

Doctoral (PhD) Dissertation



**Foreign Language Teachers' Attitudes towards
Multilingual Pedagogy in Indonesia: An Explanatory
Sequential Study**

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Foreign Language Teachers' Attitudes towards Multilingual Pedagogy in Indonesia: an Explanatory Sequential Study

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Abstract

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In a multilingual classroom, teachers play an essential role in encouraging and fostering multilingual behavior as their actions can considerably influence their students. Teachers' attitudes to educational policy and teaching are such a strong predictor that will undoubtedly affect their performance in the classrooms. This study is intended to explore the teachers' attitudes towards multilingual pedagogy in Indonesia regarding the context of multilingualism, language policy, and multilingual pedagogy practices. Therefore, theories on multilingualism, language education policy, and multilingual pedagogy are discussed as guidance. This study employs a mixed-method with sequential explanatory research design by collecting and analyzing data from the quantitative and qualitative research approaches. For the quantitative approach, the questionnaires were distributed online to gather the numerical data. The statements were developed on a five-point Likert scale from level 1 (strongly disagree) to level 5 (strongly agree). The participants were 100 foreign language teachers who teach at high schools in one Indonesian province. The data findings were analyzed descriptively to find the average mean of teachers' attitudes and inferentially using T-test and MANOVA to investigate the difference between variables. For the qualitative approach, interviews were carried out with ten foreign language teachers to explore their perception of multilingual pedagogy in Indonesia more in-depth. The descriptive and inferential analyses revealed that the attitudes towards multilingual pedagogy implemented in Indonesia were almost uniform across different foreign language teachers, positive attitude. The qualitative analysis also showed their positive attitude. However, two emerged themes from the interview transcriptions indicated that the foreign language teachers experience some problems implementing multilingual pedagogy at schools.

Keywords: Multilingualism, Multilingual pedagogy, Teacher's attitude

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Chapter I. Introduction

This study explores foreign language secondary school teachers' attitudes towards Indonesian multilingual pedagogy. This opening chapter serves as an introduction that is structured in seven sections. The first section discusses the background of the study. It summarizes the multilingualism phenomenon in education and the gap in the practices in Indonesia foreign language education. This section is necessary as it significantly discusses the context of the study. The background of this study includes an outline of the current landscape and the reasons that led me to explore this study. In the following sections, I outline the conceptual framework, the study's purpose, the research questions, and the hypothesis tested in this study. In the last three sections of the chapter, I present the significance of the study, the limitation of the current study, and some definitions of terms.

1.1 Background of the study

Multilingualism unquestionably happens worldwide due to human activities such as migrations, travels and marriages, and even digital communication. People use two or more languages for different purposes, in various life domains, with different people. Regardless of their competency level in each language, people use the languages for their communication. UNESCO mentioned that this fact represents a challenge for current schooling contexts since the educational system should conform to the students' needs, and provide a proper education to balance their social and cultural demands. Therefore, language teachers' professional preparation, which generally emerges from education as a language teaching professional in monolingual, should change to be a 'multilingual turn' (de Oliveira et al., 2014). Teachers should alter their teaching perspective from monolingualism to multilingualism.

Accordingly, a teacher should become aware that, as multilinguals, students nowadays are not living in a single world-view. They are exposed to diversity and better understand that other viewpoints are possible (Cook, 2001). A multilingual student should be seen as an individual who stores language(s) at any proficiency level. Cook (2001) also proves that students have more extensive linguistic repertoires and can engage with a broader range of language situations. Aronin and O'laoine (2004) add that students' multilinguality is characterized by their metalinguistic awareness, learning strategies,

opinions and preferences, passive or active knowledge of languages, language use, and language acquisition.

In educational context, policies change based on the needs of students to be implemented by teacher into practices at the school levels. Current research also emphasizes the importance of teachers' ownership in fostering innovation processes referring to their classroom needs (Fábián, 2004). In a classroom, teacher attitude to educational policy and teaching approach is a strong predictor, which will undoubtedly affect their performance. Moreover, researchers in the field argue that insight into teachers' attitudes and beliefs is necessary to understand and improve language teaching and students' learning (Borg, 2006). Attitudes are the mental dispositions people have towards others and the current circumstances before making decisions that result in behaviour. In the multilingual classroom, on that account, teachers play an essential role in fostering multilingual behaviour in the classroom, and their actions can significantly influence their students (Haukas, 2016). Otherwise, multilingual students will miss the opportunity to use their second or third language outside the home, and slowly shift into the dominant language (Montrul, 2013).

Therefore, as one of multilingual and multicultural countries, Indonesian government should pay particular attention to the phenomenon. Indonesia is the second most linguistically diverse nation in the world, where more than 700 local languages spread across the archipelago. Indonesia is a country of people from different ethnicities, races, religions, cultures, and languages that the people are mostly born bilingual. They are exposed to their first language (L1) at home and *Bahasa Indonesia* (second language/ L2) as the official and national language among the communities. By the time they begin their formal school, they have to learn English as their third language (L3/FL) as it is a compulsory course. They then should learn other additional foreign languages (FL) at some schools such as Arabic, Chinese (Mandarin), German, Japanese and French. Consequently, schools should be responsible for accommodating students' needs for such language education challenges and problems.

The government of Indonesia regulates these languages as school subjects and as the language of instructions in Indonesian National Law for Educational System (UU RI number 20/ 2003 article 33). Firstly, it is mentioned that the local language can be used as the language of instructions at the primary level when it is needed. Secondly, *Bahasa Indonesia* as a national language is the official language of instructions in all educational programs. And thirdly, a foreign language can be used as the language of instructions at

a specific educational program to support the students' language skills. To ensure this policy's success, governmental institutions are responsible for initiating, supporting, supervising, and evaluating the policy as it is put into practice have been set up (Hamied, 2012).

Hence, the Indonesian government has been developing curriculums based on the students' needs analysis and evaluation over time until now. The current curriculum, *Kurikulum 2013*, is developed by the Ministry of Education and Culture of Indonesia to promote multilingualism or linguistic diversity by preserving and maintaining the diverse vernacular languages in Indonesia besides the national language (Renandya, 2000). Foreign language could also be used as a medium of instruction for foreign language subjects or any other subject in bilingual classes. It regulates the language of instructions as the means of communication in the teaching and learning process, which consequently becomes a special issue to be considered by teachers in their multilingual classrooms. However, in reality, there has been little attention to the local language's cultivations (Idris, 2014) that most of the teachers concern more about their teaching content than the language itself.

In addition, studies shows that Indonesia institutions are still struggling with this instructional language policy and practice problems. There is a gap between the policy and the actual practice. Many Indonesia language teachers are still underqualified (Ilyas, 2015) compared to other countries in Asia, leading to a low quality of education (Alawiyah, 2013; Hartati, 2009). Furthermore, Alwasilah (2013) mentioned that the failure in FL teaching reflects the de-contextualization of communication in some level of society in comprehending the FL discourse or text. Moreover, he mentions that most of FL teachers have a lack of understanding concerning bilingual or multilingual perspectives and curriculum.

In a multilingual and multicultural country like Indonesia, such a language policy requires teachers to move away from monolingual pedagogy to multilingual pedagogy (Zein, 2018). Multilingual pedagogy allows teachers to acknowledge the hybrid and creative language practices for multilingual students. Hence, language policy should be provided as a set of principles used to varying degrees in different approaches depending on the teaching context, curriculum, and learners (Neurer, 2004). Teachers should be prepared and trained to implement the particular curriculum into practices. Yet, teachers' knowledge and beliefs will influence their professional practice (Ellis, 2004). Also, their attitudes during the learning process affect students' acquisition and performance.

Therefore, it is essential to explore teachers' attitudes towards multilingual pedagogy in the Indonesian curriculum practices for foreign language learning.

1.2 Conceptual framework of study

This research aims to find out secondary school foreign language teachers' attitudes towards multilingual pedagogy in Indonesian. I investigate the teachers' attitudes and perceptions towards the Indonesian multilingual pedagogy. Theoretically, language education policy accommodates the nation's language needs from various communities and cultural backgrounds. It tests the resource that it has, investigates the function of language generally and particularly in a country's community life. The policy makes strategies to manage and develop language resources and connect them to be operated in some appropriate planning agencies (Corson, 1990). Nevertheless, Widodo (2016) argues that through policy and curriculum documents, educational standards and competencies are sometimes determined without comprehensive knowledge on language and language pedagogy, a better understanding of planning goals, a collaboration between policymakers and curriculum makers, and rigorous negotiation between local needs and globalization demands.

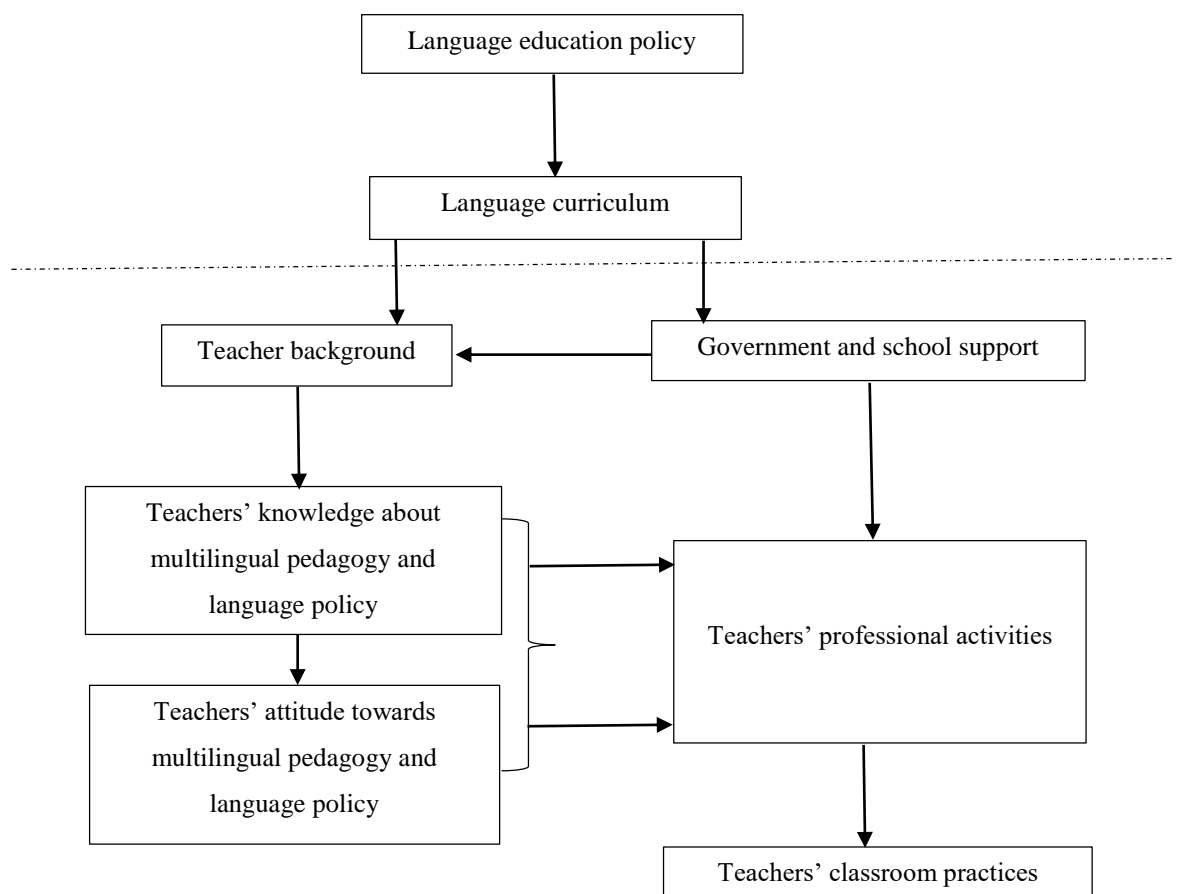
Language policy influences the implementation of the curriculum, and the assessment aims to put in place to measure the achievements of that implementation. Simultaneously, the assessment results can influence changes in language policy, so a new cycle starts. Language policy is usually reflected in the curriculum and implemented to teach different languages as a subject or teach other subjects using those languages and their importance for assessment. In multilingual countries, some programs may be defined as weak forms of bilingualism. Bilingual primary school students transition into monolingual in secondary school and university (Baker, 2006). At a grassroots level, language teachers are responsible for interpreting and enacting language policies, which affect their teaching practices. They also have responsibility for remaking this language policy into school or classroom policy, which should be relevant with a local context of teaching practice (Widodo, 2016).

Correspondingly, teachers' beliefs, practices, and attitudes are essential for understanding and improving the educational process (OECD, 2009). Attitudes are hypothetical constructs that comprise opinions, values, feelings, beliefs, dispositions, behavior, and practices of individuals; attitudes tend to be used with a sense of direction towards an object. They have a quality of being relatively persistent (Gilmetdinova,

2015). Attitude can be defined as mediated reactions that have been strongly influenced by social context. Baker (2006) outlines the main features of attitudes as 1) cognitive and affective, 2) dimensional in that they vary in degree of favorability/ unfavourability, 3) incline a person to act in a certain way, 4) are learned, and 5) often persist, however, they can be modified by experience.

Figure 1 shows the overview of the conceptual framework for this study. It reveals that language education policy should be reflected in the curriculum and implemented by teachers at the school levels. Therefore, teachers responsible for interpreting and enacting the curriculum. Previously, teachers should be equipped for professional training and experiences for effective curriculum implementation. The proportional background for teachers they obtained from the training will serve as their knowledge and essential information, influencing their attitudes towards language education policy and multilingual pedagogy. Government and school leaders also have their essential role in supporting teachers.

Figure 1. *Conceptual framework of the study*



1.3 Purposes of the study

This study's primary purpose is to investigate foreign language secondary school teachers' attitudes towards Indonesian multilingual pedagogy. Particularly, this study investigates foreign language secondary school teachers' attitudes towards three sub-variables of Indonesian multilingual pedagogy. Firstly, I explore the teachers' attitudes towards the concept of multilingualism in education. Secondly, I examine their attitudes towards the Indonesian language education policy and the government effort to support the implementation. Last, I examine the teachers' attitudes towards multilingual practices in foreign language classrooms.

This study also examined the difference in foreign language attitudes based on some independent variables from their demographic characteristic, namely: age, gender, teaching experience, and language of teaching. Last, this study explores further the foreign language teachers of secondary school perception toward Indonesian multilingual pedagogy through in depth interviews.

1.4 Research questions and hypothesis

The research questions used to be connected to a methodology that served to guide the researcher to elicit responses or findings needed to achieve the study's purposes. This research is attempted to explore foreign language secondary school teachers' attitudes towards Indonesian multilingual pedagogy. It also aimed at exploring how they perceive multilingual pedagogy in Indonesian secondary school classrooms. In line with the purposes mentioned above, this project endeavors to address the following questions:

1. What attitudes do FL teachers' have toward Indonesian multilingual pedagogy?
2. Is there any difference in teachers' attitude towards Indonesian multilingual pedagogy based on their social demographic characteristics (gender, age, teaching experience, and language of teaching)?
3. What are FL teachers' perceptions of the Indonesian multilingual pedagogy practices?

Regarding the second question, I hypothesize that there is no difference in FL teachers' attitude towards Indonesian multilingual pedagogy with their social demographic characteristics based on gender, teaching experience, age, and the subject of teaching.

1.5 Significance of the study

The results of this study could be used by foreign language teachers, school administrators, policymakers at the secondary school level, the Indonesian Ministry of education and culture, and the public to clarify their attitudes and perception towards Indonesian multilingual pedagogy. With this study, some concepts and practices involving implementing multilingual pedagogy practices in the country may be clarified among foreign language teachers themselves.

The information will serve as beneficial information to evaluate whether multilingual education fit or not fit with evaluative feedback to existing language education policy. Educational leaders and policymakers interested in the professional development of multilingual pedagogy, curriculum, and practices may utilize the local scene's outcomes or broader as a valuable insight to help them make informed decisions in fully implementing the country's multilingual education policy and curriculum.

1.6 The limitation of the study

The current study focuses on foreign language secondary school teachers in one province in Indonesia. The results may not be generalizable to include other FL secondary school teachers' voices across the country. The study is not pursuing a national project, but it is conducted under limited financial resources and time. For these reasons, large numbers of secondary school teachers' investigations through questionnaire surveys are not possible to be conducted because an extensive number survey's population acquires expensive cost and time-consuming. Another constraint for me to do a more extensive number population survey is that some of the foreign language secondary school teachers in small cities were unwilling to take part in the online survey, they preferred to fill in the printed out version of the questionnaire. It was not possible to be done since I conducted the survey from another country, Hungary.

1.7 Definition of terms

A particular term used in this research are defined for purposes of clarification:

Teacher attitudes are the teachers' learned predispositions to respond in a consistently favorable or unfavorable manner regarding the principles of multilingual pedagogy. Attitudes are hypothetical constructs that comprise opinions,

values, feelings, beliefs, dispositions, behaviours and practices of foreign language teachers.

Translanguaging is the ability of multilingual speakers to shuttle between languages treating the diverse languages that form their repertoire as an integrated communication system. It includes complex linguistic family dynamics and the use of code-switching.

Code-switching or language alternation happens when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation.

Mother tongue or regional language, in this study, is treated as the first language (L1), a language acquired during early childhood and learned as part of growing up among people who speak the language.

Second language (L2) is additional language, official or societally dominant, that the speaker uses for education, employment, and other necessary purposes.

Foreign language (FL) is not widely used in the learners' immediate social context, which might be used for future travel or other cross-cultural communication situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.

Multilingual pedagogy is a set of principles used to varying degrees in different approaches depending on the teaching context, curriculum, and learners.

Teacher perceptions are the way in which multilingual pedagogy is regarded, understood, or interpreted. In this study, I explore how their perception and understanding influence their behavior in teaching foreign language classroom.

Chapter II. Literature Review

In this chapter, I discuss the salient aspects of interest to this study in several sections. First, the review begins with the discussion about the concepts of bilingualism and multilingualism. Then, the review concerns on multilingualism turn and followed by the discussion about the different context of multilingualism in Europe and Asia in relation to educational system. In the second section, I present a review of multilingual education and pedagogy and a review of translanguaging pedagogy. In the third section, I present a review of multilingualism and language policy in Indonesia. In the last two sections, I discuss some theories of teachers' attitudes and related previous studies.

2.1 Bilingualism and Multilingualism

Studies in language acquisition prove that bilingualism and multilingualism are different in some respects. Bilingualism is studied as using two languages in one's mind, while multilingualism refers to using three or more languages by a person. Nevertheless, Jessner (2014) mentions that the understandings of bi- and multilingualism are now much more sophisticated. Multilingualism may be defined as people who have complete competence and mastery in three or more languages. On the other side might be defined as people who know enough phrases to get around or communicate using alternate languages. Moreover, it refers to the use of languages in everyday life.

Globalization has forced communities into more significant contact with each other and compelled people to understand multilingual communication. According to Gorter et al. (2007), some factors generate multilingualism in a society, namely: (1) historical or political movements such as imperialism or colonialism; (2) economic movements in the case of migration; (3) increasing communications among different parts of the world and the need to be competent in languages of wider communication; (4) social and cultural identity and the interest for maintenance and revival of minority languages; (5) education; and (6) religion movements that result in people moving to a new place. Hence, in the current years, researchers from various linguistics fields focus on studying the beneficial implications of being bilinguals and multilinguals, for example fields of psycholinguistics, sociolinguistics, neurolinguistics, and applied linguistics.

Accordingly, definitions and descriptions of multilingualism often vary for researchers depending on their backgrounds and the study's context. Aronin & Hornsby (2018) state that multilingualism is an interdisciplinary field of study of how individuals

and groups of people acquire and use three or more languages. It covers a complex area of related disciplines such as linguistics and applied linguistics, pedagogy, education, L2 acquisition, L3 acquisition, psychology, and sociology. In some other studies, multilingualism refers to individual and societal as a human language considered a collective phenomenon (Aronin, 2019). As language is a social consensus, it is unfeasible to investigate individual multilingualism without considering its societal dimensions and vice versa.

Individual multilingualism relates to a personal domain that deals with the ability to master and use two or more languages. Cenoz (2013) mentions that an individual could acquire the different languages simultaneously by being exposed to two or more languages from birth or being exposed to second or additional languages later in their life. Research on individual multilingualism focuses on learners' emotions and attitudes and speakers of multiple languages concerning their own and others' languages. The researchers generally explore or compare users' life trajectories of different languages' patterns and the benefit and challenges they experienced as multilinguals.

While, societal multilingualism refers to the circumstances, contexts, order, manner, and routines of the use of languages in different kinds of communities, organizations, and groups. People are aware of and often control their language practices by dealing with the language varieties they know. Societies require particular linguistic behaviour that is expected from an individual to be accepted by the member. This behaviour is associated with languages' certain position or status in a family, school, nation, and country. Cenoz (2013) describes two primary types of multilingualism at the societal level: additive multilingualism and subtractive multilingualism. Additive multilingualism is when the language is added to the speakers' linguistic repertoire while their L1 continues to be developed. The other type is subtractive multilingualism refers to the situations when a new language is learned by the speakers and replaces the L1.

Aronin (2019) explains that when many languages coexist in a region, whether they are used or not by all the citizens, it is known as proximate multilingualism. For example, in Switzerland, as an example of proximate multilingualism in Europe, its citizens do not need to use all four official Swiss Confederation languages: German, French, Italian, and Romansh. People who speak minority languages may live in linguistic and cultural bubbles or live using only immigrant languages without mastery of an official majority language. In this situation, some speakers who master important languages will serve as mediators between the language communities.

The other form of societal multilingualism is integrative multilingualism. The integrative form has proliferated recently, and it indicates the situation where people encounter other languages of the context and actively use them. Therefore, integrative multilingualism increases frequently due to the globalization process like migration and technological advancements.

2.1.1 Multilingual turn

In the past few years, multilingualism focuses on the relationship between the knowledge of two or more languages and the particular feature of cognition. Some studies concentrate on distinguishing between monolinguals and multilinguals in inhibitory control and on some aspects of language processing in two languages (Cenoz, 2013). Bialystok (2004) shows that the results mainly indicate that multilinguals of different ages develop resources to perform better on some metalinguistic tasks. Moreover, it has been proven by some researchers that being multilinguals can slow down some aspect of cognitive decline related to aging (Leca, 2017).

Presently, 'multilingual turn' mentioned by de Oliveira et al. (2014) critiques the monolingual perspectives that have dominated research in applied linguistics, particularly in L2 and L3 acquisition. Multilingualism is not multiple monolingualism. Grosjean (1985) opposes a view that considers language as discrete, fixed, and independent entities which implies that multilinguals are expected to be like two or more monolinguals by using a holistic view. On the contrary, all speakers have their linguistic repertoire that contains elements across languages and dialects.

Accordingly, studies on second language acquisition suggest that individual multilingual learners perform differently than their monolingual peers. Studies also interestingly found that multilingual learners in FL classrooms lead to a higher performance of all learners than monolingual classrooms (Hesse & Göbel 2009). Multilinguals adopt different codes for different contexts and objectives. From this perspective, their acquisition's objective is repertoire building rather than total competence in individual languages. Multilinguals prefer to develop a range of codes for a range of purposes (Canagarajah & Wurr, 2011).

Therefore, it has been proven that a multilingual differs from a bilingual and monolingual in several respects. Adopted the holistic view, Cook (1992) proposes multicompetence as a complex competence that multilinguals evince. The view highlights the quality of multilingual speakers as distinct from those of monolingual speakers. They

utilize the languages at their disposal as assets in communication since their language repertoire is more expansive than monolinguals. While monolinguals use a single language in all situations, multilinguals navigate among languages they have in mind.

Canagarajah (2011) assumes that multilinguals can communicate using two or more languages not because of a shared grammar, but because of communicative practices and strategies used to negotiate their language differences. Furthermore, he claims that these strategies are not a form of knowledge or cognitive competence. It is a form of speakers' resourcefulness in the unpredictable communicative situations that they encounter. People learn the language as they use them. Since one could not predict the language situation, they are involved in, and they decode the other's grammar as they interact. They make inferences about the other's language system and consider them as they formulate their utterances.

Previously, Cook (1991) has introduced the term multicompetence concerning how languages are processed and learnt by multilinguals. He uses the concept of multicompetence to study second language acquisition from a holistic perspective, viewing the L2 user as a whole person and not as an incomplete speaker of the L2. Also, Cook (2013) defines multicompetence as knowing more than one language in the same mind or the same community. Multilinguals are proven to demonstrate superior metalinguistic and metacognitive abilities, such as drawing comparisons between different languages and reflecting on and employing appropriate learning strategies (Haukas, 2016).

In some literature, it was often understood that L2 acquisition resembles L3 acquisition in many respects. Nevertheless, there are different processes in acquiring an L3 since the learners already master two other systems. They have prior knowledge and learning and have access to these to compare their structure and be aided, or sometimes they can even be impeded by this knowledge. Jessner (2014) also states the distinction of bilingual as two languages in a person's mind. Multilingualism denotes the use of three or more languages by an individual. L2 learners are new regarding additional languages they are learning, while L3 learners have had to learn an L2. Cenoz (2000:40) claims that 'second language acquisition has a lot in common with the multilingual acquisition, but there are differences regarding complexity and diversity'. It is thought that multilingual acquisition is a somewhat more complex and diverse process than second language acquisition.

Multilingualism studies have also been differentiated second language acquisition (SLA) from third language acquisition (TLA). In learning the third language, a meta-system is developed by learners based on their bilingual norm. However, TLA research findings show that the choice of supporter languages in transfer processes relies on various factors and displays different patterns from those identified in traditional SLA and bilingualism research. Hence, it reveals the highly complex, dynamic, and non-linear multilingual development process that is not easy to predict.

The second language is typically learned after the first. However, in multilingual acquisition, things may be more perplexed since a learner may learn a third language and a fourth or incompletely learn more languages simultaneously. A third or fourth language may not necessarily be learned in an educational context, whereas that is usually with the second language (Cenoz & Jessner, 2000).

Herdina and Jessner (in Cenoz & Jessner, 2000) assume that multilingual development follows biological growth patterns as a dynamic process. Since the learner has limited resources, it shows a sine curve, and the learners might also experience some language attrition in the process. Therefore, time and effort dedicated to learning additional languages are not always steady. What is more, these complex phenomena interact with individual learner differences: not all learners learn at the same pace, neither have they the same motivation to do so. Also, anxiety may inhibit a learner from progressing as it might be expected. The status of an additional language in a society may also influence the acquisition either positively (a language that may have a high status) or negatively (if it is a marginal or minority language). More importantly that the main factor facilitating the development of the multilingual system, the general language effort, is influenced by how the speaker could recognize of their communication needs (Navracscics, 2014)

Moreover, according to Herdina & Jessner (2000:90), another factor that may influence L3 learning is 'theoretical progress we would expect in learning is countered by the requirements made by language maintenance'. They explain that a learner who speaks a second language and learns a third may require more time to maintain two systems simultaneously. Some attrition or loss is also expected, but a multilingual learner is different from a bilingual one. They have developed language management and language maintenance skills and metalinguistic awareness that may promote their learning.

Accordingly, having enhanced linguistic knowledge and experience in a different language, multilingual learners may obtain different qualities, which is explained in

Dynamic System and Complexity theory (DCT) (De Bot et al., 2007) and in Dynamic Model of Multilingualism (DMM) (Herdina & Jessner, 2002). DCT views a multilingual system as an open system (interdependent) influenced by social and psychological factors, which means it fluctuates between positive and negative (language attrition or loss) growth.

Herdina and Jessner (2002) develops the Dynamic Model of Multilingualism (DMM) to show that learning a third language is a complex process. The DMM focuses on systems rather than languages and considers that multilingualism is a dynamic and adaptive process. Jessner (2008) explains that the development of a multilingual system changes over time and is non-linear. It is a reversible system that may result in language attrition or loss and complexity. Some aspects may also influence the process since it depends on social, psycholinguistic, and individual factors. Therefore, the acquisition of the third language may be a more complicated procedure than the acquisition of the second since there are four probable acquisition orders: a) the three languages are learned consecutively; b) the three languages are learned simultaneously; c) the L1 and L2 are learned first and simultaneously, and then the L3 is learned d) the L2 and L3 are learned simultaneously after the L1 (see Cenoz 2000).

Furthermore, DMM points out that Multilingualism or M-factor is skills and ability that the multilingual user develops owing to her/his prior linguistic and metacognitive knowledge (Jessner, 2008). The M-factor's primary element is multilingual awareness, which comprises meta and cross-linguistic awareness. Metalinguistic awareness refers to the ability to focus attention on language as an object in itself or to think abstractly about language and, consequently, to play with or manipulate language. Moreover, cross-linguistic awareness refers to the awareness of the connection between languages expressed "tacitly or explicitly during language production and use" (Jessner, 2006).

Jessner, Allgauer-Hackl, and Hofer (2016) prove that students' proficiency in L2 combined with their L1, L3, and metalinguistic training has benefitted them. It shows that the students exposed to trilingual instructions and training could perform high metalinguistic awareness levels and high proficiency levels in their L2 and L3. They show that extensive contact with multiple languages in the classroom and multilingual awareness training stimulate students' linguistic and metalinguistic awareness, and facilitate additional language acquisition.

More studies have continuously proven that a multilingual has an advantage in learning languages. Dewaele (2002) examines this by conducting a study with 106 students (bilinguals, trilinguals, and quadrilingual). He focused on oral communication since it is the most anxiety-causing situation and found that multilinguals are better communicators and more self-confident: the more languages they know, the less anxious they feel. It is a fact that previous experience with learning a language aids the learning of an additional one. Lasagabaster (in Jessner, 2008) also mentions that Basque-Spanish bilinguals have higher metalinguistic awareness than Spanish monolinguals when learning English as an additional language. It was found that plurilingual children display a wide range of metalinguistic abilities, which can serve as a 'facilitative bridge' between languages.

The description above shows how communication works in multilingual communities and contact situations. Languages, for multilinguals, are generally in contact and mutually influence each other. In the case they separate languages with various labels is a construct of traditional linguists; it is an ideological act of claiming ownership over specific codes to identify one's community and identity (Pennycook, 2010). Multilingual users treat all the codes in their repertoire as a continuum and not separate from each other; they draw from them for their communication (Garcia, 2009). Multilinguals do not have separate competencies for separately labeled languages, making them different from monolinguals.

The objective of language learning is also different for multilinguals. They do not aim to master a language for all purposes and functions. Garcia (2009) believes that multilinguals master the codes that are sufficient for the functions they want that language to perform. There is no need to develop proficiency in all the languages for the same purposes—or the same language for all purposes. Multilinguals adopt different codes for different contexts and objectives. From this perspective, their acquisition's objective is repertoire building rather than total competence in individual languages. Multilinguals prefer to develop a range of codes for a range of purposes.

2.1.2 Multilingualism in different countries

Multilingualism is not only an attribute of an individual polyglot, but it is also attribute of a societies. Since the dissimilar circumstance in a society, each country has specific context of multilingualism. In Europe, it is understood by the European institutions as either the capacity of a single individual to express themselves in other

languages (plurilingualism), or the coexistence of different linguistic communities in a specific geographic area (Ottaviani, 2019). Multilingualism is not only an expression of the EU (hereinafter referred to as European Union) countries' cultural identities but it also helps preserve democracy, transparency and accountability.

Furthermore, Ottaviani (2019) mentions that in the European context, multilingualism is one of the founding principles, although only one in five Europeans can speak two languages other than their own. For that reason, EU is committed to a multilingual Europe which reflected in the European countries' educational systems. In 1995 the White Paper on education and training entitled *Teaching and Learning: Towards a Learning Society* proposed that EU citizens be proficient in three European languages: in their mother tongue and two other Community languages. It was one of the attempts to keep multilingualism as one of the main characteristics of Europe's identity. The concept of Community languages referred to two other EU member-states' national languages, although in later European Commission documents. The concept was specified in such a way that reference was made to one foreign language with high international status (English was deliberately not referred to) and one so-called neighboring language.

Therefore, the European Commission summoned the Member States in 2017 to reinforce the central role of multilingualism in the European project by (European Commission, 2017): firstly is by taking the actions recommended in the Council Recommendation on a comprehensive approach to the teaching and learning languages. The action includes working with the Member States and leading experts in language education to modernize language teaching and make it more efficient. Secondly, it is strengthening its drive for evidence-based policymaking, rendering EU legislation more effective in providing public goods, such as a cohesive, multilingual society.

Multilingualism nowadays, being an added value in an attempt to obtain a job in today's European border-free single market, is expected to promote tolerance and a better understanding amongst Europeans. Being multilingual prepares people to live in a multicultural society, to equip citizens to participate in public life, to strengthen social cohesion and solidarity while at the same time mitigating the spread of xenophobia and parochialism among current and future generations. Therefore, learning a foreign language should become an equal right for every citizen.

Hence, the multilingual educational landscape in Europe is that in all European bilingual contexts, students will have to contend with four languages in the school curriculum: the two native languages plus two other European languages. For example,

countries such as Spain have evidenced a change from a monolingual school system. Until the early 1980s, only the majority language (Spanish) could be used at school. Presently, the school system has turned into a multilingual one where more than two languages are a widespread feature. The consequence of this situation is that English is becoming the L3 in many contexts (Cenoz, 2000).

In United States of America, Fitzgerald (1993) mentions that the history of the development of views on bilingualism explains why the acceptance of bilingualism currently might be difficult. From the pre-colonial time until the late 1800s, there was an embracement of bilingualism views. Then, an English-only sentiments from around 1880 grew until the present day. However, the massive increase in students whose primary language is not English and who perform at low levels in the schools, has generated discussion about the most effective way to educate them.

The United States government has been organized some programs and enacted laws in promoting bilingualism in the educational system. Gandara & Escamilla (2016) state that the vast majority of United States bilingual programs are designed for students who come to school speaking native or home languages other than English and who are learning English as a second or additional language. They argue that bilingual education programs in the United States have largely been developed, debated, and researched around the language of instruction issues including the quality of instruction.

While, in Southeast Asia, where one-third of more than 6000 languages are spoken in the world today, multilingualism is unavoidable and more complex. Intermarriage is a common phenomenon that the children of mixed parentage are raised multilingual (Badenoch, 2011). However, language studies in Southeast Asia are not in the scheme for investigating society's diversity and dynamism. Studies mostly carry out focusing on the role of language policy within the post-colonial nation-building project. Moreover, Southeast Asia countries are still struggling to develop a multilingual policy for equitable and practical education.

The last three decades have also seen the rise of one language in China – Chinese Putonghua. It is used as the standard means of communication: education, services, employment, media, entertainment, trade, and everyday talk. Thus, its national reach is arguably unprecedented. Languages such as Tibetan, Uyghur, Mongolian, and Zhuang also have large demographic constituencies, though not as much national capital as Chinese, and their status and learning have been threatened.

Tsung (2015) mentions that China's fundamental agenda on multilingualism and language education reflects its theme: cultural and linguistic diversity, political unity, and economic development. Thus, the problem for policymakers is that two competing discourses become a challenge in maintaining a hegemony. Cultural and linguistic diversity represents cultural identity discourse, while political unity represents the discourse of universality.

In ASEAN countries (The Association of Southeast Asian Nations), language education policy is a complex issue since most countries are a multilingual society where more than 1000 mother tongues are spoken from different language families (Kickpatrick, 2012). Those countries are Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Vietnam, Laos, Myanmar, and Cambodia. The language policies in those countries require their people to learn and use their national language as well as English as their second or foreign language. Even though some countries are not Britain or the United States colony, English has become increasingly important. So mostly, students have to learn in two new languages besides their mother tongues, once they start their school. Yet, the demand to establish a national language in ASEAN countries and the need to use English as a language of modernization and international communication could threaten local languages.

Accordingly, some ASEAN countries' programs have been examining the effective language learning from an early age by postponing L2 and FL and creating a comfortable circumstance. The circumstance is referred to by Cenoz (2009) as natural language environment_ the environment where children use the similar language they learned at school. Moreover, some studies show that the home language could act as a bridge to second or foreign language learning that children will be able to transfer the skills they have developed while learning L1 to L2 or FL learning (Cummins, 2008).

2.2 Multilingual education and pedagogy

Multilinguals and monolinguals are different in that multilinguals cannot be trained using monolinguals' standards. Also, multilinguals cannot be judged as deficient compared to monolinguals. Recently, theoretical proposals and pedagogical practices for multilinguals oppose language separation tradition and propose different ways of learning. Within the educational context, those proposals are likely to remove the boundaries between languages that Cenoz and Gorter (2017) consider as the need to 'focus on multilingualism' in both language learning and assessment. They highlight the need to

look at how languages are used by multilingual speakers in social contexts when teaching languages or conducting research on multilingual education.

Multilingual speakers utilize their semiotic resources creatively, including linguistic resources in communication and interaction. Cenoz and Gorter (2017) mention that teachers should look at the whole linguistic repertoire of the language learners so that their linguistic resources can be activated and become more efficient language learners than when the languages are learned separately. They argue that multilingual speaker might use different languages either in isolation or mixed for different purposes.

Therefore, in multilingual education, teacher should facilitate multilinguals students' appropriately to support their learning. Teacher should plan and manage the learning for students to apply their multilingual strategies at suitable times and in productive ways. However, teachers in some countries do not fully comprehend the principles of bilingual or multilingual education programs (Batnag, 2008) in their educational system. The fact that bilingual or multilingual programs are so diverse for every countries or even schools that it is problematical to make a generalization.

Multilingual education can be defined as an educational programme in which two or more languages are used to provide instruction and classroom communication. Skuttnab-Kangas (1984) offers three broad categories that encompass the range of education programs. *Immersion programs* promote additive bilingualism or multilingualism for majority language speakers. These are highly valued educational programs and the most well-known are the French immersion programs for English speaking children in Canada. Although teaching is provided in the second language, the teacher knows and may use both languages. *Submersion programs* are programs where linguistic minorities are taught the medium of the majority language with minimal or no support to enable learners to understand the language of instruction nor access the curriculum content. Often, the minority language and cultures are not highly valued by the majority group. *Maintenance programs* provide teaching in the first language in order to maintain use of the home language and culture. These programs are often allied to transitional bilingual or multilingual education programs where the learners gradually move towards full use of the majority language.

Accordingly, Brisk (2008) states that a good bilingual or multilingual school should have a good quality of curricula with some criteria. Firstly, the curriculum should be bilingual or multilingual that the native language is used for an extended number of years to develop literacy and for teaching academic content. The second language (L2)

should be fully developed, languages are used to maximize instruction, and the language of choice and student assignments should be consistent. Secondly, the curriculum should be cross-cultural that native culture is included. Students personal experiences should be tapped, local culture is explicitly taught, and cultural conflicts are analysed. Thirdly, all bilingual students should participate in a comprehensive and qualified curriculum that content, language, and culture are integrate. Thinking and study skills are explicitly taught. Materials should be varied, of high quality, interesting, and in the native languages as well as L2 or L3. The last, content and language assessment should be ongoing, authentic, and fair.

Beside curricula, a good bilingual or multilingual education should consider the quality of its instruction (Brisk, 2008, p. 164- 198). A good instruction should have these criteria:

1. Instruction should respect students, their language, and their culture.
2. Instruction should be engaging, challenging, and supportive.
3. Special strategies are needed for teaching English and teaching in English.
4. Special consideration should be given to students with limited literacy and schooling.
5. Class objectives should include language, culture, and academic content.
6. Students should play an active role in learning.
7. Classrooms should be organized to maximize learning, collaboration, and participation.
8. Assessment should be integrated with instruction.
9. Resources should be varied and serve the basic goals.
10. Family and communities should be partners in the classroom.
11. Teachers should maximize their skills and backgrounds.

Hence, bilingual or multilingual teachers should develop their effective teaching steps and perform them using an appropriate linguistic concept in their communication. For example, in bilingual or multilingual classroom which the students come from different language and culture background, students should be trained to be aware of any linguistic devices like classifications, cause and effect relationship, description, summary, argument, and so on in order to understand the text or discourse in the classroom. A framework discussed in de Oliveira, Lucas, and Villegas (2014) describes the orientations, knowledge, and skills of linguistically responsive teachers and how this framework can be incorporated into teacher education programs in bi- or multilingual contexts (see Table 1.).

Table 1. *Elements of a Linguistically Responsive Teaching Framework for Multilingual Contexts*

Sociolinguistic consciousness	Understand the connection between language, culture, and identity and develop an awareness of the sociopolitical dimensions of language use and language education.
Value for linguistic diversity	Show respect for and interest in diverse students' home languages. Positive attitudes toward students' languages encourage them to engage in school learning.
Inclination to advocate for learners	Developing teachers' knowledge about and experience with advocacy should be a key component of teacher education programs.
Learning about learners' language backgrounds experiences and proficiencies	Understand learners' diverse language backgrounds, experiences, and proficiencies to be able to tailor their instruction and adjust curriculum, to take into account learners' resources and needs.
Identifying the language demands of classroom discourse and tasks	Knowledge about the academic language and literacy demands evident in learners' assigned course readings (e.g., content area textbook passages) and their learning from classroom discourse (e.g., the specific linguistic forms, functions, and vocabulary).
Applying key principles of second language learning	1. Conversational language proficiency is fundamentally different from academic language proficiency. 2. Learners need comprehensible input just beyond their current level of competence. 3. Social interaction for authentic communicative purposes fosters learning. 4. Skills and concepts learned in the first language transfer to the second language. 5. Anxiety about performing in a second language can interfere with learning.
Scaffolding instruction to promote learners' learning	Scaffolding refers to the types of instructional support essential for learners' learning of both academic content and English (or another language) in the school context. Scaffolding, in the form of temporary support, helps a learner carry out academic language and literacy tasks beyond his/her current capacity in the school context. This involves, for example, activating prior knowledge, using multimodal materials and various written texts, employing different collaborative learning activities, using extra-linguistic supports, supplementing and modifying written text and oral language, and providing clear and explicit instructions.

de Oliveira, Lucas, & Villegas, (2014) explained that this framework proposes a substantial body of empirical and conceptual literature in identifying necessary orientations, skills, and knowledge that should be prepared by teachers and draws on some ideas for what to incorporate into a teacher education program in bilingual or multilingual contexts. Teacher should later modify the details of their curriculum according to their objectives but this framework can serve as a useful starting point for curriculum revision. The principles presented in the framework are applicable to bi- or multilingual contexts when adapted and modified according to each context which also provide a lens for ensuring coherence and minimizing unnecessary redundancy across program courses and other components.

In the teaching and learning practices, Garcia (2009) proposes a multilingual pedagogy as a technique to helps teachers to acknowledge the hybrid language practices of multilingual people and their role in the development of more competent users of

academic language practices. Multilingual pedagogy addresses some language skills which are needed in a society. French (2018) mentions that multilingual pedagogies should also address factors including affective aspects, learning and social outcomes, and practical consideration in teaching. Consequently, De Angelis, Hufeisen, and Otwinowska suggest that in multilingual classroom language teachers should ideally be able to meet several, if not all, of the following requirements (in Haukas, 2016: p.3):

1. They should be multilingual themselves and serve as models for their learners.
2. They should have a highly developed cross-linguistic and metalinguistic awareness.
3. They should be familiar with research on multilingualism.
4. They should know how to foster learners' multilingualism.
5. They should be sensitive to learners' individual cognitive and affective differences.
6. They should be willing to collaborate with other (language) teachers to enhance learners' multilingualism.

Correspondingly, teachers play a significant role in exposing and fostering multilingual behavior in the language classroom. Their activity and gesture can influence their students (Lasagabaster & Huguet, in De Angelis, 2011). Therefore their beliefs and attitudes are crucial. The cognitive dimension of attitude is formed from experience and related information from various sources. Attitudes are the people's mental dispositions towards others and the current circumstances before making decisions that will result in their behavior. Therefore the current study focuses on investigating foreign language teachers' attitudes towards multilingual pedagogy.

2.2.1 Translanguaging pedagogy

Having more than two languages in the curriculum has become common in many countries. The educational system should provide a suitable pedagogy for successful teaching practices. A common practice amongst multilinguals that recently has been examined in some language education studies is translanguaging. Translanguaging is the process by which multilingual students utilize their languages as an integrated communication system. It is an extension of the concept of languaging, the discursive practices of language students, and an additional feature of using multiple languages and often simultaneously.

Translanguaging develops the adaptability and cooperation of language systems. It involves language production issues, effective communication, language function, and the thought processes behind language use. Garcia (2009) uses the term to cover multilingual practices, which have traditionally been described as code-switching, code-mixing, crossing, creolization. It is experienced by multilingual students, which includes complex linguistics family dynamics, code-switching, and how that usage relates to one's understanding of their multilingualism.

Translanguaging is both going between different linguistic structures and systems and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information, and the representation of values, identities, and relationships. According to Lewis et al. (2012) and García and Li (2014), there are two types of translanguaging strategies: (1) 'teacher-directed translanguaging' to give voice, clarity, reinforce, manage the classroom and ask questions and (2) 'student-directed translanguaging' to participate, to elaborate ideas, to raise questions. Therefore translanguaging offers rich frameworks on how teachers and students could behave with multiple languages in different contexts.

Contch (2018) states that translanguaging was constructed as a strategy for the planned and systematic use of two languages for teaching and learning within the same lesson. It affords opportunities for students to make links between their experiences outside the classroom and those within. In reality, translanguaging happens naturally without teachers realizing it in classes. Hence, teachers can use scaffolding as a teaching tool to foster their students' learning and development (American & Mehri, 2014). Scaffolding is part of a sociocultural theory that puts elements of the theory into practice. Scaffolding emphasizes the collaboration between students and teachers in constructing knowledge and skills based on what students already know (Mercer & Fisher, 1998). Scaffolding refers to the types of instructional support essential for learners learning of both academic content and English (or another language) in the school context. As students learn new concepts and skills, they need teacher assistance to accomplish goals they cannot accomplish independently. In more dynamic situations, a safe and comfortable environment has been provided by teachers for students to adopt their multilingual repertoire for language learning (Canagarajah, 1995).

There are controversies and challenges surrounding translanguaging in research, policy, and practice. Some researchers question the need for such a notion when the

familiar concepts of code switching and code mixing already provide a framework with which to understand multilingual language use. Blackledge et al. (2014) have pointed out the limitations of this position and argue that it draws false distinctions between monolingual, bilingual, and multilingual individuals. They suggest that in some sense, we are all multilingual, having at our disposal a range of ways of using language, even if we only speak and write one particular language. They concern with the deficit ideologies that surround multilingualism in education, and suggest that concepts like translanguaging challenge traditional concepts such as standard and target language, with their implied hierarchies of languages. Moreover, they argue that translanguaging, among other concepts, opens up important questions related to social justice in language education, uncovering the ways in which linguistic resources are deployed in our societies and how this deployment of resources reproduces, negotiates and contests social difference and social inequality. Therefore, an instructional model as a conceptual frameworks would assist teachers in managing their teaching procedures systematically to be more effective (Bin-Tahir et al., 2017).

2.3 Multilingualism and language policy in Indonesia

Indonesia is the largest and most diverse country in Southeast Asia. Indonesia is geographically located between two main oceans and two continents. This archipelagic country island is home to more than 300 ethnic groups who inhabit only 6000 of 17000 islands stretching along the equator, making Indonesia known as a multilingual and multicultural country (Widodo, 2016). The population is around 260 million from more than 200 ethnic groups speaking more than 700 regional languages (Hadisantosa, 2010). Eight languages are considered the major languages are spoken by the people: Javanese, Sundanese, Madurese, Batak, Minang, Balinese, Bugis, and Banjar. Indonesian people from an early age mainly acquire these regional languages as their mother tongue. Most Indonesians are bilingual or multilingual in daily social encounters. We can find people with diverse cultural backgrounds in most areas of Indonesia.

Indonesia's diversity faces various challenges in developing and implementing the national language to unite the nation (Paauw, 2009). On the other hand, the Indonesian government has persistent struggles to maintain the national language and preserve the vernacular languages. The Indonesian government has been coped with the language challenges by formulating language regulation and policy in education.

Education in Indonesia dates back to the beginning of the evolution of the country several hundred years ago. The development of the Indonesian education system has been divided into six historical periods based on the ruling power's changing views on the purposes of education. As described in Jalal & Musthafa (2001), the six periods began with the ancient period (prehistory to mid-1800s). During this time, the primary purpose of education was to socialize religious values and functional everyday life skills. It follows the Dutch Colonial period (the mid-1600s to 1942) which only the chosen few could access the education. Then, the Japanese Occupation period (1942-1945), during which education for the mass was introduced. In the Old-Order Era (1945-1966), the education orientation was populist and was directed towards the development of nation and character. In the next New-Order Era (1966-1998), education was oriented to producing "people for development" who have the spirit of Pancasila (foundational philosophical theory of Indonesia). Last period, the Reform Era (1998-present), the purpose of education aims towards democratization.

Historically, Indonesia is occupied by Dutch for over 350 years, from 1595, who were reluctant to provide any education to the Indonesian population. During the Dutch colonial period, few Indonesians received any education, even at the primary level, and the majority were illiterate. Keeping the colonized people in the dark was quite different from that of the British in their colonial territories. The few secondary schools in Indonesia were attended only by Dutch children and the children of a select few local officials and well-connected people. Although English was taught as a foreign language in these schools, very few indigenous children attended them.

In 1849, the first three-year elementary school was opened for the native, the language of instruction was regional languages: Javanese, Sundanese, and Madurese. Hoffman (in Abduh & Rosmaladewi, 2019) discusses that in 1865 Malay was adopted officially as the second language by the Dutch government for trade and administrative affairs. Then, in 1893, the Dutch government divided the native schools into two types. First is schools for children of the nobility and other important figures (the first-class schools using Dutch as the language of instruction), and the other type is schools for children of commoners (second class schools). The second class schools use regional languages for instructions or Malay for the schools where regional languages could not be employed.

Western-style elementary schools were only introduced in 1907, and English as a foreign language was first taught to Indonesians in 1914 when junior high schools were

established in 1918 (Dardjowidjojo, 2003). According to Tilaar (1995), in 1940, there were only 37 senior high schools in the entire country. The privileged class of Indonesians who received an education grew up knowing Dutch and perhaps some English, but English or other foreign languages were never taught to communicate.

During the Second World War, the Japanese prohibited using Dutch as a medium of instruction at schools and the teaching of English as a foreign language. Consequently, some Dutch texts were promptly translated into *Bahasa Indonesia*, and some new terminologies were developed until Indonesia gained independence. Nevertheless, after the Japanese defeat, the Dutch returned to Indonesia and attempted to carry on with the curriculum they had used before the war. In the Japanese occupation (1942- 1945), *Bahasa Indonesia* was introduced as a communication language in the Indonesian community. It was also considered an official language for administration, press, radio, and instruction at schools universities. Indonesia won independence from the Dutch on August 17, 1945, but established a Republican government on August 17, 1950, that has a prerogative to social and cultural matters, including education.

Then, *Bahasa Indonesia* as the official and national language was set down in the Constitution (chapter XV article 36). Even though in 1945, less than 10% of the Indonesian population at that moment could speak *Bahasa Indonesia*. Later in the 1990s, studies show that *Bahasa Indonesia* has been spoken by 83% of 160 million Indonesian (> 5 years old): 68% along with their regional language and 15% uses it as a 'sub-national' language. However, *Bahasa Indonesia* is the only official language; on the village level, most of the official businesses, administrative and judicial, have still to be translated into the local or regional languages. The reason is that many villagers unable to understand.

Moreover, Simpson (2007) explains that Malay was chosen as the Indonesian national language based on some reasons. Firstly, across the archipelago, Malay was well known and used as lingua franca for hundred years. Secondly, it was recognized as the language of instruction in many areas in Indonesia. Thirdly, Malay was spoken by minorities in Indonesia, compared to Javanese that was spoken by 45% of the total population and located in the center of Indonesia. If Javanese were chosen as a national language, it would probably raise issues for Indonesia's future because other ethnic minorities refuse the use of the Javanese language, representing a group's language in a majority as the national language.

Early on, it was decided that English, rather than Dutch, would be the country's first foreign language because Dutch was the colonialists' language. It did not have the

international status that English did. Dardjowidjojo (2003) sees the choice of English as part of a pattern of choices that fell to newly independent states when working out their language policies in the context of bilingual or multilingual societies. Compared with neighboring countries Malaysia, Singapore, and the Philippines regarding English, Indonesia is not feasible to imitate its policies. Indonesia has not been a colony of either the U.K. or the U.S.A. in the way those countries have, and so there is no foundation use of English in official or public life.

Indonesian Law 2 of 1989 on the National Education System (*UU No. 2, 1989 Sistem Pendidikan Nasional*) regulates education's overall purposes at the national level. It describes that education should aim for the individual's growth in terms of spirituality, ethical responsibility, skill, physical and mental health, self-sufficiency, and capability in contributing to national development. The law distinguishes education at school from extramural education. It considers compulsory education to be the six years of primary school (*Sekolah Dasar* or *SD*) and three years of Junior High School (*Sekolah Lanjutan Tingkat Pertama* or *STLP*). In addition to this, it provides for three further years at Senior High School (*Sekolah Menengah Atas* or *SMA* or *Sekolah Menengah Umum* or *SMU*), which is seen as the path to entering higher education. Higher education can be pursued at polytechnics, academies, institutes, or universities. In addition to specifying the overall purposes, levels, and institutions where education can be carried out, it also deals in general terms with teachers' qualifications and duties.

For all level of the school, the government then specify the regulation of language of instruction as follows: firstly, *Bahasa Indonesia* as the state language becomes a language of instruction in national education; secondly, local and regional languages can be used as languages of instruction in the early stage of education as far as they needed to transmit specific knowledge and skills; and thirdly, foreign languages can be used as a language of instruction at certain levels of education to strengthen ability in foreign languages.

Regarding foreign language policy, there had been an attempt from the Indonesian government through Government Regulation number 20/2003, article 50, to develop schools with an international standard where *Bahasa Indonesia* and English were used as the languages of instruction to prepare graduates with international quality. However, this regulation's implementation was controversial because some challenges were faced, such as the lack of funds, competent teachers, and modern facilities. It was also considered using English as the language of instruction as unconstitutional because it was against the

1945 constitution, paragraph 3, article 31, which mentions that government should establish a national education, not international education. It also violated 1945's Basic Constitution of Indonesia, stating that the national language is *Bahasa Indonesia*. When English is used in education, *Bahasa Indonesia*, which supports nationalism, was ignored (Ipnugraha, 2013).

Therefore, on January 8, 2013, Government Regulation number 20/2003 was canceled, and the international standard school's implementation had to be stopped (Huda, Sukmawati, & Hidayat, 2013). The *Kurikulum 2013* was developed to answer some problematic Indonesian education issues, including language teaching and learning. Additionally, the general concern in curriculum is the standard of education processes. Standard of processes that were initially focused on the exploration, elaboration, and confirmation is changed to observing, questioning, processing, presenting, summarizing, and creating. Besides, learning does not only happen in the classroom but also in the school and the community environment. Thus, teachers are not the only source of learning in the formation of learners' characters; attitude is not taught verbally but through example and role model, including the establishment of living environment awareness.

Teachers in the lesson plan should consider the characteristics of *Kurikulum 2013*. The characteristics of *Kurikulum 2013* is a competence is expressed in the form of core competencies (kompetensi inti) that are detailed further in the subject's basic competencies (kompetensi dasar); (1) the balance of spiritual and social attitudes, knowledge, and skills, and to apply them during various situations in schools and communities; (2) the life-based learning; (3) scientific approach; (4) learners produce work (products) through project-based learning; (5) mastery learning; (6) a student-centered learning; (7) authentic assessment; and (8) the teacher as a facilitator. Then, in the teaching and learning process, the current curriculum requires teachers to use a learning cycle of scientific approach.

Kurikulum 2013 is intended to foster learners' language competence: communicative skills. The learners are expected to be able to communicate in various contexts both spoken and written using higher complex materials than the ones learnt in junior high school level. Generally, the communicative skills expected are reflected from three kinds of texts: interpersonal, transactional, and functional both spoken and written by using various texts in coherent and cohesive ways. Specifically, they are expected: (1) to indicate good behaviors in personal, social cultural, academic, and professional environments; (2) to identify social function, text structures, language features of short

texts on life in general and learners' daily life; (3) to communicate in interpersonal, transactional, functional ways about one's self, family, people, animals, concrete and abstract things close to life and learners' daily life at home, school, and society, and related to other subject matters and works; and (4) to understand meanings, be fluent, and organize spoken and written texts by using sequenced text structures and accurate language features.

To address the main goals, English as the primary foreign language in the *Kurikulum 2013* has two objectives. First is a core competence, which deals with moral and character building and psychomotor and cognitive aspects; and second is a basic competence, which focuses upon the contents of the knowledge of each subject (Spolsky & Sung, 2015). The core competence derives from some studies evidence that the high percentage of student-relevant crime in Indonesia indicates that Indonesian students are lack morality (Ronaldi, 2014). Morality education can be considered to be one of the Indonesian students' needs. Another goal of the *kurikulum 2013* is to respond to PISA's study (Programme for International Student Assessment). Indonesian student reading ability is considered the lowest among its neighborhood countries (Ilma & Pratama, 2015).

FL in Indonesian national curriculum is compiled in general for all FL taught at schools. But since English is the primary FL subject obliged by the government, most of study, review and curriculum workshop are conducted for English teaching and teachers. It is quite difficult to find the further detailed explanation of the FL curriculum objectives and requirements for Mandarin, Arabic, German, France and Japanese subject.

The cycle comprises observing, questioning, exploring/experimenting, associating, and communicating. Lastly, in relation to the assessment procedure, the English teaching in *Kurikulum 2013* put emphasis on process and product-based assessment, and still prioritizes cognitively demanding assessment in which students' capability is assessed through formal assessment (Widodo, 2016). Some studies shows the English teaching in *Kurikulum 2013* has been well implemented. However, the government through the Ministry of Education and Culture still needs to provide assistance and guidance to teachers in order to comprehend the organization of the curriculum. Since the learning employs genre-based approach, instructional designed is mostly text-based since the learning is intended to foster students' communicative skills through the use of various texts.

The format of the instructional design is suggested to be simplified to effectively focus on the scope of the materials will be taught. Moreover, it considers sequencing of materials and competences. The syllabus design developed is intended to be teachable, learnable, measurable, and worth to learn as the consideration for learners' life and continuing education (Ministry of Education and Culture of Indonesia, 2016). Given that instructional designers need to determine the syllabus framework adjusted to the genre-based approach employed in the learning in order to help learners achieve the aim of the curriculum: developing communicative skills. EFL Curriculum for senior high schools suggests materials around texts (interpersonal, functional, and transactional) and language functions.

As it is suggested by Ministry of Education and Culture of Indonesia, interpersonal texts include greeting, appraising, and responding; transactional texts offers one's self by considering grammar e.g. pronouns, asking for and giving opinions considering modality: should and can, offering helps, conditional sentences. Specific functional texts include announcement, song lyrics, invitation, personal letter, application letter, and manual. And functional texts involve text types: descriptive, recount, narrative, narrative, analytical exposition, explanation, procedure, and news items. In EFL syllabus guidance, teachers are suggested to sequence the materials based on basic competence and core standard. This is in accordance with Richards (2001) that contents should be sequenced to make the learning meaningful. The students can associate the new material to the previous ones.

According to The Regulation of the Minister of Culture and Education of the Republic of Indonesia Number 104 Year 2014 as cited in Mardjuki (2018), authentic assessment is a type of assessment employed to assess students' knowledge, skills, and behaviour which are obtained from the learning process in achieving an assignment in a real context happening. The assessment requires teachers to assess learners' spiritual and social values, knowledge and skills with using the scale 0-100. Authentic assessments include performance, project, product, paper and pen, portfolio, behaviour, and self-assessment. The assessment of process and learning outcomes are conducted based on the principles: (1) integrative – including characters, knowledge, and skills to use English both spoken and written contextually in accordance with its purpose and social function; (2) assessment of characters (such as honesty, disciplinary, improve the quality of their learning. tolerance, cooperation, and manner) are focused on visible ones seen during learning process on communication both spoken and written. Considering the types of

authentic assessments suggested above, teachers may assess their students' English learning progress by employing those to know how well the aims are achieved.

Ideally, language education policy should accommodate the nation's language needs from various communities and cultural backgrounds. It tests the resource that it has, investigates the function of language generally and particularly in a country's community life, makes strategies needed to manage and develop language resources, and connects all of these to be operated in some appropriate planning agencies (Corson, 1990). Language policies shape how language curricula are designed. In Indonesia, English as a foreign language was declared formally in 1955 in a teacher trainer conference (Lauder, 2008). The status remains the same until now that English is the first foreign language taught at school (Alwasilah, 2013). Therefore, some supporting programs and pieces of training for English teachers have been executing by the government. The development of English Language Teaching (ELT) has helped establish an ELT organization named TEFLIN (Teaching English as a foreign language in Indonesia).

The Ministry of Education and Culture states that the *Kurikulum 2013* integrates values systems, knowledge, and skills. It aims at developing the learners' competencies, changing teaching-learning methodology towards the teaching-learning process, which prioritizes the learning experiences by observing, inquiring, associating, and communicating to enhance competitiveness and build prime characters. Therefore, the teaching methodology should involve exploration, elaboration, confirmation and observation, inquiry, analysis, reasoning, description, inference, evaluation, and creation (Kemendikbud, 2012: 25 in Srijono, 2013).

Correspondingly, that implementing a new curriculum that changes the teacher from being information-centered to be a facilitator toward their learning should gear the concept of a student-centered classroom. Learner-centeredness should be embraced since it could maximize the learners' focus on form and meaning, and achievement. Consequently, it is vital for teachers to know and understand the intended curriculum objectives so that they can tailor the materials and plan, execute, and evaluate the instructional practices. As the vital curriculum mandates, changes can be brought into the curriculum in Indonesia. Moreover, more demands in the *kurikulum 2013*, such as integrating the scientific approach into effective teaching of writing appropriately. All the demands will be fulfilled if the teachers' mastery of their pedagogical competence is good.

According to Nur et al., (2014), there are several roles that teachers should play in implementing the *Kurikulum 2013*: first, teacher is a learning designer. As professional

teachers, they should design learning plan which will be conducted in the classroom. One of the hardest roles of teacher is maintaining the willingness of students to explore the learning material as much as possible. Motivation, as revealed in many studies, is a very potential factor to make students excited to learn optimally. Second, teacher is a learning mediator. The presence of teachers in the teaching and learning process could serve as an intermediary actor between the sources of learning and students. The teacher presents the subject matter to students' learning and students receive, examine, and discuss the matter so that it becomes theirs. As a mediator, the teacher lays the platform for the teaching and learning process. Third, teacher is a learning inspiration. Teachers become a major source of inspiration for students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively.

Other foreign languages taught in Indonesian secondary schools are Dutch, Arabic, English, German, French, Japanese, and, latterly, Chinese or Mandarin. Arabic has long been learned in connection with the Islamic faith. It is not learned for social interaction but for religious purposes, especially for Quran recitation and prayers (*sholat*). Dutch continues to be learned by students intending study in Holland and business people. The Mandarin language and culture were proscribed during the second president Soeharto period. However, in the current climate, there is a growing interest in learning Mandarin driven by China's growing economic importance and the increase in trade and business between the two countries, cultural and ethnic ties among the community of Chinese descendants in Indonesia, and the richness of China's historical, cultural and literary tradition.

In Indonesian foreign language policy, English has a special status among the foreign languages. It was chosen as the language of wider communication in the immediate post-independence period and is presently the only foreign language compulsory in schools. Other foreign languages, like French, are electives (Renandya, 2000). Language education policies at the institutional level do not always match language practices inside the classroom in multilingual contexts.

Meanwhile, the use of local languages in education is not prohibited. In practice, local languages are preferably used to create conviviality between teachers and students. At this point, local languages in education well serve their function as phatic communion rather than as the means of formal language of communication. The oral use of local languages as the language of instruction is also minimal. The language is added when the teacher feels that Indonesian is not sufficient. At present, *Bahasa Indonesia* is the general

medium of education at elementary levels especially in big cities; it is the language-across curriculum. All subjects of study are taught in the national language. It is not unusual that *Bahasa Indonesia* is the language of instruction when a local language is taught as a subject of study in urban areas. The local language is included in the local content of the curriculum. All teaching and learning materials are written in *Bahasa Indonesia*. However, the materials can be orally communicated utilizing local languages when it is necessary.

Concerning teaching languages, UNESCO introduced multicultural education in 1999 in General Resolution 12 to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language in education (UNESCO, 2003). As multilingualism is a way of life, the challenge is for an educational system to adapt to these complex realities and provide quality education. It should consider learners' needs and make them balance with social, cultural, and political demands (UNESCO, 2003). The language of instruction in school is the medium of communication for the transmission of knowledge. It should be different from language as a subject where the grammar, vocabulary, and the written and the oral forms of a language constitute a specific curriculum of a second language other than the mother tongue (UNESCO, 2003). In the field of language and education, the recent reports and recommendations of the International Conference on Education (ICE) have emphasized the importance of: 1) mother tongue instruction at the beginning of formal education or pedagogical, social, and cultural considerations; 2) multilingual education with a view to the preservation of cultural identities and the promotion of mobility and dialogue; 3) foreign language learning as part of an intercultural education aiming to promote understanding between communities and between nations.

So, there are effective ways to deal with this local or regional language endangerment. Firstly, the government has to start creating more spaces for multilingual practices. Schools have to let or encourage their students to switch from one language to another when communicating. Schools have to decrease the stigma that mixing languages is a bad practice of using the language. Instead, schools have to start seeing this phenomenon as a sign that their students' languages are developing. Secondly, policymakers have to support, facilitate, and encourage parents to teach and provide examples of multilingual practices to their children, emphasizing providing equal exposure to local, national, and foreign languages. Families are the smallest but most

important institutions that can significantly influence the younger speakers' beliefs and attitudes towards local, national, and foreign languages.

2.4 Teachers' attitudes

As a reflection of more than 700 different languages spoken in Indonesia, linguistic diversity is one of the biggest challenges teachers face since they have to adapt to complex multilingual and multicultural realities and provide quality education. Teachers play an essential role in fostering multilingual behavior in language classrooms, and their actions can significantly influence their students (Lasagabaster and Huguet, in De Angelis, 2011). Teachers have their job as decision-making in the classroom; therefore, knowledge of teachers' beliefs and attitudes is crucial. Teachers' attitudes to teaching will undoubtedly affect his/her performance in the classrooms.

Attitudes are theoretical constructs that consist of opinions, values, feelings, beliefs, dispositions, behavior, and practices of individuals. Attitudes tend to be used with a sense of direction towards an object. They have a quality of being relatively persistent (Gilmetdinova, 2015). Attitude can be referred to as mediated reactions that have been strongly influenced by social context. Additionally, Vaughan & Hogg (2005) define attitude as a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events, or symbols or a general feeling or evaluation (positive/ negative) about some person, object or issue. Therefore, it can be inferred that attitude mainly consists of three parts of cognition or knowledge, affect or emotion, and behavior or action. All these components will affect a person's attitude, in the case of the present study, towards the language learning of their children. However, attitudes are not directly observable but rather are inferred by behaviors or self-report, and measurement of attitude is not as easy as it looks because it is context-dependent.

Fazio and Olson (2003) and Baker (1992) explain the three components to attitudes: cognition, affect, and readiness for action. First is cognition, which includes thoughts and beliefs of a person towards an object or another person. The second is affect, which is related to feelings or emotions for the object, such as love or hate, and passion for language learning and use. Cognition and effect are not always consistent. That is to say, although a person might have a favorable attitude toward English language learning, he or she may have negative feelings about the instruction. Third, readiness for action indicates a tendency of language behavior about a person or object in a specific context.

Teachers' knowledge and beliefs exert a clear-cut influence on their professional practice (Dooley, 2005). During the learning process, their attitudes also affect students' attitude formation, change, and maintenance. Educational researchers have shown that teachers' attitudes and beliefs can have a subsequent effect on their perceptions. Their behavior in the classroom reflects the so-called Pygmalion effect (Dooley, 2005). It denotes the effect of teachers' expectations on students' results, attitudes, and behavior. He explains that according to this effect, if teachers' attitudes towards the language policy or curriculum are positive or negative will influence the performance level in that particular language teaching practice.

Therefore, the analysis of teachers' attitudes is essential. It may provide information on language issues while at the same time making them reflect on their ideas, beliefs and knowledge, and practices. For example, suppose teachers' language awareness is raised. Which means there is a better opportunity to spread the awareness and valuing linguistic diversity amongst their students. Those teachers who are more aware of multilingualism's advantages are the ones who are also more liable to take on the role of cultural mediators and to create a positive learning environment. As Wright and Bolito (1993) argue that language awareness may become the missing link in language teacher education and provide an important connection between teachers' knowledge of the language and their language teaching practices.

2.5 Related previous study

Some studies have investigated teachers' attitudes and behavior regarding multilingualism and multilingual pedagogy. Although there is no related study in Indonesian multilingual context, I discuss some of previous studies in some other countries. A study about teachers' belief on the role of prior language knowledge in language learning was conducted by De Angelis (2011). The study also explored 176 school teachers' perceptions of the usefulness of language knowledge in modern society and their teaching practices to be used with multilingual students. The participating teachers were from Italy, Austria, and Great Britain, who teaches various subjects like Languages, Science, Literature, or Physical Education shared similar views to most of the questionnaire statements. For example, they agree that knowing a language helps students learn another one and that students who are familiar with several languages could achieve better results across all disciplines. Even though some teachers do not believe that knowing a language may be useful when learning other languages. It was also found that

a large number of teachers across the three countries show little awareness of how languages interact in mind and seem to think that language interactions give rise to confusion and delays when learning the host language.

Regarding multilingual pedagogy, Danping Wang (2016) explores what students and teachers think and do about translanguaging practices in beginner classes in China's universities. The survey of 201 students describes that 50% of them were inclined to a multilingual form of instruction that they could make use of their linguistic resources for meaning negotiation. On the other hand, teachers show their negative attitudes towards embracing students' home languages in their classroom communication. Some of them experienced difficulties fitting in with multilingual pedagogy; others have implemented and developed languaging pedagogy. It was discovered that language teachers should be more leading of three substantial aspects of translanguaging: re-new their knowledge on language learning, especially on language acquisition, facilitate structured translanguaging strategies and develop a transformative teachers-students role.

As studies show that learning multiple languages is best enhanced when learners are encouraged to become aware of and use their pre-existing linguistic and language knowledge, Asta Haukas (2016) explored Norwegian language teachers' beliefs of a multilingual pedagogical approach in L3 classrooms. The data via focused group discussions with 12 teachers of French (N=4), German (N=2), and Spanish (N=6) was analyzed using qualitative content analysis. Three themes emerged from the findings. First theme is that the teachers view multilingualism as a potentially positive asset. Although they think that multilingualism has benefited their own language, teachers do not conclude that multilingualism is automatically an asset to students. Second theme is that the teachers claim to frequently make use of their students' linguistic knowledge of Norwegian and English when teaching the L3. However, the teachers rarely focus on transfer of learning strategies because they believe that learning an L3 is completely different from learning the L2 (English). Last theme is that the teachers think that collaboration across languages could enhance students' language learning although no such collaboration is exist.

The almost similar results reveal from another study on foreign language teachers' beliefs towards multilingualism in Germany (N=297) conducted by Heyder and Schadlich (in Haukas, 2016). They found that all the teachers were positive about the benefit of comparing languages in the classroom. From the analysis, they assume that the finding

may indicate that language teachers have a higher awareness of multilingualism than teachers of other subjects do.

While the setting of studies mentioned previously were in China and Europe, one study was conducted in Southeast Asia by Maria L. G. Sobrepena (2010). She explored teachers' (N=136) attitudes and the factors affecting their attitudes towards the principles of bilingual education in Philippine. The study was limited to correlation and regression analysis on the determinants of attitudes. Generally, the study rediscovered a strong acceptance for the rationale underlying bilingual education. The respondents believe that developing literacy in the L1 facilitates the development of reading and writing in English (L2). They support for continuing L1 development, and they believe that L1 development led to practical advantage superior cognitive development and a healthy sense of biculturalism.

While some researchers are more focus on the effect of bilingual/ multilingual approaches and practices on the language learning process, the researchers discussed above pay their attention on the teachers' belief and knowledge towards the approaches and practices. They consider that teachers play an essential role for the successful implementation of multilingual curriculum and pedagogy of certain programs and contexts. Therefore, the focus of present study is on investigating foreign language teachers' attitude towards the multilingual pedagogy in Indonesian context.

Chapter III. Methodology

The previous chapter reviewed and summarized relevant theoretical and conceptual views, and their relation to the current study to outline how the field of research has been explored. This chapter describes the research design and the methods used to collect and analyse data. Besides, information on the context, instrumentation, and sample of the study is also presented. To begin with, the research design is described in this chapter. The description is needed as a reminder for the researcher and readers about the focus of the study. After that, this chapter presents a more detailed explanation and justification of research design, location of the study, respondents' recruitment, duration of the study, instrumentation, the pilot study, and reliability and validity. These sections give a clear picture of how the research was planned and conducted. This chapter also discusses how the findings are analysed and the ethic of the study.

3.1 Research design

Research design is an essential part of research as it is a plan to guide the researcher in collecting, analysing, and interpreting data. This study is relevant to nature to find foreign language secondary school teachers' attitudes towards multilingual pedagogy in Indonesia. This study employs a mixed-method with sequential explanatory research design to explain the presumed causal links among variables. It aimed to investigate distinct phenomena characterized by a lack of detailed preliminary research, since I could not find any research finding on multilingual pedagogy in Indonesian multilingual context. With the mixed methods approach to research, I incorporated collecting or analysing data from the quantitative and qualitative research approaches in a single research study (Creswell, 2007; Williams, 2007). I collected and analysed numerical data, which is customary for quantitative research and narrative data, which is typical for qualitative research to answer the research questions defined in the study.

The mixed-method is employed when a researcher attempts to investigate a particular subject to gain further insight involving some data sources and establish reliability and validity of the findings (Creswell, 2016). Therefore two data collection techniques were employed in this study. The quantitative was the primary method of this study in the form of a survey through a close-ended questionnaire. At the same time, qualitative data from the interview was used to support quantitative data (Creswell, 2007).

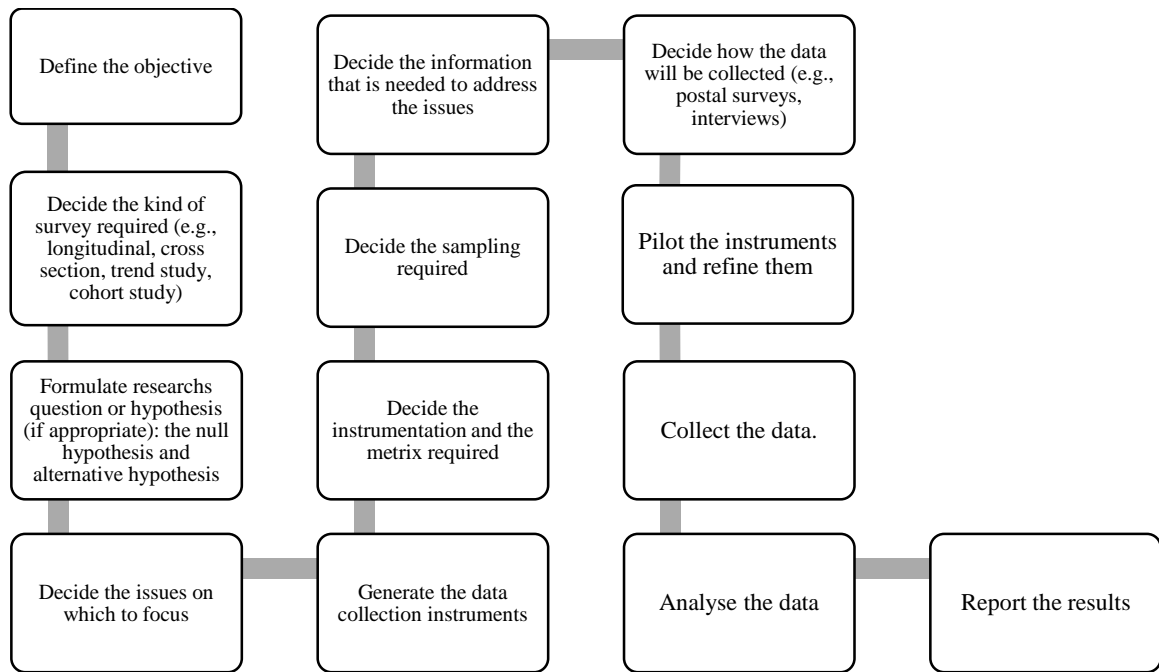
3.1.1 Quantitative method

According to Creswell (2016), quantitative research employs strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data. It involves data collection that generally numeric, which needs to use mathematical models as the data analysis methodology. This research utilized a descriptive quantitative research design with a survey method to see the trends of the research dependent variable (teachers' attitudes). In the survey, the process began from the general to the specific. A general research topic was broken down into complementary issues and questions, and, for each component, questions were set (Cohen, Manion, & Marrison, 2007).

Additionally, Neuman (2011) also stated that in conducting a survey, the researcher begins with a theoretical or applied research problem and then develops it into hypotheses. I then started writing the instrument by adapting or adopting it from several previous studies by considering the types of respondents and type of survey. In this study, I decided to use a cross-sectional survey rather than a longitudinal survey because this study collected the data one by one at one time (Cresswell, 2016). After the questionnaire was developed, I decided on the procedure of collecting the data.

Before the questionnaire was distributed to the actual respondent, a pilot test was carried out by administering the questionnaire with a small set of respondents who are not involved in the actual study. The pilot test aimed to know whether the questionnaire that the researcher made was valid and reliable. The next phase was to decide the target population and sample. After that, I distributed the questionnaire to the respondents. I then started to enter the obtained data into an excel program and ensured that I kept tracking each respondent's answers to every item on each questionnaire. To make this task easy, I assigned each sampled respondent an identification number and attached the questionnaire number. After all data from the questionnaire has been inputted, I performed statistical analysis on data. Those steps are outlined in Figure 2.

Figure 2. *Fourteen-stage process of planning a survey*



Fourteen-stages process of planning the survey research. Adapted from Cohen, Manion, & Marrison (2007).

3.1.2 Qualitative method

Employing a qualitative research approach is believed to facilitate gathering rich, in-depth, and robust descriptive data (Creswell, 2007; Flick, 2014; Gray, 2013; Huff, 2008; McMillan & Schumacher, 2010; Punch, 2009). A qualitative approach is considered a practical model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2007). Moreover, Strauss and Corbin (1998) argue researchers could promptly explore and interpret phenomena through feelings, thoughts, and perceptions by engaging in qualitative design, which is difficult to extract from conventional research methods. Additionally, this empirical research type collects data from the senses and explains phenomena relevant to social behaviours in new and emerging theories.

Therefore, this research was also conducted in this approach because it helped me investigated the phenomenon being explored related to teacher attitudes towards multilingual pedagogy in Indonesian secondary schools. The qualitative results help to explain the initial quantitative results. The data was gathered from 10 respondents out of 100 survey respondents who voluntarily agreed to participate in the interview. I physically went to the people, setting, site, or institution to interview or record in its natural setting. The finding was saliently used to support the quantitative data. The

analysis investigated indicators that related to multilingualism, Indonesian language policy and multilingual pedagogy practices.

3.2 Location of the study

The current study was conducted in one province in Indonesia involving some secondary schools' FL teachers. Secondary schools (grade 10 to 12), besides primary (grade 1 to 6) and middle schools (grade 7 to 9), in Indonesia are under the responsibility of the Ministry of Education and Culture of Indonesia (*Kementerian Pendidikan dan Kebudayaan or Kemendikbud*). This study involved secondary schools because the schools offer more than one FL as their subject. There are two types of secondary schools in Indonesia, namely public and private secondary schools. The public schools are free of students' tuition fees and received a certain amount of government funding. In comparison, the private schools were privately owned and mainly funded through students' tuition fees.

The schools are managed by principals, vice-principals, and administration staff. The majority of the principals of secondary schools have received their master degree in education. The schools begin at 7:00 am and ended at 3:00 pm from Monday to Friday. Regarding foreign language classes, two hours of English class is obligatory for all grades (grade 10 to 12).

In the current study, I invited 220 FL teachers (English, Mandarin, Arabic, German, Japanese, and France) from 31 private secondary schools and 13 public secondary schools located within the capital city area in the province to participate. However, only 100 foreign language teachers from 20 private and public secondary schools agreed to participate.

3.3 Participants

3.3.1 Population and sample for survey

In a multilingual classroom, teachers play an essential role in fostering multilingual behavior in the classroom, and their actions can significantly influence their students (Haukas, 2016). Therefore the target population of this study was FL secondary school teachers. Secondary school was chosen because, at this level of education in Indonesia, various foreign languages other than English are taught. English is a compulsory foreign language subject at schools, while another foreign language course

is offered to their students as an elective course (*mata pelajaran peminatan*). Foreign language is considered local content because it is regarded as a potential subject to increase secondary school students' competencies, which could not be grouped into compulsory subjects.

Before sending the invitation to participate in the survey, I requested research permission from the Ministry of Education and Culture's provincial office in one province in Indonesia since secondary schools in Indonesia are under the responsibility of the ministry. The provincial office then gave the permission and the database of all the secondary school foreign language teachers' information in the province. There were 220 FL teachers invited; unfortunately, only 100 FL teachers agreed to be the sample. The research sample's education background is foreign language and foreign language education bachelor program (English, Chinese, Arabic, German, Japanese, and France). The convenience or opportunity sampling method was used that the sample were selected based on their availability and accessibility.

3.3.2 Interview participants

Creswell (2007) suggests the importance of selecting the appropriate candidates for interviews. He asserts that the researcher should utilize one of the various types of sampling strategies such as criterion-based sampling or critical case sampling (among many others) to obtain qualified candidates that will provide the most credible information to the study. Creswell also suggests the importance of acquiring participants who will be willing to openly and honestly share information or "their story" (Creswell, 2007; p. 133). It might be easier to conduct the interviews with participants in a comfortable environment where they do not feel restricted or uncomfortable sharing information. In this study, I purposively chose ten (N=10) secondary school foreign language teachers as participants for the interview. As the interview results is intended to explain further the survey results, the ten participants were chosen among the sample of the survey. They voluntarily agreed to share their perception by answering the interview question regarding multilingual pedagogy in Indonesia.

3.4 Duration of the study

In this study, I explore secondary school foreign language teachers' attitudes towards Indonesian multilingual pedagogy by integrating descriptive quantitative research design with a survey method and qualitative research design through an interview.

I decided to use a cross-sectional survey rather than a longitudinal survey because this study collected the data one by one at one time (Cresswell, 2016). Questionnaires were administered simultaneously; on the first of January 2020, then followed by the interview with selected participants. The data collection process was completed within five months from January 2020 to June 2020 in one Indonesian province. Then, I continued analysing the data collected and writing the research report until March 2021.

3.5 Instrumentation

Two types of instruments were used for data collection in this study. They were questionnaires and interviews. First, the questionnaires were used as the primary instruments in the current study. Using the questionnaires was because this technique can be self-administered in no small sample, and the results can be generalized to a broader population. The researcher considered this technique as the least expensive technique and can be administered effectively. Therefore, this could enable more accurate data to be obtained. Second, as the secondary source of data, an interview was used to generate data from the participants. As outlined in much literature, an interview is a commonly used research instrument in a mixed-method study (Creswell, 2016).

3.5.1 Primary data

The first part of the survey is a socio-demographic characteristic questionnaire that requested the participants' information of their age, gender, language of teaching language, and teaching experience. Some previous studies suggest that the belief and practices of female and male teachers may systematically differ so that the researcher control for the mentioned socio-demographic background (e.g. OECD, 2009). The second part was 18 statements developed because they were closely related and appropriate to this study. The demographic part consists of:

Table 2. *Samples' socio-demographic information*

Variables	Sub-variables	The respondents (N:100) F (%)
Gender	Female	87 (87%)
	Male	13 (13%)
Age (years)	30-39 y/o	53 (53%)
	40-49 y/o	47 (47%)
Foreign Language	English	50 (50%)
	Mandarin	12 (12%)
	Arabic	7 (7%)
	German	15 (15%)
	Japanese	7 (7%)
	France	9 (9%)
Length of teaching experience	0-5 years	33 (33%)
	6-11 years	32 (32%)
	12-17 years	19 (19%)
	18-23 years	13 (13%)
	24-29 years	3 (3%)

In the present research, a close-ended questionnaire design with statements was formulated for gathering the data as the second part of the survey. The questionnaires were developed from previous studies and synthesized based on some experts' theories in multilingual education (Cenoz, 2003; Jessner 1999; Tucker, 1998; Otwinowska, 2014; de Angelis, 2011, Griya et al. 2011) particularly in third language acquisition (see detailed categorization on the appendix C.). There are three main themes: multilingualism, language education policy in Indonesia, and multilingual pedagogy practices (see Table 3). As a Likert scale seems to be useful for measuring the attitude, opinion, and perception, understanding of participants about a phenomenon, the instrument developed to 18 statements with a 5-point Likert scale (5= strongly agree, 4=Agree, 3=neither agree nor disagree, 2=disagree, and 1= strongly disagree).

Table 3. *Categories of the second part of the questionnaire*

Main Categories	Sub-categories	Previous study/ Theory
Multilingualism	Context, advantage, disadvantage	1. Common threads for successful multilingual programmes proposed by Tucker (1998)
Foreign Language Education in Indonesia	Policy, curriculum, implementation, support/training	2. The components of language teachers' plurilingual awareness concerning multiple language acquisition (Otwinowska, 2014)
Multilingual pedagogy practices	Translanguaging: mother tongue, the national language & foreign language, dialect, prior cultural knowledge, code-switching	3. The role of prior language knowledge (De Angelis, 2011) 4. Cognitive advantages of multilingual students (Cenoz, 2003; Jessner, 1999; Bialystok, 2001) 5. English language teachers' conceptions and attitudes to multilingual development in education (Griva, Eleni & Chostelidon, 2011)

3.5.2 Secondary data

In general, there are three forms of an interview; structured, semi-structured, and unstructured (McMillan & Schumacher, 2010). In this present study, I employed a semi-structured interview. It provides sufficient guidance for me to share within the context of the phenomenon, yet at the same time allows sufficient freedom for participants to share their experiences. Additionally, the reason is that it is quite adaptable in that the interviewer can prompt and probe or ask follow-up questions (Rubin & Rubin, 2005). Prompts allow the interviewer to clarify topics or questions. At the same time, probes enable the interviewer to ask respondents to extend, elaborate, add to, provide detail for, clarify or qualify their response, thereby addressing richness, depth of response, comprehensiveness, and honesty.

I employed semi-structured interviews in this study since it could be useful in mixed method research as an adjustment to supplement and add depth information addressing the research questions. The questions were developed based on the related themes of the survey statements and elaborated on the survey results' significant trends. This kind of interview allows me to explore the emerging feature after analysing the survey results. The interview format used was open-ended questions, which allow the respondents to give free answers (see appendix E. for the interview protocol).

3.6 Data collection procedures

For the quantitative approach of the study, the sample of the survey was 100 foreign language teachers who teach at secondary schools in one Indonesian province. The link of the questionnaires was distributed online to 220 FL secondary school teachers' email. However, only 100 instruments were returned. A brief letter explaining the importance and the purpose of the study was distributed along with the survey. Participation was entirely voluntary and anonymous. Names of the teachers or schools were not included in any part of the survey (pseudonym). The surveys were distributed through the participants' email addresses that the researcher got from the school administration office. The samples' feedback was collected within two weeks consisting of their letter of agreement to participate and the questionnaire filled through the Google form.

Ten foreign language teachers who were selected from the survey are interviewed by using *Bahasa Indonesia*. McNamara (2009) recommends eight principles to the preparation stage of interviewing, which includes the following ingredients: (1) choose a setting with little distraction; (2) explain the purpose of the interview; (3) address terms of confidentiality; (4) explain the format of the interview; (5) indicate how long the interview usually takes; (6) tell them how to get in touch with you later if they want to; (7) ask them if they have any questions before you both get started with the interview; and (8) do not count on your memory to recall their answers.

Each interview took approximately 30 minutes, and conducted at a time convenient with ten selected foreign language teachers. Interview participants were purposively chosen from teachers who have participated in filling in the questionnaire. Open-ended questions were used in the interview to explore the teacher perception of Indonesian multilingual pedagogy. The audio-tapped data of the interview is then transcribed, which is finally analysed and interpreted.

3.6.1 The pilot test

The pilot test helps researchers determine if there are flaws, limitations, or other weaknesses within the interview design and will allow them to make necessary revisions before implementing the study (Turner, 2010). The pilot study results are used to ensure the clarity and comprehensibility of the questions. It is essential to be conducted to know the validity and reliability of the questionnaire. Therefore, piloting the questionnaire before it is implemented to the actual sample is urgently conducted (Neuman, 2014).

The primary purpose of the pilot test in this study was to determine the clarity of the statement items to not present ambiguous meanings to the sample of the actual study. It also aimed to measure the validity and reliability of my questionnaire. The detailed procedure undertaken was based on the following reasons: 1) to identify sentences or phrases which are vague, unsuitable based on the areas of research and overlapping items; 2) to determine the clarity of the rubric in the questionnaire, and 3) to gauge the time required by respondents to respond to all the statements in the questionnaire.

Therefore, before conducting the actual survey, a pilot test was conducted with 150 participants with a similar category as those who participate in the implemented study. I did some essential steps: the first step was that I discussed the questionnaire items with my supervisor to validate the questionnaire that developed by adapting to previous study questionnaires and by synthesizing some experts' theories in multilingual pedagogy (see Table 2). Then, after I made some improvisations and revisions, the questionnaire was finally approved by my supervisor. I shared the online questionnaire link to 150 (N=150) foreign language secondary teachers from other provinces. The data from the pilot study were used for the reliability test.

3.6.2 Reliability and validity

In quantitative research, reliability refers to whether the assessment produces consistent and stable results (Laursen, Little, & Card, 2012). The main reason for the questionnaire's reliability test is that it will be replicable when the study would be conducted again with a similar sample, keeping in mind that all the factors have to be kept similar. Also, to confirm that the respondents' answers were consistent, some critical questions about the multilingual advantages and multilingual pedagogy were asked again differently.

In this research, the reliability was tested by using SPSS 20. The pilot test data analysis, referring to Cronbach alpha, was carried out to calculate the construct's reliability coefficient that uses the 5-level Likert scale. For Cronbach alpha coefficients, if the value is 0.7, so it can be stated that the questionnaire is already ideal (Pallant, 2007). Based on the result of the Cronbach alpha analysis, it was found that the value of α for the pilot test is 0.732 and the value of α for the true study is 0.727. So, it can be concluded that this questionnaire is reliable.

Regarding the validity of the instrument, I applied a content validity and convergent validity measurement simultaneously. Validation is the process of collecting

and analyzing evidence to support such inferences and to prove that the instrument measures what it is supposed to measure (Laursen, Little, & Card, 2012). It refers to whether a measure is truthful or genuine. For the content validity method, two stages of the process was conducted. At the first stage, the development stage of the questionnaire, I reviewed and synthesized related research findings and literature.

The questionnaire was then piloted by using a "think-aloud interview" (Neuman, 2014) with the foreign language teacher participants who were not part of this study to take part. Through the technique, the foreign language teachers were asked to articulate their thoughts about the questionnaire, while I took note of their thoughts. Through this technique, I measured if non-sample participants obtain the same understanding of the questionnaire with me. One of the results of using the technique was that respondents suggested me to provide an Indonesian version of the questionnaire. They thought that it would be much easier for respondents to understand the questionnaire.

At the second stage, the questionnaire items were reviewed and approved by my supervisor. Additionally, the process was followed by requesting two experts' opinions from the Graduate School, Jambi University. These experts' contributions were to ensure the content validity regarding the items relevance, representativeness, difficulty, cultural fairness, understandability, consistency and clarity (Beck, 2020). The feedback of the two experts was used to improve the constructed questionnaire in the context of Indonesia and get valid data.

Then, the exploratory factor analysis was conducted to see the convergent validity of all items. As shown in Table 4, all the items were related strongly with the domains. The items in multilingualism yielded factor loading in the range .773 to .862, language policy in Indonesia in the range .815 to .866, and multilingual pedagogy practices in the range .709 to .879. These results show that the items distribution in each categories were good and appropriated to examine FL teachers attitudes towards Indonesian multilingual pedagogy.

Table 4. *Loading factor of items upon categories of Indonesian multilingual pedagogy*

Multilingualism		Language policy in Indonesia		Multilingual pedagogy practices	
M1	.788	LPI1	.815	MPP1	.809
M2	.861	LPI2	.866	MPP2	.879
M3	.851	LPI3	.852	MPP3	.878
M4	.773	LPI4	.854	MPP4	.872
M5	.862	LPI5	.830	MPP5	.743
M6	.786			MPP6	.709
				MPP7	.777

3.6.3 Trustworthiness

Trustworthiness is an essential aspect of qualitative research as it is a measure of the quality of the study, which ensures the results are believable and trustworthy (DeCuir-Gunby & Schutz, 2016). For the trustworthiness (Miles & Huberman, 1994) of the current study's qualitative data, I addressed verbatim statements of the transcription followed by member checking procedures (Creswell, 2014; Habibi et al., 2018). I applied the checking procedures with all participants of the interview. I gave the interview data to the participant to obtain their feedback and agreement. This step was conducted in order to decrease the bias of the research. The participants agreed the data of the study to be presented.

3.7 Data analysis technique

3.7.1 Quantitative Data analysis

In analysing the data, both descriptive and inferential statistical analyses were applied in this study. A descriptive statistic is used to report the respondents' responses to the questionnaire to answer the first and second research questions. The descriptive analysis informs the prevalence of the phenomenon among the population in general. It includes the frequency, central tendency (mean), range, and standard deviation. After the data had been collected through teacher surveys using Google Forms, it was converted into an MS Excel document. Following that, the samples' names were changed to pseudonyms to keep their names confidential. Later, the responses were reviewed, and the data was cleaned up to be transferred into IBM SPSS Statistics 20 software. The type of data analysis was gathered from Likert-scale 5. Each statement's rate started from strongly agree, agree, neither agree nor disagree, disagree and strongly disagree (see Table 5).

Table 5. *The score rating of the questionnaire*

Five-point of Likert Scale for the questionnaire	
5	Strongly agree
4	Agree
3	Neither agree nor disagree
2	Disagree
1	Strongly disagree

I then calculated the data and measured their frequency, percentage, mean, and standard deviation (descriptive statistics) to investigate the teachers' attitudes. The mean score of participants' attitudes was calculated to indicate their overall attitudes interpretation (Table 6): from 1.00 until 2.00 represents low, from 2.01 until 3.00 represents moderately low, from 3.01 until 4.00 represents moderately high, from 4.01 until 5.00 represents high (Nunnally, 1997).

Table 6. *Interpretation of mean score*

Mean Score	Interpretation
1.0 to 2.00	Low
2.01 to 3.00	Moderately low
3.01 to 4.00	Moderately High
4.01 to 5.00	High

The inferential statistic was used to investigate the phenomenon of relationships and differences among various characteristics of the sample. The inferential statistical analysis used in this study were T-test to compare the means of two sub-variables and one-way Multivariate Analysis of Variance (MANOVA) to see the difference between more than two sub-variables. Each statistical application was appropriately applied within the context. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) MS-window version 23.0. The detailed analyses are presented based on the research questions (RQ) below:

RQ 1. What attitudes do FL teachers' have toward Indonesian multilingual pedagogy? Descriptive statistics were used to answer RQ 1. The respondents' profile and descriptive findings on teachers' attitudes towards Indonesian multilingual pedagogy were analyzed using descriptive statistics. The frequency measures, including percentages, means, and standard deviation, were used at this phase.

RQ 2. Is there any difference in teachers' attitude towards Indonesian multilingual pedagogy based on their social demographic characteristics (teaching experience, gender, age, and language of teaching)?

To examine the difference of the dominant motives between dependent and independent variables, T-test and MANOVA were utilized. The findings were presented using F values with the alpha level at .05, reflecting a 95% confidence interval for significance.

3.7.2 Qualitative data analysis

The final constituent in the interview design process is interpreting the data gathered during the interview process. During this phase, the researcher must make "sense" out of what was uncovered and compile the data into sections or groups of information, also known as themes or codes (Creswell, 2007). These themes or codes are consistent phrases, expressions, or ideas common among research participants (Turner, 2010). How the researcher formulates themes or codes vary. Many researchers suggest the need to employ a third-party consultant who can review codes or themes to determine the quality and effectiveness based on their evaluation of the interview transcripts (Creswell, 2007). The third-party helps alleviate researcher biases or potentially eliminate where over-analysing of data has occurred. Many researchers may choose to employ an iterative review process where a committee of nonparticipating researchers can provide constructive feedback and suggestions to the researcher(s) primarily involved with the study.

During the process of this study, interview data were read and reread. Merriam (1998) wrote the process was called coding. Coding was related to assigning some shorthand designation to various aspects of the data, which helped me get back or retrieve specific data. In this study, all the descriptions were captured from the interviews. The transcripts were reread with the interim lists of codes created to list every strong statement relevant to the topic and deepen my data among the cases (participants) and the emergent themes. The quotations were verbatim. The names of the participants were pseudonym.

A qualitative inquiry code is often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and evocative attribute for a portion of language-based or visual data. To codify is to arrange things systematically, make something part of a system or classification, and categorize. Hatch (2002) offers that the patterns are not just as stable regularities but as varying forms. A pattern can be characterized by similarities (things happen the same way), differences (they happen in predictably

different ways), frequency (they often happen or seldom), sequence (they happen in a particular order), correspondence (they happen concerning other activities or events), and causation (one appears to cause another).

In this study, I applied a deductive thematic analysis approach to describe and understand participants' interview results. A deductive approach allows me to analyse the data with some preconceived themes I expected to find reflected there. The structure of themes and sub-themes was structured and predetermined based on the themes and sub-themes of survey questions of this study to explore the participants' in-depth information related to their attitudes towards Indonesian multilingual pedagogy.

3.8 Ethical considerations

To deal with the ethics of research, mainly to keep my participants' identities and study site, I masked the participants' names and research site. Also, participation in this study was voluntary, and participants were allowed to resign anytime they wanted. All participants were given an informed consent form. I covered the identities of people, places, and research sites through the use of made-up names to keep human participants' rights. The participants were also convinced that their contribution was voluntary and that their demographic information would be privately treated.

Chapter IV. The results of the study

This chapter presents the analysis results of the findings. This chapter is divided into four sections. The first section discusses the respondents' profiles and demographic characteristics of the respondents. The next section discusses the results of descriptive findings on student teachers attitudes towards Indonesian multilingual pedagogy. Then, the third section is be continued in describing inferential findings which focus on differences between the attitudes with socio-demographic profiles of the respondents (ages, gender, language of teaching, and teaching experience).

4.1 Profile of respondents

4.1.1 Respondents of the survey

The respondents of this study were 100 foreign language teachers at secondary schools in Jambi. This part of the report describes the demographic profiles of the respondents. the study has four independent variables, each of which has at least two levels: gender (female or male), age (30-39 years old or 40-49 years old), length of teaching experience (0-5 years, 6-11 years, 12-17 years, 18-23 years, or 24-29 years), and the foreign language taught (English, Mandarin, Arabic, German, Japanese, or France). The data from the distributed questionnaire have been gathered from the participants shows that most of the participants are female (87%), most are between 30 to 39 years of age, most of them have been a teacher for around 0-5 years (33%), and most are English teachers (50%). Figure 3 shows the percentage of the percentage of respondents based on their age.

Figure 3. Respondents profile based on the age

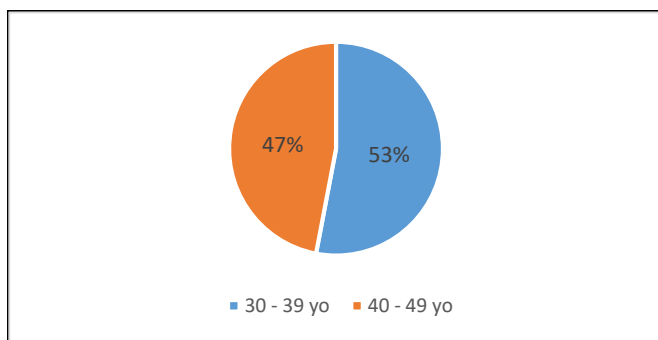
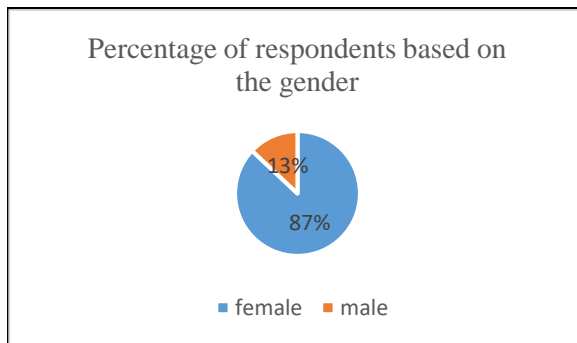


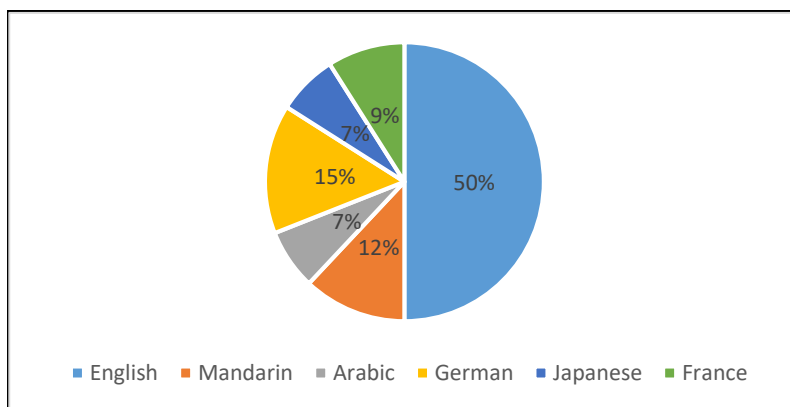
Figure 4 displays the respondents' percentage based on their gender. A significant difference is shown that 87% of the foreign language teachers participated in the study were female, and only 13% of them were male.

Figure 4. Respondent profile based on the gender



By looking at the respondents' socio-demographic background based on the foreign language they teach at the secondary schools, Figure 5 displays the percentage. The highest number of the respondents, 50%, were English teachers follows by 15% of them were German teachers. Then, 12% of the respondents were Mandarin (Chinese) teachers and 9% were France teachers. Both Arabic teachers and Japanese teachers were equal in the percentage (7%).

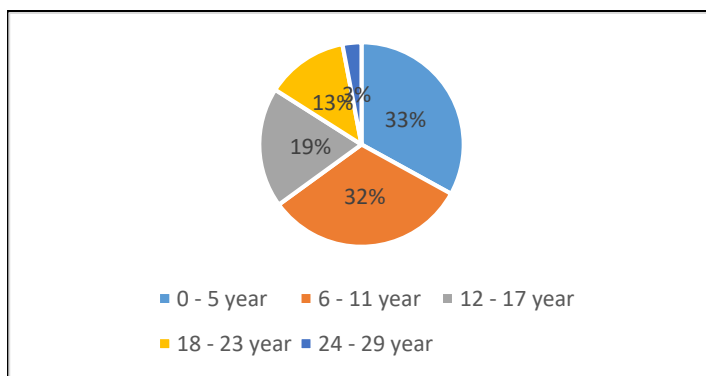
Figure 5. Respondent profile based on the language of teaching



The last category of respondents' socio-demographic background is their profile based on the length of teaching experience. There are five groups of year's range of teaching: 0 to 5 years (33%), 6 to 11 years (32%), 12 to 17 (19%), 18 to 23 years (13%, and 24 to 29 years (3%). It reveals from Figure 6 that most of the respondents have been

teaching foreign language for less than six years, and only few of them have been teaching for more than 24 years.

Figure 6. Respondent profile based on the teaching experience



4.2 Quantitative analysis of findings

In this study, I applied a cross-sectional survey to explore the FL teachers' attitudes towards multilingual pedagogy in Indonesia. After the questionnaire was developed, I distributed the online questionnaire to the respondents. The findings of the survey are discussed as follow:

4.2.1 Descriptive analysis teachers' attitudes towards multilingual pedagogy

RQ 1. What attitudes do FL teachers' have towards Indonesian multilingual pedagogy?

Findings from the questionnaires were gathered from 100 foreign language respondents from 20 secondary schools. As it is seen at Table 7, the description of overall mean scores of all statements of the three categories reveals the majority level of inter of teachers' attitudes towards multilingual pedagogy in Indonesia. Out of 18 statements, it is indicated that the participants' attitudes towards 11 statements regarding multilingual education are high (mean scores are more than 4.00). Six statements are moderately high (mean scores are between 3.01 and 4.00), and one statement is moderately low (mean = 2.69). The highest mean score is shown by participants' attitudes towards the third statement: (learning another language could cultivate openness to other people's language and culture) (mean = 4.54). The lowest mean score is shown by participants' attitude towards the second statement (besides their mother tongue and *Bahasa Indonesia*, multilingual students have to be native-like proficient in their foreign language) (mean = 2.69).

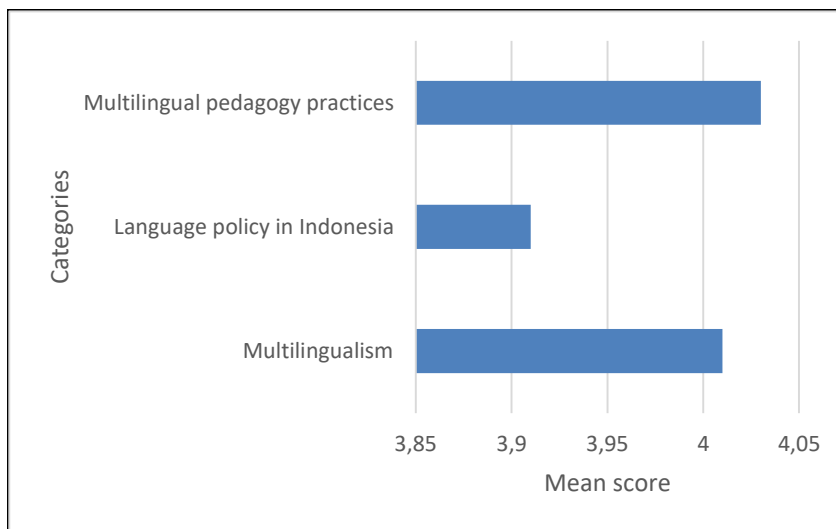
Table 7. Mean scores of the descriptive findings

Themes	Statements	M	S.D	Interpretation
Multilingualism	• Different languages acquired by students are stored in different spheres in the brain.	3.75	.829	Moderately High
	• Besides their mother tongue and Bahasa Indonesia, multilingual students have to be native-like proficient in their foreign language.	2.69	1.129	Moderately Low
	• Learning another language could cultivate openness to other people's language and culture	4.54	.538	High
	• Learning another language increases students tolerance towards others	4.3	.77	High
	• Learning other language can build students ability to use languages in context	4.4	.691	High
	• High levels of multilingualism can result in higher development of knowledge or mental skills	4.37	.651	High
Language Policy in Indonesia	• Indonesian language policy has accommodated the proper multilingual education for secondary schools.	3.39	.942	Moderately High
	• Government accommodates teachers with certain certificate for multilingual education	3.76	.907	Moderately High
	• Government has supported the multilingual policy by preparing language teacher with certain skill	4.39	.798	High
	• The National Curriculum (especially language) supports language teacher in attaining the teaching objectives	3.83	.906	Moderately High
	• Multicultural awareness training can help teachers work more effectively with a diverse cultural students	4.16	.669	High
Multilingual Classroom Practices	• Teachers should take time to know who her/his students are	4.17	.779	High
	• Teachers should scaffold their students in understand and comprehend the languages they are learning	4.25	.622	High
	• The national language assessments can build in opportunities for teachers to follow the reflection of students' communication ability in other languages.	3.63	.936	Moderately High
	• Code switching in language the classroom help students to express and understand other language better	4.06	.638	High
	• Students' mother tongue or Bahasa Indonesia linguistics knowledge help them in learning foreign language	4.12	.621	High
	• A child who can read and write in the first language will be able to learn English faster and easier (as opposed to a child who cannot read and write in his/her first language)	3.8	.878	Moderately High
	• Language awareness cooperated in the language teaching could generate positive attitudes towards cultural as well as language diversity	4.22	.672	High

Figure 7 below shows the average means score of the respondents attitudes based on the categories of multilingualism investigated. It reveals that the majority of

respondents' mean scores results are high (3.01 to 4.00) and the least mean scores are moderately high (4.01 to 5.00). The respondents' attitudes towards multilingualism and multilingual pedagogy practices are positively high, while their attitudes towards language policy in Indonesia is moderately high.

Figure 7. *Teacher attitudes interpretation based on the categories*



4.2.2. Inferential analysis of findings

RQ 2. Is there any difference in teachers' attitude towards Indonesian multilingual pedagogy based on their social demographic characteristics (teaching experience, gender, age, and language of teaching)?

This section reports the result of analysis T-test and MANOVA. T-test was applied to compare the means of two of respondents' age groups and two of their gender groups. MANOVA was used as the next statistical test to find out the differences of foreign language teachers attitudes among the three categories and the teachers' socio-demographic background. The reason was because the sample's size in this study was big in number and it compared the mean difference of each independent variable toward more than one dependent variable. Moreover, MANOVA is also able to reduce standard error in analysis (Pallant, 2005). For the first stage in MANOVA analysis, it is important to know the equal variant and homogeneity of independent variables across dependent variables by utilizing BOX's M and Leven's test. After that, researcher could find the difference among variables. The analysis was to address the following null hypothesis of research question two:

Ho: There is no difference in FL teachers' attitude towards Indonesian multilingual pedagogy with their social demographic characteristics based on age, gender, teaching experience, and subject of teaching.

The Null hypothesis Ho is divided into eight small hypotheses as follows;

Ho1: There is no difference in FL teachers' attitude towards Indonesian multilingual pedagogy with their age.

Ho2: There is no difference in FL teachers' attitude towards Indonesian multilingual pedagogy with their gender.

Ho3: There is no difference in FL teachers' attitude towards multilingualism with their language of teaching.

Ho4: There is no difference in FL teachers' attitude towards Indonesian language policy with their language of teaching.

Ho5: There is no difference in FL teachers' attitude towards multilingual pedagogy with their language of teaching.

Ho6: There is no difference in FL teachers' attitude towards multilingualism with their teaching experience.

Ho7: There is no difference in FL teachers' attitude towards Indonesian language policy with their teaching experience.

Ho8: There is no difference in FL teachers' attitude towards multilingual pedagogy with their teaching experience

Differences of teachers' attitudes towards Indonesian multilingual pedagogy among ages

First T-test analysis was used to examine the difference of FL teachers' attitudes among two groups of age. Table 8 shows the mean score and standard deviation of both age groups. As can be seen, 47 participants between 40 to 49 year of age group had slightly higher mean and standard deviation score ($M = 4.0355$, $SD = .35723$) than 53 participants between 30 to 39 years old ($M = 3.9225$, $SD = .47572$). Thus it explicitly indicates that there is a relatively small difference between the two groups of age.

Table 8. *The difference of teachers' attitudes based on age*

Indonesian Multilingual Pedagogy	Age	N	Mean	SD	Std. Error Mean
	30-39 yo	53	3.9225	.47572	.06535
	40-49 yo	47	4.0355	.35723	.05211

In an attempt to find out if there is a statistically difference between the mean score of the age groups, a T-test applied to due to two different variable types, in which one is nominal and another is scale. Table 9 shows the result of Lavene's test for equality of variance is $.263 > .05$ which means the data variance between 30 – 39 and 40 – 49 years of age are homogenous. It also reveals from the T-test score ($F = 1.267$ and Sig. 2 tailed = $.187$) that there is no significant difference attitude towards Indonesian multilingual pedagogy between the two groups of respondents.

Table 9. *Levene's test for equality of variances based on age*

Independent samples test										
		Levene's test for equality of variances			t-test for equality of means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Indonesian Multilingual pedagogy	Equal variances assumed	1.267	.263	-1.330	98	.187	-.11308	.08500	-.28176	.05560

Differences of teachers' attitudes towards multilingual pedagogy among gender

In order to explore whether female and male respondents have significant different attitudes towards Indonesian multilingual pedagogy, an independent sample T-test, again, was conducted. T-test output (see Table 10) from 87 female teachers ($M = 3.9868$, $SD = .44381$) was slightly higher than 13 male teachers ($M = 3.9008$, $SD = .27900$). T-test also shows that there is no significant difference the two groups of gender towards multilingual education ($F = 1.460$ and sig. 2 tailed = $.500$)

Table 10. *The difference in teachers' attitudes based on gender*

Indonesian multilingual pedagogy	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Female	87	3.9868	.44381	.04758
	Male	13	3.9008	.27900	.07738

A Laveane's test was used to examined whether the variances are equal or not and its result is initially checked before looking at the result of the independent T-test (Connolly, 2007). Based on respondents' gender, Table 11 the result of the Laveane's test shows that the variances are assumed equal since $.230 > .05$. The null hypothesis is also rejected for there is no statistically significant difference ($F = 1.460$ and sig. 2 tailed = $.500$) between female and male respondents in relation to their attitudes towards Indonesian multilingual pedagogy.

Table 11. *Levene's test for equality of variances based on gender*

Independent Samples Test		t-test for Equality of Means							
		Levene's Test for Equality of Variances							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Multilingual Education	Equal variances assumed	1.460	.230	.677	98	.500	.08601	.12699	-.16599 .33801

Differences of teachers' attitudes towards multilingual pedagogy among six foreign languages

The MANOVA test was employed to find the difference of FL teachers' attitudes among six different FL. Findings of the MANOVA test are shown in the table below. As it is seen in Table 12, it showed that the result of BOX's M was $F = 1.288$, with significance value was $.136 > .001$. It means that the sample among groups obtained equal variances. While, for homogeneity variances across dependent variables, if the value of sig. $> .05$ means all variables are homogeny.

Table 12. *Box's test equality of covariance matrices for language of teaching*

Box's M	F	df1	df2	Sig.
45.209	1.288	30	3324.633	.136

The Wilks' Lambda test was chosen for the analysis as it is often used in social science research to compare independent variables across dependent variables for the result is more robust than other test value (Pallant, 2005). As can be seen from Table 13 that the result of Wilks' Lambda Multivariate test is $F = .588$ and Sig. $+ .833 > .05$, it

means that there is no statistically significant difference between the six language of teaching (English, Mandarin, Arabic, Berman, Japanese, and France).

Table 13. *Multivariate tests for six different languages of teaching*

Effect (language of teaching)	Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power
Wilks' Lambda	.910	.588	15.000	254.373	.883	8.107	.349

Table 14. *Levene's test of equality of error variances for language of teaching*

Dependent variables	F	df1	df2	Sig.
Multilingualism	1.421	5	94	.224
Indonesian Language Policy	.506	5	94	.771
Multilingual pedagogy practices	.096	5	94	.993

Table 14 displays the result of Levene's test of Equality of Error Variances for language of teaching, the values of sig. for multilingualism was $1.421 > .05$, Indonesian language policy was $.506 > .05$, and multilingual pedagogy was $.096 > .05$ mean that all variables are homogeny. Since the value of significance from all independent variables was $> .05$, so for Post Hoc test used Benferroni test. In general, it is evident that there is no significant difference among six different foreign languages taught by the participants towards multilingualism ($F = .562$ and $\text{sig.} = .728 > .05$), towards language education policy in Indonesia ($F = .932$ and $\text{sig.} = .464 > .05$), and towards multilingual pedagogy ($F = .825$ and $\text{sig.} = .535 > .05$). In investigating the difference among variables, a comparison between groups on each dependent variable is shown in Table 15. So, it can be stated that null hypotheses (Ho3, Ho4, and Ho5) were accepted.

Table 15. *The difference of teachers' attitude based on their language of teaching*

Dependent Variable	Independent Variable	Mean	Sum Mean Square	F	Sig.
Multilingualism	English	3.983	.098	.562	.728
	Mandarin	3.931			
	Arabic	3.857			
	German	4.044			
	Japanese	4.190			
	France	4.000			
Indonesian language policy	English	3.816	.309	.932	.464
	Mandarin	3.833			
	Arabic	4.029			
	German	3.813			
	Japanese	4.229			
	France	4.044			
Multilingual pedagogy practices	English	3.980	.239	.825	.535
	Mandarin	3.880			
	Arabic	4.041			
	German	4.076			
	Japanese	4.327			
	France	4.160			

Differences of teachers' attitudes towards multilingual pedagogy among teaching experience groups

Another MANOVA test was conducted to investigate the difference between different lengths of the participants' teaching experience (independent variables) across multilingual education categories (dependent variables). The BOX M test ($F = 2.162$ and $\text{sig.} = .003 > .001$) which means that the sample among groups obtain equal covariance (see Table 16).

Table 16. *Box's test equality of covariance matrices for teaching experience*

Box's M	F	df1	df2	Sig.
41.881	2.162	18	10870.803	.003

For homogeneity of variance, it shows that based on the result of Levene's test across all dependent variables were obtained. As it is seen in Table 17, the values of significances were .243 for multilingualism, .659 for Indonesian language policy, and .293 for multilingual pedagogy.

Table 17. Levene's test of equality of error variances for teaching experience

Dependent Variable	F	df1	df2	Sig.
Multilingualism	1.391	4	95	.243
Indonesian Language Policy	.606	4	95	.659
Multilingual Pedagogy	1.257	4	95	.293

Pallant (2005) stated that in order to find out the difference between independent variables across dependent variables in social sciences, so, Wilks' Lambda test was more appropriate rather than others test value. Generally, Table 18 shows the difference value obtained between respondents teaching experience groups toward Indonesian multilingual pedagogy were $F = .801$ and $\text{sig.} = .650 > .05$. This indicates that statistically, there is no significant difference in the mean score of their attitudes among groups.

Table 18. Multivariate tests for five different teaching experience groups

Effect (teaching experience)	Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power
Wilks' Lambda	.904	.801	12.000	246.346	.650	8.455	.407

Significant level at .05

In detail, Table 19 demonstrates that there is no significant difference among five groups of participants, based on their teaching experience, towards multilingual education ($F = .508$ and $\text{sig.} = .730 > .05$), towards language education policy in Indonesia ($F = 1.516$ and $\text{sig.} = .204 > .05$), and towards multilingual classroom practice ($F = .992$ and $\text{sig.} = .416 > .05$). So, it can be stated that null hypotheses (H_{06} , H_{07} , and H_{08}) were accepted.

Table 19. *The difference in teachers' attitude based on their teaching experience*

Dependent variable	Independent variable	Mean	Sum Mean square	F	Sig.
Multilingualism	0-5 years	4.000	.089	.508	.730
	6-11 years	4.010			
	12-17 years	3.921			
	18-23 years	3.975			
	24-29 years	4.277			
Indonesia language policy	0-5 years	3.939	.491	1.516	.204
	6-11 years	3.869			
	12-17 years	3.842			
	18-23 years	3.677			
	24-29 years	4.533			
Multilingual pedagogy practice	0-5 years	4.096	.285	.992	.416
	6-11 years	3.960			
	12-17 years	3.955			
	18-23 years	4.011			
	24-29 years	4.523			

4.2.3 Qualitative analysis of interview findings

RQ 3. What do FL teachers perception of the Indonesian multilingual pedagogy?

The purpose of the qualitative inquiry of this study was to explore and describe the FL secondary school teachers' perception of Indonesian multilingual pedagogy. The participants were recruiting from the survey respondents who agreed to participate in the interview for this study regardless of their age, gender, language of teaching and teaching experience as those socio-demographic characters have no statistically significant difference in the survey previously. They teach at eight different private and public secondary schools in a province in Indonesia with the agreement from their schools principals. The interview guiding question were constructed based on the result of the survey analysis which consist of three themes: multilingualism, language policy in Indonesia, and multilingual pedagogy practices.

I transcribed the interview recordings, read the transcripts line-by-line, marked potentially interesting and relevant parts of the study in different colors, and spread interviews data so as to find and list every significant statement relevant to the topic and to see the focus and themes and to deepen understanding and explanation of the data among the cases (participants). All the transcripts across the 10 participants were analyzed and compared in this manner to find similarities and differences and to organize or cluster the significant statements among the cases into the existing themes or meaning units, and to reduce the repetitive data.

After analyzing the transcripts, I classified and reduced them into the predetermined set of themes consisting of a brief or few statements, which are important for my final report. To ensure the interpretations, I checked not only with the participants, but also provided rich and thick descriptions (Merriam, 1998). This included verbatim examples from the transcribed interviews. The three themes that have been predetermined are multilingualism (participants' knowledge of multilingualism: context, advantage, and disadvantages), Indonesian language policy (participants' perspective of: the language policy, curriculum for FL education), and multilingual pedagogy practices (participants' perspectives of: translanguaging, scaffolding, and language instructions at school). I also found two emerged themes from the participants' transcriptions: teacher knowledge about multilingualism and teachers' challenge (see Table 20).

Table 20. Findings from the interview

Predetermined Themes	Sub-themes	Categories	Example of excerpt
Multilingualism	Context	Multilingualism in Indonesia	<i>Multilingualism is related to one ability to use more than two languages in communication (R6)</i>
		Benefit for Society	<i>... potential for introducing students' home country to other countries...(R5)</i>
		Benefit for students	<i>Multilingualism is beneficial since it can widen students insight about the world (R8)</i>
	Disadvantages		<i>... as a source for teacher to show another language structure as comparison...(R9)</i>
		Language Attrition	<i>There are some students who lost their local language competency (R7)</i>
Indonesian Language Policy	The Language Policy	Teacher interpretation	<i>Teacher should develop their own goal and objective of teaching FL (R6)</i>
			<i>...students' characters in a class group are almost similar (R6)</i>
	Curriculum for FL education	Students input	<i>At our school, students come from low class middle schools. (R1)</i>
Multilingual pedagogy practices	Support from government	School facilities	<i>School facilitates us with teaching media (R2)</i>
	Translanguaging	Mother Tongue Influence	<i>I could not ignore students' local language accent when pronounce FL. (R1)</i>
		Translanguaging in Indonesian FL	<i>...because I could not compel them to use English while</i>

		Classroom	<i>they do not understand it. (R3)</i>
	Scaffolding	Motivation	<i>...at least they understand the basic conversation. (R8)</i>
Emergед Themes	Sub-themes	Categories	Example of excerpt
Teacher knowledge about multilingualism	Definition		<i>I think it means to know more than one foreign language (R3)</i>
		Pedagogy	<i>At our school, we do not implement bilingual education(R3)</i>
Teachers' challenge	Teacher certification		<i>A teacher must teach 24 hours a week to fulfil the certification standard, it is hard (R6).</i>
	Multilingual pedagogy training		<i>Mostly, trainings focus on the teaching materials. (R8)</i>
	FL implementation	FL Role	<i>...and now foreign language is treated like an adopted child... (R9)</i>
			<i>Some school only teach English as their FL because they do not have other FL teachers. (R7)</i>
	Language of Instruction at School		<i>We are required to apply immersion method, ...but it is difficult to be implemented (R10)</i>
	Big class		<i>But, for language class, 36 students are too big. (R9)</i>
	Time limitation		<i>New curriculum has reduced FL teaching times. (R4)</i>
	Students' input		<i>Since the implementation of zone system for schools, we should lower our selection standard. (R6)</i>
	Evaluation system		<i>Curriculum objective is that students should pass C4 to C6 Bloom's taxonomy level. (R9)</i>

R: Respondent

Multilingualism

The first theme of the interview results is multilingualism which was divided into three sub-themes: definition, advantage, and disadvantage. To help me finding out the participants perception of these theme and sub-themes, I coded the participants' interview transcription based on categories: teachers' knowledge about multilingualism, multilingualism benefit for society, multilingualism benefit for students, and language attrition.

Participants expressed their perspective of multilingualism by showing their positive attitude as follows:

"It is (multilingualism) good for students as they could improve their language competency." (R3)

"I believe multilingual could help students to gain insight into other culture." (R4)

"I think this (multilingualism) will benefit students in preparing themselves with the globalization challenges." (R5)

Some of the participants expressed their perspective by indicating that students should be prepared with the ability to communicate in other language in the event that they plan to continue their study or to work abroad, such as:

"I think now is the time that they should be ready with globalization and plan to study or work in other counties." (R6)

"It should be useful for our students when they want to apply for exchange program to other countries." (R7)

"They could participate in some language skills competition that organized by the government or language centers." (R10)

Besides have a positive perspective of multilingualism, participants expressed that they also feel that multilingualism could also have a disadvantage for students:

"Using Bahasa Indonesia and foreign language could reduce students' opportunity to use their local language." (R7)

Indonesian language policy

The second theme that predetermined is Indonesian Language Policy. Teachers expressed their perspective about language policy in Indonesia which should be interpreted in the secondary school curriculum:

"Basic competencies stated in the current curriculum from the government is quite relevant for secondary level." (R1)

"The current curriculum provide a chance for students to develop language skill so they will familiar with foreign language." (R4)

"Student centered approach that is determined in the curriculum will be adequate for students to be more confident." (R3)

In the implementation of curriculum, there should be support from the government and schools administrator. Participants share mostly similar perspective about the support:

“Schools has separate funding for the language class media and sources such as: sound system and books.” (R2)

Multilingual pedagogy practices

The last theme that should be responded by the participants is about multilingual pedagogy including translanguaging and scaffolding. They expressed their perspective differently, such as:

“I use both Mandarin and Bahasa Indonesia because students have different language proficiency and background.” (R5)

“In my class, we should respect other who has different accent in pronouncing foreign language.” (R7)

From the interview, I found two emerged themes that were expressed by the participants related to Indonesian multilingual pedagogy. The first theme is teachers' knowledge about multilingualism which reveals how teachers communicate their understanding about multilingualism especially in Indonesian context. The second theme is teacher challenges which shows participants' challenges in the implementation of Indonesian foreign language curriculum related to multilingual pedagogy particularly third language acquisition.

Teacher knowledge about multilingualism

Based on the survey's findings, respondents of the survey shared highly positive attitudes towards multilingualism. Therefore I explored further their understanding about multilingualism in education, in Indonesian context in particular. Participants shared their responds:

“Multilingualism is when an individual uses more than two languages.” (R2)

“Multilingualism is various languages in a society.” (R4)

“Bilingual in Indonesia means students competency in using English and Bahasa Indonesia, while multilingual means they know other languages besides English and Bahasa Indonesia.” (R6)

Teachers’ challenges

This theme emerged from the results of the study since most of the participants responds in the interview reveals their true experiences in implementing foreign language curriculum as interpretation of Indonesian language policy. The findings was coded focusing on multilingual pedagogy (practices) and I found five sub-theme: teacher certification regulation, multilingual pedagogy training for foreign language teacher, foreign language curriculum implementation, student socio-demographic background, and foreign language evaluation system.

Towards teacher’s certification regulation, participant shared their criticism:

“Most teachers complaining that their distribution of class hours in a week have been reduced that could not fulfil their certification requirement.” (R6)

“Since school has a responsibility to arrange foreign language teachers’ class hour in order to teach 24 hours in a month, school should also arrange the foreign language class based on foreign language teachers’ availability regardless the students’ choice.” (R8)

Next challenge that experienced by the participants is related to training or workshop for foreign language teachers focusing on multilingual pedagogy or classroom practices. Some of participants mentioned that teaching trainings organized by the government or other educational organization have never been focused on multilingual pedagogy training:

“Usually, the trainings focused on the approaches in implementing ‘curriculum 2013’ and did not specifically for language teaching.” (R3)

“Government organized some seminars for all foreign language teachers, for all foreign languages.” (R5)

“We have Arabic teacher gathering and training annually, but we have to provide the funding by ourselves.” (R9)

From the interview, the researcher also found that participants felt the challenge in implementing the foreign language curriculum:

“The recent curriculum is unspecific so teacher should develop their own lesson plan.” (R7)

“Our German teachers’ organization required the member to make progress in the language and be evaluated.” (R8)

Students’ various socio-demographic background in one big class was also found as a challenge by the participants. Some of them responded:

“Since the implementation of zone system for schools, we should lower our selection standard.” (R6)

“Sometimes because of our students came from low proficiency level middle school in the remote areas, teachers should work harder. It was quite exhausting.” (R1)

The last challenge that reported by the participants is the foreign language evaluation system. They perceived that the system should be reformed:

“The objective of our curriculum is closely related to speaking skills but the evaluation system does not effectively assess their speaking skills.” (R2)

“Maybe learning assessment should be more focused on speaking skills, not only students’ cognitive aspect.” (R5)

4.3 Triangulation of quantitative and qualitative findings

Gibson and Brown (2009) argue that “triangulation can be useful for checking the trustworthiness of different sources of data (e.g. how accurate a data source is) or for examining the same phenomenon from different point of view (p.59). In this study, foreign language secondary teachers’ attitudes and perspective towards Indonesian multilingual pedagogy were explored quantitatively and qualitatively. The quantitative data analysis results was the main findings in this study. While, analysis of the interview transcriptions were used as secondary data. The major findings implied that the majority of foreign language teachers in one province in Indonesia shared positive attitude towards Indonesian multilingual pedagogy. The quantitative findings were supported by

qualitative findings from the interview with participants who were representative of quantitative sample. In conclusion, there is an agreement between the results of main findings with secondary data findings.

Chapter V. Discussion and Conclusion

This section summarises and discusses the findings of the study. I describes an overview of what was discovered from the data collection findings. The results were reviewed according to the research questions set out earlier in the study. Some references to other studies and related theories are also included to support the discussion. Lastly, based on the finding and the discussion, I present the conclusion and the contribution of this study for further research.

5.1 Research question 1

The study explores the foreign language secondary school teachers' attitude towards multilingual pedagogy in Indonesia. I investigate three categories related to multilingual pedagogy in this study. The first part is multilingualism which refers to the contexts where more than two languages are used in or out-of-school settings. In the questionnaire, I explored the attitudes of FL teachers (N=100) of secondary schools in one province in Indonesia as the respondents towards some multilingualism advantages in an educational context. The second part is about Indonesian language policy. Respondents responded to statements related to the FL policy and curriculum implementation at their schools and government support. The last part is multilingual pedagogy practices. The respondents gave their responses to the statements related to some effective pedagogical practices for multilingual classrooms. The reactions showed their attitude toward each questionnaire's statement by selecting among the five-scale of agreement options.

The findings describe that the majority of the FL teachers participating in this study have a positive attitude towards multilingual pedagogy. Out of 18 statements, it is indicated that the participants' attitudes towards 11 statements regarding multilingual education are high (mean scores are more than 4.00), and six statements are moderately high (mean scores are between 3.01 and 4.00). One statement is moderately low (mean = 2.69). Based on the three categories of multilingualism investigated by the researcher, the highest mean score average is the respondents' attitude towards multilingual pedagogy practices (mean = 4.03). It follows by the average mean score of respondents' attitude towards multilingualism (mean = 4.01). Their attitude towards the Indonesian language

policy is moderately high (mean = 3.91). This descriptive analysis of survey findings shows slightly different mean scores among the categories.

The high mean scores are related to participants' attitudes towards the third and fifth statements about multilingualism advantage. They believe that learning another language could cultivate openness to other people's language and culture, and learning different languages can build students' ability to use languages in context. This result could mean that most of the participants of this study believe that multilingual education contributes to some benefit for their students. Being aware of another culture by learning the language is one of the advantages of multilingual education. Learning another language can also help students learn about their own culture and recognize other cultural conditioning (Liddicoat & Crozet, 1997).

Respondents also shared their positive attitude towards the statement that learning other languages can build students' ability to use languages in context. Haukas (2016) discusses that studies show that multilinguals demonstrate superior metalinguistic and metacognitive abilities. Students have skills to compare different languages and reflect on and employ appropriate learning strategies. Their reading and writing in two or three different languages could comprehend literature in each original language. In their activities using the languages, students' metacognition helps them reflect on the language and its use and intentionally monitor and plan their linguistic processing methods (Gombert in Jessner, 2015).

Therefore, students will develop the ability to find the appropriate expression and grammatical construction model to be successful in communication in other languages. Bialystok (2011) admits that the advantages of multilingualism could not be generalized, but learners who have attained high proficiency levels in both languages have an advantage on tasks that require more analysed linguistic knowledge. Moreover, being multilingual, students will gain the ability to understand different traditions and ways of thinking and behaving. This study's respondents appeared to share agreement with the values of achieving higher development of knowledge or mental skill by learning other languages.

Additionally, many language acquisition researchers discuss multilingualism's benefits over monolingualism, such as cognitive and social advantages, including skills in code-switching. Lambert and Tucker (1972) describe some shreds of evidence from research in learning other languages suggest that multilingual children show greater cognitive flexibility and creativity in problem-solving. Bilingual children have two or

more words for each object and idea, and different meanings are sometimes attached to words by the two languages. This behaviour means a bilingual person may develop the ability to think more flexibly.

Most of the respondents agreed that multilingualism could help students look at issues from a different perspective. They could quickly transfer the ideas into another language that they have understood. They thought that it was helpful to have more choices in literature. As the primary element of second or third language students, multilingual awareness is their asset to think critically. However, developing students' thinking process is primarily facilitated by the teachers themselves (Fábián, 2015). Therefore, teachers should scaffold their students to be able to develop a skill or to have an understanding of new concepts (Hammond & Gibbons, 2005). Most of the participants show that they have a positive attitude towards the statement regarding the scaffolding in assisting their students learning in a foreign language classroom is moderately high.

The lowest mean score could be seen in the participants' attitude towards the second statement, which asked their response to foreign language students' target proficiency. Teachers disagreed that besides their mother tongue and Bahasa Indonesia, multilingual students have to be native-like proficient in their foreign language. The result shows that most participants disagree with the statement, which means they think multilingual students do not have an obligation to achieve native-like proficiency when learning the language.

Labov's studies prove that L2 students are different from other groups of native speakers (Cook, 1997). Most language teachers and students presume that they aim to be as close as possible to a native speaker of the second language and resign themselves to 'failing' to reach the native speaker target. Cook (1999) confirms that in terms of the usual definition of the native speaker as a person speaking the language they acquired from birth, this is in principle unachievable by that definition. Multilinguals know and use more than two languages at any level was proposed by Cook (2012) as multicompetence. The multicompetence framework emphasizes multilingualism as a unique language learner with an individual proficiency level rather than an imperfect monolingual native speaker ideal.

Regarding language policy in Indonesia, the finding displays that most of the respondents were moderately agree that the policy has accommodated the proper multilingual education for secondary schools and support them in attaining the foreign language teaching objectives. Also, they strongly agree that the government provides

some supports and training for FL teachers. The respondents believe that multicultural awareness training will help them teach effectively in diverse classrooms. Besides, Johnson (in Gorter & Cenoz, 2017) suggests that a language policy is a system that determines the structure, function use, or the acquisition of a language, including the choice of medium of instruction in schools. Kaplan and Baldauf (1997) add that the policy should also touch on the teachers' issues and their training, the syllabus and curriculum, and the methods and materials.

The respondents' positive attitude towards foreign language policy seems to contradict the implementation at schools in most regions. Therefore, I explored more about the foreign language teachers' real voices towards language policy implementation qualitatively in the interviews.

5.2 Research question 2

The second research question queried whether foreign language teachers' attitude towards multilingual pedagogy in Indonesia among four socio-demographic backgrounds: age, gender, the language of teaching, and teaching experience. I analysed the findings descriptively by examining the mean scores and inferentially by utilizing T-test and MANOVA. This study mainly reveals that the foreign language teacher participants share an almost uniform attitude that they admitted multilingual education has essential benefits for their students. Granted that participants were at variance with age, teaching experience, gender, and foreign language, there is no significant difference in their attitude towards multilingual education and practices. They also view that government provides and accommodates proper supports and special trainings for multilingual education since the governmental institutions are responsible for initiating, supporting, supervising, and evaluating the policy as it is put into practice have been set up (Hamied, 2012).

This result is relatively different from the study conducted by Smith (2010) in Aotearoa, New Zealand. From her survey of teacher educators' attitude towards bilingual education and language diversity, she found that the higher the age and years of teachers' experience, the teachers became more appreciative and supportive towards bilingual education programs. The ANOVA analysis reveals that the socio-demographic variables significantly influence the variation of teachers' attitudes.

5.3 Research Question 3

I explored the FL teachers' perception of multilingual pedagogy in their schools to answer the last question of this study. Ten participants from different secondary schools took part in the interviews. There are three predetermined themes in line with the questionnaire's main themes: multilingualism, language policy in Indonesia, and multilingual pedagogy practices. The participants shared a positive attitude towards similar statements in the questionnaire, particularly about the advantages of multilingualism on language education. Additionally, from the interview results, two more themes were emerged: teacher knowledge about multilingualism and teachers' challenges. All the themes will be elaborated on in the following discussions.

5.3.1 Multilingualism

I found three sub-theme from the interview transcription: the context, the advantages, and the disadvantages. Regarding the context of multilingualism, Cenoz (2013) discusses three dimensions to focus on multilingualism: the multilingual speaker; the whole linguistic repertoire; and the social context. Even the countries in Southeast Asia are mostly populated by multilingual people, Indonesia has a slightly different multilingualism context concerning the L2 and FL status. National/ Official language (as L2 in this study), Bahasa Indonesia, was chosen from the minorities language in Indonesia for some political reasons. This official language is a compulsory subject at schools at every level. The regional languages function as the language of instruction only at the primary classes up to grade three when needed (which is not required in the big cities). English as the primary foreign language is used for international communication: in diplomacy, business contract, tertiary level academic references, and cultural exchanges. Other foreign languages are taught as minor subjects at secondary schools and major subjects at specific university programs. Unlike some other Southeast Asia countries, none of the colonizer languages is learned or used in Indonesia. Therefore, some of the participants of this study state that the government should have more attention to multilingual pedagogy, especially FL education.

Findings show that the majority of participants share a positive attitude towards multilingualism advantages. Montrul (2013) assumes that monolingual students will fail to increase their language repertoires. Multilingual students will miss the opportunity to use the language they learned outside the home if teachers are unaware of the benefit of multilingualism and do not make use of and advocate for multilingual language policies.

The term bilingual and multilingual is very familiar for them that they have been living in the actual context, the very diverse country. They believe that multilingualism will be valuable for their students' academic life when they travel outside the country using the language they have learned. Students who have the competency to communicate using a foreign language that is dominantly used in the global world like English will have a better future.

Some participants expressed that learning another language could help them gain insight into other cultures through the language to become aware of their cultural group and roots. Few of them mentioned that students could be agents who introduce and promote their country (related to tourism) to the world. This cultural knowledge refers to the essential role that culture plays shape students' perceptions, self-esteem, values, behaviour, and learning (Willis, 2000). Some Asian countries have explicitly valued linguistic and cultural pluralism, for the countries' populations are diverse exceedingly. It includes Indonesia that the country's constitution goes further to guarantee the use and develop of local languages in education. However, in most cases, implementation is far from meeting stated goals (Kosonin in Benson, 2004). This cultural consideration is also implemented in some other countries' policies. The European Commission strives to develop and implement policies to promote a more plural and intercultural kind of school (Eurydice, 2004).

Teachers believe that learning a foreign language could be beneficial for students' communication skills in this 21st century. Students could appreciate the diversity of ideas that working with different peers. They also thought that they know which language and manners to speak with whom and where. This open-minded behaviour is one component of a critical thinker that the Indonesian government mandated in the curriculum. Open-minded denotes the tendency to tolerate others' potentially different opinions (insight assessment, 2017). Three participants think that this behaviour and students' language proficiencies are essential requirements when students are planning to continue their studies or have a job in other countries. In line with this perception, Sobrepena (2010) also found that her study participants believe that bilingual education has its benefit in developing students' knowledge or mental skills and practical, career-related advantages.

However, one of the teachers expressed his concern about the possibility of local language attrition. In some big cities where a very diverse population dwells, people mostly communicate in the national or dominant local languages. Some of them speak Bahasa Indonesia as their mother tongue as their parents rarely use their local language

at home with the children. Out of more than 700 regional languages in Indonesia, only 400 languages are actively spoken. And, only about five languages are taught as a minor subject at school at the primary level. Kickpatrick (2012) agrees that in Indonesian national language and English as the primary foreign language along with the decline of local languages can be seen to be developing.

This issue seems to be an intricate phenomenon for Indonesia's language policy. Hamied (2012) states that the linguistic environment should be viewed with an open mind regarding three realities. The first is concerning the *Bahasa Indonesia* as the language of national unity. The second is regarding the existence of hundreds of local languages. And third is regarding foreign language (especially English) as the language in global competition, cooperation, and for science and technology, as well as for trade, commerce, and other human-interaction activities.

5.3.2 Indonesian language policy

Teachers are the key factor in implementing a curriculum, so their positive attitudes play an essential role in putting education into success. The FL teachers of this study, from the interview, expressed their perception about Indonesia language policy, the curriculum for FL education, and support from the government. Within the context of language policy, Indonesia has fairly unique characteristics when compared to other countries. Like in other Southeast Asia, the national language policy issue in Indonesia is quite complicated and is still struggling to develop a multilingual policy for education that is effective and equitable.

The policy is formulated by the fact that the *Bahasa Indonesia* officially functions as the state-unifying language and that there exist hundreds of local languages (Hamied, 2012). While the government also has the responsibility to regulate the local/regional languages and foreign languages as a crucial additional language. The Indonesian National Law (UU RI No. 20, 2003 National Educational System article 33 about the language of instruction) mentions that *Bahasa Indonesia* is the language of instruction. Local/regional language can be used as L1 at the primary level when it is needed. A foreign language can be used as a language of instruction at a particular educational program to support the students' language skills.

The language education policy should be reflected in the curriculum and implemented by teachers at the school levels. Consequently, a teacher should be capable of interpreting and executing the curriculum. The current Indonesian curriculum for

secondary school (*Kurikulum 2013*) is developed by the central government to answer some problematic issues, including in language education mostly regarding students soft skill development such as good morality, confidence, and self-determination. The basic concept that should be developed in learning language skills (listening, speaking, reading, and writing) is related to increasing the level of language skills. It should be emphasized in the learning process on students to acquire minimum competency, in either academic (cognitive and psychomotor), or affective that are understanding towards the cultural context of the language origin.

Teachers in this study expressed that the government has a regular training and workshop program for language teachers to review, evaluate, and discuss the language curriculum implementation. Each foreign language taught at the secondary school level (English, Mandarin, Arabic, German, Japanese, and France) has a teachers' association under the Ministry of Education and Culture of Indonesia's supervision. Teachers seem to be well informed about the objectives and requirements developed in the curriculum. However, none of the FL teachers indicated the specific training for teaching FL in the context of L3 acquisition or multilingualism. Studies recommends that FL teachers must have knowledge about specific academic methods of language learning, the psychology of language learning, language strategies, and adequate training.

All the FL teachers in this study mention that they regularly have an academic gathering organized by each subject of regional teachers' organization (Kelompok Kerja Guru/ KKG). These regional teachers associations are under the supervision of the Ministry of Education and Culture of Indonesia. Each of them has its specific agenda, but the association's main goal should be a review and evaluation of curriculum implementation. They add that they mostly discuss the current method or approach for teaching FL or share the latest information from the Ministry of Education and Culture. Additionally, the ministry also coordinates each school subject teachers in the Centre of Development and Empowerment of Teachers and Educational Personnel (CDTEP for language or in Bahasa Indonesia as Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan/PPPPTK). CDTEP operates as a unit dealing with trainings, workshops, seminars, and others to enhance teachers and educational personnel knowledge.

One FL teacher explained that German language teachers should meet a minimum standard of B1 Level in international standard by the Common European Framework of Languages (CEFR). The Goethe Institut Indonesia determines the German Certificate

(Zertifikat Deutsch), collaborate with Language Centre for Education and CDTEP for language. Secondary language teachers should upgrade their proficiency in the workshop annually. The other FL teachers, Arabic, Mandarin, English, Japanese, and French, claim that they also have to participate in the annual workshop and training. However, each language unit has a different focus and goals. However, FL teachers said that not all of them could regularly attend the annual workshop and training regarding the limited funds they have to send a few regional representatives who will share the result with others later on.

All the participants mention that the government has trained and supported them to implement the *Kurrikulum 2013* with some teaching methods and approaches. Johnson (2013) suggests that, as a policy mechanism, a language policy should impact the structures, function, use, or acquisition of the languages. None of the participants refers to multilingual pedagogy approaches or practices workshops or training in particular. As all the FL taught at the secondary school level are learned by students as their L3, the government should consider providing training focusing on the L3 acquisition knowledge and teaching strategies. Brisk (2008) states that leadership and support for the bilingual program should understand the conditions for quality bilingual education (multilingual), foster collaboration among teachers, and gain community support and participation.

Regarding government support for the school facilities, FL teachers referred to teaching media facilities provided by school administrators. They mentioned that each public school receives a certain amount of funds with certain conditions. So, some of the participants presume that the government has been supporting the curriculum implementation at schools regarding the teaching and learning facilities. A few of them assume that the government should also provide the school with a language laboratory. Language laboratory will help teacher teaching FL more efficient that students could access audio or audio-visual FL materials. Moreover, some schools in remote areas have inadequate facilities such as computers, internet access, and libraries. Some schools in the village and isolated areas are even not supported with adequate electricity. So, teachers should make a huge effort to manage the inadequate facilities at their schools.

Also, Faisal (2015) agrees that teachers should know the new curriculum's essence to encourage the students' empowerment. Bringing students into the right conception about the language being learned is essential for achieving language learning targets. Students and teachers would have the same perception about their target language teaching and learning. From the interview, it can be concluded that most of the teachers

understand the conception of the 2013 curriculum, even though there are small parts that make the teachers interpret it differently. Moreover, teachers find many challenges in the implementation discussed further in the 'teachers' challenges' sub-title below.

5.3.3 Multilingual pedagogy practices

As teachers' attitudes during the learning process also affect students' attitude formation, change, and maintenance (Huguet & Lasagabaster, 2005), their positive attitudes towards multilingual pedagogy practices would be a constructive component in their teaching foreign language process. Although the FL teacher participants admit that they have never been informed about or have a teaching workshop on multilingual pedagogy practices, most teachers have implemented some proposed practices for multilingual classrooms. The teachers mentioned their perception and opinion about translanguaging, mother tongue influence, scaffolding, and students' motivation.

A multilingual pedagogy is a learner-centered approach that aims to develop students' language awareness and language learning awareness across the languages that students know (Neurer, 2004). Translanguaging is one of the teaching approaches that afford multilingual students opportunities to make links between their experiences outside the classroom and those within (Contch, 2018).

Canagarajah (2011) claims that translanguaging happens behind the teachers' back that proscribes language mixing in the multilingual classroom. According to Lewis et al. (2012) and García and Li Wei (2014), there are two types of translanguaging strategies: (1) 'teacher-directed translanguaging' to give voice, clarity, reinforce, manage the classroom and ask questions and (2) 'student-directed translanguaging' to participate, to elaborate ideas, to raise questions. Nevertheless, in a translanguaging classroom, teachers and learners strategically integrate to all languages for communication acts such as asking questions, providing responses, giving instructions, and other pedagogic or social dialogues (Mothaka & Makalela, 2016). Some studies prove that translanguaging accommodates a positive impact for active language classroom interaction. It enables students to understand their multilingual landscape (Shohamy, 2006) and make meaning of the different signs.

The majority of the participants indicated that translanguaging also occurs in their classrooms, mostly code-switching and translation. They shared one similar reason for performing code-switching in the FL classroom that students have various language proficiency levels, and only a few are considered fast learners. So, teachers should be

aware of their students' progress in order to choose an appropriate teaching approach and strategy every time. In a study of English classrooms conducted by Abrar et al. (2016), many student teachers frequently confronted by the silent situation in the language classroom and the low level of motivation. Some admitted this situation when their FL classrooms usually become completely quiet and boring if the students' L1 and L2 are banned. Teachers found that their students' anxiety is the common reason. Code-switching helps them creating an active FL classroom.

Code-switching allows students to alter languages in the context of a single conversation. Students, as multilinguals, experience a metalinguistic awareness when they use both words from both languages (L1/ L2 and L3) either consciously or unconsciously. By allowing code-switching in the FL classroom, teachers could encourage students' intentional and strategic use of their linguistic repertoire so they could actively participate in the classroom exchanges and their process of learning. Additionally, Cenoz (2013) claims that students could become more efficient language learners by allowing students to activate their resources cross-linguistically than when languages are taught separately.

FL teachers also mentioned that they utilized Bahasa Indonesia (L2 in this study but most big cities are as L1) in their FL classroom along with the FL they teach as the medium of instruction or only when they thought that their students need it. The teachers explained that they should identify their students' language proficiency before deciding which language to be used as their medium of instruction. From Jayanti and Sujarwo's (2019) study, it is also revealed that the teachers only used English (FL) to do some opening, closing, and instructional sentences rather than explore the subject with suitable terms. In comparison, Usadiati's (2009) study revealed that Bahasa Indonesia is used interchangeably with English (FL) for explaining concepts and rules in writing class to improve students' achievement. It appears that Bahasa Indonesia is exceedingly useful in explaining complex concepts, checking learners' understanding, and giving feedback.

Moreover, studies show that student proficiency in L1 or L2 is beneficial in learning L3. They are able to connect the meaning of words of three languages. Bilingual with high proficiency in the L2 is faster than bilinguals with limited L2 ability. Sampson (2012) argues that the debate about the merit of using L1 in FL class no longer be whether to use the L1, but how much and how. Unfortunately, non-native language teachers are sometimes considered incompetent teachers if they use L1 in their class (Crump, 2013).

However, one of the participants commented that she actually assumes that using the FL would be better for students in learning other languages. She is a German teacher who a particular certified German teachers association has trained to use the immersion method in their classrooms. But in the implementation, she realizes it is unfeasible since German is a new language for the students, and they do not use the language outside the classroom. Therefore she uses Bahasa Indonesia as the medium of instruction for the 10th grade students (freshmen in secondary school) and mixes Bahasa Indonesia and German for the 12th grade students. The opponent of L1 use (in this study is L2) in FL classrooms, yet, suggests that the target language should be the only medium of communication since a target language is best learned and taught through the language itself (Richards and Rodgers, 2001).

Accordingly, multilingualism's dynamic view shows that the various language systems influence and interfere with each other (Herdina and Jessner, 2002). Therefore, teachers should create an opportunity for students to draw on previous language learning experiences when learning a new language (Neurer, 2004). They should be assisted in becoming aware of which learning strategies they have used previously and transfer the strategy to a new language learning context. Teachers should scaffold students to become aware of and draw on their existing knowledge.

Scaffolding refers to teacher's support provided for learners to develop a skill or an understanding of a new concept, which is eventually withdrawn once the learners acquire the skill or concept in question (Hammond and Gibbons, 2005). Teachers may use the language of schooling to offer guidance, explains teaching points, bridging communication gaps, reduces ambiguity, or offers translation for students' lack of comprehension (Brevik and Rindal, 2020). From Hadiyanto et al.'s (2017) study, teachers should prioritize students' learning activities on their goals and objectives for their engagement and activities related to the specific subject content. Teachers should design the students' learning activities to encourage the students to actively participate in their learning process.

An Arabic teacher participant agreed that students indeed need support and encouragement from teachers to be more motivated in learning a new language. She said that her students mostly know how to read and pronounce Arabic words from 'Quran' (Moslem holy text) since their early age for religious reasons, although they do not communicate in Arabic. Moreover, there are distinctions between the Quran the students read from the language for daily communication, which has different features and

structure compare to their L1 and L2. It makes her students seem unmotivated in learning the language. She has been very creative in finding a strategy to motivate her students. Teng (2018) claims that learners' social and cultural environment and past experiences in accomplishing a learning task may affect their cognitive processes and beliefs about their motivation. In L3 learning, referring to Dynamic System Theory proposed by de Bot et al. (2007), students as an individual might learn a range of languages in different context over their lifetime, and their interactions can lead to development.

5.3.4 Teacher knowledge about multilingualism

Multilinguals have various personal reasons for learning another language, such as their religious beliefs, international careers, holidays, or online activities. The participants of this study have a positive attitude towards multilingual pedagogy, but they still need to develop their understanding of multilingualism, particularly on the third language acquisition pedagogy. The findings reveal that teachers acknowledge multilingualism as competencies in communicate using more than two languages.

The participants confirmed that multilingualism is defined as the ability to communicate in more than two languages. But, they appeared not to have sufficient information of multilingualism perspective in education when I tried to explore their understanding of more complex areas especially related to multilingual pedagogical issues. They argued that students do not necessarily achieve native-like language proficiency, but they must assess students' language proficiency in monolingual standards. Students have to achieve a standardized point mostly in their receptive reading competence rather than productive skills. In most cases, students learn the language by memorizing the sentence structures and vocabulary. It seems to be contradicted the FL curriculum' objectives which follow a communicative approach. The utterance meaning should be defined by the sociolinguistic situation when the communication occurs.

However, some of the language teachers and students presumed that they aim to be as close as possible to a native speaker of the second language. In terms of the usual definition of the native speaker as a person speaking the language they acquired from birth, this is in principle unachievable by that definition. Canagarajah and Wurr (2011) confirms that there is no need for language learners to develop proficiency in all the languages for the same purposes—or the same language for all purposes. Therefore, teachers should be more aware that multilingual students have superior metalinguistic and

metacognitive abilities (Haukas, 2016). They have an ability to see language as a code and separate it from its symbolic meaning.

Concerning multilingual pedagogy, the majority of FL teachers have insufficient understanding of bilingual or multilingual education should be implemented in their classroom teachers. They perceived that it should be a certain program referring to the bilingual program supervised by the central government in 2004. Multilingual education is mostly translated as a program that uses English only as a means of classroom communication for students with high standardized grade point average. That misleading perception was driven by the misunderstanding in implementing the previous bilingual program from the Ministry of Education and Culture in 2004. In the program, English is a classroom medium of instruction and communication, especially in Mathematics, Natural Science, and Language classes.

Schools applying the program should be standardized with some requirements, which was criticized for being a very high-cost program and could only be applied by some private schools and few high standard public schools. Yet, studies reveal that the program's main problem was a significant number of teachers have insufficient English proficiency in utilizing English as the medium of instruction and could not optimally accomplish the language curriculum objectives. Moreover, the program was criticized for its many weaknesses and has discriminated against the low class from the high-class schools (regarding the financial matters). Therefore, it was banned in January 2013 by the Indonesian Judicial Court.

Some studies proved that implementing the bilingual or multilingual program in Indonesia seems to be challenging in reality. Many problems emerged during the programs (Jayanti & Sujarwo, 2019). Hence, Rahmi (2016) suggests that, concerning international languages, the focus should be on how teaching FL and other essential international languages can be increased in order to get knowledge internationally based, how FL material stocks can be provided in schools to help language teaching, how the latest training for teachers is held to enable them to transfer the knowledge successfully by using Bahasa Indonesia and the FL.

5.3.5 Teachers' challenges

This last theme comprises some sub-themes: teacher certification requirement, multilingual pedagogy training, FL teaching, students input, and evaluation system. Gorter and Cenoz (2017) mention that the language education policy decision is critical,

which concerns the choice of medium of instruction. This policy determines the language(s) to be learned, the duration, the objectives, and so on. They add that the decision should also explain the targeted students, the teachers and their training, the syllabus and curriculum, the methods and materials, the economic resources, and the assessment and evaluation system.

According to Nur et al. (2014), there are several roles that teachers should play in implementing the *Kurikulum 2013*. First is a teacher should perform as a learning designer. As a professional teacher, they design learning plan which will be conducted in the classroom. Second is a teacher should act as a learning motivator. One of the teacher's most challenging roles is maintaining students' willingness to explore the learning material as much as possible. The third is the teacher as a learning mediator. Teachers' presence in the teaching and learning process could serve as an intermediary actor between the sources of learning and students. As a mediator, the teacher lays the platform for the teaching and learning process. The teacher interposes something within the environment with which the students interact. The last role is as a learning inspirator. Teachers become a major source of inspiration for students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively.

These roles become a formidable challenge for FL teachers' in this study. Foreign language policy in Indonesia is at the level of law and government regulations. There is no particular and detailed explanation about which foreign language should be taught at school. Moreover, most studies and discussions focus on English teaching and learning issues. Canagarajah (2005) states that in terms of language policy planning in Asia, English has been considered in the communities as a necessarily powerful tool for global relationships. The challenge is for the education system to adapt to the complex realities (multilingual as a way of life) and provide a quality education that considers learners' needs while balancing these simultaneously with social, cultural, and political demands (Nurakhir, 2016).

Remarkably, training for multilingual pedagogy especially L3 teaching practices, has seldom been provided by the government and other educational programs. References and studies regarding multilingual classroom practices also significantly limited that teachers in this study felt they do not have adequate information about it. Teachers expressed their need for more resources, support, effective strategies, and professional

trainings related to teaching L3 (i.e., assessment system, teaching method, and classroom management).

As the evaluation and standardized system for teachers in Indonesia, including FL teachers, the government compels teachers to be certified by the educational, governmental assessors with some qualifications. The most demanding task FL teachers have to teach their subjects in a range of time. Some FL subjects like Arabic, French, and Japanese complain that they could hardly fulfil the requirement since they only teach a few classes at the school. Consequently, they have to teach the subject at another school or offer the FL class for students who have chosen another minor subject.

This qualification and certification issue should have more attention from the government. Regarding teacher qualifications, Alwasilah (2013) reports that the secondary teachers reported they had mastered the following as part of their professionalism: (1) learning materials (51.3%), (2) methods of teaching (16.7%), (3) curriculum implementation (11.9%), (4) instructional technology (10%), and (5) learning evaluation (9.7%). This study suggests that for secondary teachers mastering learning materials, namely English or other FL knowledge, it seems easier than mastering teaching methods, implementing the curriculum, using instructional technology, and conducting learning evaluation. Teachers also could develop professionalism in FL teaching, but mastering the subject matter pedagogy is also essential. In other words, it is much easier to learn English than to learn how to teach it.

Another challenge related to the curriculum that the participants also mentioned is the FL assessment system. An essential continual part of the curriculum development process is to assess how well the aims are attained (Nation and Macalister, 2010). The assessment process involves using tests that would help teachers collect information about the learners' learning progress. Most participants expressed their difficulties in assessing students using the standardized system proposed by the government. Some of them complained that they hardly could achieve their goal or teaching objectives. The central government has regulated the four language skill standards of competencies (Listening, Speaking, Reading, and Writing) and regional government. Each school determines the minimum score for students for every skill in general. In the curriculum, teachers must also help their students achieve a certain standard of skill-based on Bloom's taxonomy (remember, understand, apply, analyze, evaluate, and create). The lesson plan is essential to prepare since it explains all components of objectives, learning activities, and assessment procedures (Ediger, 2002).

In *Kurikulum 2013*, the lesson planning needs to reflect core and basic competencies. The core competencies, which include spiritual attitudes, social attitudes, knowledge, and skills, are broken down into basic competencies dealing with three aspects: affective, cognitive, and psychomotor. Then, in the teaching and learning process, the current curriculum requires teachers to use a learning cycle of a scientific approach. The cycle comprises observing, questioning, exploring/experimenting, associating, and communicating. The assessment requires teachers to assess learners' spiritual and social values, knowledge, and skills using a scale of 0-100. Authentic assessments include performance, project, product, paper and pen, portfolio, behaviour, and self-assessment.

One of the participants mentioned that she found it difficult to urge her students to meet the school standardized score. She said that it was related to the students' low language competency background. Correspondingly, Hufeisen argues that the differences in the languages learned status need to be considered in the assessment and interpretation of cross-linguistic influence (in Bonnet et al. 2018). In scoring separate competencies, a translanguaging approach mirrors the multilingual focus of looking at the learner as a multilingual person who uses resources from their whole multilingual repertoire (Gorter and Cenoz, 2017). Shohamy (2011) proposes multilingual tasks in language assessment. The idea is that learners' use of their multilingual resources is accepted, and 'mixing languages is a legitimate act that does not result in penalties but is an effective means of expressing and communicating ideas that cannot be transmitted in one language.'

5.4 Conclusion

The present study focuses on exploring secondary school foreign language teachers' attitudes in one province in Indonesia towards multilingual pedagogy in Indonesia. This study provides a descriptive and inferential analysis of the questionnaire results to answer the first and second questions of the study. Descriptive analysis indicates that the majority of the FL teachers in this study share a positive attitude towards three categories of the study's questionnaire: multilingualism, language policy in Indonesia, and multilingual pedagogy practices.

Inferential statistical analysis indicates no significant differences in foreign language teachers' attitudes among their socio-demographic characteristics regarding age, gender, the language of teaching, and teaching experience. The last question of the study was answered by exploring the participating FL teachers' perception towards

multilingual pedagogy in Indonesia through interviews. For detail conclusion based on the analysis of findings, I define them as follow:

First, based on the socio-demographic characteristics findings, the percentage of the secondary school FL teachers in this study is almost similar in age between 30 years of age and 49 years of age. The majority of FL teachers in this study are female rather than male. Half of the participants are English teachers, while another half are teaching Mandarin, Arabic, German, Japanese, and France. The last characteristic, teaching experience, shows that the number of FL teachers who have been teaching for less than one to five years is the highest. It follows by the number of FL teachers who have been teaching for six to eleven. Only three of them have the longest times of teaching experience, between 24 and 29 years.

Second, the descriptive analysis of the findings shows that the FL teachers share a highly positive attitude towards multilingual pedagogy practices of the three categories of the questionnaire. They significantly agreed with some educational practices in multilingual classrooms: acknowledging students' socio-demographic background, allowing code-switching, scaffolding, and activating students' language awareness. They moderately agreed that teachers should acknowledge students' L1 and L2 proficiency in the L3 classroom, and a standardized assessment system could reflect students' communication ability.

The FL teachers' attitudes towards two other categories, multilingualism, and Indonesian language policy, are moderately high. They shared significant positive attitudes towards multilingualism advantages, but some showed a negative attitude towards a native-like proficiency requirement in an FL classroom. FL teachers showed their agreement with five statements related to the language policy and proper support and training from the Indonesian government.

Third, two T-test analyses were applied to compare the mean scores between groups of two respondents' categories: between two age groups (30-39 years old and 40-49 years old) and between two gender groups (female and male). Both of the analyses of the results reveal no significant difference between groups of each category. Similar results are shown from two one-way MANOVA analyses to find the difference between groups of two categories, namely language of teaching (English, Mandarin, Arabic, German, Japanese, and France) and teaching experience (0-5 years, 6-11 years, 12-17 years, 18-23 years, and 24-29 years). Both MANOVA analyses show that there is no

significant difference between groups of each category. These analysis results mean that all the study hypotheses are accepted.

Fourth, the interview findings' analysis with the FL teachers discovers three predetermined themes (multilingualism, Indonesian language policy, and multilingual pedagogy practices) and two emerged themes (teachers' knowledge about multilingualism and teachers' challenge). FL teachers expressed their perception of multilingualism advantages by showing their agreement. They conveyed that multilingualism has some benefits for students, such as language competency, to continue studying or applying for a job in other countries. They also expressed their concerns because multilingualism could cause a local language attrition.

Towards language policy in Indonesia, most FL teachers conveyed their responsibility in the FL classroom and the central government curriculum requirements. They mentioned some financial funds for public schools as support from the government. The government provided regular training and workshops for teachers to develop their professional competencies continually. However, it was revealed that the training and workshops aim to develop teachers' teaching methods or introduce a new teaching approach based on the curriculum framework. However, none of the teachers mentioned that there is training or workshop concerning multilingual pedagogy. It was also found that FL teachers applied multilingual pedagogy in their teaching activities, particularly translanguaging such as code-switching, translation, and scaffolding.

From the interview analysis, FL teachers seemed to have a positive attitude towards multilingualism and multilingual pedagogy practices. They seemed to have insufficient information about the current multilingual perspectives and the effective practices for teaching L3 (FL) in the Indonesian multilingual context. Some teachers complained that they have to overcome some challenges in teaching FL, such as certification requirements, incoherent assessment system, and class management.

5.2 Implication and recommendation of the study

This study discusses many aspects of the multilingualism perspective in the L3 classroom, multilingualism pedagogy practices, and language policy in Indonesia, particularly for an explanatory sequential study. I concluded some implications and recommendations for foreign language teachers and academicians, secondary school authorities, and further researchers and future research.

This study has potential implications concerning foreign language teaching in multilingual classrooms, particularly in Indonesia. Teaching additional languages (in the Indonesian context) should consider some components, including the curriculum objectives, the teaching context's theoretical framework, and the proper teaching method. As the person responsible for the FL curriculum implementation, FL teachers should be more aware of those components. Moreover, FL teachers' attitude towards the FL curriculum and teaching method required for the current educational context is significantly essential for the curriculum implementation success. This study also has an important contribution for academicians, particularly in language acquisition and education. It provides necessary information about multilingualism and multilingual pedagogy to the currently limited literature in Indonesia.

This study contributes a crucial value for Indonesian policymakers since there is a very limited study concerning multilingual pedagogy practices. Policymakers should pay more attention to the implementation of the FL curriculum in Indonesia. A comprehensive evaluation and proper supports and training are essential for the accomplishment of the curriculum objectives. This study provides a proposed conceptual framework of the interrelation of teachers' attitudes towards the language policy. The Indonesian secondary school authorities could use the framework to initiate and improve curriculum implementation quality. Additionally, the findings of this study have been published in journals and conferences; it is expected the publication could tell the higher education authorities that essential steps and strategies ought to be implemented to ensure the FL teaching quality improvement.

For further study, the instrument of this study could be adopted to replicate the study. Alternatively, further researchers could improve on it to explore more in-depth information by expanding and adapting the instrument based on the future evolution of the multilingual education research area.

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APPENDICES

Appendix A. Research permission letter

Appendix B. Samples of consent form

Appendix C. Questionnaire background literature

Appendix D. Questionnaire

Appendix E. Interview protocol

Appendix F. Interview transcription

Appendix A. Research permission letter



Többs nyelvűség Nyelvtudományi Doktori Iskola/Multilingualism Doctoral School
Pannon Egyetem/University of Pannonia
Modern Filológiai és Társadalomtudományi Kar/Faculty of Modern Philology and Social Science
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10 October 2019

Head of Jambi Provincial Education Department
State Office of Education in Jambi
Indonesia


Dear Madam/Sir,


We are writing to request a permission for **Failasofah** to conduct her research study at your institutions. She is currently enrolled as a PhD student at the Multilingualism Doctoral School, Faculty of Modern Philology and Social Sciences at the University of Pannonia, Veszprem, Hungary. Her study is entitled '*Multilingual Policy and Practices: an Exploratory Study of Teachers' Attitudes and Behavior in Jambi, Indonesia*'

This research is a part of the requirements for her PhD study. Therefore, we hope that you can grant her the permission to conduct her research at your institutions.

Your approval will be greatly appreciated. Thank you very much for your cooperation.

Yours sincerely,


Prof. Judit Navracsics
Head of Doctoral School



Appendix B. Samples of consent form



Faculty of Modern Philology and Social Science
University of Pannonia

INVITATION TO PARTICIPATE IN RESEARCH PROJECT

Title of the study: Foreign language teachers' attitudes towards multilingual pedagogy in Indonesia: an explanatory sequential study.

Supervisor: Dr. Habil Fábián Gyöngyi

Dear teachers,

You are invited to participate in the PhD research project conducted by a doctorate student in applied linguistics Failasofah, under the supervision of Dr. habil Gyöngyi Fábián. Thank you for considering this invitation.

This study is a qualitative research project which aims to explore teacher attitudes towards multilingual policy and practices and explore how they translate the curriculum into practice in their multilingual classrooms. A sample of 15-25 international students will individually be asked to be interviewed and their classroom practices will then be observed to help achieve this aim.

Your participation is voluntary, so you are under no obligation to participate in this study. If you choose to participate, you can refuse answering any given questions in the interview and/or withdraw from the study upon the point you are provided with the interview transcription. In case of withdrawal, data will be completely removed from data set.

This form also provides answers to your potential questions regarding the research procedure, the possible risks and benefits of taking part as well as your confidentiality and anonymity.

What will happen if I decide to participate?

You will be participated in the process of the data collection in two steps. Firstly, you will be individually interviewed to deeply explore your attitudes and behaviour towards multilingual policy and actual foreign language classroom practices. All interviews will be audio-recorded, and notes taken. Secondly, your foreign language classroom will be observed to explore the teaching process in multilingual context.

What are my benefits of taking part in this study?

There may be no immediate direct benefit to you from participating in this study. However, it is hoped that the information and analysis collated at the end of the project will be a useful insight and understanding to multilingual classroom context and help prospective and/or other foreign language teachers find an effective model of pedagogy in multilingual classrooms. Furthermore, the exercise of participating in the interview process will give you an opportunity to share your study experiences and have some reflection on your own feelings.

What are my risks of taking part in this study?

Participants are asked to invest a modest amount of time in this project, but there is no risk of potential harm in the process.

How will all information I provided be treated after the research ends?

Data will be protected by password and encrypted hardware during my field work. After the study is completed, all anonymous data will be securely stored in locked filing cabinets which I am the only access to it and the computer data will be kept with password security for 5 years, before being ultimately destroyed.

How are my confidentiality and anonymity guaranteed?

Your data will be collected from online and one to one interaction. The online data is data from questionnaire for the sake of participants' attitudes. In answering the initial question containing demographic information, you may reveal your identifiable information, such as your name and your school. In addressing this issue, I will remove your identities and changed them into code/pseudonym within a week period of the deadline date of response.

In terms of one to one interaction, your data will be from semi-structured interviews and classroom observations. I will ensure to remove all identifiers before taking photograph of your artefact. Interview data will be transcribed and the content will be collated. As the interview is transcribed, any identifiable about the participant and third parties will be removed, and replaced with the participant's preferred pseudonym or the role they play. This pseudonym will be used in any dissemination and publication of the research. This way we hope you can feel confident in offering whatever insight you would like to, safe in the knowledge that your insights will be kept confidential.

Whom can I contact with further questions about this study?

If you have any questions or require more information about this research project, please contact Failasofah, the principal investigator, at failasofah@unja.ac.id. If you have any complaints about this research, you can contact the thesis supervisors at kredit.kiado@yahoo.co.uk.

Consent to Participate in Research

I have read the attached information letter which explains the research about teacher attitudes towards Indonesian multilingual pedagogy and explore how teacher perceive the Indonesian multilingual pedagogy.

(Please tick the following boxes to indicate you have read and understand the attached information letter)

- ☐ I understand that the letter is asking me to participate in this research.
- ☐ I understand that all the information gathered will be kept strictly confidential and that my name and any identifiable information will not be included in any reports.
- ☐ I understand that this research includes photograph for the artefact and classroom observation.
- ☐ I understand that data generation event will be audio-recorded.
- ☐ I understand that participation is voluntary and that I am free to withdraw my consent from the study.
- ☐ I understand that this research will be published in form of a Doctoral dissertation and other academic publications such as journal articles and conference presentations.

(Please tick one of the following boxes to indicate whether or not you agree to taking part):

- ☐ I AGREE to taking part in the above research
- ☐ I DO NOT AGREE to taking part in the above research

Participant's signature: _____ Date:

(Name)

Appendix C. Questionnaire related literature

Themes	Statement	Related literature
Multilingualism	Different languages acquired by students are stored in different spheres in the brain.	Ekiert, M. The multilingual brain. Retrieved from https://core.ac.uk/download/pdf/161452095.pdf
	Besides their mother tongue and Bahasa Indonesia, multilingual students have to be native-like proficient in their foreign language.	Cognitive advantages of multilingual students (Cenoz, 2003; Jessner, 1999; Bialystok, 2001)
	Learning another language could cultivate openness to other people's language and culture	Griva, E. & Chosteidon, D. (2011). English language teachers' conception and attitudes to multilingual development in education. <i>Procedia, Social & Behavioral Sciences</i> 15, 1780-1785
	Learning another language increases students tolerance towards others	Griva, E. & Chosteidon, D. (2011). English language teachers' conception and attitudes to multilingual development in education. <i>Procedia, Social & Behavioral Sciences</i> 15, 1780-1785
	Learning other language can build students ability to use languages in context	Cognitive advantages of multilingual students (Cenoz, 2003; Jessner, 1999; Bialystok, 2001)
	High levels of multilingualism can result in higher development of knowledge or mental skills	Cognitive advantages of multilingual students (Cenoz, 2003; Jessner, 1999; Bialystok, 2001)
Language Policy in Indonesia	Indonesian language policy has accommodated the proper multilingual education for secondary schools.	Widodo, H. P. (2016). Language policy in practice: Reframing the English language curriculum. <i>English Language Education Policy in Asia</i> , 1(11), 127–151. https://doi.org/10.1007/978-3-319-22464-0
	Government accommodates teachers with certain certificate for multilingual education	Widodo, H. P. (2016). Language policy in practice: Reframing the English language curriculum. <i>English Language Education Policy in Asia</i> , 1(11), 127–151. https://doi.org/10.1007/978-3-319-22464-0
	Government has supported the multilingual policy by preparing language teacher with certain skill	Language policy in practice: Reframing the English language curriculum. (Widodo, 2016).
	The National Curriculum (especially language) supports language teacher in attaining the teaching objectives	Corson, D. (1990). <i>Language Policy across the Curriculum</i> . Clevedon: Multilingual

	Multicultural awareness training can help teachers work more effectively with a diverse cultural students	The components of language teachers' plurilingual awareness concerning multiple language acquisition (Otwinowska, 2014)
Multilingual Pedagogy Practices	Teachers should take time to know who her/his students are.	Common threads for successful multilingual programmes proposed by Tucker (1998)
	Teachers should scaffold their students in understand and comprehend the languages they are learning	Lewis et al. (2012) and García and Li (2014), there are two types of translanguaging strategies
	The national language assessments can build in opportunities for teachers to follow the reflection of students' communication ability in other languages	Lewis et al. (2012) and García and Li (2014), there are two types of translanguaging strategies
	Code switching in language the classroom help students to express and understand other language better	Lewis et al. (2012) and García and Li (2014), there are two types of translanguaging strategies
	Students' mother tongue or Bahasa Indonesia linguistics knowledge help them in learning foreign language	The role of prior language knowledge (De Angelis, 2011)
	A child who can read and write in the first language will be able to learn English faster and easier (as opposed to a child who cannot read and write in his/her first language)	The role of prior language knowledge (De Angelis, 2011)
	Language awareness cooperated in the language teaching could generate positive attitudes towards cultural as well as language diversity	Common threads for successful multilingual programmes proposed by Tucker (1998)

Appendix D. Questionnaire

(Questionnaire in English)

Failasofah, F. Foreign language teachers' attitudes towards multilingual pedagogy in Indonesia: an explanatory sequential study. Supervisor: Dr. Habil Fábíán Gyöngyi

Demographic Questionnaire

Name_____

Name of Institution/School_____

Date_____

I. Please answer questions below by placing check mark (X) in the answer box.

1. What is your age?

- ☐ Under 20
- ☐ 20 – 29 years old
- ☐ 30 – 49 years old
- ☐ 50 – 59 years old
- ☐ Above 60

2. What is your gender?

- ☐ Female
- ☐ Male

3. Are you a/an: (you can check more than one answers)

- ☐ English
- ☐ Mandarin
- ☐ Arabic
- ☐ German
- ☐ Japanese
- ☐ France

4. What formal education did you have?

- ☐ High School
- ☐ Special training
- ☐ Bachelor degree
- ☐ Master degree
- ☐ Doctoral degree

(please mention your major of study here

.....)

5. Are you certified to teach language?

- ☐ Yes
- ☐ No

(If the answer is yes, please write the type of certification here

.....
.....)

6. What language of instruction do you mostly use in the classroom?

- ☐ Mother tongue
- ☐ Bahasa Indonesia
- ☐ English
- ☐ Mandarin
- ☐ Arabic

7. How many years of your teaching experience do you have?

- ☐ 0 – 5 years
- ☐ 6 – 11 years
- ☐ 12 – 17 years
- ☐ 18 – 23 years
- ☐ 24 – 29 years
- ☐ More than 30 years

II. Please respond to statements below by checking the options:

(SA: Strongly agree, A: Agree, N:Not sure, D: Disagree, SD: Strongly Disagree)

Themes	Statements	SA	A	N	D	SD
Multilingual Education Knowledge	<ul style="list-style-type: none"> • Different languages acquired by students are stored in different spheres in the brain. • Besides their mother tongue and Bahasa Indonesia, multilingual students have to be native-like proficient in their foreign language. • Learning another language could cultivate openness to other people's language and culture • Learning another language increases students tolerance towards others • Learning other language can build students ability to use languages in context • High levels of multilingualism can result in higher development of knowledge or mental skills 					
Foreign Language Policy in Indonesia	<ul style="list-style-type: none"> • Indonesian language policy has accommodated the proper multilingual education for secondary schools. • Government accommodates teachers with certain certificate for multilingual education • Government has supported the multilingual policy by preparing language teacher with certain skill • The National Curriculum (especially language) supports language teacher in attaining the teaching objectives • Multicultural awareness training can help teachers work more effectively with a diverse cultural students 					
Multilingual Classroom Practices	<ul style="list-style-type: none"> • Teachers should take time to know who her/his students are • Teachers should scaffold their students in understand and comprehend the languages they are learning • The national language assessments can build in opportunities for teachers to follow the reflection of students' communication ability in other languages • Code switching in language the classroom help students to express and understand other language better • Students' mother tongue or Bahasa Indonesia linguistics knowledge help them in learning foreign language • A child who can read and write in the first language will be able to learn English faster and easier (as opposed to a child who cannot read and write in his/her first language) • Language awareness cooperated in the language teaching could generate positive attitudes towards cultural as well as language diversity 					

(Questionnaire in Bahasa Indonesia)

Failasofah, F. Foreign language teachers' attitudes towards multilingual pedagogy in Indonesia: an explanatory sequential study. Supervisor: Dr. Habil Fábíán Gyöngyi

Demographic Questionnaire

Nama _____

Nama Sekolah _____

Tanggal _____

III. Jawab pertanyaan dibawah ini dengan cara memberi tanda silang di dalam kotak yang tersedia.

8. Berapakah usia Anda?

- ☐ Dibawah 20 tahun
- ☐ 20 – 39 tahun
- ☐ 30 – 49 tahun
- ☐ 50 – 59 tahun
- ☐ Diatas 60 tahun

9. Apakah jenis kelamin Anda?

- ☐ Laki-laki
- ☐ Perempuan

10. Sebagai guru apakah Anda saat ini? (jawaban bisa lebih dari satu)

- ☐ Bahasa Indonesia
- ☐ Bahasa Inggris
- ☐ Bahasa Mandarin
- ☐ Bahasa Arab
- ☐ Lainnya

11. Apakah pendidikan terakhir Anda?

- ☐ Sekolah Menengah Atas (SMA)
- ☐ Program Pendidikan Profesi Guru
- ☐ Sarjana
- ☐ Master
- ☐ Doctor

(mohon ditulis program pendidikan Anda

.....)

12. Apakah Anda guru bersertifikasi?

- ☐ Ya
- ☐ Tidak

(Jika jawaban Anda Ya, mohon ditulis nama/jenis sertifikasi yang Anda miliki

.....
.....)

13. Bahasa apakah yang sering Anda gunakan sebagai bahasa pengantar dikelas?

- ☐ Bahasa Ibu
- ☐ Bahasa Indonesia
- ☐ Bahasa Inggris
- ☐ Mandarin
- ☐ Bahasa Arab

14. Berapa tahun pengalaman Anda mengajar?

- ☐ 0 – 5 tahun
- ☐ 6 – 11 tahun
- ☐ 12 – 17 tahun
- ☐ 18 – 23 tahun
- ☐ 24 – 29 tahun
- ☐ Lebih dari 30 tahun

IV. Berilah tanda V pada

(SS: Sangat Setuju, S: Setuju, TY: Tidak Yakin, TS: Tidak Setuju, STS: Sangat Tidak Setuju)

Themes	Statements	SS	S	TY	TS	STS
Definisi Multilingualism	<ul style="list-style-type: none"> Bahasa berbeda yang dipelajari/diterima oleh siswa akan disimpan di area berbeda didalam otak. Siswa multilingual harus mencapai tingkat profisiensi seperti penutur asli saat belajar bahasa asing (seperti bahasa Inggris, Mandarin, atau Arab). Belajar bahasa kedua atau bahasa asing bisa menumbuhkan sikap terbuka terhadap bahasa dan budaya lainnya. Belajar bahasa kedua atau bahasa asing bisa meningkatkan rasa toleransi pada orang lain. Belajar bahasa kedua atau bahasa asing bisa menumbuhkan kemampuan siswa menggunakan bahasa pada konteks yang tepat. Kemampuan multilingual siswa pada level yang tinggi bisa meningkatkan kemampuan kognitif atau 'mental skills'. 					
Kebijakan bahasa-Multilingual	<ul style="list-style-type: none"> Kebijakan pemerintah mengenai pengajaran dan pemakaian bahasa di Indonesia telah mengakomodir kebutuhan pendidikan multilingual di sekolah menengah dengan tepat. Pemerintah memberi dukungan pada guru dengan mengakomodir dan memberikan sertifikat khusus untuk pendidikan multilingual. Pemerintah sebaiknya mendukung kebijakan multilingual dengan menyiapkan guru bahasa dengan keterampilan khusus yang mendukung. Kurikulum Nasional saat ini (khususnya mengenai bahasa) mendukung pengajar dalam mencapai tujuan pembelajaran. 'Multicultural awareness' atau kesadaran multicultural bisa membantu guru bekerja dalam lingkungan murid yang berasal dari budaya yang berbeda dengan lebih efektif dengan. 					
Multilingual Practices	<ul style="list-style-type: none"> Guru sebaiknya menyediakan waktu untuk mengetahui latar belakang murid-muridnya (seperti: keluarga, bahasa, dan budaya) Guru sebaiknya membimbing muridnya secara bertahap untuk mengerti dan memahami bahasa yang mereka pelajari. Sistem penilaian nasional saat ini bisa membantu guru untuk merefleksi kemampuan berkomunikasi siswa dalam bahasa yang mereka pelajari. 'Code switching' atau alih kode didalam kelas membantu siswa untuk berekspresi dan mengerti bahasa yang dipelajari dengan lebih baik. Pengetahuan linguistik bahasa ibu atau bahasa Indonesia siswa bisa membantu mereka dalam belajar bahasa lainnya. Siswa yang mempunyai kemampuan membaca dan menulis dalam bahasa ibu atau bahasa Indonesia dengan baik akan mampu belajar bahasa lainnya lebih cepat dan lebih mudah jika dibandingkan dengan yang tidak. 'Language awareness' atau kesadaran berbahasa (kesadaran akan bentuk dan fungsi bahasa) yang terintegrasi dalam pengajaran bahasa bisa membangun sikap positif terhadap budaya dan bahasa yang berbeda. 					

Appendix E. Interview protocol

1. Menurut Bapak/Ibu, apakah pengertian multilingualism (multi-bahasa)? Apakah multilingualism berbeda dengan bilingualism? Dalam hal apa? Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?
(How do you define multilingualism? Is it similar to bilingualism? Do students' first languages influence their foreign language learning?)
2. Apakah multilingualism yang ada di Indonesia menguntungkan atau merugikan bagi siswa di sekolah?
(Is multilingualism in Indonesia an advantage or disadvantages for your students?)
3. Apakah penerapan (jika ada) pendidikan bilingual di sekolah Bapak/Ibu sudah maksimal? Bagaimana sebaiknya?
(Is the bilingual education at your school well implemented? How should it be implemented?)
4. Apakah kurikulum yang digunakan disekolah Bapak/Ibu saat ini? Apakah kurikulum tersebut sudah cukup mendukung tujuan pengajaran bahasa asing? Bagaimana sebaiknya menurut Bapak/Ibu?
(What curriculum do you use at your school? Does the curriculum promote your foreign language class goals?)
5. Apakah bentuk dukungan dan fasilitas yang Bapak/Ibu dapatkan dalam pengajaran bahasa asing?
(What kind of support and facilities do you receive for your foreign language classroom from the government or school administrator?)
6. Apakah Bapak/Ibu pernah mendapatkan pelatihan khusus untuk mengajar bahasa asing dengan konteks multilingual? Mohon dijelaskan
(Have you attended any preparation program or training for multilingual pedagogy in particular?)
7. Apakah objektif pengajaran bahasa asing Bapak/Ibu saat ini sesuai dengan kurikulum?
(Are your teaching objectives in line with the curriculum?)
8. Teknik atau pendekatan mengajar yang bagaimana yang Bapak/Ibu gunakan dikelas? Apa alasannya?

(What teaching approach do you apply in your foreign language class? Why do you use that certain teaching approach?)

9. Apakah bahasa yang Bapak/Ibu gunakan saat mengajar bahasa asing dikelas? Apa alasan Bapak/Ibu menggunakan bahasa tersebut?

(What language do you use in your foreign language class? Why do you use that language?)

10. Apakah Bapak/Ibu menargetkan siswa untuk bisa menguasai bahasa asing sama seperti penutur aslinya? Mohon dijelaskan alasannya.

11. (Do you require your foreign language students to have the native speaker proficiency? Please explain!)

Appendix F. Interview transcription

Abbreviations: R for respondent and I for interviewer

Respondent 1

I: Menurut Bapak/ibu, apakah pengertian multilingualism (multi-bahasa)?

R: Multilingualism berkenaan dengan kemampuan seseorang menguasai banyak (lebih dari 2 bahasa) dalam berkomunikasi

I: Apakah multilingualism berbeda dengan bilingualism? Dalam hal apa?

R: Jelas berbeda, karena setau saya kalau bilingualism itu hanya dua Bahasa, sementara kalau multi itu banyak, lebih dari 2. Dalam hal kemampuan berkomunikasi

I: Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?

R: Berpengaruh, khususnya pada saat mereka mengucapkan/ melafalkan kata2 tertentu terkadang dipengaruhi oleh accent masing2

I: Apakah multilingualism yang ada di Indonesia menguntungkan atau merugikan bagi siswa di sekolah atau merugikan?

R: Disatu sisi cukup menguntungkan karena ini bisa menjadi bahan untuk guru dalam memberikan contoh kepada siswa tentang bagaimana memahami struktur /tata Bahasa asing yang dipelajari dengan membandingkan kepada beragam Bahasa ibu mereka.

I: Apakah bentuk dukungan dan fasilitas yang Bapak/Ibu dapatkan dalam pengajaran bahasa asing:

R: Dari pemerintah? Terkadang pemerintah memberikan pelatihan kepada guru untuk meningkatkan kompetensi. Sekolah cukup menunjang kegisatan pembelajaran yang dilaksanakan guru baik dari sarana seperti in focus, speaker, dll maupun dorongan dari kepala sekolah untuk guru dapat mengembangkan pembelajaran yang lebih kreatif dan bermakna bagi siswa

I: Apakah Bapak/ibu pernah mendapatkan pelatihan atau pendidikan khusus untuk mengajar bahasa asing dengan konteks multilingual? Mohon dijelaskan jika ada.

R: BELUM pernah

I: Apakah objektif pengajaran bahasa asing Bapak/Ibu saat ini sesuai dengan kurikulum? (mohon dijelaskan jika ada kesulitan atau kemudahan)

R: Seperti yang saya sampaikan sebelumnya, tuntutan kurikulum untuk kami yang didaerah ini dengan notabene input anak disekolah SMP tidak memadai untuk mencapai target pembelajaran di SMK, akibatnya guru harus mundur dulu kebelakang sebelum bisa sampai pada target pembelajaran. And it was quite exhausting.. hehe...Sejauh ini yang bisa dilakukan adalah menyederhanakan dari segi kosakata, bentuk teks at least, target pembelajaran sampai meskipun dengan masih level kosa kata yang sederhana

I: Teknik atau pendekatan mengajar yang bagaimanakah yang Bapak/ibu gunakan di kelas Bapak/Ibu? Apa alasannya

R: Karena saya sangat percaya bahwa seseorang akan bisa menguasai Bahasa asing ketika orang tersebut mempunyai motivasi kuat dari dalam diri mereka sendiri, maka saya lebih mengedepankan bagaimana membuat siswa saya untuk tertarik belajar Bahasa inggris terlebih dahulu. Teaching approach ini (I don't know the name☺) saya harap dapat encourage siswa2 saya untuk menikmati proses belajar Bahasa inggris, sehingga ketika mereka sudah merasa tertarik, mereka akan mencari lebih tentang Bahasa inggris. Targetnya bagaimana worksheet yang saya bawa ke dalam kelas bukan sesuatu yang membosankan tapi justru tantangan yang ingin segera mereka selesaikan di dalam kelas

I: Apakah bahasa yang Bapak/Ibu gunakan saat mengajar bahasa asing dikelas? Apakah alannya Bapak/Ibu menggunakan bahasa tersebut?

R: Ya. Mostly.. tpi mengingat kemampuan siswa saya yang masih sangat kurang saya cenderung bilingual, pertama saya gunakan Bahasa Inggris, kemudian saya katakan juga dalam Bahasa Indonesia. Per utterances.

I: Apakah Bapak/Ibu menargetkan siswa untuk bisa menguasai bahasa asing sama seperti penutur aslinya (bahasa yang Bapak/Ibu ajarkan)? Mohon dijelaskan alasannya.

R: Not really. Dari segi pronunciation iya, tpi tidak dalam accent. Karena hal itu tidak bisa dihindari mengingat siswa mempunyai beragam macam latar belakang Bahasa ibu

Respondent 2

I: Menurut Bapak/ibu, apakah pengertian multilingualism (multi-bahasa)?

R: Multilingualism adalah individu yg menggunakan byk bahasa

I: Apakah multilingualism berbeda dengan bilingualism? Dalam hal apa?

R: bilingualism adalah individu yg menggunakan 2 bahasa. Beda, dlm penguasaan atau kemampuan dlm berbahasa

I: Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?

: Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?

R: Ya, sgt berpengaruh

Apakah multilingualism yang ada di Indonesia menguntungkan atau merugikan bagi siswa di sekolah atau merugikan?

R: Menguntungkan

I: Apakah penerapan (jika ada) pendidikan bilingual disekolah Bapak/Ibu sudah maksimal? Bagaimana sebaiknya?

R: Dk ad penerapan resmi

Tp ad pljrn bhs asing cth Inggris sm Jepang

I: Apakah kurikulum yang digunakan disekolah Bapak/Ibu saat ini?

R: Kurikulum 2013

I: Apakah kurikulum tersebut sudah cukup mendukung tujuan pengajaran bahasa asing?

R: Cukup mendukung

I: Bagaimana sebaiknya menurut Bapak/Ibu?

R: Siswa berani mencoba untuk berbicara dlm bhsa Inggris. Perbanyak lagi bacaan spy mrka byk speaking

I: Apakah bentuk dukungan dan fasilitas yang Bapak/Ibu dapatkan dalam pengajaran bahasa asing:

R: Dari sekolah : speaker, puzzle

I: Apakah Bapak/ibu pernah mendapatkan pelatihan atau pendidikan khusus untuk mengajar bahasa asing dengan konteks multilingual? Mohon dijelaskan jika ada.

R: Tidak ada

Respondent 3

I: Menurut Bapak/ibu, apakah pengertian multilingualism (multi-bahasa)?

Multilingualism adalah kemampuan menggunakan bahasa lebih dari satu, misalnya bahasa dari negara sendiri dan juga bahasa asing.

I: Apakah multilingualism berbeda dengan bilingualism? Dalam hal apa?

R: Berbeda, multilingual adalah kemampuannya, sedangkan bilingual adalah orang yang berbicara multilingual.

I: Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?

R: Menurut saya, akan ada sedikit pengaruh. Dimana biasanya bahasa ibu juga menyerap beberapa bahasa asing yang sebagai bahasa mereka.

I: Apakah multilingualism yang ada di Indonesia menguntungkan atau merugikan bagi siswa di sekolah atau merugikan?

R: Menguntungkan, karena bisa mengasah kemampuan berbahasa mereka.

I: Apakah penerapan (jika ada) pendidikan bilingual disekolah Bapak/Ibu sudah maksimal? Bagaimana sebaiknya?

R: Belum maksimal, karena niat dari peserta didik itu sendiri masih rendah untuk menguasai beberapa bahasa asing.

I: Apakah kurikulum yang digunakan disekolah Bapak/Ibu saat ini?

R: Kurikulum 2013.

I: Apakah kurikulum tersebut sudah cukup mendukung tujuan pengajaran bahasa asing?

R: Cukup mendukung, dimana metode students centered menuntut siswa agar lebih percaya diri.

I: Apakah bentuk dukungan dan fasilitas yang Bapak/Ibu dapatkan dalam pengajaran bahasa asing?

R: Beberapa alat untuk mengajar, seperti infocus, speaker, dan lain-lain. Namun alangkah baiknya jika dilengkapi fasilitas yang bisa mendukung pengajaran untuk mengasah skill berbahasa asing.

I: Apakah Bapak/ibu pernah mendapatkan pelatihan atau pendidikan khusus untuk mengajar bahasa asing dengan konteks multilingual? Mohon dijelaskan jika ada.

R: Biasanya ada pelatihan tahunan untuk para guru untuk lebih memahami penerapan pengajaran berbasis Kurikulum 2013, namun belum terlalu menuju untuk pengajaran bahasa asing yang menggunakan metode modern dan efektif. Saya pernah terpilih sebagai guru yang akan mengajar TOEFL kepada anak kelas XII di tahun 2018 lalu dari Dinas Pendidikan Provinsi Jambi.

I: Apakah objektif pengajaran bahasa asing Bapak/Ibu saat ini sesuai dengan kurikulum? (mohon dijelaskan jika ada kesulitan atau kemudahan)

R: Berbicara tentang kesulitan, adalah untuk mengajak siswa untuk lebih aktif dalam penerapan students centered, namun lagi-lagi keterbatasan berbahasa asing dan ketidakpercayaan diri menjadi factor penghalang.

I: Teknik atau pendekatan mengajar yang bagaimanakah yang Bapak/ibu gunakan di kelas Bapak/Ibu? Apa alasannya

R: Discussion, pair-working method, dan presentation. Agar mereka lebih percaya diri untuk tampil di depan orang banyak.

I: Apakah bahasa yang Bapak/Ibu gunakan saat mengajar bahasa asing dikelas? Apa alannya Bapak/Ibu menggunakan bahasa tersebut?

R: Bahasa Indonesia dan Bahasa Inggris, karena jika saya memaksakan berbahasa Inggris saja, ada beberapa siswa saya yang tidak mampu mendapat inti dari pelajaran.

I: Apakah Bapak/Ibu menargetkan siswa untuk bisa menguasai bahasa asing sama seperti penutur aslinya (bahasa yang Bapak/Ibu ajarkan)? Mohon dijelaskan alasannya.

R: Saya terkadang mengoreksi pronunciation mereka, agar mereka juga semakin baik jika suatu hari berbicara bahasa Inggris dengan para native speakers.

Respondent 4

I: Menurut Bapak/ibu, apakah pengertian multilingualism (multi-bahasa)?

R: Multilingualisme adalah beragamnya bahasa pada seseorang atau tempat

I: Apakah multilingualism berbeda dengan bilingualism? Dalam hal apa?

R: Multi lingualisme banyak dan beragam bahasa yang dikuasai. Kalau bilingualisme lebih dalam penggunaan dan hanya 2 bahasa

I: Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?

R: tentu dan sehingga pendekatannya pun jadi harus berbeda juga

I: Apakah multilingualism yang ada di Indonesia menguntungkan atau merugikan bagi siswa di sekolah atau merugikan?

R: Bisa menguntungkan karena akan menambah wawasan siswa bahwa bahasa itu memang bera

I: Apakah penerapan (jika ada) pendidikan bilingual di sekolah Bapak/Ibu sudah maksimal? Bagaimana sebaiknya?

R: Tidak ada penerapan bilingual di sekolah

I: Apakah kurikulum tersebut sudah cukup mendukung tujuan pengajaran bahasa asing?

R: belum

I: Bagaimana sebaiknya menurut Bapak/Ibu?

R: mestinya ada lingkungan di sekolah walau kecil yang mendukung program bahasa agar siswa tidak merasa asing dengan bahasa asing

I: Apakah bentuk dukungan dan fasilitas yang Bapak/Ibu dapatkan dalam pengajaran bahasa asing?

R: adanya pemberlakuan kurikulum bahasa asing, tetap diberikan jam pembelajaran bahasa asing

I: Apakah Bapak/ibu pernah mendapatkan pelatihan atau pendidikan khusus untuk mengajar bahasa asing dengan konteks multilingual? Mohon dijelaskan jika R: Belum pernah

I: Apakah objektif pengajaran bahasa asing Bapak/Ibu saat ini sesuai dengan kurikulum? (mohon dijelaskan jika ada kesulitan atau kemudahan)

R: Belum maksimal

I: Teknik atau pendekatan mengajar yang bagaimanakah yang Bapak/ibu gunakan di kelas Bapak/Ibu? Apa alasannya

R: Teknik ceramah, karena sering di coba teknik praktik justru siswa jadi pasif.

I: Apakah bahasa yang Bapak/Ibu gunakan saat mengajar bahasa asing di kelas? Apa alasannya Bapak/Ibu menggunakan bahasa tersebut?

R: Bahasa pengantar pun akhirnya harus campur. Karena kalau full bahasa asing malah tidak membuat anak semangat. Bahasa Indonesia. Hanya di campur sedikit bahasa asing yang familiar

I: Apakah Bapak/Ibu menargetkan siswa untuk bisa menguasai bahasa asing sama seperti penutur aslinya (bahasa yang Bapak/Ibu ajarkan)? Mohon dijelaskan alasannya.

R: Keinginan seperti itu, tapi melihat kemampuan dasar yang ada akhirnya tujuan yang di harap cukup siswa mengerti dan memahami saja ada.

Respondent 5

I: Menurut Bapak/ibu, apakah pengertian multilingualism (multi-bahasa)?

R: Pengertian multi Bahasa menurut saya yaitu penguasaan lebih dari satu Bahasa asing.

I: Apakah multilingualism berbeda dengan bilingualism? Dalam hal apa?

R: Tidak tahu benar atau salah, bilingual biasanya dibatasi hanya 2 bahasa saja, sedangkan multi Bahasa lebih dari satu jadi bisa dua tiga atau lebih.

I: Dengan latar belakang siswa yang berbeda bahasa ibu, apakah akan berpengaruh pada pengajaran bahasa asing?

Saya rasa Bahasa ibu sangat mempengaruhi anak-anak dalam belajar sebuah Bahasa asing, karena ada Bahasa ibu yang memiliki logat dan intonasi tertentu dalam pengucapannya. Jadi saya rasa aspek Bahasa ibu sangat mempengaruhi pembelajaran mereka akan sebuah Bahasa baru.

I: Apakah multilingualism yang ada di Indonesia menguntungkan atau merugikan bagi siswa di sekolah atau merugikan?

R: Saya rasa ini sangat menguntungkan karena menghadapi era globalisasi dan keterbukaan dalam bidang kerjasama dengan luar negeri, siswa seharusnya sedini mungkin diperlengkapi dengan Bahasa asing agar mereka memiliki nilai plus pada masa depannya. Agar dapat menjalin komunikasi dengan pihak internasional.

I: Apakah penerapan (jika ada) pendidikan bilingual di sekolah Bapak/Ibu sudah maksimal? Bagaimana sebaiknya?

R: Di sekolah saya belum diterapkan Pendidikan bilingual.

I: Apakah kurikulum yang digunakan di sekolah Bapak/Ibu saat ini?

R: Kurikulum 2013

I: Apakah kurikulum tersebut sudah cukup mendukung tujuan pengajaran bahasa asing?

R: Kami menggunakan buku hanya dalam pengajaran Bahasa Mandarin di sekolah. Saya rasa tidak 100 persen dapat mendukung tujuan, tetapi setidaknya anak-anak dapat mengenal, mengucapkan bahkan menggunakan secara sederhana apapun yang sudah mereka pelajari.

I: Bagaimana sebaiknya menurut Bapak/Ibu?

R: Mungkin aspek penilaian yang harus di besarkan porsi nya adalah aspek keterampilan berbicara. Sedangkan penilaian yang diharuskan dari pemerintah menurut saya masih lebih menekankan aspek kognitif.

I: Apakah bentuk dukungan dan fasilitas yang Bapak/Ibu dapatkan dalam pengajaran bahasa asing:

Pemerintah pernah mengadakan seminar untuk guru-guru Bahasa asing, tetapi mungkin belum secara spesifik tentang jurusan per Bahasa.

Sekolah sedang menggarap lab Bahasa yang akan dipergunakan untuk mendukung pengajaran Bahasa Asing.

I: Apakah Bapak/ibu pernah mendapatkan pelatihan atau pendidikan khusus untuk mengajar bahasa asing dengan konteks multilingual? Mohon dijelaskan jika ada.

R: Belum pernah

I: Apakah objektif pengajaran bahasa asing Bapak/Ibu saat ini sesuai dengan kurikulum? (mohon dijelaskan jika ada kesulitan atau kemudahan)

R: saya rasa sudah sesuai dengan kurikulum K13. Hanya mungkin bahan buku dalam bahasa Mandarin masih sangat minim di dapatkan.

I: Teknik atau pendekatan mengajar yang bagaimanakah yang Bapak/ibu gunakan di kelas Bapak/Ibu? Apa alasannya

R: Saya mengajarkan anak-anak menulis, membaca. Terkadang menonton film dengan bahasa Mandarin atau bahkan bernyanyi. Saya lebih suka meminta anak-anak untuk berlatih speaking walau hanya sedikit.

I: Apakah bahasa yang Bapak/Ibu gunakan saat mengajar bahasa asing di kelas? Apa alasannya Bapak/Ibu menggunakan bahasa tersebut?

R: Saya menggunakan Bahasa Mandarin dan Bahasa Indonesia, karena dasar setiap anak berbeda dan kemampuan penyerapan Bahasa setiap anak berbeda, maka saya tetap menggunakan dua Bahasa di kelas, agar anak-anak yang belum mengerti tetap dapat mengikuti pembelajaran dengan baik, dan mereka tetap juga dapat mempelajari Bahasa Mandarin dengan baik.

I: Apakah Bapak/Ibu menargetkan siswa untuk bisa menguasai bahasa asing sama seperti penutur aslinya (bahasa yang Bapak/Ibu ajarkan)? Mohon dijelaskan alasannya.

R: saya rasa semua guru Bahasa pasti menargetkan hal ini, hanya saja banyak factor yang mempengaruhi sehingga aspek ini tidak dapat tercapai sepenuhnya. Tapi setidaknya saya berharap Ketika anak-anak mengucapkan Bahasa asing yang saya ajarkan yaitu mandarin, lawan bicara mereka dapat mengerti apa yang mereka katakana.

Respondent 6

I: Apa persepsi Bapak tentang Multilingual/bilingual

R: Kalau dulu waktu SBI disebut bilingual. Itu konsepnya bahasa Inggris dan bahasa Indonesia. Bukunya juga dicetak bilingual. Kalau sekarang muncul multilingual. Menurut saya memang sudah syaratnya jamannya harus berubah, globalisasi. Mereka yang ini\gin kuliah atau bekerja diluar, kayak anak-anak kita yang ke Rusia atau Turki. Itu masih dalam tahap studi. Kalau dari pemerintah atau sekolah memenuhi kebutuhan anak-anak ini untuk multilingual di SMA 3: ada disamping bahasa Inggris ada bahasa Jepang dan Mandarin kita berikan. Kalau duluan ada muatan local, sekarang ga bias lagi. Maka difasilitasi sekolah dalam lintas minat. Untuk lintas minat itu, ketika di kelas 10 ada 2 kali tiga jam. Kalau kelas IPA boleh memilih satu pelajaran IPS dan satu bahasa: ada bahasa Inggris, Jepang atau Madarin. Kemudian kalau anak IPS boleh memilih satu pelajaran IPA dan satu bahasa. Jadi terbuka pilihan untuk kelas bahasa ini. Bahasa itu kebetulan guru-gurunya ada. Dan ketika naik ke kelas 11 dan 12 yang tadinya 4 jam mereka harus mengikuti salah satu yang mereka pilih itu. Kebanyakan mereka memilih kelas bahasa terutama anak IPS.

I: Jadi mereka boleh memilih?

R: Iya boleh. Jadi tidak dipilhkan oleh sekolah karena kurikulum harus lanjut. Untuk lintas minatnya milih IPS kah atau Bahasa atau IPA atau bahasakah. Cukup banyak 3 jam itu untuk kelas 10 dan 4 jam untuk kelas 11/12. Silabus kita pakai silabus peminatan. Silabus yang seandainya sekolah itu ada bukap penjurusan bahasa maka itulah silabusnya yang kita pakai. Kebetulan sekolah kita tidak ada lagi bukap penjurusan bahasa; sedikit berbeda sih silabusnya. Seperti di bahasa Inggris, ada topic-topik yang disajikan di bahasa Inggris wajib tidak ada di bahasa Inggris lintas minat dan sebaliknya. Cuma bahasa Inggris yang ada dua (wajib dan peminatan).

I: Jadi untuk bahasa lainnya Cuma ada di lintas minat? Bukan wajib?

R: Iya betul, bahasa Inggris yang ada dua pilihan. Sekolahnya juga memfasilitasi dengan penyediaan buku-buku pelajaran. Terus penataran guru-gurunya. Sekolah mengizinkan dan mengirimkan guru-guru yang diperlukan dimana ada pelatihan-pelatihan.

I: Pelatihan itu rutin pak?

R: Itu tergantung pemerintah. Tapi sebenarnya itu rutin P4TK. Dulu ada yang sampai keCina

I: Apakah silabus bahasa Inggris wajib dan lintas minat berbeda?

R: Perbedaanannya itu...karena pengurangan bahasa Inggris ini kan, kalau dulu misalnya ada 36 topik yang dipelajari 4 jam 1 minggu. Karena bahasa Inggrisnya dikurangi maka yang tidak termasuk di bahasa Inggris wajib maka akan masuk di lintas minat. Seperti penambahan misalnya: contohnya akan terus di review di wajib dulu itu. Sekarang di minat karena tidak masuk di wajib. Terus teks eksposisi ada dua, satu analitik di kurikulum sekarang yang analitik disajikan di bahasa Inggris wajib dan satu lagi di minat, kemudian grammar di peminatan.

I: Berarti konteks di wajib?

R: Tidak semuanya sih

I: Jadi tidak ada dasar berpikir bahwa lintas minat itu lebih kedunia kerja?

R: Sepertinya tidak. Jadi kalau anak-anak milih lintas minat dia dapat komplit seperti di kurikulum 2004

I: Laboratorium bahasa ada pak?

R: Untuk sementara tidak ada, kekurangan kelas masalahnya. Kita punya dulu

I: Dulu labnya dari pemerintah atau sekolah?

R: Itu dari pemerintah. Dari dinas provinsi waktu itu. Sekarang ya ksudah tidak bisa. Supliernya juga sudah ga ada., akhirnya sementara dibongkar dulu.

I: Apakah ada pelatihan khusus untuk multilingual seperti building knowledge khusus?

R: Sepanjang ini belum ada. Masih umum aja. Lebih ke teknik mengajar. Mungkin paling ditanya siapa yang mengajar lintas minat, sampai disana nanti dipisah ruangnya. Seperti pelatihan nulis soal hot. Tapi dengan tutor yang sama, supaya soal wajib dan lintas minat beda. Building kapasitas sepertinya tidak ada.

I: Di kelas ada kesulitan ga pak?

R: Kesulitan itu beragam, tergantung karakteristik kelas itu.

I: Apakah ada kesempatan untuk melihat perbedaan karakteristik murid?

R: Ya dari inputnya saja.begitu naik kelas kan dikelompokkan lagi. Misalnya kelas IPA1, itu nilainya agak lumayan. Di bilang lebih mudah ga juga, sampai di kelas motivasinya kurang kan susah juga.

I: Untuk yang memilih lintas minat, apakah ada bedanya saat belajar karena mereka memilih sendiri?

R: Sejauh yang saya lihat tidak begitu,input kita kan sekarang sudah rata gitu. Gara-gara zonasi ini. Kalau dulu lumayan, kelas unggul itu memang terasa.

I: Jadi kelas unggul sudah tidak ada?

R: Tidak ada karena tidak boleh.

I: Apakah juga menggunakan instruksi bahasa daerah atau Indonesia? Atau bahasa Inggris saja?

R: Saya mix kadang-kadang tergantung permintaan anak-anak. Kalau memang payah dimengerti saya mix, tapi untuk contoh saya arahkan bahasa Inggris.

I: Apa perbedaan signifikan akibat system zonasi?

R: Jauh sekali bedanya. Kalau dulu anak yang kemampuannya tinggi masuk ke sini dan sekarang itu semua dicampur. Dan pemerintah sepertinya kebijakannya tidak menginginkan kelas yang disebut eksklusif. Perlakuannya harus sama anak yang pintar dan yang tidak teralu pintar dengan zonasi ini. Anak-anak yang dari sekolah swasta yang cara belajarnya biasa-biasa saja sampai disini mereka kadang jadi kaget, dan guru-gurunya harus siap dengan yang seperti itu.

I: Terus harapan bapak bagaiman? Kurikulum sekarang sudah mensupport guru-guru bahasa asing belum?

R: Kalau ini rata-rata lah, eh guru bahasa asing masih banyak mengeluh kok jamnya dikurangi. Ada kemungkinan dikembalika seperti dulu ga? Nih katanya mau perdagangan bebas dan segalanya tapi kesempatan kita mebekali siswa kita dengan jam pelajaran yang lebih kok dikurangi. Gimana mereka mau siap. Itu issue utama gurur bahasa Inggris. Jadi kesempatan mendapat exposure bahasa Inggris kan berkurang. Kalau dulu 4 jam tapi mereka tetap dapat belajar bahasa asing laii yang muatan local. Kalau sekarang dipilih, kalau mengambil bahasa Inggris maka ga bisa mabil bahasa asing lain.

I: Apakah bahasa Jepang dan Mandarin itu pilihan dari pemerintah?

R: Untuk sekolah-sekolah tergantung guru yang ngatur, yang tersedia. Sekolahnya juga mempertimbangkan kalau guru susah sertifikasi. Jadi kita ada Inggris, Jepang dan Mandarin. Jadi ga mencari guru bahasa lain lagi, nanti malah menutup kesempatan gurur yang sudah ada.

Respondent 7 & 8

I: Apa multilingualism menurut bapak?

R: Kita semua pasti punya kemampuan berbahasa. kemampuan pertama bisa didapat dari bahasa Ibu sendiri, kemampuan yang kita dapat dari dini, yang kedua kemampuan berbahasa kita dengan bahasa nasional. Seperti kita di Indonesia ini, bahasa nasionalnya bahasa Indonesia. Jadi dengan dua hak itu pun sebenarnya anak-anak sudah mempunyai kemampuan bahasa. Walau ada juga yang kemampuan bahasa ibunya sudah hilang. Memang ada beberapa anak yang kemampuan bahasa ibunya hilang, kenapa? Karena 1) kegunaan bahasa ibu baik di lingkungan keluarga maupun masyarakat sendiri berkurang. 2) kesempatan untuk menggunakan bahasa ibu itu sudah sedikit, contohnya kesempatan melaksanakan festival yang mempromosikan bahasa daerah pun sedikit, 3) penggunaan bahasa daerah di lingkungan bekerja juga, lintas pertemuan dengan kelompok yang sama menggunakan bahasa kemungkinan besar tidak ada. Tergantung pada kondisi kerja. Tetapi itu sebenarnya sesuatu yang harus dilestarikan oleh pemerintah, kenapa? Karena akar dari kemampuan berbahasa anak sebenarnya dimulai dari kemampuan berbahasa ibu itu yang pertama. Setelah kemampuan berbahasa ibu sedikit-sedikit baru bisa meningkatkan bahasa Indonesianya.

I: Berarti kemampuan bahasa ibu mendukung ya?

R: Sangat mendukung justru. Kenapa? Kalau kemampuan bahasa ibunya itu bagus artinya potensi dia dalam berbahasa atau language ability itu justru sebenarnya baik. Jadi kalau language abilitynya kurang dalam bahasa ibunya sendiri maka akan sulit sekali memperkenalkan kemampuan bahasa nasional, itu saya pikir. Bagaimana dengan bahasa asing? Bahasa asing ini kan adalah bahasa yang merupakan tambahan kemampuan yang dimiliki individu untuk bisa interaksi dengan masyarakat global, dan itu harus. Jadi bukan lagi tambahan tetapi dalam menghadapi era interaksi masyarakat dunia saat ini kita harus bisa berbahasa asing. Kalau saya melihat potensi masyarakat kita dalam berbahasa asing itu ada, kesempatan untuk mempelajarinya yang sedikit. Saya kasih contoh misalnya di kurikulum k13 itu pelajaran bahasa asing itu dihapuskan. Pelajaran bahasa Inggris itu waktunya dikurangi. Dari 4 jam jadi 2 jam pelajaran. Mata pelajaran bahasa asing justru dimasukkan ke mata pelajaran lintas minat didasarkan pada keinginan anak itu sendiri. Sekarang keinginan anak untuk belajar sesuatu itu cukup menurun bukan hanya belajar bahasa asing tapi keinginan untuk belajar yang lain.

Karena intinya seharusnya motivasi untuk belajar itu sebenarnya yang diperlukan.

Tapi sejauh ini perhatian pemerintah untuk pelajaran bahasa asing ini cukuplah, karena jika dimasukkan ke pelajaran lintas minat berarti pemerintah tidak menonjolkan bahasa asing, cuma kebijakan itu dibuat dari pemerintah pusat implementasinya di lapangan itu beda. Ada beberapa sekolah tertentu secara literal tidak ada karena tidak ada dalam kurikulum dan tidak mampu. Sangat disayangkan karena potensi untuk siswa-siswanya memperkenalkan daerahnya ke seluruh dunia semakin sedikit.

I: Jadi sangat butuh support

R: Iya sangat butuh sekali. Itu sebaiknya pemerintah itu fokus memang. Kalau kita lihat penilaian PISA itu salah satu penilaian tingkat pendidikan yang ada di Negara kita itu berapa di posisi 60 an, dan itu indikatornya ada 3: 1) MTk, 2) science, & 3) language. Dan sekarang language itu di anak tirikan. Kenapa saya bilang di anak tirikan? Pertama jumlah jam pelajarannya dikurangi artinya kesempatan untuk belajar itu juga berkurang. Kalau alasannya belajar khusus bisa di lembaga bimbingan belajar bagaimana dengan anak-anak yang ada di daerah, yang di daerahnya justru ga ada lembaga khusus, tidak ada bimbingan belajar bahasa. Fasilitasnya tidak lengkap, bagaimana itu kan?

Kalau kita Cuma melihat indikatornya itu Cuma dikota-kota besar yang banyak tersedia imbingan belajar, maka pertanyaan saya bagaimana dengan MTK dan IPA yang juga dikota besar itu ga banyak. Jadi tidak ada satu ilmu yang bisa dibandingkan lebih penting dari yang lain. Harusnya posisinya sama. Perhatiannya harus sama.

I: Berarti perhatiannya kurang?

R: Kurang! Karena sampai saat ini olimpiade yang diadakan pemerintah itu cuman 3, matematika, science dan social; bahasa tidak ada.

I: Kalau untuk balajarnya? Terutama bahasa Jepang, apakah ada support misalnya pelatihan?

R: Pelatihan itu ada tapi ga banyak

I: Itu dari pemerintah ya pak?

R:Iya, pemerintah ada beberpa yang support, tapi porsi waktunya sedikit dibandingkan dengan matematika dan science. Porsi pelatihan bahasa itu paling sedikit.

I: Berarti ada wadahnya?

R: Ada, kita ada yang namanya P4TK bahasa yang ada di Jakarta. Terus kita punya semiotic language juga kan? Khusus untuk South East Asia untuk perkumpulan para menteri-menteri pendidikan Asia Tenggara tapi yang khusus dibidang language. Tapi tetap porsi pelatihannya sedikit.

I: Fokus pelatihannya kemana pak?

R: Fokusnya banyak yang ke media pembelajaran, pembuatan video pembelajaran...

I: Berarti lebih ke teknis

R: Iya lebih ke teknis.

I: Karena untuk Negara-negara misalnya Jepang itu berbeda. yang mereka pakai itu pasti berebda dengan kita, karena latar belakangnya berbeda. Apa ada pelatihan untuk itu, untuk menangani latar belakang. Menangani kualitas anak-anak kita, ada ga pelatihan khusus?

R: Saya pikir belum ada sama sekali dan kalaupun ada porsinya sedikit.

I: Menurut bapak penting ga?

R: Saya pikir penting, tapi porsi kita untuk menentukan itu kan tidak bisa. Itu sudah kebijakan atasan. Karena berhubungan dengan PPDB dan Zonasi dan sertifikasi. Dan kurang kjam. Jadi benar-benar seperti benang kusut, sudah mengikat sana-sini. Sehingga akhirnya kemampuan anak-anak seperti itu juga.

I: Berarti bapak percaya bahwa bahasa itu universal?

R: Universal! Saya sangat percaya

I: Berarti jika kemampuan bahasa asli dan bahasa Indonesai bagus, dia bisa belajar bahasa apa saj dengan baik?

R: Bisa. Sangat bisa. Anak Indonesia itu sebenarnya cerdas. Kita bisa lihat aja, contohnya anak Indonesia belajar dan tinggal di Jepang, di Eropa, Amerika, China, dimana-mana pun bisa. Itu membuktikan kalau mereka itu cerdas, tapi porsi latihan yang sangat sedikit.

I: Apakah anak-anak harus belajar bahasa asing dari penutur asli?

R: Tidak harus. Dia bisa berbicara dengan penutur asing tapi tanpa menghilangkan identitas daerah, itu yang paling penting. Kalau dia merasa punya logat dari Jawa dan dia mnnggunakan bahasa asing dengan logat Jawa itu ga masalah. Kita itu semua punya keanekaragaman, dan selama orang paham apa yang kita ingin sampaikan, itu tujuannya. Jadi membangun relationship kita dengan dia itu tujuannya. Jadi saya tidak harus menggunakan logat orang Jepang saat berbahasa Jepang. Karena saya tidak mungkin menghilangkan identitas sebagai orang Indonesia.

I: Berarti dengan segala keterbatasan, tetap ada benefit dari latar belakang multilingual anak-anak? Dikelas gimana pak?

R: Pertama kondisi kelas, kelas kita itu termasuk kelas besar. Kita tidak bisa disamakan dengan sekolah yang siswanya sekelas hanya 20 atau mungkin ada yang 10. Kita berada disekolah pemerintah dan kita mengikuti alurnya anak itu belajar, terpaksa kita harus menerima. Ditambah juga dengan system zonasi, sekolah mau tidak mau menerima. Sehingga dengan kondisi kelas yang penuh dan kondisi siswa yang beraneka ragam, saya pikir itu menjadi tantangan untuk kita bisa menjelaskan kemampuan berbahasa.

I: Berarti motivasi anak penting?

R: Iya sangat

I: Dari pengalaman bapak, motivasi anak-anak di Jambi belajar bahasa bagaimana?

R: Jambi ini kemampuan bahasanya sih cukup. Tapi belum terlalu baik. Saya pikir mereka itu terpaksa belajar bahasa asing. Kita harus merubah dari teras terpaksa menjadi target mereka. Seperti kita guru bahasa Jepang, mempunyai target bagi mereka untuk bisa bekerja di Jepang, atau paling tidak mereka tahu bagaimana Jepang. Perawat-perawat yang mau bekerja di Jepang harus bisa bahasa Jepang. Tapi kalau mereka tidak punya target, itu yang saya bilang tadi, karena mereka masih berpikir kalau MTK dan Science itu lebih penting.

I: Ada bedanya ya pak, karakter sekolah berbeda dengan kemampuan anak?

R: Pasti, karena kalau disekolah unggul, jika mereka merasa tidak mampu, mereka akan bimbil. Bagaimanapun mereka akan berusaha mengejarnya. Atau bisa jadi dia akan merasa tertekan jika tidak bisa mengikuti. Jadi tergantung anaknya juga.

I: System lintas minat itu apakah mereka memilih kelas seperti system moving class ?

R: Nggak. Makanya saya bilang tadi, inilah kesalahan kita ingin menerapkan system pendidikan, ingin mengadopsi system pendidikan Negara lain tanpa melihat fakta dan situasi. Disini permasalahannya, banyak guru yang harus sertifikasi, dan fasilitas dan financial yang kurang juga masih berorientasi kepada nilai akhir.

I: Bukankah UN sudah dihapuskan pak?

R: Iya, konten kurikulum K 13 itu bagus, karena focus kepada anak untuk berpikir sendiri, tapi sulit disinkronkan dengan kondisi. Sekolah harus mempertimbangkan jika ada guru yang tidak dipilih anak kelasnya. Atau karena kekurangan financial, maka ada pelajaran lintas minat yang tidak bisa diadakan karena tidak tersedianya guru.

I: Berarti diatur sekolah ya pak?

R: Iya, diatur sekolah.

I: Untuk objective pelajaran bahasa asing, apakah diatur dalam kurikulum atau ditentukan oleh sekolah?

R: Ada, tapi tidak specific. Kita kembangkan sendiri. Sehingga kita dari kelompok bahasa Jepang membuat buku yang memang memasukkan kondisi kontekstual apa yang terjadi di lingkungan anak-anak. Seperti nongkrong di kafe.

I: RPP dikembangkan sendiri pak?

R: Iya isi dan tekniknya guru bebas, tapi tujuannya harus sesuai kurikulum

I: Apa harapan bapak?

R: Supaya pengajaran bahasa asing itu jelas dan jam pelajarannya dikembalikan seperti semula, ditambah

I: Bolehkah mereka mix

R: Silahkan saja, biar mereka bisa mengembangkan kemampuannya dengan mencampur bahasa yang mereka mengerti, dan akan memiliki keinginan mencari tahu pengetahuannya, tidak perlu dibatasi. Itu juga akan mendukung rasa percaya diri mereka. Selama itu termasuk proses belajar tentu kita harus dukung.

Respondent 9 & 10

I: Apakah ada dukungan dari pemerintah?

R: Ada, seperti P4TK (kerjasama dengan Goethe Institute) kita dapat support paling besar dari sini untuk peningkatan mutu kita. Tiap tahun ada panggilan diklat walaupun kadang kitanya ga bisa karena kesibukan di sekolah. Dalam bentuk sertifikat.

I: Berarti materi merujuk ke Goethe?

R: Iya, walaupun sudah punya sertifikat B1 tetap harus refresh tiap tahunnya dengan materi baru

I: Apakah pemerintah bekerjasama dengan Goethe?

R: Iya P4TK itu. P4TK itu yang melindungi semua bahasa

I: Berarti ibu sering ikut pelatihan?

R: Kalau kami memang ada setahun sekali, pertemuan untuk guru.

I: Semua guru?

R: Bergantian. Kebetulan kalo di MGMP kami sistemnya iuran memberangkatkan satu guru.

R: Kalo yang pribadi itu yang setiap tahun ada gebyar bahasa Ikatan Guru Bahasa Jerman (IGBJ)

R: Ya di bahasa Arab juga ada ikatan guru nya

R: Kalo undangan peningkatan kompetensi dibiayai P4TK plus akomodasi dibayar kementerian.

R: Kalau bahasa Arab jarang ada kegiatan seperti itu. Yang setahun sekali itu pertemuan MGMP Nasional. Tapi untuk memberangkatkan perwakilan, kami harus iuran.

R: sebenarnya kalau ikutpun ga rugi (uang) karena langsung dengan kedutaan juga kan yang tahunan ini.

R: tapi ilmunya kan penting

R: Iya, support sih rutin tapi tidak sering

R: boleh dikatakan jarang

I: Apa saja yang dibahas?

R: kita kayak kuliah lagi. Kayak merefresh dikelas dan endingnya ujian lagi.

I: Berarti lebih ke konten atau cara mengajar?

R: Konten, refresh ilmunya

R: Kalau Bahasa Arab system mengajarnya. Nanti semua guru yang dating simulasi mengajar dan dievaluasi metode mengajarnya, benar ga nya. Jangan sampai anak tidak suka, karena yang diciptakan dulu anak menyukai bahasa Arab.

I: Itu P4TK juga?

R: Iya

R: Jerman juga pasti ada, tapi bagian kecilnya. Kita lebih dituntut mendapatkan sertifikat kompetensi.

R:: Nah kalau bahasa Arab ga ada sertifikat.

I: Berarti guru harus bisa seperti native?

R: Iya, arahnya kesitu

I: Ibu menuntut anak2 bisa seperti native ga?

R: : saya tuh menuntut anak minimal komunikasi sehari-hari saja sudah paham dan mengerti

R: tidak perlu dengan tata bahasa yang benar dulu

R: memang ending dia bisa ngomong dan nulis. Kita ada sejenis olimpiade yang bisa diikuti anak2 sampai tingkat internasional.

I: Suport ke luar negri?

R: dulu ada, tingkat test yang tinggi. Tapi sekarang ga ada

R: kita ada juga

I: IPA & IPS beda perlakuan?

R: sebenarnya beda ketekunan anak nakanya.

I: Apakah mereka milih sendiri jurusan?

R: seharusnya tapi pengaruh aturan dan pembagian kelas agar simbang dengan jumlah guru bahasa jadi tetap pada prakteknya ditur sekolah. 24 jam untuk satu guru. Untuk tunjangan sertifikasi. Akhirnya tidak sesuai angket. Padahal idealnya kalau jurusan bahasa akan lebih maksimal jika ada jurusan bahasa

R: bahkan dampaknya pengajaran bahasa Arab hamper punah, guru bahasa Arab ada yang pindah menjadi guru agama, keterampilan atau lainnya

R: seperti ada yang underestimate dengan pengajaran bahasa Asing. Mau kemana, mau jadi apa nantinya, untuk apa. Padahal bahasa Asing itu nilai plus untuk kalian, jadi apapun kalian nanti. Jenjang karir juga akan berbeda. Kesempatan nambah ilmu keluar negeri juga makin luas.

I: Di pelatihan ada ga di perkenalkan atau dibahas mengenai L3 education?

R: ga ada.

R: tantangan jika dikelas ada murid yg non muslim (belum mengenal huruf arab) jadi saya juga harus translate dg bahasa latin. Tapi mereka lebih excited.

R: untuk pelatihan Jerman, kita dituntut untuk mengajar dg metode immersion, tidak menggunakan bahasa ibu/nasional. Jadi dibantu dengan media. Tapi pada prakteknya sulit, saya tetap mencampur dengan bahasa nasional. Untuk tahun ketiga mungkin bisa.

I: Untuk ujian di buat sendiri oleh guru? Level dst

R: tuntutan kurikulum sih C4-C6. Tapi kalau sampai c4 kita berusaha. Tapi c2 dan c3 tetap dipakai

I: Jumlah murid?

R: 36

I: Berarti support pemerintah cukup?

R: Belum, kalau MGMP propinsi. Bahasa Arab untuk kemendikbud, materi juga beda.

I: Mengajar bahasa Arab sulit ga?

R: karena harus dari awal, mereka tidak ada dasar. Dan penulisannya berbeda. Jadi banyak yang harus dikoreksi

R: kalau bahasa Jerman saya biasa membandingkannya dengan bahasa Inggris.

R: bahasa Arab ga ada perbandingan. Harus ekstra

I: Untuk RPP tercapai?

R: untuk kelas IPA bisanya tercapai, tp untuk IPS susah.

I: Berapa persen bisa tercapai objective?

R: 50% saja sudah bagus in general.

I: Jam mengajar dikelas bagaimana?

R: ga cukup banget. Tapi untuk kelas bahasa itu juga 36 orang terlalu banyak.

I: Untuk metode mengajar kelas besar ada ga pelatihannya?

R: ga sampai kesana

R: ada tapi prakteknya sulit. Untuk dibuat berkelompok saja susah, apalagi tutor sebaya. Permainan juga, tidak cukup waktunya.

R: kalau bahasa Arab ada hapalan kosa kata. Karena perubahan kata ganti, dengan kartu biasanya.

R: Jerman ga ada. Harusnya kontekstual, dg teks pendek.

I: Kalau dari sekolah, supportnya bagaimana?

R: buku disediakan oleh sekolah, dari dana bos.

R: ada beberapa sekolah yang tidak

I: Bahasa daerah boleh dipakai ga?

R: saya menekankan mereka pakai bahasa Indonesia yang benar, bahasa daerah saya larang. Tujuannya terbiasa dengan pemakaian bahasa Indonesia. Karena kadang ada bahasa daerah yang tidak pantas dipakai (kesopanan)

R: dikelas saya masih boleh sih

I: Menurut ibu ada ga korelasi nilai bahasa Indonesia dengan bahasa asing?

R: ga ada sih. Ada yng bandel tapi bahasa arabnya bagus

R: kita sih belum pernah membandingkan. Tapi jika saya membandingkan bahasa Inggris dengan Jerman dikelas, buat yang bahasa Inggrisnya bagus akan lebih cepat mengerti. Untuk gender benda, yg punya basic bahasa Arab terbantu.

R: kadang saya translate

I: Test, masih diijinkan kah mereka mencampur bahasa

R: untuk jerman ga, tapi untuk dikelas masih boleh, tapi saat mengajukan pertanyaan dan menjawab harus bahasa Jerman.

R: kalau kelas satu masih saya ijin.

I: Support lingkungan?

R: masih susah ya, harusnya ada

Interview Transcription in English

R: Respondent

I: Interviewer

Respondent 1

I: What do you think multilingualism is?

R: Multilingualism is related to one's ability in mastering many languages (more than two languages) to communicate.

I: Do you think there are any differences between multilingualism and bilingualism? Can you mention in what aspect(s)?

R: They are different. As far as I know, bilingualism consists of two languages while multilingualism consists of many languages, more than two, in terms of communication.

I: Given the different native language backgrounds of your students, do you think the situation affects foreign language teaching in some ways?

R: Yes, it does, especially in pronouncing particular words which are heavily influenced by their (L1) accents.

I: Do you consider multilingualism in Indonesia advantageous or disadvantageous to Indonesian students at school?

R: On one hand, it can be beneficial as a tool for teachers in introducing the structure of a foreign language by comparing it to their first language (L1).

I: What kind of supports and facilities are given or available for you in teaching a foreign language?

R: from the government? Sometimes, the government provides a training program to increase teachers' competencies. The schools also provide supports for learning in terms of tools and devices, such as speakers, projectors, and others. The principals also encourage the teachers to develop more creative and meaningful materials for students.

I: have you ever attended any particular training program for teaching a foreign language in a multilingual context? Please elaborate if any.

R: I have never had one.

I: Are your current learning objectives of a foreign language in line with the curriculum? (please elaborate if there is any difficulty or easiness?)

R: As I said earlier, for schools like ours which are in regional areas, the curriculum becomes relatively demanding since the students' ability is considered equal to middle school students that make it difficult to achieve the targets of learning in vocational high schools. At our school, students come from low middle schools. So, we need to reverse learning to achieve the objectives, and it was quite exhausting, (laugh). So far, what we can do is to simplify things, at least, in terms of vocabularies, texts, learning objectives although they are in a simple level. Basic competencies stated in the current curriculum from the government is quite relevant for secondary school.

I: What kind of teaching approaches or techniques that you use in the classroom? Is there any particular reason for using them?

R: I do believe that people can master a foreign language when they have strong motivation, so I emphasize how to make my students interested in English Language first. This teaching approach, I don't know the name (laugh), I hope it can encourage my students to enjoy the learning process of the English Language. The target is also how to make the worksheets that I brought to the class do not become a boring thing but instead a challenge that they want to solve in the classroom.

I: What language of instruction that you use in the classroom when teaching a foreign language? what are the reasons behind it?

R: Yes, mostly. But, considering the (language) ability of my students which is still under the average, I tend to be bilingual. I use English at first, then I also say it in Bahasa Indonesia (Indonesian Language), per utterance. Sometimes because of our students came from low proficiency level middle school in the remote areas, teachers should work harder. It was quite exhausting.

I: Do you set any target for the students to master the foreign language until the native-like level? Please elaborate on the reasons!

R: not really. In terms of pronunciation, yes, but not in accents because accents may be unavoidable (challenges) considering my students come from various first language backgrounds.

Respondent 2

I: What do you think Multilingualism is?

R: Multilingualism is an individual who speaks many languages, when an individual uses more than two languages.

I: Do you think there are any differences between multilingualism and bilingualism? Can you mention in what aspect(s)?

R: Bilingualism is an individual who speaks two languages. They are different in terms of mastering or ability in using the languages.

I: Given the different native language backgrounds of your students, do you think the situation affects foreign language teaching in some ways?

R: Yes, it does.

I: Do you consider multilingualism in Indonesia advantageous or disadvantageous for Indonesian students at school?

R: Advantageous for them.

I: Do you think the implementation of bilingual education (if any) at your school is already at a maximum state? How do you think it should have been done?

R: There is not an official implementation of it, but there are foreign language subjects which are Japanese and English languages.

I: What curriculum is currently used at your schools?

R: Curriculum 2013

I: Has this curriculum supported the objectives of foreign language learning at your school?

R: It is supportive enough. It is closely related to speaking skills but the evaluation system does not effectively assess their speaking skills.

I: Do you have any other ideas of how it should have been implemented or constructed?

R: The students should have the courage to speak in English. Add more readings, so the students also speak (English) more.

I: What kinds of supports and facilities are available for foreign language learning at your schools?

R: from the school: speakers, puzzles. School facilitates us with teaching media

I: Have you ever attended any particular training program to teach a foreign language in a multilingual context? Please explain if there is any?

R: I have not gotten one.

Respondent 3

I: What do you think Multilingualism is?

R: Multilingualism is the ability to use more than one language, for example, first language and foreign language(s).

I: Do you think there are any differences between multilingualism and bilingualism? Can you mention in what aspect(s)?

R: They are different. Multilingual is the ability while bilingual is the person who speaks multilingual (multi-languages).

I: Given the different native language backgrounds of your students, do you think the situation affects foreign language teaching in some ways?

R: I think there will be a slight influence where their native language also absorbs some foreign language words.

I: Do you consider multilingualism in Indonesia advantageous or disadvantageous for Indonesian students at school?

R: It is beneficial because it can polish their abilities in using the languages. It is good for students as they could improve their language competency.

I: Do you think the implementation of bilingual education (if any) at your school is already at a maximum state? How do you think it should have been done?

R: It is not optimal yet because the motivation of the pupils themselves is relatively low in mastering some foreign languages. We do not implement bilingual education.

I: What curriculum is currently used at your schools?

R: Curriculum 2013.

I: Has this curriculum supported the objectives of foreign language learning at your school?

R: It is supportive enough where the student-centred method encourages the students to become more confident.

I: What kinds of supports and facilities are available for foreign language learning at your schools?

R: Some teaching tools, such as *Infocus* (a projector brand), speakers and others. However, it may be better if the provided facilities are specifically aimed to support the foreign language teaching in which the skill-mastering is highly promoted.

I: Have you ever attended any particular training program to teach a foreign language in a multilingual context? Please explain if there is any?

R: Usually, there is an annual training program for teachers to further comprehend the teaching implementation/practice based on the Curriculum 2013, however, it is still not profound enough for teaching practices to use effective and modern methods. I had ever been chosen as a teacher who teaches TOEFL to Twelfth Graders in 2018 by the Department of Education of Jambi Province. So, usually the trainings focused on the approaches in implementing Curriculum 2013 and did not specifically for language teaching.

I: Are the current learning objectives of a foreign language teaching that you set in line with the curriculum? please elaborate if there is any difficulty or easiness!

R: Speaking of difficulties, (the difficulty) is to encourage the students to be more active in the student-centred practice, but then again, the limitation and self-doubt (unconfident) often become the major challenges.

I: What kinds of techniques or teaching approaches that you use in the classroom? what are the reasons for using them?

R: student centered approach that is determined in the curriculum will be adequate for students to be more confident. Discussion, pair-working method and presentation. So, they can be more confident to speak (or present) in front of many people.

I: What language of instruction that you use in the classroom when teaching a foreign language? What are the reasons?

R: Bahasa Indonesia (Indonesian Language) and English Language because I insist to use English Language only, there will be some students having difficulties grasping the primary contents of the lesson. I could not compel them to use English while they do not understand it

I: Do you set any target for the students to master the foreign language until the native-like level? Please elaborate on the reasons!

R: I sometimes correct their pronunciation so they can be better if one day they speak with native speakers.

Respondent 4

I: What do you think Multilingualism is?

R: Multilingualism is a multi-language situation of a place or a person. It is various language in a society.

I: Do you think there are any differences between multilingualism and bilingualism? Can you mention in what aspect(s)?

R: Multilingualism means that there are various languages mastered by an individual whereas bilingualism is more on the use of languages and it is only two languages.

I: Given the different native language backgrounds of your students, do you think the situation affects foreign language teaching in some ways?

R: Sure, it does, thus the approach should be different as well.

I: Do you consider multilingualism in Indonesia advantageous or disadvantageous for Indonesian students at school?

R: It can be beneficial because it will enrich students' knowledge of language differences. I believe multilingual could help students to gain insight into other culture.

I: Do you think the implementation of bilingual education (if any) at your school is already at a maximum state? How do you think it should have been done?

R: there is not any of it at the school.

I: Has the curriculum used at your school supported the objectives of foreign language learning?

R: Not yet. The current curriculum provide a chance for students to develop language skills so they will familiar with foreign language. But, in my school it could not implemented optimally yet.

I: How do you think it should have been implemented?

R: There should be some kinds of environment that promote the language programs at school, even if it is on a small scale, so the students can be familiar with the foreign language.

I: What kinds of supports and facilities are available for foreign language learning at your schools?

R: There is a foreign language curriculum and foreign language subjects.

I: Have you ever attended any particular training program to teach a foreign language in a multilingual context? Please explain if there is any?

R: I have not gotten any.

I: Are the current learning objectives of a foreign language teaching that you set in line with the curriculum? please elaborate if there is any difficulty or easiness!

R: It has not been optimal yet. New curriculum has reduced FL teaching times.

I: What kinds of techniques or teaching approaches that you use in the classroom? what are the reasons for utilising them?

R: lecture-technique because I have tried practical techniques many times but the students are passive instead.

I: What language of instruction that you use in the classroom when teaching a foreign language? What are the reasons?

R: I should mix the language of instruction because If I use full English, it can demotivate the students. I primarily use Bahasa Indonesia mixed with some familiar foreign words.

I: Do you set any target for the students to master the foreign language until the native-like level? Please elaborate on the reasons!

R: I'd love to, but considering the students' basic capability, it is fair to say that my ultimate goals would be for the students to understand and comprehend the language.

Respondent 5

I: What do you think Multilingualism is?

R: I think the meaning of multilingualism is a mastery of more than one foreign language.

I: Do you think there are any differences between multilingualism and bilingualism? Can you mention in what aspect(s)?

R: I don't know it is right or wrong but usually, bilingualism is limited to solely two languages while multilingualism is more than one, it can be two, three or more.

I: Given the different native language backgrounds of your students, do you think the situation affects foreign language teaching in some ways?

R: I think their mother tongues influence their foreign language learning so much because there are some dialects with heavy accents and intonations, particularly in pronunciation. So, I think, their mother tongue can significantly influence their learning of a new language.

I: Do you consider multilingualism in Indonesia advantageous or disadvantageous for Indonesian students at school?

R: I think it is highly beneficial (for the students) since we are facing an era of globalisation and openness related to global cooperation among countries. It is potential for introducing students' home country to other countries. So, the students should be equipped with foreign language skills as early as possible as an additional value for their future. So, they can also build networks and communication with international parties.

And, I think this will benefit students in preparing themselves with the globalization challenges.

I: Do you think the implementation of bilingual education (if any) at your school is already at a maximum state? How do you think it should have been done?

R: My school has not implemented bilingual education yet.

I: What kind of curriculum is currently used at your school?

R: Curriculum 2013

I: Has the curriculum supported the objectives of foreign language learning?

R: We only use textbooks for Mandarin classes in our school. I don't think it is 100% supporting the learning objectives but at least, the students get to know, pronounce and even use the language in a simple form possible.

I: How do you think it should have been implemented?

R: Perhaps, one of the assessment criteria that should become the major aspect is speaking skills. Meanwhile, the government heavily emphasises the cognitive aspect.

I: What kinds of supports and facilities are available for foreign language learning at your schools?

R: The government had ever organised seminars for foreign language teachers but they are not specified per subjects (languages). The school is also building a language laboratory to support foreign language learning.

I: Have you ever attended any particular training program to teach a foreign language in a multilingual context? Please explain if there is any?

R: I have not received one yet.

I: Are the current learning objectives of a foreign language teaching that you set in line with the curriculum? please elaborate if there is any difficulty or easiness!

R: I think they are already in line with Curriculum 13 but Mandarin textbooks are still limited. Maybe learning assessment should be more focused on speaking skills, not only students' cognitive aspect.

I: What kinds of techniques or teaching approaches that you use in the classroom? what are the reasons for utilising them?

R: I teach the students to write, read, sometimes watch Mandarin movies and also sing Mandarin songs. I also prefer the students practice their speaking skills even if it's just a little.

I: What language of instruction that you use in the classroom when teaching a foreign language? What are the reasons?

R: I use both Mandarin and Bahasa Indonesia because students have different language proficiency and background. So, I still use two languages of instructions in the classroom to accommodate the students who are probably slower than the others. So, they can still learn and keep up with the Mandarin lesson properly.

I: Do you set any target for the students to master the foreign language until the native-like level? Please elaborate on the reasons!

R: I'd say most teachers would have such a target, but there are many factors involved that may hinder the achievement of such a goal. However, I'm still hoping that whenever my students speak Mandarin that I have taught to them, their interlocutors understand what they are saying.

Respondent 6

I: What is your perception of Multilingualism and Bilingualism?

R: Multilingualism is related to one ability to use more than two languages in communication. Back then, International-Standard School is often called a bilingual

school. So, the concept was a mixing of Indonesian and English language. Even the books were also bilingual. Now, there appears multilingualism. Bilingual in Indonesia means students competency in using English and Bahasa Indonesia, while multilingual means they know other languages besides English and Bahasa Indonesia. I think it is about time for a change, globalisation. Students who want to continue their study or work overseas, like our students who are studying in Russia and Turkey. The government and/or schools also accommodate the needs of our students for multilingualism, in Senior High School 3: besides the English Language, there are Mandarin and Japanese language. Several years ago, these subjects belonged to a category called Local Content, but now it has been dismissed. Thus, such language subjects are listed under 'The Elective Subjects'. For Grade 10, the elective subjects are allotted twice a week with 3-hours long per meeting. Students of science program can choose one of the social subjects and one language subject; English, Mandarin or Japanese. Then, students from the social science program can also choose one subject from the science program and one language subject. So, the language classes are available for every student. We also have those language teachers. When the students are in Grade 11 and 12, they have 4 hours a week for the elective courses. Most of the eleventh and twelfth graders, especially those are in the social science program, choose the language classes.

I: So, they can choose?

R: Yes, they can. We don't choose it for them because it needs to be continued as mandated by the curriculum whether the electives are of Social, Science or Language subjects. 3 hours for tenth graders and 4 hours for eleventh and twelfth graders are considered proper enough for electives. We use a *Specialisation Syllabus*. This syllabus can be used if the school offers a language major/program; although, the syllabus may be slightly different. As in the English syllabus, there are certain topics included in 'Mandatory English Subject' but excluded from 'elective English subject' and vice versa. However, the English language is the only subject that has two categories, mandatory and elective.

I: So, for other languages, they are only available as an elective? Not mandatory?

R: That is right, only the English language. The school also facilitates learning by providing textbooks and teacher training. The school also encourages the teachers to attend relevant workshops.

I: Are these regular training programs?

R: These programs are still relying on the government although they should be regular under The Centre for Teacher and Education Personnel Development and Empowerment. A teacher went to China.

I: Are Mandatory and Elective English syllabus different?

R: The differences are since the allocated time for English is reduced, we used to have 36 topics allocated for 4 hours a week. Because the allotted time is reduced, the excluded topics of mandatory English will be included in elective English. For instance, the examples are reviewed in the mandatory class, but now they are given in the elective class. The exposition text in which the analytical exposition will be taught in the mandatory class while the other one is given in the elective class, also, some grammatical lessons are in the elective English.

I: So, the context is in the mandatory class?

R: well, not all of them.

I: So, there is no such a rationale that these electives are more of work preparation for students?

R: not likely. So, if the students choose the electives, it means they have acquired a complete set of the 2004 curriculum.

I: Is there any language laboratory?

R: we don't have one for now since we are lacking classroom. we used to have one.

I: Was the laboratory provided by the government or the school?

R: It was built by the Department of Education of Jambi Province. We cannot run it at the moment. We also don't have the supplier, so the lab is demolished now.

I: Is there any particular training for multilingualism, such as special knowledge-building?

R: So far, we don't have it. It is just a general one. More on the teaching techniques. Usually, teachers for elective classes will be separated from the mandatory subject teachers. For instance, a training program for question-making for higher-order thinking (HOT) skills although the training was given by the same tutors so that the questions for mandatory and elective classes are different. I don't think there is a capacity-building program.

I: Have you ever encountered any difficulties in the classroom, Sir?

R: The difficulties are varied depending on the classroom characteristics.

I: Do you have a chance to see the differences in students' characteristics?

R: Yeah, from the input. Students' character in a class group are almost similar. When they move up to a higher level, we regroup them. For example, Science Program 1, they have a pretty good score. Well, it is not easy, when they have low motivation in the classroom, it is difficult.

I: For the students in elective classes, are there any differences in their learning since they choose the classes on their own?

R: As far as I know, it's not that significant, the input shows that it (learning achievement) has become average due to the School-Zoning policy. Before the zoning, the huge difference was felt in the Excellent classes.

I: So, there is no more Excellent Class category?

R: No, it has been discontinued.

I: What language of instruction do you use? Local language or Indonesian language? or only English language?

R: Sometimes, I mix the languages, depending on the students' request. If it is hard for them to understand, I will mix the languages, but I will use English when giving examples.

I: Is there any significant difference due to the zoning system?

R: There is a huge difference. Since the implementation of zone school system for schools, we should lower our selection standard. Before the zoning system, most excellent students went to school here, but now, we sort of have mixed students (in terms of academic performance). And the government seems to eliminate 'exclusive' labelling for classrooms. This zoning system promotes equal treatment for every student regardless of their academic performance. Even, students from private schools were shocked when moving here, and the teachers must be ready with such challenges.

I: So, what are your hopes? Does the current curriculum support the foreign language teachers?

R: I'd say it is relative. Most foreign teachers are complaining about the reduced time that could not fulfil their certification requirement. But, a teacher must teach 24 hours a week to fulfil the certification standard, it is hard. Is there any chance it goes back as before? We are entering a free-trade era and everything but instead, our chance to prepare the students is reduced. How can they be prepared? That is the main issue for English teachers. So, the exposure to the English language is also reduced. Teacher should develop their own goal and objective of teaching FL. They used to have 4 hours (for

English) plus other foreign language but now, once they choose English, they can't have the other languages.

I: Are Mandarin and the Japanese language chosen by the government?

R: For the schools, it depends on the teachers' availability. The schools also need to consider the certification for the teachers. So, if we already have English, Mandarin and Japanese, we may not seek more since it may limit the teaching hours for current teachers.

Respondent 7 & 8

I: What is multilingualism for you?

R: Multilingualism is beneficial since it can widen students insight about the world. We all surely have language skills. It may come from our mother tongue first, then the second one may be our national/official language. Like us, Indonesians, we have Bahasa Indonesia as our National language. So, even with only those two languages, the children have already had language skills. Although, there are cases where children lose their mother tongue. Why? Because 1) the use of mother tongue in the family and society is somewhat rare. 2) the chance to use the mother tongue is limited, for example, the number of events that promote the local dialects is only a few. 3) the use of dialects/mother tongue at workplaces and gathering is rare and perhaps, almost none. Depending on the work situation. However, it is something that should be preserved by the government, why? Because (mother tongue) it is the root of children's language skills. Starting from their mother tongue, then they can develop their Indonesian language skills. In my class, we should respect other who has different accent in pronouncing foreign language.

I: So, you are saying that mother tongue supports (other languages' acquisition)?

R: It does. Why? If their mother tongue (ability) is good, they are potentially good at acquiring languages or having good language ability. So, if the language ability of their mother tongue is poor, it may be difficult to introduce them to the national language, I guess. What about foreign languages? Foreign languages are additional skills for individuals to interact with global society and it is a must. So, it is no longer additional skills but in facing globalisation era with interaction with global society, we should be able to speak foreign languages. I think our society has the potential to acquire foreign language, if only the chance to learn them is not limited. I will give you an example, in Curriculum 2013, foreign language subjects are omitted. Allocated time for English subject is reduced, from 4- to 2-teaching hours. Foreign languages are becoming electives while the students' motivation to learn is somewhat decreasing, not only for foreign languages but also for most subjects. Whereas, motivation is a prominent aspect in learning. However, so far, the attention given by the government towards foreign language subjects is somewhat adequate because if the foreign language subjects become electives, it means the government does not promote the foreign language. Although, the implementation of such a policy can differ at the school level. There are some schools which don't have foreign language subjects anymore because the subjects are not included in the curriculum and the schools cannot afford it independently. It is such a shame because the opportunities for students to introduce their cultures to the World are getting fewer and fewer.

I: So, supports are needed.

R: Yes, indeed. Therefore, the government should focus (on that matter). If we look at the PISA results, our country is in the 60s position, and there are three indicators: 1) Maths, 2) Science and 3) language. Now, language is being exiled. Why did I said so? Firstly, the amount of teaching hours is getting reduced meaning that opportunities to learn are also reduced. If they say learning languages can take place in informal classes, what about students in regional areas where language institutions barely exist. Not to

mention, the facilities are not adequate. What will we do about it? If we take a look at the indicators, only students in big cities have opportunities to attend tutoring classes, so my question is what will happen if the tutoring services for Maths and Science are not available in big cities? So, it is not fair to compare one subject to another. Their positions should be equal. The attention should be equal.

I: So, it's still lacking attention?

R: It IS! Because, up until now, even the Olympiads only involves three subjects, maths, science and social subjects; there is no language subject.

I: what about learning activities? Especially, Japanese language, is there any support, such as training?

R: there is training but not much.

I: Is it from the government?

R: Yes, there are some supports from the government but the allocated time is relatively less than Maths and science. Language training programs are somewhat limited.

I: Does it mean there is an organiser?

R: yes, The Centre for Teacher and Education Personnel Development and Empowerment located in Jakarta. We also have semiotic language, don't we? Particularly in the South-East Asia countries, there is a kind of organisation for Ministries of Education, especially in language aspect. But, the portion for training is still few.

I: What is the focus of the training?

R: More on the learning media, creating videos for learning . . . Mostly trainings focus on teaching materials.

I: Meaning it is more on the technical aspect.

R: Yes, technical aspects.

I: Because for some countries, such as Japan, it's different. They may have different tools/media from us due to different background. Is there any training focusing on dealing with backgrounds? Addressing students' quality, is there any training focusing on that matter?

R: I don't think there is one, even if there is, the portion may be less.

I: Do you think it's important?

R: I think it is, but the portion, we can decide it. It is for our Boss to decide since it will be related to the zoning system, certification program and lockdown. Not to mention, lack of allocated time. So, it is more like tangled thread, tangle here and there. And students' performance resembles this situation. Since school has a responsibility to arrange foreign language teachers, class hour in order to teach 24 hours in a month, school should also arrange the foreign language class based on foreign language teachers' availability regardless the students' choice.

I: So, you believe that language is universal?

R: Universal! I do believe that.

I: It means if native and national language ability is good, they can learn any language properly?

R: Yes, they really can. Indonesian children are smart. Let's take an example, many Indonesian students are studying and living in Japan, United States, China and European countries, anywhere. It proves that Indonesian children are smart but fewer opportunities for practising.

I: Do these children need to learn a foreign language from native speakers?

R: Not necessarily. They can communicate with speakers of foreign languages without eliminating their identity, which is important. If they have a Javanese accent and they speak foreign languages with that accent, I don't think it's a problem. We all have diversities and as long as people understand what we are trying to communicate to them,

that is the goal. So, building a relationship between speakers should be the goal. So, I don't have to speak Japanese with a Japanese accent because I don't want to lose my identity as an Indonesian as well.

I: So, it means, with all limitations, multilingual backgrounds of students benefit them? How does it apply in the classroom?

R: Firstly, classroom condition, our class is a big so it can't be compared to classes with 20 students or even 10 students. We are public schools and we follow the students' phase in learning, we accept it like it or not. Additionally, the school also has no option but to accept the zoning system. So, with a full classroom and various students' condition, it becomes a challenge for us to teach language abilities.

I: Does it mean motivation is important?

R: It is.

I: From your experience, how is the motivation of Jambinese students in learning the language?

R: They have pretty good language abilities, but it's not enough. I think they were forced to learn the languages. We need to change that, from insisted to willingly. As for Japanese teachers, we may have a target for them to be able to work in Japan, or at least, they know about Japan. Nurses who want to work in Japan must speak Japanese. But if they don't have such a target, as I said before, most of them consider Maths and Sciences are more important.

I: So, there is a difference, schools' characteristics are different from students' capacity?

R: Sure, if it is top schools when the students feel like they don't ability, they will take tutoring classes. They will try to achieve their targets whatever it takes. Otherwise, they will feel depressed if they can't catch up. So, depending on the child as well.

I: What about elective programs? Do they choose classes as in the moving-class system?

R: No, as I mentioned before, this is probably an incorrect implementation of our educational system, we want to adopt the system from other countries but without considering our situations. The problems are many teachers who need certification; lack of facilities and funds; and final-score oriented. Some schools only teach English as their FL because they do not have other FL teachers.

I: National Exam is exterminated, isn't it?

R: Yes, the content of Curriculum 2013 is good since it encourages students to think independently, but it is relatively hard to synch with the condition. The school should consider it if there are teachers whose classes are not chosen by students. Or, due to financial issues, there will be discontinuation of some elective subjects because of teachers' availability issues.

I: So, the school organises it?

R: Yes, the school manages it.

I: For foreign language objectives, are they determined in the curriculum or by the school?

R: There are objectives but not specific. We develop them by ourselves. So, for Japanese teachers, we create a book that includes contextual conditions that are close to our students, such as hanging out in a café.

I: Do you develop lesson plans on your own?

R: yes, we can determine the content and technique but the objectives should be based on the curriculum. the recent curriculum is unspecific so teacher should develop their own lesson plan,

I: What are your hopes?

R: I hope foreign language teaching become clearer and the time allocation can go back as before or even more.

I: Could they mix?

R: Sure, so that they can develop their abilities by mixing the languages and they would try to find the meaning, no need to put a limitation. It will also boost their confidence. As long as it is relevant to the learning process, we must support it.

Respondent 9 & 10

I: Is multilingual beneficial?

R: Yes, sure. As a source for teacher to show another language structure as comparison.

I: Is there any support from the government? Another advantage is they could participate in some language skills competition that is organized by the government or language centers.

R: Yes, like The Centre for Teacher and Education Personnel Development and Empowerment (CTEPDE is in collaboration with Goethe Institute) we get the most support from this division for quality improvement. We get certificates.

I: So, the materials are referring to Goethe?

R: Yes, although (we) have B1 certification, we have to refresh our knowledge every year with new materials.

I: Does the government cooperate with Goethe?

R: Yes, that centre (CTEPDE) covers all language subjects. Our German teachers' organization required the member to make progress in the language and be evaluated

I: So, do you often attend training programs?

R: We have an annual meeting for teachers.

I: All teachers?

R: In turn. In the Teacher Forum, we create a system where we collect our money to send a teacher to attend the training.

R: We also have an annual meeting called the German teacher association.

R: There is also an association for Arabic teachers.

R: For capacity building funded by the CTEPDE and the accommodation paid by the Ministry (of education).

R: We rarely have such programs for the Arabic language, we only have national annual teacher forum meeting. But, we usually collect our money to send our representative to join the program (self-funded).

R: There is nothing to lose by joining the program because this year, we can meet the ambassador.

R: But the knowledge is important.

R: Yes, we support this regularly although it is not often.

R: It's fair to say, seldom.

I: What do you discuss (in the program)?

R: It feels like we are back in university. It's like refreshing our knowledge and ending with a test.

I: So, it is more on the content or teaching technique?

R: Content, refreshing our knowledge.

R: In the Arabic language, the teaching systems. The participants will simulate their teaching and their method will be evaluated. So that students will like it.

I: Is it from the CTEPDE as well?

R: Yes

R: For the German language, we are encouraged to get the certificate of competencies.

R: We don't have any certification in the Arabic language.

I: Does it mean teachers should become native-like?

R: Yes, it is going in that direction.

I: Do you demand your students to become native-like?

R: I just demand them to be capable, at least, at daily communication.

R: They don't need to worry much about the correct grammar at this stage.

R: Though the ultimate goal is that they can speak and write properly. We also have a sort of Olympiads that they can participate in up until the international level.

I: Support until international competition?

R: there used to be, high-level test, but we don't have it anymore.

R: We also have it.

I: Social and science program, different treatment?

R: Actually, the students' perseverance is different.

I: Do they choose their own major?

R: It should be, but regulation restricts us because we need to have a balanced ratio between teachers and students. So, practically, the school regulates it, 24-hour teaching for each teacher, especially for certified teachers to get the certification allowances. Eventually, it doesn't go with the ideal situation.

R: Even the Arabic language is almost dismissed, so Arabic teachers transform themselves becoming teachers of Religion-subject, crafting or others.

R: It seems like people underestimate foreign language subjects. Where are going? What do you want to be? What is it for? Mastering foreign languages is an added value for us, no matter who we want to be. It may also affect your career positively. More opportunities to continue your study abroad.

I: In your training, were you introduced to L3 education?

R: No

R: A challenge in my Arabic class is when there are non-Muslim students (not knowing Arabic letters) so I need to translate it to Roman letters. But they are excited.

R: For the German training, we were demanded to teach with the Immersion method, not using the first/national language but supported with media. In practice, it is quite hard, I still mix the instruction with the national language.

I: Are the tests composed by the teachers? Levels and others?

R: It is mandated in Curriculum, students should pass C4 to C6 Bloom's taxonomy. C4-C6. We try our best for C4. But, C2 and C3 are used.

I: the number of students?

R: for language class, 36 students are too big

I: Does it mean supports from the government are adequate?

R: Not yet, in terms of the Provincial teacher forum. Arabic language for Ministry of Education, the materials are also different.

I: Is it hard teaching the Arabic language?

R: We need to teach it from the very initial phase, they may not have backgrounds. It has different forms of script. So, there is a lot to correct.

R: For German, I compare it to English.

R: I can't do that to Arabic, extra effort.

I: For Lesson Plans, achieved?

R: It usually is in the Science program, but relatively difficult in the social science program.

I: How many objectives are achieved in percentage?

R: 50% in general is more than enough.

I: How is your teaching hour?

R: It is not enough. It is also too much for a language class with 36 students.

I: Is there any training for teaching big classes?

R: No.

R: There is one but it's hard to implement. It is hard for grouping, not to mention peer-tutoring. Not enough times for games.

R: For Arabic class, there is vocabulary memorisation because of the transformation of word forms, usually using flashcards.

R: We don't have it in German class. It should be contextual with short texts.

I: How are the supports from school?

R: textbooks are provided by the schools through Operational Funds.

R: Some schools don't.

I: Is it allowed to use mother tongues?

R: I require them to use the Indonesian language correctly, I tend to forbid mother tongues to get them used to the correct use of Indonesian Language. Because some dialects are not appropriate in the classroom (politeness issue). We are required to apply immersion method, but it is difficult to be implemented.

R: In my class, I still allow it.

I: Do you think there is a correlation between scores of Indonesian language and foreign languages?

R: I don't think so, there is a rebel student with a good score in the Arabic language.

R: I haven't compared it yet. But, if I compare English to German, students who have good score in English tend to comprehend (German) quicker, for the gender of nouns, Arabic background may help.

R: I sometimes translate.

I: Test, are they allowed to mix the languages?

R: For German class, no. They are allowed to mix the languages during learning activities, but asking and answering questions should be done in German.

R: I give leniency for First Graders.

I: Supports from the environment/surrounding?

R: It seems difficult, there should be.