

BILINGUALISM IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM CONTEXT

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ABSTRACT

This study explores the process and obstacles of bilingualism at SMP Muhammadiyah 3 Yogyakarta. The research was descriptive qualitative research. The samples of this research were 20 students. The data used were collected from observation, questionnaires, interviews, and documentation. This data sources were students of grade VIII and one English teacher at SMP Muhammadiyah 3 Yogyakarta. Data analysis was performed using a Linker's scale for questionnaire data, data reduction, data presentation, verification, and conclusions. The results showed that students' interactions with students and students with teachers in the bilingual class of SMP Muhammadiyah 3 Yogyakarta in the learning process were still ineffective and experienced difficulties that hinder the interaction process. The findings were as follows (1) Students still felt insecure if they had to use full of English to interact with friends in a bilingual class, they still felt afraid of mispronouncing English correctly and adequately, they did not master vocabulary well, and they used English in bilingual with the teacher only in the classroom. (2) The obstacles that students experienced in the teaching and learning process in a bilingual class as follows: Students still felt ashamed to use English to interact in a bilingual class, they still taught that using English was not a necessity in a bilingual class, sometimes, Bahasa Indonesia was still a language to interact with friends, and they were still afraid of using English by with excellent and correct English in pronunciation.

Keywords: Bilingual class, Students' Interaction, Teacher Strategies

INTRODUCTION

Talking about bilingual cannot be separated from aspects of interaction. Interaction is the heart of communication in the era of communicative language instruction (Brown, 2001). Communication must be included in every language learning activity since it is the most important aspect in communicative language education. In language learning environments, students are expected to be able to speak and communicate with others. Through the interaction, they will learn how to communicate and interact. As a result, the interaction among the language classroom participants might reveal the communication in the language teaching and learning classroom.

Interaction is important because it is claimed that only through interaction can the learner decompose the target language structures and derive meanings from classroom

events. Moreover, interaction allows learners to incorporate the target language structure into their own speech. In addition, any classroom event, whether thought or not, has meaning for learners (Chaudron, 1998). Moreover, Interaction and input is important and needed in second language acquisition. The 'correct size and form' of input, as well as the suitable frequency of engagement, should theoretically lead to more effective second language acquisition (Maharsi, 2016).

The functions of verbal interaction, which focuses on students' verbal language, the character, and intent of students' utterances in peer group interaction, is the first of three analytical aspects of interaction. The second was cognitive processing, which looked at how students approached and processed learning tasks in social interactions. Finally, there's social processing, which looks into the nature of the social bonds formed throughout students' social activities (Sembiring, 2018).

The existence of an international standard school in Indonesia has attracted the attention of researchers. The program that was featured was a breakthrough to improve the competitiveness of human resources. Support comes from parents who want their children to be more independent and able to compete. Some reasons why the parents want their children choose the bilingual school are first, superior English language skills are expected; second, preparation for foreign schools, abroad schools, and university admission; and third, parental satisfaction (Santos, 2019).

The mission of organizing an international standard school is to create intelligent and internationally competitive Indonesians who can compete and collaborate globally (Depdiknas, 2006). However, there has been no reference or school that can be used as a model for an ideal international school according to Indonesian standards. One of the fundamental steps that have been used as a marker for international standard schools is still the use of a different language of instruction, namely the international language (English). However, There are some misalignments between the policies and the principles of bilingual education. They were unregulated curriculum creation based on a mix of international and national standards, the government's Teacher Training Program for Bilingual School Teachers (PLPG), and the establishment of standardized tests (Surdyanto, 2018).

Some relevant studies discussed about the use of a second language in learning. First, the use of a second language in learning does not reduce students' interaction. But with the existence of bilingualism can help in the learning process of students in the classroom. In this study using interpretative qualitative research methods. By involving questionnaires, classroom observations, and interviews. The conclusion in this study is the use of bilinguals in EFL classes will not reduce student learning intentions to learn English. In each learning teacher does not eliminate L1 in explaining what can not be explained by using the L2 language, This is a huge source of motivation for EFL students.

For the second study, speaking for a purpose: a case study of bilingual immersion pedagogy within the Chinese EFL context. By David Roman Potcek (2017) the University of Windsor in this study mentioned that the second language or bilingual in learning and the world of work or the world of work is needed, bilingual use can unite cross-cultural learning such as Canada and China. In this study, researchers used a qualitative framework

method that is by applying narrative inquiry, observation, interview, and document analysis methods as primary data collection. The results of this study are that teachers who participate in EFL teachers must always try to develop students' intentions in learning English. Creating a good atmosphere, so that it will be easier for children to understand the lesson.

The third study was "phenomenological study: bilingual teaching classroom of Malaysian community colleges" by fandatuljana Mohd Noor, Hairuddin Harun (2014) University Tun Hussein on Malaysia. This study uses non-structured interview methods, non-participant observation, and note-taking. The respondents in this study were instructors of course content from several different programs at the community college in Malaysia. The results of this study are that most trainers are less interested in using English in the classroom except the trainers from the tourism course. The use of English in classrooms depends on the relevance and needs of the instructor, not on the interests of students. Bilingual teaching classes are preferred because they help instructors to develop students' understanding of learning content and English translation. This study is well-proven, proving that bilingual teaching classes are important phenomena that exist in Malaysian community colleges and this study hasn't been done before.

The first thesis investigates the contribution of English in schools to English learning and the authors use mixed methods to achieve the objectives of this study; qualitative and quantitative methods. From these similarities and differences, researchers are interested in knowing the process of interaction and teaching and learning of students and teachers in bilingual classes, and the technique used in this study is a qualitative approach. This research is different from other researches because it is discussed in detail what students experienced when in a bilingual class, namely how the interactions occurred, the obstacles faced by students, and the teacher's strategies in solving these obstacles, of course, the benefits that students get while in the bilingual class.

The scope of this study is how the interaction process of students and students, students, and teachers and the implementation of bilingual classes in SMP Muhammadiyah 3 Yogyakarta. Our study addresses three research questions how is the process of bilingualism at SMP Muhammadiyah 3 Yogyakarta? What are the obstacles during the implementation of bilingualism at SMP Muhammadiyah 3 Yogyakarta? and what are the teachers' strategies to overcome the obstacles during the implementation of bilingualism at SMP Muhammadiyah 3 Yogyakarta?

METHODS

Research Setting

This research was conducted in SMP Muhammadiyah 3 Yogyakarta. The researcher has selected 20 grade VIII students and one English teacher to learn related to the bilingual class. A teacher should know how important it is for a bilingual class to review the quality of learning in the classroom. Schools must also know how the effects and benefits of having bilingual classes are in the school. There are many things related to English in today's era,

and sometimes we are required to use English as a medium for communication with friends, colleagues, and fellow professionals. Therefore, the authors wanted to know about the existence of a bilingual class in a school.

Research Method

For this purpose, it is not to separate individuals or groups into specific variables or theories. The data collected in this analysis have been collected qualitatively. There are also many types of data, including summaries of what the researcher saw and heard, what participants said and wrote, and what participants used and created. Thus the essence of the data is a narrative taken from in-depth interviews and a questionnaire to answer this research question. Qualitative research is a form of data to collect data from questionnaires and interviews with junior high school students. The theory above states that there are many ways to collect data when they see and hear something.

Data and Data Sources

Data to be taken from this research are English students, and the location will be taken at SMP Muhammadiyah 3 Yogyakarta. Sources of data come from questionnaires and interview data. Primary data is data collected in the field from first-hand data sources. The source of this data can be respondent or test subjects from the results of filling out questionnaires, interviews, and findings. The primary data in this research is the correspondence substance analysed.

This research was conducted at SMP Muhammadiyah 3 Yogyakarta, one of the international standard Islamic schools. The researchers took this school because not all schools had bilingual classes, and not all students at SMP Muhammadiyah 3 Yogyakarta liked, understood, and were interested in learning languages. English, students lack motivation, lack self-confidence; the method used by the teacher is less attractive so that students find it challenging to learn English. Learning English, teachers use full English in delivering lessons to students and students who are not native speakers. Therefore, the researcher wanted to know how the bilingual class was implemented, the interaction process between students and students, and the teaching and learning process in the bilingual class during the learning process in the classroom at SMP Muhammadiyah 3 Yogyakarta.

Twenty students will be participants in the questionnaire, and some of them will be interview participants. Interviewing students will support the questionnaire. It involves English teachers at SMP Muhammadiyah 3 Yogyakarta Middle School. There will be about ten students being interviewed and taking the questionnaire and maintaining confidentiality by ensuring that the test findings, all information, and other issues, remain confidential. Researchers will store all information and data collected from respondents in this study.

Techniques of Collecting Data

The data collection techniques used in this study were questionnaires and interviews. Researchers will obtain direct interview information from respondents when speaking face-to-face via video calls and using cell phones as an instrument to record interview data, and there are ten interview questions. Researchers also distributed questionnaires to students to get factual data about their perceptions. The questionnaire contains about ten statements. The author translated it into Indonesian to help participants fill out the questionnaire quickly. The data collection instrument used a closed questionnaire.

The questionnaire contains ten closed questions. These questions are categorized into the following concerns: students' preferences, student interaction, significant influence, and the advantages and disadvantages.

In this research, the researcher uses The Likert scale to analyze the data. The Likert scale is used to measure a person or group of individuals' attitudes, wealth, and beliefs about social phenomena (Danuri & Maisaroh, 2019). The variables to be evaluated are converted into indicator variables using a Likert scale. The indicator is then used to compile instrument objects as a starting point, which may be statements or queries.

The Likert scale is a research scale used to measure attitudes and opinions (Miles & Huberman, 1994). With this Likert scale, respondents are asked to fill out a questionnaire that requires them to indicate their level of conformity with a series of questions. The questions or statements used in this research are usually referred to as research variables and are explicitly determined by researchers. The name of this scale is taken from its creator, Rensis Likert, a social psychologist from the United States. The level of approval referred to in this Likert scale consists of 5 choices of scales passed from Strongly Agree (SA) to Strongly Disagree (SDA). The five options include Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA).

To determine the number of respondents studied, several techniques for determining the number of samples can be used, one of which is the sample determination technique using the Slovin formula. Mathematically the Slovin formula used to determine the number of samples is as follows (Creswell, 2012):

$$n = N / (1 + N.(e)^2)$$

information:

n = number of samples

N = total population

e = error tolerance limit

below is how to solve it:

$$n = N / (1 + N.(e)^2)$$

$$n = 32 / 1 + 32 \times (0.05)^2$$

$$n = 32 / 1 + 32 \times 0.0025$$

$$n = 32 / 1 + 0.08$$

$$n = 32 / 1 + 0.08$$

n=32/1.08
n=29,629
n=30

For example, in calculating the Slovin formula, the results are 100 respondents. We will analyze the answers from 100 respondents by doing calculations like the example below:

30 respondents answered SA (Strongly Agree)
30 respondents answered A (Agree)
Five respondents answered N (Neutral)
20 respondents answered DA (Disagree)
15 respondents answered SDA (Strongly Disagree)

Based on these data, 60 respondents or 60% answered agree (30 respondents) and strongly agreed (30 respondents). From these results, it can be concluded that the majority of employees in the company agree with the company regulations.

Data Reduction

Data reduction in this study aims to facilitate researchers' understanding of the data that has been collected from the research results. Researchers will collect data or information through questionnaires and interviews with respondents so that researchers can examine the research in detail. Then the data that has been reduced will provide a clearer picture and make it easier for researchers to carry out further data collection and search for it if needed.

Data Display

In qualitative research, data can be presented in the form of brief descriptions, charts, category correlations, flowcharts, and the like (Sugiyono, 2009). By displaying the data, it will be easier to understand what happened; plan the following work based on what has been understood because the method used in this research is a case study, so the data display that is done is more in the form of a description. The display of facts can enhance accepted interpretations. At this point, the researcher learns comprehensive knowledge based on the problem.

Verification

The final step is the drawing and verification conclusion of the interpretation by the researcher: the drawing of meaning from displayed data. The qualitative analyst begins determining what things mean; nothing is about regularities, trends, explications, potential configurations, casual flows, and prepositions from the start of data collection, Miles & Huberman (1994). In the analysis of data related to the problem, the researcher made some moves.

Data Validity

There are some ways to check the validity of the data in qualitative analysis, including authenticity, transferability, reliability, and conformability. Four triangulation forms are included: process triangulation, inter-researcher triangulation, triangulation of data sources, and triangulation of theory (Creswell, 2012).

Method triangulation is carried out in various directions by comparing the actual results or data. As is established in qualitative research, to obtain reliable data, the researcher obtains data from an interview, observation, questionnaire, and paper.

Triangulation of data sources sees such data through different approaches and sources of data collection methods. In addition to interviewing and observing, researchers may use participant notes, written records, and pictures or photos. From this statement, the authors decided to use the triangulation method and the triangulation of data sources to check the validity of the data and gain data confidence.

RESULTS AND DISCUSSIONS

Table 1. statement 1 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
1	I like that teachers use English while teaching bilingual classes.	66%	Agree

Because the index value that the researcher obtained from the calculation result was 66%, it can be concluded that the respondent "agrees" with the statement, namely I like teachers to use English while teaching in bilingual classes. The results of the data value can be supported by several respondents who were interviewed and stated the same thing; the respondent agreed that it was supposed to use English in the bilingual class.

Transcript 1 Students' responses

NS1 P1: 1. Yes because I can learn more or be better at using English.

NS2 P1: Yes because yes have fun not bored.

NS7 P1: likes because listening to people speak English is great fun

NS3 P1: Like because it can increase knowledge, and can practice my ability to use English.

NS8 P1: Yes, I like it, because since I was in Elementary School I was used to using English for explanations from the teacher.

From the interview statement, the respondents felt they understood and paid attention when the teacher used English in the bilingual class because the respondents felt challenged to understand what the teacher was talking about so that they could practice how to speak English better according to grammar. This statement was different from the research results on the perception of English in bilingual classes in schools in Bali. According to Luh Putu Artini (Artini, 2011), Students feel confused and unclear about what the teacher says using English in the bilingual class at the RSBI school in Bali. If students

were asked what their opinion was about the teacher who delivers learning material in English, the student feels they do not fully understand what the teacher says, the percentage that gets was only 57.53%. In the bilingual class at SMP Muhammadiyah Yogyakarta, the students believe that they understand what the teacher says in every English lesson using English. Because the abilities owned in each school are different, in Muhammadiyah 3 Junior High School, Yogyakarta students have gone through the screening process. To register for the bilingual class, students were selected first.

Table 2. Statement 2 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
2	I am happy that my English score has improved.	91%	Strongly agree

The second statement from the questionnaire found by the researcher was 91%, so it can be concluded that the respondent "strongly agrees" with the statement that the respondents' English score increased when they were in a bilingual class. The results of the data value can be supported by the results of the interviewee's statement.

Transcript 2 Students' responses

NS1 P3: Yes, because the bilingual class teaches English more.
NS5 P3: Yes, my English score has improved quite a lot.
NS2 P3: You could say yes because you understand more about English.
NS4 P3: Yes, because we are trained in English well so that we can understand better...
NS8 P3: yes, increased.

From the second questionnaire, most of the respondents experienced an increase in their English scores. Even though some of them also tried to understand that their English scores increased, they understood that they felt they paid less attention to the teacher when their scores decreased.

There were other studies on the implementation of bilingual classes in schools that were more or less the same as the answers or research results, showing that students in bilingual classes get more grades and progress in better English scores. According to Yulianie Kasari (Kasari, 2013), the results of this research show that students were more enthusiastic in using English, students understand more about vocabulary, students have started to understand when reading stories or watching films in English. It was evident from the evaluation results conveyed by parents.

Table 3. Statement 3 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
3	My teacher always asks questions in English.	62%	agree

Because the index value of the statement that the researcher obtained from the calculation was 62%, it was be concluded that the respondent "agrees" with the statement that a teacher always asks questions in English in the classroom. The results of the data value can be supported by student interview statements.

Transcript 3. Students' responses

NS4 P2: My opinion is good because the teacher trains our knowledge of English
 NS10 P2: Like it, because English classes require practice.
 NS9 P2: Yes, but if possible, someone can use Indonesian too, the problem is that I don't understand
 NS8 P2: In my opinion, it is very good because it can improve the pronunciation of English words
 NS4 P2: My opinion is good because the teacher trains our knowledge of English

Most students can understand when the teacher asks questions in English and always uses English throughout the lesson in a bilingual class. However, some of them want the teacher to use Indonesian or translate what he was talking about. Some students feel less confident, so they feel embarrassed and afraid of misunderstanding what the teacher says.

The questionnaire in this section states that the teacher always asks questions in English in bilingual classes, which gets good responses from students. Students themselves understand what the teacher says in the bilingual class. However, it was different from the junior high school in Klaten, namely the 2 Klaten public junior high school. Students still feel stiff if the teacher uses English continuously in class VII (Istianti, 2009). However, unlike class VIII, who had been in the bilingual class a year earlier, they felt no longer stiff to use English.

Table 4. Statement 4 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
4	I am happy that I interact more smoothly with friends and teachers using English.	77%	Agree

From the results of the questionnaire data that the researcher got from the calculation, namely 77% for the statement, I was happy that I was more fluent in interacting with friends and the teacher using English was conclude that the respondent "agree" with the statement. The results of the interview data supported this value.

Transcript 4. Students' responses

NS1 P7: Not bad, during the English lesson.
 NS8 P7: just sometimes.
 NS6 P7: Not very often
 NS7 P7: It's rare to friends, it's not bad for teachers
 NS2 P7: You could say it is rare because it is not obligatory to use English.

The questionnaire statement said that most students could interact with friends and teachers when English lessons take place. A small proportion of students think that they could not interact with teachers and friends because they were accustomed to using English and were not obliged according to them.

In this questionnaire, in his statement, students feel happy interacting with the teacher using English only as necessary to use English during class hours. The result of the research was the occurrence of social interaction between teachers and students, namely when the teacher provides material, then students give arguments and ask questions. When outside the classroom or during class hours, they were free to use language for social interaction (Yuliani, 2010).

Table 5. Statement 5 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
5	My teacher always uses English in giving instructions.	71%	Agree

Where the fifth statement from the questionnaire found by the researcher was 71%, so it can be said that the respondent "agrees" that the teacher always provides instructions in English in the bilingual class, they also understand that every teacher gives instructions in English. It was also supported by the statements of several answers to the questions I gave in the interview.

Transcript 5. Students' responses

NS2 P4: Got it.
NS9 P4: God willing, you understand, so far most of you have already understood your sister.
NS10 P4: Some I understand and some I don't.
NS8 P4: yes, I understand and understand the lesson.
NS7 P4: understand, if I don't understand I can ask the teacher directly
NS5 P4: I understand the material provided by the teacher in English.
NS3 P4: I can understand the explanation given by the teacher in English very well
NS1 P4: Not bad, because I will learn the meaning word by word a little at a time.

From the interview statement above the students "agree" with the statement. Students feel understanding what the teacher said and if students feel they do not understand what the teacher said, students dare to ask questions. Some students feel that instructing English is very important because they were in a bilingual class. some students do not understand a little, students slowly understand and continue to understand what the teacher says.

Table 6. Statement 6,8 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
6	The teacher always corrects me when I am wrong in interacting with friends by using constructive sentences.	82%	Strongly agree
8	The English skills of the teachers motivated me to improve my English skills.	82%	Strongly agree

The two statements above, namely the sixth statement from the questionnaire showing 82% presentation, namely "strongly agree," where students strongly agree with the teacher's statement, always justifies when I was wrong in interacting with friends using constructive sentences. Then for the eighth statement, the percentage was 82% or "strongly agree" with the questionnaire statement, namely, the English skills of the teachers motivated me to improve my English skills.

In this questionnaire, students strongly agree when students were wrong in using good and correct English, the teacher always corrects. The English language skills possessed by the teacher motivate students to learn English to be even more active, to be more fluent in pronunciation and interaction using English. This was the same as the research studied by Anak Agung Putri Maharani and Ketut Sri Widhiasih (Maharani & Widhiasih, 2016). The research results were that students feel happy when learning English because students feel they get positive feedback from the teacher. However, it is not similar with the finding from (Purwanti, Adiwijaya, & ..., 2020) which bilingual education is not being implemented adequately in the teaching and learning process.

Table 7. Statements 7 questionnaire and interview data

No	Statement	Central Tendency	Interpretation
7	I am excited to always try to interact using English with friends.	74%	Agree

Where from the seventh statement, the percentage was 74%, which means "agree." The respondent agrees with the questionnaire statement. Namely, I was always excited to try to interact using English with friends. The questionnaire statement means that by interacting with their friends. Students feel their vocabulary increases and become smoother. It was also supported by the question of the answers from the interview.

Transcript 6. Students' responses

NS1 P5: Not bad, when English lessons were held.
NS2 P5: It's rare because it's better to use Indonesian.
NS6 P5: Sometimes.... Yes
NS3 P5: Sometimes "I interact in English with friends."

Table 8. Statement 9 questionnaire and data interview

No	Statement	Central Tendency	Interpretation
9	I understand easily when the teacher explains in English in a bilingual class.	71%	Agree
10	I am excited when the teacher uses English to give instructions.	69%	Agree

The ninth statement shows the percentage of 71%, which means "agree" with the questionnaire statement. I quickly understood when the teacher explains using English in a bilingual class. Then for the tenth questionnaire statement, the percentage was 69%, which means "agree" with the following statement I was excited when the teacher uses English to give instructions. interview answers supported this.

Transcript 7. Teachers' Interview

1. The implementation of bilingual classes currently still focuses on additional English in collaboration with ELTI institutions. In the future, it is hoped that it can continue to develop, bilingual class students, can present English dramas and can communicate actively using English.
2. One of the main problems is the lack of self-confidence of students. If the school is busy with class hours so that additional English is done too late.
3. Yes. Often
4. Yes
5. Quite good, even at the time of graduation and graduation the bilingual class students are ranked in the top 10 parallel.
6. Quite often
7. Prepare students to face the global era.
8. Through selection. Multiple-choice questions were given and an interview was conducted in English.
9. Very influential
10. Since 2011

The interaction between teachers and students always occurs in bilingual classes using English. For student and student interaction, many students still use Indonesian. In the teaching and learning process, bilingual education is not well implemented (Purwanti et al., 2020). Another evidence reveals that bilingual class disproportionately serves middle and upper-income households when evaluating these some communities arguments (80 percent from these strata). Many causes contribute to this predicament, including a variety of financial, social, and academic reasons, and the government must devote more attention to ensuring that low-income compliance criteria are followed (Jayanti & Sujarwo, 2019).

From the results of the interviews, it is not surprising that students who enter the bilingual class are often included in the top 10 parallel winners during the distribution of report cards each semester and at graduation. There are still many hopes and aspirations for bilingual classes so that for now and in the future, the bilingual class at SMP Muhammadiyah 3 Yogyakarta will make breakthroughs and ways to overcome some of the

obstacles that students experience in bilingual classes, such as collaborating with ELTI institutions and it is hoped that who entered. In the future, bilingual classes can constantly interact with anyone who uses English and can appreciate drama activities in English. Moreover, each individual is expected to be able to prepare for the global era.

CONCLUSION

Based on data analysis and discussion, it can be concluded that interactions among students and teachers that occurred in the bilingual class of SMP Muhammadiyah 3 Yogyakarta in the learning process were still ineffective and experienced difficulties. The difficulties were students still felt insecure if they had to use full English to interact with others, still felt afraid of mispronouncing English properly and correctly. In addition, they did not master vocabulary well and used English in bilingual classes with the teacher only in the learning process.

The obstacles that students experienced in the teaching and learning process in a bilingual class were students still felt ashamed to use English to interact and still thought that using English was not a necessity in a bilingual class. Bahasa Indonesia was still a language to interact with friends because they were still afraid of using English is not by good and correct English in pronunciation.

The teacher's strategies in dealing with the obstacles that occurred in the learning process in the bilingual class at Muhammadiyah 3 Junior High School in Yogyakarta were the school collaborated with the ELTI institution which was expected to continue to develop. This strategy would hone its potential so that the bilingual class could present English drama, and actively interacted using English to face the global era. Moreover, there were additional hours for English classes outside of active learning hours.

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