastery of the quite adequate to the new language. The learners will depend on L1 structures, both in communication and interpretation effort (Syafna, Hasnarianti, 2014)

The first language interference indeed becomes the most phenomena in the learning and teaching English as a foreign language in the Asia context especially Indonesia that has various local languages as the mother and even first language. In this case, the role of the Indonesian language as the national language should be fundamental knowledge and mastery deals with the learning and teaching English as a foreign language.

There have been many studies conducted to meet the proportional way deal with teaching and learning English as a Foreign Language and it is of course important to do research or investigation continuously in improving and developing the best concept of teaching and learning EFL. All this time, teachers still have no the assertive intelligibility in having concept of whether their first language proficiency negatively affect their learning and teaching any foreign language or vice versa. Up to now, they tend to postulate on just their skill that they have during learning without thinking of why and in what way they acquire that language. They tend to think that it is all about learning first then teaching it. Through this research, the certain perception will come to solve and show at once whether the Indonesian has the roles on the learning and teaching English as a Foreign Language and in what aspects the roles should be put into account.

Regarding to the first language proficiency in finding out the role of Indonesian on the learning and teaching EFL or ESL through the perception about what should be done in teaching English as a Foreign Language, what are the role of the first language, and how to use it appropriately, the researcher then tried to find out all kinds of perception, roles, aspects, and practical use then trying to generate the best perception by answering the research questions and expectedly that the teachers' perception regarding to the roles and aspects around the use of the Indonesian language will become a path to the best way in learning and teaching English as a Foreign Language in Indonesia.

2. Methodology

2.1 Approach

This research employs a qualitative approach with the design of Grounded research. Qualitative approach is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. According to Denzin & Lincoln (2005, p. 3) that these practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the shelf. At this level, qualitative approach involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of behavior, or interpreting phenomena, in terms of the meanings people bring to them. A grounded research is a research that is based on the data development in the field not by theories because a grounded research tends to create new concepts and theories instead.

2.2 Technique of Data Collection

In this research, I used four techniques in collecting the data namely classroom observation which enabled me to observe the classroom activities during teaching and learning process in both Indonesian and English. In this phase, I aimed to know all aspects that can appear as the roles. The second was semi-structured interview which enabled me to obtain information about the participant's perception about the roles of Indonesian or first language in teaching and learning English as a Foreign Language. Interview is the best way to extract needed data because interviewing can be a powerful method of inquiry when the researcher is concerned with making meaning through language (Seidman, 2006). The third was documents analysis as the direct observation which enabled me to obtain information through teachers' diaries, note books, self recordings, hand written, etc. to see the aspects of the language that could be the roles of the Indonesian language during teaching and learning English as a foreign language. The forth was questionnaires which enabled me to collect data about the perceptions. It is general in Quantitative research to use questionnaires but in my research which used Qualitative approach, I used questionnaire in Likert scale by aiming to attain perceptions in qualitative data it was by doing a consensus between participants although a Likert scale tends to attain quantitative data. Further, it is to say that the use of instruments for qualitative research is unlimited that only depends on the objectives of the research and this type of data will be used to as supporting data.

2.3 Participants

In Qualitative Approach, the data collection is done in natural setting. Thus, I collected data from two participants who were English teachers at senior school through questionnaires as the initial data collection then I used them to construct my interview protocol. Concerning with involving participants, I firstly asked their availability to be my participant by explaining what to investigate and the objectives of my research. After they stated availability, we signed a MoU regarding to the ethic of a research in order to avoid the future harm. In this step, I did not aim to collect statistical data but qualitative data by doing such a consensus or apperception. The next was observation as a method provided me with an opportunity to watch the behavioral patterns of the participants during teaching and learning process in both Indonesian and English done by EFL teachers. The next step in gaining the data was in depth interview and was done deeply. The last or supported data were gained by analyzing the participants' documents.

2.4 Data Validity

In order to get the valid data, I did the Triangulation process which is the technique of clearance of data validity that employs the other data. The Methodological Triangulation was used in this research; the use of multiple methods to study a single problem or program (Denzin, 1978b) in Patton (2002, p. 247). In this phase, I cross-checked the interview results with the observation results, the interview results with the questionnaire results, and the observation results with the questionnaire results. The next way in going over the data validity was by using extended fieldwork strategy as Johnson & Christensen (2008, p. 276) implied that 'for both discovery and validation researchers should collect data in the field over an extended time period'.

2.5 Data Analysis

According to Kaelan (2005, p. 209) in Muhammad (2011, p. 221) data analysis is a process of arranging the data orderly, organizing in one pattern, categorizing, and describing the data unity. In line with Kaelan, the other framework of data analysis is proposed by Miles & Huberman (1994) that the framework consists of three phases of analysis namely Data Reduction, Data Display, and Drawing and Verifying Conclusion. Thus, I 'converged qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the researcher collected data during the investigation and then integrated the information in the interpretation of the overall results' (Creswell, 2003, p. 16).

Starting to beat all data gained out from some resources then data results were labeled in logic and simple sentence description through passification or interpretation and after that, the data were in reduction. Data reduction happened in several stages. Thus, I firstly edited, segmented, and summarized the data and then used coding and memoing to find out themes and patterns in ideas. In the final stages of data reduction, I tried to develop understandings through conceptualizing and explaining and then arranging and categorizing the data then interpreting the data. The next was to display all themes and patterns in a table to enable me to classify the specific idea. After that, I made the conclusion of each idea that was the best to answer each research question then drawn and verified the conclusion of the ideas.

3. Findings and Discussion

3.1 The Roles of the Indonesian Language in the Teaching and Learning EFL

The roles refer to the theoretical principles that act as contributor to certain situations and or activities. There are some principles that comprise the roles or the functions of a language. The first is the cognitive principles of language, the process in which spoken and written linguistic item can be remembered and understandable. The second is the physiological principles of language, the configuration of a language that is sounds of a language; how the sounds are produced, what characteristics of the produced sounds are, and how that sounds can be received and understood by the senses. The third is a social principles of language, how language used in society with its varieties. The three principles of a language will at least give some important roles in any foreign language that is acquired and learned. These three principles of a language are the general function of any language in all over the world.

Languages have of course differences and similarities in some aspects of its linguistics and those will actually play the roles on the other languages that are acquired and learned. From the view of the differences, language can play a role in any conversation, metalanguage, cultural understanding, and language identity. The similarities as well can play a role generally in the process of acquiring and learning other languages. In line with this, Ringbom (1987) argued that 'there are few consistent investigations of how linguistic similarity actually affects language learning'. Regarding to those differences and similarities, Indonesian also has those terms and therefore, it is used as the native and standard language to acquire and learning any foreign language like English.

3.1.1 Functional Equation

Language is the tool of communication. This statement is generally postulating the term of language function. As a tool, language is used to beside deliver messages; it is also used to show the identity of a culture. The Indonesian as well, it has the same function as other languages and the most common function in terms of acquiring and learning English as a Foreign Language is seen from the communicative function; Indonesian is used to lead the conversation in the classroom such as doing code switching or mixing code. Morphological function; Indonesian is used to show the similarities of morphemes, allomorphs, morphs, and how those terms can bring the students semantically understand the English language. Lexical function; some of the Indonesian words are adopted from foreign language especially English language and those adopted words of course can facilitate the students lexically even though they rarely use those words. Ringbom (1987) said 'Lexical items which are cross-linguistically similar to L1-items already stored will be understood best of all by learners learning closely related languages'. Phonological function; the similarity of the Indonesian phonetic and phonology can facilitate the learners of English in pronouncing some sounds such as /ʌ/, /b/, /tʃ/, /d/, /e/, /ə/, /z:/, /f/, /h/, /l/, /k/, /l/, /m/, /n/, /ŋ/, /p/, /r/, /s/, /ʃ/, /j/, /ʊ/, /w/, /y/, and /z/. Syntactical function; the Indonesian has similarities in adverb usage, preposition, especially the position, and the form of S+P+O. Semantical function; the Indonesian has denotation, connotation, and metaphor. Pragmatical function; Indonesian people from various cultural background usually use pragmatic language; this refers to user related-variety (McArthur, 1992) that refers to the particular people and places. The last common function is literary function; Indonesia is rich in literary and varying according to the area from which the literary comes from.

3.1.2 Competence Indicator

It has been stated that the Indonesian has an important role in the learning and teaching EFL. The Indonesian comprehension and proficiency can facilitate the learning and teaching EFL. When someone is able to perform;

understand and use English she or he actually indicates her or his linguistic competence existence in her or his native language; she or he has the tacit knowledge that enables her or him to acquire and learn other languages even though between competence and performance are not interrelationship, but between knowledge and performance are interrelationship. Fromkin et al. (2003) argued that someone still has the knowledge of language even though she or he is not speaking the language. She or he has subconscious knowledge of grammar far before acquiring and learning foreign language even her or his own native language.

3.1.3 Linguistic Mediator

In giving priority to an understanding when communicating between two or more different languages of course needs a mediator by which people who are communicating can gain understanding of the messages. This mediator will facilitate between two languages that are being spoken, in other word, the two language users as the speaker and listener should have an adequate linguistic knowledge besides linguistic competence to become a mediator. Further, the speaker can use the listener's native language to give linguistically understanding. The first participant said 'As I have told you that the ability to use the Indonesian will influence him in the process of comprehending the English language'. She also agreed that the linguistic performance can influence the learners in learning English. Here, the Indonesian can play a role like this by referring to the linguistic similarity; understanding the message through linguistic similarity. Here, it is rather different with the form of code-switching by which speaker use the language interchangeably to give understanding. Zentella (1985) at About.Com Grammar & Composition (2014) mentioned at least four functions of code-switching i.e. a code-switching is used to mark switching from an informal situation to a formal situation. Code-switching is also used to hide fluency or memory problems in the L2. The code-switching is used to unbend the speakers with others in certain situation. The last, the code-switching is used to do control on speaking between parents and children. Other functions of a code-switching are said by Johnson (2000) at About.Com Grammar & Composition (2014) that code-switching is used 'to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships'.

All functions stated above are oriented to the general system of certain communication but here; a role as linguistic mediator concerns with the use of the Indonesian as the native or first language in gaining the understanding from the context of linguistic similarity between English and Indonesian. It is not just doing a code-switching but more to gaining the messages syntactically along of the linguistic similarity; the Indonesian linguistic will facilitate the learners of English in gaining the message delivered orally and in written.

3.1.4 Communicative Language Paradigm

A paradigm means a concept of thinking by which one can freely, simply, and credibly observe, analyze, and to decide an assessment and interpretation on an object. It should be clearly explained here of what actually Communicative Language Paradigm (CLP) means; it is a concept of thinking that the foreign native speaker must be interested in learning and using Indonesian. When the researcher did interview with participant, the researcher asked her: 'Let's say if you are communicating with a foreigner in English and she or he is responding to you by using Indonesian then what is your reaction?' The participant said 'I will be happy because they learn my language. It might be surprising me but I would be very glad because my language is also interesting to learn to the native English speakers'. After doing a depth analysis on this statement then the researcher tried to find out the pattern to be interpreted further and the researcher found that this case was important to be applied and implemented in the way to freely and courageously communicate to the native English speakers. In other word, this concept will enable the Indonesian speakers to do significant conversation to the native English speakers by a principle that 'they must be interested to my language'. Thus, this paradigm will lead to a tenet of the Indonesian role as a good motivation and appropriate motive to speak or interact with the native English speakers and or foreign language speakers.

This concept will be based on the 'Attribution Theory' and 'Balance Theory' that was proposed by Fritz Heider; an Australian psychologist. He proposed the Attribution Theory to 'deal with the human inferential process about the causes of behavioral acts' (Messing, 1974). Messing argued that 'when the perceiver of a behavioral action makes an inference about the cause of the act, he is also making an inference about the generality of this act to other actors, other objects or recipients of the action, and other circumstances'. Regarding to CLP, the actor is the Indonesian speaker and the perceiver is the English native speaker; when the Indonesian speaker (actor) courageously and surely communicate to the English native speaker by making such paradigm that the English native speaker (perceiver) must be interested in learning and using Indonesian then the perceiver get the impression of that courage so the perceiver will make an inference of that action. The next step is what Messing argued that 'when person X perceives an action by person Y, both he and person Y must go through some inferential process as to the meaning of the action -- why the action was committed'. From here, both Indonesian speaker and English native speaker will go through some inferential process as to make such convention of a meaning of the action. His Balance Theory that refers to as a motivational theory of attitude change that conceptualizes the cognitive consistency motive as a drive toward psychological balance (en.wikipedia.org, 2014). This theory said that 'An attitude towards an event can alter the attitude towards the person who caused the event, and, if the attitudes towards a person and an event are similar, the event is easily ascribed to the person' (Heider, 2010). The two theories underlie this concept in postulating the Communicative Language Paradigm (CLP). This also at least can increase the EFL teachers and English learners' courage to do conversations in order to achieve the high level of L1 and L2 proficiency. This is also supported by the research done by Aubrey (2010) concerned with Willingness to Communicate (WTC) reported that 'In a L1, a high level of competence has usually been achieved, thus WTC can be predicted by personality attributes only'. Willingness to Communicate (WTC) refers to 'a concept to account for individuals' first language (L1) and second language (L2) communication' (Yashima, 2002).

The concept of CLP is strongly related to what Skorton & Altschuler (2012) reported about American's Foreign Language Deficit:

We should care – a lot – about our foreign language deficit. We need diplomats, intelligence and foreign policy experts, politicians, military leaders, business leaders, scientists, physicians, entrepreneurs, managers, technicians, historians, artists, and writers who are proficient in languages other than English. And we need them to read and speak less commonly taught languages (for which funding has recently been cut by the federal government) that are essential to our strategic and economic interests, such as Farsi, Bengali, Vietnamese, Burmese and Indonesian (Skorton & Altschuler, 2012 on Forbes.Com)

They tend to be so worried that their people are lack of foreign languages and that is why they really need their people speak other languages other than English as their native speaker included the Indonesian. This indicates that native speakers of English must be interested in speaking Indonesian which is the concept of CLP that can contribute to the students' motivation and motive and this can bring them into their first language interest.

3.1.5 Situational Language Use

One of the roles of the Indonesian is to be used as situational language that refers to the use of Indonesian in certain level of students in different classroom in teaching. In Indonesia, it is a commonplace to see the different level of students in different classroom. Let's say between Social Science Class and Nature Science Class, they are really different in the level of cognitive and attitude. It is not about the thing of field of study but it is more to differentiating the level of cognitive and attitude. In other word, the social science class students are lower than nature science class. Concerning with this argument, if it is related to the language instruction in teaching English as a Foreign Language then the use of Indonesian should be put into account. The participants of this research admitted that problem in interview when they were asked to perceive the observation in the classroom about the use of the Indonesian soon after they instructed in English.

Based on the interview, it can be said that it is not only about doing code-switching when the interaction uses interchangeably two or more languages in certain conversation in the teaching process but it is more to the Situational Language Use (SLU). During first observation of the first and second participant, the use of Target Language (TL); English, was dominantly applied while the second observation of the first participant was dominated by Indonesian use. This type of role refers to the partly use of the Indonesian as the language instruction in the English classroom just because of the different level of the students' cognition and attitude in different classroom. This concept of SLU is in line with what ofsted.gov.uk (2011) reported as to 'highlight the issue of ineffective use of the TL as a key feature of weaker teaching' where English is as native language and another language is the TL. It reported that 'There are inconsistencies in the quality and quantity of the use of the TL across the department'. The next statement reported was that 'Teachers provide a consistently fluent and accurate model of the foreign language for learners to emulate. English is only used where appropriate'. Both statements above should be put into account in the teaching foreign language or target language or L2 concern with the use of the native or L1 as the instructional language in the teaching process.

The principle of SLU is rather different with Situational Language Teaching (SLT) or the Oral Approach and Communicative Language Teaching (CLT). As stated before that SLU refers to the partly use of the Indonesian as the language instruction in the English classroom just because of the different level of the students' cognition and attitude in different classroom while SLT is an approach that refers to the speech act as the basis in speaking ability. This model of teaching was lied on the Structural view of language or behaviorism and established by a British applied linguist namely Firth and Halliday. They stated that the structure of a language must be taught in certain situation in which they could be used. This teaching model at least has four objectives such as the developing the four basic skills is through structures, improving pronunciation and grammar as the center of the accuracy, be able to quickly and accurately respond to any utterance in speech situation, and automatically controlling the basic structures and sentence patterns. The CLT tends to use language to communicate fluency over accuracy. This model of teaching aims to develop speaking ability in the setting of the real life situation and the communication considered most important than structures and sentence patterns and that is why this teaching model aims to bring the students into communicative competence. That is to say, both SLT and CLT are the teaching models while SLU is an approach used to teach the different level of students' cognition and attitude in different classroom concern with the use of the Indonesian or native language as an instructional language in the teaching process. To be dealt with a code-switching, SLU seems to be different because a code-switching is more to the use of two or more languages interchangeably in a single conversation context. It is not only in the teaching process but it is generally in any kind of conversation.

The SLU is a concept of using the Indonesian as the instructional language in the teaching process based on the different level of students' cognition and attitude. This is rather fair to apply by considering the unrealized talent among students that will not be improved since they do not have comprehensible input during teaching process. The Central Advisory Council for Education (1963) in Wells & Nicholls (1985 Eds) reported 'There is much unrealized talent among these boys and girls whose potential is masked by inadequate powers of speech and the limitations of home background'. Viewed from that report, it is important to consider between the language proficiency and the language comprehension. Language proficiency is suggested to be achieved but the language comprehension is the most important in teaching English as a Foreign Language and of course this will impact on its proficiency. Thus, it is suggested not to enforce to fully use the TL since the class is known as low level of cognition and attitude. However, the TL should be dominantly spoken since the class aims to be skilled in speaking ability especially with regard to the Second Language Acquisition (SLA).

3.2 *The Aspects of the Use of the Indonesian Linguistic Roles*

The functions of the Indonesian might be rather different in specific aspects of linguistic and as stated before in the Functional Equation that there are some functions of the Indonesian such as Communicative function, Morphological function, Lexical function, Phonological function, Semantic function, Syntactical function, and Pragmatic function. Before looking at the aspects of the Indonesian Linguistic roles, it is better to firstly split the kinds of aspects. The first aspect is a Linguistic Item aspect that covers words (lexis or vocabularies) – sounds (phonology, phonetic, phonemes, and allophones) – grammatical construction (morphology and syntax), the second aspect is a Semantic aspect, and the last is Pragmatic aspect. The three aspects of which the Indonesian has the roles in the teaching and learning English as a Foreign Language will be explicitly explained.

3.2.1 *The aspect of Linguistic Item*

From the view of words usage, according to Wikipedia.org (2014) cited from Pusat Bahasa (1996) Indonesian has more than 1610 adopted words from English and of course they can assist the learners of English to use those words in speaking English. Using those words as often as possible in any conversation will enable the learners of English in communicating, the thing is mostly people tend not to use those adopted words in their conversation in Indonesian, they rarely use those words. The more one tries to use the adopted words, the better she or he is able to use lexically words in English.

From the view of sounds (phonology, phonetic, phonemes, phonemic, and allophones), Indonesian plays a role in some sounds that are similar to English sounds such as /ʌ/, /b/, /tʃ/, /d/, /e/, /ə/, /z:/, /f/, /h/, /i:/, /l/, /j/, /k/, /l/, /m/, /n/, /ŋ/, /o/, /p/, /r/, /s/, /ʃ/, /ʒ/, /w/, /y/, and /z/. This aspect can phonetically assist the learners of English in pronouncing some words in English.

The Indonesian has also grammatical constructions that can assist the learners of English such morphology; morphemes, allomorphs, and morphs. In general, both Indonesian and English each have morphemes; free and bound morpheme. Dealing with free and bound morpheme, both Indonesian and English have the same pattern such as the English word ‘enforcing’ can be split becomes ‘en-force’ and ‘forc-ing’. That is to say, there are three morphemes in it which are divided into one free morpheme (force) and two bound morpheme (en- and -ing). As well as in Indonesian such as ‘membagikan’ can be divided split becomes ‘mem-bagikan’ and ‘bagi-kan’. Thus, there are three morphemes in that word; one free morpheme (bagi) and two bound morphemes (mem- and -kan). This is to general in morphology that both Indonesian and English have as the general similarity.

Another form of grammatical construction is syntax. The general similarity of both Indonesian and English is in terms of the form of Subject + Predicate + Object. Even though some Indonesian simple sentences does not have a predicate but some sentences, in the other hand, have as well. For example, the Indonesian sentence such as ‘Ia sangat baik’. It is a simple sentence in Indonesia but it does not have a predicate. The same sentence in English should have a predicate; ‘He is very nice’. Both sentences are simple sentences but the difference lies on the predicate, however, some sentences have similarities in which a predicate exists such as ‘Ia pergi ke pasar’ and ‘She goes to the market’. That is to say, the similarities are only in terms of verbal sentences, in the contrary, the differences are in terms of nominal and adjective sentences.

3.2.2 *The aspect of Semantic*

There are at least three general similarities between Indonesian and English in semantic aspect such as denotation, connotation, and the use of metaphor. The usage is only different to the use of the words in a sentence, the form of the sentences, and the constructions. During classroom observation, the two participants were good in semantic in overall. The difference was only happened when the first participant was teaching at the different class; between natural and social science class. In other word, the students of natural science class are easier to understand what the teacher said rather than the students of the social science class.

3.2.3 *The aspect of Pragmatics*

The pragmatic language must be generally owned by all language users and it will be different to the use of the sentences and of course they have certain purpose in delivering the speech. Indonesian and English have this in certain language users, certain purposes, and certain situations. The ability to comprehend and use Indonesian can assist the learners of English and interfere with at once. There are three aspects that the Indonesian can assist and interfere with the learners of English and one of them is the pragmatic aspect. In the other words, the more the Indonesian understands their pragmatics, the easiest they learn English as a Foreign Language.

4. **Conclusion**

The hierarchical process of the data collection and making them valid and reliable, depth analysis, and comprehensive theoretical interpretation will make the research results being scientifically truism but it is not a supreme truth. The things that might make the thesis weakness are the time limitation and participants’ rectitude during process of observations and interviews but it is all about the researcher’s capability in organizing and managing his research process until he comes to the conclusions as follow:

4.1 *The Roles of the Indonesian in the Teaching and Learning EFL*

There are five roles of the Indonesian in the teaching and learning EFL that can be concluded:

4.1.1 Functional Equation

The Indonesian has the same function as other languages and the most common function in terms of acquiring and learning English as a Foreign Language is seen from the communicative function.

4.1.2 Competence Indicator

When someone is able to well perform the Indonesian then means that she or he actually indicates that she or he has the basic linguistic competence as others have in achieving the English comprehension. In other word, someone is at least having the basic ability in acquiring and learning any foreign language.

4.1.3 Linguistic Mediator

The Indonesian can play a role as linguistic mediator by referring to the linguistic similarity; understanding the message through linguistic similarity. A role as linguistic mediator concerns with the use of the Indonesian as the native or first language in gaining the understanding from the context of linguistic similarity between English and Indonesian.

4.1.4 Communicative Language Paradigm

This indicates that native speakers of English must be interested in speaking Indonesian which is the concept of CLP that can contribute to the students' motivation and motive and this can bring them into their first language interest. This paradigm will lead to a tenet of the Indonesian role as a good motivation and appropriate motive to speak or interact with the native English speakers and or foreign language speakers.

4.1.5 Situational Language Use

This type of role refers to the partly use of the Indonesian as the language instruction in the English classroom just because of the different level of the students' cognition and attitude in different classroom.

4.2 The Aspects of the Indonesian Linguistic Roles

There are three aspects that can be concluded in which the Indonesian can play the roles:

4.2.1 The Indonesian plays a role from the aspect of linguistic item. It is about adopted words, sounds such as phonology, phonetic, phonemes, phonemic, and allophones, and about grammatical constructions.

4.2.2 The Indonesian plays a role from the aspect of semantics. It is about denotation, connotation, and the use of metaphore and the usage is only different to the use of the words in a sentence, the form of the sentences, and the constructions.

4.2.3 The Indonesian plays a role from the aspect of pragmatics. It is about the general similarity in the use of language pragmatically between Indonesian and English in certain language users, certain purposes, and certain situations.

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