

**THE APPLICATION OF BILINGUAL PROGRAM AT 8th GRADE
STUDENTS OF MTsN 2 PONOROGO IN THE ACADEMIC YEAR
2022/2023**

THESIS



By:

NADILA ARLIANA PUTRI
NIM. 204190087

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

P O N O R O G O
2023

ABSTRACT

Putri, Nadila Arliana. 2023. *The Application of Bilingual Program at 8th Grade Students of MTsN 2 Ponorogo in the Academic Year 2022/2023.* **Thesis.** English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Ahmad Nadhif, M.Pd.

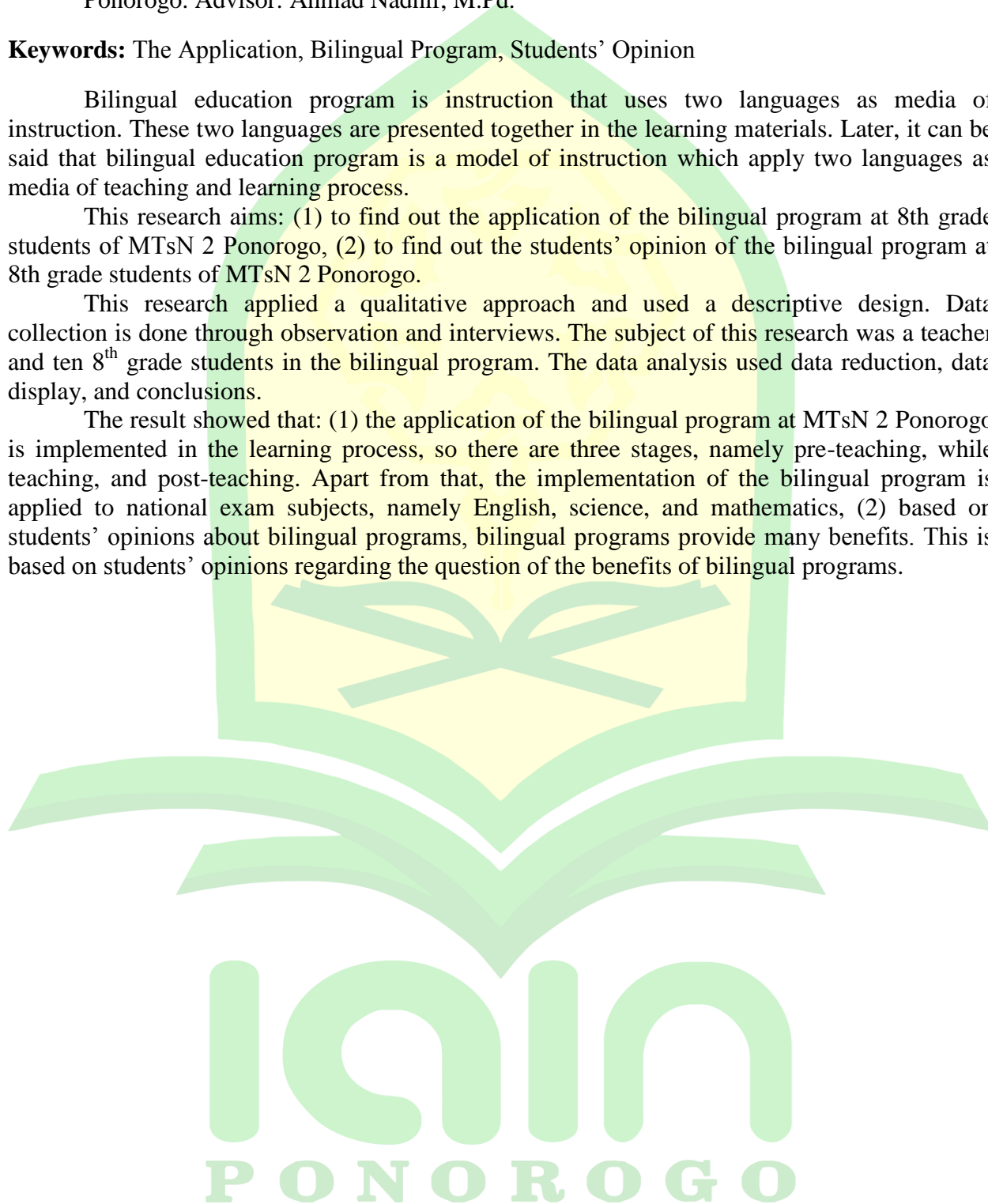
Keywords: The Application, Bilingual Program, Students' Opinion

Bilingual education program is instruction that uses two languages as media of instruction. These two languages are presented together in the learning materials. Later, it can be said that bilingual education program is a model of instruction which apply two languages as media of teaching and learning process.

This research aims: (1) to find out the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo, (2) to find out the students' opinion of the bilingual program at 8th grade students of MTsN 2 Ponorogo.

This research applied a qualitative approach and used a descriptive design. Data collection is done through observation and interviews. The subject of this research was a teacher and ten 8th grade students in the bilingual program. The data analysis used data reduction, data display, and conclusions.

The result showed that: (1) the application of the bilingual program at MTsN 2 Ponorogo is implemented in the learning process, so there are three stages, namely pre-teaching, while teaching, and post-teaching. Apart from that, the implementation of the bilingual program is applied to national exam subjects, namely English, science, and mathematics, (2) based on students' opinions about bilingual programs, bilingual programs provide many benefits. This is based on students' opinions regarding the question of the benefits of bilingual programs.



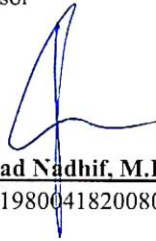
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Name : Nadila Arliana Putri
Student Number : 204190087
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : The Application of Bilingual Program at 8th Grade Students of
MTsN 2 Ponorogo in the Academic Year 2022/2023.

has been approved by the advisor and is recommended for thesis examination.

Advisor

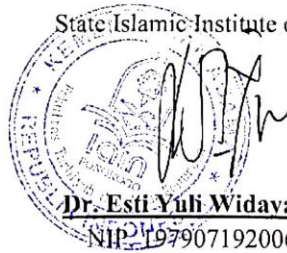


Ahmad Nadhif, M.Pd
NIP. 198004182008011009

Ponorogo, 25 September 2023

Acknowledged by

Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Dr. Esti Yuli Widavanti, M.Pd.
NIP. 197907192006042002

P O N O R O G O



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO**

RATIFICATION

This is to certify that *Sarjana*'s thesis of:

Name : Nadila Arliana Putri
Student Number : 204190087
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : The Application of Bilingual Program at 8th Grade Students of
MTsN 2 Ponorogo in the Academic Year 2022/2023.

has been approved by the board of examiners on:

Day : Thursday
Date : 2 November 2023

and has been accepted as the requirement for the degree the *Sarjana Pendidikan* on:

Day : Thursday
Date : 16 November 2023

Ponorogo, 16 November 2023

Ratified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



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1. Chairman : Dr. Esti Yuli Widayanti, M.Pd.
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()
()

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Saya yang bertanda tangan di bawah ini:

Nama : Nadila Arliana Putri
NIM : 204190087
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Application of Bilingual Program at 8th Grade Students of
MTsN 2 Ponorogo in the Academic Year 2022/2023.

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Nadila Arliana Putri
NIM. 204190087

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Saya yang bertanda tangan di bawah ini:

Nama : Nadila Arliana Putri
NIM : 204190087
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo
Judul Skripsi : The Application of Bilingual Program at 8th Grade Students of
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NIM. 204190087

P O N O R O G O

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is generally taught in schools, from elementary schools to senior high schools and even universities. This is considered to accelerate students in acquiring English as a foreign language in anticipating the development and technology, as well as to support the establishment of the International Standard School. This is based on the law no. 20 of 2003, article 50, verse 3 which states that the government and local governments organize at least a unit of education at all levels of education, to be developed further as a unit having international standards of education.¹ This means that every school unit has the ability to develop the school as an international standard unit. This is intended so that students have good skills, especially English language skills, so that they are able to apply science and technology in the global era, and this can be achieved through the application of the bilingual program.

Bilingual means two languages. In the Merriam-Webster online dictionary, as cited in Joscelin Rocha-Hidalgo's article, bilingual is defined as the ability to speak two languages or the frequent use of two languages.² According to González, bilingual is a program that gained acceptance in the early 1960s as a result of a very strong effort by the language minority community to lobby legislators who make educational policies for relevant cultural education programs.³ The aim of the bilingual program is to improve students' ability to speak English with output in the form of mastery of science and technological developments. In Ponorogo, one of the schools that has implemented a bilingual program is MTsN 2 Ponorogo.

¹ "Act of the Republic of Indonesia on National Education System," 27-28.

² Joscelin Rocha-Hidalgo and Rachel Barr, "Defining Bilingualism in Infancy and Toddlerhood: A Scoping Review," *International Journal of Bilingualism*, April 5, 2022, <https://doi.org/10.1177/13670069211069067>.

³ Josué M. González, ed., "Encyclopedia of Bilingual Education," (Los Angeles: Sage, 2008).

MTsN 2 Ponorogo is a junior high school in the Jenangan sub-district of Ponorogo. At this school there are many programs that students can take part in. The programs are as follows: acceleration class program, ICP class program, regular class program, and bilingual class program. The bilingual program at MTsN 2 Ponorogo is a program that uses two languages, Indonesian - English and Indonesian - Arabic. The bilingual program at MTsN 2 Ponorogo also has various activities to develop students' potential in accordance with the vision and mission of the bilingual program. Some of these activities include language competitions, vocabulary bills, and camp activities in Pare Kediri. Based on what the researcher found in the field, the researcher found that the difference between the bilingual program and the other program is that almost all of the teachers use bilingual in the learning process, especially national exam subject teachers.

According to Evelyn Fogwe Chibaka, there are several advantages to application students' bilingualism, namely that bilinguals or multilingual individuals have better cognitive abilities than monolinguals.⁴ This theory is in line with this research, so the researcher is interested in choosing this research because a bilingual program has many advantages and also because the researcher wants to educate students in formal education because formal education is an organized education model, structured and administered by laws and norms, and subject to strict curriculum objectives, methodology, and content. For this particular reason, the researcher chose and conducted research at MTsN 2 Ponorogo with a focus on research on the application of the bilingual program.

There are several studies similar to this study. The first research is a journal article entitled *Bilingual Program Implementation and Children Bilingual Skill* this research was conducted by Eka Pentiyas, Sasmiasi, and Gian Fitria Anggraini. In previous research, the researcher conducted research to determine the application of bilingual programs and mastery of foreign languages in early childhood at Alexandria School Kindergarden Bandar

⁴ Evelyn Fogwe Chibaka, "Advantages of Bilingualism and Multilingualism: Multidimensional Research Findings," in *Multilingualism and Bilingualism*, ed. Beban Sammy Chumbow (InTech, 2018), <https://doi.org/10.5772/intechopen.74625>.

Lampung. The implementation of the bilingual program is very important because early childhood who learn two languages have the ability to learn to read faster. Meanwhile, the second research is a journal article entitled *Implementing Bilingual Learning in Preparing Students to Face the Challenges in the Industrial Revolution 4.0* this research was conducted by Andi Hermawan, Rina Yuliana, and Damanhuri. In previous research, the researcher conducted research to provide an overview of the implementation of two languages or bilingual (Indonesian and English) learning to face the challenges of the industrial revolution 4.0. The implementation of this bilingual program is very important because anyone will face challenges in the industrial revolution 4.0.

Based on the explanation above, the researcher conducted research with the title *The Application of Bilingual Program at 8th Grade Students of MTsN 2 Ponorogo in the Academic Year 2022/2023*.

B. Research Focus

In this study, the researcher focuses on the application of the bilingual program at MTsN 2 Ponorogo. This research discusses how the bilingual program is applied and the students' opinions of the bilingual program at 8th grade students of MTsN 2 Ponorogo.

C. Statement of the Problems

The statement of the problems in this research are as follows:

1. How is the bilingual program applied at 8th grade students of MTsN 2 Ponorogo ?
2. What are the students' opinion of the bilingual program at 8th grade students of MTsN 2 Ponorogo ?

D. Objectives of the Study

The research objectives in this study are as follows:

1. To find out the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo.

2. To find out the students' opinion of the bilingual program at 8th grade students of MTsN 2 Ponorogo.

E. Significances of the Study

This research is expected to be able to make contributions both theoretically and practically, including the following:

1. Theoretical Significance

The results of this study are expected to provide information regarding the application of the bilingual program in junior high schools as well as the students' opinion of the bilingual program.

2. Practical Significance

a. For the teacher

The results of this study are expected that teachers can improve the learning process in class according to the implementation of bilingual program, so that the implementation of the bilingual program provides even better results for students.

b. For the students

The results of this study can help students understand the implementation of the bilingual program and determine students' opinion of the bilingual program.

c. For the researcher

The results of this study are expected to be a reference and information for other researchers regarding the application of the bilingual program in junior high schools.

F. Organization of the Thesis

The systematic discussion in this thesis consists of five chapters, which have several sub-chapters in each chapter. The following are the five chapters contained in this thesis.

Chapter I : Introduction. This chapter contains several sub-chapters, including the research background, research focus, problem formulation, research

objectives, research significance, and thesis organization. This chapter generally discusses the initial description and reasons why the researcher chose this research topic, as well as the things that will be discussed in this research.

Chapter II : Theoretical background. This chapter discusses the theories related to the application of the bilingual program, previous research findings, and the theoretical framework.

Chapter III : Research methods. There are various sub-chapters in this chapter, including research design, the role of the researcher, research setting, data sources, data collection techniques, data analysis techniques, triangulation, and research procedures.

Chapter IV : Findings and discussion. This chapter discusses the application of the bilingual program and students' opinion of the bilingual program at 8th grade students of MTsN 2 Ponorogo based on the findings of observations and interviews.

Chapter V : Closing. This chapter is the final chapter of this research. There are two sub-chapters in this chapter, namely the conclusion and suggestions.

CHAPTER II

THEORETICAL BACKGROUND

A. Conceptual Framework

1. English as a Foreign Language (EFL)

a. Definition of English as a Foreign Language (EFL)

According to Gebhard, as cited in Gina Larasaty's article, EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. He further indicated that in such a setting, the students have few chances to be exposed to English for communication outside the classroom.⁵ A similar definition is expressed by Harmer as cited in Gina Larasaty's article, who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking countries such as the United States, Britain, Australia, Canada, Ireland, or New Zealand.⁶ A third definition is suggested by Camenson, who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travel activities to an English-speaking country, or for business purposes.⁷ He also further stated that EFL students only spend a few hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly acquired language skills, and have a native background in the classroom.⁸

⁵ Gina Larasaty, Atikah Wati, and Roudlah, "Students' Perception of First Language Usage in EFL Classroom: A Case of Senior High School Students," *JELLT (Journal of English Language and Language Teaching)* 5, no. 1 (April 30, 2021): 37–51, <https://doi.org/10.36597/jellt.v5i1.10025>.

⁶ *Ibid.*, 41.

⁷ Blythe Camenson. *Opportunities in Teaching English to Speakers of Other Languages*. New York: McGraw Hill, 2007.

⁸ Blythe Camenson. *Opportunities in Teaching English to Speakers of Other Languages*. New York: McGraw Hill, 2007.

From the explanation above, it can be concluded that EFL is the study of English by non-native speakers living in a non-native environment and possibly taught by non-native speakers of English who may not be proficient in dealing with some cultural values inherent in the target language.

b. English Four Skills

There are four skills in teaching and learning English, namely speaking, writing, listening, and reading.

1) Speaking

Speaking is one of four skills that should be mastered in learning English. According to Zuhriyah, speaking is the way of people to express something and for communicating to other people orally.⁹ Speaking is the first way to interact with others in the social community because, in daily activities, people cannot be separated from interaction and communication. Meanwhile, Leong and Ahmadi state that speaking means not only saying words through the mouth (utterance), but also conveying a message through the words.¹⁰ By speaking, people can convey information and ideas, express opinions and feelings, share experiences, and mention social relationships by communicating with others.

Penny Ur defined speaking as the most important of all four skills (speaking, reading, writing, and listening) in English language learning.¹¹ Speaking not only means knowing how to produce specific points of language like grammar, vocabulary, pronunciation, and others that are in linguistic competence, but also learners need understanding about when, why, and in what ways to produce language or apply the sociolinguistic competence.

⁹ Mukminatun Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *English Education*, 2017, 122.

¹⁰ Lai-Mei Leong et al., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34-41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

¹¹ Penny Ur, "A Course in Language Teaching," Cambridge University Press, 120.

Based on the explanation above, the researcher can conclude that speaking is one of the skills in language that is most important and the first way to communicate, interact, or share ideas with others orally. Speaking is the most difficult aspect of teaching and learning the English language because speaking should involve some aspects such as grammar, vocabulary, and pronunciation. So, speaking is a tool for communication and interaction with other people. With speaking, people can get or share information, ideas, knowledge, and other things.

2) Writing

Writing is one of the four language skills besides listening, speaking, and reading in language teaching. Writing is the process of transforming thoughts and ideas into written form.¹² In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. According to Nunan, writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹³

Gaith, as cited in Ajeng Setyorini's article, states that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete on a piece of paper.¹⁴ Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

From the explanation above, it can be concluded that writing is a complex process of transforming thoughts and ideas, thinking about how to

¹² Nabilla Tsuraya and Inayatul Ulya, "Developing E-Novel as Writing Teaching Material of Narrative Text," 2021, 440.

¹³ David Nunan, "Practical English Language Teaching," Singapore: Mcgraw Hill Company, 88.

¹⁴ Ajeng Setyorini and Entika Fani Prastikawati, "Teaching Paragraph Writing Through Interactive and Process Approaches."

express them, and organizing them into statements and paragraphs to make them visible and concrete on the piece of paper.

3) Listening

Listening is part of communication; through listening, we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. According to Brown, as cited in Ni Luh Gede Windy Lestary's article, listening is the major component in language learning and teaching because, in the classroom, learners do more listening than speaking.¹⁵ It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

Rivers in Hasyuni, as cited in Mirsa Umiyati's article, say that listening is a creative skill.¹⁶ It means we comprehend the sound falling on our ears and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create significance. Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. Helgesen states that listening is an active, purposeful process of making sense of what we hear.¹⁷ More often we hear, more we can understand something.

From the explanation above, it can be concluded that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is an active process because listening is not just a matter of hearing; listening includes many processes. Listening is determining the meaning and message of a sound.

¹⁵ Ni Luh Gede Windy Lestary, "The Use of Songs to Improve Students' Listening Comprehension Ability," *Yavana Bhasha: Journal of English Language Education* 2, no. 2 (August 23, 2019): 34, <https://doi.org/10.25078/yb.v2i2.1024>.

¹⁶ Mirsa Umiyati et al., "Improving Listening Ability in English Learning for Students at SMP PGRI 3 Denpasar," 3, no. 2 (2022).

¹⁷ Helgesen, "Listening in Practical Language Teaching," Edited by David Nunan. Mcgraw-hill.

4) Reading

Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge. Reading cannot be divided from comprehension because the goal of a reading activity is to understand what has been read. According to Tarigan, reading is a process which is used by a reader in order to get the purpose of the writer through the written word.¹⁸ Thorndike in Nurhadi, as cited in Zuraidah Nasution's article, argues that reading is a process of thinking and reasoning.¹⁹ It means that when a reader reads a text, he uses his brain to think and reason out.

Based on the explanation above, the researcher can conclude that reading can be defined as a complex process that is done by a reader to comprehend the writer's purposes. Besides, in the reading process, the reader uses his brain to think and reason.

2. Bilingualism

a. Definition of Bilingualism

The term bilingualism means different things to different people, as there is no one definition of bilingualism. Bilingualism can be loosely defined as the use of two languages under the native-like control of two languages. It means that bilinguals must be able to master two languages, with the non-native language under native-like control.

¹⁸ Henry Guntur Tarigan, "Reading as a Language Skill," Bandung: Angkasa, 7.

¹⁹ Zuraidah Nasution, "Warming-up for Reading as a Strategy for EFL Classrooms," Journal Language League. Vol/Num: XII//2, September, 2022, 770.

In general, bilingualism is defined as a person's ability to understand and produce two different languages.²⁰ This definition supports the most well-known definition of bilingualism given by Bloomfield, who defines bilingualism as the 'native-like' control of two languages.²¹ This term "native-like" may sound too heavy, which is why some other experts formulate more realistic definitions, such as, Titone as quoted by Hamers & Blanc, who claim bilingualism is the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue.²² Spolsky, as cited in Aulia Apriana's article, defines a bilingual as a person who has some functional ability in a second language.²³ This ability may vary from one bilingual person to another. However, Steinberg et al., as cited in Aulia Apriana's article, explain that bilingualism does not include bidialectalism, which is the ability of a person to use one language in several different dialects.²⁴ Therefore, when we say that a person is bilingual, he or she must be able to express himself or herself in two or more different languages.

From the explanation above, it can be concluded that bilingualism is someone's ability to use two languages with different capacities in varied conditions, which means the bilingual could acquire and implement both languages in education or even in a social environment for each purpose.

b. Types of Bilingualism

Chin and Wigglesworth, as cited in Didik Santoso's book, categorize bilinguals into several terms, such as balanced bilinguals, dominant bilinguals,

²⁰ Aulia Apriana and Adi Sutrisno, "Bilingualism in Indonesian Children's Language Acquisition," *Journal of Language and Literature* 22, no. 2 (September 26, 2022): 458–65, <https://doi.org/10.24071/joll.v22i2.4195>.

²¹ Leonard Bloomfield. *Language*. Chicago: University of Chicago Press.

²² Josiane F. Hamers and Michel Blanc. *Bilinguality and Bilingualism*, 2nd ed (Cambridge University Press, 2000).

²³ Aulia Apriana and Adi Sutrisno, "Bilingualism in Indonesian Children's Language Acquisition," *Journal of Language and Literature* 22, no. 2 (September 26, 2022): 458–65, <https://doi.org/10.24071/joll.v22i2.4195>.

²⁴ *Ibid.*, 459.

passive or recessive bilinguals, and semilinguals.²⁵ These categories are in accordance with the perceived degree of proficiency they have in both languages.

The types are explained below:

1) Balanced bilinguals

The term balanced bilingual was first used by Lambert et al. in Canada to describe individuals who are fully competent in both languages. In most instances, when the term balanced bilingual is used, it describes those who are thought to have perfect control of both languages in all settings. Beardsmore in Chin and Wigglesworth, as cited in Didik Santoso's book, argued that balanced bilingualism is close to impossible to achieve and is therefore very rare.²⁶ Even high-level conference interpreters tend to have a preference for one of their languages and will often specialize in interpreting into another language, despite the fact that they are highly fluent in both languages. It means that a balanced bilingual person who is approximately equally fluent in two languages across various contexts may be termed an equilingual or ambilingual.²⁷

2) Dominant bilinguals

The term dominant bilingual refers to bilinguals who are dominant in one language. In the context of discussing dominant bilinguals, researchers will often refer to their less dominant language as the subordinate language. However, one important criterion to note is that the term 'dominance' may not apply to all domains. So, someone who is dominant in French may not exhibit this dominance in all areas. For example, a France-German computer scientist may speak French most of time except when he is discussing computer

²⁵ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 18.

²⁶ Ibid., 18.

²⁷ Ibid., 19.

science-related topics as he did his training in computer science in German. In cases where specialist jargon (medicine, sports) is required, speakers may consciously choose to speak in the language they normally use when discussing these kinds of topics. For example, an Italian-German teacher may be fluent in both Italian-German, but always discusses soccer in Italian as he mainly plays soccer with his Italian-speaking friends and talks 'soccer' in Italian and not in German. Similarly, a Chinese engineer who was trained in London may prefer to discuss engineering research in English despite the fact that her mother tongue is Mandarin Chinese.²⁸

3) Passive or recessive bilinguals

The term passive or recessive bilingual refers to bilinguals who are gradually losing competence in one language, usually because of disuse. As the term 'recessive' seems to have negative connotations, the writers will use the term 'passive bilinguals' to describe this group of bilinguals. For example, a Dutch migrant in Australia may find himself isolated from the Dutch-speaking community as his daily encounters are with English-speaking Australians. Over time, his proficiency level in Dutch may deteriorate owing to the long period of non-use. Periods of non-use can have various effects on bilingual competence. In bilingual communities which are undergoing a shift from one language to another (usually from the home language to the dominant language in the society), it is not uncommon to come across bilinguals who can only understand, but cannot speak, the other language. So, in Australian context, many older Italians still speak Italian, or an Italian dialect, to their children and grandchildren. However, these second-(children) or third-(grandchildren) generation Italians may reply to their parents or grandparents in English. This

²⁸ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 19.

is because Italian is gradually being replaced by English for the second-and third-generation Italians.²⁹

4) Semilinguals

Hansegard, as cited in Didik Santoso's book, described semilingualism as a deficit in six language competences: (a) size of vocabulary, (b) correctness of language, (c) unconscious processing of language (automatism), (d) language creation (neologization), (e) mastery of the functions of language (e.g. emotive, cognitive), and (f) meanings and imagery.³⁰

Baker, as cited in Didik Santoso's book, concludes that a semilingual is considered to exhibit the following profile in both their languages: displays a small vocabulary and incorrect grammar, consciously thinks about language production, is stilted and uncreative with each language, and finds it difficult to think and express emotions in either language.³¹

3. Bilingual Program

a. Definition of Bilingual Program

Bilingual program is a model of instruction applied in bilingual classes. As a model of instruction, it shows a process of teaching and learning in the classroom. Teaching involves teachers to deliver knowledge and the way how to educate learners. Learning is usually directed to the students who consumes knowledge. To conduct the teaching and learning process, languages are used. The languages are used to convey the learning materials. In other words, the teachers instruct the students by using at least two languages.³²

²⁹ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 20.

³⁰ Ibid., 21.

³¹ Ibid., 21.

³² Ibid., 7.

Salkind, as cited in Didik Santoso's book, denotes that a bilingual education program is instruction that uses two languages as the medium of instruction.³³ The two languages usually consist of a source language and a target language. The source language is the language of the learners and the target language is the language that is to be learned by them. These two languages are presented together in the learning materials. Then, it can be said that bilingual education program is a model of instruction which apply two languages as media of teaching and learning process.

In addition, Feng, as cited in Didik Santoso's book, states that bilingual teaching has nowadays extended to refer to using a foreign language as a medium for teaching content subjects in major cities and other developed areas.³⁴ Most of the bilingual teaching uses English because English is regarded as an international language in which many people in the world use it in business, education, and even as a national language. Therefore, it is reasonable if English is used to be the target language. So, it can be stated that English as an international language is occasionally used as a second language in bilingual classes.

In the same sense, Richards et al., as cited in Didik Santoso's book, add that bilingual teaching as the use of a second or foreign language in school for the teaching of content subjects.³⁵ In this way, the target language is taught integratively with the subjects that the learners learn in the school. By applying integrated teaching to the second or foreign language, the mastery of the learners toward the target language will be optimally achieved because the linguistic and cultural dimensions of the language are easily understood, and difficulties or hindrances in learning the language will be minimized. This is reasonable because

³³ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 7.

³⁴ *Ibid.*, 8.

³⁵ *Ibid.*, 8.

the elements of the language and its culture are matched directly at the same time on the same page of the learning materials in the students' book. The translation of sentences or paragraphs in the source language is provided in the target language. Thus, the learners' vocabulary and grammar have increased drastically.

Finally, the usage of bilingual education programs tends to employ foreign language instruction, particularly English as a second language instruction, in the teaching and learning process.

b. Characteristics of Bilingual Program

According to Brisk, there are several characteristics of bilingual program:³⁶

- 1) Teacher preparation, the teacher must be trained for the material and the concept of curriculum of bilingual program in the aim to reach the program's goal.
- 2) Curriculum, innovative curriculum is needed in bilingual school, the students are expected to be critical thinking and creative to discover problem.
- 3) Materials, the material used is in English language (second language) component as the requirement of bilingual program.
- 4) Instruction, the communication language use in bilingual program is the second language (English), with the standard portion according to each learner's stages. Brisk stated that Bilingual program is instructed in two languages. Means, the two languages are use together in teaching and learning activity to deliver the material.
- 5) Assessment, such a test to evaluate students' achievements and as measurement to see the program's implementation result.

³⁶ Maria Brisk. *Bilingual Education: From Compensatory to Quality Schooling*. The Taylor & Francis e-Library.

c. Types of Bilingual Program

Brisk, as cited in Didik Santoso book, categorizes the types of bilingual education programs into the following terms:³⁷

1. Dual Language Schools

In dual-language schools, also called mainstream bilingual education, the curriculum is delivered in two languages; conventionally, half of the day is spent in one language and half in the other. A full range of courses is offered. The particular language of instruction for each discipline may vary. Yujin Gakuen is a Japanese dual-language program in Oregon. The elementary grades are in a self-contained school where 80% of kindergarten instruction is in Japanese. In Grades 1 through 5, instructional times are equally divided between Japanese and English. These students can continue their study of Japanese in special programs in local middle and high schools.³⁸

A number of dual-language schools tend to be private, often attracting international sojourners as well as children whose parents want them to become bilingual. These schools can include native speakers of both languages, native speakers of English only, or native speakers of other languages. Dual-language schools differ from two-way programs in that they are not purposely created to serve language minority students, although some schools seek to include a diverse population. The focus is on bilingualism rather than the particular needs of a population.³⁹

Throughout the world, dual-language schools were created to serve the children of the international community whose parents work in international organizations, embassies, and businesses. These schools serve students who

³⁷ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 28 – 46.

³⁸ *Ibid.*, 28.

³⁹ *Ibid.*, 29.

come from different language backgrounds. They usually instruct in two languages and often offer tutoring in the native language of the students. For example, the United Nations International School in New York City serves the children of United Nations delegates, other international students, and English-speaking US students. The languages of instruction are English and French.⁴⁰

2. Canadian Immersion Education

This program was developed in Canadian public schools to make English speakers fluent in French. A group of parents and linguists frustrated with the poor results of French foreign language education looked for an alternate approach to teaching French. This new approach immerses the students in the second language for the first two years of school. Language, reading, and all subjects are taught in French. Beginning in the third year, English—the native language of the students—is introduced for a small portion of the day. With each grade, the amount of English instruction increases until, in the upper grades (7–12), most of the instruction is in English, and French is only used in a few courses. Because all the students are English speakers, teachers use second language strategies when teaching in French to facilitate comprehension and learning.⁴¹

Canadian immersion education, especially the early immersion variation, has been replicated for English-speaking students in the United States using French, Spanish, or German as the immersion language. In Hawaii, this model serves the purpose of reviving the Hawaiian language. Native Hawaiian children who are native speakers of English attend school in

⁴⁰ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 29.

⁴¹ *Ibid.*, 30.

Hawaiian until fifth grade. English is then introduced for 1 hour a day and continues to be used alongside Hawaiian.⁴²

This model was originally called *immersion education*. To avoid confusion with other models also called *immersion*, it has been chosen to call it *Canadian immersion*, whether it is implemented in Canada or the United States. Canadian programs are solely in French, but this is not so in the United States.⁴³

3. Two-way Bilingual Education

Two-way bilingual education is an educational approach that integrates language minority and language majority students for all or most of the day and provides content instruction and literacy instruction to all students in both languages. For example, the Spanish students (minority) and the students in the United States (majority) are grouped together, and they are taught using both languages (Spanish and English).⁴⁴

There are four central goals of all TWI programs:

- a. Students will develop high levels of proficiency in their first language (L1). This means that language minority students will develop high levels of speaking, listening, reading, and writing ability in their native language (e.g., Spanish), and native English speakers will develop high levels of speaking, listening, reading, and writing ability in English.⁴⁵
- b. All students will develop high levels of proficiency in a second language (L2). TWI programs are considered additive bilingual programs for both groups of students because they afford all students the opportunity to

⁴² Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 30.

⁴³ Ibid., 30.

⁴⁴ Ibid., 31.

⁴⁵ Ibid., 31.

maintain and develop oral and written skills in their first language while simultaneously acquiring oral and written skills in a second language.⁴⁶

- c. Academic performance for both groups of students will be at or above grade level, and the same academic standards and curriculum for other students in the district will also be maintained for students in TWI programs.⁴⁷
- d. All students in TWI programs will demonstrate positive cross-cultural attitudes and behaviors.⁴⁸

4. Maintenance Bilingual Education

Maintenance programs, also called developmental bilingual education, exclusively serve language minority students but compare in many other ways to dual-language and two-way programs. Maintenance programs seek to develop and maintain the native language of minority students and develop a positive attitude toward the native culture while also achieving proficiency in English. Literacy and subject matter instruction in both the native language and English are vital to achieving these goals. The specific courses taught in each language vary across grades and across programs. Twenty-four developmental bilingual programs are available in Houston's Independent School District, the fifth largest school district in the United States, where 54% of its more than 210,000 students are Hispanic. These are one-way dual-language classes (one language group receiving their schooling in two languages), where developing strong subject matter competency in both Spanish and English is emphasized. Spanish is used as the major medium of instruction during the elementary

⁴⁶ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 32.

⁴⁷ *Ibid.*, 32.

⁴⁸ *Ibid.*, 32.

years, with the amount of English instruction gradually increasing with each year until 50% of the instruction is in English by the fourth grade.⁴⁹

5. Transitional Models

Baker, as cited in Didik Santoso book, says that transitional bilingual education aims to shift the child from the home, minority language, to the dominant, majority language.⁵⁰ Social and cultural assimilation into the language majority is the underlying aim. Furthermore, Rivera states that the purpose of transitional models is to teach students English as quickly as possible and, once students have learned English, usually within a specific time limit, to ensure that students are exited or mainstreamed into regular English-only classes. Transitional bilingual education programs include the following examples: early-exit transitional bilingual education, late-exit transitional bilingual education, English as a second language pull-out, and one-year structured English immersion. It means that transitional models are designed to help the students who are monolingual in one language make the transition to English, the language of instruction used in the class regularly.⁵¹

Brisk, as cited in Didik Santoso's book, also adds that the goal of these programs is to develop English skills without sacrificing or delaying the learning of content courses.⁵² Gradually, students take more subjects in English until they can be totally mainstreamed. Literacy in the native language serves as a foundation for English reading and writing. TBE programs vary with respect to the amount of native language instruction, the courses offered, and how soon students are mainstreamed. Brisk classifies the transitional education

⁴⁹ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 34.

⁵⁰ Ibid., 34.

⁵¹ Ibid., 35.

⁵² Ibid., 35.

models into pull-out TBE, integrated TBE, and bilingual structured immersion education.⁵³

6. Early-exit and Late-exit Transitional Bilingual Education (TBE)

Early-exit TBE refers to two years of maximum help using the mother tongue. Late-exit TBE often allows around 40 percent of classroom teaching in the mother tongue until the 6th grade. In the same sense, Ramirez, as cited in Didik Santoso's book, identified yet another type, called early-exit TBE programs, where students received only literacy instruction in their native language and the rest of the subjects were in English. At the end of first or second grade, most students were mainstreamed. In conclusion, in these models, the bilingual teachers are not supposed to teach the students in balance between the indigenous language and English as the majority.⁵⁴

7. Pull-out TBE

A modified version of TBE for schools with few students in each grade level places students in the mainstream classroom and pulls them out daily for native language and ESL instruction. The purpose of this program is to help students with their work in mainstream classes. The bilingual teacher tutors small groups of students from the same grade level by reviewing in their home language particular lessons covered in their mainstream classes. The same bilingual teacher or an ESL teacher may reinforce English language and literacy development using the native language. Bilingual teachers occasionally assist bilingual students after they develop full fluency in English. The actual implementation of these programs varies depending on the number of students and the availability of teachers.⁵⁵

⁵³ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 35.

⁵⁴ *Ibid.*, 36.

⁵⁵ *Ibid.*, 37.

A school with 65 Japanese students from kindergarten through eighth grade assigned them to mainstream classes according to grade level. A Japanese-speaking teacher and two English-speaking aides who know some Japanese help the students in three ways. For the younger students, one of the instructors spends time with them in their mainstream classes. Older students drop in for tutoring and assistance with homework. Newcomers are pulled out daily for tutoring in English and other subjects. Sometimes students do their assignments in Japanese, which the staff helps them translate. The bilingual staff works closely with the mainstream teachers and the students' families.⁵⁶

8. Integrated TBE

The inherent segregation of Transition Bilingual Education (TBE) programs has prompted the development of integration strategies to bring TBE and mainstream classes together. Integration of students with different language backgrounds varies with respect to organization, relative use of different languages, and the role of the bilingual teacher. Integrated bilingual programs preserve instruction in the native languages and allow native language use when students are in the mainstream classroom. Although the overall goals of these programs are similar to those of TBE, they also aim to integrate bilingual students with mainstream students by increasing academic and social contact, exposing English-speaking students to other languages and cultures, supporting bilingual students who have already been mainstreamed, and sensitizing mainstream teachers to the educational needs of bilingual students.⁵⁷

In many schools, bilingual students and their teachers occasionally attend mainstream classrooms where instruction is exclusively in English.

⁵⁶ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 37.

⁵⁷ *Ibid.*, 38.

While the mainstream teacher conducts the class, the bilingual teacher helps bilingual students comprehend and participate. Such a practice, which schools claim is integration, resembles submersion with native language support more than it does bilingual integration because the teachers and their classes do not have equal status and the native language of the bilingual students is not for general classroom instruction. Such deviations from the true integration model have been opposed by bilingual education advocates as excusing the forfeiture of native languages.⁵⁸

9. Bilingual Structured Immersion Education

Bilingual structured immersion programs place students of the same language background in segregated classes. Most of the instruction is in English except for the first hour of the day, when teachers teach native language literacy and explain concepts in the students' language. Teachers are bilingual and allow students to use their native language even when they are instructed in English. The teachers also receive training in second language methodology and teaching content in a second language.⁵⁹

The implementation of this program is various. Lambert & Tucker in Lightbown, as cited in Didik Santoso's book, state that the original programs placed children in French immersion classrooms from kindergarten.⁶⁰ While other immersion programs start when children are about nine years old; others start at 12 or 13 years. He adds that although there are many variations in the implementation of immersion program, all share the following essential characteristics:⁶¹

⁵⁸ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 38.

⁵⁹ Ibid., 40.

⁶⁰ Ibid., 40.

⁶¹ Ibid., 40.

- 1) The classes are most often made up exclusively or primarily of students whose L1 is the majority community language 1.
- 2) Teachers are usually bilinguals. They understand and speak the students' L1 as well as their L2.
- 3) Students have 500-1000 hours of subject matter instruction through the L2 in each school year over a period of several years. The materials are usually adapted to the linguistic level of L2 learners.
- 4) L1 language arts and some other subjects are, at some point in the students' education, taught through their L1.
- 5) The majority language is *always* supported by the school, and over time, students are expected to maintain and develop skills in their L1 as well as their L2.
- 6) The absence of L2 peers limits students' exposure to age-appropriate language registers.

Immersion education has shown that students can acquire good L2 skills while maintaining their L1. Their overall academic achievement is not negatively affected by having received a substantial part of their academic instruction through the second language.⁶²

10. Bilingual Program for the Deaf

Bilingual programs for the deaf employ both signing and the written form of the societal language. The purpose of these programs is to educate deaf learners in the language that is most natural to them, that is, a sign language, while they also gain access to material written in the societal language. These programs serve deaf and hard-of-hearing students. The sign language of the community is used in face-to-face communication, and the societal language is

⁶² Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 41.

used for academic content in written form. Usually, both languages are used during the day.⁶³

The term *bilingual* can mean different things for someone deaf or hearing. Different types of modal bilingualism might include knowing the following: (a) two different signed languages; (b) two different nonsigned languages; and (c) a signed language and a nonsigned language. A person may be a proficient user of Italian Sign Language and Costa Rican Sign Language, two sign languages. Another person may know French and Chinese, two non-signing languages. And yet another person may be able to communicate in American Sign Language and English, a sign language and a nonsigning language. These are all examples of bilingual uses; only the mode of bilingual language use of the deaf community is different from that of others. A person who knows a sign language and a non-sign language is said to be *bimodally bilingual*.⁶⁴

Bilingual education for the deaf is still in its early stages. But since its inception in the 1970s, studies have indicated conclusive results. It helps if students have sign language skills before learning a nonsigning language. Leading researchers in deaf education have shown that deaf children who have a strong foundation in a sign language are more likely to have stronger skills (reading and writing) in the nonsigning language than other deaf children do. Using sign language as the medium of instruction in class has been shown to be conducive to the development of literacy skills across the curriculum.⁶⁵

⁶³ Ibid., 41.

⁶⁴ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 42.

⁶⁵ Ibid., 42.

11. English-only Instruction Models

These programs can be full-time, part-time, or simply pull-out classes where students are temporarily taken from their home rooms for special instruction. The students can be from the same language group or from a variety of language groups working together. The most common English-only instruction programs are ESL and structured immersion.⁶⁶

a. English as a Second Language (ESL) Program

ESL programs, referred to by Thomas and Collier as remedial English only, provide special classes in the English language for students who are not proficient in the language. Students spend most of the school day in mainstream classrooms but attend daily ESL classes. In some cases, students are pulled out of their classes to take ESL with a special teacher. In others, labeled *pull-in* ESL, ESL instructors assist mainstream teachers in their classrooms with students who are not proficient in English. One program for bilinguals devoted half of the school day to ESL language learning and subject content and the other half to mainstream home rooms. In high school, ESL is usually offered as a subject. Classes are offered at various levels of English language proficiency.⁶⁷

Typically, ESL classes concentrate on teaching English from purely an oral language perspective. Under the influence of the general modern language field, the need for proficiency in a second language for everyday interaction transformed some ESL curricula. The type of second language that English speakers need when they go abroad is not the same as what students who do not speak English need when

⁶⁶ Ibid., 43.

⁶⁷ Ibid., 43.

attending school in the United States. Practitioners have realized that students need English to function socially as well as academically; thus, oral practice is not enough for an ESL curriculum. Well-educated students must be able to understand content-area texts, write reports, book reviews, and essays, and interact in class around mathematics, science, social studies, and literature. This has given rise to other ESL programs, referred to as “enhanced” English-only programs, where ESL is taught through content or sheltered ESL instruction that also provides additional emphasis on student cognitive development; grade-level academic work across the curriculum; interactive, discovery, hands-on learning; or other instructional improvements to “basic ESL”.⁶⁸

b. Structured Immersion

Structured immersion, sometimes called sheltered immersion, stands for two different kinds of programs. The most common type places language minority students of the same language group in segregated classrooms for instruction in English. Content area courses are taught using a sheltered English approach. Teachers simplify language, develop highly structured lessons, and use non-linguistic support, such as pictures, objects, films, and hands-on activities, to present lessons. The teachers are supposed to have training in ESL and sheltered English techniques. A second type of structured immersion shares all characteristics with the first, but teachers have some knowledge of the students’ home language so that they can understand students and occasionally use the students’ home language for clarification. Much confusion surrounds structured immersion. The

⁶⁸ Ibid., 44.

confusion is over the difference between structured immersion and bilingual immersion. Bilingual immersion develops literacy in the native language, a fact that supporters of bilingual education have always maintained helps English language learning. Structured immersion does not develop literacy in the native language, so there is no guarantee that the results on English tests will be comparable.⁶⁹

d. The Benefits of Bilingual Program

According to Holt, there are some advantages that learners take in bilingual education:⁷⁰

a) An addition, Not a Detraction

Knowing another language, and being encouraged to incorporate it, does not mean that the main language needs to suffer. If done in a way that allows for both languages to coexist then the advantages of bilingual education can be acknowledged without the threat that it will take away from learning the dominant language.

b) Understanding Ideas and Concepts

Among the advantages of bilingual education are the benefits inherent in learning about ideas and concepts in the language one is use to, and then transferring that knowledge over to the culture's dominant language. Many believe that it is more useful to transfer ideas and concepts into another language once they are understood, rather than to learn them in a new language where the understanding of it is incomplete.

c) Access to More Opportunities

One advantage of bilingual education is that it enables the advancement of two languages. This can be very useful preparation for later careers where

⁶⁹ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 45.

⁷⁰ Holt Rinehart. *Language Contact and Bilingualism*. London: Edward Arnold.

bilingual workers are needed. It also allows for opportunities that may be available in other countries where that language is spoken.

d) Culture Awareness

Being aware of another culture is another of the advantages of bilingual education. Every language is rich in cultural information, from the way it is spoken to the objects that are represented. One example of this is that the Eskimos have many words for snow, whereas the English language only has the one word. In describing the different snow conditions that impact their lives, their language is necessary, since the English word for it is too vague and ambiguous.

e) Communications at Home

Bilingual education is a better way to support communications at home. If a student is learning both languages then the bonds within their family can be maintained with the language spoken at home. This can be very valuable since any education is enhanced by family support and communication.

f) Other Students Can Learn From Them

Many parents today recognize the value of having their children learn another language. Bilingual students can be a useful resource in achieving this, if while they are learning the dominant language, other students are learning their language.

g) The controversy over bilingual education will certainly continue, but despite the varying arguments there are many advantages of bilingual education that cannot be ignored.

4. The Application of Bilingual Program

In Indonesia, bilingual education was implemented in 2004 and gained popularity for roughly 8 years before 1300 schools were designated as international standards schools in 2012. People all across the world are attempting to learn English since it has emerged as the language of choice in the present globalization era. Due to chances for jobs and further education, socioeconomic progress, or keeping up with science and technology advancements, there is a sharp rise in the number of people who need to study English. The Association of Southeast Asian Nations (ASEAN) formally adopted English as its working language in 2009, and English is widely used as an international language in Southeast Asia. Indonesia, as one of the ASEAN countries, has adopted English as its most important foreign language. As seen from the concentric circles model of the spread of English, it belongs to the expanding circle of countries where English traditionally has the status of a foreign language. The teaching of English has been implemented over time from the level of primary up to higher degree levels.⁷¹

According to Dharma, as cited in Mulia Tina's article, implementing bilingual classes has some stages; in the first year, the medium language is used: English for about 25 percent and Indonesian for about 75 percent. In the second year, the medium language is used at 50 percent for each language. In the third year, the medium language is used: English for about 75 percent and Indonesian for about 25 percent.⁷²

There are five types of bilingual education programs. They are Full-English, Dominant English, Balanced Bilingual, Code-Mixing Bilingual, and Full-Indonesian. It is described as follows:

⁷¹ Ersya Ananda Sirait, Hariati, and Wenti Amalia, "The Implementation of Bilingual Education in Senior High School in Indonesia," *Jurnal Edukasi Nonformal*, Vol. 3. No. 2 (2022).

⁷² Mulia Tina, M Zaim, and An Fauzia Rozani Syafei, "Students Perception on the Use of English in Bilingual Class at SMP N 1 2X11 Enam Lingkung," 2, no. 1.

a. Full-English

Full-English means the use of English completely in the teaching process. Full is defined as there being no other language except English. The implementation of full English appeared in many situations, such as at the beginning, in explaining, in giving instructions, in asking questions, and in responding.⁷³

b. Dominant English

Dominant English means the dominant implementation of English in the teaching process. English as a second language is applied more predominantly than the other language, Indonesian. Indonesian took less involvement when both English and Indonesian were used in the teaching process at the same moment. On the other hand, it can be stated that English plays a greater role as the language of instruction in the teaching of the classes than Indonesian does. Just as in full English, dominant English is also applied in several situations, namely, in the beginning, in explaining, and in giving instructions.⁷⁴

c. Balanced Bilingual

Balanced bilingual is the implementation of the two languages in balance in the teaching process. All the instructions are divided equally across the two languages. In other words, the teachers apply both languages in the same portions.⁷⁵

d. Code-Mixing Bilingual

Code-mixing bilingualism is the simultaneous use of two languages in which some elements, such as lexical items or entire constituents, from one language are inserted into a structure from another language at the same utterance.⁷⁶

⁷³ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 57.

⁷⁴ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 68.

⁷⁵ *Ibid.*, 73.

⁷⁶ *Ibid.*, 77.

e. Full Indonesian

Full-Indonesian means the use of full Indonesian in the teaching process. Indonesian is fully applied in the teaching without any inferences from the other language, English. The teachers applied this type when delivering the materials. Just as with the other types, this full-Indonesian also occurred on occasion, such as in explaining the materials and giving instructions.⁷⁷

5. Opinion

According to Webster's New Collegiate Dictionary, an opinion is a view, decision, or estimate formed in the mind regarding a particular issue. According to Frazier Moore, an opinion is stronger than an impression but weaker than positive knowledge. An opinion is a conclusion that is in the mind and has not been put out for debate. William Albig explained that an opinion is any expression on a controversial topic.⁷⁸

The root of opinion is perception, which is determined by the following factors: (1) cultural background; (2) past experience; (3) the values espoused; and (4) developing news.⁷⁹ From the explanation above, it can be concluded that an opinion is a view formed in the mind about something.

B. Previous Research Findings

In this previous study, the researcher confirms previous research conducted by other researchers:

The first previous study was conducted by Andi Hermawan, Rina Yuliana, and Damanhuri with the title "Implementing Bilingual Learning in Preparing Students to Face the Challenges in the Industrial Revolution 4.0".⁸⁰ The previous studies aims to provide an

⁷⁷ Ibid., 84.

⁷⁸ Chelsy Yesicha, "Pengertian Opini Publik."

⁷⁹ Chelsy Yesicha, "Pengertian Opini Publik."

⁸⁰ Andi Hermawan, Rina Yuliana, and Damanhuri, "Implementing Bilingual Learning in Preparing Students to Face the Challenges in the Industrial Revolution 4.0," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 11, no. 1 (February 25, 2022): 88, <https://doi.org/10.33578/jpkip.v11i1.8546>.

overview of the implementation of two languages or bilingual (Indonesian and English) learning to face the challenges of the industrial revolution 4.0. This research used qualitative method. From the research, it can be concluded that learning implementation in the bilingual class followed the national curriculum and school curriculum, and bilingual learning was conducted by implementing a project-based learning model and a scientific approach. It aimed that students would have 4C skills (Critical Thinking, Communication, Collaboration, Creativity, and Innovation) to deal with the challenges in the industrial revolution 4.0.

The second previous study was conducted by Trisna Nugraha, Nurhasanah, Ulfah Samrotul Fuadah, and Palupi Mutiasih with the title “How to Teach Bilingual Program ? : an Application of Content and Language Integrated Learning on Primary School”.⁸¹ The previous studies aims to see the effectiveness of the Content and Language Integrated Learning (CLIL) approach on the competence of sains curriculum content and students’ language skills. This research used Classroom Action Research (CAR) with the research subject being the first year students of the bilingual program who were stand on grade 4th primary school (n = 21). From the research, it can be concluded that the CLIL was able to stably improve content and language skills with certain improvement criteria. The findings from the improvement of this cycle can be used as a reference for developing CLIL research in primary schools especially on bilingual programs.

The third previous study was conducted by Komang Ary Purwanti, Pande Agus Adiwijaya, and I Putu Suyoga Dharma with the title “The Implementation of Bilingual Education at Bali Bilingual School Kindergarten”.⁸² The previous studies aims to know 1) how the planning of bilingual education in teaching and learning process at Bali Bilingual School kindergarten, 2) how the implementation of bilingual education in teaching and learning proses especially for early childhood at Bali Bilingual School kindergarten, 3) how

⁸¹ Trisna Nugraha, Ulfah Samrotul Fuadah, and Palupi Mutiasih, “How to Teach Bilingual Program ? : an Application of Content and Language Integrated Learning on Primary School,” 7, no. 2 (2020).

⁸² Komang Ary Purwanti, Pande Agus Adiwijaya, and I Putu Suyoga Dharma, “The Implementation of Bilingual Education at Bali Bilingual School Kindergarten.”

the evaluation of bilingual education in teaching and learning process at Bali Bilingual School kindergarten. This research used case study method and qualitative approach for about two months. From the research, it can be concluded that the implementation of bilingual education in Bali Bilingual School kindergarten both from the planning, teaching learning process, and learning evaluation has not run optimally.

The fourth previous study was conducted by Isnaeni Azi Surotun, Fahrur Rozi, and Suwandi with the title “The Implementation of a Bilingual Program to Improve the English Skills at Al Azhar Islamic Elementary School 25 Semarang”.⁸³ The previous studies aims to identify and describe: 1) the implementation of a bilingual learning program to enhance students’ listening, speaking, reading, writing, grammar, and vocabulary in English at Al Azhar Islamic School 25 Semarang; 2) the planning of a bilingual learning program to enhance students’ English skills. This research used qualitative method. From the research, it can be concluded that: 1) The preparations teachers make for the bilingual program learning, including learning targets, learning materials, learning techniques, learning media, and learning assessment. (2) From the execution of the bilingual program that has been done at Al Azhar Islamic Elementary School, both in learning and day-to-day existence, it is generally excellent to further develop English language abilities, specifically tuning in, talking, perusing, and composing.

The last previous study was conducted by María José Bolarín Martínez, Mónica Porto Currás, and María Lova Mellado with the title “Implementation of Bilingual Programs in Primary Education: Teaching and Evaluation Strategies”.⁸⁴ The previous studies aims to provide a reflective analysis about the implementation of bilingual programs in the classroom. This research used qualitative research methods. From the research, it can be

⁸³ Isnaeni Azi Surotun, Fahrur Rozi, and Suwandi, “The Implementation of a Bilingual Program to Improve the English Skills at Al Azhar Islamic Elementary School 25 Semarang,” *International Journal of Research and Review* 9, no. 12 (December 29, 2022): 506–18, <https://doi.org/10.52403/ijrr.20221256>.

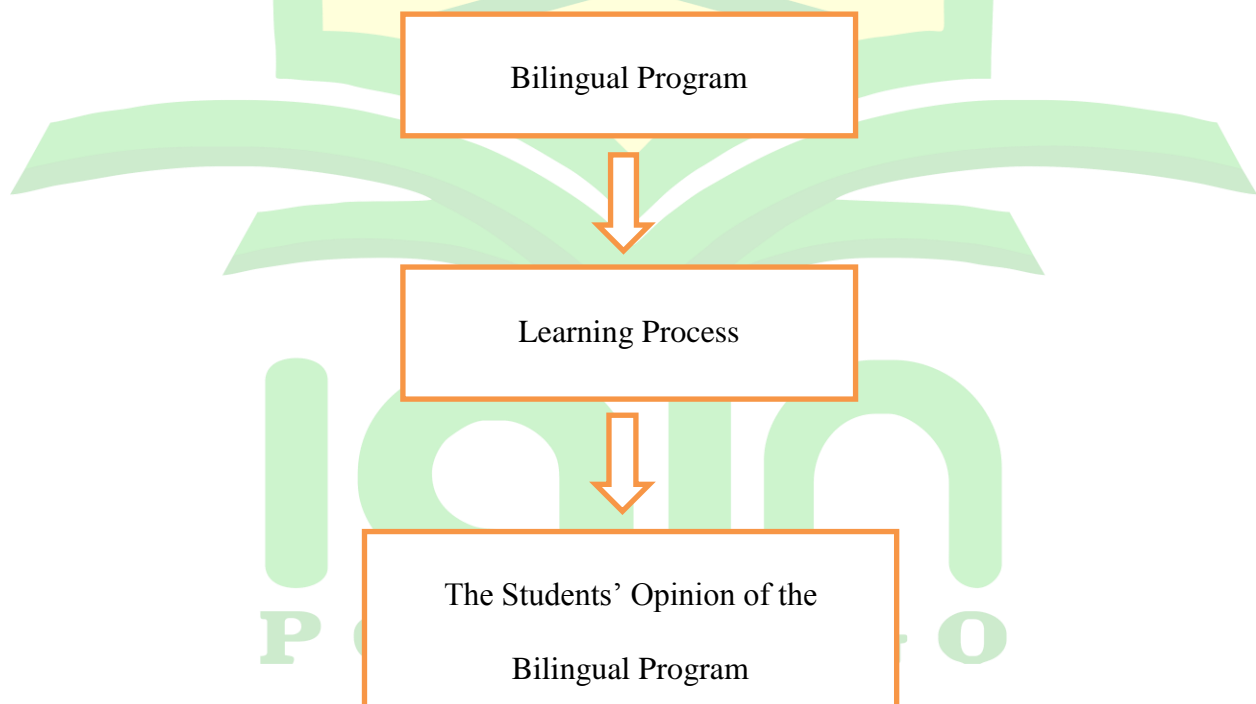
⁸⁴ María José Bolarín Martínez, Mónica Porto Currás, and María Lova Mellado, “Implementation of Bilingual Programs in Primary Education: Teaching and Evaluation Strategies,” *ELIA Mon. I*, pp. 207-234. DOI: <http://dx.doi.org/10.12795/elia.mon.2019.i1.09>.

concluded that the implementation of bilingual education involves a change in the methodologies used by teachers in the classroom and also a more active and participative role by the students.

Based on the five previous studies mentioned above, this study has similarities where this study will also to find out the application of the bilingual program. In this study, researchers examined the application of a bilingual program in junior high schools, in contrast to most previous studies, which examined kindergarten or elementary schools. Another difference is that this research also discusses students' opinions of the bilingual program.

C. Theoretical Framework

The researcher uses theories about bilingual program and the application of bilingual program to find out the bilingual program applied at 8th grade students of MTsN 2 Ponorogo. The researcher also uses theories about opinion to find out the students' opinion of the bilingual program at 8th grade students of MTsN 2 Ponorogo.



A bilingual program is one that uses two languages as a teaching medium. The two languages usually consist of a source language and a target language. These two languages are presented together in the learning materials. After that, to know further about the result from the students' point of view, the students' opinion of the bilingual program emerged. The students' opinions then reveal the process toward the application of the bilingual program.



CHAPTER III

RESEARCH METHODS

A. Research Design

The researcher conducted qualitative research in this study. According to Creswell, qualitative research is a study to investigate and understand the meaning individuals or groups assume a social or human problem to have.⁸⁵ The goal of qualitative research is to gain an in-depth understanding of human and social problems. This shows that the research was carried out in real situations where the researcher interacted with teachers and students during the teaching and learning process in order to collect valid and reliable data. After that, the design used in this research is descriptive, because the result of the analysis was a description of a specific phenomena. In this case, the research was focused on the application of the bilingual program and the students' opinion of the bilingual program at MTsN 2 Ponorogo.

B. Researcher's Role

In this study, the researcher play a very important role. Where the researcher acts as an observer to observe how the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo. In addition, the researcher also acts as an interviewer to conduct interviews with teachers and students. The data would be collected after all the information was gathered. It is hoped that this data will be able to answer the research questions raised in the first chapter.

C. Research Setting

The research took place at MTsN 2 Ponorogo and was carried out from March 2023 until the researcher obtained sufficient supporting data which was used to write this research report. MTsN 2 Ponorogo is located on Jl. Ki Ageng Mirah No. 79, Plampitan, Setono, Jenangan, Ponorogo. The reasons for choosing this school are as follows:

⁸⁵ John W Creswell and J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," (2018).

1. MTsN 2 Ponorogo is one of the junior high schools in the Jenangan sub-district that has several excellent programs, one of which is a bilingual program.
2. MTsN 2 Ponorogo has a team of professional teachers who support this bilingual program.
3. The researcher wants to conduct research regarding the application of the bilingual program and what are the students' opinions of the bilingual program.

D. Data Source

Data sources are anything that can provide information about related research. The researcher collected data in this study through observation and interviews. The researcher interviewed teacher and students. The researcher interviewed teacher to get information about the application of the bilingual program and interviewed students to get information about students' opinion of the bilingual program at MTsN 2 Ponorogo. In addition to interviews, data was gathered through observation during learning. Thus, the population used in this research is eighth grade students at MTsN 2 Ponorogo. Meanwhile, the sample used in this research is ten eighth-grade students from the bilingual program.

E. Data Collection Technique

Data collection techniques aim to obtain data in a way that is appropriate to the research so that the researcher will obtain complete data. The data collection techniques used in this research are as follows:

1. Observation

Observation is one of the data collection techniques carried out through observation with the systematic recording of the symptoms or objects under study. This observation aims to learn more about the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo. Furthermore, the researcher will make field notes for each activity that occurs during the learning process. Observations were made three times.

2. Interview

An interview is an oral question and answer session between two or more persons for a specified purpose. The interview was conducted by two parties: the interviewer, who asked the question, and the interviewee, who offered the response to the question. An in-depth interview was the method used in this study. This means that the researcher ask specific questions about the focus of the problem.

In this study, the teachers were interviewed to find out the application of the bilingual program at MTsN 2 Ponorogo.

Table 3.1 Questions about the application of the bilingual program.

Questions (Teacher)	Answers
1. What is the reason behind the establishment of the bilingual program at MTsN 2 Ponorogo ?	
2. What is the purpose of the bilingual program at MTsN 2 Ponorogo ?	
3. How is the application of the bilingual program at MTsN 2 Ponorogo ?	
4. How is the development of the current bilingual program at MTsN 2 Ponorogo ?	
5. What are the advantages or disadvantages of a bilingual program at MTsN 2 Ponorogo ?	
6. What are the difficulties in implementing a bilingual program at MTsN 2 Ponorogo ?	
7. How to solve these difficulties ?	
8. What activities support the existence of a bilingual program at MTsN 2 Ponorogo ?	
9. How is the curriculum used in the bilingual program at MTsN 2 Ponorogo ?	
10. How do teachers handle students who have learning difficulties when learning in the bilingual program at MTsN 2 Ponorogo ?	

In addition, interviews were also conducted with students to find out the students' opinion of the bilingual program.

Table 3.2 Questions about the students' opinion of the bilingual program.

Questions (Students)	Answers
1. What is bilingual program ?	
2. Why do you choose bilingual program ?	
3. Do you like English ? Give the reason.	
4. Which English skills will help you the most in learning English ?	
5. Is your teacher's explanation using two languages easy to understand ?	
6. What obstacles did you encounter during the learning process using two languages ?	
7. How do you overcome that obstacle ?	
8. What are the benefits of a bilingual program ?	

In interviews with students, the researcher used purposive sampling. Purposive sampling is a sampling technique used by qualitative researchers to recruit participants who can provide in-depth and detailed information about the phenomenon being studied.⁸⁶ Thus, the researcher interviewed 10 students.

F. Data Analysis Techniques

In qualitative research, data analysis techniques consist of three simultaneous activities. They are data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

According to Miles & Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes or

⁸⁶ Manish Gupta, Musarrat Shaheen, and K. Prathap Reddy, "Qualitative Techniques for Workplace Data Analysis," (IGI Global, 2019) <https://doi.org/10.4018/978-1-5225-5366-3>.

written transcription.⁸⁷ In conducting research, the researcher will get a lot of data. Therefore, data reduction is needed so that the data becomes clearer and easier to use. In reducing the data, the researcher focused on research questions, namely the application of the bilingual program and students' opinion of the bilingual program at MTsN 2 Ponorogo. Data not related to the research question is separated.

2. Data Display

Data display means the process of simply displaying the data in the form of a sentence, narrative, or table. Data display refers to showing data that has been reduced into patterns. It is advantageous to assist the researcher in comprehending the data. In displaying data, the researcher describes data that has been reduced into sentence form. Sugiyono, as cited in Gita Yulia Setiawan's article, stated that in qualitative research, the most frequent form of display data is narrative text.⁸⁸ Therefore, the researcher arranged the data in a good narrative text sequence to make it easier to understand.

3. Conclusion

The last process is conclusion/verification. In qualitative research, the characteristic of a conclusion is temporary. The conclusion can be altered in the event of a new finding supported by more evidence. In this research, the data reduced and presented in this research is described and analyzed by the researcher in order to provide answers to research questions. Finally, the researcher can get the result and conclusion of the research.

G. Triangulation

In qualitative research, there is a common technique that is usually used to increase the validity of the research data. The technique is called triangulation. Cohen, as cited in Gita Yulia Setiawan's article, stated that triangulation may be defined as the use of two or

⁸⁷ Miles and Huberman. "Qualitative Data Analysis," Arizona State University.

⁸⁸ Gita Yulia Setiawan, "Students' Perception of Using Google Meet In English For Advertising Class at Universitas Bhinneka PGRI," *MATAI: International Journal of Language Education* 3, no. 1 (December 1, 2022): 26–32, <https://doi.org/10.30598/matail.v3i1.6696>.

more methods of data collection in the study of some aspect of human behavior.⁸⁹ The purpose of triangulation is to increase the credibility and validity of the findings. In this research, the researcher uses the technique of triangulation. The technique of triangulation is the process of testing the credibility of data by checking data that has been obtained from the same source using different techniques.⁹⁰

H. Research Procedure

In this study, there were three research stages: the pre-field stage, the research stage, and the final research stage.

1. Pre-field stage

The first step taken by the researcher was asking permission. The researcher sent a permit to MTsN 2 Ponorogo, and after it was received, the researcher started research to obtain information by conducting observation and interviews. Observations were made in 8th A and C grade, and interviews were conducted with the teacher and ten students.

2. Research stage

At this stage, the researcher carry out various research activities related to the research focus. Some of the activities carried out by the researcher include observation and interviews. The researcher began to observe the learning process in class with the aim of finding out the application of the bilingual program at MTsN 2 Ponorogo. After observation, the researcher conducted interviews. The researcher interviewed the teachers with the aim to find out more about the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo. In addition to interviews with teachers, the researcher also interviewed students with the aim to find out the students' opinion of the bilingual program. In interviews with students, the researcher used purposive sampling so that the researcher interviewed ten students to support the data.

⁸⁹ Ibid., 29.

⁹⁰ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R & D," (Bandung: Alfabeta, 2009).

3. Final research stage

At this stage, the researcher begins data analysis, which consists of data reduction, data display, and conclusion drawing/verification. The final procedure is to report the results of the research after conducting data analysis, then consult with the supervisor for approval and the thesis examination.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

The bilingual program at MTsN 2 Ponorogo is a bilingual program between Indonesian - English and Indonesian - Arabic. This program was founded more or less in 2012. Initially, this program was called RMBI, or Rintisan Madrasah Bertaraf Internasional, but over time, the program changed its name to the bilingual program.

The background for the establishment of the bilingual program is the input of students who have high academic value, so that Madrasah accommodates these students in a certain place that is adjusted to their academic level. In addition, there is a desire from the community to have a new learning model that is different from usual. The emphasis point in this program is the language program. Thus, when students graduate from this Madrasah, students can have more value, especially in foreign languages. Therefore, the aim of the bilingual program at MTsN 2 Ponorogo is to accommodate students who have high academic grades and already have a good linguistic foundation, so that when students enter the bilingual program, students only have to develop that language.

The bilingual program at MTsN 2 Ponorogo is implemented in the learning process but is not applied to all subjects. There are several subjects chosen for the bilingual program, namely national exam subjects. However, the focus of this research is on the English subject. The application of the bilingual program between subjects is not completely the same, but each has the same main process where educators introduce English from the lightest. This is often done so that students get used to it. In addition, this also trains students to master basic English skills, namely speaking, reading, writing, and listening. However, the teacher places more emphasis on speaking skills.

Apart from being carried out in the learning process, this program is also supported by several other activities to improve students' knowledge of English. Efforts made by schools to make this work, such as making and asking students to take part in language competitions. In addition, there is also a vocabulary test conducted by the teacher to check the extent to which students have mastered vocabulary. This vocabulary test is carried out routinely at the end of each semester. Other supporting activities are camp activities in Pare Kediri, which are held for one week with the aim of developing international language skills, namely English. With this activity, students will make reports whose results can be in the form of essays, vlogs, or videos in English.

B. Data Description

The researcher explains the findings of observations and interviews in the data description. The first data is about the application of the bilingual program at MTsN 2 Ponorogo. This data was collected based on observations made three times. Meanwhile, the second set of data is about the students' opinion of the bilingual program at MTsN 2 Ponorogo. This data was collected based on interviews with 10 students.

1. The Application of The Bilingual Program of 8th Grade Students at MTsN 2 Ponorogo.

To find out the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo, the researcher observed the process of learning. The first observation was made on March 30, 2023, and the third observation was made on April 6, 2023. The researcher observed and recorded activities during the learning process in the 8th grade bilingual program. The researcher discovered that the activities were the same from the first observation to the third observation. The teacher carries out the learning process, and during the learning process, the teacher and students interact using two languages, namely English and Indonesian.

In implementing the bilingual program in English subjects, there were some steps. The first is pre-teaching. In this step, the teacher communicates with students using English and Indonesian. The teacher prepares students first to follow the learning process. After all students are ready, the teacher opens the class and greets the students, “Good morning, students. How are you today”. After that, the teacher checks the students’ attendance (who is absent today). Then, the teacher asked students about the previous material to find out their understanding. After that, the teacher continued the previous material according to the lesson plan, namely “simple past tense”.

The second is while teaching. In this step, the teacher explains the material, and students listen to the teacher’s explanation. Here, the teacher uses two languages to make it easier for students to understand the material considering that English is not their main language. After students understand the material presented, the teacher asks them to complete verb forms. When finished, the teacher and students discussed it together.

The last is post-teaching. In this step, the teacher communicates with students using English and Indonesian. The students and teachers reflect on learning activities. Then, students pay attention to information about the learning activity plan for the next meeting. After that, the teacher closed the class.

Apart from English subjects, the implementation of the bilingual program in science also has several steps. The first is pre-teaching. In this step, the teacher communicates with students using English and Indonesian. The teacher opens the class and greets the students. Then, the teacher conditioned the students to be ready to start the lesson. After that, the teacher asked the class leader to lead the prayer (please, let’s pray together). After praying together, the teacher takes attendance by calling them one by one (please raise your hand). After that, the teacher asked the students about the

previous material. Then, the teacher continued the previous material according to the lesson plan (today we will continue the material about “frequency”).

The second is while-teaching. In this step, the teacher explains the material, and students listen to the teacher’s explanation. Here, the teacher uses Indonesian so that students understand the material presented better. After that, students practice working on the questions given by the teacher. After all students have finished, the teacher and students discuss the questions together.

The last is post-teaching. In this step, the teacher communicates with students using English and Indonesian. Teachers and students conclude learning frequency material. Then, the teacher gave homework and delivered material for the next meeting. After that, the teacher closed the lesson with a greeting.

In addition, based on observations, data were also obtained regarding the stages of implementing the bilingual program. Where the implementation of the bilingual program at MTsN 2 Ponorogo was implemented in the learning process, mostly the teachers used the same process among all subjects that were chosen to be part of bilingual subjects. The implementation consisted of three stages: pre-teaching, while teaching, and post-teaching.

After that, in implementing the bilingual program, the teacher emphasizes four English skills, namely speaking, reading, writing, and listening. All skills are important and obviously taught according to the percentage that the teachers and school already agreed, so the students have all basic skills. Even so, the teacher emphasizes speaking skills more since the demands of society prefer those who have ability in active English to those who have ability in passive English, so the school tried to help the students meet the criteria for a brighter future for the students. This can be seen when the teacher communicates with students from light things, such as greetings, starting learning, and ending learning.

Moreover, based on the implementation of the bilingual program, the bilingualism at MTsN 2 Ponorogo used a balanced portion of each language for each subject, especially English. The balanced portion that the researcher stated was in accordance with the observations made was the use of English in greeting, giving instructions, and ending learning. Meanwhile, when delivering material, the teacher uses the national language because it is easier for all students to understand. The teacher also gave some vocabulary related to certain words that were commonly used in certain subjects. It helped the students not only understand the lesson well because it was delivered in Indonesian but also still trained them to get used to English as there were new vocabularies for certain subjects and used to interact with teachers in English.

Meanwhile, the type of bilingual program at MTsN 2 Ponorogo is categorized as a dual language school. Dual language schools tend to focus on using both the national language, or mother tongue, and the international language, or English. The purpose of dual language schools is to support students' academic achievement and mastery of skills and concepts in two languages. In implementing the bilingual program, the teacher uses two languages during the learning process. Thus, English language learners will be able to advance more in their academics.

Thus, the characteristics of the bilingual program at MTsN 2 Ponorogo include:

- 1) Teacher preparation, the teacher has prepared learning materials and concepts in accordance with the lesson plan.
- 2) Curriculum, the bilingual program curriculum is the same as the school curriculum, namely the independent curriculum.
- 3) Material, the material delivered in the bilingual program is in accordance with the lesson plan.
- 4) Instruction, the teacher uses two languages, namely English and Indonesian. For example, please, let's pray together, and please raise your hand.

In addition to observation, the researcher interviewed the teacher regarding the application of the bilingual program at MTsN 2 Ponorogo to get more information. Interviews were conducted after class was over.

In the first question, the researcher asked the teacher about the application of the bilingual program at MTsN 2 Ponorogo. Mrs. Ana said: “*Program bilingual diterapkan dalam proses pembelajaran, dimana pendidik mulai mengenalkan bahasa Inggris dari yang paling ringan, seperti ketika menyapa, mengawali pembelajaran, dan mengakhiri pembelajaran.*” (The bilingual program is implemented in the learning process, where educators begin to introduce English from the lightest, such as when greeting, starting learning, and ending learning).⁹¹

In this section, the researcher obtains additional related information about the application of the bilingual program. The teacher answered that the bilingual program is applied to the learning process. Where educators begin to introduce English from the lightest, such as when greeting, for example, good morning students’. How are you today.

After that, Mrs. Ana also added that: “*Pada mata pelajaran UN (IPA, matematika, dan bahasa Inggris) itu wajib menggunakan bahasa Inggris.*” (In national exam subjects (science, mathematics, and English), it is mandatory to use English).⁹²

This means that the application of the bilingual program at MTsN 2 Ponorogo is applied to national exam subjects such as science, mathematics, and also English. For example, in science subjects, when the science teacher wants to pray, the teacher said please, let’s pray together. The reason there are only three subjects is because these three subjects are general subjects used by education in Indonesia to measure students’ abilities.

⁹¹ See the appendix 03/W/07-04-2023 interview transcript.

⁹² See the appendix 03/W/07-04-2023 interview transcript.

The next question is about the development of the current bilingual program at MTsN 2 Ponorogo. Mrs. Ana said: *“Dari tahun ke tahun, program ini berkembang sangat baik dan diterima oleh masyarakat. Hal itu karena output yang dihasilkan sangat baik, sehingga dari output tersebut banyak dari wali murid yang berkenan memasukkan anaknya di program bilingual.”* (From year to year, this program has developed very well and is accepted by the community. This is because the output produced is very good, so that from this output many parents are willing to enroll their children in the bilingual program).⁹³

The teacher explained that the current bilingual program is very well developed. The number of pupils who enroll in the bilingual program from year to year demonstrates this. Where initially there was only 1 class, now there are 7 classes at each level with 28 to 30 students in each grade. This provides clear evidence of good progress in the development of a bilingual program at MTsN 2 Ponorogo.

The last question is about the activities that support the existence of a bilingual program at MTsN 2 Ponorogo. Mrs. Ana said: *“Kegiatan yang arahnya ke bahasa seperti, lomba bahasa, tagihan kosakata, dan camp di Pare Kediri.”* (Activities that focus on language include language competitions, vocabulary tests, and camps in Pare Kediri).⁹⁴

The teacher explained that activities that support the bilingual program include language competitions. The language competition was conducted by the students. The goal is for students to explore their abilities with the knowledge they have. Apart from that, there are vocabulary test activities. Vocabulary tests are conducted at the end of the semester. And the most supportive one is camp activities in Pare Kediri. Camp activities in Pare Kediri are held for one week. There, students learn English skills such as speaking, grammar, reading, vocabulary, pronunciation, and others.

⁹³ See the appendix 04/W/07-04-2023 interview transcript.

⁹⁴ See the appendix 08/W/07-04-2023 interview transcript.

2. Students' Opinion of The Bilingual Program of 8th Grade Students at MTsN 2 Ponorogo.

The researcher interviewed ten students for this study and asked questions related to the students' opinion of the bilingual program. The question is what are the benefits of the bilingual program. The student stated that the benefits of bilingual programs varied. The first student said: "*Saya bisa berbicara menggunakan bahasa Inggris dengan baik.*" (I can speak English well).⁹⁵

This means that with the bilingual program, students can speak English fluently and effectively in various ways. This is because in the learning process, students interact with teachers using English.

Apart from the first student, the second student also said: "*Adanya program bilingual saya lebih paham dengan bahasa Inggris.*" (With the bilingual program, I understand English better).⁹⁶

This means that with a bilingual program, students understand English better in various skills, such as speaking, reading, writing, and listening. For example, when students work on questions, the students have applied English language skills (speaking, reading, writing, and listening).

Apart from the first and second students, the third student also said: "*Program ini membuat saya semangat belajar bahasa Inggris.*" (This program makes me enthusiastic about learning English).⁹⁷

This means that with a bilingual program, students are more enthusiastic about learning foreign languages, such as English. This is because English is a language that students study almost every day.

After that, the fourth student said: "*Program ini membuat saya bisa mempelajari bahasa Inggris lebih dalam, dan kedepannya nanti saya bisa berkomunikasi dengan*

⁹⁵ See the appendix 08/W/10-04-2023 interview transcript.

⁹⁶ See the appendix 08/W/10-04-2023 interview transcript.

⁹⁷ See the appendix 08/W/10-04-2023 interview transcript.

orang asing menggunakan bahasa tersebut.” (This program allows me to learn English more deeply, and in the future, I will be able to communicate with foreigners using this language).⁹⁸

This means that with a bilingual program, students can study English more deeply according to their English language skills. So, later, students can communicate with foreigners using English. Moreover, English is an international language used in almost every country in the world.

After that, the fifth student said: *“Program ini membuat saya bisa mempelajari kosakata baru.”* (This program allows me to learn new vocabulary).⁹⁹

This means that students’ vocabulary will increase. This is because almost every day students will discover new vocabulary from English, science, and mathematics subjects.

After that, the sixth student said: *“Saya bisa menguasai dua bahasa.”* (I can speak two languages).¹⁰⁰

This means that students can master two languages simultaneously and learn many other foreign languages. For example, English and Indonesia, Arabic and Indonesia.

After that, the seventh student said: *“Saya bisa banyak belajar bahasa yang belum pernah saya pelajari dan menjadi banyak tahu.”* (I can learn a lot of languages that I have never studied and become knowledgeable).¹⁰¹

The same statement from another student was made by the eighth student. The eighth student said: *“Saya menjadi lebih tahu bahasa asing, sehingga tidak bingung jika*

⁹⁸ See the appendix 08/W/10-04-2023 interview transcript.

⁹⁹ See the appendix 08/W/10-04-2023 interview transcript.

¹⁰⁰ See the appendix 08/W/10-04-2023 interview transcript.

¹⁰¹ See the appendix 08/W/10-04-2023 interview transcript.

nantinya berinteraksi dengan orang luar.” (I know more about foreign languages, so I won't be confused when I interact with foreigners).¹⁰²

From the statements of the two students, it means that with the bilingual program, students can learn a lot of languages, such as foreign languages, especially English, where English is a very important language for communicating with anyone, especially foreigners. For example, when abroad, we cannot use the native language of that country. However, we can use English to communicate.

After that, the ninth student said: *“Saya bisa bahasa inggris, dan mendapat kosakata baru.”* (I can speak English and get new vocabulary).¹⁰³

This means that students can speak English with a variety of English skills. Apart from that, students also get new vocabulary from various subjects that use two languages, such as English, science, and mathematics.

The last, the tenth student said: *“Kemampuan bahasa Inggris saya meningkat.”* (My English skills have improved).¹⁰⁴

This means that students' English skills improve from various skills such as speaking; when the teacher and students communicate during learning, this trains students to speak in English; reading also increases because the lessons are delivered in a foreign language, even though the explanation is in Indonesian, but this can help students practice their pronunciation and understand the meaning of the text; writing; because they are required to write or take notes, pupils might enhance their writing abilities; and listening; this helps students get used to listening to more than one language because often their environment speaks the same language.

¹⁰² See the appendix 08/W/10-04-2023 interview transcript.

¹⁰³ See the appendix 08/W/10-04-2023 interview transcript.

¹⁰⁴ See the appendix 08/W/10-04-2023 interview transcript.

C. Discussion

The researcher described the research findings from observations and interviews in this part. The research findings are the application of the bilingual program and the students' opinion of the bilingual program at MTsN 2 Ponorogo.

1. The Application of The Bilingual Program of 8th Grade Students at MTsN 2 Ponorogo.

Based on observations, data were also obtained regarding the stages of implementing the bilingual program. Where the implementation of the bilingual program at MTsN 2 Ponorogo was implemented in the learning process, all of the subjects that were selected to be bilingual subjects were generally taught using the same methodology. Pre-teaching, while teaching, and post-teaching were the three phases of the implementation. This is in accordance with observations conducted in the 8th grade of the bilingual program at MTsN 2 Ponorogo.

After that, in implementing the bilingual program, the teacher emphasizes four English skills, namely speaking, reading, writing, and listening. Since all skills are essential and are obviously taught in accordance with the predetermined percentage set by the teachers and the school, the students are equipped with all fundamental skills. Despite this, the teacher places more emphasis on speaking abilities because society's demands favor people with active English proficiency over those with passive English proficiency. As a result, the school made an effort to assist the students in fulfilling the requirements for a better future. This was in accordance with Leong and Ahmadi's theory in the journals Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, which state that speaking means not only saying words through the mouth (utterance), but also conveying a message through the words.¹⁰⁵ People can communicate with others

¹⁰⁵ Lai-Mei Leong et al., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34–41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

through speaking and conveying information and ideas, expressing thoughts and feelings, sharing experiences, and mention social relationships.

Moreover, based on the implementation of the bilingual program, the bilingualism at MTsN 2 Ponorogo used a balanced portion of each language for each subject, especially English. The balanced portion that the researcher stated was in accordance with the observations made was the use of English in greeting, giving instructions, and ending learning. In the meantime, the teacher presents material in the native tongue because it is simpler for all students to comprehend. This was in accordance with Lambert et al.'s theory in the book *Bilingual Education Programs at Junior High Schools*. The term balanced bilingual was first used by Lambert et al. in Canada to describe individuals who are fully competent in both languages. In most instances, when the term balanced bilingual is used, it describes those who are thought to have perfect control of both languages in all settings.¹⁰⁶

On the other hand, MTsN 2 Ponorogo's bilingual program falls under the dual language school category. In dual language classrooms, the national language, or mother tongue, and the international language, or English, are frequently used. The goal of dual language schools is to support students' academic success and dual language concept and skill mastery. When putting the bilingual program into practice, the teacher instructs in two languages. This was in accordance with the theory in the book *Bilingual Education Programs at Junior High Schools*. Dual-language schools differ from two-way programs in that they are not purposely created to serve language minority students, although some schools seek to include a diverse population. The focus is on bilingualism rather than the particular needs of a population.¹⁰⁷

Thus, the characteristics of the bilingual program at MTsN 2 Ponorogo include:

¹⁰⁶ Didik Santoso, and Pirman Ginting. *Bilingual Education Programs at Junior High Schools*. (Jakarta: Prenada Media Group, 2015), 18.

¹⁰⁷ Ibid., 29.

- 1) Teacher preparation, In accordance with the lesson plan, the teacher has prepared concepts and learning materials.
- 2) Curriculum, the bilingual program curriculum is the same as the school curriculum, namely the independent curriculum.
- 3) Material, the material is delivered in accordance with the lesson plan and curriculum.
- 4) Instruction, the teacher uses two languages, namely English and Indonesian. For example, please, let's pray together, and please raise your hand.

This was in accordance with Brisk's theory, which states that there are several characteristics of the bilingual program, namely teacher preparation, curriculum, materials, and instruction.¹⁰⁸

Based on the results of the observations and interviews above, it can be concluded that the application of the bilingual program at MTsN 2 Ponorogo is applied in the learning process, so that there are 3 stages to implementing the bilingual program: pre-teaching, while teaching, and post-teaching.

2. Students' Opinion of The Bilingual Program of 8th Grade Students at MTsN 2 Ponorogo.

Student opinion refers to the views and perspectives of students on various topics. In this part, the researcher told the interview result about students' opinions of the bilingual program.

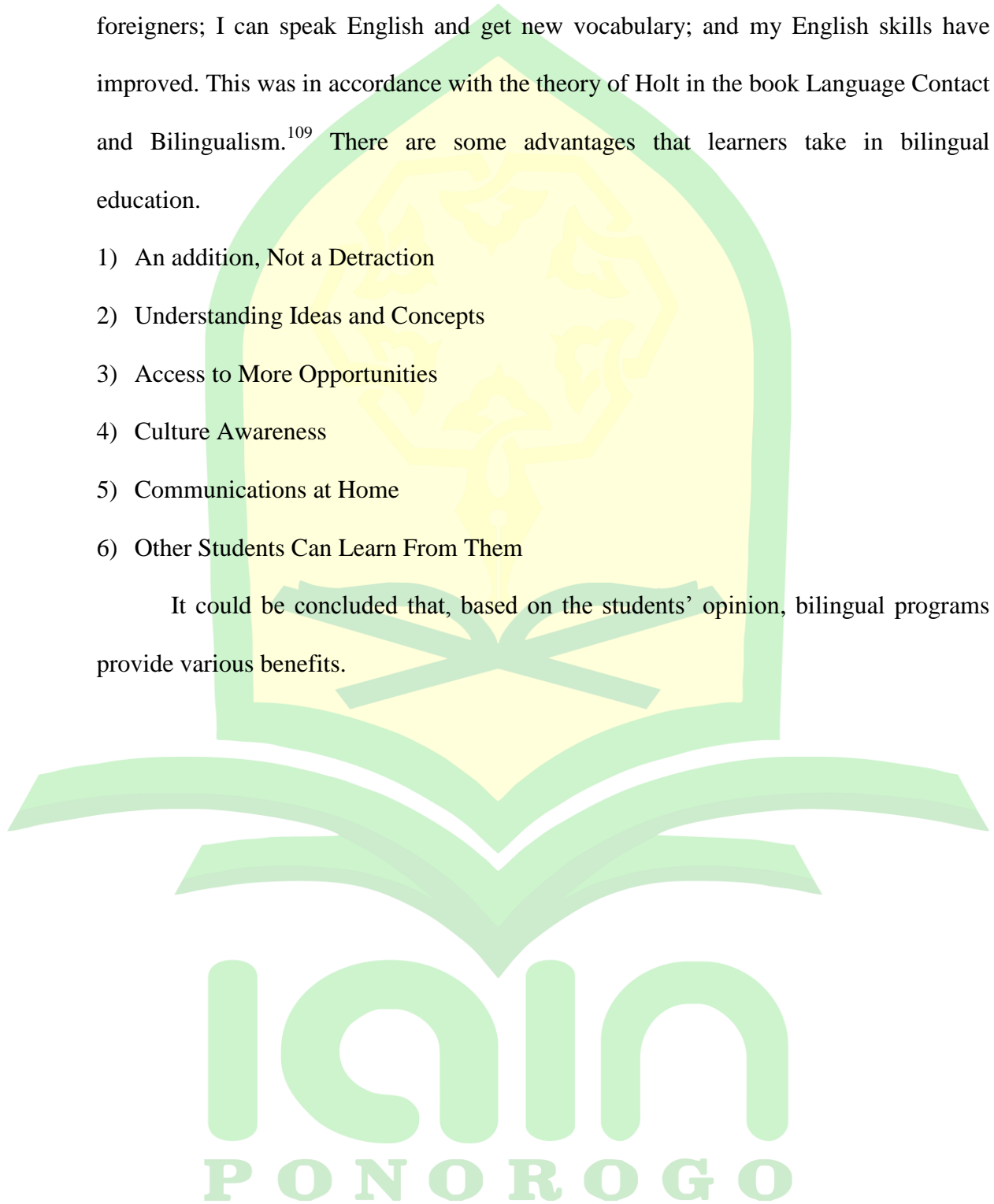
The question was about the benefits of the bilingual program. The student stated that the benefits of bilingual programs varied, namely that I can speak English well; with the bilingual program, I understand English better; this program makes me enthusiastic about learning English; this program allows me to learn English more deeply, and in the future, I will be able to communicate with foreigners using this

¹⁰⁸ Maria Brisk. *Bilingual Education: From Compensatory to Quality Schooling*. The Taylor & Francis e-Library.

language; this program allows me to learn new vocabulary; I can speak two languages; I can learn a lot of languages that I have never studied and become knowledgeable; I know more about foreign languages, so I won't be confused when I interact with foreigners; I can speak English and get new vocabulary; and my English skills have improved. This was in accordance with the theory of Holt in the book *Language Contact and Bilingualism*.¹⁰⁹ There are some advantages that learners take in bilingual education.

- 1) An addition, Not a Detraction
- 2) Understanding Ideas and Concepts
- 3) Access to More Opportunities
- 4) Culture Awareness
- 5) Communications at Home
- 6) Other Students Can Learn From Them

It could be concluded that, based on the students' opinion, bilingual programs provide various benefits.



¹⁰⁹ Holt Rinehart. *Language Contact and Bilingualism*. London: Edward Arnold, 2009.

CHAPTER V

CLOSING

A. Conclusion

1. Application of The Bilingual Program of 8th Grade Students at MTsN 2 Ponorogo.

The implementation of the bilingual program at MTsN 2 Ponorogo is implemented in the learning process. As a result, there are three stages: pre-teaching, while teaching, and post-teaching. Apart from that, the implementation of the bilingual program is applied to national exam subjects, namely English, science, and mathematics.

2. Students' Opinion of The Bilingual Program of 8th Grade Students at MTsN 2 Ponorogo.

Based on students' opinions about bilingual programs, bilingual programs provide many benefits. This is based on students' opinions regarding the question of the benefits of bilingual programs.

B. Suggestion

After getting the results of the study in this research, the researcher would like to give some suggestions, as follows:

1. For Teacher

Implementing a bilingual program provides many benefits for students. So, teachers should continue to develop the learning process in bilingual programs to help students master languages, especially foreign languages such as English.

2. For Students

Implementing a bilingual program provides many benefits for students. So, students must be more active in various skills during the learning process.

3. For the Future Researcher

The researcher hopes that this research can be useful for future researchers to increase their knowledge about implementing bilingual programs.



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