

AN ANALYSIS OF STUDENTS PERCEPTION OF THE USE OF ENGLISH IN BILINGUAL CLASS AT EIGHT GRADE OF SMP N 1 TEMBILAHAN

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ABSTRACT

This paper discusses students perception on the use of English in bilingual class at eight grade of SMPN 1 Tembilahan. Knowing students' perception is important for the teacher to know students learning outcomes what are their perceptions and what are the factors that affecting their perception because students' perceptions of learning outcomes can provide valuable insights into their understanding, satisfaction, and engagement with the educational process. The purpose of this research was to determine what are students perceptions on the use of English in the bilingual class and also to determine what are the factors affecting of the students perception on the use of English in Bilingual Class at Eight Grade of SMP N 1 Tembilahan. This research was a quantitative descriptive research. This research instrument used a questionnaire which contains 25 statements. The total population was 60 students, and the total sample was 31 students. The sampling technique in this research was purposive sampling, the sample used in this research was the eight grade students of bilingual class at SMPN1 Tembilahan. Furthermore, based on the results of calculating students response to 25questionnaire statements, it was found that the students perception on the use of English in the bilingual class at Eight grade SMPN 1 Tembilahan is in very good level. It can be interpreted that, most of Eight grade students of bilingual class of SMP N 1 Tembilahan already have a very good point of view on the use of English in bilingual class and the factors that more influence the results of students' perceptions of the use of English in bilingual class are internal factors. This is because internal factors have more dominant results compared to external factors. So, it can be concluded that eighth grade bilingual students of SMPN 1 Tembilahan have a very good perception of the use of English during the learning process.

Keywords: *Students Perception, Bilingual Class, The use of English*

INTRODUCTION

The role of English skills is very needed to support and give a big influence in improving quality of education so it has to be paid attention. One of them is the ability in speaking English Speaking. As we know that English has become one of the international language and used by many people in daily life, informal or nonformal communication in the world. English is not only used as communication tool but also as a media to improve modern knowledge. English is one of language that is used to communicate in the world as international language. Essen (2017) states the use of a foreign language as the medium of instruction in a subject other than the language itself is the term of bilingual education. English becomes important language. Because of that, it is expected to Indonesian students to master English. The government put English as one of the subjects at school to improve the quality of English for Indonesian students. Government does not only provide English lesson, but government also asks to implement bilingual class. By implementing bilingual education, there are two languages that should be used in the learning process. The languages are students' native languages and English. It is expected to the teachers and students in bilingual education to understand English.

However, SMP N 1 Tembilihan is one of the schools that provides bilingual class facilities for grades VII until VIII. The implementation of the bilingual classes at SMP N 1 Tembilihan is very beneficial for students because the demands for mastering the English language are increasingly high in various aspects of life. It is hoped by using the program, the students truly can be able had an impact of their learning outcomes. This Program have started in 2022, it means that this program that have been running for 2 years with support of the government. The number of bilingual classes in SMP N 1 Tembilihan are two classes, they include the first grade and the second grade. Therefore, knowing students' perception is important for the teacher to know their learning outcomes because Students' perceptions of learning outcomes can provide valuable insights into their understanding, satisfaction, and engagement with the educational process.

By having informal talk with some bilingual students at SMP N 1 Tembilahan, there are some problems about using English in the learning process for them. They have difficulties in learning and understanding science and mathematics by using English. It makes them do not understand about the content of the subject if they can not understand the language. Sometimes, teachers can not explain the lesson by using English well. They were easy in understanding the lesson if teachers use Indonesian language because they can not understand teachers' explanation in English. If it always happens, it makes them have negative view about implementing bilingual class because it can not motivate them in using English easily. Based on the interview above, the problems of the research were about students' perception of their response on using English in the learning process, students' perception on the effect of bilingual class to their language skills, and students' perception on the use of English. This research was conducted in order to know what is the students' perception on the use of English in bilingual class and causes why they have positive and negative perception about it.

Based on the problem depicted in the background, the researcher formulates some research question as follows:

1. What are the students perception on the use of English in the Bilingual Class at Eight Grade of SMPN 1 Tembilahan ?
2. What are the factors affecting of the students perception on the use of English in Bilingual Class at Eight Grade of SMP N 1 Tembilahan ?

LITERATURE REVIEW

Definition of Perception

Perception is automatically related to certain nature of human being, which his or her psychological features. Perception is a process which starts from the sense of organ. That is a process related to acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment (Slameto, 2019: 102). While Mulyana (2017: 179) stated that perception is internal process enable us to choose, organize, and interpret the

stimuli from environment, those process can influence our manner.

Moreover, perception is the impression of a person to a particular object which is influenced by internal factors, such as behavior under the control of personal and external factors, such as behavior influenced by circumstances outside (Depdiknas, 2014: 205).

Perception is the process by which individuals interpret and organize sensory information to produce a meaningful experience of the world. It involves the recognition, interpretation, and response to stimuli through the senses (sight, sound, touch, taste, and smell). Perception is influenced by various factors, including past experiences, expectations, and cultural background. It plays a crucial role in how we understand and interact with our environment.

Factors Affecting Perceptions

Everyone has different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factors (Walgito, 2015: 103).

Internal Factors

Internal factor is a factor which comes from an individual. This factor depends on personal psychological such as thoughts, feelings, willingness, needs, sex, motivations, attentions, etc. Every human being has different characteristics and temperament which are also shaped by individuals' family and individuals' environment. These factors include the characteristics of perceived object. These are: Intensity, size, frequency, order, repetition, novelty and familiarity, movements, status, and contrast.

External Factors

This is a factor which comes from outside of individual such as stimulus, environment culture, believe. Our life relates with environment, both physical and social environment. These factors are related to the characteristics of the perceiver. These factors include needs and desires, experience, learning, and personality.

Students Perception

Students are the main and the most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Danim, 2018: 1). All of the learning process always begins with perception. Students' perception is the process of preferential treatment of students toward information they get from an object, in this study is teachers' classroom questions. Through observations with their senses, students can interpret the observed object.

It is important to understand students' perceptions of how they perceive teachers' questions and answer questions in class. Those perceptions affect students' willingness to participate actively in question and answer sessions (Cole, 2019: 184). On the other side, Cole not only defined the perception but he also explains some indicators of perception to know how the process of gathering information through human perception's.

Those indicators divided into three indicators as follows:

Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

Understanding.

It means as the result of analysis which is subjective, or different for each individuals.

Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

Definition of Bilingual

Understanding bilingual in the Big Indonesian Dictionary (2019) can use two languages well and is related to or contains two languages According to Hurlock in the sower education journal (2017:3), bilingualism is the ability to use two languages. This ability is not only in speaking and writing but also in the ability to understand what other people are communicating verbally and in writing.

People who can speak in two languages are called bilingual, while those who can speak more than two languages are called multilingual, namely: 1) Involving or using 2 languages (bilingual education), 2) someone bilingual can speak two languages extremely fluently, usually because they learn both languages are a child (Woolfolk, 2014). In such circumstances, we talk about bilingualism and bilingualism. The definition of bilingual itself is relative.

This research is focused on the use of 2 languages, namely Indonesian and English. According to Sugianto (2014), bilingual classes are learning in which subject matter, teaching, and learning processes, and assessments are delivered in Indonesian and English. In another sense, bilingual class is the process of teaching-learning using two language systems, namely Indonesian and English. Meanwhile, according to Chodijah (2016), bilingual classes are classes that can build English-speaking communities naturally in the classroom or school environment.

Language Learning Strategies in the Implementation of Bilingual Class

According to Wahab (2018: 129), In teaching and learning, four basic strategies need to be considered like, identifying the specifications and qualifications for the behavior and personality changes of students as expected, choosing a teaching and learning approach system based on the aspirations and outlook on the life of the community, selecting and setting procedures, methods, and teaching and learning techniques that are considered appropriate, establishing norms and minimum limits of success or criteria of success standards to be used as guidelines for evaluating the results of further teaching and learning activities.

The method of implementing bilingual can be done in many ways. Each student has a different opportunity to accept this bilingual method, there are several types of opportunities that students have as revealed by Singgih (2016: 94-95) in his book, such as simultaneous bilingualism, refers to students who have broad opportunities to learn and use both languages from the start, receptive bilingualism, refers to a student who has broad opportunities to learn a second language but the opportunity for use is limited, rapid successive bilingualism, refers to a student who has little chance of a second language before he goes to school but has many opportunities to learn and use it in school, low successive bilingualism, refers to students who have little opportunity to use a second language and their motivation to use is also low.

This means that, the more opportunities for a child to use a second language, the better the bilingual learning system he experiences. With this opportunity opening, children feel less depressed, and have freedom, both emotionally and cognitively, in learning two languages at once. When in the school environment, teachers and students communicate using native and foreign languages. More clearly, the bilingual application model creates an active, communicative learning environment and a comfortable environment for students.

According to Kaufeldt (2018: 173), the following are strategies for teachers who teach the following English, speak more slowly than usual and use short sentences, use hand movements and facial expressions to emphasize what is meant, prevent regional expressions and dialects, simplify difficult statements, include nouns and phrases in English with pictures, give questions that are tailored to the student experience, limit the material according to the first language knowledge (native language)

Parents also need to remember to balance the use of both languages. If at school the student has more opportunities to learn and use one language, at home he must be given savings to learn and use another language. The rich experience of both languages is an important factor for the formation of good bilingual development.

An equally important aspect of second language learning in schools is the

teachers who teach. As stated by Papalia (2015) in Singgih in his book *From Children to Old Age: Psychology of Developmental Psychology* which reveals as follows: Teachers who teach in bilingual schools should be teachers who understand both languages fluently. So, they can teach in both languages without significant difficulties. Also, the number of students in the class must be small class (Singgih, 2016: 97-98). Moreover, a good and consistent application model will make the bilingual method successful in improving students' English proficiency. An active and enjoyable learning environment also encourages students to master the foreign languages provided, besides that collaboration between teacher and parents is very important.

Based on previous research, those are different with what researcher has. In this study, the researcher tried to find out the students' perception on the use of English in Bilingual Class at eight grade SMP N 1 Tembilahan.

RESEARCH METHOD

The design of this research was descriptive quantitative research. Descriptive research was also called as survey research that collected numerical data to answer question about the correct status of the subject of the study. According to Gay (2018, p. 183) stated that descriptive research is a survey research. This research are involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue.

Based on the statements above, it can be seen that descriptive research is a research design where the researcher surveys the people to describe the attitudes, opinions, behaviors, or characteristics that concerns with the problem exist recently. In this research, there was one variable. This research analyzed the students' perception on the use of English in Bilingual Class at eight grade SMPN 1 Tembilahan.

This research was conducted at SMP N 1 Tembilahan. This is located on Prof. M. Yamin Street Tembilahan The researcher started the research on May 2024. The population is from the Bilingual Class students at SMP N 1 Tembilahan . It has two classes. The total numbers of population are 60 students. In this

research, the writer used purposive sampling technique. According to Arikunto (2018:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. With purpose sampling the researcher can choose the sample those that representative and get represent of population. The researcher was took the sample of Bilingual Class at eight grade of SMPN 1 Tembilihan it consist one class which have 31 students as the samples.

In this research, the researcher used questionnaire to collected the data, because by using questionnaire, the answer will be well organized. The questionnaire consists of 25 statements and divided into two aspects based on the theory. There are 15 items asked to students perceptions in bilingual class with the use of English. Next, 10 items asked about what are factors can affect students' positive and negative perceptions.

From the overall results of each indicator, it shows that students have a very good perception of the use of English in bilingual classes. This also has a positive impact on students because the use of English which is not only used in English language learning but also applied to other learning can improve students' abilities both in the scope of communication, motivation and students' creativity. The use of English in bilingual classes also certainly provides an advantage where students can develop their abilities in using English. Supported by students' very good perceptions of the use of English in bilingual classes, it can be said that students do not feel any pressure and can contribute well to the implementation of the use of English in bilingual class.

FINDING AND DISCUSSION

The data gained through close-ended questionnaire that consisted of 25 numbers. The participants of this study were 31 bilingual class students at the eighth grade who were chosen by using purposive sampling.

Based on the research question, which are “ What are the students perception on the use of English in the Bilingual Class at Eight Grade of SMPN 1 Tembilihan ? “ and “ What are the factors affecting of the students positive

perception and negative perception of the use of English in the Bilingual Class at Eight Grade of SMP N 1 Tembilahan ? “ which consist of 25 questions which occurred in the form of a questionnaire.

Based on the analysis result of the research, the researcher finds that the results on the students perception indicator which has three sub-indicators, namely acceptance, understanding and evaluation, get very good results. In the acceptance sub indicator, the average of students choose “ strongly agree, agree and neutral” . This shows that students have a very good perception of the use of English in bilingual class, especially in this acceptance sub indicator. Then in the second sub-indicator, namely understanding, the researcher found that the results showed that it was in a very good category, this is because the average of students chose strongly agree, agree and neutral. This is what affects the final score and it can be said that students have a very good perception of the use of English in bilingual class, especially in the uderstanding sub indicator. Then, the third sub-indicator in the student perception indicator is evaluation. In this sub-indicator also have very good results. The average of students choose “ strongly agree, agree and neutral “. This shows that students have a very good perception of the use of English in bilingual classes, especially in this evaluation sub-indicator.

In the indicator of factors affecting students' perceptions, there are two sub-indicators. The first sub indicator is internal factors and the second sub indicator is external factors. In the internal factor sub-indicator, the researcher found that the results were in the very good category. This is because the average of student chooses "strongly agree, agree and neutral" with a total score of student answers that are included in a very good classification / level. Although there is one statement that has good category results, this does not affect the final results. And it can be said that in the internal sub-indicator of this factor, students have a very good perception of the use of English in bilingual classes.

Then, in the second sub-indicator of external factors, researchers found that the final results showed that students had a very good perception. This is because the average of students chose “strongly agree, agree, and neutral” and the final score shows that students have a very good perception of the use of English

in bilingual classes, especially in external factors.

From the overall results of each indicator, it shows that students have a very good perception of the use of English in bilingual classes. This also has a positive impact on students because the use of English which is not only used in English language learning but also applied to other learning can improve students' abilities both in the scope of communication, motivation and students' creativity.

The use of English in bilingual classes also certainly provides an advantage where students can develop their abilities in using English. Supported by students' very good perceptions of the use of English in bilingual classes, it can be said that students do not feel any pressure and can contribute well to the implementation of the use of English in bilingual class.

CONCLUSION

This research was aim at investigating the students perception on the use of English in the bilingual class at the eight grade of SMP N 1 Tembilahan. To answer this problem, the researcher used questionnaire as research instrument. The instrument was answered by 31 students where they are students of Eight grade in this school.

After conducting the research and getting the data, the researcher concludes that the students perception on the use of English in the bilingual class at Eight grade SMPN 1 Tembilahan is in very good level. It can be interpreted that, most of Eight grade students of bilingual class of SMP N 1 Tembilahan already have a very good point of view on the use of English in bilingual class and the factors that more influence the results of students' perceptions of the use of English in bilingual class are internal factors. This is because internal factors have more dominant results compared to external factors. So it can be said that internal factors influence students' perceptions because students' intrinsic motivation, basic language skills, attitudes and beliefs towards the importance of English, previous learning experiences, confidence levels, and learning styles of each student determine how they respond and accept the use of English in learning. In addition, high motivation both from the environment and teachers and good self-confidence

can produce more positive perceptions of the use of English, especially the use of English in bilingual class.

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