

**THE IMPLEMENTATION OF BILINGUAL PROGRAM IN TEACHING ENGLISH
AT SMA AL-AZHAR SYIFA BUDI SOLO IN THE ACADEMIC YEAR 2023/2024**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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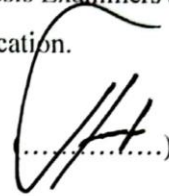


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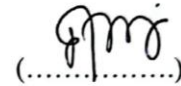
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DEDICATION

This thesis especially dedicated to:

1. My lord Allah SWT and prophet Muhammad SAW who always guide and give strength for me
2. Myself who has worked hard and tried all this time
3. My beloved parents who always prays, support, trust, finance and encourage for me
4. All of my friends
5. My Almamater, Raden Mas Said Islamic State University of Surakarta

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(QS. Al Baqarah: 286)

“Maka sesungguhnya bersama kesulitan itu ada kemudahan, Sesungguhnya bersama kesulitan itu ada kemudahan.”

(QS. Al Insyirah: 5-6)

“Cukuplah Allah menjadi penolong kami dan Allah adalah sebaik-baik pelindung”

(QS. Ali Imran: 173)

“So, remember Me, I will remember you”

(QS. Al Baqarah: 152)

PRONOUNCEMENT

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I hereby sincerely state the thesis **“The Implementation of Bilingual Program at SMA Al-Azhar Syifa Budi Solo in Academic Year of 2023/2024”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later prove that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, March 28th, 2024

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Alhamdulillahirrobbil'alamin, all praises to Allah SWT, the single power, the Lord of the universe, master of the day judgment, God all mighty, for blessings and mercies so the researcher was able to finish this thesis entitled **“The Implementation of Bilingual Program in Teaching English at SMA Al-Azhar Syifa Budi Solo in Academic Year of 2023/2024”**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of word revolution.

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8. All of my friends who cannot mention all, thanks for everything.

The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, March 28th 2024

The researcher,

Vivi Novita Sari

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ABSTRACT

Vivi Novita Sari. 2024. *The Implementation of Bilingual Program in Teaching English at SMA Al-Azhar Syifa Budi Solo in Academic year of 2023/2024*. Thesis. English Language Education Study Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

Bilingual program is a model of teaching which apply two languages as media instruction in teaching learning activities. SMA Al-Azhar Syifa Budi Solo for instance, is one of school which applies bilingual program. The characteristic of bilingual program in SMA Al-Azhar Syifa Budi Solo is the special use of two languages namely English and Indonesian as the language of instruction in each teaching learning activity, this program can help students familiarize themselves with using English as the language of daily communication. The objectives of this research are to describe: (1) the implementation of bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo in academic year of 2023/2024 in term of teaching procedures, teaching media, teaching material, teaching method and evaluation techniques and to find out (2) the problem faced by students in implementing bilingual program in teaching English at the Tenth grade of SMA Al-Azhar Syifa Budi Solo.

This research used descriptive qualitative method. The subject of this research is the English teacher and students at the tenth grade of SMA Al-Azhar Syifa Budi Solo. The technique of collecting data in this research are observation, interview and documentation. The data were analyzed by data condensation, data display, and drawing conclusion. This research used triangulation as a trustworthiness namely observation, interview and documentation.

The results of this research are show that there are five components in the implementation of bilingual programs in teaching English, namely; Teaching Procedures, Teaching Media, Teaching Material, Teaching Method and Evaluation Technique; (1) In teaching procedures, teachers have applied bilingual in every learning by using a varied implementation model, namely the cooperative learning model. (2) The teaching media used by the teacher are teacher herself as a human media, power point, google classroom, chromebook, canva application. (3) The teaching material used by the teacher is printed material such as textbook from English pearson and also textbook from government and then the teacher created the material based on syllabus. (4) The type of teaching method that the teacher used are question-answer method, lecture method, discussion method and jigsaw method. (5) The type of evaluation that used by the teacher are formative and summative evaluation. The problems faced by students on implementing bilingual program in teaching English are: lack of confidence to speak English and lack of motivation to join the English class.

Keywords: *Implementation, Bilingual Program, Teaching English*

CHAPTER I

INTRODUCTION

A. Background of the Study

Bilingualism can be understood as learning activities that use two languages starting from the process of planning, organizing, directing, implementing, monitoring and evaluating (Sugianto 2014:26). The maintenance of a bilingual school based in a classroom or educational environment is one of the programs implemented to improve the linguistic intelligence of the students so that the students have the skills of two languages namely English foreign language and Indonesian language.

Bilingual education was first formally designed in formal education in Indonesia under the International Standard School “*Rintisan Sekolah Bertaraf International*” program (RSBI). Through RSBI, the Indonesian government seeks to develop schools through fostering educational development. This concept is based on Law of the Republic of Indonesia No. 20, Chapter 14 Articles 50 Section 3 of the year 2003 (Fauziah, 2021). The Indonesian bilingual program started in 2004 and completes the previous school program which has implemented similar programs used in private schools. In Indonesia, bilingual programs use the national curriculum along with foreign programs. In addition, English is used as a means of communication in the classroom and is used in some subjects, such as mathematics and natural sciences, and other courses using Indonesian in classroom activities (Jayanti, 2019).

Morrison (2012) argued that bilingual learning taught from an early age has benefits in developing child's cognitive intelligence and introducing children to a more concentrated external culture. Moreover, many studies show that children learn a second language more easily and smoothly than adults (Arifuddin, 2010). Similarly, in second language learning, children need special treatment to help students succeed academically and socially. It means from the curriculum, teaching material, and also the methods used should be oriented to the emotional and psychological condition of the children. Parents and teachers in school should pay close attention to the language learning methods of their children, taking into account the various aspects, so that the children feel comfortable and happy in learning language (Harits, 2010). Based on the explanation above is a strong reason why the researcher chooses about the bilingual programs.

Lately, there have been many schools which apply bilingual program which aims to build the schools of high quality and produce graduates that are recognized nationally and internationally. Bilingual education means teaching in two languages while using both languages as teaching tools, for any part or all of the school curriculum (Anderson & Boyer, 1970). Besides that, Baker (2006:213) stated that bilingual education is education that uses and promotes two languages. So, it can be concluded that bilingual program is a learning that uses two languages as an introduction namely Indonesian and English. The goal of bilingual program in education is to improve students' English skills with the output in the mastery of knowledge and skill development. Depdiknas (2007) in Arnyana (2008) proposes that the objectives of bilingual education program are:

1) to increase the mastery of the material, and 2) to increase the students' English ability either in scientific or non-scientific forums. Schools that have been able to implement the program, the thing that has certainly become their future program is the mastery of foreign languages, especially English other than mother tongue. Students are required to master English, because this school are designed to be able competing in the international world.

SMA Al-Azhar Syifa Budi Solo for instance, is one of school which applies bilingual program. SMA Al-Azhar Syifa Budi Solo comes with the tagline *Islamic, Leadership and Entrepreneur School* is a high school with Islamic characteristics with learning methods that aim to develop *Multiple Intelligence* and emphasize the four main pillars of superior schools, namely Aqidah, Nationality, Science and Technology in the climate and culture of Islamic schools. The characteristic of bilingual program in SMA Al-Azhar Syifa Budi Solo is the special use of two languages namely English and Indonesian as the language of instruction in each teaching learning activity, this program can help students familiarize themselves with using English as the language of daily communication.

SMA Al-Azhar Syifa Budi Solo has two difference classes, there are 7 regular classes and 3 tahfidz classes, which is in the learning process also apply bilingual programs where is students are able to use English actively both oral and written and the learning outside or in the classroom, on the other side. Tahfidz class is a boarding school. So, they must be able to divide the time between studying and reciting. This aims to accommodate the target of each class to be achieved. In the

implementation of this program, students are required to participate in school activities using English to speak with other. Therefore, in order to evaluate a student's ability to communicate in English, the teacher must have several components that be prepared in the implementation of learning. Pane, A., and Darwis Dasopang, M (2017: 340) mentioned that the learning components consist of teachers, students, learning objectives, learning media, learning methods, learning resources, learning strategies and learning evaluation.

The result of interview conducted with English teacher show that the teacher use various resources in implementing bilingual program in the classroom, such as assignment using games, so the students do not get bored following in English learning, The teacher also asked students to write short stories and build writing skills in English. It can be inferred that every student is asked to use English at all times. In addition the implementation of bilingual programs in SMA Al-Azhar Syifa Budi Solo is still not optimal and has not run effectively, in the application of bilingual in subjects other than English only in the early stages of learning such as opening and closing because non-English learners are still in the learning stage and the school environment is less conducive such as not moving students, teachers and staff to implement bilingual in the school environment. Besides that, the results of interviews with teacher revealed that the material in the textbook used as teaching material was still less specific, therefore teachers also had to create new material related to the syllabus in order to make it easier for students to understand the material.

The teacher also explained about the other activities that support students in English actively. In this program there are several provisions that students must do, such as: (1) students especially class X are required to look for international journals to review, (2) students in groups make English posters, (3) Students are required to take EAP / TOEFL prediction organized by the school, (4) English Day, all students and school residents every Wednesday are required to use English as a means of communication, but this English day program has not run fully because the school environment is not conducive (5) students especially class XII are required to make papers in English and present them in front of the class, and (6) Every three months, SMA Al-Azhar Syifa Budi Solo brings the Native English Speakers to help students practice their English.

In addition, to balance between learning activities in the classroom and outside the classroom, the school also implements several KBM supporting activities that aim to increase social sensitivity, add insight and train independence, discipline, and train the balance of the left brain and right brain, including these activities: (1) field trips (2) survival experience program (3) expert talk (4) al azhar youth camp (6) English and qur'anic camp (8) university visit and share, and others. There is also an English Club, this is an extracurricular activity carried out every Thursday which takes place in the hall or classroom, this activity in the form of games, fun learning or activities to support student activities in English, the aimed is making students not feel bored when learning together.

In this research, the researcher focuses on the implementing of bilingual in English learning activities at the Tenth Regular classes. The researcher chooses

Tenth Regular class because the researcher wants to know how to apply or the stages carried out by teacher in bilingual based learning in lower grades that may be some students who are still not confident and not used to participate in previous bilingual learning or there are also still students who have not mastered English at all. Not only for students, this bilingual learning also helps teachers to practice English. So, teachers can better understand how the procedures and components that can help students get used to speak English, because learning is an activity that aims to teach students.

Even though there have been many related studies to the application of bilingual, the research in this writing focuses on how the stages of teacher in implementing bilingual program in teaching learning English and also wants to know the problems faced by students with the application bilingual in every lesson. There are some previous studies used by the researcher, the first research entitled “The Implementation of a Bilingual Program in Teaching Learning Math at Grade Eight B of SMP Islam Al-Azhar 21 Sukoharjo” this study is written by Maulana Ismail from Raden Mas Said State Islamic University of Surakarta (2020). The purpose of this study is to describe the implementation of bilingual program in teaching-learning Math using English at eight B of SMP Islam Al-Azhar 21 Solo Baru, in term of the teaching material, the teaching media, the teaching technique, the evaluation technique. The second research entitled “Teachers’ perspectives toward the implementation of bilingual immersion program in Indonesian private schools” this journal was written by Haris Ma’ruf from Universitas Islam Sultan Agung (2020). This research was to find out

teachers' perspectives of the immersion program for non-English language teachers in teaching and learning Mathematics, Sciences and Social Subjects in English and also how teachers cope with new challenges in using English. The third research entitled "The Effectiveness of Using Bilingual Programs for Non-English Learners". This research is written by Maulidarni Saputri from Universitas Islam Negeri Ar-Raniry (2022). The purpose of this research is to examine the effectiveness of using bilingual programs of non-English learning for students and to identify the factors of bilingual programs that affect students' non-English learning outcomes.

Based on the three previous studies presented in the data, it can be concluded that has similar topics of the research in using bilingual program in teaching learning activities but have different subjects, goals and focuses of the research. So, the researcher is interested in observing about implementation of bilingual program in teaching learning English process and also to find out the problem faced by the students in implementing bilingual program, especially at the Tenth class. Therefore, the researcher became curious and try to research entitled "**The Implementation of Bilingual Program in Teaching English at SMA Al-Azhar Syifa Budi Solo in Academic Year of 2023/2024**".

B. Identification of the Problems

Based on the background of the study, the researcher identifies some problems as follow:

1. The implementation of bilingual program is still limited, making it less than optimal

2. The lack of confidence and lack of motivation in some students
3. The school environment is not conducive in encouraging oral language practice
4. The material is less specific so the teacher requires combining with new material

C. Limitation of the Problems

In this research, the researcher makes a limitation of the problem. The researcher focusses on implementing bilingual program, especially at the Tenth regular class of SMA Al-Azhar Syifa Budi Solo. The subject of this research is English teacher and 15 students at the tenth regular class to interview. This research was conducted for 3 times. The researcher used Jung's theory (2005) to analyze the implementation of bilingual program in teaching and learning activities. In addition, the researcher also wants to find out the problems faced by students in learning English based on Brown's theory (2000) which is due to the existence of internal factors and external factors.

D. Formulation of the Problems

Based on the limitation of the study above, the problem can be formulated as follows:

1. How is the implementation of bilingual program in teaching English of SMA Al-Azhar Syifa Budi Solo in academic year 2023/2024?
2. What are the problems faced by the students on implementing bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo in academic year 2023/2024?

E. Objectives of the Study

Based on the formulation of the problems, the objectives of this study are as follow:

1. To describe the implementation of bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo.
2. To find out the problems are faced by the students on implementing bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo.

F. Benefits of the Study

This research is expected to bring several benefits especially for researcher, readers or teachers, and universities in general. The benefits of researcher are:

1. Theoretical benefit
 - a. To increase knowledge about bilingual education and the researcher hopes that the teachers and students can also apply bilingualism in their daily lives.
 - b. The findings of this study are to provided good information regarding the implementation of bilingual program in teaching learning activities.
2. Practical benefit
 - a. To the teachers
 - 1) Assist teachers in developing appropriate strategies and how are implement bilingual education program in teaching learning activities.
 - 2) To increase educational institutions to can use bilingual program more widely.

b. To the other researchers

The results of this study can be helpful for other researchers who want to find out about what bilingual programs are and things related to the implementation of bilingual programs.

G. Definition of Key Terms

1. Implementation

Implementation refers to the existence of activities, actions, and processes. Implementation is not just an activity, but an activity that is planned in advance and carried out to achieve the objectives of the activity (Usman, 2002).

2. Bilingual Program

Bilingual program is a model of teaching which apply two languages as media instruction. The two languages usually consist of a source language and a target language, these two languages are presented together in the learning materials (Santoso & Ginting, 2015).

3. Teaching English

Brown (2000:7) stated “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand”. English learning process occurs when the learner acquires knowledge of subject matter through processing information by reading, listening, writing and speaking.

CHAPTER II

LITERATURE REVIEW

This chapter reviews several theories related to literature; the aim is to provide a brief discussion of what is related to the focus of this research. In this chapter the researcher tries to give a clear explanation of the theoretical framework which is implementation theory, bilingual theory, teaching English theory, and previous related studies.

A. Theoretical Background

1. Concepts of Implementation

a. Definition of Implementation

Implementation is a process of applying ideas, concepts or innovations in a practical action so as to give a good impact in the form of change of knowledge, skills or values of attitudes (Mulyasa, 2008). Beside that Usman (2002) argued implementation leads to activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals.

Implementation can be concluded that a process of planned activities to achieve good results and goals. Implementation is not just application, but is carried out seriously based on references that have been prepared so as to achieve a learning objective. Implementation can be influenced by curriculum objects by putting pressure on the process. In essence, this implementation can use approaches, including: the first is through activities related to explaining program objectives, and second is to emphasize the interaction between developers and teachers in order to improve the program, and third

is implementation as part of the curriculum program (Ketut, 2017). So, in the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

2. Concepts of Bilingual Program

a. Definition of Bilingual Program

According to Santoso and Ginting (2015) Bilingual program is a model of teaching applied in bilingual classes. As a model of instruction, it shows process of teaching and learning in the classroom. Salkind (2008) add that Bilingual education programs are teaching methods that use two languages for media instruction. A source language and a target language typically make up the two languages. The language that learners speak is known as the source language, and the language that they need to learn is known as the target language. The learning materials combine these two languages.

In addition, Feng (2007) showed that bilingual teaching has nowadays extended to refer to use a foreign language (often English) as a medium for teaching content subjects in major cities and other developed areas. Also, Brisk (2006) add bilingual education is viewed as qualified education delivered in two languages. It means that two languages should be used to provide the materials during the teaching and learning processes in the classroom. This definition states that bilingual learning programs must

implement at least one of the three categories of bilingual maintenance, including:

- 1) Lesson are given in two languages.
- 2) Learning is given in the first language and the student is taught is a second language until he can use the second language for learning.
- 3) Most of the learning is given in the second language and the first language is given in the next step, the first language as a subject and the second language as the language of learning.

There are differences in the concept of bilingual education between nations. For example, bilingual education was viewed as high-quality instruction given in two languages in Latin America. Over the past few decades, interest in bilingual education has increased (Trujillo, 2007). Salkind (2008) states that, the actual implementation of each model can vary widely depend on availability of qualified teachers, resources, official policies, and societal and school (district) attitudes. Most the *Pullout* programs that offer English as a Foreign Language (ESL) to students for a few days a week use the bilingual education model. *Pullout* approach is most often used in schools with few bilingual teachers, students from diverse cultural backgrounds, and a lack of resources and knowledge about bilingual education (Chambers and Parrish, 1992) in Rivera (2002).

Bilinguals have different levels of ability to use the languages. Depending on the ability to use them, these levels are categorized into several terms. Chin and Wigglesworth (2007) categorized the bilinguals into

several terms such as balanced bilinguals, dominant bilinguals, recessive bilinguals, and semi lingual. These categories are in accordance with the perceived degree of proficiency they have in both languages.

- 1) Balanced bilinguals: at this level a person has mastered two languages smoothly but can control the main language commonly used with the alternative language becoming his skill.
- 2) Dominant bilinguals: This level indicates a person who has the ability to master two language but shows only one language being mastered. For example, a teacher who teaches English daily will use the language all day long, but when the teacher talks with an Italian, he will discuss with another language that he speaks according to his opponent's discussion.
- 3) Passive or recessive bilinguals: someone who has the ability in two languages but the language is lost because it is not used again so-called passive ability. For example, a WNI who has long lived and settled in America with everyday language being English then he is passive in Indonesian.
- 4) Semi lingual or limited bilinguals: Some of the characteristics of this level of bilingual ability are low vocabulary and incorrect grammar, stiff speech and limited word arrangement, and difficulty in expressing oneself into language.

b. Types of Bilingual Program

There are many different types of bilingual school based on Baker (2001), the first was dual language school which found in the United States: two-way school, two-way immersion, two-way bilingual education, developmental bilingual Education and dual language education.

1) Transitional Bilingual Education (TBE)

This type of education program was most popular in the United States to teach minority languages when positive action is required. It requires preparation and resources. Initially, students used minority languages, and the majority language was taught as a second language, usually by two-language teachers. Recently, students will be switching from bilingual to monolingual classes. This is the transition from bilingual learning to mono-lingual learning to accelerate transition to majority language classes. (Eka Lestari, 2018).

2) Mainstream Education (with foreign language teaching)

This type education was popular among parents who want their children to become fluent in a second language not taught in educational system. Students attend schools in the majority language, but also attend additional classes or schools on weekends or after school where a foreign language or a second language is taught. For example, there are additional instruction in English all over the world. There are also schools that offer language as an enrichment act (Baker, 2001).

3) Separatist Education

In this program, instruction is through the medium of the minority language only, even though the majority language is frequently used as a middle school subject, this program's instruction is only available through minority language media. This type of education's goal is to help minorities learn the language so they can understand politics. Programs like this one are not frequently offered as alternatives to classroom instruction.

4) Immersion Education

This program has been designed for language majority student or speakers of high-status language who wish to become bilingual. With a bilingual teacher, education is initially only provided in the minority language. The dominant language is being used in instruction in a progressive manner. Throughout the duration of their education, children continue to receive instruction in both languages. An all-encompassing phrase was immersion education. There are many programs within the concept of immersion experience in terms of the following aspect:

- a) Age at which a child commences the experience. This may be at the kindergarten or infant stage (early immersion); at nine ten years old (delayed or middle immersion), or at a secondary level (late immersion).
- b) Amount of the spent in immersion. Total immersion usually commences with 100% immersion in the target language, reducing

after two or three years to 80% per week for the next three or four years, finishing schooling with approximately 50% immersion in the second language per week. Partial immersion provides close to 50% immersion on the second language throughout infant and junior schooling (Dzulhijah, 2023).

- 5) **Developmental Maintenance and Heritage Language Program** This type of education program used both a minority and a majority language throughout the Education of language minority. Both languages are compartmentalized, most often by using different teacher for instruction that take place in different language. It aims to support both the full growth of the majority language and knowledge of history and culture as well as the maintenance and development of the minority language and increased understanding of the minority's history and culture. Thus, maintenance programs offer the enrichment that linguistic minority require and the pluralistic viewpoint that the majority culture requires.
- 6) **Two Way or Dual Language Education**

Dual language (or two way) Bilingual education usually occurs when members of minority languages and almost equal majority students are in the same classroom and both languages are used for instruction. (Dzulhijah, 2023)

- 7) **Mainstream Bilingual Education**

This type of program uses two languages throughout the students' Education. It differs from maintenance program in that all languages are

here considering majority languages, and all students are of the majority. One of the examples of this type was *Dwibahasa* program Brunei, in which the program requires instruction for all Malay speaking children both Malay and English (Baker, 2006).

c. **Characteristic of Bilingual Program**

Bilingualism, often known as dual language instruction, and other language acquisition techniques are employed in educational institutions. These include the grammatical-translate method, the direct technique, and other techniques. At least four different aspects can be conveyed to children by adopting a bilingual program. This method makes it feasible to convey cultural meaning, comprehension, and linguistic origin (Dzulhijah, 2023).

Bilingual learning as studying in two languages for a variety of social and academic goals by teachers or students. The phrase "bilingual concept" also refers to a teaching strategy used in classrooms that aims to:

- 1) Learning English.
- 2) Showing academic achievement
- 3) Assimilating immigrants into new cultures
- 4) Safeguarding minority language groups' cultural heritage
- 5) Helping English speakers learn up a second language, and
- 6) Creating national learning resources are the top priorities.

Bilingualism is a manner of keeping understanding of a second language and its culture in addition to being a language acquisition technique that

immerses (changes) the native language into a second language (Dzulhijah, 2023).

d. Principles of Planning Bilingual Program

Cummins and Swain (1986:97-98) define three principles for successful bilingual program planning. The principles are:

1) First things first

The first rule is to show that a child's first language plays an essential part in each aspect of his educational development. The concept simple: Before thinking about teaching a child a second language, make sure their mother tongue is effectively developed.

2) Bilingualism trough Monolingualism

The use of teaching languages by teachers is covered by this principle. On the one hand, it is possible to use both languages at once, namely with frequent transitions between the two languages within a single class.

3) Bilingualism as a Bonus

The principle of bilingualism as a bonus is to explain to students how and why it will benefit them. The bilingual program itself offers a number of advantages or benefits, including political, economic, cultural, linguistic, cognitive, or individual benefits. (Tarigan, 1984).

e. Aspect of Bilingual Program

Baker and Prys Jones (1998: 464-468) introduce eight aspects of the international structure of bilingual education. They make a difference between:

- 1) Monolingual and bilingual schools where bilingual children go. The difference between full bilingualism and monolingualism with the major language exclusively is dependent on the educational outcome. Immersion is a middle ground between those two extremes, where children who speak the dominant language also acquire a second majority or minority language.
- 2) Schools that teach a second language and schools that teach through the medium of a second language.
- 3) Public and private bilingual education
- 4) 'Weak' and 'Strong' forms of bilingual education, the strong aiming at full bilingualism and biliteracy, while the weak aim at shifting linguistic minority children to using the dominant language only
- 5) All age groups, from kindergarten through higher education and adult education, are included in bilingual education.
- 6) Bilingual education is an umbrella term including trilingual and multilingual education.
- 7) It is important to keep the phrases "bilingual education" and "formal education" separate because they refer to different aspects of a child's official education from cradle to grave. aged 5 to 16 and bilingual education with informal components, are present.
- 8) The language background of a child, whether majority or minority, also plays an important role in the analyses of the aims bilingual education.

Baker (1996) say that the model and framework of bilingual education consists of input variables, process variables, output variables and context variables. The input variables can either be student inputs such as their aptitude, attitude, motivation, language abilities, and cultural background or teacher inputs such as bilingual instructors' linguistic and cultural knowledge and their competency to operate in two languages and transfer two or more cultures. The process variables include the usage of curriculum materials, teacher-student interaction, and student-student interaction. The output variables can be short period of time (such as test performance) or over a longer period of time (such as attitude toward language learning, self-esteem, and overall curricular achievement). The context variables refer to classroom, school, community, and society. school, community, and society in relation to bilingual education as a whole (Baker & Prys Jones 1998:473-475.).

f. Implementation of Bilingual in Teaching Learning Activities

The implementation of bilingual program in learning can involve the use of teaching procedures, instructional resources (media and material), teaching method and evaluation to determine the effectiveness of implementing the bilingual in teaching activities (Jung, 2005).

1) Teaching Procedures

The learning process is a series of activities and interactions between students and teachers that are controlled through lesson planning. The implementation of the learning process needs to be carried out systematically based on the learning procedures that have been developed.

One aspect that affects the success of learning is the teacher's ability to manage learning, in the management process must be directed to become a meaningful and conducive process to shape student abilities. Therefore, in addition to being developed systematically, effectively and efficiently, learning activities also need a variety of activities as an alternative to grow student motivation and activity in learning. (Ruhimat, 2010:1)

Ruhimat (2010: 2-24) described that the learning process has three stages of procedures that need to be taken, namely: opening, main activity and closing.

a) Opening

Opening in teaching learning process is also called pre-instructional. The function of these activities is to create an effective learning start that allows students to follow the learning process well. Time efficiency in introductory learning activities also needs to be considered, because the time available for these activities is relatively short at about 5 minutes. Therefore, with a relatively short time, it is hoped that teachers can create good initial learning conditions, so that activities at the beginning of learning can support student learning processes and outcomes. In the opening activities include: greetings, appreciation, introduction to the material, and motivation (Ruhimat, 2010:2-24).

b) Main Activity

Main activity in learning emphasize more on the process of forming student learning experiences in certain learning materials, these activities are arranged and planned by the teacher based on the curriculum. Main activities in learning play an important role in achieving learning objectives and in shaping student abilities that have been set. In the main activities of the learning process include: observing, questioning, experimenting, associating, and communicating (Ruhimat, 2010:6).

According to Ruhimat (2010: 7) there are steps of main activity that need to be carried out in learning systematically as follows:

- (1) Tell the purpose of the material and the ability to be learned. The initial activity that the teacher needs to do before discussing the lesson is to tell the purpose of the material and what abilities students will learn. So that students realize and know what must be learned to achieve these goals (Ruhimat, 2010: 7).
- (2) Convey the system of learning activities that will be taken by students. In this stage, the teacher needs to convey to students about the learning activities that students must take in learning topics. For example, if the learning used discussion, then the teacher must convey how the discussion technique or procedure or in the learning used is an experiment, then the teacher must convey the technique of the experiment, or if in the learning is group

learning then the teacher forms a group and must convey the technique or procedure of group learning as well as other strategies. If students are considered to understand the technique, then the teacher no longer needs to explain it (Ruhimat, 2010: 8).

- (3) Discuss material or present study material. In the delivery of subject material, students must prioritize activities, so that in the process the teacher acts more as a facilitator and guide. Because this activity there will be a process of changing behavior from students, who initially do not understand to understand, from unable to be able and from unskilled to skilled. Students will be able to understand and to apply the learning material, and students will have a positive attitude towards the learning material if the process of discussion or presentation of the learning material is taken by students optimally, effectively and efficiently (Ruhimat, 2010: 8).

The opportunity for students to build a sense of responsibility are greater if developed with group learning activities. Directly students will learn to think logically, critically and cooperatively in providing problem solving through group work. Group learning is often referred to as cooperative learning. It means that if students learn in groups and work together, it will be easier for students to find and understand concepts that were considered difficult. Group learning activities need to be developed in

learning so that students have social skills, such as the ability to work together, communicate, argue and interact which are formed through their groups. There are several possible methods that can be used in group learning, namely discussion, group work, problem solving, inquiry, discovery, simulation, and observation (Ruhimat, 2010: 14-16).

A method that is often used in group learning is the method of discussion. This method builds students to learn systematically based on the procedure to be passed. In its implementation this method needs to be supported by other methods such as lectures and question answers. (Ruhimat, 2010:16).

c) Closing

The closing activity is carried out on the basis of planning that has been made by the teacher. Teachers need to plan, and execute the closing activities effectively, efficiently, flexibly and systematically. In this closing activity, the teacher gave conclusions about the material that had been learned on that day, gave final motivation, provided enrichment, and gave greetings and prayers together. With this closing activity, students will be invited to recall the learning that has been done, and students will get the main points of the material that has been learned. Thus, it is expected that students will have a strong memory, so that the material that has been obtained can be understood as a whole (Ruhimat, 2010:24).

2) Teaching Media

There are many kinds of instructional media usually used in teaching and learning process. According to Smaldino (1996), there are six types of media used in learning and instruction as follows:

a) Text

The most commonly used medium is text. Text is alphanumeric characters that may be displayed in any format-book, poster, chalkboard, computer screen, and so on.

b) Audio

Audio includes anything you can hear-a person's voice, music, mechanical sounds (running car engine), noise, and so on. It may be live or recorded.

c) Visual

Visual media is a media that relies only on vision. This media displays its material using a projection tool or a projector. The message to be delivered is poured into visual forms. They include diagrams on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoons, and so on.

d) Motion Media

Motion media are media that show motion, including videotape, animation, and so on.

e) Manipulatives

A set of material that is often not considered a medium is a real object and model. Manipulation is three-dimensional and can be touched and handled by students. That's included in manipulative media like games, toys, flash cards, puzzles.

f) People

These may be teachers, students, or subject matter experts. People are critical to learning. Students learn from teachers, other students, and other adults.

In addition, in the era of globalization, teachers can use technology as a tool to help students in the learning process. This can be included in conventional learning methods or e-learning (distance learning via the internet). References and learning resources can be accessed easily through the internet because the internet makes it easier for students to learn (Zahwa & Syafi'i, 2022). According to Andresen and Van Den Brink (2013) in Ismail (2020) multimedia can be considered as a tool for learning and a means of communication, multimedia products and online services can be used creatively and reflectively. So, Multimedia is a media that is currently used as an educational tool

Multimedia provides different types of media that are usually combined in significant ways. It provides an opportunity to present ideas in various ways through a computer or smartphone, such as through images (images, drawings, maps, and slides), sound (sound

recording, noise, and music), video, and discussion among students (social networks, online discussions) Andresen and Van Den Brink (2013) in Ismail (2020). Therefore, text, graphics, animation, video, and sound are integrated in multimedia features, and content can be presented in different ways. Thus, it can be concluded that media is everything that connects and conveys messages from teachers to students to be brought into a controlled teaching environment.

3) Teaching Material

According to Sorraya (2014) stated that learning material is a set of learning that is arranged systematically containing competence that students will master in attitude, action, and skill activities that contain messages, information and illustrations in the form of facts, concepts, principles, procedures or processes, and values, as well as skills related to certain subjects directed to achieve learning objectives. Jannah (2016) state that instructional materials can take the form such as:

- a) Printed material such as textbooks, worksheet, grammar books, dictionaries, module, handout, syllabus and so on
- b) Unprinted material such as cassette or audio material, videos, pictures, computer-based material
- c) Material that comprises both print and non-print source as sell access material and material on the internet.

4) Teaching Method

According to Sanjaya (2008:187) Learning methods are ways used to implement learning strategies. Method is a way in giving the chance to students get the information, which is needed to achieve the goal. There are many teaching methods that can be used by the teacher in delivering the knowledge to the students. Nurhidayati (2011) stated that these are many types of teaching methods that are recently used by the teachers:

a) Lecture Method

Lecture method is a part of a conventional learning model. According to Suprayekti (2003: 32) lecture method need to be improved in their application in such ways as: (a) build attractiveness, (b) maximize understanding and memory, (c) involve students, and (d) give reinforcement.

Students may be very easy to forget the material delivered through the lecture method. Providing reinforcement in the lecture method is a way to overcome this situation. There are two ways to provide reinforcement in lecture method, namely problem application and review. Problem application is to give the student a problem or question to be solved using the information given during the lecture. In addition, review is another way to give reinforcement, where the students are asked to evaluate the lecture that has been delivered (Nurhidayati, 2011).

b) Question-Answer Method

Teachers use the question-and-answer method to determine the student's level of understanding of the problem. According to Mulyatiningsih (2011: 224) there are three questions that need to be known in delivering learning material, namely: (a) focused questions, (b) prompting questions, and (c) probing questions.

Prompting questions are questions that use hint and clues to help students remember answers. Prompting question can also be used to assist students answer questions by mentioning the first letter or word. Besides, probing questions are question that are used to provide additional explanation and encourage students to answer more complete questions.

c) Discussion Method

A discussion method is a student-centered learning approach that allows students to participate actively in the learning process. It is often used to competence on a particular theoretical topic (Nurhidayati, 2011).

d) Jigsaw Method

Jigsaw method is basically a group discussion method. The steps of the jigsaw technique are: (a) students are grouped into teams, where one team consists of 5-6 students; (b) each person in the team is given a different piece of material; (c) each man in the group is given the assigned piece of materials; (d) members of different teams who have

studied the same part/subchapter meet in a new group (expert group) to discuss their subchapters; (e) after the discussion as an expert team each member returns to the original group and alternately teaches one of their teammates about the sub chapters that they master and each other member listens seriously; (f) each team expert presents the outcome of the discussion; and (g) teacher gives an evaluation and concludes.

e) Drill Method

The drill method is used when students are asked to repeat information about a particular topic until they really understand it. This method is known as the practice and practice method. The purpose of this method is to help students understand better and more easily remember what they have learned (Nurhidayati, 2011).

f) Problem Solving Method

Problem solving is a method that can tried the students to think creatively when solving problems individually or in groups. Nasution (2010: 140) stated that a problem solving by problem-solving is difficult to forget. The ability to solve problems enhances the ability to resolve other problems.

g) Think Pair and Share Method

The think pair and share method originated from research on cooperative learning and wait-time (Arends, 2008: 15). The think pair and share method is a learning approach in which students share their

opinions with each other. This method can be used as a feedback on the material taught by the teacher (Nurhidayati, 2011).

g) Role Playing Method

Roleplaying method used to direct students to imitate the activities or dramatize situations, concepts, and certain characters. After the teacher prepared and facilitated the role-play, the topic continued with discussion. This method is used to help students understand the views and feelings of others about the variation of social and personality problems. This method is used because the scenario has to be given to the pupils so they can understand so that they can play a good role (Nurhidayati, 2011).

5) Evaluation

Kumar and Rout (2016:7) say that evaluation is an act or process that assigns value to a measure. They also explained that evaluation refers to the assessment of the student's progress toward stated objectives, the efficiency of the teaching, and the effectiveness of the curriculum. There are many types of evaluation. These include formative, summative, placement and diagnostic evaluation (Kumar & Rout, 2016:14-15).

a) Formative Evaluation

Formative evaluation is the assessment that is carried out within the teaching-learning process to evaluate the students' ongoing development of knowledge and comprehension. Formative assessments are monitoring assessments that track students'

development throughout a class, course, or session. Students receive feedback following formative assessment so they can go forward effectively. The goal of formative assessment is to raise the standard of instruction and learning.

b) Summative Evaluation

Summative evaluations are completed at the conclusion of a topic, class, or semester of study. Its purpose is to assess the final product's quality and determine the degree to which the learning objectives have been achieved. Remedial instruction is not provided following summative assessment. The outcomes of the summative assessment serve as the foundation for the certification procedure.

The evaluation's findings demonstrate how well the curriculum transition process is. Annual tests, exams at the conclusion of the semester, and terminal exams are significant instances of summative assessments. This is a lot more about making judgments the finished result. Among the crucial instruments used in summative assessment are accomplishment tests, rating scales, expert project assessment, interviews, viva-voce examinations, and so on.

c) Placement Evaluation

The student's behavior is evaluated through placement evaluation. In this case, the students' entrance to new courses is determined by factors such as aptitude, motivation, attitude, and intelligence. This type of assessment determines whether the student is prepared to start

the planned instruction, whether they have developed the knowledge and skills necessary to meet the program's objectives, and whether the student's interests, work habits, and personality characteristics suggest that a particular method of instruction may be more effective to another.

d) Diagnostic Evaluation

Diagnostic evaluation involves the use of specially prepared diagnostic tests and various observational techniques, it aims at identifying or diagnosing the weakness of students in a given course of instruction and to identify the root reasons of student's ongoing learning issues and provide a plan for corrective action. A detailed diagnostic is used by teachers when they discover that despite using a variety of other approaches and strategies, their students are still having trouble learning.

This kind of assessment looks at whether the student uses visuals, sounds, context clues, skips over unfamiliar words, and other methods by figuring out how to approach a reading assignment. It also includes vision and hearing examinations.

g. The Problem Faced by Student in Learning Using Bilingual

The students' fail to join in the learning English usually comes from their own students because of speech problems or fear of making mistakes when speaking, lack of confidence, in addition these problems can also be from the school environment, the student's own family environment. This condition is

caused by internal or external factors from students, this is what causes students to be unable to develop according to their capacity. Brown (2000) argue that there are two factors problems in learning English, namely internal factor and external factor. The internal factor consists of motivation, self-confidence, self-esteem, attitude. While the external factor consists of teacher, teaching aids and class condition

1) Internal Factor

a) Motivation

According Steiner in Hasibuan, (2001: 95) Motivation is a condition within oneself that energizes, activates and or moves certain behaviors towards a goal. the aspects of motivation that come from within each individual person. The main function of motivation is to motivate an individual towards achieving the goal of a predetermined plan. The higher the level of student motivation to get something, the more likely they will not give up easily. Moreover, this motivation can help develop strong and flexible critical thinking skills.

b) Self-confidence

Self-confidence is one of the keys that determine language learning success. It is necessary to make students learning goals as well as the ability to use the language they learn in everyday interaction. A high self-confidence, will greatly affect the ability of students to do their best and open themselves to new ideas, they answer questions themselves, and are confident that they answer the question correctly,

therefore, students who have a high confidence will not be afraid to make mistakes.

c) Self-esteem

There are two categories of academic self-esteem: low and high. Naturally, one's sense of self-esteem has a big impact on academic performance. Students who have high self-esteem will actively participate in class activities, such as paying attention in class, challenging themselves, and asking questions when the teacher is delivering. Students who have low self-esteem, on the other hand, will participate less actively in class activities. Students with low self-esteem may be less motivated to learn, unable to focus, and less willing to take risks (Larasati & Pratolo, 2022).

d) Attitude

Students' attitude also has a big impact on their success in learning. Attitude is an internal factor of someone who responds to something with a positive or negative response. A good attitude will show a good result. Mosha (2014) stated that the attitudes have a positive correlation with success in learning. Attitude can be divided into two, namely positive and negative attitudes, the positive attitude of the student will give a positive response to the teacher, it will be good in the process of learning because the students will give positive feedback. On the other hand, the negative attitude from the student towards the teacher can cause difficulties for the student. Language

attitude is an important concept as it plays a key role in language learning.

2) External Factor

a) Teacher

Teacher is a role model for students. Teacher's role in learning is very important, in addition to being an example, every activity performed by the teacher will get the attention of the student (Moeller, 2015). There are many things that teachers have to consider, such as attitudes, speech styles, lifestyle in general and teaching methods. It can be concluded that the teacher is as a substitute medium used to explain less obvious material to be clearer.

According to Mosha (2014) stated that the teacher and student work together through interaction with each other to create intellectual and practical activities to achieve the subject target. It means that in addition to the teacher, students must participate actively in the learning process and provide feedback to the teacher. So, it is possible to achieve the learning outcome. Furthermore, an English teacher should be able to engage their students, avoid lack of interest, and help them understand the material being discussed. Students are able to participate in class activities when they understand what their teachers are saying.

b) Teaching Aids

It can be used to explain learning concepts from material that is abstract or less clear to being real and clear so that it can stimulate the ideas, feelings, attention and interests of students which contribute to the learning process. It has the benefit of learning faster, effectively match between class and outside the classroom, teaching aids can enable teaching to be more systematically and orderly (Ulya, 2021).

c) Class condition

Class condition is the class condition when learning is going on. Class condition has a strong influence on student performance. A comfortable class condition for learning will improve student performance (Larasati & Pratolo, 2022).

3. Concepts of Teaching English

a. Definition of Teaching English

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Brown, 2000:7). So, it can be concluded that teaching means giving instruction, trying to help students learn to do something and make them understand the knowledge that they have learned.

Brown gives another definition about teaching since it deals with learning itself and cannot be defined apart from learning. He says that “Teaching is guiding facilitating, learning, enabling the learners to learn and setting the condition for learning (Brown, 2000:7). These definitions mean that during

the teaching process, the teacher not only provides the students with the information they need to be successful, but also mentors, inspires, and counsels the students to help them understand the lesson.

In teaching English there are three basic components, namely grammar, vocabulary, and pronunciation (Suyanto, 2007).

1. Grammar is a pattern that must be followed in learning a language correctly. Grammar is often used in English learning in the first component. This component is the language framework that must be followed in order for the language to be accepted
2. Vocabulary is set of words, usually in alphabetical order and with explanations of their meaning when using that language (Wu,2009).
3. Pronunciation is a way of pronouncing the words of a language. English speech is very different from the speech systems of mother tongue.

To be understood and accepted as language learning, the teaching of these three language components needs to be packaged in an integrated and careful manner. Learning needs to be well planned by selecting and prepare the materials for student. (Suyanto, 2007).

b. Variety of Teaching English

Teaching English has been interpreted in a variety of ways (Lin & Chien, 2010). According to Lin and Chien (2010), there are three approaches to characterize English language instruction:

1. Teaching English as a Second Language (TESL)

English is used as the official language of the nation's organizations, societies, and communities when it is taught as a second language. Non-native English speakers receive instruction in the language in an English-speaking setting. Napitupulu and Kisno (2014) state that TESL is used in a great deal of the English-colonized world. In nations where there is a high immigrant population, it is also widely utilized. The Netherlands, Denmark, Sweden, Norway, Finland, Singapore, and many more are among the nations where English is spoken as a second language.

2. Teaching English as a Foreign Language (TEFL)

English as a Foreign Language (EFL) is the study of English by non-native speakers in areas where English is not the primary language. Among the nations where English is taught as a foreign language is Indonesia. According to Napitupulu and Kisno (2014), TEFL is useless in their own nations. It indicates that, as opposed to being an official or principally instructional language, language is only utilized as a medium of communication between nations worldwide.

3. Teaching English to Speakers of Other Languages (TESOL).

The techniques and procedures used to teach English to non-native speakers, or ESL speakers, are the focus of TESOL. Language learning organizations for learners in an expanding circle, teacher training institutions, and instructor-education programs for English teachers all frequently employ it (Lin & Chien, 2010).

c. Types of English Competence

According to Suyanto (2007) in learning English language has four basic competencies that must also be learned by students. The four basic competencies are listening, speaking, reading, and writing. Between the four competencies there is a relationship and is an inseparable whole.

1) Listening

Listening is the competence to understand spoken language that is receptive to stimuli. Thus, listening is not just listening to the sounds of language but also understanding them. In first language or mother tongue, we acquire listening competence through processes that we are not aware of in a complex way.

The following are the competencies involved when trying to understand what is heard, namely:

- a) Listening or remembering elements of language using short-term memory
- b) Attempt to distinguish meaning sounds in the target language.
- c) Aware of the forms of stress and intonation, and also aware of the redaction of word forms.
- d) Distinguish and understand the meaning of the words.
- e) Recognize typical word-order patterns

2) Reading

Reading competence can be developed separately from listening and speaking competence. Often reading competence is developed in an integrated

manner with listening and speaking skills. Reading competence is taught from the word comma, then discourse with easy vocabulary to more difficult vocabulary, from short discourse to longer discourse with more diverse grammar. The level of difficulty and length of reading material is adjusted to the child's level of language development and grade level. The competencies related to the reading process that must be possessed by the students are as follows:

- a) Get to know the vocabulary and writing system used.
- b) Determine keywords that identify the topic and main idea.
- c) Determine the meaning of words, including the vocabulary of split comma from the written context.
- d) Recognize classes of grammatical words, nouns, adjectives, and so on.

3) Writing

Writing can be interpreted as a language competence that is the most complicated among other types of language competence. Because writing is not just copying words and sentences, but also developing and expressing thoughts in an orderly writing structure. In addition, it requires the ability to think or logic and the skill of concocting words into meaningful sentences. In addition to coherent sentence structure and clear content, punctuation is also important in English. Competencies needed in writing, namely:

- a) Using orthography correctly, including in the use of spelling.
- b) Use tenses correctly.
- c) Sort words correctly.

d) Use sentence structure that is appropriate and clear to the reader.

4) Speaking

Speaking competence has three types, namely interactive, semi-active, and non-interactive. Interactive in speaking such as face-to-face conversations and talking over the phone allows for a switch between talking and listening. Then there are also semi-active speaking situations, for example in making speeches in public directly. In this situation, the audience cannot instruct the speaker, but the speaker can see the listener's reaction to their facial expressions and body language. Some speaking situations can be said to be non-interactive, for example making speeches over radio or television. Competencies that must be possessed in speaking, namely:

- a) Pronounce different sounds clearly so that the listener can distinguish them.
- b) Use stress and tone and intonation clearly and precisely so that the listener can understand what the speaker is saying.
- c) Use word forms, word order, and the right choice of words.
- d) Use a variety of language appropriate to the communication situation.

d. Difficulty in Learning English

Often, student learning difficulties are characterized by a certain number of challenges that prevent them from achieving learning outcomes. However, each student faces a different level of difficulty, especially in English. The subject of English is a subject taught with the aim of improving the ability to communicate

orally, because English plays an important role in expanding the field of science and technology (Urbah 2022).

English can convey thoughts, feelings, and information both orally or writing. There are efforts by both formal and non-formal educational institutions to support English language education, given the importance of this language to everyone. English teachers usually feel the learning process is not as expected and the learning results are low. Non-discipline, boredom, and a lack of desire to learn are still very common. Besides, learning English focuses more on theory than practice (Urbah, 2022).

According to Ita (2012) learning difficulties occur because students do not have the opportunity to learn English such as:

1) Difficulty Reading Sentences and Vocabulary

Students have difficulty reading, especially if they read passive sentences. Understanding active sentences is easier for some students because they just memorize words without understanding the purpose or meaning of the concepts or circumstances.

2) Difficulty Understanding the Concept

In English, there are many concepts. Concepts are ideas about things that can be expressed in words or terms. Students can't understand what is being taught.

B. Previous Related Studies

To conduct the research, the researcher has some previous studies. The previous study is useful for making the researcher easier to conduct a research. In this research, the researcher uses five previous study to find out the similarities and differences with the researcher's thesis.

The first previous study is entitled "The Effectiveness of Using Bilingual Program for Non-English Learners". This research was conducted by Maulidarni Saputri from Universitas Islam Negeri Ar Raniry Banda Aceh (2022). The purpose of this study is to examine the effectiveness of using bilingual programs of non-English learning for students and to identify the factors of bilingual programs that affect students' non-English learning outcomes. This study used quantitative descriptive methods. The result of this study indicated that there was an increase in the value of each subject between the first and second grades. It proved that the using of the bilingual program in the school was effective. Based on the questionnaire analysis indicated that the teacher was the most influential factor in the effectiveness of the bilingual program.

The second previous study is entitled "Exploring Students' Perception on The Implementation of Bilingual Program in English Learning at Modern Boarding School" this research was conducted by Afnisa Choiriah from Syarif Hidayatullah State Islamic University (2022). The purpose of this research is to know students' perception on the implementation of bilingual program in the dormitory towards learning English in the classroom. And also, to know the advantages and obstacles experienced by students from using bilingual program in Islamic boarding schools

to learn English in the classroom. The method of this study was qualitative and case study design. The result of this research showed that students positively perceive the implementation of a bilingual program in the dormitory towards learning English in class. The advantage from the implementation of bilingual program are; Students felt comfortable and enjoy with the implementation of a bilingual program in the dormitory, then students become more aware of the material delivered by the English teacher. The obstacles that students felt are in the form of; there are still many students who were reluctant to used English in the dormitory, then the lack of an English mentor.

The third previous study entitled “The Implementation of Bilingual Based Instruction in Teaching English at the Eight Grade Students of SMPN Sungguminasa”. This research is written by Astuti Ramadani from Alaudin State Islamic University of Makassar (2022). The aims of the study is to find out the implementation of bilingual based instruction in teaching English and also to find out factors cause the teacher uses two languages in teaching English. The method of this study is qualitative with case study design. The result of this study is showed that the teacher used English and Indonesian in context greeting, introducing material, giving an explanation, giving direction/instruction, giving clarification, asking and answering the questions and in context closing activity. An also the factors that cause the teacher to use bilingual based instruction in learning English are : the teacher said that bilingual based instruction is important to make the learning process run effectively, the way the students understand the

learning material is different, and using bilingual based instruction helps students easy to understand what is explained by the teacher.

The fourth previous study entitled “The implementation of Bilingual Learning: A Study at Mutiara Bunda Inclusive School in Cilegon City”. This journal is written by Fairus Sintawati from Universitas Falatehan (2021). The purpose of this journal is to describe of implementation bilingual learning at inclusive elementary school students. This study uses a descriptive qualitative. The result of this study showed that Mutiara Bunda Elementary School in Cilegon City in bilingual learning takes the form of basic language learning such as learning vocabulary and basic conversations and is taught to students gradually. The purpose of learning is to teach children basic expressions and things that are relevant to the student's own environment. A given vocabulary is divided into several topics such as: Animals, plants, colors, body parts. The conversations taught to students are basic and can be easily applied to students' daily lives. Learning methods are adjusted to the child's condition and of course easy to understand, making all learning activities more enjoyable for the child himself. In order to make children's English learning more readily accepted, there are several methods or methods of providing English teaching activities, such as games and songs with action at Mutiara Bunda Inclusive Elementary School in Cilegon City.

The fifth previous study entitled “The Implementation of a Bilingual Program to Improve the English Skills at Al-Azhar Islamic Elementary School 25 Semarang” this journal is written by Isnaeni Azi Surotun, Fahrur Rozi and Suwandi from Universitas Negeri Semarang (2022). The purpose of this study

was 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. The methodology of this study is qualitative. The result of this study is: 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.

Table 2. 1 Previous Study

Title	Similarities	Differences
Maulidarni Safitri from Universitas Islam Negeri Ar-Raniry Banda Aceh (2022). The Effectiveness of Using Bilingual Program for Non English Learners.	Both of the researcher has similarities in describing the using bilingualism in teaching learning process	The differences between this study and previous study are the previous study use quantitative approach and focused on the effectiveness of using bilingual program of non-English learners.

Title	Similarities	Differences
<p>Afnisa Choiriah from Syarif Hidayatullah State Islamic University (2022). <i>Exploring Students' Perception on The Implementation of Bilingual Program in English Learning at Modern Boarding School.</i></p>	<p>The similarities with previous study and this study are similar analysis about implementation of bilingual program in English learning</p>	<p>The differences between this study and previous study is the previous study focused on students' perception of the use bilingual program in the dormitory toward learning English in the classroom</p>
<p>Astuti Ramadani from Alaudin State Islamic University of Makassar. (2022) <i>TheImplementation of Bilingual Based Instruction in Teaching English at the Eight Grade</i></p>	<p>Both the researcher has similarities to analysis about the implementation bilingual program in teaching English</p>	<p>The differences in this study is the previous study also focused to find out the factors cause the teacher used two languages in teaching English. And also, the subject between this study and the previous study is different</p>

Title	Similarities	Differences
<i>Students of SMPN Sungguminasa</i>		
Fairus Sintawati from Universitas Faletehan (2021). <i>International Journal. The implementation of Bilingual Learning: a Study at Mutiara Bunda Inclusive School in Cilegon City.</i>	The similarity of both the researcher is also to know the implementation of bilingual by the teacher in the classroom and also the method is similarly	The differences between the study and previous study are, subject and object
Isnaeni Azi Surotun et.al from Universitas Negeri Semarang (2022). <i>International Journal. The Implementation of a Bilingual Program to</i>	The similarity of the research is implementation of bilingual program in teaching learning process	The previous study also focused on the planning of a bilingual learning program to enhance students' English skills

Title	Similarities	Differences
<i>Improve the English Skills at Al-Azhar Islamic Elementary School 25 Semarang</i>		

Based on some previous studies above, there are some differences and similarities between those studies and this research. The similarity that the same of topic is about the implementation of bilingual program in teaching learning process and mostly uses qualitative method, but also have differences between this research and the previous of the research is the focused of the study and also subject of the study. So, from the research, the researcher can compare the theory used in all that research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the descriptive qualitative method. The qualitative method gathers descriptive information from people through observation of their behavior and written or spoken words (Moleong, 2005). The research is qualitative descriptive because the acquisition of the data in the form of words, actions, describe the bilingual educational program applied by English teachers and focuses the implementation of bilingual program in teaching-learning English at Tenth class of SMA Al-Azhar Syifa Budi Solo and the problems faced by students in bilingual class grade Tenth in SMA Al-Azhar Syifa Budi Solo.

The researcher also collected the data by asking to the teacher for some detail data about implementation bilingual in teaching learning activities. The data are collected through interview and observation, and then described them in narrative form. Furthermore, the researcher processed and analyzed them and took a conclusion. Descriptive qualitative research is a kind of method in which the researcher collect, classifies, analyses the data, interpreting them and finally drawing the conclusion.

B. Research Setting

1. The Place of the Research

This research was conducted in SMA Al-Azhar Syifa Budi Solo which is located in JL. R.M Said No 232, Sidorejo, Mangkubumen, Banjarsari,

Surakarta, 57139. This school has two difference classes, there are 7 regular class and 3 tahfidz class. While the researcher chooses regular class especially at the Tenth class.

2. The Time of the Research

This research was conducted in academic year 2023/2024. This research was started Pre-research in September 2023 until April 2024 to Munaqosyah. The researcher participates in the teaching and learning process at this school until they have all the data needed to conduct in this study.

Table 3. 1 Research Schedule

No	Activities	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
1	Pre-research								
2	Designing proposal								
3	Presenting proposal								
4	Collecting data								
5	Consulting								
6	Writing thesis report								

C. Research Subject

The subjects of this study were English teacher and students. The first subject was the English teacher at SMA Al-Azhar Syifa Budi Solo. To strengthen the data, the researcher also collected data from the students at the Tenth class. Both of the

teacher and students were the subject who provided information about the implementation of bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo.

D. Data and Source of the Data

According to Arikunto (2006: 129), the data resource is the subject of the research where the data would be gained. Sutopo (2002: 50-54) state that the data source in the descriptive qualitative research can be humans, events or activities, place or locations, things, various pictures and records, documents and archives.

The source of the data in this study include events and informants, the events is in the form of teaching-learning process in the classroom using bilingual program at the Tenth class of SMA Al-Azhar Syifa Budi Solo. This event viewed from the communication between the teacher and students and among the students themselves in daily teaching learning process. Besides that, the researcher took the English teacher as to key the informant to be interviewed, and also the researcher took some students in the Tenth class to be interviewed as informants to find out the problem faced by students in teaching learning process.

E. Techniques of Collecting Data

The techniques of collecting the data used by the researcher are observation, interview and documentation:

1. Observation

Observation is the process of obtaining unrestricted firsthand information through people and location observation in a research field (Creswell, 2009).

It means that observation was needed to collect the data about Bilingual

Program applied in English teaching and learning process. In this study, the observation sheet was used resulting data in the form of descriptive. There descriptive data were called field notes. In a qualitative study, field notes are written records made by the researcher during an observation (Creswell, 2012). The observer set in the back of classroom to watch and record the teaching and learning process. The way in doing observation ware: 1) the researcher prepared the observation sheet, 2) the researcher joined the classroom, and 3) the researcher observed English teacher were teaching and learning in the classroom.

In this research, observation was conducted to describe the teacher's practices in implementing bilingual program in the classroom. In conducting the observation, the observation check list was designed related to the phase of implementing the bilingual program. The observation was conducted during the teaching and learning process. To support the needed data, the implementation of bilingual program was elaborated in the form of field notes, this field notes was potential to record every activities of implementation bilingual program in teaching English activities.

2. Interview

In qualitative interviews, the researcher may speak with individuals face-to-face, over the phone, or in focus groups with six to eight participants each group these interviews are designed to get viewpoints and ideas from the participants and often consist of just a few of unstructured and open-ended

questions. (Creswell, 2009). Interview is the investigator follows a rigid procedure and seeks answer to a set of pre-conceived questions through personal interviews. This type of data collection is typically conducted in an organized manner, with the interviewer's skills playing a major role in the end result. The researcher made interview with the English teacher and some the students in the tenth-grade class. The researcher prepared some questions for interview that was answered by Mrs. Suci Maharani, M.Pd as the English teacher and also the students at the tenth class.

In this research, the researcher used semi structured interview with open ended questions, the researcher not be given the answer choice to choose how to answer researchers' questions. To allow informants answer questions freely, the researcher used open ended questions. The informants answered in writing or orally using their own language. An interview participant is free to openly express their opinion based on their thoughts.

3. Documentation

Documentation is another method to collect the data. According to Sutopo (2006:80), documentation is a source of data which is used to get some information and to check the validity of the data. In order to conduct this research, the researcher searched for all written reports or documents that describe some detail data about implementation bilingual program in teaching English. For documentation, the researcher used Lesson Plan.

F. Research Instrument

In this research, the researcher used supporting instrument to get the results of the research, the instrument used by the researcher are:

1. The Researcher as a Human instrument

Human instrument which is the main data-collecting instrument, where the data collection depends on the researcher itself with all the activity in absorbing and retrieving data in the field, especially in the interview process and data analysis. Researcher as the main instrument by using the five senses to make direct observations of the phenomena that occur in the field. According to Moleong (2014:168) in qualitative research, human (researcher itself) as well as a planner, executor, data collector, analysis, interpretation of data and finally the researcher itself becomes a reporting research results.

2. Field Notes

This field notes are the result of research that is heard, seen and considered in the context of data collection and data reflection in qualitative research. In this study, field notes are used when researcher conducted pre-observations and observations. It can provide data for the first research question. The researcher used field notes during the observation. This field notes format is an observation of teacher and students during the learning process using bilingual program.

3. Interview Guidelines

Interview guide in the form of a set list of questions to be asked on the informants. It was used as a guide when doing interviews. in conducting

interviews of researcher using interview guide to steer research in order to find the desired data. In this research, researcher make an interview guide to be asked to the teacher and students.

G. Trustworthiness of the Data

In analyzing the data, researcher also needs to analyze the validity of the data sources to get the valid data. To get the validity and reliability of the research, the researcher used triangulation. Moleong (2005) argued that triangulation is a data analysis technique that benefits something out of the data itself to check the result of data or as a data comparer. Sugiyono (2017:274) describes three types of triangulation. They are:

1. Source Triangulation

Source triangulation is done by checking the validity of the data obtained from several sources. Similar data will be more stable when it is extracted from different sources.

2. Technique or Method Triangulation

Technique triangulation is done by checking the data from the same source with different techniques.

3. Time Triangulation

Time triangulation is done by collecting data at different times and conditions.

In this research the researcher used source triangulation and technique triangulation. Source triangulation use to compare and recheck the validation of information that was different due to time and tool collection. In other word, source triangulation is purposed to compare the data come from the subject and

informant research. Meanwhile, technique triangulation means that in checking the data validation of problem researcher need to compare some method of data collection in order that the data collection is the same portion and place. If there is a difference of data validation, researcher needs to find and look for why the data is different, then the researcher must to confirm to informants of the research.

H. Techniques of Analyzing the Data

According to Miles, Huberman and Saldana (2014) in qualitative data analysis, there are three types of activities that occur simultaneously. Activities in data analysis are: data condensation, data display, and conclusion drawing/verifications.

1. Data Condensation

Data condensation refers to the process of selecting, simplifying, abstracting, and/or transforming data that approximates the entire section of written field notes, interview transcripts, documents, and other empirical materials. In this research, the researcher focused on the implementation of bilingual program and problem faced by the student in applying bilingual program in teaching learning activities, the researcher continued the study by selecting and simplifying the data of the implementing bilingual program.

2. Data Display

Data display is the next step in the data analysis process after data condensation. Data display is arranging information which gives description about conclusion of the research that show the point or details that are required for the narrative or description. The information is a summary of

information obtained from observation, interview and documentation. To make it easier to understand what happened, the researcher described the data regarding the implementation of the bilingual program at SMA Al-Azhar Syifa Budi Solo.

3. Drawing Conclusion and Verification

After the data display, the researcher analyzed, draws conclusions and verifications of the data. The researcher was explaining and interpreting the data in a specific description about implementation bilingual program in teaching learning activities at SMA Al-Azhar Syifa Budi Solo, and then the conclusion and verification of implementation of bilingual program in teaching learning English can be drawn. In addition, the researcher made a table of analyzing data to make easier for the researcher process the data as follows:

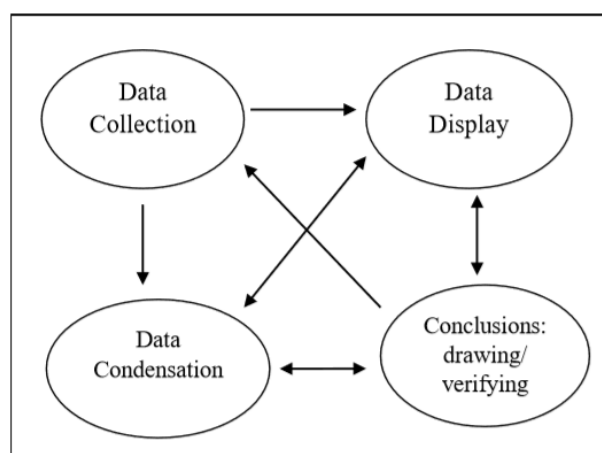


Figure 3. 1 Data Analysis

Source: Miles, Huberman and Saldana 2014

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher wants to present the research findings and discussions used to answer research problem that have been collected from observations, interviews and documentation. The important point in this chapter is to know the implementation of learning English in the classroom in terms of the teaching procedures, teaching media, the material, the methods of teaching and evaluation techniques, and the problems faced by students in learning English.

A. Research Findings

1. The Implementation of Bilingual Program in Teaching English at SMA Al-Azhar Syifa Budi Solo

a. Teaching Procedures Used in Teaching English of Bilingual Program

In starting the learning process cannot be done indirectly, but must know and follow the procedures that have been prescribed, which is a sequential process in shaping the ability of the student according to the purpose that has been determined. To know about the teaching procedures are used by the teacher in teaching English, the researcher took observation by joining in the classroom and conducted observation for 3 times on January 2024.

Based on the first observation, the teaching procedures in the classroom in can be seen as follows:

1) First meeting

Date: Wednesday, 17th January 2024

Time: 13.00-14.20 p.m.

a) Opening

In pre activity, the teacher opened the class by saying “*salaam*” and regards students by small talking “*good afternoon! how are you today?*” the students respond it by answer the greeting. After that the teacher checked the student’s attendance. Before the lesson begin, the teacher asks the students about their readiness to study, so that the learning can be conducive. Then the teacher prepared the LCD to show the material.

b) Main Activity

In main activity, before the teacher explains the topic, the teacher asked the students to closed the textbook and Chromebook to observe the material shown in Power Point on the LCD. Then the teacher introduces the topic about narrative text, the teacher gives an explanation about the purpose of narrative text, generic structure of narrative text, types and language features of narrative text, before the explanation the material the teacher give some question to the students related to the topic. Then, the teacher gives some examples of narrative text and ask the students about the generic structure, moral values and other in the example. Students observe the examples displayed on the PowerPoint then process the information obtained and discuss together. After the teacher finishes explaining the material and discussion with students, then the teacher divided students randomly into 4 groups, every group

consist of 5-6 students to looking for examples of narrative text on google to analyzed the purpose of narrative text, generic structure and moral value, after that they must submit in google classroom.

c) Closing

In closing activity, because the learning time is over, the teacher asks the students to continue the assignment at the next meeting. The last, the teacher closed the meeting by saying “*salaam*”.

Based on the first observation, it was found that the teacher has applied bilingual in learning effectively, this is evidenced at the beginning activity as the example when the teacher checks the student's attendance and asks why the student is not coming in, “*I will check your attendance, who's absent today? Kenapa dia nggak masuk, ada surat izinnya nggak?*” (Observation in the classroom on 17th January 2024). Then when the teacher explains the material, some example that the teacher has applied bilingual in explaining the material as when starting to explain the material “*So, today we will learn about narrative text, do you still remember what is narrative text when you were in junior high school? Masih ingat nggak apa itu narrative text?*” (Observation in the classroom on 17th January 2024).

Other evidence is when the teacher explains the purpose of narrative text “*The purpose of narrative text is to amuse or to*

entertain the readers. So tujuan dari narrative text itu adalah untuk menghibur para pembaca, as the example ada soal multiple choice yang merupakan narrative text with the question 'what is the purpose above' you can choose to amuse or to entertain" (Observation in the classroom on 17th January 2024).

In explaining the material, the teacher has followed the teaching procedure systematically which is on the teaching procedure, the teacher uses a learning model in the form of discovery learning, this procedure is made by the teacher to student's understanding about narrative text and structure of narrative text.

Then, when dividing into several groups, the teacher also use bilingual in their activity. As the example "*Attention please, for assignment today I will divide you into 4 groups, which may consist of 5-6 students and I will choose randomly, nggak boleh ada yang protes*" (Observation in the classroom on 17th January 2024). So, it can be concluded that in the first meeting the teacher has implemented a bilingual program in learning effectively.

2) Second meeting

Date: Thursday, 18th January 2024

Time: 07.30-08.50 a.m.

a) Opening activity

In pre activity, the teacher greets students by small talking "*Good morning! How are you today?*" and the students responds by answering the greeting, after which the teacher checks the student's attendance list, then the teacher opens the class by saying "*salaam*". The teacher asks the student's readiness for the next lesson, and the teacher prepares the PowerPoint.

b) Main activity

In main activity, before the teacher starts explaining the second meeting, the teacher first asks the student about the material that has been discussed earlier and checks the student's memory of the task given last week. To ensure the student's memory, the teacher gives another example of narrative text displayed in PowerPoint and tries to assign students one by one to analyze the language features and generic structure of narrative text, after finishing the analysis of examples together, the teacher assign the students to create posters with sized A3 based on the results of they have been looking for last week with the help of using the media Canva application to create the posters. In the poster contains the purpose in the example of narrative text, generic structure, and moral value.

c) Closing activity

In the final activity, the time is over, the teacher ends the second meeting, and the teacher remind the student for the next

activity should have completed the task and continue with presenting the results of the discussion of each group at the next meeting. Then the teacher closed the class by saying *salaam* with small talking “*good luck for next week!*”.

Based on the second meeting the teacher has also applied bilingual effectively, this is evidenced in the beginning activity when the teacher asks the student’s readiness today, “*So students, are you ready for today’s lesson? sudah bisa saya mulai?*” (Observation in the classroom on 18th January 2024). Then when the teacher checks students' memories about the material yesterday “*Before we start the second meeting, I will check your memory about the material we studied yesterday, ayoo masih pada ingat nggak definition of narrative text, generic structure and then language features nya apa saja, i’ll choose one by one ya*” (Observation in the classroom on 18th January 2024).

After repeating the material, then the teacher assigns the students to make a poster based on the material and then to analyze and present with the group “*So guys, your task today is to make a poster from the example you were looking for yesterday, membuat poster dari contoh yang telah kalian buat kemarin with the same group, after the poster design is finished, kemudian di print dengan ukuran A3, these poster include orientation, complication, resolution and also moral value, any questions?* (Observation in

the classroom on 18th January 2024). Next, in the end of activity the teacher also implemented bilingual to closed the meeting “*Ok students, because time is over, you can continue next week dengan catatan you must complete it! dan kita bisa lanjut untuk presentation, good luck for next week everyone!*” (Observation in the classroom on 18th January 2024).

The teaching procedure in second meeting the teacher uses a project-based learning model to students work together to make a poster. So, based on these observations, it can be said that even in the second meeting the teacher has effectively used bilingual in learning.

3) Third Meeting

Date: Tuesday, 30th January 2024

Time: 10.00-11.20 a.m.

a) Opening activity

In pre activity, the teacher greeted the students by saying *salaam* with small *talking "good afternoon students!", how is it going today?"* after that, the teacher checked the students' attendance list. Next the teacher asked about the progress of the assignment given last week.

b) Main activity

In main activity, the teacher assured that the students had completed their meeting tasks last week, and the teacher organized

the students to sit with their respective groups. After all groups have been matched, then, by the jigsaw method of students divided into four groups occupy the post or place specified by the teacher, after which each student in the group is given a part to find conclusions or learn the results of the other group, then each student of the group returns to their respective posts to discuss and to analyzed their summary results. Furthermore, after all groups have finished discussing, each group presents the summary they have discussed in front of the class in group order. The teacher gives the student the opportunity to give a response to the presentation of his friend and to conclude the summary result of each group's summary under the guidance of the teacher.

c) Closing activity

At the end of activity, the teacher asked about the difficulty in the narrative text learning material that had been taught and also the teacher motivated the students for further learning. After that the teacher ends the lesson by saying *salaam*.

Based on the last observation, the implementation of bilingual in learning has also been successfully applied by teacher and some students. This is evidenced in the last meeting in the work on assignment, some students also use bilingual when asking question to teacher, as the example “*Bunda, summary nya boleh pakai color pencil nggak or just use pen aja?*”. Then when presenting their

work, as the example is *“Assalamu’alaikum, so guys, we will to present some result of our summary from other group yang telah kita lihat”* (Observation in classroom on 30th January 2024).

Next when the teacher evaluates from each group, as the example *“Ok, let’s correct it together, how is the moral values in the example kira-kira pesan moral dalam contoh ini yang lebih komplit bagaimana, can anyone answer?”* (Observation in the classroom on 30th January 2024). In the teaching procedure applied in the last meeting, the teacher used the jigsaw technique to foster students' enthusiasm in solving problems and aimed at active students in using bilingual.

So, it can be seen that the implementation of bilingual especially in English language learning runs effectively by having implemented several varied learning such as the procedures applied to improve the development of students' knowledge and competencies related to bilingual language acquisition.

b. Teaching Media Used in Teaching English of Bilingual Program

In teaching learning process, the teacher needs some tools or media to assist the successes of the process. It could help students understand the material being taught. Based on the observation in the classroom and interview with teacher, the media used by the teacher such as LCD, Chromebook, Google classroom, PowerPoint, and Canva application to help students work or create a poster, poem, advertisement etc.

“Kita media-nya menggunakan LCD proyektor, PowerPoint, google classroom untuk share materi dan tugas siswa dikumpulkan di google classroom, kemudian aplikasi canva untuk memudahkan siswa membuat sesuatu seperti tugas membuat poster narrative text tadi mereka menggunakan canva, terkadang saya menggunakan quizizz untuk assessment agar siswa tidak bosan dalam pelajaran, kemudian chromebook, chromebook itu setiap siswa sudah pakai one by one, guru nya juga menggunakan chromebook”. (Interview with the teacher SM on Tuesday 30th January 2024).

The use of learning media requires mature preparation, if not well prepared, will makes the teacher trouble in teaching process, so learning becomes rather ineffective. Moreover, when the teacher uses PowerPoint media, the teacher must prepare well, how the display of text, pictures, audio, as well as with layout and design, and the display effect. In PowerPoint, the teacher uses full English in made the material, but when presenting material to students, the teacher uses bilingual to make it easier for students to understand the material. Similarly, in the uses of Google Classroom, when the teacher gives assignments and when students are asked to submit assignments, teacher give instructions in Google Classroom using English. Thus, the preparation done by the teacher before using learning media runs more effectively and can be understood by students.

From the description above, it can be concluded that the use of modern media in bilingual-based learning can improve the quality of bilingual learning and help teacher to share the information and the materials. The use of media is expected will create an effective and efficient interaction

between the teacher and the student. So that the objectives of the learning can be achieved optimally.

c. Teaching Material Used in Teaching English of Bilingual program

In learning activities, the role of materials is very important. Based on the observation, the materials used by teacher in teaching are textbooks from English Pearson and also from government and the teacher created materials combined with the textbooks from school. The researcher also obtains information about the material by conducting interview with teacher. Teacher choose the material that matches the curriculum. Teacher changes the material to suit the level of students related to the material.

“Bahan ajar kita yaitu textbook dari English Pearson, kemudian buku dari kemendikbud dan juga saya combain dengan materi yang saya buat sesuai dengan syllabus, soalnya kan kurikulum merdeka ya, jadi lumayan susah nyari materi di pearson, misalnya materi narrative text, di pearson itu nggak ada yang specific narrative text jadi saya bener-bener yang harus nyari sendiri dan saya remake lagi untuk dibuat Power point, agar siswa nya juga memahami materi dengan mudah,”. (Interview with the teacher SM on Tuesday 30th January 2024).

Preparing the teaching material before the teacher enter the class is the duty of the teacher in the implementation of learning, the teacher truly becomes a professional figure and able to solve the problems of students related to the learning. In addition to bilingual learning, the teacher's preparation is not only in terms of the learning material, but the teacher must have more preparation especially in the language to convey to the student,

because the two-language class in its delivery uses 80% of the English language.

The results based on observation show that teacher use printed material from textbooks and teacher also create material related to the syllabus. The purpose of making material by teacher in the implementation of bilingual learning is to make it easier for students to get better knowledge and students can easily receive the material taught by the teacher, in addition to making bilingual classes more interesting.

d. Teaching Method Used in Teaching English of Bilingual Program

Teacher must be creative, active, and engaging, so that students can have a good understanding of their teacher's explanations. Based on the observation, the researcher found the teacher used some method in classroom such as: Lecture method, Question answer method, Discussion method and Jigsaw method.

The first, the teacher used the Lecture method and the Question answer method, these two methods are never missed by the teacher when teaching. Evidence from the results of this question and answer method is *“Do you still remember what is narrative text and also the purpose of narrative text? Anyone? I will choose randomly ya,”* The students answer *“Narrative text is cerita fiktif like fable, and legend seperti malin kundang, tangkuban perahu yang bertujuan untuk menghibur the readers”* (Observation in the classroom on 17th January 2024). The teacher said *“Okay, good answer, give*

me one example of fable” then the students answers “Kancil dan buaya bun, kelinci dan kura-kura”. The teacher said “English please! bahasa inggris nya kancil apa hayoo tidak boleh googling, yang bisa jawab saya kasih bonus nilai” (Observation in the classroom on 17th January 2024).

The teacher delivers the material orally to the student with a media PowerPoint with aims the student can also read and listen to the material delivered by the teacher, but not completely teacher uses the lecture method, the teacher also uses the answer question method that is by asking the material related to the topic discussed in the student by the indicating the student. With this question and answer method can help students improve English language skills, in other words the use of this method plays an important role in the bilingual learning process, and the interaction between teacher and students in bilingual classes runs effectively.

“Untuk metode ada beberapa yang saya terapkan seperti metode ceramah, tanya jawab kemudian metode diskusi, untuk metode ceramah dan tanya jawab ini paling sering ya soalnya dua metode ini paling efektif , dan kalo nggak disertai tanya jawab misal cuma ceramah ngejelasin materi aja nanti siswa itu juga akan bosan dan nggak ada yang memperhatikan, jadi kalau dengan menunjuk siswa atau menanyai siswa itu kan nanti ada interaksi antara guru dan siswa, dan kalau ngejelasin materi itu saya bukan cuman ngejelasin aja tapi juga pake alat bantu medianya pakai LCD, PowerPoint (Interview with the teacher SM on Tuesday 30th January 2024).

Moreover, the teacher also used the Discussion method by dividing the students into groups to exchange views and information to solve a topic being discussed, as the example of discussion method is when the students are given the task by the teacher to analyze examples of narrative text, based

on research conducted by the researcher, students collaboration to argue and discuss finding and solving problems in assignments, so this method is very effective because students can work together.

Besides that, at the last meeting the teacher gave assignment used the Jigsaw method, as the example where each student in the group was assigned to analyzed the results of the other group. After that each group returned to the respective group to discuss and summarize the results they had analyzed *“Bunda, can i draw this summary using colored pencil or other?”* *Boleh, silahkan up to you”* (Observation, in the classroom on 30th January 2024), after completing the summarization of the findings, each group presented their discussions in front of the class using English with the evidence *“Assalamu’alaikum, so guys, we will to present some result of our summary from other group yang telah kita lihat”* (Observation in classroom on 30th January 2024). Other evidence from students is *“Okey, dari kita cukup sekian. any opinion from other groups?”* (Observation in classroom on 30th January 2024). So, with this method, students can get used to helping each other and working together with teams.

“Kemudian yang metode diskusi kayak tadi saya membagi menjadi beberapa kelompok tujuannya supaya mereka bekerja sama jadi mereka biar bisa tukar pikiran, berpendapat, selain itu juga metode jigsaw, ini hampir sama kayak metode diskusi sebenarnya yaa tujuannya sama biar mereka ada kerja sama satu dengan yang lainnya” (Interview with teacher SM on Tuesday 30th January 2024).

Based on the result of observation, the researcher conclude that Discussion method and Jigsaw method is the same method that can train

students to habitually discuss and participate in groups and also useful for improving students' foreign language skills and self-confidence so as to facilitate teacher in implementing bilingual learning

e. Evaluation Technique Used in Teaching English of Bilingual Program

Evaluation is the most important part of teaching and learning process, because the function of evaluation is to evaluate the effectiveness of students in learning. Based on the observation the teacher used Formative and Summative Evaluation. In Formative valuation the teacher gave assignment for student when teaching learning process, as the example when the teacher giving students the task to make examples of narrative text in the form of posters in groups divided into four groups, then not only that, after they make a posters then each student visits another group to see and observe posters from other groups and analyze examples of narrative text stories in terms of generic structure and moral value, after that they summarize what they have observed in the poster, students in each group get and do their own assignments, So in this case the teacher can assess each student in completing the task given.

Furthermore, in Summative Evaluation the teacher conducts in mid-terms test and final test where this summative evaluation will be added up as a grade at the end of the semester. The researcher conducted interview with the teacher about the evaluation that use in teaching activities.

“Teknik penilaian itu ada dua formative sama summative, kalau formative itu saya menilainya saat proses pembelajaran, jadi siswa itu

aktif atau tidak, ikut ngerjain secara berkelompok atau tidak seperti itu, kemudian untuk summative nya seperti ulangan harian, atau penilaian tengah semester kemudian penilaian akhir semester”. (Interview with the teacher SM on Tuesday 30th January 2024).

Based on the discussion above, the used of evaluation technique is to find out the success rate of learning two languages in improving students' ability as well as improving student performance in the academic or non-academic, and also to find barriers in the learning process, and further develop bilingual learning. There is also something that needs to be improved in evaluating students, that is by organizing the practice of using bilingual language in day's activities at school. Because with the existence of such a habit then indirectly students will understand by themselves about how to use bilingual language.

2. The Problems Faced by Students in Learning Using Bilingual at SMA Al-Azhar Syifa Budi Solo

In the theory that has been described earlier, the problems faced by students in learning English there are two factors, namely internal factors consisting of self-confidence, self-esteem, attitude and motivation, and also from external factor consist of teacher, teaching aids and classroom condition. Based on the result showed that the main problem faced by students in implementing learning using English in bilingual is from student's internal factor, namely Self-confidence and Motivation.

1) Self confidence

In implementing bilingual program there are difficulties in it such as not optimal use of two languages in learning other than English and others, the school environment and classroom environment that is less supportive is also a problem or challenge faced by all parties involved in the school, besides that many students are still not confident in using English as the target language. The researcher took interview with 15 students of the tenth class with the interview question, *“Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?”*, From the question above the researcher want to find out whether students had applied the use of a second language in the classroom or outside the classroom.

From the results of the tenth-class interviews obtained by researcher, there are 10 from 15 students feel lack of self-confident in using a second language to interact in class or outside the classroom. Students feel embarrassed and difficult to pronounce words or sentences that will be spoken in English. *“Nggak, ya soalnya malu sih kalo mau berinteraksi gitu, takut diketawain temen, cuma faham pas diterangin materi tapi kalo mau ngomong pake Bahasa Inggris itu nggak pernah sama sekali”*, (Interview with the student FM on Wednesday 17th January 2024). *“Belum, soalnya jarang pelajaran jadi jarang tanya jawab, seringnya cuma dikasih tugas aja, kalo ngobrol sama temen-temen juga nggak pernah pakai Bahasa*

inggris soalnya malu” (Interview with the student TVSS on Thursday 18th January 2024).

In addition, vocabulary is also one of the difficulties faced by students, most of students are embarrassed to pronounce English because of the lack of vocabulary “*Nggak, kalo tanya sama ngrobol sama temen-temen cuma pakai Bahasa Indonesia, soalnya kayak masih mikir dulu, arti Bahasa inggrisnya “ini” apa, jadi unfamiliar sama vocab yang belum pernah aku temui sama nggak percaya diri aja kalo mau ngomong*”, (Interview with the student DAST on Wednesday 17th January 2024).

The students sometimes still not known with what they want to say, the unfamiliar vocabulary also caused the students difficulties to understand or to speak in English manually. Some of them said “*Kadang sih, paling cuma pas mau ke toilet itu izin nya pakai inggris, terus sama temen itu cuma beberapa kata nggak sampai jadi kalimat, paling kayak yes, no gitu, soalnya kadang nge-lag Bahasa inggrisnya ini itu apa, jadi masih bingung nyusun kata-katanya*”, (Interview with the student NZK on Wednesday 17th January 2024). “*Nggak pernah, soalnya aku malu sama kadang bingung mau tanya apa atau mau ngomong apa*” (Interview with the student TSL on Thursday 18th January 2024). “*Sometimes iya, tapi nggak terlalu sering, soalnya yaa agak malu-malu sama beberapa belum tau vocab-nya*” (Interview with the student DKST on Tuesday 30th January 2024).

There are also students who lack enthusiasm in learning and are lazy to interact with a second *language* “*Kadang-kadang sih, soalnya males kalo*

mau ngomong Bahasa inggris, nggak percaya diri aja kalo mau ngomong” (Interview with the student RAS on Thursday 18th January 2024). *“Kalau tanya sama bunda kadang pernah pakai Bahasa inggris tapi kalo sama temen nggak pernah sama sekali, lebih ke males harus pake Bahasa asing, enak Bahasa sewajarnya aja”* (Interview with the student KML on Tuesday 30th January 2024).

Besides that, often use their first language, there are also students who are still not used to use a second language because they are still comfortable in their first language *“Jarang kak, lebih ke nggak pernah, kalo tanya sama guru kadang-kadang, tapi kalo sama temen pakai Bahasa inggrisnya cuma buat bercanda, lebih seringnya pakai bahasa indonesia sama bahasa daerah”*, (Interview with the student ARP on Wednesday 17th January 2024). *“Belum, soalnya nggak percaya diri aja gitu kak, gimana yaa sulit dijelasin, yaa agak malu gitu lah kalau diumumkan soalnya kan disini kita umumnya pakai Bahasa jawa kalau nggak ya pakai Bahasa indonesia, jadi belum terbiasa dengan bahasa asing”* (Interview with the student MHA on Tuesday 30th January 2024).

In addition, there were 5 from 15 students feel self-confidence when the students have implemented the use of a second language in the school environment or outside the school. *“Kalo disekolah SMA sekarang malah jarang sih, waktu dulu SMP itu sering, mungkin sekarang karena lingkungan sekolahnya juga kali ya, temen-temen pada malu buat ngobrol, ataupun nyapa pakai Bahasa inggris, kalo aku sih nggak malu ya pakai*

Bahasa inggris kan buat kita belajar juga, kalo kita sering pakai toh nanti bakal terbiasa, palingan aku seringnya kalo sama keluargaku dirumah sih” (Interview with the student BWH on Thursday 18th January 2024).
“Sometimes pakai, walaupun agak malu-malu dikit sih hehe tapi pas waktu pelajaran Bahasa inggris aja, kalau yang lain nggak, selain disekolah sama temen aku juga sering pakai Bahasa inggris dirumah sama adek aku, kalau minta tolong atau apa itu sometimes pakai Bahasa inggris” (Interview with the students RNS on Tuesday, 30th January 2024).

Besides the results above, some of the students feel confident that they can get used to use a second language as the language of instruction. They are still willing to try and not give up *“Emm,, nggak terlalu sering sih kak, kalo misal aku tau Bahasa inggrisnya aku pakai, tapi kalau aku nggak tau aku nggak pakai ,tapi kalo ke temen palingan pas bahas materi aja sih kayak ini itu harusnya ini gitu, kadang tu mau nyari kata nya takut salah, jadi paling aku ngomongnya pakai kalimat-kalimat basic yang udah aku kuasai gitu. Yaa walaupun aku cuma baru bisa dikit-dikit tapi aku percaya diri kok, kan nanti kalo diasah terus finally kita bisa juga”* (Interview with the student AMS on Tuesday 30th January 2024). *“Pernah, karena memang ya suka sama Bahasa inggris, walaupun masih agak takut salah ucap tapi kadang aku tetep ngomong aja entah itu bener atau nggak, kalo aku orangnya pede aja dulu salah bener urusan belakangan kak, yang penting udah yakin bisa”* (Interview with the students JPD on Thursday 18th January 2024).

2) Motivation

In learning activities, motivation is very important for students to develop activities in carry out learning activities, good motivation will show better results as well. But there are also students who lack motivation, this is due to several factors such as, low student interest, student attitudes or due to other factors. In this case, researchers wanted to find out whether there are still many students who are less motivation in learning. So, the researcher gains information toward interview question *“Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual?”*.

The result of interview shows that there are students have lack of motivation in learning activities. There are 4 from 15 students stated that they have lack of motivation. *“Nggak ada kak, kalo belajar Bahasa Inggris yaa kalo aku ikut dipelajari aja, tapi kalo motivasi nggak ada”* (Interview with the student ARP on Wednesday 17th January 2024). *“Sebenarnya ada nggak ada sih, kalo dari orang tua ya itu disuruh ikut les biar kuliahnya nanti bisa ke luar negeri, tapi kalo dari aku biasa aja nggak terlalu minat-minat banget, lebih ke males untuk mempelajari Bahasa asing”* (Interview with the student FM on Wednesday 17th January 2024). *“Nggak ada sih motivasinya, ya cuma pingin bisa aja tapi nggak terlalu yang benar-bener pingin bisa banget itu nggak”* (Interview with the student RSA on Thursday 18th January 2024). *“Nggak ada motivasi, ya seru aja, biasa aja”* (Interview with student Kania on Tuesday 30th January 2024).

Besides, there were 11 students stated that they have motivation to join the learning using English, they are comfortable with the bilingual program implemented in them school, which can help students be motivated to use a second language more actively. Some of their motivations are due to the increasing demands of the modern era, especially in the world of work. Some of them said *“Iya ada, karena jaman sekarang kalo kerja itu banyak lowongan pekerjaan yang interview pakai Bahasa inggris atau salah satu kriterianya harus bisa pakai Bahasa inggris, jadi itu aku juga pingin bisa Bahasa inggris walaupun cuma bisa basic nya”* (Interview with the student DAST on Wednesday 17th January 2024). *“Ada mbak, soalnya kan era ini udah mulai modern, jadi apa-apa harus bisa Bahasa inggris, itu sih salah satunya jadi pingin bisa menguasai Bahasa inggris walaupun dikit-dikit dulu”* (Interview with the student TSL on Thursday 18th January 2024). *“Iyaa ada, pingin lancar Bahasa inggris, pingin punya relasi di luar juga, terus kan sekarang rata-rata pakai inggris ya, terus kalo kerja di interview pakai inggris juga jadi yaa itu termasuk dari motivasi aku semangat belajar Bahasa inggris, selain itu dari orang tua aku mengharuskan harus bisa Bahasa inggris karena penting banget belajar Bahasa internasional”* (Interview with the student RNS on Tuesday 30th January 2024).

Another motivation is that students want to understand English material better for future preparation in the world of education and their dreams. Some of students said *“Iya ada, aku pingin fasih nggunain Bahasa inggris yang formal gitu misal kayak pidato atau yang lainnya saat public speaking,*

aku pingin sih bisa kayak gitu, jadi aku sementara disini pingin nguasain itu semua dulu, semisal nanti udah lancar aku pingin lanjutin ke luar negeri” (Interview with the student MNK on Wednesday 17th January 2024). *“Iya ada, pingin jadi translator, karena awalnya kan aku suka nonton film terus dari hobby ku itu aku termotivasi pingin bisa Bahasa inggris, mau nyoba juga nonton tanpa subtitle biar bisa menerjemahkan”* (Interview with the student JPD on Thursday 18th January 2024). *“Emm ada, kalo aku motivate nya yaa pingin lancar Bahasa inggris juga karena inggris tu kayak perlu banget gitu lho kak apalagi buat perguruan tinggi itu kan kayak kepike banget yaa, kayak udah ada tes IELTS, TOEFL gitu-gitu kan nah jadi itu salah satu motivasi aku pingin bisa Bahasa inggris biar aku bisa tau semua yang berhubungan sama Bahasa inggris kak”* (Interview with the student AMS on Tuesday 30th January 2024).

To make sure the result of interview with the students above, the researcher also got information from the teacher, it is clear from the teacher's interview that lack of self-confidence and lack of motivation are the issues. The questions for the teacher are *“Apakah terdapat masalah yang dihadapi oleh siswa saat pembelajaran menggunakan Bahasa inggris?”*

The teacher said “Jadi kalo bilingualnya itu yang terkhusus di Bahasa inggris, 80% English, 20% Indonesia, cuma kalau saat pembelajaran tenses, itu lebih banyak menggunakan Bahasa Indonesia, soalnya kan tenses seperti matematika nya Bahasa inggris, jadi kalau saya lebih banyak ngejelasin in English itu intruksinya tidak sampai ke siswa, selain itu masalahnya kan ada siswa yang aktif dan siswa yang pasif, yang aktif dia nggak ngerti tapi dia tanya, sedangkan yang pasif dia nggak ngerti tapi dia cuma diem, jatuhnya nanti mereka salah atau nggak nangkep, so bisa disimpulkan faktor permasalahan saat belajar bilingual itu datang dari siswa nya sendiri, adanya motivasi dari

mereka sendiri, kan ada beberapa siswa yang aktif itu karena motivasi mereka ingin tahu itu besar jadi mereka berani tanya dan mereka percaya diri, sedangkan siswa yang pasif itu kemungkinan motivasi mereka dalam belajar Bahasa Inggris itu kurang atau ibaratnya kecil jadi mereka tidak berani bertanya. Jadi kurangnya motivasi serta kurangnya rasa percaya diri dari siswa merupakan tantangan bagi mereka.” (Interview with teacher SM on Tuesday 30th January 2024).

So, based on the result of interview with the teacher it can be concluded that self-confidence and motivation are the key of the successes for the students in learning process. Self-confidence makes students learning goals as well as the ability to use the language they learn in everyday interaction. A high self-confidence, will greatly affect the ability of students to do their best and open themselves to new ideas, they answer questions themselves, and are confident that they answer the question correctly, therefore, students who have a high confidence will not be afraid to make mistakes.

B. Discussions

1. The Implementation of Bilingual Program in Teaching English at SMA Al-Azhar Syifa Budi Solo

a. Teaching Procedures Used in Teaching English of Bilingual Program

Based on the observation that the researcher had conducted in 3 times, the researcher concluded that the teacher uses same teaching procedures. In procedure of teaching learning process, between the teacher and students do some activities. Some of the procedures used by the teacher in 3 meetings is cooperative learning, in the first meeting the teacher applies group learning with discovery learning model, in this model the teacher's goal is to

deepening material of narrative text. Then in the second and third meetings the teacher applies the project-based learning model with the jigsaw method.

According to Ruhimat (2010) he stated that learning in groups and working together will make it easier for students to find and understand concepts that were considered difficult before. Group learning activities need to be developed in learning so that students have social skills, such as the ability to work together, communicate, and interact with their groups.

So, based on the results, the teacher using several procedures to help the course of the learning process, the procedures used by teacher is cooperative learning with different learning models, namely in the first learning the teacher uses procedures with discovery learning model to help students understand about the material to be learned, then at the second and third meetings the teacher apply a project-based learning model that aims to encourage students to work and learn cooperatively and solve a problem in groups.

b. Teaching Media Used in Teaching English of Bilingual Program

The teacher used some media in teaching learning process to help students understand the learning using bilingual. According to Smaldino's theory (1996) some media that used the teacher namely people and multimedia.

From the findings, it can be seen that the teacher used human media and multimedia. For human media, the teacher used herself as a media to get

interactive learning and to be able to pay as much attention to the students as possible. The other media used by the teacher is multimedia. The teacher used Google Classroom platform to create a digital classroom and to share the material and for students to send answers when the teacher given assignments, teacher also use Microsoft PowerPoint to display material in assisted learning using LCD projectors. Andresen and Van Den Brink (2013) in Ismail (2020) multimedia can be considered as a tool for learning and a means of communication, multimedia products and online service can be used creatively. Besides that, students and teacher have been provided with Chromebook one by one to make it easier for students to find out the answer problem in learning via internet. The teacher also used Canva application that students can use to make presentations of assignments, posters, poems, advertisements and so on.

Based on the explanation of the result above, the researcher compares in Ismail's work (2020) which showed that the media used by the teacher was textbook, power point, teacher herself and also Zoom platform to help them in long distance meeting and communication when of the pandemic.

c. Teaching Material Used in Teaching English of Bilingual Program

The material used by the teacher is from textbook English Pearson, from the government and material designed by the teacher based on syllabus. The teacher chooses and makes the material based on the syllabus that combined with the materials from the book of English Pearson. So, the types of teaching material used by the teacher is printed material. Printed

material is a learning device designed using printing technology. According to Jannah's theory (2016) printed material such as textbooks, worksheet, grammar books, dictionaries, module, handout, syllabus and so on.

In contrast with the finding from Ismail (2020) he showed that the teacher used created materials and authentic material. While, in this research the researcher found that the English teacher used printed material such as from textbook and combined with material design by the teacher, this purpose is to make it easier for students to understand the material and make the class more interesting in acquiring better knowledge.

d. Teaching Method Used in Teaching English of Bilingual Program

Based on observations and interviews with teacher, the teacher applies several methods in achieving learning objectives. Some of the methods used by teacher are the Question- answer method, Lecture method, Discussion method and Jigsaw method.

From the results of interview, teacher most often used the Lecture method and Question and Answer method when teaching learning process. Based on the theory from Nurhidayati (2011) the teacher used the question answer method is to determine the student's level of understanding of the problem. Besides that, teacher also used the Discussion method and Jigsaw method, from the results of observation, the discussion method and the jigsaw method applied by the teacher are very useful, the implementation of this method raises the courage and confidence of each students, learn to

respect everyone's opinion and students work together to solve problems. In addition, this method can eliminate boredom in learning. So, that it can attract students in participating in teaching and learning activities.

e. Evaluation Technique in Teaching English of Bilingual Program

Evaluation is the process of measuring the level of progress, development, and achievement of students. Based on the result of interview with the teacher, the teacher conducted daily assignment, group assignment in terms of student activity during the learning process. So, the type of evaluation that used by the teacher is formative evaluation. According to Kumar and Rout (2016) formative evaluation is a monitoring type of evaluation which is used to monitor the progress of students during the class, course or session. The purpose of giving assignment is to give the number score with non-test scoring. From the observation result can be known that teacher take the score during the learning activity, that is when the teacher giving assignment to students in every meeting.

Besides giving assignment and score during the learning activity, the teacher also conducts a test to evaluate the students' progress. These tests include test in every chapter or daily test, mid semester test and final semester test. This task is completed in accordance with the academic calendar or determined schedule. From the finding above, it can be known that the teacher uses a summative evaluation type. Because the teacher evaluates after finishing the chapter of the material in the mid test semester and in the final semester test. According to Kumar and Rout (2016)

summative evaluation is done at the end of a course semester, or a class or topic. In line with Ismail (2020) which showed that the assessment used by the teacher was formative and summative evaluation, there are preparation for daily test, mid test and final test. The evaluation technique is to measure students' ability.

2. The Problem Faced by Students in Learning English Using Bilingual at SMA Al-Azhar Syifa Budi Solo

During the observation, the researcher found some problems from students. The problems faced by students are lack of motivation from students in participating in learning using English and lack of confidence when using a second language as the language of instruction. According to Brown's theory (2000) Factors of difficulties in learning language consists of two factors, namely: internal factor dan external factor. Internal factors consist of motivation, self-confidence, self-esteem, and attitude. Meanwhile, the external factors consist of teachers, teaching aids and classroom conditions. The researcher conducted interview with all of students from the tenth class. There are 15 students taken by 5 students from each class to interview. The result of interview with the students are 10 from 15 students feel lack of confidence and 5 students from 15 students not feel lack of confidence when speak a second language. It can be known that there are more than half of total students in the tenth class that faced lack of confidence.

Based on the results of interviews and observations, several factors that cause students to feel less confident are due to fear of being wrong when

speaking and still lack of vocabulary in each student. In addition, because students are not used to use a second language as a daily language of instruction.

The other problem that exists in students with bilingual in teaching and learning is the lack of motivation. The motivation of each student varies due to various factors such as the student's environment, family environment, ability and student condition. The researcher asked the students about their motivation in learning using bilingual. The results showed there are 4 students from 15 students lack of motivation and 11 from 15 students feel is motivated to learn using bilingual that is implemented at school. It can be known that more students are motivated in learning using bilingual.

Based on the explanation above, it can be concluded that self-confidence and motivation are the problem faced by the students in teaching learning using bilingual at the tenth class of SMA Al-Azhar Syifa Budi Solo. The difficulty factor of students in language learning is from internal factor or within the students themselves. In contrast with the finding from Ulya (2021) she found that student's learning problem is from internal factor and external factor. In internal factor is from motivation, self-confidence, attitude and self-esteem, while the external factor is from teaching aids, such as limited tool or media of learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions results of the descriptive research in SMA Al-Azhar Syifa Budi Solo about the implementation of bilingual program in teaching English, therefore the researcher gives a conclusion. The conclusions are described into some points, they are teacher's teaching procedures, the teaching media, the teaching material, the teaching method, the evaluation technique, and the problems faced by students. From those points can be concluded that;

1. The implementation of bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo in academic year 2023/2024.
 - a. In the teaching procedures, the teacher applied in bilingual class such as in opening activity the teacher were giving warming up and making sure that the students were ready to study, greeting and checking students attendance, and in main activity the teacher explaining the material in English slowly and clearly, giving opportunity for the student to answer, and also giving assignment and evaluation in closing activity. The teaching procedures that used by the teacher in learning using bilingual at SMA Al-Azhar Syifa Budi Solo is very conducive by using a varied implementation model, namely based on cooperative learning model such as Discovery learning and Project-based learning, this model is applied to assist students

in working together and to improve the development of knowledge and competence of students in bilingual.

- b. The teacher also used some media in teaching process, the media that used by the teacher is human media or teacher herself, the teacher used herself as a media to get interactive learning and to be able to pay as much attention to the students as possible. The teacher also used PowerPoint, Google classroom, Chromebook, and also Canva application to help students make it easier to create assignments. So, with the existence of several modern media as currently used by teacher are expected to help the implementation of the teaching and learning process in the classroom are very conducive, especially in helping students' bilingual skills.
- c. Teaching materials are a form of material used by teacher to help carry out the teaching and learning process in the classroom. The material used by teacher to help the learning process using bilingual is a printed material, the teacher used material from textbook English Pearson, and also from the government then the material designed by the teacher. The teacher chooses and makes the material based on the syllabus that combined with the materials from the book of English Pearson, this purpose is to make it easier for students to understand the material and make the class more interesting in acquiring better knowledge.
- d. The teacher used some method to help achieve the teaching and learning process. Some of the methods used by the teacher are the Question and Answer method, Lecture method, Discussion method and Jigsaw method.

Question-answer method and lecture method can develop student interest and curiosity about the subject matter discussed. Besides, the discussion method and jigsaw method can raise the courage and confidence of each students, learn to respect everyone's opinion and students work together to solve problems. In addition, this method can eliminate boredom in learning. So, that it can attract students in participating in teaching and learning activities.

- e. The type of evaluation that the teacher used are Formative and Summative evaluation. The technique that used by the teacher to evaluation is a test. In formative evaluation the teacher conducted daily assignment, group assignment in terms of student activity during the learning process. The purpose of formative evaluation is to give the number score with non-test scoring. From the observation result can be known that teacher take the score during the learning activity, that is when the teacher giving assignment to students in every meeting. Then, the type evaluation that used by the teacher is summative evaluation. The teacher conducts a test to evaluate the students' progress, these tests include test in every chapter or daily test, mid semester test and final semester test. The purpose of this summative evaluation is to measure students' understanding of all material that has been delivered and how to use bilingual language.

2. The problems faced by students on implementing bilingual program in teaching English at SMA Al-Azhar Syifa Budi Solo in academic year 2023/2024 are self-confidence and motivation. The students have no good

enough in self-confidence because they are embarrassed and afraid of being wrong when trying to use English, besides that with the implementation of bilingual programs in schools some students still do not have much motivation to take part in this bilingual-based learning due to lack of interest in learning from the students themselves from the family environment or social environment. As the result, the problems faced by students in using bilingual at SMA Al-Azhar Syifa Budi Solo are from internal factors, namely self-confidence and motivation.

B. Suggestion

The researcher made some suggestions at the end of this chapter. May these suggestions be useful to the teachers, students, and other researchers. The researcher would like to made some of the following suggestions:

1. To the teachers

Teachers have the best way to manage the classroom. Teaching learning process was running well because teachers can combine teaching procedures and teaching methods, teaching media, teaching materials, the teachers also do some evaluations well to control lessons and determine how far students reach learning goals. Teachers should maintain or develop such ways to make lessons better especially in improving students' bilingual abilities.

2. To the students

The students must have an effort to speak English better so they will be able to follow the learning process effectively. Moreover, the aim of learning using bilingual is to develop the English language skills of the students. It is

very useful for students in era of globalization where there has been a lot of work that requires using English language and also the rise of people from different countries that are often met then from which we are led to communicate with people from various countries. Therefore, students must have a high enthusiasm and motivation to improve their English language skills.

3. To the other researchers

This research discusses about the implementation of bilingual program in teaching English at the Tenth class of SMA Al-Azhar Syifa Budi Solo with focus on the implementation teaching procedures, the teaching media, teaching material, teaching method and the evaluation technique of the learning process. It was hoped that these findings can help other researchers as the resources related to similar issues.

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APPENDICES

Appendix 1

Field Notes

Observation 1

Day/Date : Wednesday, 17th January, 2024

Time : 13.00-14.20 p.m.

Material : Narrative Text

English lesson starts at 13.00 until 14.20. Before entering the classroom, the researcher has asked the teacher for permission to observe the English learning process in the classroom. The researcher entered the classroom with the teacher and the researcher sat in the back of the classroom to observe the learning process.

Before the lesson begins, the teacher greets the students, checks the attendance list and asks the students about readiness to learn. The teacher prepares Chromebook and PowerPoint to display materials on the LCD projector. Then students are expected to close their respective textbooks and encourage students to pay attention to the teacher in front of the class and focus on the material in PowerPoint.

Then the teacher starts the learning by reminding about the narrative text material that students have learned when they were in junior high school, by pointing at students randomly. The teacher explains the definition of narrative text and the structure in the narrative text using bilingual and interacts with students using bilingual also. After that, students are given examples to analyze what structures are contained in the examples and moral messages that can be taken, in the same way that students are randomly designated. After all the material that has been explained is completed and the teacher has made sure

all students understand the material, then the teacher divides students into 4 groups consist of 5-6 students in each group. Students are asked to look for examples of narrative text on the internet with Chromebook that have been provided by the school and then to analyze the examples they have made. During the course of work, the teacher checks each group to ensure that the group works together. After 20 minutes, the students were asked to collect tasks in the google classroom. Then the teacher closed the lesson by saying *salaam*.



The students discuss doing assignments



The material is on PowerPoint and display on LCD projector

Observation 2

Day/Date : Thursday, 18th January 2024

Time : 07.30-08.50 a.m.

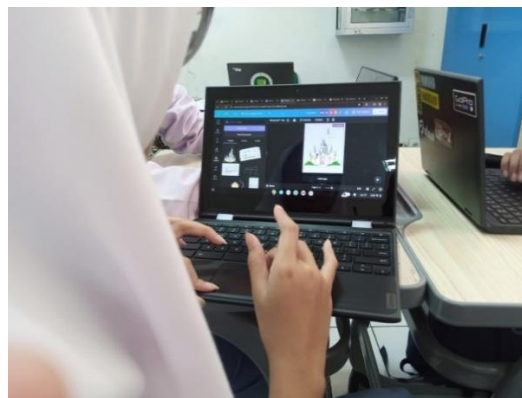
Material : Narrative Text

The second meeting English lesson starts at 07.30-08.50. The teacher greeted, and checked the attendance list of the students. Before starting the lesson, the teacher also checks students' memories about the material that was learned yesterday by asking students again about the definition of narrative text and the structure in it and students are asked to open the shared PowerPoint.

After the teacher makes sure all the students remember it, then the teacher explains to the student about the tasks that will be done by the student. Students are expected to create and design a poster and then print it with sized A3, which contains examples that were made yesterday with their respective groups and then analyze the generic structure, the subjects involved and the moral value in the examples they made. Students started designing their tasks using the Canva application and discussing according to their group. Teacher look at the progress of each group by looking at how students divide tasks and collaborate with the team. After a few minutes, there are still many students who have not completed their group project, because the time is running out, the teacher resumes the meeting next week and encourages the students to have completed the project next week by having printed in the prescribed size and ready to present it in front of the classroom. Then the teacher closes the class by saying salaam and motivates the students for preparation next week.



The teacher explains the tasks to be performed by the students



Students start to designing posters

Observation 3

Day/Date : Tuesday, 30th January 2024

Time : 10.00-11.20 a.m.

Material : Narrative text

English lessons start at 10:00 until 11:20. Teacher greets and checks the list of students. Then the teacher asked about the task last week if it was all done, and all the groups had completed the task and had printed it. Then the teacher invites all the students to come together according to their group, here the teacher explains the game that the students are going to do the jigsaw. In this Jigsaw each person in the team is given their own task to see the tasks of the other group and so on, so every person in this team works

all, they see the results of the task of another group and then write and summarize according to what they see and learn.

After all, have completed their part of the task, then each member returns to the group to discuss and summarize the results of the group they have seen. After all groups have discussed and summed up their work, then the teacher calls the group randomly to present the outcome of their discussion in front of the class, the other group is encouraged to ask and can give their opinion on the group that is presented, and then teacher gives the evaluation to each group. After all the groups had presented their work, the teacher asked all the students about their difficulty placement and ease of doing the assignment, after the time runs out, the teacher ended the lesson by saying salaam.



Students visited other groups and see the work of other groups to summarize

Appendix 2

Interview Transcript

Interview with the Teacher

Name: Suci Maharani, M. Pd.

Day/Date: Tuesday, 30th January 2024

Researcher: Mengapa SMA Al-Azhar menerapkan pembelajaran berbasis Bilingual?

Teacher: Ya karena salah satu program nya di Al-azhar yaa, tapi kita disini belum yang bener-bener berjalan, kalau bahas bilingual kan kayak seakan-akan semua mata pelajaran pakai bilingual, tapi ini belum berjalan disemua mata pelajaran soalnya kan guru-guru yang lain juga masih belajar, palingan kita penerapannya lebih baru ke simple conversation gitu seperti opening, closing kemudian instruksi yang sederhana, dan bilingual nya disini juga seperti nanti di tes-tes nya 10% nya menggunakan Bahasa inggris

Researcher: Bagaimana prosedur atau cara menerapkan pembelajaran berbasis Bilingual tersebut di dalam kelas?

Teacher: Sebenarnya disini ada English day, cuman belum terlalu efektif , karena cukup sulit juga untuk menggerakkan siswa serta guru dan staff, tapi mulai sedikit demi sedikit berjalan

Researcher: Apa saja bahan ajar dan juga media sebagai alat bantu yang digunakan saat mengajar?

Teacher: Kita media nya pakai LCD proyektor, power point, google classroom untuk share materi dan tugas siswa dikumpulkan di google classroom, kemudian aplikasi canva untuk memudahkan siswa membuat sesuatu seperti tugas membuat poster narrative text tadi itu mereka pakai canva, terkadang saya pakai quizizz untuk assessment agar siswa tidak bosan dalam pelajaran, kemudian chromebook, chromebook itu setiap siswa sudah pakai one by one, guru nya juga menggunakan chromebook.

Kemudian untuk bahan ajar kita yaitu textbook dari pearson, kemudian buku dari kemendikbud dan juga saya combined dengan materi yang saya buat sesuai dengan syllabus, soalnya kan kurikulum merdeka ya, jadi lumayan susah nyari materi di pearson, misalnya materi narrative text, di pearson itu nggak ada yang specific narrative text jadi saya bener-bener yang harus nyari sendiri dan saya remake lagi untuk dibuat power point, agar siswa nya juga memahami materi dengan mudah

- Researcher:** Bagaimana metode yang anda gunakan dalam proses pembelajaran?
- Teacher:** Untuk metode ada beberapa yang saya terapkan seperti metode ceramah, tanya jawab kemudian metode diskusi, untuk metode ceramah dan tanya jawab ini paling sering ya soalnya dua metode ini paling efektif, dan kalau nggak disertai tanya jawab misal cuma ceramah ngejelasin materi aja nanti siswa itu juga akan bosan dan nggak ada yang memperhatikan, jadi kalau dengan menunjuk siswa atau menanyai siswa itu kan nanti ada interaksi antara guru dan siswa, dan kalau ngejelasin materi itu saya bukan cuman ngejelasin aja tapi juga pake alat bantu medianya pakai LCD, powerpoint. Terus yang metode diskusi kayak tadi saya membagi menjadi beberapa kelompok tujuannya supaya mereka bekerja sama jadi mereka biar bisa tukar pikiran, berpendapat, selain itu juga metode jigsaw, ini hampir sama kayak metode diskusi sebenarnya yaa tujuannya sama biar mereka ada kerja sama satu dengan yang lainnya.
- Researcher:** Bagaimana teknik penilaian yang anda gunakan dalam mengevaluasi siswa?
- Teacher:** Teknik penilaian itu ada dua formative sama summative, kalau formative itu saya menilainya saat proses pembelajaran, jadi siswa itu aktif atau nggak, ikut ngerjain secara berkelompok atau nggak seperti itu, kemudian untuk summative nya seperti ulangan harian, atau penilaian tengah semester kemudian penilaian akhir semester nah itu jadi teknik penilaian yang saya gunakan seperti itu
- Researcher:** Apakah penggunaan alokasi waktu sudah maksimal?
- Teacher:** Sudah maksimal sih, JP nya 40 menit, sekali masuk itu 2JP, tapi kadang juga kurang misalnya kayak tadi itu kan siswa mengumpulkan poster hasil proyek nya, kemudian di presentasikan ke kelompok masing-masing terus mengunjungi ke kelompok lain, kemudian membuat summary nya membuat poster yang baru, nah itu cukup memakan waktu jadi untuk hari ini alokasi nya kurang, jadi tadi dilanjut next meeting, tapi juga sudah kita maksimalkan
- Researcher:** Apakah terdapat masalah yang dihadapi oleh siswa saat pembelajaran menggunakan Bahasa Inggris?
- Teacher:** Jadi kalo bilingualnya itu yang terkhusus di Bahasa Inggris, 80% English, 20% Indonesia, cuma kalau saat pembelajaran tenses, itu lebih banyak menggunakan Bahasa Indonesia, soalnya kan tenses seperti matematika nya Bahasa Inggris, jadi kalau saya lebih banyak ngejelasin in English itu intruksinya tidak sampai ke siswa, selain itu masalahnya kan ada siswa yang aktif dan siswa yang pasif, yang aktif dia nggak ngerti tapi dia tanya, sedangkan yang pasif dia nggak ngerti tapi dia cuma diem, jatunya nanti mereka salah atau nggak nangkap, so bisa disimpulkan faktor permasalahan saat belajar bilingual itu datang dari siswa nya sendiri, adanya motivasi dari mereka sendiri, kan ada beberapa siswa yang aktif

itu karena motivasi mereka ingin tahu itu besar jadi mereka berani tanya dan mereka percaya diri, sedangkan siswa yang pasif itu kemungkinan motivasi mereka dalam belajar Bahasa Inggris itu kurang atau ibaratnya kecil jadi mereka tidak berani bertanya. Jadi kurangnya motivasi serta kurangnya rasa percaya diri dari siswa merupakan tantangan bagi mereka.

Researcher: Bagaimana solusi mengatasi masalah tersebut?

Teacher: Solusinya yaitu guru itu mengulang atau harus mentranslate, sebenarnya kan translating saat pembelajaran Bahasa Inggris nggak terlalu bagus, seharusnya siswa dibiarkan terbiasa menggunakan Bahasa Inggris tapi agar tersampaikan dengan baik mau nggak mau saya harus translate, menyampaikan 2 kali dengan Bahasa Inggris dan Bahasa Indonesia

Researcher: Bagaimana cara anda memberikan evaluasi pada siswa yang belum mencapai tujuan pembelajaran?

Teacher: Biasanya ini pakai refleksi jadi siswa kurang fahamnya dibagian mana, kadang saya memberikan evaluasi dalam bentuk assessment juga, kemudian cara yang lain remedial teaching untuk siswa yang belum mencapai tujuan, remedial teaching nya itu bisa dalam bentuk peer teaching jadi yang menjelaskan temannya yang sudah mencapai tujuan pembelajaran, soalnya kadang kan ada siswa yang lebih faham dengan penjelasan dari temennya ketimbang gurunya

Researcher: Apakah dengan didatangkannya Native Speaker, siswa menjadi termotivasi dalam berbicara Bahasa Inggris?

Teacher: Iya, tapi nggak seluruhnya siswa termotivasi sih, yang aktif-aktif aja, yang pasif atau yang merasa dia Bahasa Inggrisnya nggak bagus kan malah takut ketemu native, takut kalau ditanyain nanti jawab apa seperti itu, jadi tergantung siswa nya sih ada yang termotivasi ada juga yang nggak mau ada native datang

Researcher: Apakah program-program yang menunjang pembelajaran bilingual dalam pembelajaran maupun di luar pembelajaran sudah terlaksana dengan baik?

Teacher: Sudah, cuman dalam penerapan kan pasti juga ada obstacle nya ya, kadang yang program native itu kan 3 bulan sekali tapi kemaren dibulan Desember itu tidak terlaksana karena holiday season, jadi bule bule kembali ke negaranya,

Researcher: Bagaimana kriteria pemilihan materi pembelajaran? Apa yang perlu diperhatikan dalam pemilihan materi?

Teacher: Pemilihan materi disesuaikan dengan capaian pembelajaran yang sudah ditentukan dari dinas, kemudian yang perlu diperhatikan dalam pemilihan materi itu disesuaikan dengan siswanya, misalnya narrative text jadi di CP itu ada dua jenjang kelas 10 dan kelas 11 dimana capaiannya otomatis kan lebih complicated yang kelas 11, kalau kelas 10 ini materi

narrative text nya hanya sebatas pengenalan seperti generic struktur nya, tenses nya dan lain-lain, kalo kelas 11 itu mereka ke role play, jadi kelas 11 yang sekarang naik kelas 12 dulu itu narrative text nya mereka bisa role play mini drama gitu, nah tapi kelas 11 yang sekarang itu tidak kita adakan role play, soalnya kita melihat kondisi siswa nya jadi misal diadakan malah nggak jalan, kebanyakan siswa kelas 11 ini itu pasif ketimbang yang tahun kemarin, nah jadi itu pemilihan materi disesuaikan dengan kondisi siswa jadi nggak bisa disamakan, itu sudah sesuai dengan kurikulum merdeka jadi kita menyesuaikan siswa, jangan dipaksakan kalau siswa nya tidak ada potensi buat drama seperti itu kalau dipaksakan nanti guru nya yang kesulitan

Researcher: Apakah ada materi yang membuat siswa kesulitan dengan penyampaian menggunakan Bahasa Inggris?

Teacher: Iya pasti ada, paling kebanyakan siswa itu kesulitan dibagian tenses, jadi tadi kalau ngajar tenses saya sudah menjelaskan ke siswa kalau ini perlu diperhatikan karena matematika nya Bahasa Inggris jadi harus menggunakan Bahasa Indonesia agar materinya sampai ke siswa.

Interview with the students

- Interview Result 1

Name: Mustamina Nafi'ah Khoirunnisa

Class: X1

Day/Date: Wednesday 17th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Iya tau, emm mungkin ini pembelajaran yang di mix dengan Bahasa inggris dan Bahasa Indonesia.

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa inggris?

Student: Sebenarnya nggak sih jujur aja, karena emang udah dari dasarnya aku bukan asli orang sini, dan dulu di tempat tinggal aku juga sering pakai Bahasa inggris, jadi di kelas alhamdulillah aku nggak ada kesulitan.

Researcher: Apakah ada materi dalam pembelajaran Bahasa inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Nggak ada sih, karena menurut aku inggris itu kayak diulang-ulang aja

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Ya balik lagi sih, dulu kan aku bukan orang sini jadi juga sering ngobrol sama temen-temen aku pakai Bahasa inggris, jadi sampai di sekolah sini tuh dibawa, terus disini kalo misalkan aku ngajak ngrobrol pakai Bahasa inggris sebenarnya ada yang ngerti ada yang enggak sih karena kebanyakan disini masih pada malu kalo ngobrol pakai Bahasa inggris, soalnya mereka disini seringnya pakai Bahasa jawa kalo nggak ya Bahasa Indonesia.

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Iya ada, aku pingin fasih nggunain Bahasa inggris yang formal gitu misal kayak pidato atau yang lainnya saat public speaking, aku pingin sih bisa kayak gitu, jadi aku sementara disini pingin nguasain itu semua dulu, semisal nanti udah lancar aku pingin lanjutin ke luar negeri.

- Interview Result 2

Name: Diarra Aulia Shazia Tora

Class: X1

Day/Date: Wednesday 17th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Nggak tau,

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Emm, nggak terlalu sih soalnya biasanya gurunya kalo ngejelasin pakai Bahasa Inggris nanti setelah itu dijelaskan pakai Bahasa Indonesia lagi

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Nggak sih, soalnya materinya seringnya diulang-ulang jadi nggak ada kesulitan, kalo misalkan kita tau materinya, itu bikin seru sih soalnya kayak ada tantangan buat memahaminya.

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Nggak, kalo tanya sama ngrobol sama temen-temen cuma pakai Bahasa Indonesia, soalnya kayak masih mikir dulu, arti Bahasa Inggrisnya “ini” apa jadi unfamiliar sama vocab yang belum pernah aku temui sama nggak percaya diri kalo mau ngomong gitu

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Iya ada, karena jaman sekarang kalo kerja itu banyak lowongan pekerjaan yang interview pakai Bahasa Inggris atau salah satu kriterianya harus bisa pakai Bahasa Inggris, jadi itu aku juga pingin bisa Bahasa Inggris walaupun cuma bisa basic nya

- Interview Result 3

Name: Abbiyu Rakha Permana

Class: X1

Day/Date: Wednesday 17th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Iya tau, bilingual itu kayak bisa multibahasa.

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Oh, nggak ada mbak karena memang bisa Bahasa Inggris

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Kebanyakan nggak sih mbak, soalnya faham gitu sama apa yang dijelaskan bunda karena ya dibantu ada Bahasa Indonesianya juga saat bunda ngejelasin materinya.

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Jarang kak, lebih ke nggak pernah, kalo tanya sama guru kadang-kadang, tapi kalo sama temen pakai Bahasa Inggrisnya cuma buat bercanda, lebih seringnya pakai bahasa Indonesia sama bahasa daerah

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Nggak ada kak, kalo belajar Bahasa Inggris yaa kalo aku ikut dipelajari aja, tapi kalo motivasi nggak ada

- Interview Result 4

Name: Fachri Muhammad

Class: X1

Day/Date: Wednesday 17th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Tau mba, bilingual itu program yang menggunakan dua Bahasa, Inggris sama Indonesia.

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Terkadang iya terkadang nggak, kalo tau materinya apa nanti faham, kalo nggak tau atau belum pernah melajarin ya nggak faham

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Nggak ada mbak, karena dulu waktu SMP juga ikut bimbel les jadi udah beberapa sebagian bisa faham dan pernah dipelajari

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Nggak mbak, ya soalnya malu sih kalo mau berinteraksi gitu, takut diketawain temen, cuma faham pas diterangin materi tapi kalo mau ngomong pake Bahasa Inggris itu nggak pernah sama sekali.

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Sebenarnya ada nggak ada sih, kalo dari orang tua ya itu disuruh ikut les biar kuliahnya nanti bisa ke luar negeri, tapi kalo dari aku biasa aja nggak terlalu minat-minat banget, lebih ke males untuk mempelajari Bahasa asing.

- Interview Result 5

Name: Nandita Zahra Khoirunnisa

Class: X1

Day/Date: Wednesday 17th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Pembelajarannya pakai dua Bahasa, kayak Bahasa Inggris sama Bahasa Indonesia atau nggak ya lebih dari dua itu

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Sebenarnya nggak, soalnya guru nya nggak cuma pakai Inggris aja tapi juga di mix sama Bahasa Indonesia, cuma ya karena aku nggak suka Bahasa Inggris jadi emang nggak suka aja

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Ada, yang bagian kayak tenses gitu, ngehafalin rumusnya susah, jadi aku males dibagian materi itu

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Kadang sih, paling cuma pas mau ke toilet itu izin nya pakai Inggris, terus sama temen itu cuma beberapa kata nggak sampai jadi kalimat, paling kayak yes, no gitu, soalnya kadang nge-lag Bahasa Inggrisnya ini itu apa, jadi masih bingung nyusun kata-katanya, kalo mau ngomong juga kadang malu kalo diketawain temen-temen

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Ada, karena pingin kuliah diluar negeri, walaupun aku kurang suka Bahasa inggris, tapi dukungan dan motivasi orang tua nyuruh aku harus bisa Bahasa inggris, karena jaman sekarang kalau nggak bisa Bahasa inggris itu susah.

- Interview Result 6

Name: Jasmine Putria Dennis

Class: X2

Day/Date: Thursday 18th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Nggak tau,

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa inggris?

Student: Jujur iya sih, soalnya guru nya kalau ngejelasin materi cuma dikit habis itu langsung dikasih tugas, jadi guru nya sering ijin nggak bisa ngajar jadi cuma dikasih tugas, sama waktu menyampaikan materi walaupun sudah di mix pakai Bahasa Indonesia tapi tetap aja kurang faham

Researcher: Apakah ada materi dalam pembelajaran Bahasa inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Iya ada, yang dibagian tense rumus-rumus itu sulit, susah ngehafalinnya

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Pernah, karena memang ya suka sama Bahasa inggris, walaupun masih agak takut salah ucap tapi kadang aku tetep ngomong aja entah itu bener atau nggak, kalo aku orangnya pede aja dulu salah bener urusan belakangan kak, yang penting udah yakin bisa

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Iya ada, pingin jadi translator, karena awalnya kan aku suka nonton film terus dari hobby ku itu aku termotivasi pingin bisa Bahasa inggris, mau nyoba juga nonton tanpa subtitle biar bisa menerjemahkan

- Interview Result 7

Name: Trias Salma Larasati

Class: X2

Day/Date: Thursday 18th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Nggak tau mbak,

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Kalo aku jujur, kalo rame-rame biasanya kurang masuk gitu materinya, kurang faham, kalo cuma pakai Bahasa Inggris nggak di jelasin pakai Bahasa Indonesia aku kesulitan memahaminya

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Sebenarnya ada sih, kayak dibagian tenses gitu sama yang kayak suruh cerita pakai Bahasa Inggris, tapi biasanya juga dibantuin temen kalo lagi kesulitan

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Nggak pernah, soalnya aku malu sama kadang bingung mau tanya apa atau mau ngomong apa.

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Ada mbak, soalnya kan era ini udah mulai modern, jadi apa-apa harus bisa Bahasa Inggris, itu sih salah satunya jadi pingin bisa menguasai Bahasa Inggris walaupun dikit-dikit dulu

- Interview Result 8

Name: Beryl Widian Hazza

Class: X2

Day/Date: Thursday 18th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Tau, pembelajaran yang memakai dua Bahasa atau mungkin bisa lebih, misal kayak disini antara Bahasa Inggris sama Bahasa Indonesia itu di mix

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak juga sih, soalnya sudah dari SD udah bisa Bahasa Inggris, kalau basic nya masih menguasai tapi kadang-kadang lupa

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Dibagian grammar sih, kalo untuk vocab itu aku udah langsung tau soalnya kan kembali lagi tadi dari SD aku udah dibiasin belajar Bahasa Inggris, jadi tinggal nambahi nguasain grammar sama pronounciation nya, untuk materi yang lain alhamdulillah nggak, ya cuma itu tadi grammar sama cara pengucapannya

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Kalo disekolah SMA sekarang malah jarang sih, waktu dulu SMP itu sering, mungkin sekarang karena lingkungan sekolahnya juga kali ya, temen-temen pada malu buat ngobrol, ataupun nyapa pakai Bahasa Inggris, kalo aku sih nggak malu ya pakai Bahasa Inggris kan buat kita belajar juga, kalo kita sering pakai toh nanti bakal terbiasa, palingan aku seringnya kalo sama keluargaku dirumah sih

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Kalo untuk motivasi yang bener-bener jujur masih bingung sih, tapi memang aku juga pingin nguasain Bahasa Inggris yang bener-bener fasih kalo bisa ya kuliah di luar negeri

- Interview Result 9

Name: Tadya Vimala Sherma Santaraksita

Class: X2

Day/Date: Thursday 18th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Tau, bilingual itu kayak pakai dua Bahasa

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak sih nggak ada

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Ada sih dibagian ini tenses, misal yang dibahas satu tenses aja, kayak simple present tense itu masih mudah, tapi kalau yang lain itu udah bingung sama rumusnya, soalnya malah semakin banyak rumusnya

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Belum, soalnya jarang pelajaran jadi jarang tanya jawab, seringnya cuma dikasih tugas aja, kalo ngobrol sama temen-temen juga nggak pernah pakai Bahasa Inggris soalnya malu

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Ada mba, kayak buat bekal untuk kuliah sama untuk kerja soalnya sekarang minimal kerja harus bisa Bahasa Inggris, jadi karena itu sih termasuk motivasi aku untuk belajar Bahasa Inggris

- Interview Result 10

Name: Radivan Satna Altaf

Class: X2

Day/Date: Thursday 18th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Kurang tau,

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak sih, soalnya juga ditambah Bahasa Indonesia ngejelasinnya, tapi kadang guru cuma pakai Bahasa Inggris nggak ada masalah sih, tetep faham

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Iya ada beberapa dibagian yang tenses gitu, itu sulit sih menurut aku bingung sama rumus-rumusnya penyusunan kalimat nya juga sulit

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Kadang-kadang sih, soalnya males kalo mau ngomong Bahasa Inggris, nggak percaya diri aja kalo mau ngomong

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Nggak ada sih motivasinya, ya cuma pingin bisa aja tapi nggak terlalu yang bener-bener pingin bisa banget itu nggak.

- Interview Result 11

Name: Rajwa Nabila Saleh

Class: X3

Day/Date: Tuesday, 30th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Tau, penyampaian pembelajarannya pakai dua Bahasa

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak sih, soalnya aku dari kecil bisa Bahasa Inggris jadi tau aja kalo misal ada orang yang ngomong pakai Bahasa Inggris, terus ditambah dari aku sendiri suka sama Bahasa Inggris jadi kalau dikelas seneng gitu pas belajarnya

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Nggak, karena dulu les itu udah belajar sampai materi yang SMA, soalnya kan materi di SMA menurut aku udah dipelajari waktu SMP jadi masih bisa lah tinggal nambah belajar lagi, ngulangi aja, misal kalo kurang faham biasanya tanya sama gurunya, aku suruh translate kalo nggak tanya sama temen-temen aku jadi kadang dibantuin sama temen-temen

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Sometimes pakai, walaupun agak malu-malu dikit sih hehe tapi pas waktu pelajaran Bahasa Inggris aja, kalau yang lain nggak, selain disekolah sama temen aku juga sering pakai Bahasa Inggris dirumah sama adek aku, kalau minta tolong atau apa itu sometimes pakai Bahasa Inggris

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Iyaa ada, pingin lancar Bahasa Inggris, pingin punya relasi di luar juga, terus kan sekarang rata-rata pakai Inggris ya, terus kalo kerja di interview pakai Inggris juga jadi yaa itu termasuk dari motivasi aku semangat belajar Bahasa Inggris, selain itu dari orang tua aku mengharuskan harus bisa Bahasa Inggris karena penting banget belajar Bahasa Internasional.

- Interview Result 12

Name: Alika Mutiara Sakti

Class: X3

Day/Date: Tuesday, 30th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Iya tau, pembelajarannya pakai Bahasa yang lebih dari satu, jadi di mix antara Bahasa Inggris sama Bahasa Indonesia

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak sih, soalnya bunda sering kok setelah ngejelasin pakai Bahasa Inggris terus diterjemahin pakai Bahasa Indonesia jadi kita nggak kesulitan, bunda juga kalau hanya ngejelasin pakai Inggris itu kita bisa faham kok soalnya bunda kalau ngejelasin itu lengkap gitu lho kak nggak yang bikin bingung, terus ngejelasinnya santai nggak yang cepet-cepet, jadi mudah difahami kalau sama bunda

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Kalau aku sendiri nggak begitu kesulitan yaa sama semua materi, soalnya kan kayak udah diulang ulang terus dari SMP kan menurut aku yang udah dipelajari disini tu keluar lagi, jadi nggak ada materi yang sulit kok, kalau kita niat pingin bisa, kita merhatiin dan fokus dengan apa yang dijelaskan sama guru nya pasti nanti ya bisa

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Emm,, nggak terlalu sering sih kak, kalau misal aku tau Bahasa Inggrisnya aku pakai, tapi kalau aku nggak tau aku nggak pakai, tapi kalau ke temen palingan pas bahas materi aja sih kayak ini itu harusnya ini gitu, kadang tu mau nyari kata nya takut salah, jadi paling aku ngomongnya pakai kalimat-kalimat basic yang udah aku kuasai gitu. Yaa walaupun aku cuma baru bisa dikit-dikit tapi aku percaya diri kok, kan nanti kalau diasah terus finally kita bisa juga

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Emm ada, kalau aku motivasinya yaa pingin lancar Bahasa Inggris juga karena Inggris tu kayak perlu banget gitu lho kak apalagi buat perguruan tinggi itu kan kayak kepake banget yaa, kayak udah ada tes IELTS, TOEFL gitu-gitu kan nah jadi itu salah satu motivasi aku pingin bisa Bahasa Inggris biar aku bisa tau semua yang berhubungan sama Bahasa Inggris kak

- Interview Result 13

Name: Kania Murtisyabila Larasati

Class: X3

Day/Date: Tuesday, 30th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Emm kayaknya yang metode nya pakai Bahasa Inggris sama Bahasa Indonesia, jadi diganti ganti

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak sih, soalnya bunda juga diterjemahin kok pakai bahasa Indonesia jadi nggak kesulitan, ya walaupun jarang tapi faham kok sama apa yang dijelaskan sama gurunya

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Nggak sih nggak ada

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Kalau tanya sama bunda kadang pernah pakai Bahasa Inggris tapi kalo sama temen nggak pernah sama sekali, lebih ke males harus pake Bahasa asing, enak Bahasa sewajarnya aja

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Nggak ada motivasi, ya seru aja, biasa aja

- Interview Result 14

Name: Diandra Kayla Shazia Tora

Class: X3

Day/Date: Tuesday, 30th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Iya tau, pembelajarannya itu pakai Bahasa Inggris sama Bahasa Indonesia

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

Student: Nggak sih, tapi kadang kalau ada kata atau beberapa kalimat dari gurunya yang aku nggak tau artinya apa atau bahkan nggak pernah denger gitu kita tinggal tanya aja sama bunda suruh nerjemahin, jadi dari gurunya sendiri juga enak kok kalau ngejelasin, nggak cuma guru Bahasa Inggrisnya aja sih kak, disini rata-rata gurunya enak semua kalau ngejelasin nggak yang bikin siswanya bingung gitu nggak, jadi disini enjoy semua

Researcher: Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?

Student: Nggak ada sih, soalnya menurut aku materinya kayak cuma diulang ulang aja, jadi misal materi itu keluar lagi aku masih ingat sedikit jadi ohh aku tau, ini aku bisa gitu, soalnya udah pernah dipelajari, semisal aku juga merasa kesulitan aku tanya kok sama guru kalau nggak ya sama temen, soalnya mereka temen temen aku kalau dikelas juga aktif jadi seru gitu bisa diajak kerja sama

Researcher: Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?

Student: Sometimes iya, tapi nggak terlalu sering gitu, soalnya yaa agak malu-malu sama beberapa belum tau vocabnya

Researcher: Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?

Student: Iya ada, karena menurutku Bahasa Inggris itu penting banget kayak misalnya nanti kita kerja itu butuh banget atau pas interview ada diwajibkan pakai Bahasa Inggris, atau nggak kalau kita ada kerjasama dengan orang luar nah itu kan jadi Bahasa Inggris penting banget, nah itu termasuk motivasi aku pingin bisa Bahasa Inggris jadi aku mau mulai dari umur muda, dimulai dari sekarang biar nanti setelah lulus atau pas udah diperguruan tinggi aku udah ada bekal lah gitu

- Interview Result 15

Name: Muhammad Hayyun Al-Farizky

Class: X3

Day/Date: Tuesday, 30th January 2024

Researcher: Apakah kamu tahu pembelajaran berbasis bilingual itu seperti apa?

Student: Tau, pembelajarannya pakai dua Bahasa atau bisa lebih, kalau disini Bahasa Inggris sama Bahasa Indonesia

Researcher: Apakah kamu merasa kesulitan memahami materi yang disampaikan oleh gurumu menggunakan Bahasa Inggris?

- Student:** Kalau secara personal iya, soalnya aku merasa aku kok nggak faham gitu ya dengan apa yang dijelasin bunda, mungkin juga dari aku nggak faham dengan Bahasa Inggris atau dengan kata lain aku kurang suka sama Bahasa Inggris
- Researcher:** Apakah ada materi dalam pembelajaran Bahasa Inggris yang membuat kamu benar-benar kesulitan dalam memahaminya?
- Student:** Iya ada kak, selama ini aku paling susah saat disuruh merangkum sebuah cerita pakai Bahasa Inggris, itu aku bener bener merasa kesulitan, tapi kalau secara bicara saat speaking atau orang lain speak pakai Bahasa Inggris atau saat bunda ngejelasin materi pakai Bahasa Inggris itu aku faham, tapi ya tadi dibagian writing yang *me-resume* itu aku kesulitan, sama di reading agak belepotan dikit lah. Soalnya aku tipe orang yang mungkin bisa 3x pengulangan aku baru faham, jadi kalau materinya diulang-ulang terus aku nanti di ke 2x atau 3x pengulangan aku baru faham, kayak kemaren materi narrative text pas diawal-awal aku pusing banget kak nggak tau maksudnya apa, biasanya kayak gitu, terus hari ini masih narrative text tapi udah di assignment aku baru faham hari ini, jadi intinya 1x pertemuan itu aku nggak semangat karena aku udah males soalnya nggak bisa, tapi di 2x atau 3x pengulangan aku baru bisa baru nangkap, soalnya di 2x atau 3x kali ini materinya kan sudah terpapar ke aku nah kayak gitu aku baru bisa semangat, jadi secara teori saat penjelasan aku belum faham tapi secara praktek soalnya hari ini assignmentnya kan suruh buat narrative nah itu aku baru bisa
- Researcher:** Apakah kamu sudah menerapkan penggunaan Bahasa Inggris ketika bertanya kepada guru ataupun saat berinteraksi dengan teman?
- Student:** Belum, soalnya nggak percaya diri aja gitu kak, gimana yaa sulit dijelasin yaa agak malu gitu lah kalau diumumkan soalnya kan disini kita umumnya pakai Bahasa Jawa kalau nggak ya pakai Bahasa Indonesia, jadi belum terbiasa dengan Bahasa asing
- Researcher:** Apakah ada hal yang membuat kamu termotivasi dalam mengikuti pembelajaran berbasis bilingual ini?
- Student:** Emm kalau motivasi terbesar dari ibuk sih, soalnya ibuk sering bilang Bahasa Inggris itu Bahasa internasional yang sangat penting kalau kamu mau sukses yaa kamu harus bisa Bahasa Inggris, jadi dari didikan orang tua aku harus bisa Bahasa Inggris tapi kembali lagi dari diri aku yang tidak mudah mengenal Bahasa asing, tapi aku menekankan kedalam diri aku kalau aku juga harus bisa, walaupun itu aku bisanya beberapa kali pengulangan supaya aku faham its ok, yang penting aku bisa.

Appendix 3

Lesson Plan

GENERAL INFORMATION	
A. IDENTITAS SEKOLAH	
School	SMA Al-Azhar Syifa Budi Solo
Subject	English
Grade	X
Topic	Narrative Text
Fase	E
Capaian Pembelajaran	Di akhir fase E, peserta didik dapat memahami dan menganalisis berbagai macam struktur teks dan unsur kebahasaan pada Narrative Text sesuai dengan konteks penggunaannya
Time	2 JP x 40 minutes
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Definition of Narrative Text 2. Types of Narrative Text 3. Social function of Narrative Text 4. Generic structure of Narrative Text (Orientation, Complication, Resolution) 5. Language features of Narrative Text (Simple Past Tense, Past action Verb, etc) 	
C. PROFIL PELAJAR PANCASILA	
• Beriman	Mengamalkan nilai-nilai Ketuhanan Yang Maha Esa
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam kelompok.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran.
• Kreatif	Menyusun dan membuat teks Narrative sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Teks Narrative dan mengaitkan materi dalam kehidupan sehari-hari.
D. SARANA DAN PRASARANA	
Tools	LCD, Chromebook, Power point, Google Classroom, Canva application
Material/Source	Internet: https://prezi.com/rpfb7faerbm3/narrative-text/
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik cerdas istimewa berbakat (Paham Utuh) 2. Peserta didik reguler / typical (Paham Sebagian) 3. Peserta didik dengan hambatan belajar (Kurang/Tidak Paham) 	
F. LEARNING MODEL	

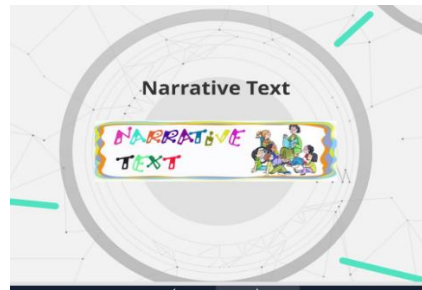
Discovery Learning dan Project Based Learning (PJBL)	
G. METHOD	
Tanya jawab, Ceramah, Diskusi, Jigsaw	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks Narrative secara kelompok.	
2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Narrative secara kelompok.	
3. Menemukan informasi rinci terkait teks Narrative secara berkelompok.	
4. Membuat poster secara berkelompok dan menganalisis informasi di dalamnya	
5. Mempresentasikan hasil ringkasan dari poster yang telah dibuat secara berkelompok	
B. PEMAHAMAN BERMAKNA	
Narrative text can be defined as a story with complication or problematic events and it tries to find the resolutions to solve the problems.	
C. PERTANYAAN PEMANTIK	
1. Do you know about Narrative Text?	
2. Do you know the purpose of Narrative Text and Generic Structure of Narrative Text?	
3. Can you give the examples of Narrative Text?	
D. LEARNING ACTIVITY	
FIRST MEETING (2x4 MINUTES)	
INTRODUCTION	<ol style="list-style-type: none"> 1. Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru memberi apersepsi tentang materi yang akan dipelajari dengan memberikan pertanyaan pemantik 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini 6. Guru menyampaikan garis besar cakupan materi yang dipelajari.
MAIN COURSE	<ol style="list-style-type: none"> 1. Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati materi menggunakan power point dan menghimbau peserta didik untuk mengamati materi yang ditayangkan di LCD proyektor Click this link : : https://prezi.com/rpfb7faerbm3/narrative-text/ 2. Guru menjelaskan kepada peserta didik mengenai kinds of

	<p>narrative text, social function, generic structure dan unsur kebahasaan berdasarkan materi yang dipelajari</p> <ol style="list-style-type: none"> 3. Guru mengajukan pertanyaan berdasarkan pada materi yang dipelajari 4. Peserta didik dikelompokkan secara acak terdiri dari 4 kelompok 5. Guru memberikan instruksi kepada peserta didik untuk membuat contoh narrative text beserta informasi didalamnya 6. Peserta didik secara berkelompok mendiskusikan mengenai kinds of narrative text, generic structure dan language features 7. Peserta didik mengumpulkan tugas ke dalam google classroom
CLOSING	<ol style="list-style-type: none"> 1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran 2. Guru mereview tentang materi yang sudah dipelajari hari ini secara lisan maupun tertulis atau dengan digitalisasi, setelah itu peserta didik melakukan refleksi pembelajaran pada hari itu dengan menjawab beberapa pertanyaan dari guru seperti : <ul style="list-style-type: none"> • Do you understand the teachers' explanation about Narrative Text? • Do you have any difficulties with this material? • Do you feel happy in learning English today? 3. Guru menginformasikan kegiatan pembelajaran yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi belajar diakhiri dengan salam penutup

SECOND MEETING (2x40 MINUTES)	
INTRODUCTION	<ol style="list-style-type: none"> 1. Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru memberi apersepsi tentang materi yang akan dipelajari dengan memberikan pertanyaan pemantik 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
MAIN COURSE	<ol style="list-style-type: none"> 1. Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan pada pertemuan pertama 2. Guru menyampaikan lanjutan materi pada pertemuan pertama dan mengajukan pertanyaan untuk mengetahui pemahaman siswa terkait narrative text 3. Peserta didik aktif menanggapi secara lisan terkait Narrative Text 4. Guru memberikan sebuah teks narasi dan siswa diminta untuk menganalisis teks tersebut secara mandiri 5. Guru menghimbau peserta didik untuk duduk sesuai kelompok pada pertemuan pertama 6. Guru memberikan instruksi kepada peserta didik mengenai tugas yang akan dilakukan peserta didik secara berkelompok 7. Peserta didik diminta untuk membuat poster dengan ukuran A3 menggunakan bantuan aplikasi canva yang berisi contoh narrative text yang memuat informasi narrative text dalam contoh tersebut 8. Guru memantau proyek peserta didik
CLOSING	<ol style="list-style-type: none"> 1. Guru menghimbau peserta didik untuk segera menyelesaikan proyek peserta didik 2. Peserta didik melakukan refleksi pembelajaran hari ini dengan menjawab pertanyaan dari guru seperti : <ul style="list-style-type: none"> ➤ Do you have any difficulties with the material? 3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 4. Guru mengakhiri kegiatan pembelajaran dengan memberikan motivasi dan diakhiri berdo'a bersama.
THIRD MEETING (2x40 MINUTES)	
INTRODUCTION	<ol style="list-style-type: none"> 1. Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru memberi apersepsi tentang materi yang akan dipelajari dengan memberikan pertanyaan pemantik

	<ol style="list-style-type: none"> 5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini 6. Guru menyampaikan garis besar cakupan materi yang dipelajari 7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
MAIN COURSE	<ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk bergabung sesuai kelompok 2. Guru memberikan pengarahan tentang games diskusi yang akan dilakukan peserta didik 3. Dengan metode jigsaw peserta didik diminta untuk membuat summary dari hasil poster kelompok lain sesuai instruksi yang diberikan 4. Peserta didik mulai membuat ringkasan dengan kelompok masing-masing 5. Peserta didik dengan bimbingan guru mempresentasikan hasil diskusi di depan kelas. 6. Peserta didik memberikan pendapat kepada kelompok lain dibawah bimbingan guru
CLOSING	<ol style="list-style-type: none"> 1. Peserta didik melakukan refleksi pembelajaran hari ini dengan menjawab pertanyaan dari guru seperti: <ul style="list-style-type: none"> • Do you have any difficulties with the assignment? 2. Guru memberikan apresiasi dan motivasi kepada peserta didik atas pembelajaran hari ini 3. Guru mengakhiri kegiatan pembelajaran dengan memberikan motivasi dan diakhiri berdo'a Bersama
ASSESSMENT	
<ol style="list-style-type: none"> 1. Assessment Formative 2. Assessment Summative 	

LAMPIRAN MATERI



Goals

- 1 To know what actually narrative text is.
- 2 To understand what actually the purpose, generic structure and language features, of narrative text are.
- 3 To analyze the narrative text based on the characteristics.
- 4 To expose the result of discussion to others.

What is narrative text?

Narrative text can be defined as a story with complication or problematic events and it tries to find the resolutions to solve the problems.

TYPES OF NARRATIVE TEXT

Narrative text may in form of fiction. As a fiction, it can be in form of novel, short story, long story, comics, and so forth. The types of narrative text are *Forktale, Myth, Legend, and Fable*.

Purpose

To amuse/entertain readers with a story that deals with complication or problematic events.

Generic Structure

Orientation : Introduce the character, the setting of time and place.
Complication : Talks about the problems occurred in the story.
Resolution : The problems are solved and the story end.

Language Features

Past tense: We went to the zoo.
Time connectives and Conjunction: then, before, that, when, etc.
Adverbs and Adverbial Phrases: in Ancient Greece, in the mountains in spring.
Action Verbs: turned, stayed, climbed.
Thinking Verbs: thought, felt, saw, etc.

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura hit Baya's tail. Baya did the same thing to Sura. He hit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Task

- Please make some groups, one group consists of 3 students.
- The representative of a group must come forward to take a lottery.
- All groups must analyze the aim, generic structure, and language features based on the story.
- All groups must exposure the result of discussion to others.

NARRATIVE TEXT

GOALS

1. To know what actually narrative text is.
2. To understand what actually the purpose, generic structure and language features of narrative text are.
3. To analyze the narrative text based on the characteristics.
4. To exposure the result of discussion to others.

Definition of Narrative Text

Narrative text can be defined as a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Types of Narrative Text

Narrative text may in form of fiction. As a fiction, it can be in form of novel, short story, long story, comics, and so forth. The types of narrative text are Folktale, Myth, Legend, and Fable.

The purpose of narrative text is to amuse/entertain readers with a story that deals with complication or problematic events.

The Generic Structure of Narrative text:

1. Orientation: Introduce the character, the setting of time and place.
2. Complication: Talks about the problems occurred in the story.
3. Resolution: The problems are solved and the story end.

Language Features:

- Past tense: We went to the zoo.
- Time connectives and Conjunction: then, before, that, when, etc.
- Adverbs and Adverbial Phrases: in Ancient Greece, in the mountains in spring.
- Action Verbs: turned, stayed, climbed.
- Thinking Verbs: thought, felt, saw, etc.

Example of Narrative Text**Sura and Baya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy