



BILINGUAL EDUCATION PROGRAM: TEACHERS' AND STUDENTS' PERSPECTIVES AND CHALLENGES AT SMAN SUMATERA SELATAN PALEMBANG

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ABSTRACT

The objective of this study was to find out the teachers and students perceptions and the challenges that faced by the teachers and students in teaching and learning by using Bilingual Education Program at Senior High School of Sumatera Selatan Palembang. This study applied qualitative descriptive method. The population of this study was 4 science and math teachers and 25 of 10th grade students. The data were collected by using close-ended questionnaire and interview. The results showed that Bilingual education program is a good program. There were so many benefits for the teachers and students. This program required the teachers and students to speak English even the subject are mathematics and science. Bilingual was giving the chance for the teachers and students to get new experiences. The teachers and students reported to having limited English skills and particularly in terms of scientific terminology

Keywords: Bilingual Education Program, Perceptions, Challenges

1. INTRODUCTION

Language is a tool of communication that is used by all humans around the world. English language is one of the most important languages that exist in the world. English language is a language that is used to communicate with each other. English has become a global language which is used for international communication. (Jaya, 2019, p. 4) In Indonesian educational system, English is one of the compulsory subjects instructed at school. The student learn English for the first time when they were still in the kindergarten up to the university as a foreign language. (Theriana, 2018, p. 47)

The growth in science and technology as the impact of globalization highly influence

the concept of English teaching and learning in which English considered as one of the process. One of the most famous methods nowadays is using bilingual education. Indonesia as one of developing country makes a work to face the global competition crucial factors by increasing the quality of education through applying bilingual program. (Jayanti, 2019, p. 13)

Bilingual education refers to the use of two languages in a classroom setting. Bilingual education is distinct from other types of language education in that it integrates content topic material and language addition, providing the two languages are used as teaching instruments. The use of two languages in two different curricula in the teaching and learning process was characterized as bilingual

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education in this study. Chemistry, physics, and biology classes were taught in both English and Indonesian. (Garcia, 2015, p. 223)

Bilingual education was first formally designed in formal education in Indonesia under the Pioneering International Standard Schools "Rintisan Sekolah Bertaraf Internasional" program (RSBI). Through RSBI, the Indonesian government attempted to develop schools through fostering the development of education. This concept was based on the Republic of Indonesia Act No. 20, Chapter 14 Articles 50 Section 3 of the year 2003. (Fauziah, 2021, p. 220)

2. LITERATURE REVIEW**Bilingual Education Program**

The Indonesian bilingual program began in 2004 and completed the previous school program, which had already implemented similar programs that were used in private schools. In Indonesia, bilingual programs used a national curriculum with foreign programs as an add-on, English as a means of classroom communication and implementation of utilizing it in some topics, such as mathematics and natural science, and other courses using *Bahasa* in classroom activities. (Jayanti, 2019, p. 13)

Bilingual education program is becoming increasingly important. However, in practice, implementing a multilingual program in Indonesia appears to be difficult, with numerous issues arising during the course of the program. One of them is that the Indonesian government should train skilled multilingual teachers; in addition, the programs would cost a lot of money to implement. Furthermore, when compared to ordinary class students or national standardized school children, the bilingual class and pupils are treated differently in terms of school facilities, academic challenges, and program support. In Indonesia, establishing an international level school is a difficult task. (Jayanti, 2019, p. 13)

Bilingual Teacher

Being a bilingual school teacher in Indonesia is more difficult than teaching at a

public school. Teachers in bilingual schools must have a thorough command of both the subject matter and the medium of instruction utilized to teach it. Teachers who are good Department of Math Education scholars, for example, cannot teach in a bilingual school. They must be able to instruct in Math using English as the language of instruction. (Jayanti, 2019)

Bilingual Students

Students are the individuals or people who learning inside or outside the school in order to get the knowledge and skills from the teachers. Every school wants students and graduates who can compete in a variety of academic subjects, one of which is the capacity to communicate in a foreign language. In this day and age, knowing only one language is insufficient. In English, the majority of students are still passive. This could be due to a number of factors, including a lack of usage of English in the teaching and learning process, a low ability of pupils to retain information, a long-held belief that English is difficult, and a variety of other issues. (Komang, 2020, p. 267)

The statement above created a question. Is it true that bilingual students in schools are truly bilingual? The bilingual, according to wholistic bilingualism, is someone whose language is not the sum of two languages, but rather has a unique and particular linguistic configuration. Because the bilingual is a human communicator, he or she has developed a communicative ability that is sufficient for everyday life.

Teaching and Learning Activity

Teaching and learning are two activities that are intertwined. They are unable to be separated. According to experts, the following are some interpretations. Learners engage in learning activities as part of the teaching learning process. On the other hand, Teaching is defined as helping learners acquire knowledge and apply it to their lives.

3. METHODS

Participants of this study were 4 Math and Science teachers and 25 of 10th grade students of SMAN Sumatera Selatan Palembang. The school used National and International Curriculum (Cambridge Curriculum). This study used a qualitative descriptive method. This study collected the data by using questionnaire and interview. The close-ended questions used to find out the teachers and students perceptions and challenges on Bilingual Education Program. The interview targeted to the math and science teachers to find out their perceptions and challenges in teaching and learning by using Bilingual Education Program.

4. RESULTS AND DISCUSSION

Based on the data obtained from students' responses to the questionnaire, the findings are shown in the following tables.

The questionnaire was used to find out the teachers' and students' perspectives and challenges in teaching and learning by using Bilingual education program. SD (Strongly Disagree), D (Disagree), A (Agree) and SA (Strongly Agree)

Teachers Perceptions

Table 1. Teachers Perceptions

Statement	S D	D	A	SA
	No %	No %	No %	No %
I am a Bilingual teacher	-	-	-	(4) 100%
I can speak English properly	-	-	(3) 75%	(1) 25%
It is the first Time I used English for	(2) 50%	(1) 25%	(1) 25%	-
The other Subjects beside English subject				
I think the subject by using	-	-	(2) 50%	(2) 50%

English is More interesting				
I think the subject by using English is easy understand	-	(2) 50%	(1) 25%	(1) 25%

The table 1 showed that 4 of the informants were Bilingual teachers 4 Strongly Agree (100%), the teachers dominant 2 Disagree (50%) to the statement that I speak English when I need to, the teachers dominant 3 Agree (75%) to the statement that I can speak English properly, the teachers dominant 2 Strongly Disagree (50%) to the statement that It is the first time I used English for the other subjects beside English subject, the informant stated that the subject by using English is more interesting with 2 Agree (50%) and Strongly Agree (50%).

Students Perceptions

Table 2. Students Perceptions

Statement	SD	D	A	SA
	No %	No %	No %	No %
I am a Bilingual student	-	-		(25) 100%
I can speak English	-	-	(17) 68%	(8) 32%
It is the first time I used English for the other subjects beside English subject	-	(7) 28%	(4) 16%	(14) 56%
I think the subject by using English is more interesting	-	(6) 24%	(14) 56%	(5) 20%
I think the subject by using English is easy understand	(2) 8%	(17) 68%	(5) 20%	(1) 4%

The table 2 showed that 25 informants were Bilingual students 25 Strongly Agree (100%), all of the students can speak English with 17 Agree (68%) and 8 Strongly Agree (32%), most of the students were the first time

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to use English for the other subject with 14 (56%) Strongly Agree, proved that the subject by using English is more interesting with 14 (56%) Agree.

Teachers Challenges**Table 3. Teachers Challenges**

Statement	SD	D	A	SA
	No %	No %	No %	No %
Teaching in class is confusing by using English	-	(1) 25%	-	(3) 75%
I often felt bored in the study by using English	(2) 50%	(2) 50%	-	-
I always used English on teaching activity	-	-	(3) 75%	(1) 25%
I used another textbook on teaching activity	-	-	-	(4) 100%
I am required to be able to speak English	-	-	-	(4) 100%

The table 3 showed the data of teachers challenges on Bilingual Education Program, most of the teachers were confusing by using English Proved with 3 (75%) Strongly Agree, the program didn't make the teachers felt bored proved with 2 (50%) Strongly Disagree and 2 Disagree (50%) to the statement, the teachers always used English on teaching activity proved with 3 (75%) Agree to the statement, all the teachers used another textbook on teaching activity proved with 4 (100%) Strongly Agree to the statement, and the teachers required to be able to speak English proved with 4 (100%) Strongly Agree to the statement.

Students Challenges**Table 4. Students Challenges**

Statement	SD	D	A	SA
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	No %	No %	No %	No %
Learning in class is confusing by using English	(2) 4%	(8) 32%	(15) 60%	-
I have difficulty on reading the textbooks that used English	(1) 4%	(12) 48%	(12) 48%	-
I often translated the text in the textbook because I don't know what it means	(1) 4%	(2) 8%	(20) 80%	(2) 8%
I have difficulty with the assignment in the textbook	(2) 8%	(17) 64%	(6) 24%	-
I am required to be able to speak English	-	-	(4) 16%	(21) 84%

The table 4 showed the data of students challenges on learning by using Bilingual Education program. Most of the students dominant 15 (60%) Agree to the statement that Learning in class is confusing by using English, the students dominant 1(4%) Strongly disagree and 12 (48%) Disagree to the statement that I have difficulty on reading the textbooks that used English, the students often translated the textbook proved with 20 (80%) Agree, but the students didn't have difficulty with the assignment proved with 17 (64%) Disagree to the statement and they are required to be able to speak English proved with 21 (84%) Strongly Agree to the statement.

Teachers Perceptions

Interview targeted to Math and Science teachers, fortunately all the teachers gave the positive responses.

The results of interview teachers' perspectives on Bilingual Education program in teaching and learning can be seen below:

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This is an improvement that Bilingual schools have, because besides our learning with the national curriculum, we also feel the scale of the international curriculum. So the students here have a boarder perspective on the subject matter. Using English at this lesson makes it a direct exercise for the students, since English indirect practice and direct practice are very different, especially to the challenges and also the vocabulary especially in science subject which has a science vocabulary. (P1. Teacher)

First of all I want to say that Cambridge curriculums are really beneficial for the high school students, specifically if they want to continue their study abroad. In fact that Cambridge curriculum is managed by the Cambridge University itself, it seems very particular for most people. But for several reasons I think that the curriculum is very good to applying for the high school students. (P2. Teacher)

The interviewed data showed some factors that influenced their positive. SMAN Sumatera Selatan Palembang had been using two curriculums, national and international curriculum (Cambridge curriculum) which is using English as a language communication not only in the classroom but also outside the classroom, such as on the canteen, library, dormitory, to the security, chef and so on. It is very good to increase the students' vocabulary especially on the science subject which has a science vocabulary. With this program made the students to learn English by direct practice which is the good method to learn a language.

Teachers Challenges

Interview targeted to 4 Math and Science teachers, fortunately all the teachers gave the positive responses.

The results of interview teachers challenges on Bilingual Education program in teaching and learning can be seen below:

Most of the students were not familiar with the terminology of that particular language such as on the science subject. So we as teachers have to translate one by one. (C1. Teacher)

I think the challenges are the students of this school have different background and coming from the under privilege with the low financial. When the pandemic spread to our nation, we have used online learning which were using WhatsApp and the other application and we involved Britain communication. In fact that they were quite surprised specifically about how to write everything especially on physic such as the new vocabulary that they never heard. And after we conducted the offline teaching and learning, it is challenging for us when we tried to ask them about the new vocabulary that we learned in the online teaching and learning, and most of did not understand. (C2. Teachers)

The interview data showed some factors that challenged the teachers' challenges. After observing the data all the teachers have the same challenges. The students of SMAN Sumatera Selatan Palembang are not all the students come from Palembang but most of them come from the different region and small village. Background of the students is the main challenge for the students, because there are still many of them are unfamiliar with Bahasa and English that's means the teachers have to teach them from the basic of it.

Vocabulary was also the challenge that faced by the teachers. In Bilingual school which is using nation and international curriculum (Cambridge curriculum) have to use English for communication, teaching and learning. It made the teachers have to teach the students from the basic level of English as we know the terminology language has different meaning when the students directly translated the words.

5. CONCLUSION

After observing the teachers and students perception of Bilingual education program, the writer concluded that Bilingual education program was great program to improve the teachers and students English skill. Mathematics and science are the subjects that used English as the language of teaching and learning. Bilingual was the great program to let the teachers and students to practice their

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language, mathematics and science in the same time.

The challenged that faced by the teachers and students helped them to increase their English skill in the communication. The teachers have to teach the students from the basic skill of English. The students have to face the scientific languages. The program helped them to support their future especially for the students itself.

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