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Artikel

**THE APPLICATION OF BILINGUAL PROGRAM FOR THE 8th GRADE STUDENTS OF MTsN 2 PONOROGO**Nadila Arliana Putri<sup>1\*</sup>, Ahmad Nadhif<sup>2</sup><sup>1,2</sup> Institut Agama Islam Negeri (IAIN) Ponorogo, Ponorogo*\*Corresponding Address: [nadilaarliana78@gmail.com](mailto:nadilaarliana78@gmail.com), [nadheef@yahoo.com](mailto:nadheef@yahoo.com)***Article Info**

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**ABSTRACT**

This research aims at investigating the implementation of the bilingual program at MTsN 2 Ponorogo in the academic year of 2022/2023 especially for the 8th grade students and the students' perception toward the program. This study is designed as a descriptive qualitative research, in which the data is collected through classroom observation and interviews with a teacher and ten students. The findings show that the use of two languages is done in three classes, namely English, Science, and Mathematics during class the three stages of teaching: pre-teaching, while teaching, and post-teaching. As for the students' perception, the study reveals that the students apprehend and recognize the beneficial impacts of the program.

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**INTRODUCTION**

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. It means that every school unit has opportunity to establish the school itself to be an international standard unit. It is intended to create the students to have good ability, particularly English speaking ability, so they are capable of applying the science and technology in the global era, and it can be arrived through the application of bilingual programs.

Bilingual means two languages. In the Merriam-Webster online dictionary, as cited in Joscelyn Rocha-Hidalgo's article, bilingual is defined as the ability to speak two languages or the frequent use of two languages (Joscelyn Rocha-Hidalgo, et al. 2022). According to Gonza'lez, as cited in Komang Ary Purwanti's article, 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 (Komang Ary Purwanti, et al. 2020). Bilingual education program is instruction

that uses two languages as media of instruction. 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 (Didik Santoso, et al. 2015). The aim of the bilingual program is to increase students' ability in English with the output in the mastery of knowledge and technology development. In Ponorogo, one of the schools that has implemented a bilingual program is MTsN 2 Ponorogo.

MTsN 2 Ponorogo is a junior high school in the Jenangan sub-district of Ponorogo. In this school there are many programs that students can join 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 researchers found in the field, the researchers 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. From this particular reason the researchers choose and conducted research at MTsN 2 Ponorogo with a focus on research on the application of the bilingual program.

Based on the cases and the background above, the researchers conducted a study that aims to find out the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo and to find out the students' perceptions of the bilingual program at 8th grade students of MTsN 2 Ponorogo. In this research, the researcher focuses on the application of the bilingual program. This is a reason why the researcher studies research entitled "THE APPLICATION OF BILINGUAL PROGRAM FOR THE 8th GRADE STUDENTS OF MTsN 2 PONOROGO."

## **METHOD**

The qualitative research approach is used in this study because it aims to find out the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo and to find out the students' perceptions of the bilingual program at 8th grade students of MTsN 2 Ponorogo. In this study, the researchers applies descriptive research as the research design because the result of the analysis was a description of a certain phenomenon.

The research took place at MTsN 2 Ponorogo and was carried out from March 2023 until the researchers 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: 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, MTsN 2 Ponorogo has a team of professional teachers who support this bilingual program, and the researchers wants to conduct research regarding the application of the bilingual program and what are students' perceptions of the bilingual program.

The data in this research is sourced from observation and interviews. The researchers interviewed the teacher and the students. The researchers interviewed teachers to get information about the application of the bilingual program and interviewed students to get information about students' perceptions of the bilingual program at MTsN 2 Ponorogo. In addition to interviews, data is also obtained 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.

In this study, the researchers used observation and interviews to collect the data. 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. Observations were made on three subjects that used two languages. Observations were made three times.

Meanwhile, interview is a question and answer conducted orally between two or more people directly with a specific purpose. An in-depth interview was the method used in this study. It means that researchers ask specific questions about the problem's focus. In this study, the teachers were interviewed to find out the application of the bilingual program at MTsN 2 Ponorogo. Interviews with teachers were conducted after the learning process. In addition, interviews were also conducted with students to find out students' perception of the bilingual program. Interviews with students were conducted during breaks. In interviews with students, the researchers used purposive sampling. Purposive sampling is a sampling technique that qualitative researchers use to recruit participants who can provide in-depth and detailed information about the phenomenon under investigation. Thus, the researchers interviewed 10 students.

In this study, the researchers used data reduction, data display, and conclusion drawing and verification to analyze the data. The first is data reduction. In conducting research, the researchers 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 researchers focused on research questions, namely the application of the bilingual program and students' perceptions of the bilingual program at MTsN 2 Ponorogo. Data not related to the research question is separated.

The second is data display. In displaying data, the researcher describes data that has been reduced into sentence form. Sugiyono stated that in qualitative research, the most frequent form of display data is narrative text (Sugiyono, 2008). Hence, the researchers arrange the data in a good sequence of narrative text in order to make it easier to understand.

The last is conclusion. 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 that were reduced and presented in this study were described and analyzed by the researcher in order to provide answers to the research questions.

In this study, there were three research stages: the pre-field stage, the research stage, and the final research stage. The first is the pre-field stage. The first step taken by the researcher was asking permission. The researchers sent a permit to MTsN 2 Ponorogo, and after it was received, the researchers 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 teachers and ten students.

The second is the research stage. At this stage, researchers carry out various research activities related to the research focus. Some of the activities carried out by researchers include observation and interviews. The researchers 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 researchers conducted interviews. The researchers interviewed the teachers with the aim of finding out more about the application of the bilingual program at 8th grade students of MTsN 2 Ponorogo. In addition to interviews with teachers, the researchers also interviewed students with the aim of finding out students' perceptions of the bilingual program. In interviews with students, the researchers used purposive sampling, so that the researchers interviewed ten students to support the data.

The last is the final research stage. At this stage, the researchers begin 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.

## **FINDINGS AND DISCUSSION**

Based on the results of observation and interview, the researchers finds that 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. After that, the researchers finds that the application of the bilingual program is applied to national exam subjects such as English, science, and mathematics. After that, the perception obtained from students is a positive perception. This is based on students' perceptions of the question of the benefits of bilingual programs, where students said that the benefits of bilingual programs vary.

### **1. The Application of the Bilingual Program 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 8<sup>th</sup> 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 (Lai-Mei Leong, et al. 2017). By speaking, people can convey information and ideas, express opinions and feelings, share experiences, and mention social relationships by communicating with others.

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 researchers 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 (Didik Santoso, et al. 2015).

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 (Didik Santoso, et al. 2015).

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

- 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 (Maria Brisk, 2006).

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' Perceptions of the Bilingual Program at MTsN 2 Ponorogo.**

Students' perceptions are students' point of view toward something that happened in the learning process inside or outside the classroom and produced them with suggestions or arguments for the teacher or classmate to improve their learning process. In this part, the researchers told the interview result about students' perceptions 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 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* (Holt Rinehart, 2009).

From the statement that the students stated during the interview, most of them gave a positive response toward the application of the bilingual program, starting from students' perceptions of bilingual programs to the benefits of bilingual programs for students.

It could be concluded that the perception of the students toward the bilingual program at MTsN 2 Ponorogo was positive perception. This was in accordance with the theory of Irwanto that positive perception is an individual's assessment of an object or information with a positive view or as expected from the perceived object (Irwanto, 1996).

## CONCLUSION

Based on the research findings and discussion of the research, it can be concluded that the implementation 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. After that, the perception obtained from students is a positive perception. This is based on students' perceptions of the question of the benefits of bilingual programs, where students said that the benefits of bilingual programs vary.

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