

STUDENTS' PERCEPTION ON THE USE OF ENGLISH IN BILINGUAL CLASS AT SMP N 1 2X11 ENAM LINGKUNG

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan bahasa Inggris di kelas bilingual dan mengetahui penyebab bagus dan buruk persepsi siswa tersebut. Populasi penelitian ini adalah seluruh siswa kelas bilingual tahun ajaran 2012/2013 di SMP N 1 2X11 Enam Lingsung. Sampel berjumlah sebanyak 74 siswa diambil dengan menggunakan teknik *total sampling*. Data dikumpulkan dengan menggunakan angket dan interview. Hasil penelitian menunjukkan bahwa 43 siswa memiliki persepsi buruk (*poor*), 30 siswa memiliki persepsi bagus (*good*) dan 1 siswa memiliki persepsi sangat bagus (*very good*). Diperoleh skor rata-rata yaitu 2.63. Skor ini menunjukkan bahwa persepsi siswa bagus (*good*). 6 siswa yang memiliki persepsi bagus dan buruk di interview untuk mengetahui alasan kenapa mereka memiliki persepsi yang seperti itu. Hasil interview menunjukkan bahwa siswa yang memiliki persepsi bagus menyenangi pembelajaran yang menggunakan bahasa Inggris di kelas bilingual. Jadi, dari hasil penelitian dapat disimpulkan bahwa persepsi siswa tentang penggunaan bahasa Inggris di kelas bilingual bagus.

Key Words: Students' perception, Bilingual class

A. Introduction

English becomes important language. Because of that, it is expected to Indonesian students to master English. The government put English as one of the subjects at school to improve the quality of English for Indonesian students. Government does not only provide English lesson, but government also asks to implement bilingual class.

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Many schools implement bilingual classes in Indonesia. School which implement bilingual class is known as *Rintisan Sekolah Bertaraf Internasional (RSBI)*. *RSBI* is implemented based on Indonesian government policy. It is stated on *UU Sisdiknas* number 20, 2003 article 50 verses 3 : “*Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.*” The government and/or the regional government at least provide one educational institution in every level of education to be developed as the international standardized school.

Furthermore, holding bilingual class means the learning process should be held by using two languages. Mcgroarty (in Celce-Murcia, 2001:345) states that a bilingual education approach is using two languages as media of classroom instruction for the same group of students with the different nature and proportion of each language according to program type, instructional goals, and various contextual influences. In addition, according to Garcia (in Altarriba and Heredia, 2008), bilingual education means instruction mainly in students' native languages, with little instruction in English. Bilingual is the interaction with two languages (home language and school language).

By implementing bilingual education, there are two languages that should be used in the learning process. The languages are students' native languages and English. It is expected to the teachers and students in bilingual education to understand English. According to Chodijah (in Fadlilah, 2012), bilingual class is expected to build English community naturally at school, it is not only explain the lesson by using two languages. Therefore, it can fulfill the good quality of using English in learning process. It can be said that the important thing in bilingual class is how the student can use and understand English beside learning the content itself.

In understanding English, there are two types of learning English for foreigner or second language students. Cummins (in Becker, 2001:10-11) uses the term BICS, Basic Interpersonal Communication Skill to describe oral skills which learns by ESL students. They usually take about two years to develop good enough oral skill to communicate effectively with teachers andpeers. He named CALP, Cognitive Academic Language Proficiency for more advanced academic skills that students need for succes in the content areas. Development of CALP can take from five to seven (or more) years to develop to a level comparable to that of ESL students native English-speaking peers. It makes sense to start teaching CALP as soon as possible because academic skills take much longer for students to acquire.

In line with Cummins, Reiss (2005:10-12) says there are few basic concepts about language, they are language as a social skill and language as an academic skill. Language as a social skill means languages are used to communication daily life interaction. These skills are called Basic Interpersonal Communicative Skills, or BICS. Next, it is language as an academic skill.

Academic assignments require students to use language to compare, explain, analyze, et cetera. The classroom language skills are collectively known as Cognitive Academic Language Proficiency, or CALP.

Bilingual classes in Indonesia have been implementing by using Indonesian and English as medium language in learning process. The subjects by using those two languages are Mathematics and Science. According to Dharma (2007) implementing bilingual class have some stages; at the first year, the medium language is used : English for about 25 percent and Indonesian for about 75 percent. At the second year, the medium language is used : 50 percent for each language. At the third year, the medium language is used : English for about 75 percent and Indonesian for about 25 percent.

Furthermore, the other thing in the learning process is using English for material used. Astika (2009) says that all of materials used in bilingual classes should be in English and Indonesian. The materials should be appropriate with curriculum and academic need of students. The materials should be written in English and Indonesia. It can be seen that teachers provides the materials by using English and students should have bilingual books. The sources for the materials that are used in the learning process should be in English and Indonesian. By using bilingual sources for materials, it can motivate students in learning.

According to Amato and Snow (2005:433), the integration of language and content teaching happens by a great deal of efforts. First, there must be systematic alignment of the language and content objectives during curriculum development. Second, language and content teachers need training outside their areas of expertise. Language teachers in content information and teaching strategies, content teachers in language learning strategies and second language acquisition theory. Third, in order to implement this approach effectively, teachers and administrators must be dedicated and willing to try, revise, and try again, as they design lessons and activities that not only suit the needs of their students but also engage them in the learning process. Fourth, teacher must expect to spend many hours preparing materials themselves to ensure that both language and content objective are included. Fifth, lesson and curriculum design work best when language and content teachers collaborate, testing them, discussing, sharing ideas for revision, and reach the success.

Furthermore, they (438) say that science has a separate language in each different science (biology, physics, chemistry). Science involves the acquisition of concepts and processes, specific vocabulary, phrases, and terminology. The ability to manipulate this language and its processes will provide the necessary instruments for the mastery of the science curriculum. Science is way of thinking. It involves doing, acting, investigating, gathering, organizing, analyzing, and evaluating information. When planning lessons, teachers must create opportunities to focus on thinking skills.

Amato and Snow (2005:453) add that educators need to remember integrating the teaching of the science with language learning can result in the active discussion of meaning through which these students come to learn scientific inquiry process, English vocabulary and structures and social interaction skill. Teacher can help students in comprehending science while improving four skills in English through applying strategies that is related to function and structure of language itself in learning science.

The learning process will be running well if there are qualified teachers at school. In bilingual class, to be a qualified teachers, they have a great effort because they have to teach science and mathematics by using English. According to Comariah (in Shvoong.com, 2011), it is important to see the readiness of teachers who will teach at bilingual class because teachers who teach at bilingual class do not only have to teach the content of their subject, but they also should have ability to pronounce the English words and understand English itself. He says that to see the readiness of the teachers in using English, teachers should be selected based on some criterions such as having education background about the lesson that they teach, have capability in English, comprehend curriculum 2004, and comprehend basic concept of their lesson in English. It can be concluded that teachers who teach at bilingual class should have capability in using English. They have great effort to teach their content by using English. They should comprehend basic concept of their lesson and comprehend English itself. Furthermore, Reiss (2005) says that in bilingual education, content teachers may be searching for ways to make the content more accessible for these students. Teachers increase the success of English language learners by understanding how to make the language of the content easier to access for these students.

Mckay (2002) says that bilingual teacher of English is a teacher whose first language is not English and she or he teaches English. Someone in which a great deal of prestige is given to native-like pronunciation and intuition. The native speaker model needs to be carefully examined in pronunciation. One of the factors that can be lead bilingual English teacher becomes insecure is their own abilities of pronunciation. Seidlhofer (in Mckay, 2002:44-45) describes many advantages of bilingual teachers of English. She tells bilingual ELT profesional teaching in their own country are in sense "double agent" in that they know the language and culture of their students as well as the target language. They can be agents facilitating learning through appropriate pedagogy. The ability of local teachers to design appropriate pedagogy in best position and they are able to assess the effectiveness of methods and materials for their local context. Then, advantage of bilingual English teacher is they often have a highly developed awareness of the structure of the language. The problems of their students can be anticipated. Next, they provide a model of a good language learners that is relevant to their own social and cultural experiences.

By having informal talk and interview with some bilingual students at SMP N 1 2X11 Enam Lingkungan, there are some problems about using English in the learning process for them. They have difficulties in learning and understanding science and mathematics by using English. It makes them do not understand about the content of the subject if they can not understand the language. Sometimes, teachers can not explain the lesson by using English well. They were easy in understanding the lesson if teachers use Indonesian language because they can not understand teachers' explanation in English. If it always happens, it makes them have negative view about implementing bilingual class because it can not motivate them in using English easily. Based on the interview above, the problems of the research were about students' perception of their response on using English in the learning process, students' perception on the effect of bilingual class to their language skills, and students' perception on science and mathematics teachers in using English. This research was conducted in order to know what is the students' perception on the use of English in bilingual class and causes why they have good and bad perception about it.

B. Research Method

The research was conducted by using descriptive research. According to Gay (2000 : 275), descriptive method is useful for investigating a variety of educational problems and issues. Specific areas of descriptive studies are related with the assessment of attitudes, opinions, preferences, practices and procedures. The population of this research was all of the students who study in bilingual classes at SMPN 1 2X11 Enam Lingkungan, Sicincin. The bilingual classes were class 7.1, class 7.2, class 8.1 and class 9.1. The sample was taken by using total sampling technique. There were 74 students.

In this research, there were two instruments was used. They were questionnaire and interview. The questionnaire was arranged by using Likert scale. According to Gay (2000 : 156), Likert scale can be used to determine what an individual believes, perceives, or feels about situations. The scales are Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The instrument was arranged and developed based on the theory used, the purposes of the research, and the data collection. In order to get the valid data in this research, it is important to ensure the validity of the instrument used. The instrument was validated through experts' review. Another instrument used in this research was interview that was addressed to six bilingual students who has good and bad perception about bilingual class. Interview was used to collect additional data about the causes of students' perception. The information gathered from the interview will complete the data about why students have good or bad perception about bilingual class.

The questionnaire was analysed by doing the following steps:

1. Giving point for each statement in the questionnaire.
According to Gay (2000:156), for positive statement, it has 1 point for strongly agree, 2 points for agree, 3 points for disagree, and 4 points for

strongly disagree. For negative statement, it has 4 points for strongly agree, 3 points for agree, 2 points for disagree, and 1 point for strongly disagree.

2. Counting the average score of each item in the questionnaire based on the grade of each category by using the formula as stated by Gay (2000:454-455):

$$\bar{x} = \frac{\sum x}{n}$$

Where:

\bar{x} = Mean score (average grade)

$\sum x$ = The sum of respondents' grade

n = Number of respondents

3. Converting the scores from the respondents into the following rating quality.

If the score has range 1,00-1,50, the perception can be categorized as very poor. Then, the score which has range 1,51-2,50, the perception can be categorized as poor. Next, the score which has range 2,51-3,50, the perception can be categorized as good. If the score has range 3,51-4,00, the perception can be categorized as very good.

C. Findings and Discussion

The finding of the research were about students' perception on the use of English in bilingual class and the causes of students' good perception and bad perception.

1. Students' perception on the use of English in bilingual class.

Students' perception on the use of English in bilingual class which are their response of using English in the learning process, students' perception on the effect of bilingual class to their language skills and students' perception on science and mathematics teachers in using English.

The following description was the perception of the students based on the finding of the research:

- a. Students' perception on their response of using English in the learning process.

The following table was the data description of students' perception on their response of using English in the learning process:

No	Sub indicator	Average score	Rating quality
1	Explanation and discussion by using English	2.48	Poor
2	Using English for materials used in learning process	2.80	Good
	Students' perception on using English in the learning process	2.64	Good

From the table above, the first point shows that students had bad perception about their response of explanation and discussion by using English. The result of this study also have the same finding with study done by Marleny (2009) which said that one of the weaknesses of learning physics at *RSBI* were difficulties in using English because the limitation of ability of teachers and students.

The second point is about using English for materials used in learning process. Students had good perception. As stated by Astika (2009) says that all of materials used in bilingual classes should be in English and Indonesian. The materials should be appropriate with curriculum and academic need of students. By using bilingual sources for materials, it can motivate students in learning. The result of this study shows that using English for material used in learning process at bilingual class can motivate students.

b. Students' perception on the effect of bilingual class to their language skills

The following table was the data description of students' perception on the effect of bilingual class to their language skills:

No	Sub indicator	Average score	Rating quality
1	Effect to listening skill	2.70	Good
2	Effect to speaking skill	2.52	Good
3	Effect to reading skill	2.78	Good
4	Effect to writing skill	2.58	Good
5	Effect of using vocabulary and grammar in English	2.67	Good
	Students perception on the effect of bilingual class to their language skills	2.65	Good

From the table above, it can be seen that students had good perception about the effect of bilingual class to their language skills. The result of this study also have the same finding with study done by Yaoxiang Liand Lihai Wang (2010) which said that the result of their research showed some positive aspects of

bilingual teaching, such as high enthusiasm to bilingual teaching and high satisfaction rate to the course components.

According to Chodijah (in Fadlilah, 2012), bilingual class is expected to build English community naturally at school, it is not only explain the lesson by using two languages. Therefore, it can fulfill the good quality of using English in learning process. Based on the finding, it can be seen that students had good perception about the effect of bilingual class to their language skills. It means the expectation to make the students have good quality of using English in learning process can be fulfilled.

c. Students' perception on science and mathematics teachers in using English

The following table is the data description of students' perception on science and mathematics teachers in using English:

No	Sub indicator	Average score	Rating quality
1	Having good ability in using English	2.72	Good
2	Teaching the content well by using English	2.41	Poor
	Students' perception on science and mathematics teachers in using English	2.56	Good

From the table above, it can be seen that students had good perception about science and mathematics teachers in using English. It means teachers had good ability in using English. However, teaching the content well by using English was indicated as poor. This result was supported by Amato's and Snow's statement (2005 : 433) who say the integration of language and content teaching happens by a great deal of efforts such as there must be systematic alignment of the language and content objectives during curriculum development and language and content teachers need training outside their areas of expertise.

2. The causes of students' good perception and bad perception.

The second findings were about the causes of students had good and bad perception.

a. The causes of students had good perception.

The findings show that students were interested with English, they liked to use English and they wanted to improve the ability of using English. It was supported by the teachers. Teachers can explain the lesson by using English well. It makes them pleased to study and there was challenge when they learned at

bilingual class. It can motivate them to study more. These causes caused by the things that influenced their perception. According to Rakhmat (2005) the things are can be classified into attention, functional factors, and structural factors. The things such as need, experience, physics stimuli, and so forth. The findings were related to students' need, experience, physics stimuli, et cetera.

b. The causes of students had bad perception.

The things that influenced perception as stated by Rakhmat (2005) also related with causes that caused students had bad perception. The findings show that students said using English in learning process was difficult. They expected bilingual class can help them to learn English easily and make them pleased at bilingual class. In fact, they felt difficult to understand when they learned. It makes students often use Indonesian language. They were not accustomed in using English. Students liked to study science and mathematics in English, but the teachers can not explain the lesson by using English well. They said that they did not learn all of the lesson by using English. They felt the ability of using English did not have improvement since at bilingual class. They also can not understand the subject by using English. They hoped that teachers can improve their ability to make them comfort in learning at bilingual class.

D. Conclusions and Suggestions

The result of the research indicated that students have good perception on the use of English in bilingual class. However, there were some items that indicated as poor. Students forgot the lesson which was explained by using English, students can not understand the lesson by using English, many students disagree if bilingual class was conducted since elementary school, students were not accustomed to speak English at bilingual class, science and mathematics were not easy to understand when they were explained by using English, science and mathematics were difficult when they were conveyed by using English.

Based on the results above, it can be concluded that most of the students said that using English in learning process makes students difficult to understand the lesson. However, most of the students in bilingual class liked to use English and want to improve their ability in using English. They said that learning in bilingual class can motivate them to learn in English. They felt that learning in bilingual class can help them to improve their English ability.

From the conclusion above, there were some suggestions for teachers who teach science and mathematics at bilingual class, for students and for stakeholders who hold bilingual class. First, it is suggested for teachers to consider and to choose the way how to make the students understand the lesson by explaining them by using English. Second, it is suggested for students to learn more and have strategies to make them understand the subject while they learn by using English. Third, it is suggested for stakeholders who hold bilingual class to make improvement for teachers and facilitated them by giving some activities such as coaching and seminar about how to teach at bilingual class.

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