

BILINGUAL INSTRUCTION CHALLENGE FOR TEACHER IN EFL CLASS

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ABSTRAK

Penerapan pengajaran bilingual dalam kelas EFL (English as a Foreign Language) berpotensi membantu siswa dari daerah lokal yang bukan penutur asli bahasa Inggris untuk lebih memahami materi. Banyak penelitian menunjukkan manfaat dan latar belakang penggunaan pendekatan bilingual dalam kelas EFL, namun sedikit yang membahas tantangan serta solusi yang mungkin dihadapi. Pengajaran bilingual mendukung asumsi pedagogis saat ini mengenai peran bahasa Indonesia dalam pengajaran EFL, sehingga memberikan perspektif yang lebih mendalam yang dapat memperkaya kerangka teori di masa depan. Pengajaran bilingual juga mendorong guru lainnya untuk memanfaatkan temuan penelitian guna merancang program pelatihan dan kebijakan yang mendukung metode dan gaya mengajar bilingual yang efektif. Penelitian ini secara mendalam mengeksplorasi bagaimana pengajaran bilingual diterapkan dalam kelas EFL serta tantangan yang dihasilkan, khususnya pada tingkat SMP di GIS (Global Insani School). Penelitian kualitatif dengan pendekatan studi kasus ini menyelidiki secara khusus aspek penggunaan bilingual dalam ruang lingkup EFL yang lebih sempit. Guru menghadapi tantangan dalam kelas bilingual dengan memberikan porsi seimbang antara materi pelajaran bahasa Inggris dan pengakuan terhadap konteks lokal, pola, serta tema yang ada. Meskipun pengajaran bilingual dalam kelas EFL masih jauh dari kata sempurna, pendekatan ini memberikan dampak positif terhadap keterampilan manajemen kelas guru dan pemahaman siswa.

Kata kunci: tantangan, bilingual, metode, gaya

ABSTRACT

Applying bilingual in EFL class possibly assist student from local area of non - English speaker gain understanding. Many studies show the adequate background of bilingual use in EFL classroom but less mentioned the challenges and solutions. Bilingual instruction reinforce current pedagogical assumptions about the role of Indonesian language in EFL instruction, thus offering a nuanced perspective that can inform future theoretical frameworks. Bilingual instruction encourage another teacher to use the results to design training programs and policies that promote effective bilingual teaching methods and styles. Study deeply investigates on how bilingual instruction in EFL class especially on junior high of GIS (Global Insani School) being instructed alongside with resulted challenge. This qualitative research with case study exclusively investigate smaller area of bilingual in EFL classroom. Teacher overcome the challenge in bilingual class by giving such balance portion about English subject material with recognizing surrounding area, pattern, and themes. Bilingual instruction in EFL class is far from perfection, somehow producing good impact on teacher's management skill and student's comprehension.

Keywords: challenge, bilingual, method, style

INTRODUCTION

Sirait et al. (2022) bilingual instruction has conducted in educational area and becomes popular in indonesia. In junior high schools alone, they are strive various ways to enhance students' english proficiency while also supporting their understanding of academic

content. They have to learn linguistic because english language cannot be use if student didnt endure to learn for the first time. As furqan and shabir (2021) people could not utilize language especially english if they do not have a basic. Therefor, teacher as a controller in class presented bilingual for

limited proficient student in foreign linguistic.

Hoerudin (2024) many students who graduate from junior high school has low skill and inadequate skill of using english in academic and professional context. Furthermore, added by hermanto et al. (2021) this is due to lack of learning time, ineffective learning method, lack of english in daily lives, and students recognize english as academic context only. Therefore, bilingual as an approach implemented in efl class by teacher, complete with its issue and complex challenges of bilingual, which uses both the students' native language (indonesian) and english as mediums of instruction, offers an approach to bridge this gap.

Despite the less proficient and miscelleneous views abput bilingual, bilingual teaching in indonesia is known remarkable in several international and private schools have conducted this method with quite impressive result (hoerudin, 2024). However, the effectiveness of this method in junior high school settings remains a topic of debate. The bilingual instruction needs support if it claimed to be popular according to sirait et al. (2022) there for, previous study included as a reference or parameter. There are several previous study along with its pro and cons. Previous study of agustian & sujarwati (2023) "the impact of bilingual class program on students speaking ability" stated and celebrated positive impact on public speaking of student in Islamic boarding school. However, speaking ability is not the only aspect of student bilingual assessment, it may occur in professional context, but in academic context value such writing, grammar structure, pronunciation, realignment. Remain uncover.

Another study like, Previous study of Sipra (2012) "Contribution of Bilingual in Language Teaching" inform that bilingual had contribution to assist learning in EFL class and its teacher's role to determine student proficient in English learning. This is the proof researcher took as a consideration that bilingual still takes place in education. Even though, Sipra' study did not cover teacher experience completely.

Therefore, this study aims to junior high schools where bilingual instruction is conducted in EFL class only for academic context. It includes classroom, teacher

interviews, methods, challenges, and solution related to bilingual from teacher perspective.

This research inquires questions "How is bilingual instruction conducted in junior high EFL class?" After wards the challenges in EFL class remain unsolved unless, the question "What are the challenges faced by english teacher in GIS during bilingual instruction? Has to answered.

This research does not cover bilingual programs in other subjects outside of EFL, nor does it investigate bilingual education at other educational levels such as elementary or senior high school. It also does not focus full bilingual curriculum models, but rather on the daily classroom practices within EFL lessons.

METHOD

Research conducted using qualitative case study research design. Cleland (2017) stated there is advantages of qualitative that does not occur in quantitative which is processes of explanation and its essence that difficult to measure by only quantify it. A case study, as defined by creswell (2014), is a qualitative research method that examine data in single unit community (e.g., an organization, program, event, or individual) within its real-world context. This study has planted In junior high EFL class of Global Insani School (GIS) in bogor regency in st. Cendrawsih 4th, tajur halang, west java. Participants for this research are students and teacher. EFL class is named "7-2" and consist of 28 (twenty-eight) students in class. Teacher of english subject in junior high consist of two person, but for this research the study need only one teacher to perform. So that, twenty eight students with one teacher are what the study going to retrieve information through interview and obsevation.

Data from interview and observation that inquired from teacher was transcribed into written form in google keep notes app as a tool.

Raj (2024) explained data analysis is interpretation towards non numerical data for more examination. According to Raj (2024) data analysis divided into, data reduction, display, and conclusion drawing. Data in this section cover all the source from interview.

Data from interview specified into categorization for study orientation. Recognize pattern and identify themes and

meaning also conducted. Then, from observation data acted as supporting variables.

Data from interview and observation portrayed in simply and visible form, so that readers could apprehend what data is shows. Information from interview and observation in classroom and office are concluded from pattern, portrait, themes, relationship, and meanings into precious information.

Findings and discussion

Bilingual instruction in EFL class

Interview data (paraphrased)	
Interviewer	Teacher
Mengapa anda menggunakan bilingual instruction di dalam kelas?	Untuk mengasah keterampilan bahasa guru dan murid, melatih pembiasaan berbahasa asing, "melatih kepercayaan diri siswa dalam berbahasa asing, mampu mengakomodir seluruh tingkatan kemampuan bahasa siswa yang berbeda-beda karena dijelaskan dengan dua bahasa.
Apa target menggunakan bilingual instruction?	untuk mempersiapkan mereka pada proporsi berbahasa inggris seutuhnya, sehingga mereka sudah siap pada esesnsi berbahasa asing yang sesungguhnya.

According to the table teacher intended to make whole EFL class as monolingual/mainstream English class which familiarized with english language and bilingual is just a bridge to achieve such a goals. Make it known as Trantitional bilingual education as According Ovando & Combs (2018) it concern on student trantition

from bilingual class into full english class (mainstream english class).

How bilingual instruction conducted in EFL class?

Observation data	
Interviewer	Teacher
	During Task collecting Teacher : "baik semua kumpulkan 2 tugas yang kemaren" Teacher : "come on collect your previous task!"
	During Adjusting seat/grouping Teacher : "okay, lets rearrange your seat" Teacher : "oke, rubah lagi tempat duduknya!"
	During Instruction/tasking Teacher : "okay, lets make group in pairs" Teacher : "oke, ayo bikin grup 2 orang"

Teacher seemingly use bilingual in some ocassion. Such as collecting task, adjusting group of students, or tasking. According to table teacher commonly instruct students by bilingual rather than only monolingual. In this stage students were in bilingual stage and being prepared into full english class by familiarize them with bilingual instruction.

Teacher's challenge

Interview data (paraphrased)	
Interviewer	Teacher
Apa tantangan dalam bilingual instruction?	Tantanganya lebih ke persiapan dan keseriusan murid dalam belajar bahasa inggris di sekolah yang subjectnya tidak hanya bahasa inggris. Dengan jam belajar yang hanya 2 jam per minggu untuk mengejar materi dan mempersiapkan murid untuk kelas mainstream berbahasa inggris. Ditambah mereka walau punya basic subject berbahasa

inggris dari sekolah dasar namun hanya untuk kebutuhan academic saja, untuk berbahasa inggris nya sendiri banyak yang belum lancar dan terbiasa.

Teacher's challenge in conducting bilingual instruction in class is limited time, allocate learning estimation, unprepared student with limited proficient english. Students with basic english from previous stage of school are not enough to fulfill teachers' objectives. Some of students still experienced stutter and unfamiliar with the use of english in advance grade.

Challenge overcome

Interview data (paraphrased)

Interviewer	Teacher
Bagaimana cara mengatasi tantangan dalam bilingual instruction di kelas?	<p>-Tetap mengecek penggunaan bilingual, disesuaikan penggunaan bahasa indonesia dengan bahasa inggrisnya. sambil melihat perkembangan linguistic murid. juga memberikan feedback kepada performa murid dalam belajar.</p> <p>-Mengenalkan materi yang diajarkan kepada murid dengan signifikannya terhadap masa depan mereka serta menelisik kompleksitas akan kemampuan murid.</p> <p>- Kadang memberi modul untuk dipelajari yang berisi ringkasan materi yang sudah diajarkan agar tidak repot dalam mencatat dan beban murid lebih santai</p>

serta lebih fokus terhadap subject.

Teacher overcome the challenge by giving balance portion about English subject material by bilingual instruction. Recognize pattern, themes, and student needs in class. Moreover, teacher using *formal authority styles, facilitator or personal styles*. Teacher as a facilitator also provided tools or learning media for student reference at home. Moreover, as formal authority, teacher checked their bilingual instruction to evaluate gradually in order to check student comprehension with their following study. Teacher a formal role followed the objective of the teaching style gives students feedback of their performance. Teacher as a model also gave student prototypes on how bilingual should have been done in class alongside with its purpose for preparing student in difficult and advance situation, makes them motivated in order to escape their retardance and pursue their proficiency. As Shabir (2014) mentioned the role of teacher as motivator is very important since it gains students interest in English study to get better. Teacher as a motivator must gain students ego towards critique from feedback so that it stimulates their learning will. As Tudang et al. (2024) state the result of teacher gives student motivation and measured to students' English performance through their assignments or class practice eventually showed high motivation when using bilingual instruction.

CONCLUSION

This study has ended with resulting the procedure of bilingual instruction being conducted in EFL class. Translation bilingual education somehow could say suits necessary towards entry level students like 7th grade. The challenge of bilingual instruction itself portrayed on how dynamic EFL classes are. Limited time challenge and student readiness are just ones of challenges whose answers is to evaluate the way teacher conducting bilingual instruction.

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