



Teachers' Bilingual Use in an Indonesian Primary Education

Penggunaan Dwi-Bahasa Guru di Pendidikan Dasar Indonesia

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ABSTRACT

Teaching English as a language of instruction puts teachers and students in an essential position because it adds a new challenge to teaching and studying using English and Indonesian. This study used a case study method to analyze the data. The objectives of this study were: (1) knowing teachers' perceptions of the use of bilingualism; (2) observing bilingualism implementation in English and Science classrooms; and (3) identifying the impact of bilingualism at Menara St. Martinus Elementary School. The participants of this study were an English teacher and a science teacher who used English and Indonesian in teaching and students from English and Science classes 4A and 4B, for a total of 56 students. The researcher collected data through interviews, observations, and documentation. Interviews were used to determine bilingual teachers' perceptions; observations were used to observe how bilingualism was implemented in the classroom, and documentation was used to see student report cards. The teaching and learning processes were carried out in 40-minute Zoom meetings. The research found two different perspectives, namely high-perception (T1) and moderate-perception (T2), based on an analysis of three perceptual indicators, namely acceptance, understanding, and evaluation. Furthermore, this study discovered that both teachers had effectively implemented bilingual education. Finally, the two teachers' implementation of bilingual education had an impact on teacher-student interaction, enhancing language abilities and students' academic achievement.

Keywords: *Teachers' bilingual, perception, implementation, students' achievement*

ABSTRAK

Pengajaran bahasa Inggris sebagai bahasa pengantar menempatkan guru dan siswa pada posisi penting karena menambah tantangan baru untuk mengajar dan belajar menggunakan bahasa Inggris dan bahasa Indonesia. Penelitian ini merupakan penelitian studi kasus untuk menganalisis data dengan tujuan (1) mengetahui persepsi guru tentang penggunaan kedwibahasaan, (2) mengamati penerapan kedwibahasaan di kelas bahasa Inggris dan sains, dan (3) mengidentifikasi dampak kedwibahasaan di Menara SD St. Martinus. Partisipan penelitian ini adalah 1 guru bahasa Inggris dan 1 guru sains yang menggunakan bahasa Inggris dan bahasa Indonesia dalam mengajar serta siswa dari kelas bahasa Inggris dan sains 4A dan 4B, yang berjumlah 56 siswa. Peneliti mengumpulkan data melalui wawancara, observasi, dan dokumentasi. Wawancara digunakan untuk mengetahui persepsi guru bilingual, observasi digunakan untuk mengamati bagaimana bilingual diterapkan di kelas, dan dokumentasi digunakan untuk melihat rapor belajar siswa. Proses belajar mengajar dilakukan melalui Zoom meeting selama 40 menit. Penelitian ini menemukan bahwa terdapat dua perspektif berbeda yaitu high-persepsi (T1) dan moderate-persepsi (T2) yang didasarkan pada analisis terhadap tiga indikator persepsi yaitu penerimaan, pemahaman, dan evaluasi. Lebih lanjut, penelitian ini menemukan bahwa kedua guru telah secara efektif menerapkan pendidikan bilingual. Terakhir, penerapan pendidikan dwibahasa yang diterapkan oleh kedua guru berdampak pada interaksi guru-siswa, peningkatan kemampuan bahasa serta prestasi belajar siswa.

Kata kunci: *Dwi-bahasa guru, persepsi, implementasi, prestasi belajar siswa.*

1. INTRODUCTION

In the era of globalization, the mastery of two languages appears to be important as a means of foreign communication in various aspects of life. Bilingual is one of the demands of the international market that allows an individual to learn more than one language, such as English. In essence, bilingual means that a person is fluent in two languages. Some people often think that being able to learn two languages is perceived to be better at communicating and thought. Understanding two languages will be an investment in the future to get a higher career. This belief is based on the need for individuals who are willing to use several foreign languages to be successful. In this regard, various attempts will be taken in this respect to develop language skills in early education.

Bilingual education is education that uses two languages as the language of instruction in schools. In Indonesia, several private schools use two languages as the language of instruction in the learning process, the language used is the national language (Indonesia) and the international language (English) is the most obvious impact from the era of globalization. A person may be able to speak two languages but tends to speak only one language in practical (Baker, 2001, p. 3). The ability to speak two languages means understanding the meaning of both languages' terms. In the teaching and learning process, English is used as the medium of instruction.

Teachers are the main resource persons in educational institutions who play an important role both as role models in language and as facilitators of knowledge. In a bilingual context, the bilingual teacher has a dual role to be a good role model in English as well as transferring knowledge to students, paying attention to language use, and teaching language in the classroom. According to Cook (2013), a good bilingual model should be a teacher who is able to use language easily and efficiently. Therefore, if the teacher uses a language beyond the context of the student's language, it can be ascertained that learning is not going to be effective and students cannot comprehend the messages or knowledge communicated by the teacher. Likewise, the way teachers organize and control the class to create an effective learning process is influenced by their perceptions.

As far as bilingual programs are concerned, there are several previous studies that address the implementation of bilingualism in every aspect. Margana (2015) conducted research about Establishing English-Indonesian Bilinguals in Indonesia: From Theory to Practice. Bretuo (2021) conducted research about Using Language to Improve Learning: Teachers 'and Students' Perspectives on the Implementation of Bilingual Education in Ghana. Moreover, Putri (2010) also conducted research about The Implementation of Bilingualism in the Teaching Learning Activities at International Standardized School. Abduh (2018) conducted research about Lecturers' perceptions on factors influencing the implementation of bilingual instruction in Indonesian universities. In general, the discussion of previous studies concerns the practice of bilingualism and the perception of bilingualism by teachers and students. However, they do not see the impact of bilingual use on student achievement. Therefore, the researcher tries to further study the application of the bilingual program to find the impact of the bilingual program on student learning achievement.

Based on the above description, the researcher is interested in further analyzing whether the outcomes of the training carried out by the teacher produce results in the implementation of learning in the bilingual classroom, and to explore teachers' perceptions regarding bilingualism and how the use of bilingual impacts on student achievement in the English and Sciences classes. Hopefully, this study can contribute to a better understanding of bilingual teaching and learning and provide the current condition of second language education to curriculum planners. In addition, these results will shed light on teachers' perceptions to gain insight into whether there is awareness of the bilingual context. Therefore, the researcher focused this research by finding out about the effectiveness of the use of bilingual (English-Indonesian) by teachers with the title "Teachers' Bilingual Use in an Indonesian Primary Education".

2. LITERATURE REVIEW

2.1. Definition of Perception

Walgito (2004) stated that perception is begun by the process of feeling, of measuring something which is also the process of accepting stimuli by individuals through sense organs or it is also called sensory

process. Similarly, Robbins (2002) defines perception as the process through which we organize and interpret sensory experiences to provide meaning to our environment. Adediwura & Tayo (2007, p. 166) stated that perception may be energized by both the present and experience, the individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception. So, it can be concluded that perception is receiving, processing, and interpreting information to provide an overview or view of the surrounding environment.

Richards, Gallo, and Renandya (2001, p. 42) assume that the perception of teachers is a process of recognizing how teachers conceptualize their work. Garcia (1991) added that interviews with classroom teachers, principals, and parents from culturally and linguistically diverse backgrounds reveal a set of interesting perspectives on the education of students in the schools being studied, so that classroom teachers are very committed to the success of their students' education; and consider themselves as instructional innovators who utilize new learning theories and instructional philosophies to guide their practice.

According to Robbins (2002) there are three types of perception indicators: (1) Acceptance is about the function of the five senses in grasping external stimuli, this indicates that information transmitted from one person to another will be absorbed or accepted by the five senses, including sight, hearing, smell, and taste, individually or collectively, (2) Understanding is the pictures or experiences arise in the brain is organized, classified, compared, and evaluated in order to develop understanding, (3) Evaluation is external input that has been grasped and assessed by the senses, and individuals evaluate their newly acquired understanding of the standards or norms that they have developed subjectively.

2.3. The Concept of Bilingual

It is not easy to explain in specific what the definition of bilingualism is, because everyone has a different view of bilingualism. In general, bilingualism can be described as someone who can control two languages. Bloomfield (1933:56) cited in (Liddicoat, 1991, p. 1) defined bilingualism as 'native-like control of two languages'. Ellis (2003, p. 28) states the notion of 'bilingual language use' which focuses on recognizing not only what teachers know in term but also what they

do with their languages. Bilingualism is simply about two languages (Baker, 2001 p.2). In the field of bilingualism, the increasing contextual factors that can influence the acquisition and use of the language of bilingual students. Furthermore, Mejía (2002 p.5) mentioned factors such as the use of language in certain societies, perceptions of student needs, and realistic expectations of the level of foreign language proficiency. On the other hand, the frame of reference is inaccurate because it stigmatizes bilingual development patterns and risks linking the differences shown by bilingual children with deficits in the child's ability to master two languages at the same time Cook (2013).

Bilingual education is instruction in bilingualism and the use of two languages as a medium of instruction for any part or all. Thus, it can be clearly concluded that bilingual education can be said to begin when more than one language is used to teach content such as Sciences, mathematics, social Sciences, in other words, language is not a separate subject. In addition, Lotherington (2000) cited in (Ellis, 2003) states that bilingual in education look at pedagogical issues created when children speaking one language at home enter a school system that applies in another language

According to (Baker, 2001) In implementing bilingual classroom there are two language allocations, the first is language separation, where English and Indonesian are used separately according to their respective uses. Its use consists of subject or topic, place, medium of activity, curriculum material, and students. The second language allocation is concurrent uses of language in a lesson, the use of English and Indonesian simultaneously to make it easier for teachers and students. Its use consists of randomly switching and translating, previewing, and reviewing, purposeful concurrent usage, and translanguaging.

2.4. The Definition of Impact

Some international organizations have already defined impact, European Commission (EC), in an impact measurement process, the term impact portrays all the progress that is expected to occur because of the adoption and application of a particular policy option/alternative. Such an influence may occur over time, affect various people, and be relevant on different scales. On the other hand, The OECD-DAC defines impact considerably more broadly as any long-term

effect, whether intended or unintended, positive, or negative, direct, or indirect.

In its most basic form, the impact is about creating a difference, thus there is action or activity that leads to change, but that change must be perceived within a context that might be global, local, or even individual. It is also necessary to analyze the nature of the change, whether it is linked to people, systems, the environment, knowledge, understanding, or policy. These definitions allow us to examine the nature of effect, the significance of context, and the impact outcomes or indicators. The nature of impact is defined as the research's influence, effect, verifiable contribution, change, or advantages (Denicolo, 2013).

2.5. Learning Achievement

To see how far students have learned to study, the teacher can see into their learning achievement. According to Tirtonegoro (2001) learning achievement is an assessment of the results of learning activities which are expressed in the form of nodes, numbers, letters, and sentences which can reflect the results achieved by each student within a certain period stated in the report card. So, this achievement is also an indicator of what students get in their learning. From the description, the researcher has an understanding to see students' learning achievement in English and Sciences on the results of the use of bilingual by teachers on student learning progress in the classroom. This achievement can be a value that can reflect teachers and students on the extent of the learning process they are doing.

3. METHOD

This researcher used a case study, a Case study is an analytical approach that investigates a contemporary phenomenon (the "case") in depth and within its real-world context, particularly where the boundaries between the phenomenon and the context may not be clear (Yin, 2018). A research case study aims to examine research questions and problems, which cannot be separated between a phenomenon and the context in which it occurs. Therefore, the focus of this research was to find out details about the use of English by teachers as the language of instruction in learning and its impact on the learning process at Menara St. Martinus Elementary School.

This research conducted at Menara St. Martinus Elementary School, which located on Jl. Timor No. 102, Makassar. The researcher chose this school because the school is one of the elementary schools in Makassar, South Sulawesi Province, Indonesia, which implements Bilingual education. The researcher chose 1 English teacher and 1 sciences teacher as participants of the research. Moreover, the researcher also chose 2 classes from English and Sciences 4A for a total of 27 students & 4B for a total of 29, a total of 56 students to find the impact of using bilingual on students' achievement.

The data collection used in this study was to find out the teachers' perception, the implementation of Bilingual, and the impact of bilingual on students' English and Sciences achievement. The researcher used observation, interview, and documentation. To help the researcher complete the data, the researcher used three instruments: (1) Interview guidelines to investigate teachers' perceptions about bilingualism in the teaching at school. The interview guide is a series of questions that must be answered by the research subject. The interview guide contains several questions for teachers using Bahasa Indonesia to avoid misunderstandings. (2) Observation guide is used to observe the implementation of bilingual during the learning process of English and Sciences. Observation guide is in the form of a format that contains items regarding the implementation of bilingualism in the classroom. (3) The recording device is useful as a tool during interviews, so that the researcher can focus on the data collection process. The recordings of the interview results were transcribed, analyzed, and described to answer the research questions.

This research used four steps in analyzing qualitative data through interactive models of Miles, Huberman, and Saldana (2014), namely: (1) data collection, (2) data condensation, (3) data display, (4) data drawing or verifying conclusion. In the phase of data collection, the researcher collected data by interviewing teachers and observing the bilingual teaching and learning process. In obtaining more supporting data, the researcher used documentation. All data were noted and collected, then the researcher wrote a transcript of the recorded interview. The second phase is data condensation, field data were collected, selected, and classified by eliminating irrelevant data and selecting the required data according to the focus of the study. Furthermore, after the data is analyzed through the selection of main and important points, the researcher

made extracts and arranges them systematically to provide an overview of the research results whose data is displayed descriptively. The next analysis activity is data display. Data display means a collection of information that is arranged and compressed in the form of words, sentences, narratives, tables, and graphs. The researcher provided data from the percentage of student report cards into a table to make it easier for the researcher to investigate, describe, and draw conclusions. The last phase in analysis of qualitative data is drawing conclusions and verifying conclusion. This stage the researcher draws and concludes the data based on data condensation and data display that has been done previously. The researcher tried to understand the data and verify and select data as needed or expected and double-check the data so that there is no mistake in analyzing the data.

4. FINDINGS AND DISCUSSION

4.1. Findings

4.1.1. Teachers' Perception on the Bilingual use in English and Sciences

These findings are the result of analyzing data from interviews with English and Sciences teachers, which were divided into two categories: high perception and moderate perception based on three indicators: acceptance, understanding, and evaluation (Robbins, 2002).

a. Acceptance

T1: Because I am a teacher who teaches English, the implementation of two languages in school is very important for me because for education in this current era, national schools must also use two languages to have international standards, so that the students can compete abroad in the future. So, for me to determine whether my competence is adequate, I think it is sufficient to teach two languages in the implementation of two languages in the school.

T2: Oh yes, I think the implementation of bilingualism in schools is a very positive thing because besides, it makes students more enthusiastic in learning. This is also a motivation for me as a teacher to continue to learn to improve my language skills, then do I have sufficient ability to use bilingual in class? Yes, if I judge myself personally, I already have an adequate ability to use bilingual.

Based on the opinions of teachers, T1 is categorized as high perception, which believes that the application of bilingualism is very important for students in the

current era for student progress and competitive ability in the future, whereas T2 is categorized as moderate perception, which believes that the application of bilingualism is beneficial to students. Bilingualism encourages teachers to enhance their language abilities and increases students' enthusiasm for learning. Both teachers believed they were competent enough to teach in two languages.

b. Understanding

T1: Okay, the separation of Indonesian and English makes it easy to use in class. This is not difficult, particularly when children do not fully comprehend the words or sentences uttered. So, the teacher translates the sentence, facilitating the use of two languages in classroom teaching and learning activities.

T2: The use of bilingualism makes it easier for me to teach, especially when explaining the materials. And so far, there have not been any difficulties when it comes to teaching bilingualism.

Based on the interview results, T1 felt that the separation between English and Indonesian was not difficult, that the teacher adjusted the use of the two languages well for students to easily understand the words or sentences transmitted, and that T1's perception was categorized as high perception. T2's perception as a moderate category answered that knowing two languages made it simpler to express information. Both teachers separated the usage of English and Indonesian in their classrooms, which might help them teach more effectively. The separation of English and Indonesian aids the teacher in delivering the topic and allows students to comprehend the teacher.

c. Evaluation

T1: In my experience, while teaching bilingualism, I feel as though I was someone who multitasks because I can do several jobs at the same time. I can also develop my language skills while teaching and become a more useful person. However, as a teacher who uses two languages, I am required to work harder in teaching and communicating with students. And, if the teacher is fluent in both languages, the use of bilingualism in teaching is highly effective; otherwise, the teacher and students would be confused throughout the teaching and learning process. Thus, as part of the process, teachers who can balance the use of both languages in the classroom are necessary.

T1 argues that bilingualism is very effective in teaching, teachers become multitasking and can develop language skills, and teachers are also required to work harder in communicating with students. T2 agrees that bilinguals are efficient in teaching, as seen below:

"From my experience, which is almost 2 years of teaching Sciences using bilinguals, this is very efficient because the curriculum I use in teaching is an external curriculum, automatically as a teacher and students I teach are required in the teaching and learning process using English. But on the one hand, it is undeniable that not all children understand one hundred percent of the material taught in English, therefore the use of bilingualism is needed and, of course, very helpful to teachers and students in the teaching and learning process".

Based on the experience of teachers in teaching, teachers and students are required to use English, so it is necessary for teachers to balance the use of both languages in the classroom as part of the evaluation for teachers and students in the teaching and learning process. Teachers get training and direct observation for several months before joining the classroom. The training can assist teachers in evaluating students throughout bilingual learning. Following interviews with teachers:

T1: That's right, before entering and going directly into the classroom and teaching, of course, the teachers attend training or go through the training period, it is very helpful starting from classroom management to the application of two languages in a bilingual class. So schools provide the opportunity for us to introduce English to children and also as much as possible for the teachers who teach these subjects to use Indonesian as little as possible and, if necessary, do not use Indonesian too much, like that. Because my specifications are in English, so how can the school give us space for a balanced use of English or reduce the use of Indonesian as much as possible".

T2: Some of the trainings I have attended have had an impact on how I teach in class, especially teaching in bilingual classes. There is no training for the use of bilingualism in the classroom, but before being accepted as a teacher, officially, I attended training for 3 months, and during those 3 months I went straight into the

classroom to observe how the teachers taught in the classroom. Then after 3 months of probation and being declared graduated to teach Sciences subjects, I attended several trainings at school, and yes, the results of the training certainly had an impact on the way I taught in the classroom.

Based on the results of the interviews, the teachers who attended or completed the training found it extremely beneficial in areas ranging from classroom management to the implementation of two languages to the evaluation of learning schools allow teachers to utilize balanced English or, to the greatest extent feasible, limit the usage of Indonesian. Several pieces of training have had an influence on how teachers educate and evaluate students in the classroom, particularly in bilingual classrooms.

Based on the interview, T1 is categorized as high perception, stating that bilingualism is very effective, and that teachers must multitask and work more to improve communication and interaction in the classroom. T1 believes that classroom management and learning evaluation training has an impact on the quality of her teaching. Furthermore, T2 is categorized as moderate perception, which believes that bilingualism is needed during the learning process and that the training provided helps evaluate the teacher's teaching method.

4.1.2. The Implementation of Bilingual in English and Sciences

The following are indicators of the implementation of bilingual education in St. Martinus according to Baker's theory.

1. Language separation

a. Subject and Topic

- Learning English and Sciences using English as a communication tool in a bilingual class.
- Both teachers teach based on the curriculum and the topics that have been determined in the bilingual class and each meeting will discuss the learning topic until it is finished, if it is not finished it will be continued the next day. Bilingual teachers adapt learning topics based on the material in the Cambridge book.

b. Place

- In the learning process, bilingual students always use English and Indonesian as a communication tool in class.

- Bilingual teachers and students use English and Indonesian in teaching and learning activities so that students also have enthusiasm and always use English.
- c. Medium of Activity
Giving material through *PowerPoint* via *zoom* and students are asked to read material from Indonesian to English and vice versa, then the two teachers have differences where teacher 1 starts the activity by telling students to be more active while teacher 2 starts a conversation by asking students so that student responses build communication between students and teacher.
- d. Curriculum Material
 - Curriculum materials, audiovisuals, and information technology are delivered in two languages.
 - The bilingual class uses the Cambridge book as a study guide that includes English and Sciences lessons. The book uses English as a communication and teaching tool in every lesson. In the teaching and learning process, bilingual teachers still use English all the time unless there are difficult for students to understand so both teachers use Indonesian to explain.
- e. Student
In bilingual classes students are required to use English so that in some situation's students switch from English to Indonesian, or vice versa.

2. Concurrent uses of Language in a Lesson

- a. Switching of Language in a Lesson
 - Teacher 1 tends to use English more often than Indonesian. Meanwhile, teacher 2 also regularly uses English, but not as often as teacher 1 does.
 - Students use Indonesian more often than English.
 - Students combine English and Indonesian, either words or sentences.
- b. Translating
Teacher 1 and teacher 2 always re-explain vocabulary, sentences, and materials using English but if it is still difficult for students to understand, both teachers repeat using Indonesian until students understand.
- c. Previewing and Reviewing
Both teachers use English at the beginning of the material, but if there are learning materials that are difficult for students to understand, both T1 and T2 use Indonesian in detail to make it easier for students to understand.
- d. Purposeful Concurrent Usage

The bilingual class has a lesson plan that has been determined by the school. Both teachers use both languages, both English and Indonesian. This is illustrated when they do code-switch while teaching. This was done by the two teachers so that the delivery of material to students became smoother, and students quickly understood the material from the English and Sciences subjects explained by teacher 1 and teacher 2.

- e. Translanguaging
Students are always given time to read first each topic of material to be studied, because of this process, learners acquire reading skills. Following then, the teacher conveyed the material that the students had previously provided, resulting in the input of listening skills. Students are then required to communicate their thoughts on the material that has been learned, and because of this process, they acquire speaking skills. The teacher provides feedback in the form of a written assignment at the end of the lesson.

4.1.3. The Impact of Bilingual Implementation on Students' English and Sciences

This section presents data from observations on the impact of bilingualism on student achievement in English and Sciences classrooms. One form of measuring student achievement is to examine report cards on student achievement. The percentage of student report cards in five categories is shown in the table below:

Table 1. English grade 4A (The Classification of the Students' Achievement Score)

No	Classification	Frequency	Percentage
1	96 – 100 (excellent)	4	14,81
2	86 – 95 (very good)	12	44,44
3	76 – 85 (good)	11	40,74
4	61 – 75(average)	0	0
5	60 – Below (below average)	0	0
Total		27	100

Based on the table above, there are five categories of student achievement scores in English class 4A. The first is an excellent achievement, the second is a very good achievement, the third is a good achievement, the fourth is an average achievement, and the fifth is below average achievement. Based on these categories, only 4 (14.81%) students achieved excellent, 12 (44.44%) students excelled very well, 11 (40.74%) students achieved good, none (0%) students achieved average

and none (0%) students who achieve below average. In addition to the data from the English class 4A above, the data obtained by the English class 4B shows the same results as the scores above the KKM. Only 1 student (3.45%) has excellent achievement, 18 (62.06%) had very good achievement, 10 (34.49%) had good achievement, none of the student (0%) had average achievement and none of the student (0%) had below average. Meanwhile the grades from the science class are presented as follows.

Table 2. Sciences grade 4A (The Classification of the Students' Achievement Score)

No	Classification	Frequency	Percentage
1	96 – 100 (excellent)	3	11,11
2	86 – 95 (very good)	12	44,44
3	76 – 85 (good)	12	44,44
4	61 – 75 (average)	0	0
5	60 – Below (below average)	0	0
Total		27	100

Based on the table above, there are five categories of student achievement scores in Sciences class 4A. The first is an excellent achievement, the second is a very good achievement, the third is a good achievement, the fourth is an average achievement, and the fifth is below average achievement. Based on these categories, 3 students (11.11%) had excellent achievements, 12 students (44.44%) had very good achievements, 12 (44.44%) students had good achievements, none of the student (0%) achieved average and below average achievement. In addition to the data from the Sciences class 4B above, the data obtained by the Sciences class 4B shows the same results as the scores above the KKM that 3 students (10.34%) were classified into excellent achievement, 13 students (44.83%) were classified into very good achievement, 13 students (44.83%) were classified into good achievement, none student (0%) was classified into average and none student (0%) was classified into below average.

4.2. Discussion

Based on the findings of research on the use, implementation, and impact of bilingualism by teachers in teaching elementary students in a bilingual class. In English and Sciences classes, both bilingual teachers use English and Indonesian. The data gathered through interviews, observations, and

documentation is intended to provide answers to research questions.

According to Robbins (2002), teacher perceptions can be analyzed based on indications of acceptance, comprehension, and assessment, based on an interview of English and Sciences teachers linked to their perceptions of the use and implementation of bilingualism in elementary schools. The teacher's perception of the acceptance category reveals that the teacher can demonstrate the ability to teach in a bilingual classroom and believes that bilingualism is important for elementary school students because the information conveyed by the teacher can be received by students either through sight or hearing to provide motivation for students and teachers to improve abilities during learning.

The results of teacher interviews in the understanding category demonstrate that using two languages influences the level of understanding between teachers and students. The teacher understands that separating the languages of English and Indonesian allows teachers to convey topics in a way that allows students to understand what the teacher is saying. The teacher's perception in the evaluation category is that evaluation assists teachers in determining students' skills and comprehension. The use of two languages in teaching is effective because students will assess what the teacher delivers after receiving information from the teacher and understanding it. As part of the evaluation, the teacher balances the use of both languages in the classroom, and the teacher works hard in communicating with students.

Based on bilingual learning and the analysis of three perception indicators, it is show that both teachers have their own perspectives on bilingual learning in the classroom, but the teachers' perspectives of high perception and moderate perception are not significantly different. They get various benefits from the training they receive, including classroom management knowledge, the use of two languages as teaching techniques, and evaluations of the bilingual method they employ in the bilingual classroom.

After observing the implementation of bilingualism in the classroom via Zoom, in which the indicators of the implementation of bilingualism in the classroom were adapted from Baker's theory (2001) and then adjusted to the conditions of grades 4A and 4B in English and Sciences subjects at SD Menara ST. Martinus. The

researcher found that in achieving learning objectives, teachers applied language allocation to the implementation of bilingual classes in the classroom which consisted of language separation and concurrent uses of language in a lesson. Language separation is the separation of first and second languages so that foreign languages can be developed while maintaining the mother tongue in each way of use. The use of the first language (Indonesian) and the second language (English) is based on the following: first subject or topic, the teacher teaches according to the school's curriculum and lesson plan. As a result, T1 and T2 teach English and Sciences subjects based on topics assigned by the school and then redesigned by the teacher to make the material easier for students to understand.

Another part of language separation is place; the teacher constantly uses English in teaching and interaction in class, so students are accustomed to using and listening to English. Students are required to use English as often as possible in class; if they use Indonesian, the teacher would reprimand or encourage them to use English; the warning is a sort of motivation for students to use English more frequently. The teacher hoped that students would be able to use English at any time, whether in class or outside of school. The medium of activity is the next part, the teacher has experience designing media activities using media such as pictures or materials in the form of a PowerPoint. Both teachers use Cambridge books as teaching media and sources from the internet.

Furthermore, curriculum material, material in this school uses the Cambridge curriculum, especially in English and Sciences classes which use two languages. English and Sciences teachers use visual media and internet networks as a means of supporting the teaching and learning process. T1 believes that the Cambridge curriculum is suitable to be applied in a bilingual class because it is in accordance with students' abilities. T1 more often uses the discussion method as a learning method that allows students to exchange ideas and give each other feedback. Meanwhile, T2 uses inquiry techniques and material sourced from books to make it more varied in the bilingual class. The researcher concluded that both teachers used the Cambridge curriculum that was suitable for students' abilities and several media to improve student's language skills.

The last part of the language separation is students; both teachers use English as much as possible in learning and communicating with students unless there are topics that are difficult for students to comprehend, in which situation the teachers speak Indonesian. The next application of language allocation by the teacher is Concurrent uses of languages in a lesson, in a bilingual class the use of English and Indonesian simultaneously as much as possible is well regulated, for example when the teacher and students are in the learning process, the teacher delivers the material or the teacher gives instructions using English then repeat back into Indonesian or vice versa to make it easier for teachers and students to communicate in class. Based on the observations, the researchers found various activities as intended as follows; The first is randomly switching of language in a lesson and translating, the teacher uses English and Indonesian at the same time when teaching English or Sciences, in teaching the teacher randomly uses English first and then explains using Indonesian or vice versa. The teacher translates if there are students who do not understand the material.

The second activity is previewing and reviewing, the teacher uses English in starting the learning process, delivering material, or giving instructions. The teacher uses English if there are important things that help students to understand the material more quickly. The next activity carried out by teachers and students is Purposeful Concurrent Usage (PCU), using English and Indonesian simultaneously and consciously switching languages from Indonesian to English or vice versa. The last activity is translanguaging, the teachers teach using two languages while reading, listening, writing, and speaking. The teacher asks students to read the material in English and then asks students to explain in Indonesian and the teacher also asks students to record the material on the PPT slideshare. The teacher allows students to combine English and Indonesian. Both teachers use translanguaging in teaching so that students can easily understand the material explained by the teacher.

In addition to the bilingual implementation data above, the researcher has analyzed the interaction of questions and answers between teachers and students during learning in English and science classes. The data shows that teachers and students have used English fully according to school policies. This can also encourage teachers and students' mastery of English. But not only the use of English, teachers and students

also use two languages in conversation, which aims to ensure that the information conveyed is comprehended by all students. Based on the explanation provided in the findings and discussion above, the learning process by T1 and T2 using two languages is effectively implemented. In bilingual classes, both teachers successfully integrated bilingualism and encouraged interaction with their students.

Based on the results of interviews, observations, and documentation obtained in the form of student report cards, it appears that the use of bilingualism has a significant impact on their academic achievement. This is evidenced by the results of their academic scores which are above the KKM value and the presentation table of student achievement which is dominant in the achievement category in both English and Sciences subjects. Students' language skills are seen during learning, students can use English well even though sometimes it is combined with Indonesian. Based on these findings, it is assumed that students fully accept the use of bilingualism by their teachers during the learning process. It also cannot be separated from the use of an appropriate curriculum and in accordance with the abilities of students. More than that, the success of teachers in managing to learn and improving the academic achievement of their students is one of the evaluation materials for teachers themselves and for the school in determining effective learning methods that are in accordance with students' needs. This shows that the efforts of teachers and students during the learning process using two languages have a positive impact. The data show that bilingualism has a positive impact, but the researcher has not identified a negative impact from using two languages since the researcher cannot investigate students' perspectives about bilinguals. However, it should be noted that some studies have found that bilingual programs have a negative impact on children's cognitive development, however not as much as bilingual program have a positive impact.

Bilingual children have a disadvantage that requires more effort to improve their pronunciation, but this does not prevent them from communicating. According to Taylor (1990), bilingual children may have a little disadvantage in language processing speed over monolinguals, but this advantage is greatly overcome by the benefits of being able to function in two languages. This viewpoint indicates that there is nothing wrong with students learning English as a

second language at school. This is coherent with the perspective of Santoso and Ginting (2015) who argue that bilingualism is intended to provide students with good skills, particularly English language skills, so that they can apply scientific knowledge in the global era, and that this can be achieved through its implementation. Based on their point of view, using bilingualism encourages students' competence in scientific knowledge and allows them to succeed in this era.

The discussion above shows that the role of the two teachers as facilitators and motivators aims to improve student learning achievement optimally. Teachers try to apply methods; strategies, procedures, and the use of bilingualism in teaching that encourage students to develop their abilities to the fullest.

5. CONCLUSION

Based on the findings and discussion of research that refers to the research problem, the three problem formulations of the research question are used to make conclusions. The first problem formulation is about the teacher's perspective in using two languages in the classroom. The second problem formulation relates to the application of two languages in the teaching and learning process. And the last problem formulation is the impact of learning two languages on student achievement.

This study found that English and Sciences teacher at the SD Menara St. Martinus saw the use of two languages succeed in improving students' English skills and interest in learning. Based on the data T1 categorized as high-perception meanwhile T2 categorized as moderate-perception. They believed that using bilingualism can make it easier for them to deliver material to students. In addition, teachers also thought that the training they have taken previously has provided them with benefits in the field of classroom management knowledge, the implementation of two languages as a teaching method, to evaluations related to the bilingual method they apply in the bilingual class.

Both teachers have organized language allocation in the implementation of bilingual learning in English and Sciences. Based on the results of observations and interviews, the two teachers applied the separation of English and Indonesian during learning in the

bilingual class (language separation), consisting of subject or topic, place, medium of activity, curriculum material, and students. It can both maintain the mother tongue and develop foreign language students. Furthermore, the teacher applied the use of English and Indonesian simultaneously (concurrent uses of language in a lesson), which consists of randomly switching the language in a lesson, previewing, and reviewing purposeful concurrent usage, and translanguaging. Furthermore, when bilingualism was implemented in the classroom, it was discovered that there was the interaction between teachers and students through questions and answers during learning, both in full English and in a combination of English and Indonesian. It helps in promoting interaction and communication between students and teachers in a bilingual classroom. As a result, it can be concluded that bilingual education in the English and Sciences classroom at SD Menara St. Martinus is effectively implemented.

Based on the findings and discussion, it can be concluded that the impact of implementing two languages in the subjects of English and Sciences is beneficial to increase student scores. This is proven by the fact that the overall score of students in both classes is higher than the KKM average score. It also showed that when teachers use bilingual learning strategies, students become more motivated to learn and their learning achievement improves.

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