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a Implementing Multilingualism in High School

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Need Analysis on Implementing Multilingualism in High School

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A B S T R A C T

This study investigated the needs of high school students in Yogyakarta regarding multilingualism-based English language learning. A quantitative research design was employed, involving a questionnaire survey of 1215 students. Data analysis revealed that students expressed a strong preference for a multilingual approach, highlighting the need for integrating Indonesian and/or local languages into English language instruction. Students perceived that this approach could alleviate language anxiety, enhance motivation, and improve both receptive and productive language skills. These findings align with previous research, which suggests that multilingualism can create more inclusive and effective learning environments. The study underscores the importance of incorporating diverse linguistic resources to optimize English language learning outcomes.

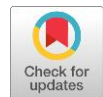**Keywords**: Multilingualism, English Education, Need Analysis

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INTRODUCTION

English language learning in Indonesia should not only focus on providing relevant materials but also consider the alignment with students' culture, which is closely related to various regional languages and Indonesian. The target language, English, will be easier to understand if students can integrate it with authentic cultures and situations in their lives. This condition is called multilingualism, which is created in schools as a response to globalization, migration, and the need for cross-cultural communication skills.

Indonesia's linguistic diversity, marked by numerous regional languages, adds a unique dimension to English language learning. However, this diversity also presents challenges as students must adapt to a different language system. To overcome this, English language education in Indonesia needs to consider local cultural contexts. By integrating Indonesian and regional languages, English learning becomes more relevant and meaningful to students, thereby increasing their motivation to learn.This linguistic diversity in Indonesia is called multilingualism.

Multilingualism is a complex and dynamic aspect of human communication that plays a significant role in shaping individual identity, cultural interactions, and societal development (Calavato, 2020; Gramling, 2021; Kalaja & Pitkänen-Huhta, 2020). This phenomenon highlights the ability of individuals or communities to effectively use multiple languages for communication and interaction. Under these circumstances, English is taught to students because the Indonesian curriculum mandates it, but this requirement is more emphasized on the need to prepare for a global society that is able to communicate effectively both orally and in writing (Pouw & Mulyanti, 2023). The integration of English with multilingualism plays a crucial role in opening up access to opportunities in education, employment, and communication in the current era of globalization. It also helps strengthen the ability of individuals and societies to participate in cross-cultural dialogue and promote intercultural understanding (Suri & Chandra, 2021).

English language learning involves a number of important aspects that both teachers and students need to understand. With new things that are indeed a fear for teachers to creatively develop good learning scenarios, a learning model is needed that can answer these challenges and dilemmas. The condition that Indonesian students in the classroom still face difficulties in understanding and producing English orally and in writing indeed requires the right review. This is due to many perceptions and triggering factors, namely English language learning can involve various difficulties, especially for those who use the language as a second or foreign language. Thus, it is hoped that there is a cultural synergy that merges with the English class. The most basic thing is the use of more than one language to support students' absorption of insights.

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METHOD

This study employs a quantitative approach to identify the needs of high school students in Yogyakarta regarding multilingualism-based learning. Data was collected through a questionnaire distributed to 1215 students. The questionnaire consisted of 27 items covering various aspects, ranging from target situation analysis to the role of teachers in multilingual learning. To measure the level of students' agreement, a 4-point Likert scale was used. This scale was chosen as it is considered more effective in minimizing neutral responses and providing a clearer picture of students' attitudes.

Data

The respondents in this study were 1215 high school students located in Yogyakarta. This relatively large sample size is expected to yield representative data that can be generalized to the population of high school students in Yogyakarta. By involving

students as research subjects, it is hoped that more accurate data can be obtained regarding their needs and expectations for multilingual learning

Research Instrument, Research Procedure, and Data Analysis

The primary instrument employed in this study was a 27-item questionnaire. The questionnaire items were designed to assess various aspects related to multilingual learning, including the current learning context, students' needs, and the role of teachers. Upon completion of the questionnaire by the respondents, the collected data underwent quantitative analysis. A 4-point Likert scale was utilized in the questionnaire, enabling researchers to compute mean scores for each item and conduct descriptive analysis. This descriptive analysis will provide an overview of students' perceptions regarding multilingual learning. A 4-point Likert scale was employed in this study to minimize the possibility of neutral responses from participants. This approach resulted in more diverse data, offering a more accurate representation of students' opinions.

FINDINGS AND DISCUSSION

In order To identify the needs of senior high school students in Yogyakarta regarding multilingualism-based learning, the researcher distributed a questionnaire to 1215 students. The questionnaire consisted of 27 items covering several aspects such as target situation analysis, present situation analysis, necessities, lacks, wants, procedures, and teachers' role. In the questionnaire, a 4-point Likert scale was used to determine the tendency of respondents' answers towards agreement and disagreement, thus minimizing uncertain responses from respondents who would usually choose a "neutral" answer on a 5-point Likert scale. The weighting of the 4-point Likert scale in this study consists of "strongly agree" with a value of 4, "agree" with a value of 3, "disagree" with a value of 2, and "strongly disagree" with a value of 1.

The respondents' answers to the questionnaire items were then interpreted using the score range as shown in Table 1 below (Nee & Yunus, 2020).

Tabel 1. Interpretation of Students' Questionnaire Responses

Poin	Rentang Skor	Jawaban
4	4.00-3.00	Strongly agree
3	2.99-2.00	Agree
2	1.99-1.00	Disagree
1	1.00-0.99	Strongly disagree

Based on the questionnaire data provided to the students, the average student responses to the 4 items on the aspect of lacks were 2.92, 2.84, 2.63, and 2.63 respectively, as shown in Table 2.

Tabel 2. Mean responses of respondents on the "lacks" dimension

No	*Items*	Rerata
1	I encounter challenges when the instruction is solely in English.	2,92
2	I experience anxiety when required to engage in oral communication in English.	2,84
3	I lose motivation to study English when the teacher exclusively uses English.	2,63
4	I encounter challenges in comprehending written English.	2,63

The data reveals that students tend to agree with the statement, suggesting they experience difficulties with: exclusive use of English by the teacher (mean score 2.92), oral communication in English (mean score 2.84), motivation in English classes taught entirely in English (mean score 2.63), and comprehension of English texts (mean score 2.63).

Hasil penelitian ini mengungkapkan beberapa informasi penting terkait dengan penggunaan lebih dari satu bahasa dalam pembelajaran bahasa Inggris di kelas. Berdasarkan data yang ditampilkan pada Tabel 2, siswa merasa kesulitan jika guru menggunakan bahasa Inggris secara eksklusif dalam pembelajaran. Temuan ini This study highlights important findings related to the use of more than one language in English language teaching. As shown in Table 2, students find it difficult when the teacher uses English exclusively. This finding implies that integrating Indonesian and/or local languages is necessary for effective English language teaching. Supporting this, Yuan et al. (2023) argue that multilingual teaching can create more comprehensive learning experiences and enhance students' multilingual and linguistic skills.

The data further suggests that a multilingual approach to English language teaching is necessary to alleviate student anxiety. The mean score of 2.84 indicates that students often feel anxious when communicating in English, which can hinder their active participation in class as noted by Marlia et al. (2023). By incorporating Indonesian or local languages, teachers can create a more supportive learning environment and encourage students to participate and speak English more confidently over time. Moreover, multilingual teaching can help reduce anxiety related to linguistic challenges such as pronunciation and vocabulary, as well as non- linguistic factors like lack of self-confidence and fear of judgment from peers (Amin et al., 2023).

Moreover, the data suggests that incorporating Indonesian and/or local languages can boost students' motivation in English language learning. The average score of 2.63 on the item measuring students' motivation in classes taught solely in English implies that teaching exclusively in English may reduce students' interest and participation. Previous research aligns with these findings, demonstrating that the use of multiple languages can increase students' motivation in the learning process (Dincer, 2018).

By incorporating Indonesian and/or local languages into the classroom, students can more easily comprehend the content delivered by the teacher. For example, using Indonesian or local languages can help clarify complex or novel concepts, reducing misunderstandings and enhancing student participation in learning. This finding is consistent with previous studies which have shown that the use of Indonesian and/or local languages in the classroom is crucial for facilitating students' understanding and engagement with the subject matter (Nurpiana & Fithriani, 2023).

In summary, this study emphasizes the value of multilingual approaches in English language classrooms. Through the integration of Indonesian and/or local languages into English language teaching, teachers can create a more inclusive learning context, reduce students' anxiety, and enhance their motivation and comprehension of the subject matter. These findings provide compelling evidence for the need to adopt multilingual teaching to optimize student learning outcomes.

Tabel 3. Mean responses regarding the necessity aspect

No	*Items*	Rerata
1	Students prefer a combination of English and Indonesian in their English language classes.	3,00
2	Students want teachers to use Indonesian or local languages in addition to English.	3,12
3	Students perceive that the use of Indonesian and/or local languages in English classes improves their English receptive skills (reading and listening)	3,11
4	Students perceive that the use of Indonesian and/or local languages in English classes improves their English productive skills (speaking and writing)	3,03

As shown in Table 3, the average student responses for the four items under the necessities aspect were 3.00, 3.12, 3.11, and 3.03, respectively. These findings suggest a strong consensus among students that: English should not be the sole medium of instruction in English classes (mean = 3.00); teachers should incorporate Indonesian and/or local languages into English teaching (mean = 3.12); using Indonesian and/or local languages enhances students' English receptive skills (reading and listening) (mean = 3.11); and utilizing Indonesian and/or local languages improves students' English productive skills (speaking and writing) (mean = 3.03).

The respondents' answers on the necessities aspect reinforce the findings on the lacks aspect. The results on the lacks aspect revealed difficulties, anxiety, lack of motivation, and comprehension problems experienced by students when English is the sole medium of instruction. This indicates a need for multilingualism-based learning that allows for the use of more than one language in English language teaching. Meanwhile, the necessities aspect highlights students' need for a multilingual learning approach that incorporates Indonesian and/or local languages. Students believe this model can enhance both their receptive skills (reading and listening) and productive skills (speaking and writing).

This study aligns with previous research that shows multilingual learning can have positive effects on students. For example, it can boost their confidence, making them more willing to participate in class and use English in different situations (Tiawati et al., 2023). When students feel comfortable using their native language along with English, they are more likely to engage in class activities and try out new things in English, without worrying about making mistakes (Maritim, 2023). This increased confidence helps students learn English better because they feel more comfortable taking risks and exploring the language (Saputra & Asirah, 2022). By combining Indonesian and local languages with English, students can build a stronger foundation in language and culture, leading to a more well-rounded language education (Pujasari & Hikmatullah,

2023).

CONCLUSIONS

This study explored the needs of high school students in Yogyakarta regarding multilingualism-based learning in English classrooms, providing valuable insights for educators and curriculum developers. Students strongly preferred a multilingual approach that integrates Indonesian and/or local languages alongside English, citing benefits such as improved comprehension, speaking, listening, writing, and overall motivation. They also reported challenges, including anxiety and decreased motivation when English was the sole medium of instruction. The findings underscore the advantages of multilingual teaching in creating an inclusive and supportive learning environment that addresses diverse student needs, fosters engagement, and enhances learning outcomes. Further research is recommended to identify optimal strategies for implementing multilingualism in English classrooms, including determining the balance between languages and developing effective activities and materials to support a multilingual approach.

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