

Moving from English-Indonesia language mixing in Elementary school to bilingual classroom

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ABSTRACT

This study discusses learning activities that combine Indonesian and English simultaneously in each lesson. Ultimately, it is recommended to become a bilingual class in elementary schools. Implementing bilingual classes refers to the 2005 Government Regulation, the 2006 Minister of Education Decree—the 2013 Minister of Education and Culture Regulation concerning Graduate Competency Standards (SKL). Data were obtained by convenience sampling of 34 students and teachers at the Muhammadiyah 21 Elementary School in Medan. The ultimate goal of this study was to determine bilingual learning on students' learning motivation. The results of the study state that there are advantages and disadvantages to bilingual learning. Challenges in this study mention the limitations of teachers teaching bilingual learning. In addition, facilities and infrastructure for bilingual learning are minimal. While the strength is that students have more competence by mastering bilingual material, students are able to improve critical thinking.

Introduction

Each teacher in each school has the ability and right to determine the most appropriate learning method used in class. In determining the method, of course, it is necessary to consider the conditions of the students. One of the methods used in learning that is closely related to language is the bilingual learning method. The bilingual learning method is a learning method that uses two languages to convey learning material, intending to develop students' competence in foreign languages, especially English. With the bilingual learning method, students get two main things: mastery of knowledge in two languages. However, applying the bilingual method is not simply practiced in school learning because not all elementary schools (SD) or Madrasah Ibtidaiyah (MI) can apply this method. One way to do this bilingual learning method is to improve student achievement. Student achievement is influenced by factors that come from within the student (internal), factors that come from outside the student (external), and learning approach factors (approach to learning) (Wibowo, 2020). The internal factors include intelligence, motivation, interests, talents, physical conditions, attitudes, and habits of students. Motivation is defined as the driving force that exists within a person to carry out certain activities in order to achieve a goal. Motive can even be interpreted as an internal condition (preparedness). Motivation is a change in energy within a person which is marked by the appearance of "feeling" and is preceded by a response to a goal (Sardiman, 2011).

The implementation of the bilingual method is referred on several regulations. Firstly Indonesian Government Regulation (PP) Number 19 of 2005, every National Education Standard (SNP) on formal and non-formal channels is required to carry out education quality assurance, which aims to meet the National Education Standards. Secondly, Decree of the Minister of National Education Number 22 of 2006 concerning Content Standards. And the last is the regulation of the Minister of Education and Culture (Permendikbud) Number 54 of 2013 concerning Graduate Competency Standards (SKL) of primary and secondary education, which was developed to meet competency needs in the 20th century. In the 21st Century, increasing global competition, and local and national needs, the Decree of the Minister of National Education Number 24 of 2006 concerning Implementation Standards, and the Strategic Plan

(RENSTRA) Ministry of National Education 2005-2009. In relation the regulations to current phenomena, it is known that the application of bilingual learning is still rare. Therefore, many factors must be considered to implement the bilingual learning method. Even though certain schools or learning environments have implemented the bilingual learning method in some conditions, in essence, there are urgent conditions that the method must be implemented. In this case, the research focuses more on students' motivation to learn by utilizing this bilingual learning. Based on the results of several studies that have been conducted, there is a significant influence on the use of bilingual learning methods in various learning materials and topics. Bilingual thematic learning motivates students to achieve more with the innovative use of assistive media in the form of pictures and songs. Bilingual learning is also supported by the habituation of the Javanese language sedentary (Epriani, 2017). In other studies, it was also described that using the bilingual mathematics module had no effect on student learning motivation (Nurhayati & Setiawati, 2013). This study focuses more on the influence of bilingual learning on student motivation at SD Muhammadiyah 21 Medan.

Literature Review

The essence of the teaching and learning process in the classroom must be communication between the teacher and students as implementers of learning activities. In other words, this ongoing learning certainly involves participation between two different parties (Aldana, 2019) or two-way communication. In the process, this two-way communication requires language to convey it. *Language* is a communication tool that can be interpreted as signs, movements, and sounds to convey thoughts to others (Bonvillain, 2019). This communication can also be referred to as interaction between teachers and students, where this interaction can also provide or develop learning motivation. As a result, students carry out learning activities well (Zainuddin, Jamaludin, & Imran, 2016). From some of the definitions above, the learning process is closely related to communication and language use. There are a large number of languages around the world. Therefore, a person also mastered several languages during his life. Bilingual is defined as a person's ability to use two languages in daily activities: the mother tongue and a foreign language. Furthermore, the people in Indonesia are also a bilingual society, where they master Indonesian and their respective regional languages (Hardianti, 2017). Bilingual or bilingual is a term for people who use two or more languages with different pronunciation sounds, vocabulary, and syntax (Nurhayati & Setiawati, 2013). When discussing bilingualism, this cannot be separated from the early history of Bilingual or Bilingual Education, which initially occurred at the end of the 19th century when the United States government made hostels for immigrant children who could not speak English to learn languages. English is where Bilingual Education started (Setyowati, 2020). Based on the description above, bilingualism can be interpreted as a person's ability to properly use two languages in their daily activities. This ability is not only in speaking and writing but also in understanding what others communicate orally or in writing.

Many challenges and factors must be considered in achieving bilingual or bilingual skills, such as the frequency of language use, the mode of language used, language mastery, and others (Filipović & Hawkins, 2019). Of course, these things must be mastered by the teacher or students in the teaching and learning process later. Furthermore, implementing Bilingual or Bilingual is done immediately to form and add to language skills (Fitriani, 2020). In addition, it was also mentioned by Landry (1973) states that a student who learns a language other than the language he uses every day not only improves his skills in terms of traditional approaches when solving problems but also helps them to find many new and different ideas (Hardinata, 2018). Motivation is an effort based on mobilizing and maintaining a person's behavior so that he is compelled to act to do something to achieve specific results or goals. For example, motivation to learn is a change in energy within a person (personal), characterized by the emergence of feelings and reactions to achieve goals (Nashar, 2004). Furthermore, Budiyo et al (2021) explained that motivation is the driving force to do a job, which can come from within and outside (Budiyo, Pranawa, & Yuwono, 2021). Meanwhile, according to Aldelfer (1977), learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible learning outcomes (Nashar, 2004), where this learning achievement is a benchmark or proof of success or ability possessed by each student. (Hamdu & Agustina, 2011).

This motivation plays quite an essential role in learning activities because motivation is an important factor in determining success (Jurado & García, 2018). Motivation can produce quality and more creative learning (Chowkase et al., 2022). Therefore, if someone is not motivated to learn, the learning activity will never exist. Another thing that can affect the increase in learning motivation is that the teacher, who will teach bilingual learning, needs to make careful preparations before directly teaching in class (Martínez-Álvarez, 2019). Teachers play a role in increasing student learning motivation because it is one of the techniques for developing students' ability and willingness to learn (Suprihatin, 2015), including this bilingual learning. Motivation is vital to a positive learning atmosphere and, thus, the desired accompanying effect (Meyerhöffer & Dreesmann, 2019). Based on some of the definitions above, it can be understood that learning motivation is an encouragement or driving force from within the individual that gives direction and enthusiasm to learning activities so that they can achieve the desired goals. Therefore, the role of student learning motivation is significant. Motivation will increase, strengthen and direct the student learning process to obtain learning effectiveness.

Research Methodology

In view of the broad and exploratory nature of the research issues, it was decided that a qualitative approach, in the form of observation, and interviews (Chen & Hinton, 1999), was the best way to conduct the empirical research. The fieldwork was carried out in two phases. The first ran from January 2022 during School-Experience Program (PLP-1); the second on September 2022 School-Experience Program (PLP-1) in SD Muhammadiyah 21 Medan. Direct observation is used to measure reality and generate knowledge truth (Given, 2008). The interview using the convenience sampling method, the researchers were able to identify organizations that were likely to provide information and shed light on the research problem. Within these organizations, 34 students and 2 teachers who were expected to have useful insights were then selected and interviewed. The data collected in the interviews were supported by information gathered from the available literature and from documents gathered during the fieldwork.

Results and Discussion

In the results of initial observations, the point that influences student learning motivation is the application of bilingualism to each subject at SD Muhammadiyah 21 Medan. In addition, interview data were obtained from teachers and school principals. According to the teacher coordinator with the initials NAR in the lower grades, there are several obstacles to implementing the bilingual learning method. According to NAR, not all students are fond of learning English because of the limited number of teachers teaching bilingual lessons. In addition, according to NAR, there are limitations to learning media facilities, especially English. Meanwhile, the principal YSR stated that there were obstacles in the implementation of bilingual learning, such as the main obstacle in bilingual learning was lack of teaching media to support the learning process and; the lack of bilingual learning infrastructure. Apart from the drawbacks, there are points that are considered to be advantages of implementing bilingual learning, namely: students have more competence by mastering subject matter in two languages, students can compete at the international level, familiarize students with critical thinking, with the hope that it will make it easier for students to pursue further education. Based on the results of some of the previous studies above, the researcher can outline that applying the bilingual learning method influences student learning motivation. So, applying bilingual learning positively influences student motivation to participate in daily learning activities. Bilingual learning at SD Muhammadiyah 21 Medan is reasonably well implemented. However, it is insignificant for students' motivation to study harder. However, based on the value of the correlation coefficient above, it shows that the more creative and innovative bilingual learning is implemented, the greater the student's learning motivation.

Conclusion

Based on the presentation of the data, data analysis, and discussion that we describe, it can be concluded that bilingual learning at SD Muhammadiyah 21 Medan has been carried out well for about three years as an effort to equip students with the knowledge and students' ability to communicate in two languages at daily learning activities. From the results of this study, if bilingual learning affects the level of student learning motivation at SD Muhammadiyah 21 Medan, it is not significant in motivating students to study harder. In addition, it was also stated that innovation and creativity in the implementation of learning with the bilingual method could increase student motivation. Based on this, it is expected that teachers can be more creative and innovative in learning.

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