STUDENTS' PERCEPTION ON BILINGUAL PROGRAM
IN MTS AL-AMIN PULOERANG CIAMIS REGENCY

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University of Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment
of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by :

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Purwokerto, 14th of April 2023

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ii

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     After conducting guidence, review, direction, and correction, then through this letter I convey that :
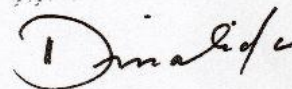
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ABSTRACT

STUDENTS' PERCEPTION ON BILINGUAL PROGRAM IN MTS AL-AMIN PULOERANG CIAMIS REGENCY

Sopi Nurul Ma'sumah
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Abstract : This study aims to investigate students' perceptions on bilingual program implemented in Madrasah Tsanawiyah (MTs) Al-Amin Puloerang. This study uses quantitative and qualitative methods by applying a questionnaire as the main instrument and interviews to obtain data as well as to strengthen the statement from the results of the questionnaire data. This research involved 92 students of MTs Al-Amin Puloerang who were taken from class VIII as the research sample. Data were analyzed using descriptive statistical techniques. The results of the analysis show that the majority of students have positive perceptions about the bilingual program, this is shown from the percentage of the questionnaire results of 82.9% obtained from 25 statements from 7 indicators motive 81.9%, interest 81.9%, expectation 83.7%, attitude 82.3%, knowledge 83.0%, experience 83.4%, and bilingual 84.4%. Students feel that this program helps them to improve their English skills. However, some students experience difficulties in joining this program. This study recommends that MTs Al-Amin Puloerang continue to improve and enhance the bilingual program, thus students can develop their English skills more effectively.

Keywords : Perception, Billingual Program

MOTTO

Wake Up, Stand Up, Never Give Up.

(Sopi Nurul Ma'sumah)

DEDICATION

I dedicate my thesis for:

My beloved parents (Abdul Hadi Hidayat and Maskanah).

My sisters (Nurul Fadhilah, Fitri Nurjannah, and Ade Vika Nuri Sya'bani).
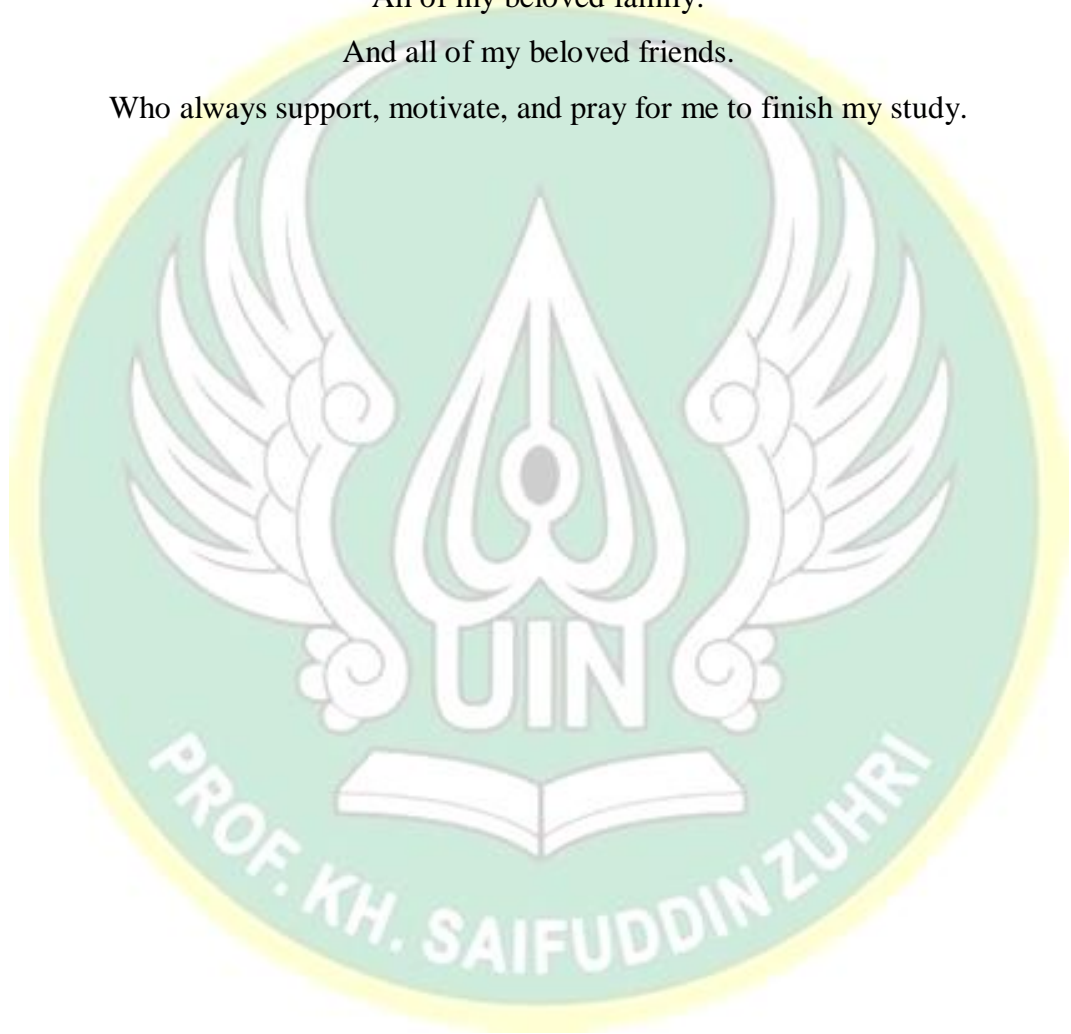
My brother (Ade Imam Muslim).

My beloved partner (Arif Prayogo).

All of my beloved family.

And all of my beloved friends.

Who always support, motivate, and pray for me to finish my study.

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This undergraduate thesis entitled "***Students' Perception on Bilingual Program in MTs Al-Amin Puloerang Ciamis Regency***" is submitted as the final requirement in accomplishing undergraduate degree in the Faculty of Tarbiya and Teacher Training of State Islamic of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without individuals and institutions' support, guidance, advice, help, and encouragement. Therefore, the writer would like to express the deepest gratitude and appreciation to:

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Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed. Aamiin.

Purwokerto, 14th of April 2023
The Researcher

Sopi Nurul Ma'sumah
S.N. 1717404037

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

Appendix 1 Research Instruments (Questionnaire guideline and Interview guideline)

Appendix 2 Result Data of Questionnaire

Appendix 3 Transcripts of Interview Result

Appendix 4 Documentations

Appendix 5 Research Permission Letter

CHAPTER I

INTRODUCTION

This chapter presents five topics related to this research: Background of the Study, Clarification of Key Terms, Research Question, Aims and Significance of the Study, and Organization of the Paper.

A. Background of Study

Some national or international schools implement bilingual education nowadays, especially in excellent classrooms. Teaching a bilingual program is a method of applying two languages, and students obtain two main things, namely mastery and they know in two languages[1]. Students who experience additive bilingualism will show cognitive benefits[2]. This is considered good because it will make a lot of benefits. Therefore, the school has prepared students to face the future by applying for this bilingual program. While the bilingual education approach, students learn certain subjects by using a foreign language as their language of instruction. It is not surprising that bilingual education in Indonesia has been recognized as a prestigious educational institution with a special assessment and certification system.

Therefore, this bilingual program can be beneficial for the students to learn how to master English ability. This policy has received a positive response from the community, especially from elementary schools that feel they need and can organize English language learning.[3] Theoretically, four advantages of bilingual education: academic achievement, linguistic equity, multilingual proficiency, and promotion of multicultural awareness[4]. Meanwhile, in line with this opinion, three reasons for implementing

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[1] Natali Kusuma putri. *"Pengaruh Metode Billingual dan Motivasi Belajar Terhadap Prestasi Belajar Mata Pelajaran Ilmu Pengetahuan Sosial Pada Siswa Kelas VII SMPN 1 Baturetno Tahun Ajaran 2009/2010"*. 2009. Pg :2.

[2] Cheryl A. Roberts. *Bilingual Education Program Models: A Framework For Understanding.* (Northern Iowa. THE BILINGUAL RESEARCH JOURNAL. 1995). Vol. 19, Nos. 3 & 4, pp. 369-378.

[3] K.kasihani, et.al. *English for Young learners* (Jakarta:Bumi Aksara,2007), pg. 2

[4] Hugo Baetens Beardsmore. "*European Models of Bilingual Education*".(Clevedon : Multilingual Matter). 1993.

bilingual programs: language maintenance, a transitional purpose, and enrichment programs[5].

In Indonesia, several studies have discussed bilingual programs that the government of Indonesia has still found many obstacles and challenges in applying for bilingual programs as an effort to improve national standard schools to become International standard ones with the curriculum which fit the global needs, those challenges are: Bilingual program requires some professional teachers who are aware of the first language and target language to use as a mean of classroom communication for selected subjects, and a lot of bilingual teachers do not have sufficient English proficiency and have a little commitment to apply their English in the bilingual classroom toward the program[6]. According to Komang in his study, to support bilingual programs, maximally teaching administration such as lesson plans, textbooks, and evaluation of learning should be available in two languages[7]. Muhammad Nawawi also added that the most crucial thing in this bilingual program is the role of the triggers that motivate all people at school.

The stimuli are selected from English presentations done by teachers in 2009. Teachers who can do presentations at least 50% in English can be triggers of the bilingual program[8]. Bilingual program with the optimal application will increase the quality of learning, especially in English subject matter, and the learning process will run effectively and efficiently. It can have positive implications for improving the quality of student learning[9].

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[5] Fishman, J. ,*Bilingual Education: an International Sociological Perspective*,(Rowley, Newbury House), 1976.

[6] Dwi Jayanti; et. al. *Bilingual Education In Indonesia: Between Idealism and the Reality*. Script Journal: Journal of Linguistic and English Teaching. P-ISSN 2477-1880, E-ISSN 2502-6623

[7] Komang Ary Purwanti , et.al. *THE IMPLEMENTATION OF BILINGUAL EDUCATION AT BALI BILINGUAL SCHOOL KINDERGARTEN (A Case Study)*. STKIP SuarBangli

[8] Muhammad Nawawi. *Exploring The Bilingual Program In Yapalis Senior High School*. Lintang songo: Jurnal Pendidikan, Vol. 3 No. 1 Feb. 2020.

[9] Bambang, Sugianto. Optima*lisasi Penerapan Kelas Bilingual menuju Pembelajaran Efektif Di SMP Negeri 1 Dukun Gresik*. (Jurnal Kebijakan dan Pengembangan Pendidikan). Vol. 2, No. 1, Jan. 2014; 35-41.

MTs Al-Amin Puloerang is one of the schools in west java that has applied bilingual programs for more than 10 years. This program requires students to use English as their primary language for communication every day. The program is not limited to classes only, students are encouraged to use English in their daily lives, from exchanging greetings with friends to participating in extracurricular activities.

Research on bilingual programs has been done quite often, but research has not been disclosed regarding student perceptions on bilingual programs. Then this study aims at gaining students' perception on bilingual program in MTs Al-Amin Puloerang. Therefore, based on the descriptions above, the researcher interested in carrying out the research titled "Students' Perception on Bilingual Program In Mts Al-Amin Puloerang Ciamis Regency".

B. Operational Definitions

The definition of the key terms is important to give a guideline and to minimize ambiguity and misunderstandings. Related to this research, there are two key terms to guide the conduct of this research. Those are:

1. Perception

Perception is an experience of objects, events, or relationships obtained by inferring information and interpreting messages[10]. A person's perception of something has a difference, because everyone has their own opinion and depends on what they get from the object. This perception is influenced by several factors, both internal and external.

The factors that influence perception include a strong stimulus, physiology or psychology, and the situation environment[11]. Students' perception is how the students feel about a particular object based on their sense-organ responses. In this research, the things are bilingual programs.

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[10] Rahmat, Jallaudin. *Psikologi Komunikasi*. Bandung : Remaja Karya. 1990
[11] Zamroni. *Pendidikan Demokras*i. Yogyakarta: Ombak. 2013

2. Bilingualism

Bilingualism is the ability to use more than one language[12]. Someone can be called bilingual if they use the first and second languages[13]. Nowadays, foreign language skills are fundamental, so many parents encourage their children to learn foreign languages. One of them is sending their children to schools with bilingual programs. MTs al-Amin Puloerang is one of the schools that has this program.

C. Research Questions

Based on the background of the research that has been explained above, the research question is formulated as follows:

"What are students' perceptions on Bilingual Program in MTs Al-Amin Puloerang Ciamis Regency?"

D. Objectives and Significances of The Research

1. The Objectives of the Research

The objectives to be achieved in this research is to find out the students' perception on bilingual program in MTs Al-Amin Puloerang Ciamis Regency.

2. Significances of the Research

This study is expected to give significant contributions to theoretical and practical significance. The significances are divided into two aspects, there are:

a. Theoretical Significances

1) This research is expected to understand better the students' perception on the bilingual program in MTs Al-Amin Puloerang.

2) This research is expected to be used as a reference for further research.

b. Practical Significances

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[12] Rampton,B. *Displacing the "Native Speaker":* Expertise, affiliation and inheritance *ELT Journal*, 44,97-101.

1) For schools

  This research is expected to be used as input in decision-making to conduct coaching and increase teachers' ability, especially in language development.

2) For teachers

  This research can be used as study material to conduct self-correction and efforts to improve the quality of oneself as a professional teacher to improve the quality, process, and student learning outcomes by implementing a bilingual program to achieve maximum results.

E. ORGANIZATION OF THE RESEARCH

  This research organization is divided into five chapters, they will explain as follow :

  Chapter I presents the introduction, which consists of the background of the study, operational definition, research question, objectives and significances of the research, and organization of the research.

  Chapter II presents the literature review of the student's perception on the bilingual program in MTs Al-Amin Puloerang, which consists of explanations of those key terms: perception, bilingualism, and bilingual program.

  Chapter III presents the research method, which consists of the research design, subject and object of the research , the technique of collecting data, and analysing data.

  Chapter IV presents the results of the research, which consists of the study results, research data analysis, and discussion of student's perception on the bilingual program in MTs Al-Amin Puloerang based on the questionnaires, and interviews.

  Chapter V presents the conclusion, suggestion of the research and closing words.

CHAPTER II
THEORITICAL REVIEW

The literature review contains a systematic analysis and description of theories, thoughts and research results that have to do with the problem under study in order to obtain conceptual thinking about the variables to be studied. The usefulness of the literature review is to provide a comprehensive frame of reference regarding the principles used in problem solving in research.

A. Perception

1. Definition of Perception

Humans are created with perfect minds that can be used to think and act. The human mind can obtain various information, including expressing opinions according to their perceptions. The word perception is often used in everyday life to ask how someone views an object captured by the senses. Because there are many opinions about the meaning of perception, this is due to different views on the word perception.

Many experts express opinions definitively that differ from one another. Perception comes from the Latin perception, the precipice, which means receiving or taking[14]. Perception is the brain's ability to translate stimuli or processes to translate stimuli that enter into the human sense apparatus[15]. Human perception there are different points of view in sensing. There are those who perceive something as good or a positive perception or a negative perception that will affect human actions that appear or are real.

Perception is a response to an observational image we consciously observe[16]. In the Complete Dictionary of Psychology, Perception is the process of knowing or recognizing objects and objective events with the help of the senses.

Perception is a process that combines and organizes our sensory data (sensing) to be developed so that we can be aware of our surroundings,

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[14] Alex, Sobur. *Psikologi Umum*. (Bandung: Pustaka Setia. 2003). Pg. 445.
[15] Sugihartono, dkk. *Psikologi Pendidkan*. Yogyakarta : UNY Press. Pg.8.
[16] Agus Sujanto, *Psikologi Umum*, (Jakarta : Aksara baru, 1986), Pg. 31.

including being aware of ourselves[17]. Perception is the process of receiving a stimulus by the individual through sensing or the sensory process. However, it does not stop sensory processing, but the trigger is continued so that it becomes a perceptual process. So in the process of perception, the person who is perceived will be able to influence the person who perceives it[18].

From the explanation above, a common opinion can be drawn that perception is a process that starts from sight to the formation of responses that occur in the individual so that he is aware of everything that happens in his environment through his senses.

2. Kinds of Perception

Perception is divided into two kinds, as follows:

a. External perception is a perception that occurs due to stimuli from outside the individual.

b. Self-perception is the perception that occurs because of a stimulus that comes from within the individual, and the object is himself[19].

Meanwhile, perception is divided into two kinds, namely:

a. Perception of Objects (Physical Environment)

This perception is the process of interpreting or interpreting objects around which are inanimate. Sometimes our five senses make mistakes when perceiving them. Several factors influence the perception of objects: experience background, cultural background, the psychological atmosphere of expectation, and the actual condition of the five senses.

b. Perception of Humans (Social)

This perception is a process of interpreting the meaning of several social objects and events experienced by the surrounding environment. Everyone has a different view of the reality around them[20].

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[17] Abul Rahman Saleh, *Psikologi Suatu Pengantar dalam Perspektif Islam* (Jakarta: Kencana, 2009), Pg. 110

[18] Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta : CV Andi Offset, 2010), Pg.99.

[19] Sunaryo. *Psikologi Untuk Pendidikan*. (Jakarta : EGC). Pg 45

[20] Deddy Mulyana, *Ilmu Komunikasi : Suatu Pengantar*. (Bandung : Remaja Rosdakarya) 2007. Pg.184-191.

The conditions for the occurrence of perception are as follows:

1) The presence of a perceived object

2) The existence of attention is the first step as a preparation in carrying out perception.

3) The existence of a sensory device / receptor, which is a device to receive a stimulus.

4) The sen soris nerve as a tool to pass the stimulus to the brain, which then as a tool to conduct a response.

3. Factors Affecting Perception

A person's perception of an object does not stand alone but is influenced by two factors, namely personal and structural. Personal factors are experience, learning process, needs, motives, and education. Meanwhile, structural factors include social conditions (social environment), applicable laws, and values contained in society[21].

The factors influencing perception are interests, interests, habits, and constancy[22].

The factors that influence a person's perception are the following :

a. Internal factors: feelings, attitudes and personality of the individual, prejudices, desires or expectations, attention (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation.

b. External factors: family background, information obtained, knowledge and surrounding needs, intensity, size, resistance, repetition of motion, new and familiar things or unfamiliarity of an object.[23]

According to Walgito the factors that play a role in perception can be found in several factors, namely:

a. Perceived object

The object gives rise to a stimulus that hits the sensory apparatus or receptors. The stimulus can come from outside the perceiving individual,

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[21] Jalaludin Rahmat, *Psikologi Komunikasi*, (Bandung:Remaja RosidaKarya. 1999).

[22] Herri Zan P, etc. *Pengantar Psipatologi Untuk Keperawatan* . (Jakarta : Kencana)

[23] Thoha, M. *Perilaku Konsep Dasar dan Aplikasinya*. Jakarta : PT.Raja Grafindo Persada. 2003. Pg. 154.

but it can also come from within the individual in question which directly hits the receiving nerve that works as a receptor

b. Sensory apparatus, nerve and nervous arrangement

The sensory apparatus or receptor is a tool to receive a stimulus, in addition there must also be a sensory nerve as a tool to pass the stimulus received by the receptor to the center of the nervous system, that is, the brain as the center of consciousness. As a tool to hold a response, a motorist is needed that can shape a person's perception.

c. Attention

To realize or in holding perception requires attention, which is the main step as a preparation in order to hold perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects.[24]

Siagian also mentions internal factors that influence the perception of a person, namely: motive, interest, expectations, attitude, knowledge, and experience.[25]

The above factors make the perception of individuals different from each other and will have an effect on the individual in perceiving an object , stimulus, even though the object is really the same. The perception of a person or group can be much different from the perception of another person or group even if the situation is the same. Differences in perception can be traced to the presence of individual differences, differences in personality, differences in attitudes or differences in motivation. Basically, the process of forming this perception occurs in a person, but perception is also influenced by his experience, learning process, and knowledge.

4. **Process of Perception**

Perception occurs because the five senses catch the stimulus from the object then the stimulus or object is brought to the brain. Because of the

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[24] Walgito, B. *Pengantar Psikologi.* Yogyakarta : Andi Offset. 2004. Pg.70.
[25] Sri Santoso S, dkk, *Persepsi dan Penaglaman Akademik Dosen Keolahragaan* (Yogyakarta : Deeppublish, 2021), pg. 26-27.

inspiration or object, the brain processes an impression or response, a perception of observation through the five senses[26]. Alport added (in Mar'at, 1991) that the perception process is a cognitive process that is influenced by experience, horizons, and personal knowledge[27].

According to Thoha, the process of forming perception is based on several stages, namely:

a. Stimuli

Stimuli The occurrence of perception begins when a person is faced with a stimulus that is present from his environment.

b. Registration

In the registration process, a visible symptom is a physical mechanism in the form of sensing and the condition that a person has an effect through his sense apparatus. A person can listen or view the information sent to him, then register all the information sent to him.

c. Interpretation

Interpretation is a cognitive aspect of perception that is very important, namely the process of giving meaning to the stimulus it receives. The process of such interpretation depends on the way of deepening, motivation and personality of a person.[28]

5. **Principles of Perception**

The basic principles of perception as proposed by Slameto are as follows :[29]

a. Perception is relative, not absolute

The individual is not a scientific instrument capable of absorbing everything precisely as it is. Concerning this relative perception, the first impact of a stimulus change is felt to be greater than the stimulus that comes later.

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[26] Tri Rusmi, W. *ilmu Perilaku* ,(Jakarta : CV.Agung Seto, 2009).
[27] Mar'at. *Sikap Manusia Perubahan Serta Pengukurannya*, (Jakarta : Ghalia Indonesia. 1991).
[28] Thoha, M. *Perilaku Konsep Dasar dan Aplikasinya,* (Jakarta : PT.Raja Grafindo Persada. 2003), Pg. 145.
[29] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya,* (Jakarta : Rineka Cipta, 2010), p.103-105.

b. Perception is selective

Individuals only pay attention to some stimuli around them at certain times. This means that the stimulus motivation will depend on what he has learned, what at one time attracted his attention, and in which direction the perception has a tendency. This also means that there are limitations in a person's ability to receive stimuli.

c. Perception has order

Individuals receive stimuli not in an unexpected way, and they will receive it in the form of relationships or groups. If the stimulation is incomplete, he will complete it himself so that the relationship becomes clear.

d. Perception is influenced by expectations and readiness.

Expectations and readiness of the recipient of the stimulus will determine which stimulus will be chosen to be received, how the selected trigger will be arranged, and how the incentive will be interpreted.

Every person or community can have very different perceptions of each other even though they experience the same situation. It is natural to have their perceptions because humans are unique creatures with different traits, personalities, experiences, and thinking abilities.

6. **Definition of Student and Students' Perception**

Rohman argues that in essence educational activities always take place by involving parties as important actors in educational activity, these important actors are subjects who give are called educators, while subjects who receive are called learners.[30]

The term learner in formal education in primary and secondary schools is known as a student. The student is a subject who accepts what is conveyed by the teacher. The figure of a student is generally a child figure who needs the help of others to be able to grow and develop towards maturity. Thus students are members of society who seek to develop their potential through education.

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[30] Rohman, A. *Memahami Pendidikan dan Ilmu Pendidikan,* (Yogyakarta : LaksBang Mediatama, 2009). Pg.105.

Student perception is the process of students' treatment of information about an object in this case, whether it is an activity or program in school through observation with the senses they have, so that students can give meaning and interpret the object observed.

B. Bilingualism

1. The Definition of Bilingualism

Bilingualism is a new education system in dealing with the globalization of science and technology (IPTEK) growing in the world. Bilingual education, commonly referred to as a bilingual class, has been implemented in several international schools in Indonesia. Bilingual be used as an alternative method of active foreign language learning that can improve students' cognitive abilities.

Bilingualism is not a symptom of language but is a characteristic of its use. Mackey explained that if The language belongs to the group, bilingualism is individual property. The individual use of two languages means that two societies are different.[31]

It is known that bilingualism is a habit use two or more languages interchangeably. Below are the definitions of bilingualism by experts:

a. Bloomfield, bilingualism is the ability to use two words. Language is as good as a speaker.

b. C. Hartman and Stork, bilingualism uses two languages by a speaker or speech community.

c. B. Mackey, bilingualism is the alternating use of two languages.

d. Robert Lado, bilingualism is the ability to speak two languages equally or nearly. Technically this opinion refers to the knowledge of two languages, how is the level by somebody.

e. Oksaar, bilingualism is not only owned by individuals but must be treated as belonging to the group, thus allowing for a bilingual society.

So it can be concluded that bilingualism is closely related to using of two or more languages in a bilingual or bilingual society. Based on

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[31] Alwasilah, A. Chaedar, *Pengantar Sosiologi Bahasa,* (Bandung: Angkasa, 1993), pg. 106

some opinions from the experts, the practice of bilingualism can be applied in the world of education. Moreover, bilingual program is an program on education that uses two languages as a medium to learn how to teach.

2. The Type of Bilingualism

The type of bilingualism there are two factors: additive bilingualism and subtractive bilingualism[32]. Additive bilingualism results from a program where students maintain their first language and acquire their second language. Subtractive bilingualism characterizes the situation in which students lose their first language while acquiring their second language.[33]

C. Bilingual Program

1. The Definition of the Bilingual Program

Bilingual program refers to the use of two languages as the language of instruction in the learning process[34]. The requirement to be considered bilingual is the ability to learn a language that almost resembles native speakers[35]. At the same time, some experts give too low criteria, the origin of all people knowing only a few words in the second language already to be considered bilingual.[36]

Bilingual can be interpreted as using another language and one's language and speaking two languages simultaneously[37]. Meanwhile, bilingualism is the mastery of two languages like his mother tongue. Bilingualism popularly interpreted as the ability to speak two languages with the same or almost equally well, technically refers to one's knowledge of two Languages, whatever the level.

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[32] Lambert, Wallace, E. *Bilingualism and Language Acquisition*. Ottawa : McGill University.

[33] Cheryl A. Roberts. *Bilingual Education Program Models: A Framework For Understanding.* (Northern Iowa. THE BILINGUAL RESEARCH JOURNAL. 1995). Vol. 19, Nos. 3 & 4, pp. 369-378.

[34] Romaine, Suzzane. *Bilingualism*. (Oxford : Blackwell Publisher). 1995.

[35] Surdyanto , Annas. A Brief View On Bilingual Schools In The Capital Of Indonesia. *IJEE (Indonesian Journal of English Education),* 2018, Banten.

[36] Prof.Dr. Sam sunuwiyati Mar'at. *Psikolinguistik Suatu Pengantar*. Bandung: Refika Aditama. 2005.

[37] KBBI

The term bilingualism in Indonesian also known as bilingualism. It means that concerning two languages or two Language codes. In sociolinguistics, bilingualism is generally defined as using two languages by a speaker in a language interchangeably with other people.[38]

To be able to use two languages, of course, one must master both languages. The first native language holds an essential role in the development of bilingualism. The second is a foreign language. A person who can use both languages is referred to as bilingual. While the ability to use both languages is called bilingualism. In addition to the term bilingualism with all its descriptions, there is also the term multilingualism is a condition where it is used more of two languages by a person in his association with others alternating.[39]

Bilingual program is a learning program in which students learn to use two languages actively. In this program, students study using English and their mother tongue. It is intended that students can develop their skills in both languages equally. The bilingual program also aims to help students improve their ability to communicate, read and write in English. Nurjamal explains that language skills consist of four aspects, namely listening skill, speaking skill, reading skill, and writing skill.

Based on some of the definitions that have been presented, it can be concluded that a bilingual program is the use of two a language that is as good as a speaker in his association with others in turn. Someone who can use two languages correctly and adequately when speaking first. Bilingual use in Indonesia has been used in several schools in Indonesia, one of which is MTs Al-Amin Puloerang.

a. **Types of Bilingual Program**

Bilingual programs types there are three : [40]

1) Transitional

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[38] Colin Baker, *Key Issues in Bilingualism and Bilingual Education*, 1988, pg. 30.
[39] Abdul Chaer dan Leonie Agustina, *Sosialinguistik Perkenalan Awal*, (Jakarta: Rineka Cipta, 2004), pg 31.
[40] Margana & Sukarno, *Pengembangan Model Pembelajaran Bilingual di Sekolah Menengah Kejuruan*, (Jurnal Kependidikan, Vol.41 No.1, 2011), 82.

This type is the students learn the material in the field of study by using the first language first, and then they will be introduced to or trained in a foreign language, for example, English language. If the student's mastery of English is considered adequate as a medium of communication, they will learn the material then in English.

2) Defense (maintenance)

In this type, the students learn the field of study during their lifetime their education in their first language. Next, students try to translate it into a foreign language to improve their mastery of the field of study. In this pattern, students are not provided with foreign language skills first.

3) Enrichment

In this program, some or part of the subject matter is taught to enrich mastery of field knowledge studies. In this program mode, the subject matter is conducted either by using the first language or a foreign language.

b. **Supporting and Inhibiting Factors of Bilingual Program**

The supporting factors in the bilingual program are related to: the success of foreign language learning is a factor of age, motivation, and environment. According to Krashen, the ideal age to learn a language is under five years. Experts have also supported that the Biological, cognitive, and affective children of this age are developing very rapidly because it is not surprising that many parents try to teach foreign languages or send them to school in today's era.[41]

The second factor is motivation. In a study using a foreign language, there is an assumption that the individual in him has a desire, drive, or goal to be achieved in learning; it will tend to be more successful than people who learn without encouragement or motivation. At the same time, the third supporting factor is the environmental factor. The environment contributes to acquiring a second language, which

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[41] D. Krashen, Stephen, & Lateralization, *Language Learning and The Critical Period: Some New Evidence*, (Language Learning, Vol.23, 1972).

will make students more varied in using language, students can use the language more accurately. They can satisfy the desires of learners as adults.[42] Another way is to use test scores as a driving force for success, knowledge of work results is one way to increase student motivation.[43]

The inhibiting factors in the bilingual program are time, motivation, the role of parents, learning materials and methods, self-confidence, and Language interference.

D. Previous Studies

Based on the sources related to this study, there are several previous kinds of research related to this research topic. The following result of some research that relate to this research topic are:

1. Journal entitled *Teachers' perspectives toward the implementation of bilingual immersion program in Indonesian private schools* written by Haris Ma'ruf (2020). This research was to find out teachers' perspectives of the immersion program, and the data was obtained from questionnaires and observation. The study also showed specific situations when teachers felt frustrated teaching an immersion class. This frustration always relates to a lack of English language proficiency. The result of this study shows the lack of English language proficiency is the main challenge faced by non-English language teachers and students in immersion classes at SMA Islam Sultan Agung 1 Semarang.

2. The second study is a thesis written by Luh Ketut Sri Widhiasih entitled *The Profile of Bilingual Education at Dyatmika Kindergarten*. The similarities of this study discuss the Bilingual education programs in the school. The differences are that the method was used qualitative research and conducted in kindergarten. Meanwhile, this research was conducted in junior high school and using mix method. The results that Dyatmika

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[42] Gardner & Lambert, *Attitudes and Motivation in Second-Language Learning*, (Rowley: Newbury House, 1972), 236-238.

[43] Shilfia Alfitry, M.Pd.*MODEL DISCOVERY LEARNING DAN PEMBERIAN MOTIVASI DALAM PEMBELAJARAN* Konsep Motivasi Prestasi Belajar, (Pekanbaru : GUEPEDIA, 2020).

Kindergarten had completely met the criteria of a good bilingual school, such as having clear and achievable school goals, having a safe school climate, integrating bilingual programs with the school community, providing a leadership system. and support for bilingual programs, have qualified personnel, have good relationships with parents and the school community, have quality curricula and quality instructions.

3. The third research is entitled *The Analysis of the Implementation of Bilingual Program at SMP Islam Plus at Tohari Tuntang*, written by Siti Lailatul Mukarromah. This research focused on the implementation of the bilingual program in learning-teaching activities. The differences between this study are discussing the bilingual program and using the qualitative method to collect the data, and the techniques were taken through observation, interview, and documentation. The similarities are discus in the bilingual program. The result of this study: 1) The implementation of the bilingual program in SMP Islam Plus At Tohari Tuntang is as an additional learning subject that is applied in the classroom in the form of language habituation, 2) The supporting factors for the implementation of the bilingual program at SMP Islam Plus At Tohari Tuntang are provision of adequate facilities and infrastructure, bilingual is the excellent program.

4. The last research is a thesis entitled *The Implementation of Bilingualism in The Teaching-Learning Activities at International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)* written by Vina Ardian Septyani Putri. This research is based on the problem of the implementation of bilingualism in teaching- learning activities. The difference between this study discusses the implementation of bilingualism and this research method was qualitative research. At the same time, this research focuses on the students perceptions of bilingual programs. The result of this research is the use of

bilingualism has run well although there are some things that have to be paid attention. The teachers play important role to make this program succeed. Although in delivering material the teachers use two languages, in choosing teaching material they concern on students' need and curriculum used. As international standardized teachers, they design two syllabi in English and Indonesian. In the teaching learning activities itself, the teachers face communication problems with the students when they try to speak English fully. Although there are some strengths in implementing two languages in the teaching learning activities, there are also the weaknesses that have to be solved.

From some of these studies, it can be concluded that bilingual programs have the potential to provide benefits to students in several real aspects of student life. In addition to the benefits of language, bilingual programs can also advance cognitive abilities, careers, cultural understanding, and social skills. Therefore, the bilingual program can be used as an option for students in order to get the best opportunities for the future of these students.
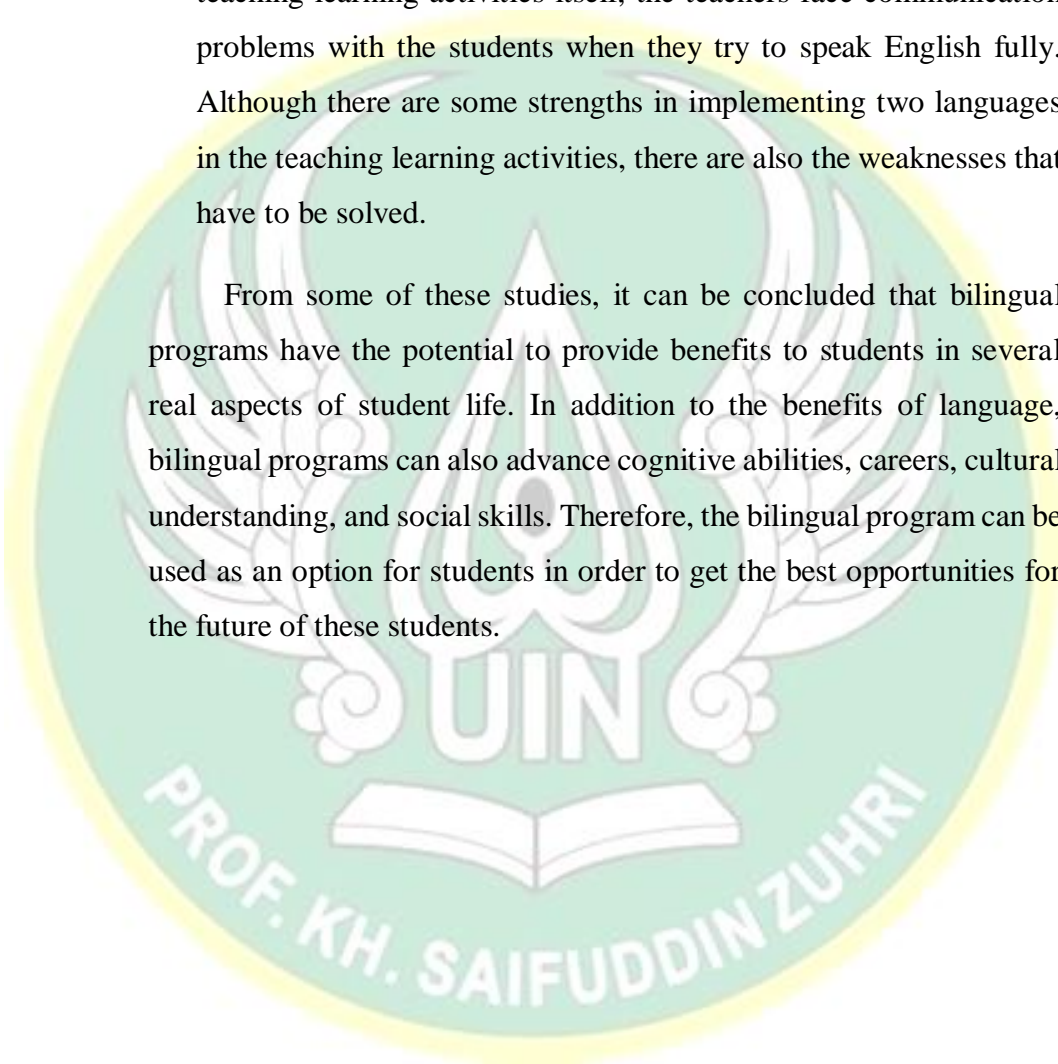
CHAPTER III
RESEARCH METHOD

This chapter described the procedure of the research to find out the answer to the research question previously stated in chapter one. This chapter comprises six topics: Research type, time and place of the research, subject and object of the research, instrumentations, data collection techniques, and data analysis.

A. Type of the Research

This study uses quantitative descriptive, which is the newest method that combines quantitative and qualitative approaches to obtain data results[44]. John W. Cresswell also added that this approach would collectively involve the functions of the two research approaches. The overall strength of this research is more significant than quantitative and qualitative research[45]. This method also to minimize the level of deficiency of each technique.

B. Place and Time of The Research

This research was conducted at MTs Al-Amin Puloerang in Jln. Raya Barat No 129 Puloerang, Lakbok, Ciamis, West Java 46385 and began from August until September 2022. Reasons for choosing MTs Al-Amin Puloerang level because MTs Al-Amin Puloerang is one of the schools in West Java that has applied bilingual programs for several years. But, how are the students' perception on that program have not been researched. Then this study aims at gaining students' perception on bilingual program in MTs Al-Amin Puloerang.

C. Subject and Object of The Research

The subjects of the research are 92 students of class VIII at MTs Al-Amin Puloerang Ciamis Regency, because the students are implemented the bilingual program, and the object of the research was to find out the students' perceptions on bilingual program in MTs Al-Amin Puloerang Ciamis Regency.

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[44] Larry B. Christensen et.al, *Research Methods, Design, and Analysis*, England: Pearson, 2015, p. 382

[45] John W. Cresswell, *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed.* (Yogyakarta: Pustaka Belajar, 2012), 5.

D. Instrumentations

The research cannot be done without first determining the instrument. Therefore, understanding the instruments of the study is essential in writing a thesis. This research used two instruments, there are questionnaire and interview.

Regarding of this method, questionnaire and interview were very useful for gaining deeper information about students' perceptions on bilingual program in MTs Al-Amin Puloerang. With the help of those instruments, it was possible to gather authentic data and detailed information about students' perceptions on bilingual program.

1. Questionnaire

This study has used a closed questionnaire therefore the answers to the questions have been determined or limited and the subjects no longer respond according to their respective freedoms. This study used close-ended questionnaire trough an online media namely google form consisting of 25 questions to make it easier for students to fill it out.

The questionnaire contained about perception based on the theory proposed by Siagian; and the theory about bilingual proposed by Nurjamal; was used to construct the questionnaire. The questionnaire was distributed within one month from August to September, and there are 92 students collected the answers of questionnaire. According to Riduan the likert scale is used to measure the attitudes, opinions, perceptions of a person or a group about social symptoms. This scale has 4 alternative answers, namely, Strongly Agree, Agree, Disagree, Strongly Disagree. To avoiding misunderstanding, the questionnaires was constructed and modified with Bahasa Indonesia and the questionnaires was validated by the expert validation also as supervisor Khairunnisa Dwinalida, M. Pd.

Table 3.1 The Questionnaires Framework of The Study

Item	Indicators	Questionnaire
1.	Motive	I am joining the Bilingual Program to be more fluent in English.
		I am taking a part in the bilingual program because I want to get good grades from my English teacher.
		I am participating in the Bilingual program so I can be proud of my friends who are not participating in the bilingual program.
2.	Interest	I am interested to a bilingual program at school.
		I feel the bilingual program at school very enjoyable.
		I am joining the bilingual program without any coercion.
3.	Expectation	I feel proud when I enter the bilingual program.
		I think the bilingual program has a positive impact.
4.	Attitude	I always pay attention to every material taught in the bilingual program.
5.	Knowledge	I want to explore the material that has been delivered by the teacher.
		I am still looking for information about language development outside of school.
		Bilingual Program is a program that aims to improve English.
6.	Experience	Learning English make me speak like a westerner.
		English is really necessary nowadays in order to be able to communicate with foreigners.
7.	Bilingual	I can learn to speak English by participating in a bilingual program.
		I am able to understand the structure of English sentences by participating in the bilingual program.
		I am able to translate English reading by participating in the bilingual program.
		Easier for me to listening English songs by participating in a bilingual program.

		Easier for me to understand the meaning of English songs by participating in the bilingual program.
		Easier for me to understand English videos by participating bilingual program.
		I am able to describe something in English by participating in the bilingual program.
		I am able to understand English captions by participating in the bilingual program.
		I am able to make captions/descriptions in English (social media captions) by participating in the bilingual program.
		I am able to understand reading simple English (short stories) by participating in the bilingual program.
		I am able to make literary works in English (short stories/poems) by participating in the bilingual program.

2. Interview

Interview was used to gain in-depth information to support the questionnaire and confirm students' perceptions about the implementation of the bilingual program in MTs Al-Amin Puloerang to four students in grade VIII that was completed the questionnaire.

The interviewees were taken from 92 students who filled out the questionnaire and selected for four students to find more informations about their reasons for the questionnaire answers. The interview was done in Bahasa Indonesia and trough coversations on the telephone.

E. Data Collection Technique

Data collection is a systematic and standard way to obtain the data needed. A questionnaire and interview were used to collect data in this study. The data was collected to answer the research question and establish specific objectives. The following explanations below offer how each technique was conducted and who was involved.

1. **Questionnaire**

This research collected data from the questionnaire completed by students participants. It was administered during August-September 2022 and distributed to all students of class VIII MTs Al-Amin Puloerang Ciamis Regency. The questionnaires was distributed to respondents through web-based. Web based is used for survey tools to collect the quantitative data, namely Google Form, to facilitate the students in answering the questionnaire and make them more accessible.

Furthermore, the results of students' answers of the survey questionnaire were used to construct questions for interviews.

2. **Interview**

Interviewing is a way to collect data through a questioning and verbal response procedure conducted in one direction, with the interviewee providing the data[46].The interview in this study was conducted after all of the data survey have been collected. This study selected four students who filled out the questionnaires randomly .

The type of interview used is an open interview, where the interviewees knows that they are being interviewed and the intent and purpose of being interviewed. While the interview technique used is a semi-structured interview to obtain detailed and in-depth information regarding the respondent's views on the students' perceptions of implementing the bilingual program in the school[47]. The sources of information are students regarding their opinions about implementing the bilingual program.

F. **Data Analysis**

Data analysis is a method used to process and analyze data to conclude from research-generated data in the field. Because this research employs mixed methods, there are two types of data analysis: quantitative and qualitative.

The data from the results of this study are in the form of quantitative data and qualitative data. The data obtained is then analyzed to answer the problem

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[46] Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*. (Jakarta: Rineka Cipta, 2006), pg.104.
[47] Haris Herdiansyah, *Metodologi Penelitian Kualitatif Untuk Ilmu Psikologi*, (Jakarta: Salemba Humanika, 2015), pg. 192-193.

formulation and research questions determined previously. The quantitative data obtained will be presented in a data description. The data analysis technique of this research will use the help of the SPSS (Statistical Program for Social Science) to determine the mean, median, mode, standard deviation, and range for each aspect studied.

The data gained from the questionnaire were analyzed and explored by using some steps based on the Likert scale (Ockert, 2005)[48]. This study uses a Likert scale to analyze the questionnaires for the range of responses ranging from strongly agree to strongly disangree and the measurement from agreement level about the implementation of the bilingual program at the school.

The data that has been analyzed, then made criteria using a table of variable tendencies. The variable trend table is the categorization of each score. The scores were then grouped into four categories, namely strongly agree (SA), Agree (A), disagree (DA), and strongly disagree (SDA). Categorization was made based on the mean and standard deviation (SD) obtained.

This study completed several stages, including:

1. This was conducted by distributed questionnaires to respondents. After the data that have been collected, the data will be grouped based on the questions in the questionnaire, then processed and analyzed so that one conclusion can be drawn by calculating the percentage of respondents' answers in the form of a single table through the distribution of frequencies and percentages using the formula:

   $$p : \frac{f}{N} \ x \ 100\%$$

   Where :

   P: Percentage

   F: Data frequency

   N: Number of samples processed

2. Collect data by interviewing predetermined interviewees, then analyzing the interviews' results.

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[48] Ockert, D. *substantive scale verification: a likert scale analysis and critique of university students pedagogical activity prefences.* (JALT Hokkaido Journal, 9 48-64, 2005).

3. Interpret the results of the analysis. Both questionnaires and interviews to determine student perceptions.

4. The data that have been collected can be easy to analyze and conclude.

5. The process of data analysis is to process data obtained from respondents starting from specific things and then summing up in general terms.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the study presents the research findings and discussion which were based on the research question "What are students' perceptions on Bilingual Program in MTs Al-Amin Puloerang?" This finding presents qualitative and quantitative data, along with an analysis of these two data types. The data derived from the closed-ended questionnaire used for the quantitative phase and the data obtained from the interviews for the qualitative phase were presented and analyzed. The questionnaire was used to gather data from the students of class VIII in MTs Al-Amin Puloerang about their perceptions on bilingual program. Meanwhile, open-ended interviews were conducted after completing the questionnaire to gain more data.

The participants in this study consisted the students of class VIII in MTs Al-Amin Puloerang Ciamis regency. All the participants took part in the survey questionnaire, distributed using Google Forms. There were 92 participants completed the questionnaire. This research interviewed 4 participants who completed the questionnaire In order to gain a deeper understanding of students' attempts to get more information their perceptions. The interviewed participants were selected randomly. This research called the 'interviewed participants' as R1, R2, R3, R4.

This study used 25 questionnaires about students' perceptions on bilingual program in MTs Al-Amin Puloerang. The questionnaire adapted by Siagian, and Nurjamal with 25 close-ended questions which used a Likert scale by using the Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The discussion of findings and discussions will be broken down per indicators of the 25 questionnaire questions. After the findings were displayed, they were interpreted based on each theory of students' perceptions as it was explained below :

A. Motive Indicator

Indicator of motive refers to a statement "I joined the Bilingual Program to be more fluent in English". The percentage of motive indicators is presented in the table below:
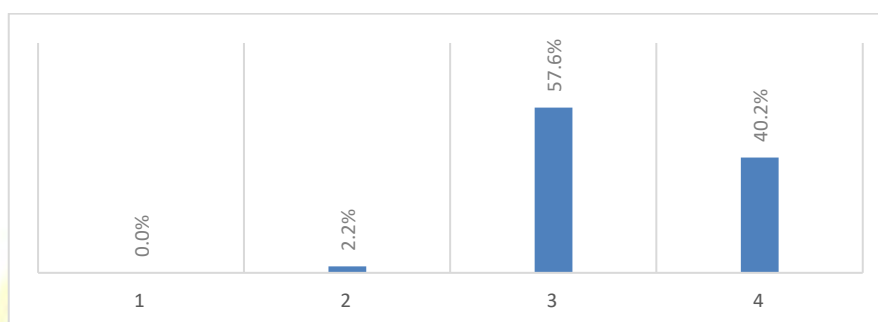
Table 4.1. Statement 1

Table 4.1 above shows that statement 1 "I joined the Bilingual Program to be more fluent in English". Based on the average students' answers to the statement number 1, the results obtained 37 students' answer strongly agree, 53 agree, 2 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 1 is 57.8 %. This shows that almost all students think that if the students joining bilingual program will be more fluent in English, and few students argue that joining the Bilingual program will not be more fluent in English.

From the results of the percentage above, the Students' perception of joined the bilingual program will be more fluent in English is still quite good, 90 students agreed, and 2 other students give disagreeable answers.

In this case, most students positively perceive that joined the bilingual program will be more fluent in English. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1 : *"Yes, sis, I'm joining this so I can speak fluent English, who knows, if there's any luck, I'll be able to go abroad later, hehe."*[49]

R2 : *"Yes, that's right, it's important to learn fluently"..* [50]

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[49] R1, Students, *Interview,* Puloerang 15 September 2022.
[50] R2, Students, *Interview,* Puloerang 15 September 2022.

From the interview result above, the students' motives for this program were very good. In a study using a foreign language, there is an assumption that in himself the individual has the desire, encourage, or goals to be achieved in learning, it will tend to be more successful than people who learn without encouragement or motivation[51]. R1 and R2 felt that learning English was very important in today's era. They take part in the bilingual because they train their skills in speaking English to make it more fluent. If in the future they get the opportunity to go abroad they will already have the provision to use English.

On the other hand, two of the students interviewed stated that bilingual program is difficult to use. This is also supported by the results of interviews from several selected students, that respondents 3 and 4 said that they sometimes find it difficult to use an English language in bilingual program.

> **R3**   *:"Sometimes I have trouble using English, I'm also bored sis".*[52]
>
> **R4**   : *"I find it difficult to use English language because I don't like it, to be honest"*.[53]

From the result of interviews above, it shows that students' motivation about the bilingual program is low. It requires teachers to progressively improve their motivation less about it. One that can influence student learning motivation is the environment. The environment contributes to acquiring a second language, which will make students more varied in using language, students can use the language more accurately.[54]

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[51] Gardner & Lambert, *Attitudes and Motivation in Second-Language Learning*, (Rowley: Newbury House, 1972), 236-238

[52] R3, Students, *Interview,* Puloerang 15 September 2022.

[53] R4, Students, *Interview,* Puloerang 15 September 2022.

[54] Gardner & Lambert, *Attitudes and Motivation in Second-Language Learning*, (Rowley: Newbury House, 1972), 236-238.
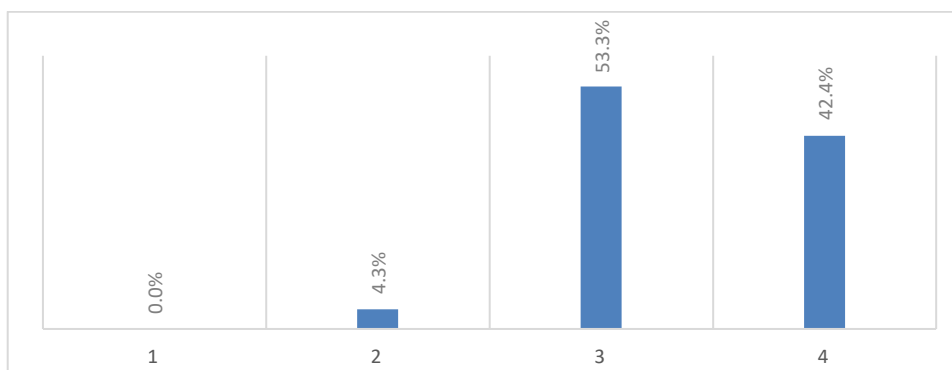
Table 4.2. Statement 2

Table 4.2 above shows that statement 2 "I am taking a part in the bilingual program because I want to get good grades from my English teacher". Based on the average students' answers to the statement number 2, the results obtained 39 students' answer strongly agree, 49 agree, 4 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 2 is 53.3 %. This shows that almost all students think that the students taking a part in the bilingual program because they want to get good grades from their English teacher.

From the results of the percentage of the questionnaire above, the Students' perception of take a part in the bilingual program because they want to get good grades from their English teacher is still quite good, 88 students are agree, and 4 other students give disagreeable answers.

In this case, most students positively perceive that take a part in the bilingual program because they want to get good grades from their English teacher. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1 : *"yes, it's true, sis, that's for sure. If you're smart, you'll get good grades".*[55]

R2 : "*Agreed Sis, definitely like that anyway hehee*". [56]

However, R1 and R2 mentioned that they when studying English lessons, later they will get good grades too. They say that when they get good

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[55] R1, Students, *Interview,* Puloerang 15 September 2022.
[56] R2, Students, *Interview,* Puloerang 15 September 2022.

grades from their English teacher because they know enough English and more confident because they have joined bilingual program in daily, and if there are obstacles, they can overcome it.

From the interview result above, the students' motives for this program were very good. Using test scores as a driver of success, knowledge of work results is a way to increase student learning motivation [57].

On the other hand, two out of four students who disagreed stated that bilingual program is difficult to use. This also supported by the interviews from several selected students, that respondents 3 and 4 said that they sometimes find it difficult to use an English language in bilingual program.

> **R3** : "*Disagree sis*".[58]
>
> **R4** :"*Disagree because the value of English does not guarantee English proficiency itself*".[59]

From the results of the interviews above R3 and R4 argue that student scores are not a benchmark that students who get good grades must also have good English skills. Motives are very influential in learning. Because motives have a very important role in every action or deed of students which can be interpreted as the background of human behavior itself. Motives are a certain condition in humans that causes humans to behave to have goals[60]. Meanwhile, according to Pupuh Fathurrohman and M. Sobry Sutikno, a strategy that teachers can use to motivate their students is to explain learning objectives to students. At the beginning of teaching and learning, the teacher should first explain the goals to be achieved by students. The clearer the motivation in carrying out learning activities[61].

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[57] Shilfia Alfitry, M.Pd.*Model Discovery Learning Dan Pemberian Motivasi Dalam Pembelajaran Konsep Motivasi Prestasi Belajar*, (Pekanbaru : GUEPEDIA, 2020).

[58] R3, Students, *Interview,* Puloerang 15 September 2022.

[59] R4, Students, *Interview,* Puloerang 15 September 2022.

[60] Slameto. *Belajar dan faktor-faktor yang Mempengaruhinya.* (Jakarta: PT.Rineka Cipta, 2010), Pg.54-72.

[61] Pupuh Fathurrohman and M. Sobry Sutikno, *Strategi Belajar Mengajar : Strategi Mewujudkan Pembelajaran Bermakna Melalui Pemahaman Konsep Umum & Islami*, (Bandung : Refika Aditama, 2017).
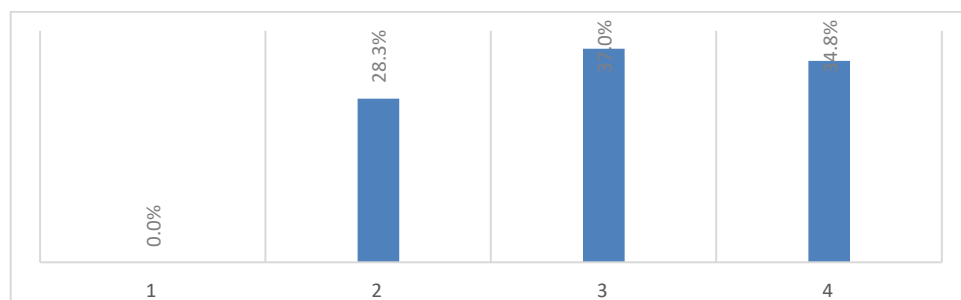
Table 4.3. Statement 3

Table 4.3 above shows that statement 3 "I am participating in the Bilingual program so I can be proud of my friends who are not participating in the bilingual program". Based on the average students' answers to the statement number 3, the results obtained 32 students' answer strongly agree, 34 agree, 26 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 3 is 37.0 %. This shows that almost all students think that if the students if I am participating in the Bilingual program therefore I can be proud of my friends who are not participating in the bilingual program.

From the questionnaire results of the percentage above, the Students' perception of participating in the Bilingual program and they can be proud of their friends who are not participating in the bilingual program is 66 students agreed, and 26 other students give disagreeable answers.

In this case, most students positively agree with this statement. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : "*emm, yes sis sometimes it's like that, so they want to go to this school and join this program hehe*".[62]

R2   : "*yes sis, right weve need to be proud of that ability hehee*". [63]

From the interview result above, R1 and R2 argue that students should be proud if they have good English skills, even to inform other students about their achievements it is necessary so that other students who are less motivated can increase their motivation. Notifying the achievements that have been

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[62] R1, Students, *Interview,* Puloerang 15 September 2022.
[63] R2, Students, *Interview,* Puloerang 15 September 2022.

achieved can be a motivating factor for students. Achievements can prove that effort and hard work can produce positive and beneficial results. In addition, when sharing achievements with other students, this can build enthusiasm and self-confidence in them to achieve even greater achievements.

On the other hand, two of the students interviewed that they disagree with the statement. As follow:

R3 : "*Disagree, can't show off, sis.*"[64]

R4 : "*Disagree, maybe instead I can pass on my knowledge to other friends*".[65]

From the result of interviews above, it shows that R3 and R4 have different opinions on this statement. They argue that achievement does not need to be boasted because it is not the goal of learning. Performance learning is a result in the form of effects there is a change in the individual from learning activities which has been done. However, in a learning context, sharing achievements can help increase motivation and self-confidence, as well as build positive relationships with friends or other students. But the most important thing is that the real purpose of learning must be a factor that encourages students to share their achievements, not just to show off or seek attention. [66]

B. Interest Statements

Indicator of interest refers to a statement "I am interested to a bilingual program at school". The percentage of interest indicators is presented in the table below

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[64] R3, Students, *Interview,* Puloerang 15 September 2022.

[65] R4, Students, *Interview,* Puloerang 15 September 2022.

[66] Muchsin, *Model Pengembangan Learning Community Dalam Pembelajaran Bahasa Inggris Terhadap Peningkatkan Prestasi Belajar Siswa*, Jurnal Pengembangan masyarakat Islam.
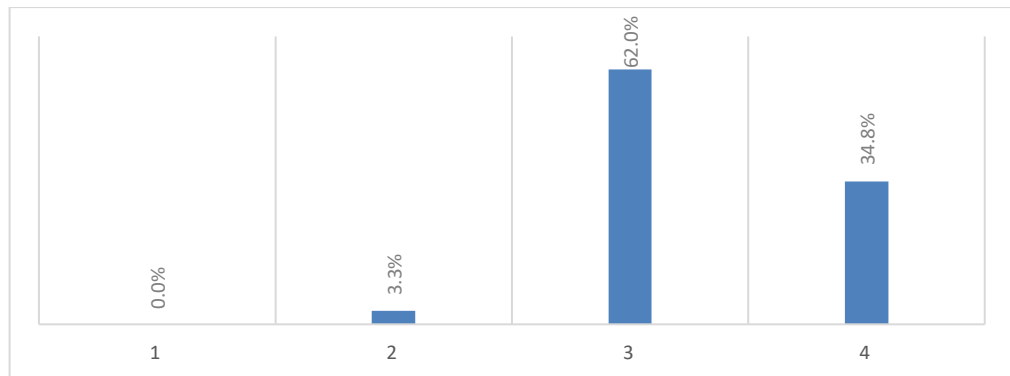
Table 4.4. Statement 4

Table 4.4 above shows that statement 4 " I am interested to a bilingual program at school ". Based on the average students' answers to the statement number 4, the results obtained 32 students' answer strongly agree, 57 agree, 3 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 4 is 62.0% for strongly agree. This shows that almost all students think that they are interested to bilingual program because will get some of benefits.

From the results of the percentage above, the Students' perception of interested to a bilingual program at school is 89 students agreed, and 3 other students give disagree answers. Many students are interested and choose bilingual programs as an alternative to improve their English skills and prepare themselves for a more global future. This program can also help students understand different cultures and perspectives, increase self-confidence, and open doors to a wider range of educational and career opportunities in the future.

The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

> **R1** : "*Yes, I agree sis, I'm interested, being bilingual also gives a lot of benefits, doesn't it, hehee*".[67]

> **R2** : "*Yes sis I'm interested.*"[68]

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[67] R1, Students, *Interview,* Puloerang 15 September 2022.
[68] R2, Students, *Interview,* Puloerang 15 September 2022.

From the interview result above, it can be seen that students' interest in the bilingual program is very good. This has the effect of supporting student learning activities. As mentioned by Syaiful Bahri Djamarah that students who are interested in a lesson will study it seriously, because there is an attraction for him. Students easily memorize what interests them. The learning process will run smoothly when accompanied by interest[69].

On the other hand, two of the students interviewed stated that bilingual program is bilingual program is not interesting. This is also supported by the results of interviews from R3 and R4, as follow:

R3 : "*I disagree, because it's really hard sis*".[70]

R4 : "*I disagree, because I can't speak English and my grades are also low*".[71]

From the result of interviews above, it shows that students' interest to bilingual program is low. As a result of students who do not have sufficient interest in learning English, students do not feel motivated to explore the material and factors of not being sure of their own abilities in understanding and mastering English material so they do not feel interested in learning it. According to Dalyono, a great interest in learning tends to produce high learning achievement, conversely, a lack of learning interest will result in low learning achievement.[72]

Table 4.5. Statement 5

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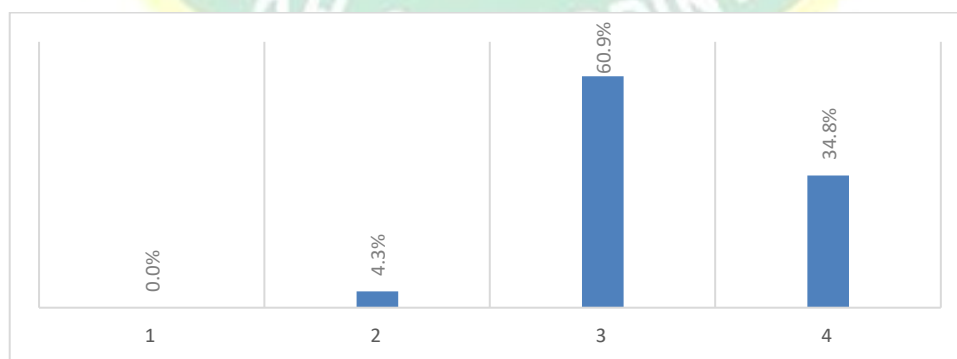
[69] Winda Anggriyani U, *Pengembangan teknologi pendidikan IPA berbasis multimedia dalam meningkatkan minat belajar siswa*. Cv. Cahaya Arsh Publisher & Printing. 2021

[70] R3, Students, *Interview*, Puloerang 15 September 2022.

[71] R4, Students, *Interview*, Puloerang 15 September 2022.

[72] Djamarah, Syaiful Bahri. *Psikologi Belajar*, Jakarta:Rineka Cipta, 2011

Table 4.5 above shows that statement 5 "I feel the bilingual program at school very enjoyable". Based on the average students' answers to the statement number 5, the results obtained 32 students' answer strongly agree, 56 agree, 4 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 5 is 60,9%. This shows that almost all students think that if the students feel the bilingual program at school very enjoyable, and few students felt the bilingual program at school was very unpleasant.

From the results of the percentage above, the Students' feel the bilingual program at school very enjoyable 88 students agreed, and 4 other students give disagreeable answers.

In this case, most students positively feel the bilingual program at school very enjoyable. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1 :"*I agree, because I really like English compared to other subjects*".[73]

R2 :"*I disagree, because emmm in my opinion less sis*". [74]

From the interview result above, the respondent has a difference opinion. R1 stated agreed because he like English language than the other subject. Bilingual program in schools can provide many benefits and be an enjoyable experience for students. But, of course, this also depends on how the program is run and adapted to the needs of students.

Meanwhile R2 stated disagree about the statement, because students may find the program challenging as they have to learn two languages at the same time. However, although it may be a bit difficult, in the end, a bilingual program can provide long-term gains in speaking and understanding a second language.

On the other hand, two of the students interviewed disagree with this statement. This is also supported by the results of interviews from R3 and R4, as follow:

R3 : "*I disagree, because I do not feel pleasant and ordinary*".[75]

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[73] R1, Students, *Interview,* Puloerang 15 September 2022.
[74] R2, Students, *Interview,* Puloerang 15 September 2022.
[75] R3, Students, *Interview,* Puloerang 15 September 2022.

R4 : "*I disagree, because in my opinion it's normal, especially because I can't*".[76]

From the results of the interviews above it can be seen that not all students are enthusiastic about this program. Some even feel normal or find it unpleasant. Even though some students feel mediocre or unpleasant about the bilingual program, that doesn't mean that the bilingual program isn't useful. In some cases, bilingual programs can help students improve their English skills, and may be of benefit to them in the future. However, it is important for schools and teachers to create attractive and effective bilingual programs so that all students feel enthusiastic and excited about the program. The most important thing in the implementation of bilingual classes is the ability of the teachers who teach should be able to master bilingual, experienced and trained in take bilingual classes. All elements of the school should support all kinds the need for bilingual classes in order to process learning can be in accordance with the objectives learning.[77]
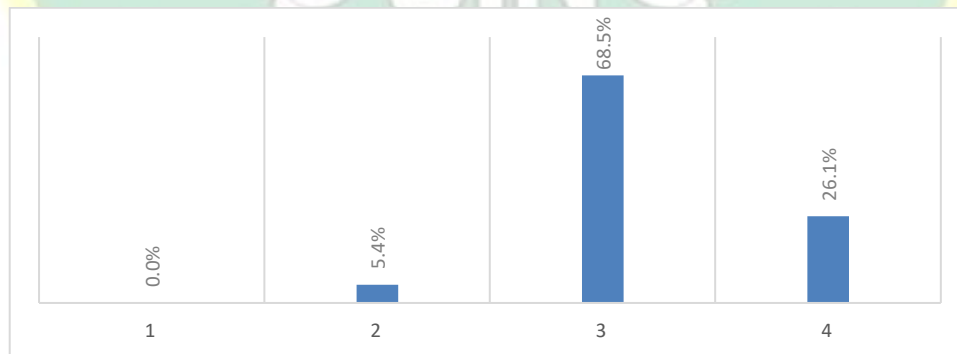
Table 4.6. Statement 6

Table 4.6 above shows that statement 6 "I joined the bilingual program without any coercion". Based on the average students' answers to the statement number 6, the results obtained 24 students' answer strongly agree, 63 agree, 5

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[76] R4, Students, *Interview,* Puloerang 15 September 2022.
[77] Andi Hermawan, et al. *Implementing Bilingual Learning In Preparing Students To Face The Challenges In The Industrial Revolution 4.0*, Jurnal Pendidikan Guru Sekolah Dasar Volume 11 Nomor 1 Februari 2022, Pg.91.

disagree, and 0 strongly disagree. The most of the students' answers for statement item no 6 is 68.5 %. This shows that almost all students think that if the students joining bilingual program without any coercion, and few students argue that they are joining the Bilingual program with any coercion.

In this case, most students positively perceive they are joining the bilingual program without any coercion from the parents or the other else. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

> **R1** : "*Yes, I agree, because it is self-will*".[78]

> **R2** : "*Yes, that's right, I agree, because I joined this program of my own free will*". [79]

From the interview result above, the students' do not force themselves to take part in the bilingual program, because students feel comfortable and ready when participating in the program. They start with a lighter language program and gradually increase the difficulty according to the student's own ability.

On the other hand, two of the students interviewed stated that joining the Bilingual program with any coercion. This is also supported by the results of interviews from respondents 3 and 4 said:

> **R3** : "*I disagree, to be honest I entered this school on the basis of my parents' orders.*"[80]

> **R4** : "*I disagree, because quite forced, it's so hard for me to speak English.*"[81]

From the result of interviews above, it shows that students' joined the bilingual program with any coercion and students do not have a high interest in this bilingual program. Students who experience freedom and compulsion in learning will be different in responding to learning challenges. In general, students who study choose school programs because they are forced to be less enthusiastic about learning, while those who choose majors because they are

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[78] R1, Students, *Interview,* Puloerang 15 September 2022.
[79] R2, Students, *Interview,* Puloerang 15 September 2022.
[80] R3, Students, *Interview*, Puloerang 15 September 2022.
[81] R4, Students, *Interview,* Puloerang 15 September 2022.

happy will be more enthusiastic[82]. Therefore, students need to find out how much it benefits and try to make the most of it. Because being bilingual can have many benefits in your career and everyday life, including the ability to communicate with people who speak different languages and increased opportunities to travel and work abroad.

C. Expectation Statement

Indicator of expectation refers to a statement "I feel proud when I enter the bilingual program". The percentage of expectation indicators is presented in the table below:
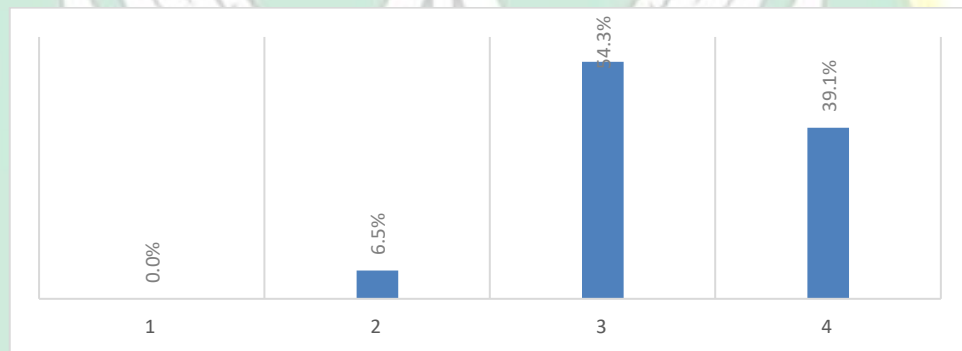
Table 4.7. Statement 7

Table 4.7 above shows that statement 7 "I feel proud when I enter the bilingual program". Based on the average students' answers to the statement number 7, the results obtained 36 students' answer strongly agree, 50 agree, 6 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 7 is 54.3 %. This shows that almost all students think that if the students joining bilingual program, they will be proud of their self.

The results of the interviews support this, it was found that R1, R2, R3 and R4 stated about this statements. As follow:

> **R1** : "*Yes, I'm proud, because have more opportunities to work in international companies*".[83]

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[82] Paul Suparno, *Pembelajaran di Perguruan Tinggi Bergaya Paradigma Pedagogi Refleksi (PPR)*, Yogyakarta : Sanata Dharma University Press, 2015.

[83] R2, Students, Interview, Puloerang 15 September 2022.

R2 : "*I agree and I am proud to be able to take part in this program*".[84]

R3 : "*emm yes, I am proud sis*".[85]

R4 : "*I am proud because I entered the bilingual program*".[86]

From the interview result above, the students' feel proud to take part in the bilingual program, because the program can give them the ability to communicate in different languages and improve their overall communication skills, which should be proud of and make them feel confident in their abilities. An attitude of self-confidence, confidence in results also needs to be instilled in students to encourage them to try their best to achieve optimal results. Motivation will increase in line with increasing expectations to succeed.[87]

Students who have succeeded in doing or achieving something will feel proud/satisfied with this success. The success and pride become reinforcement for these students to achieve the next success. Students will be motivated to try to achieve similar goals, students will be motivated to keep trying to achieve satisfaction. And for teachers it is necessary to use verbal praise, informative feedback, not threats or the like.
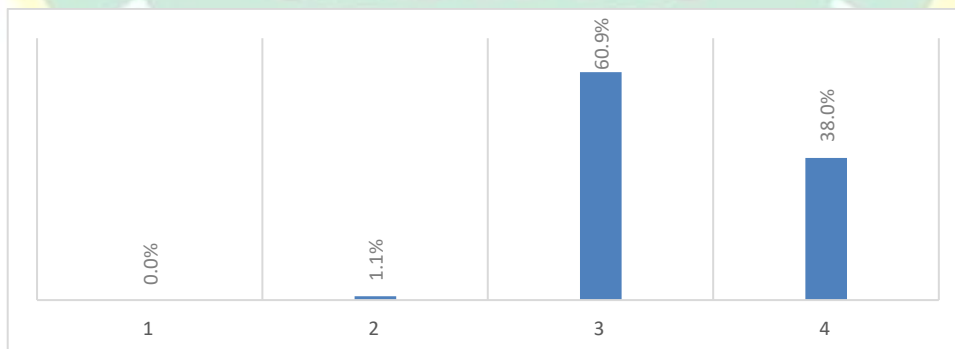
Table 4.8. Statement 8

Table 4.8 above shows that statement 8 "I think the bilingual program has a positive impact". Based on the average students' answers to the statement number 8, the results obtained 35 students' answer strongly agree, 56 agree, 1

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[84] R2, Students, Interview, Puloerang 15 September 2022.

[85] R1, Students, *Interview,* Puloerang 15 September 2022.

[86] R2, Students, *Interview,* Puloerang 15 September 2022.

[87] Dr. Amin, S.Pd., M.Si., Linda Yurike Susan Sumendap, M.Pd, *164 Model Pembelajaran Kontemporer,* Bekasi : Pusat Penerbitan LPPM UI 45 Bekasi, 2022. Pg. 30.

disagree, and 0 strongly disagree. The most of the students' answers for statement item no 8 is 60.9 %. This shows that almost all students think that the bilingual program has a positive impact for their self, and their English skill.

From the results of the percentage above, the Students' perception of think the bilingual program has a positive impact, 91 students agreed, and 1 other students give disagreeable answers.

In this case, most students positively think the bilingual program has a positive impact for their English ability. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : *"yes sis, it's really really giving a positive impact hehee"*.[88]
R2   : *"yes sis very positive, so I can learn English too hehee."*[89]
R3   :*" yes sis I agree, and its not bad"*.[90]
R4   :*"I agree siss"*.[91]

From the interview result above, the students' expectations from the bilingual program are that it can provide several positive benefits for students, such as expanding language skills, increasing self-confidence because by mastering more than one language, a person can feel more confident in communicating with other people, especially if they speak a different language. The same.

R4 also believes that this program can increase career opportunities, because the ability to speak in different languages can help students one day get new jobs or career opportunities that they will not get if they only master one language. Therefore, I believe that bilingual programs can positively impact students in many different ways. There are lots of advantages to support various aspects of student development, such as increasing cognitive, social and societal abilities. But there are some things that are necessary concern such as drawing up proper program implementation procedures such as curriculum, teacher competence, and the use and selection of methods and strategies In

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[88] R1, Students, *Interview,* Puloerang 15 September 2022.
[89] R2, Students, *Interview*, Puloerang 15 September 2022.
[90] R3, Students, *Interview*, Puloerang 15 September 2022.
[91] R4, Students, *Interview*, Puloerang 15 September 2022.

delivery, proper attention is needed so that the program runs smoothly and make students really master English well.[92]

D. Attitude Statement

Indicator of attitude refers to a statement "I always pay attention to every material taught in the bilingual program". The percentage of attitude indicators is presented in the table below:
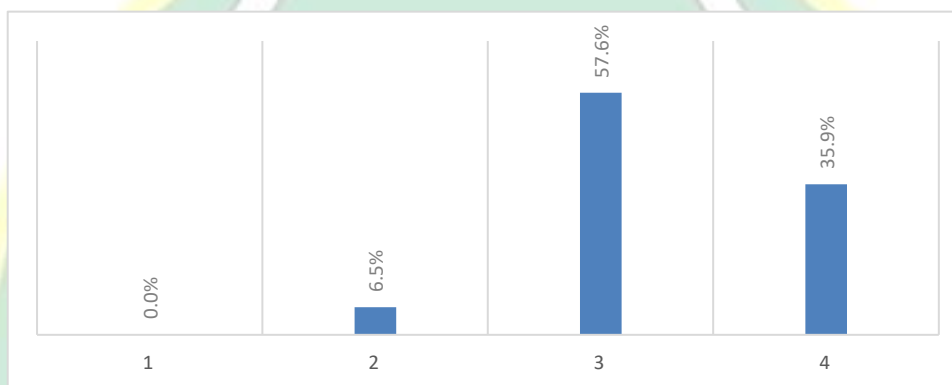
Table 4.9. Statement 9

Table 4.9 above shows that statement 9 "I always pay attention to every material taught in the bilingual program". Based on the average students' answers to the statement number 9, the results obtained 33 students' answer strongly agree, 53 agree, 6 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 9 is 57.6 %. This shows that almost all students always pay attention to every material taught in the bilingual program.

The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

> **R1** : " *I agree because I will study every material and I try to understand it well*".[93]

> **R2** : "*I also agree because I'm also quite active in class hehe*".[94]

From the interview result above, it can be seen that R1 said that he would try to understand the bilingual program material well and also always

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[92]Rismareni Pransiska, *Program Bilingualisme Bahasa Inggris Pada Pendidikan Anak Usia Dini* (Journal of Scientific Information and Educational Creativity Vol. 21, No. 1,) 2020. Pg.44.

[93] R1, Students, *Interview*, Puloerang 15 September 2022

[94] R2, Students, *Interview*, Puloerang 15 September 2022

find out more about the topic being studied by reading books or looking for information. In addition, R2 also actively participates in class by asking questions or giving opinions. In this way, students can master the subject matter better and be ready for exams and assignments given by the teacher.

On the other hand, two of the students interviewed stated that if they are study continuously they will be bored, if that happens then the material will not be easily digested by the student. So it is better for bilingual teachers to innovate teaching in learning. This was done in order to reduce the level of boredom of children in class. This is also supported by the results of interviews from R3 and R4, following below:

R3   :" *Disagree, because there will be boredom if I keep studying*".[95]

R4   :"*Disagree, because sometimes feel bored and sleepy*".[96]

In the results of the interviews, R1 and R2 found similarities, they did not agree if they always pay attention to every material taught in the bilingual program, because they will feel unfocused, bored, and sleepy. it is common for most students to become bored while studying all the time. However, there are several ways that can help overcome boredom while studying, teachers can use different learning methods, try changing the learning methods that have been used so far, such as making mind maps, taking notes or watching learning videos. Sometimes even just taking a short break to stand up and do some light movement can help to boost your energy and combat boredom. Finding good sources of motivation, such as reading success stories from other people, can help maintain a passion for learning. Students will also always see the teacher during the lesson, therefore the teacher must have an appearance that supports students creating effective learning conditions so that students have a high learning enthusiasm.[97]

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[95] R3, Students, *Interview*, Puloerang 15 September 2022.
[96] R4, Students, *Interview*, Puloerang 15 September 2022.
[97] Menita, "*Pengaruh Penampilan Guru Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Ppk Di Smp N 37 Medan Tahun Pelajaran 2019/2020*" Pg.5.

It's important to keep acquiring new knowledge and skills even if you get bored at times. Students need to provide support from themselves by finding ways to overcome boredom that may arise during study.

E. Knowledge Statement

Indicator of knowledge refers to a statement "I want to explore the material that has been delivered by the teacher". The percentage of knowledge indicators is presented in the table below:
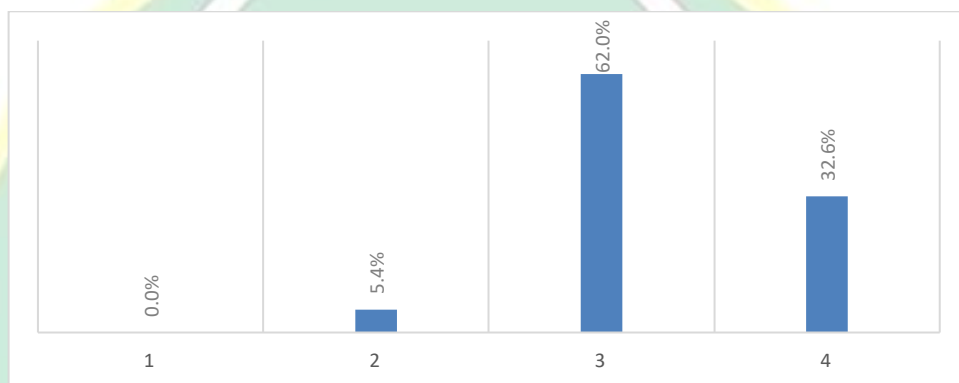
Table 4.10. Statement 10

Table 4.10 above shows that statement 10 "I want to explore the material that has been delivered by the teacher". Based on the average students' answers to the statement number 10, the results obtained 30 students' answer strongly agree, 57 agree, 5 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 10 is 62.0 %. This shows that almost students want to explore the material that has been delivered by the teacher in the class.

From the results of the percentage above, the Students' want to explore the material that has been delivered by the teacher is still good, 87 students agreed , and 5 other students give disagreeable answers.

The results of the interviews support this, it was found that R1 stated about this statements. As follow:

R1 : "*Yes, I agree, because I have 1 hour study at home, so I can repeat the lesson again*".[98]

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[98] R1, Students, *Interview,* Puloerang 15 September 2022.

R2 : "*I agree, sometimes like that sis hehee.*"[99]

From the interview result above, R1 and R2 always deepen their understanding and use of English by continuing to explore the English material they are studying, and they hope to significantly develop my English skills. There are several ways that students can explore English material outside of school by diligently reading English articles and books, and watching movies or TV shows in English without subtitles, or by trying to use English in practical situations, such as talking to people foreigners or write emails in English.

On the other hand, two of the students interviewed that disagree with that statement. This is also supported by the results of interviews from respondents 3 and 4, following below:

R3 : "*I disagree*".[100]

R4 : "*I disagree, because when I finish learning I don't think about it*".[101]

From the result of interviews above, it shows that students' students do not have sufficient interest in learning English so they do not feel motivated to explore the material. Not feeling interested in this program can also be caused by a lack of interesting and informative learning resources and so it becomes an obstacle in exploring English material. Students feel there is no benefit in learning English and prefer to use their time for things that are considered more important. However, students need to try to find interesting and fun learning resources, take online or offline English courses, or join English learning forums to increase their interest and ability in English. In this case the teacher also plays an important role, namely in determining the appropriate learning design, bilingual class of course it takes design or planning special and ripe for the process learning in class takes place optimally.[102]

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[99] R2, Students, *Interview*, Puloerang 15 September 2022.
[100] R3, Students, *Interview,* Puloerang 15 September 2022.
[101] R4, Students, *Interview*, Puloerang 15 September 2022.
[102] Andi Hermawan, et al. *Implementing Bilingual Learning In Preparing Students To Face The Challenges In The Industrial Revolution 4.0*, Jurnal Pendidikan Guru Sekolah Dasar Volume 11 Nomor 1 Februari 2022, Pg.91.
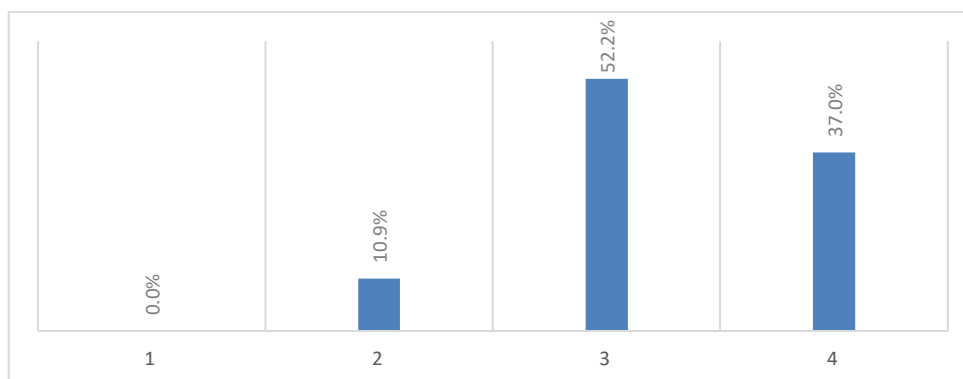
Table 4.11. Statement 11

Table 4.11 above shows that statement 11 "I am still looking for information about language development outside of school". Based on the average students' answers to the statement number 11, the results obtained 34 students' answer strongly agree, 48 agree, 10 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 11 is 52.2 %. This shows that almost students that still looking for information about language development outside of school

In this case, most students positively perceive still looking for information about language development outside of school. The results of the interviews support this, it was found that R1 and R2 stated about this statements. As follow:

R1   : "*yes sis I also get curious sometimes and look at Google hehee*"[103].

R2   : "*Yes, I agree, because sometimes look at the ig account in English hehe*"[104].

From the interview result above, R1 and R2 always looking for information about English and that can help improve students' English proficiency. There are many resources for learning English on the internet, such as blogs, podcasts, videos and online courses. Students can also join English learning communities on social media to get support and advice from fellow

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[103] R1, Students, *Interview*, Puloerang 15 September 2022.
[104] R2, Students, *Interview,* Puloerang 15 September 2022.

English learners. R1 and R2 are always trying to improve their English skills consistently and keep finding out new information about the language.

On the other hand, one of the student interviewed stated that school and play time are different, and should not be contested. This is also supported by the results of interviews from respondent 3, following below:

> **R3** : "*Disagree, school time is only for studying and time outside is for playing*".[105]

> **R4** :"*I disagree, because time at home is to rest and play*".[106]

From the result of interviews above, it shows that students' argues that study time and play time are different. Playtime at home is indeed important for establishing balance in a healthy and happy student life. Play is important for developing and building the cognitive, physical, social and emotional well-being of children and adolescents.[107] However, that doesn't mean study time should be completely ignored. Preferably, study time should also be given in the right proportion so that students get the opportunity to achieve good academic performance and prepare themselves for their future. Therefore, it is important for parents to strike a balance between play time and study time for their students while at home.

Table 4.12. Statement 12

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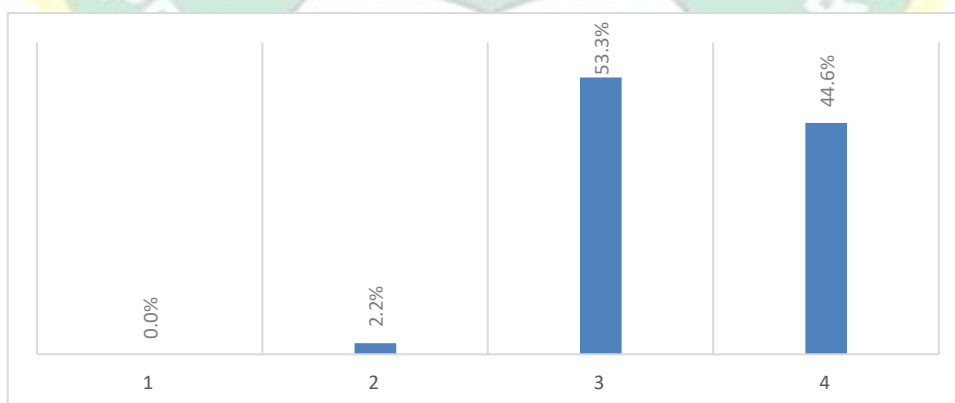
[105] R3, Students, *Interview,* Puloerang 15 September 2022.
[106] R4, Students, *Interview*, Puloerang 15 September 2022
[107] Abdul Salam Hidayat, dkk., *Pengembangan Model Pembelajaran Atletik Nomor Lari Berbaris Permainan Pada Siswa Sekolah Dasar*, Purwodadi:CV.Sarnu Untung, 2021, Pg.81.

Table 4.12 above shows that statement 12 "Bilingual Program is a program that aims to improve English ". Based on the average students' answers to the statement number 12, the results obtained 41 students' answer strongly agree, 49 agree, 2 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 12 is 53.3 %. This shows that almost students think that Bilingual Program is a program that aims to improve English.

From the results of the percentage above, the Students' perception of Bilingual Program is a program that aims to improve English is good, 90 students agreed, and 2 other students give disagreeable answers.

In this case, most students positively perceive that Bilingual Program is a program that aims to improve English. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : *"Yes sis, I agree"*. [108]

R2   : *"Yes I agree sis"*.[109]

R3   :*"I agree, because my English reading and writing skills are developing"*.[110]

R4   :*"I agree sis"*.[111]

From the results of the interviews above, students agree with this statement, students feel their English skills are better after participating in the bilingual program. This program can help in expanding their vocabulary. Because students will engage in many types of bilingual activities, they will have several opportunities to learn new English words. Bilingual programs will place students in situations that allow them to use both languages simultaneously. This also needs to be supported by the enthusiasm of students high standards, high teacher enthusiasm, and adequate infrastructure. it will prove to be able to improve students' reading and writing skills in English. As

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[108] R1, Students, *Interview,* Puloerang 15 September 2022.
[109] R2, Students, *Interview*, Puloerang 15 September 2022
[110] R3, Students, *Interview*, Puloerang 15 September 2022
[111] R4, Students, *Interview*, Puloerang 15 September 2022

such, bilingual programs can help develop one's English through providing a stimulating environment and a structured way of learning.[112]

F. Experience Statement

Indicator of experience refers to a statement "Learning English make me speak like a westerner". The percentage of experience indicators is presented in the table below:
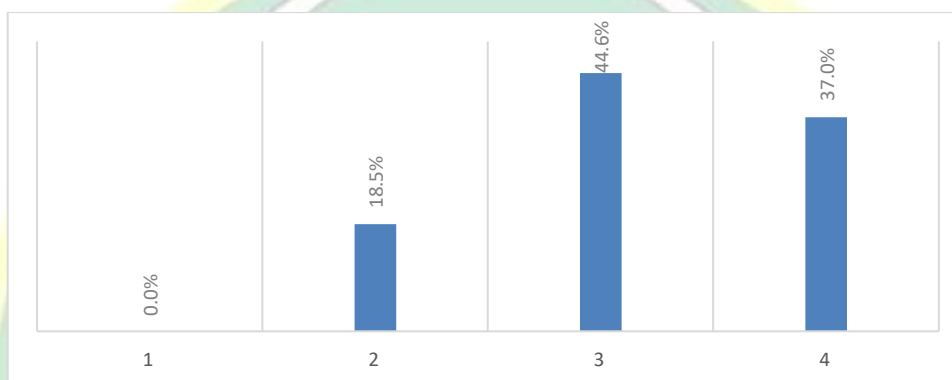
Table 4.13. Statement 13

Table 4.13 above shows that statement 13 "Learning English make me speak like a westerner". Based on the average students' answers to the statement number 13, the results obtained 34 students' answer strongly agree, 41 agree, 17 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 13 is 44.6 %. This shows that almost students think that Learning English make them speak like a westerner, and few students argue that Learning English make them speak not like a westerner.

From the results of the percentage above, the Students' perception of Learning English make me speak like a westerner is still quite good, 75 students agreed, and 17 other students give disagreeable answers.

In this case, most students positively perceive that learning English make the students speak like a westerner. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

> **R1** : "*I agree, if we often practice speaking with friends using English, chances are we can be like westerners.*"[113]

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[112] Tri Angga D, *Implementation Of Billingual Class In Junior High School 1 Baturetno Wonogiri*, (Jurnal Kebijakan Pendidikan Edisi 2 Vol. V Tahun 2016). Pg.161.

[113] R1, Students, *Interview,* Puloerang 15 September 2022.

> **R2** : "*yes, I agree, because I think it can be done if you practice a lot*". [114]

From the interview result above, according to R1 and R2 if students want to learn English in order to be able to speak like westerners, then students need to take regular English courses and practice the language as much as possible, both in conversation and in writing. Over time and consistent practice, students' English speaking skills will improve and get closer to the western way of speaking.

On the other hand, two of the student interviewed stated that disagree about this statement. This is also supported by the results of interviews from respondent 3 and 4 following below:

> **R3** :" *Disagree, because our accent is different from westerners*". [115]

> **R4** :"*Disagree, it's rather difficult to speak like them*". [116]

From the result of interviews above, it shows that students' disagree about the statement, the way of speaking will be like westernized people, because according to R3 the accent used by Indonesians is different from foreigners, therefore the pronunciation will be very different, and R4 adds that for speaking like a foreigner would be rather difficult because their tongue and that of Indonesians are different. If students have strong motivation then students can do it. In order for students to get used to it, students should often practice pronunciation during the learning process. In its implementation there are several stages, students are not immediately fully delivered in a foreign language, the teacher still gives explanations in Indonesian so that students understand the material presented. If students really master English, the teacher can fully provide introductory lessons using English. [117]

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[114] R2, Students, *Interview,* Puloerang 15 September 2022.

[115] R3, Students, *Interview*, Puloerang 15 September 2022

[116] R4, Students, *Interview,* Puloerang 15 September 2022.

[117] Andi Hermawan, et al. *Implementing Bilingual Learning In Preparing Students To Face The Challenges In The Industrial Revolution 4.0*, Jurnal Pendidikan Guru Sekolah Dasar Volume 11 Nomor 1 Februari 2022, Pg.91.
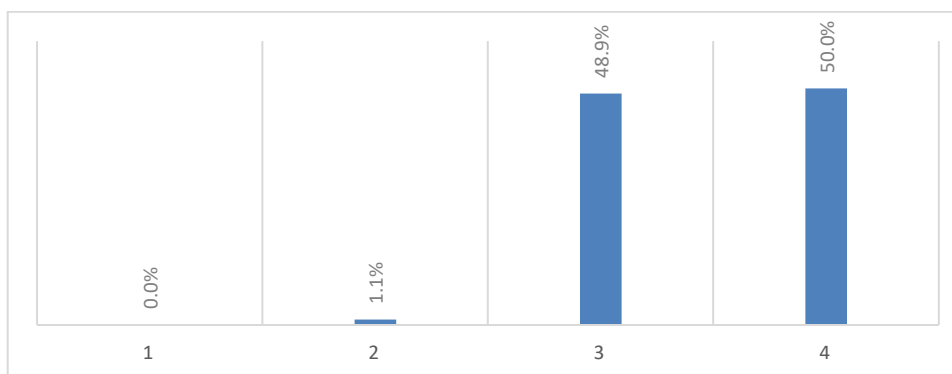
Table 4.14. Statement 14

Table 4.14 above shows that statement 14 "English is really necessary nowadays in order to be able to communicate with foreigners". Based on the average students' answers to the statement number 14, the results obtained 46 students' answer strongly agree, 45 agree, 1 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 14 is 50.0 % that is strongly agree. This shows that almost students think that English is really necessary nowadays in order to be able to communicate with foreigners, and few students argue that English is not necessary nowadays in order to be able to communicate with foreigners.

In this case, most students positively agree with that statement. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1 :" *I agree, because it is important that English nowadays is used as an international language*".[118]
R2 : "*Yes, I am totally agree, so I can chat with tourists, hehe*".[119]
R3 : "*Yes, I agree sis*". [120]
R4 :" *I agree sis*".[121]

From the results of the interviews above, R1, R2, R3 and R4 have the same opinion regarding this statement. R1, R2, R3 and R4 are of the opinion that they strongly agree because the ability to speak English is also a distinct advantage when looking for work or applying for scholarships abroad.

[118] R1, Students, *Interview*, Puloerang 15 September 2022.
[119] R2, Students, *Interview,* Puloerang 15 September 2022.
[120] R3, Students, *Interview,* Puloerang 15 September 2022.
[121] R4, Students, *Interview*, Puloerang 15 September 2022.

Morrison (2012) revealed that in addition to supporting children's bilingualism, being Bilingualism also makes children benefit in improving various aspects, including education. Therefore, it is important to learn English in order to be able to communicate more effectively and to be able to access more information and opportunities in career and personal life.[122]

G. Bilingual Statement

Indicator of bilingual refers to a statement "I can learn to speak English by participating in a bilingual program". The percentage of bilingual indicators is presented in the table below:
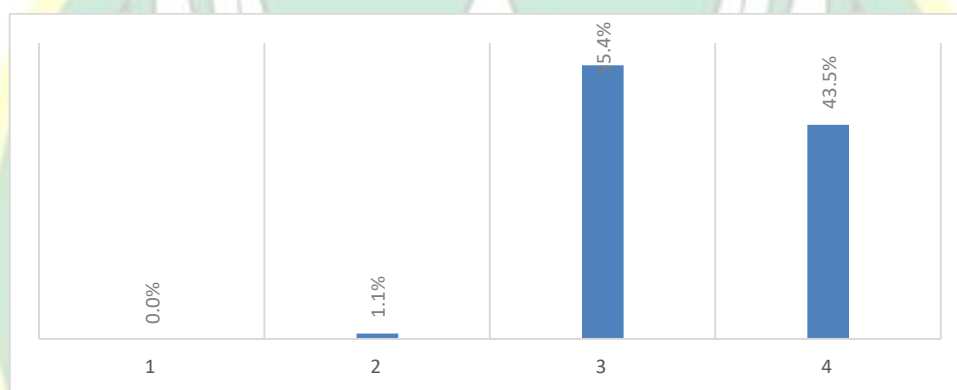
Table 4.15. Statement 15

Table 4.15 above shows that statement 15 "I can learn to speak English by participating in a bilingual program ". Based on the average students' answers to the statement number 15, the results obtained 40 students' answer strongly agree, 51 agree, 1 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 15 is 55.4 % for agree. This shows that almost students think that they can learn to speak English by participating in a bilingual program.

In this case, most students positively agree with that statement. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

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[122] Rismareni Pransiska, *Program Bilingualisme Bahasa Inggris Pada Pendidikan Anak Usia Dini* (Journal of Scientific Information and Educational Creativity Vol. 21, No. 1,) 2020. Pg.173.

R1 : "*Totally agree, because that is my goal in joining the bilingual program*".[123]

R2 :" *I agree, because of this program I can speak a little English.*"[124]

R3 :" *I agree, even though I don't like it and can't really do it, but this program helps me to learn to speak English*". [125]

R4 : "*I agree sis.*"[126]

From the interview result above R1, R2, R3 and R4 thought that agreed about joining the bilingual program in order to learn to speak English, and also thought that it was their goal to take part in the bilingual program. When students take part in a bilingual program, this program can help students learn to speak English. The bilingual program uses two languages, namely the native language and the target language. In this case English is the target language. By joining this program, students can learn English intensively and in a more focused way, so that their speaking skills will also improve. In addition, bilingual programs can help enrich vocabulary and other English skills.[127]
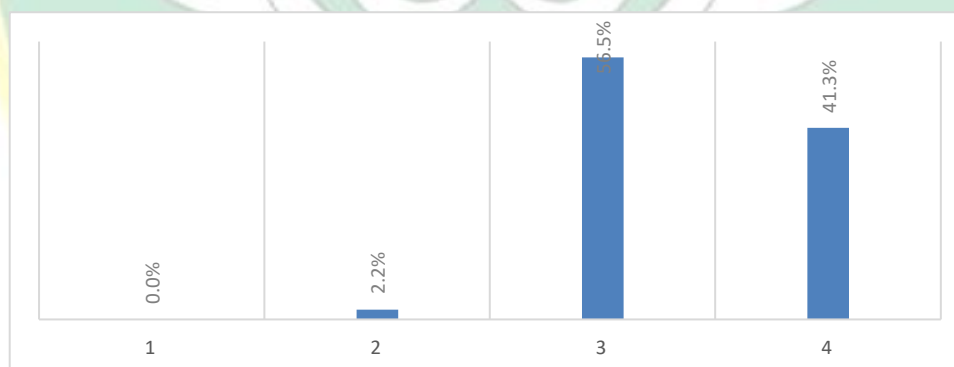
Table 4.16. Statement 16

Table 4.16 above shows that statement 16 "I able to understand the structure of English sentences by participating in the bilingual program ". Based on the average students' answers to the statement number 16, the results obtained 38 students' answer strongly agree, 52 agree, 2 disagree, and 0

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[123] R1, Students, *Interview,* Puloerang 15 September 2022.

[124] R2, Students, *Interview*, Puloerang 15 September 2022.

[125] R3, Students, *Interview,* Puloerang 15 September 2022.

[126] R4, Students, *Interview*, Puloerang 15 September 2022.

[127] Rismareni Pransiska, *Program Bilingualisme Bahasa Inggris Pada Pendidikan Anak Usia Dini* (Journal of Scientific Information and Educational Creativity Vol. 21, No. 1,) 2020. Pg.173.

strongly disagree. The most of the students' answers for statement item no 16 is 56.5 %. This shows that almost students think that they able to understand the structure of English sentences by participating in the bilingual program.

The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : "*Yes, I agree, although there are still a lot of mistakes*"[128]

R2   :" *I agree, even though I'm not too good at it*".[129]

From the interview result above, R1 and R2 argues that following a bilingual program can help students understand the structure of English better. This is because bilingual programs usually introduce English at a more formal level and focus on grammar and word usage. In addition, the bilingual program also offers the opportunity to practice English with teachers and students who are fluent in English. In this way, students can learn and strengthen their understanding of the structure of the English language.

On the other hand, two of the students interviewed stated that disagree with that statement. This is also supported by the results of interviews from respondents 3 and 4, following below :

R3   :"*I disagree, because its very difficult*".[130]

R4   :"*I also disagree, I still have difficulty understanding the structure of the English language*".[131]

From the results of the interviews above, it appears that English grammar skills also depend on how often and habits students use English in everyday life and how well students learn it. This is supported by Anderson in Tarigan (2009: 2) states that there is the some of basic principles of language which constitute the nature of language include the habits of using English.[132]

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[128] R1, Students, *Interview,* Puloerang 15 September 2022.
[129] R2, Students, *Interview*, Puloerang 15 September 2022.
[130] R3, Students, *Interview,* Puloerang 15 September 2022.
[131] R4, Students, *Interview,* Puloerang 15 September 2022.
[132] Tarigan, Henry Guntur. *Pengkajian Pragmatik*. Bandung: Angkasa. 2009. Pg.15
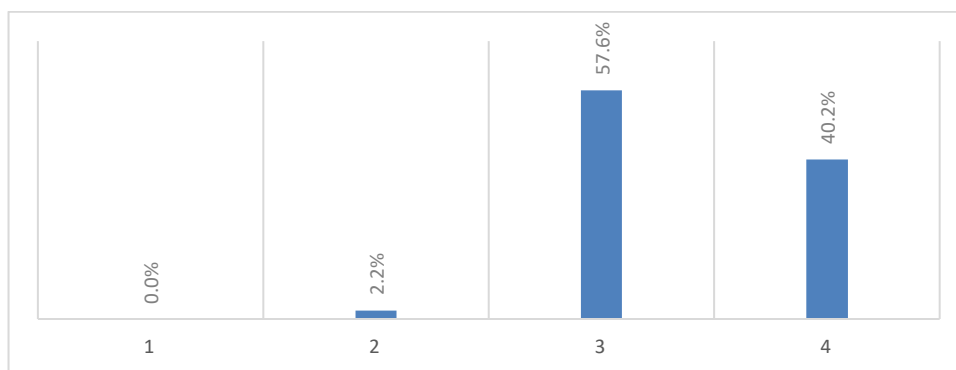
Table 4.17. Statement 17

Table 4.17 above shows that statement 17 "I able to translate English reading by participating in the bilingual program". Based on the average students' answers to the statement number 17, the results obtained 37 students' answer strongly agree, 53 agree, 2 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 17 is 57.6 %. This shows that almost students are able to translate English reading by participating in the bilingual program, and few students argue that they are not able to translate English reading by participating in the bilingual program.

In this case, most students positively agree with that statement. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : *"Yes, I agree, even if it's only a little because I'm still learning"*.[133]

R2   :*" I agree, although sometimes I still look at dictionary hehee."*[134]

From the interview result above, the students' agree with this statement. This program helps students to learn vocabulary and grammar in English, as well as improve students' ability to understand reading in that language. In addition, students also use the English dictionary to help students understand difficult words and explain their meaning. Students also read books in English regularly to hone their ability to understand the language. By continuing to

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[133] R1, Students, *Interview,* Puloerang 15 September 2022.
[134] R2, Students, *Interview*, Puloerang 15 September 2022.

practice and using the methods above, students will find it easier to translate text in English and understand its meaning better.

On the other hand, two of the students interviewed stated that disagree with this statement. This also supported by the results of interviews from respondents 3 and 4, following below:

R3   :"*I disagree, because I can't translate English reading yet*".[135]

R4   :"*I disagree sis*".[136]

From the result of interviews above, it shows that students' ability and motivation of bilingual program is low. It requires teachers to progressively improve their motivation less about it. Monotonous teaching methods will seem boring and can reduce students' motivation and ability to learn bilingualism. Therefore, teachers need to create varied and interesting teaching methods that can increase students' interest in learning. Not only varied teaching methods, teachers must also be creative in learning media. This is supported by Ratmaningsih which states that success in achieving goals does not only rely on learning methods and strategies, but also the media used[137]. For example, making test games related to the material, adding elements of creativity in the assignments given, or it is possible to hold projects that involve students to apply their knowledge.

Table 4.18. Statement 18
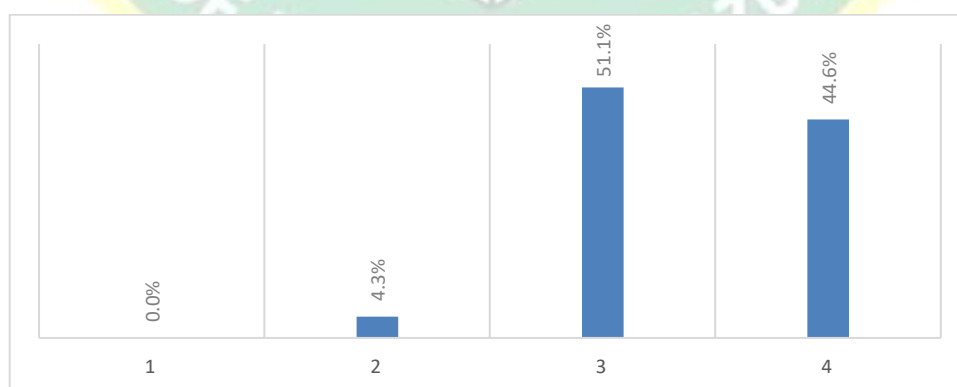
[135] R3, Students, *Interview,* Puloerang 15 September 2022.
[136] R4, Students, *Interview,* Puloerang 15 September 2022.
[137] Ratmaningsih, N.M. *Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi di Kelas Lima Sekolah Dasar. Jurnal Pendidikan Indonesia*; Vol. 5, No. 1, April 2016.

Table 4.18 above shows that statement 18 "Easier for me to listening English songs by participating in a bilingual program". Based on the average students' answers to the statement number 18, the results obtained 41 students' answer strongly agree, 47 agree, 4 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 18 is 51.1% for agree.

In this case, most students positively agree with this statement. The results of the interviews support this, it was found that R1 stated about this statements. As follow:

R1 : "*Yes, I agree sis*".[138]

R2 :" *I agree and not bad sis, a little know*".[139]

From the results of the interviews above, R1 and R2 agree that by participating in the bilingual program they can translate English reading, because they understand some of the English vocabulary.

On the other hand, one of the students interviewed stated disagree for that statement. This also supported by the results of interviews from respondents 3 and 4, following below:

R3 :" *I disagree, because I prefer listening to Indonesian songs*".[140]

R4 :"*I disagree, because in my opinion it's not easy*".[141]

From the result of interviews above, it shows that R3 and R4 disagree that joining the bilingual program would make it easier to listen an English songs, because they still find it difficult to listen to English songs, and their ability is still lacking in English vocabulary. The reason students have difficulty listening is due to a lack of vocabulary mastery and a lack of practice in listening to English conversations, this greatly affects students' listening skills. Therefore, in improving students' abilities in English, teachers need to use effective teaching methods so that students can be active and motivated in participating in learning English.[142]

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[138] R1, Students, *Interview,* Puloerang 15 September 2022.

[139] R2, Students, *Interview*, Puloerang 15 September 2022.

[140] R3, Students, *Interview*, Puloerang 15 September 2022.

[141] R4, Students, *Interview,* Puloerang 15 September 2022.

[142] Niken vioreza, *CALL FOR BOOK TEMA 4 (MODEL & METODE PEMBELAJARAN),* Surabaya:Jakad Media Publishing, 2020. Pg.58.
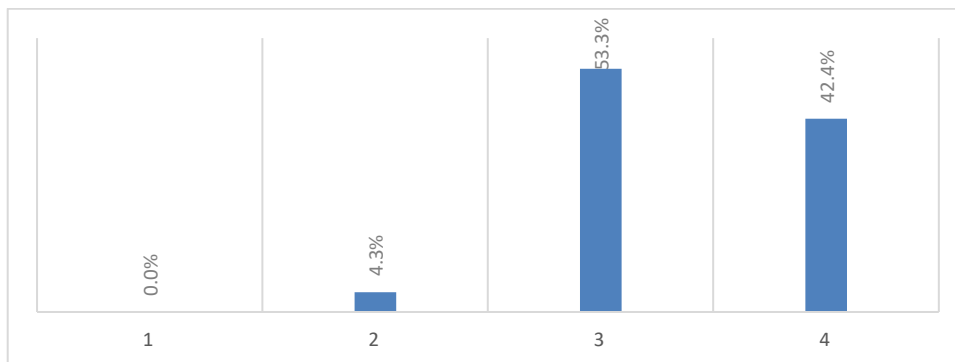
Table 4.19. Statement 19

Table 4.19 above shows that statement 19 "Easier for me to understand the meaning of English songs by participating in the bilingual program". Based on the average students' answers to the statement number 19, the results obtained 39 students' answer strongly agree, 49 agree, 4 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 19 is 53.3 %. This shows that almost students feel easier to understand the meaning of English songs by participating in the bilingual program.

In this case, most students positively agree with this statement. The results of the interviews support this, it was found that R1 and R2 stated about this statements. As follow:

R1   : "*Yes, I agree, even if it's a little bit*". [143]

R2   :" *I agree, although it's not that easy*".[144]

From the interview result above, the students' agree with the statement, even though students still find it difficult but they still can. This shows that the benefits of being bilingual can indeed improve students' ability to understand English songs.

On the other hand, two of the students interviewed stated that disagree if joining the bilingual program so that they could more easily understand the meaning of English songs. This also supported by the results of interviews from respondents 3 and 4, following below:

R3   : "*I disagree, because I don't find it easy*".[145]

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[143] R1, Students, *Interview,* Puloerang 15 September 2022.
[144] R2, Students, *Interview*, Puloerang 15 September 2022.
[145] R3, Students, *Interview,* Puloerang 15 September 2022.

R4   : "*I disagree, because I can't*".[146]

From the interview result above, the students' feel that the bilingual program does not help them to understand English songs. As we know, there are lots of popular songs that come from English-speaking countries, such as the United States, England and Australia. These songs are often used as media for learning English by students, because the lyrics are easy to remember and imitate. However, when students try to understand the songs as a whole, they often find it difficult. Various factors that hinder students' listening namely includes aspects one of which is the psychological aspect. According to Shah which includes psychological aspects, among others, student attitudes, talents, interests, motivation, and level intelligence. These difficulties need attention specifically from the supervising teacher so that students can learn well without any hindrance. [147]As said by R3 and R4 that one of the difficulties they experienced was the English vocabulary that was not learned in the bilingual program. However, most students consider this program to be effective in learning English and indeed there are some students who do not agree with the bilingual program.
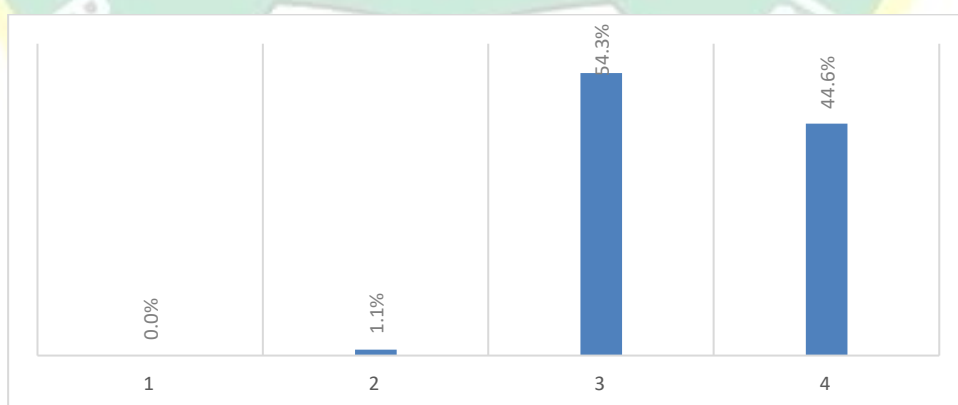
Table 4.20. Statement 20

Table 4.20 above shows that statement 20 "Easier for me to understand English videos by participating bilingual program". Based on the average

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[146] R4, Students, *Interview,* Puloerang 15 September 2022.
[147] Muhibbin Syah. *Psikologi belajar*. Jakarta: Rajawali Pers. 2010. Pg. 130.

students' answers to the statement number 20, the results obtained 41 students' answer strongly agree, 50 agree, 1 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 20 is 54.3 %. This shows that almost students think that if the students joining bilingual program will be easier to understand English videos, and few students argue that joining the Bilingual program will not be easier to understand English videos.

In this case, most students positively perceive that joined the bilingual program will be easier to understand English videos. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

> **R1** : "*I agree sis, understand a little hehe*".[148]

> **R2** : "*I agree, because we can see the picture, especially if there is a translation it will be easier*". [149]

From the interview result above, it can be seen that participating in a bilingual program can help students to understand English video content more easily. Because translations in local languages are often not enough to help students understand the content presented in the video. Apart from making it easier for students to understand English videos, the bilingual program also facilitates learning English in a more effective and fun way. Learning in two languages allows students to acquire knowledge in an integrated way and in a variety of contexts. This makes learning English more characterful and motivates students to continue learning.

On the other hand, two of the students interviewed stated that difficult to understand English videos. This is also supported by the results of interviews from several selected students, that respondents 3 and 4 said that they sometimes find it difficult to use an English language in bilingual program.

> **R3** :"*disagree sis*".[150]

> **R4** :"*disagree, I find it difficult, because I still have to see dictionary*".[151]

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[148] R1, Students, *Interview,* Puloerang 15 September 2022.

[149] R2, Students, *Interview,* Puloerang 15 September 2022.

[150] R3, Students, *Interview,* Puloerang 15 September 2022.

[151] R4, Students, *Interview,* Puloerang 15 September 2022.

From the result of interviews above, it shows that R3 and R4 felt that they still had difficulties in understanding English videos. Because, even though R3 and R4 have studied English for one year, R3 and R4 still have difficulty understanding English videos. R3 and R4 often don't understand things such as accent, pronunciation, and choice of words used in the video. This not only made R3 and R4 not fluent in English, but also often made it difficult for R3 and R4 to understand the meaning of the videos R3 and R4 watched.

And finally R3 and R4 disagree with the notion that participating in a bilingual program can make it easier for students to understand English videos. This is because there are many other factors that must be considered such as the quality of the instructor, teaching methods, the ability and motivation of the students' own English. As said by Dimyati, motivation is important for students and teachers. Therefore, it is very important for students and teachers to play their respective roles, so that the bilingual program can be implemented optimally so that it can improve students' English skills as a whole. [152]

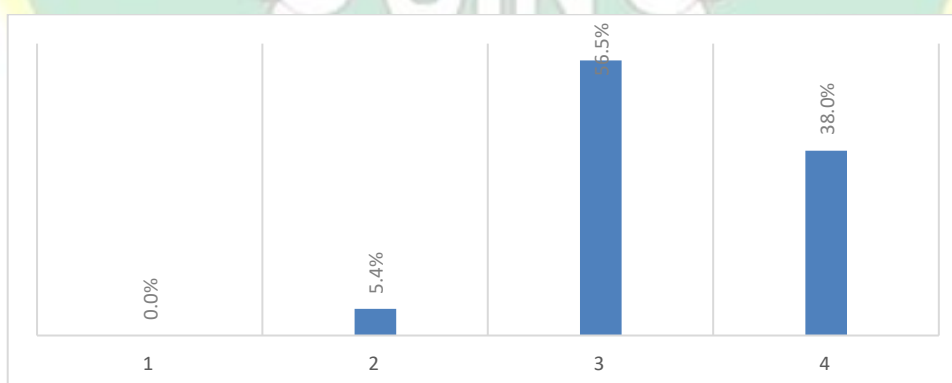**Table 4.21. Statement 21**

Table 4.21 above shows that statement 21 "I able to describe something in English by participating in the bilingual program ". Based on the average students' answers to the statement number 21, the results obtained 35 students'

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[152] Dimyati, Mudjiono. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta dan Depdikbud. 2002. Pg. 85

answer strongly agree, 52 agree, 5 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 21 is 56.5 %. This shows that almost students think that if the students joining bilingual program will be able to describe something in English, and few students argue that joining the Bilingual program will not be able to describe something in English.

From the results of the percentage above, the Students' perception of this statement is 87 students agreed, and 5 other students give disagreeable answers.

In this case, most students positively perceive that joined the bilingual program will be able to describe something in English. The results of the interviews support this, it was found that R1 stated about this statements. As follow:

R1 : "*Yes agree, even though the sentence is simple hehe*".[153]

R2 :" *I agree, but I am still learning*".[154]

From the interview result above, R1 and R2 agrees that if they take part in the bilingual program they can describe something using English, even if it's just simple sentences.

On the other hand, one of the students interviewed stated that bilingual program is difficult to use. This is also supported by the results of interviews from respondent 4 said:

R3 :" *I disagree, because I can't, and I think it's difficult*".[155]

R4 : "*I disagree sis*".[156]

From the result of interviews above, this shows that R3 and R4 disagree with the statement, respondents don't understand and do not master all the material being taught so that their ability to describe something using English is still lacking. This is in accordance with the opinion of Keraf (1989: 2) The ability to write can influenced by several factors, namely (1) mastering language knowledge which includes active vocabulary mastery, mastery of

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[153] R1, Students, *Interview,* Puloerang 15 September 2022.

[154] R2, Students, *Interview*, Puloerang 15 September 2022.

[155] R3, Students, *Interview*, Puloerang 15 September 2022

[156] R4, Students, *Interview,* Puloerang 15 September 2022.

rules effectively grammatical, and mastery of language styles, (2) have reasoning abilities good knowledge, and (3) have good and steady knowledge about his object. If these three factors are mastered by someone then it will be easier for him in writing good writing.[157]
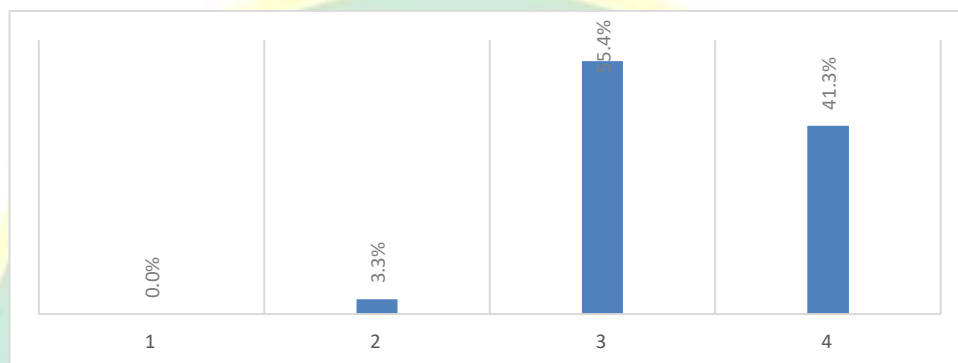
Table 4.22. Statement 22

Table 4.22 above shows that statement 22 "I able to understand English captions by participating in the bilingual program". Based on the average students' answers to the statement number 22, the results obtained 38 students' answer strongly agree, 51 agree, 3 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 22 is 55.4 %. This shows that almost students think that if the students joining bilingual program will be able to understand English captions, and few students argue that joining the Bilingual program will not be able to understand English captions.

In this case, most students positively perceive that students able to understand English captions by participating in the bilingual program. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : "*Yes, I agree sis*".[158]

R2   : "*Yes sis, not bad*". [159]

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[157] Keraf, Gorys. Komposisi. Ende, Flores: Nusa Indah. 1989. Pg. 2.
[158] R1, Students, *Interview,* Puloerang 15 September 2022.
[159] R2, Students, *Interview,* Puloerang 15 September 2022.

From the interview result above, the R1 and R2 have the same opinion regarding this statement. R1 and R2 agree that they are participating in the bilingual program in order to be able to understand English captions (social media captions). In addition, most also think that the bilingual program helps students improve their reading skills and understand English more quickly and effectively. This of course can help students get information and understand content in English that is often found on social media.

However, there were also some students who stated that the bilingual program was not very influential in understanding English captions on social media. Several students stated that they still had difficulty understanding vocabulary and phrases that were not taught in the bilingual program.

This also supported by the results of interviews from respondents 3 and 4, following below:

R3   :" *I disagree sis*".[160]

R4   :" *I disagree, because also can't make it*".[161]

From the results of the interviews above, students did not agree with the bilingual program and thought that the program was not very effective in improving English skills. The use of English on social media is also sometimes embedded in Western popular culture. Students who are not used to this culture may find it difficult to follow a conversation or express their opinion in English. This can lead to confusion and errors in the use of English on social media. this is supported by Swan's opinion in Somadyo, the reason of difficulty understanding reading content is rooted in habits Inaccurate reading, one of which is the use of words that are not familiar to the reader is a barrier to reading comprehension.[162]Despite this, some students still admit that participating in a bilingual program can help them learn English formally and informally.

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[160] R3, Students, *Interview*, Puloerang 15 September 2022.
[161] R4, Students, *Interview*, Puloerang 15 September 2022.
[162] Somadayo, Samsu. *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu. 2011. Pg. 28.
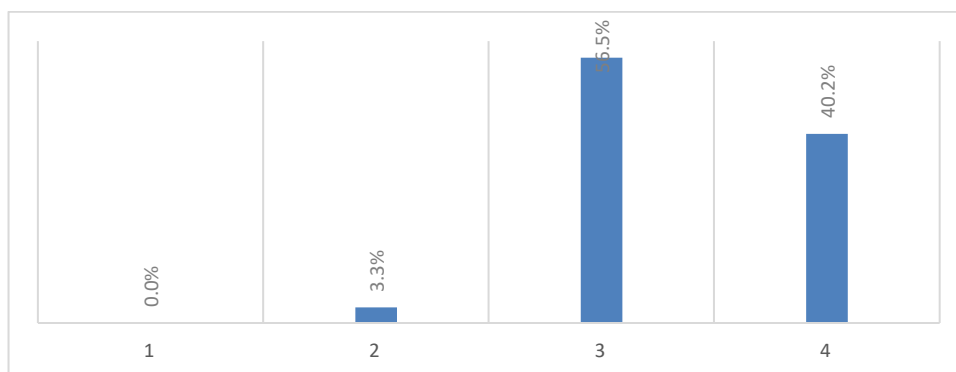
Table 4.23. Statement 23

Table 4.23 above shows that statement 23 "I able to make captions/descriptions in English (social media captions) by participating in the bilingual program". Based on the average students' answers to the statement number 23, the results obtained 37 students' answer strongly agree, 52 agree, 3 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 23 is 56.5 %. This shows that almost students think that if the students joining bilingual program will be able to make captions/descriptions in English (social media captions), and few students argue that joining the Bilingual program will not be able to make captions/descriptions in English (social media captions).

From the results of the percentage above, the Students' perception of this statement is still quite good, 89 students agreed, and 3 other students give disagreeable answers.

In this case, most students positively perceive that statement. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

R1   : "*Yes, I Agree sis, a little even though sometimes look at google translate*".[163]

R2   : "*Yes, that's right, I agree, although still looking at google translate*".[164]

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[163] R1, Students, *Interview,* Puloerang 15 September 2022.
[164] R2, Students, *Interview,* Puloerang 15 September 2022.

From the interview result above, R1 and R2 have the same opinion regarding this statement. R1 and R2 agree that participating in the bilingual program is in order to be able to make captions/descriptions in English (social media captions) and sometimes respondents also use google translate to help. Students looking to improve their English skills on social media, many agree that taking a bilingual program is a good way to do it. Just like English skills in the real world, cyberspace or social media also require good English skills.

Many students now realize the importance of English language skills, especially in the era of globalization where English has become an international language. Then, through social media, students can also find English learning content online. There are lots of videos and tutorials in it, which help students hone their English skills independently.

Overall, students agreed that participating in a bilingual program was a good way to improve their English skills on social media. By practicing English on social media and using these platforms to learn English, students can hone their English skills to face global challenges.

Many students think that participating in a bilingual program can make students more proficient in using English on social media. However, there are some students who disagree with this assumption. This is also supported by the results of interviews from respondents 3 and 4 said: .

R3   : "*I disagree, because sometimes I have difficulty to make it*".[165]

R4   :" *I disagree, because I can't and have never made a caption in English hehe*".[166]

From the results of the interviews above, students disagree that participating in a bilingual program can make English descriptions on social media better. Even though students disagree with the statement that bilingual programs can improve English information on social media, this program is still useful for students. Bilingual programs can make students more confident in speaking English, improve reading and writing skills, and help students prepare to study abroad.

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[165] R3, Students, *Interview,* Puloerang 15 September 2022.
[166] R4, Students, *Interview*, Puloerang 15 September 2022.

In this case, students need to realize that participating in a bilingual program is only one way to improve their English skills. As Chodijah (2000) said, a bilingual class is a class that can build a natural English-speaking community in the classroom and school environment. Students also need to continue to practice English actively outside the classroom and look for various learning resources.[167]Thus, students can prepare themselves to face the demands of an increasingly competitive and global world of work.
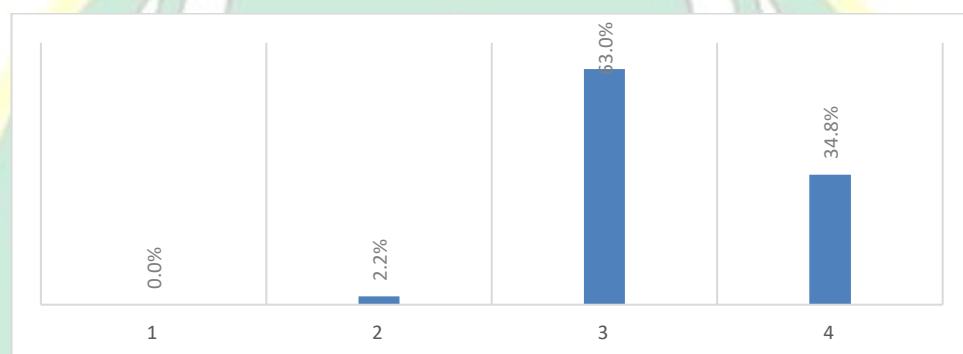
Table 4.24. Statement 24

Table 4.24 above shows that statement 24 "I able to understand reading simple English (short stories) by participating in the bilingual program". Based on the average students' answers to the statement number 24, the results obtained 32 students' answer strongly agree, 58 agree, 2 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 24 is 63.0 %. This shows that almost students able to understand reading simple English (short stories) by participating in the bilingual program.

From the results of the percentage above, the Students' able to understand reading simple English (short stories) by participating in the bilingual program is still quite good, 90 students agreed, and 2 other students give disagreeable answers.

In this case, most students positively perceive that agree with this statement. The results of the interviews support this, it was found that R1 and R2 stated about this statements. As follow:

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[167] Chotijah, I. *Kemampuan berbahasa Inggris anak dengan pembelajaran bilingual*. Jurnal Pendidikan Penabur , 9 (1), 103-117.

R1   :" *I agree, even though it's not very fluent*"[168]

R2   : "*I agree sis, but in simple vocabulary*". [169]

From the interview result above, R1 and R2 agree that following the bilingual program is in order to be able to understand simple English reading (short stories), but use simple language and not too long.

On the other hand, one of the students interviewed stated that not able to understand reading simple English (short stories). This is also supported by the results of interviews from respondents 3 and 4 said:

R3   :"*disagree, even if short story*".[170]

R4   :"*I disagree, because I don't know a lot of vocabulary so I find it difficult*"[171]

From the interview result above, the students' had difficulty reading simple English, despite having been in a bilingual program for several years. Bilingual programs have always been considered as an effective way to improve foreign language skills, especially English. However, students in some schools do not agree that following a bilingual program can understand reading simple English. Some students realize that bilingual programs sometimes do not provide an effective learning approach. Students need to see concrete evidence of their progress in learning English, and also need to see the important role English plays in their daily lives. They need to understand that simple English reading comprehension will help them in many ways in the future, such as understanding research, pursuing an international career, or even meeting college entry requirements.

Finally, students must learn English in an interesting and fun way. Fun and interactive English learning will provide greater motivation to students and build their confidence in dealing with simple English reading. In essence, a bilingual program can indeed be an effective means of improving English skills.

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[168] R1, Students, *Interview*, Puloerang 15 September 2022.
[169] R2, Students, *Interview,* Puloerang 15 September 2022.
[170] R3, Students, *Interview,* Puloerang 15 September 2022.
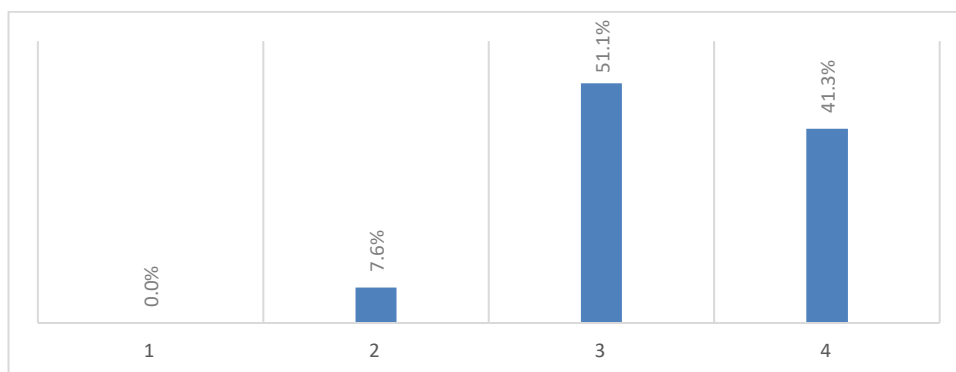[171] R4, Students, *Interview*, Puloerang 15 September 2022.

Table 4.25. Statement 25

Table 4.25 above shows that statement 25 "I able to make literary works in English (short stories/poems) by participating in the bilingual program". Based on the average students' answers to the statement number 25, the results obtained 38 students' answer strongly agree, 47 agree, 7 disagree, and 0 strongly disagree. The most of the students' answers for statement item no 25 is 51.1 %.

From the results of the percentage above, the Students' able to make literary works in English (short stories/poems) by participating in the bilingual program is still good, 85 students agreed, and 7 other students give disagreeable answers.

In this case, most students positively agree with this statement. The results of the interviews support this, it was found that R1, and R2 stated about this statements. As follow:

    R1   : "*I agree, maybe it's just a simple short story*".[172]

    R2   :"*yes I agree, Maybe it can be a little if it's simple*". [173]

From the interview result above, the students' can create literary works in English through the bilingual program even in simple language. The bilingual program integrates learning of two or more languages which will provide opportunities to improve speaking, listening, reading and writing skills in the two languages studied. This can be very useful in creating works of fiction, such as short stories or poetry in English.

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[172] R1, Students, *Interview,* Puloerang 15 September 2022.
[173] R2, Students, *Interview,* Puloerang 15 September 2022.

On the other hand, two of the students interviewed disagree with the statement. This is also supported by the results of interviews from respondents 3 and 4, as follow:

R3   : "*I disagree sis*".[174]

R4   : "*I disagree, because I still find it very difficult*".[175]

From the result of interviews above, it shows that students' ability to write literary works such as poetry and short stories is still lacking. Therefore, the teacher plays an important role in improving the ability of these students, because the teacher is a learning agent who plays an important role in determining activities and learning materials that are relevant and interesting to their students. [176] Things that can be done by the teacher is to encourage students to read literary works in English to enrich vocabulary, increase understanding of sentence structure and style of language. Another thing teachers can do is provide resources such as English dictionaries and grammar checkers that can help students improve the grammar and spelling of their writing.

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[174] R3, Students, *Interview,* Puloerang 15 September 2022.
[175] R4, Students, *Interview,* Puloerang 15 September 2022.
[176] Dr. Ni Made Ratminingsih, M.A. *Metode dan Strategi Pembelajaran Bahasa Inggris*, Depok: PT Raja Grafindo Persada, 2021. Pg. 223.

CHAPTER V
CONCLUSION, IMPLICATIONS, LIMITATIONS AND SUGGESTIONS

This chapter will conclude the study by summarizing the key research findings in relation to the research aim and research question in connection with the students' perception on bilingual program in MTs Al-Amin Puloerang. Accordingly, this chapter consists of the following sections : conclusion, research implications, study limitations and suggestions.

A. Conclusion

Based on the results of the research conducted, it can be concluded that in general students VIII class at MTs Al-Amin Puloerang had positive perceptions on billigual program implemented at school. This is shown from the percentage of the questionnaire results of 82,9% obtained from 25 statements from 7 indicators, namely: motive 81,9%, interest 81,9%, expectation 83,7%, attitude 82,3%, knowledge 83,0%, experience 83,4%, and bilingual 84,4%. Following the results of questionnaires and interviews, it can be concluded that the results of the research on students perceptions on bilingual program were positive, almost on all statements got a very positive perception. But unfortunately, in the actualization of this perception, they still find many problems.

Even though there are some students who still find it difficult to follow the lesson, students still have the desire to learn and actively participate in this program. Overall, the billigual program at MTs Al-Amin Puloerang is considered successful and motivates students to further develop their language skills.

B. Implications of the Research

This research is expected to have an impact on the world of education and further research. Thus, the two implicits can be broken down as follows:

1. Theoretical implications

The results of this research are expected to become input and evaluation for schools or institutions that run bilingual programs to improve these bilingual programs.

2. Practical implications

Nowadays language is considered very important, thus students are required to be able to master English. One alternative to improve English skills is a bilingual program. With this program, it is expected to cultivate language habits so that students are accustomed to English.

C. Limitations of the Research

As with other research, this research has limitations regarding the scope, research methodology, and the extent of the data examined in the field. This study only focuses on students' views of the bilingual program in MTs Al-Amin Puloerang. The following are the limitations of the study:

1. This research only focuses on examining Billingual activities at MTs Al-Amin Puloerang and there is no follow-up after the research is carried out.

2. 92 students were taken as a sample. However, this is in accordance with the calculation of the number of samples needed in the study.

3. This study interviewed 4 students at random.

D. Suggestions

This study contains several aspects related to the bilingual program in MTs Al-Amin Puloerang. This study specifically discusses students' perceptions on bilingual programs in improving students' English skills. Therefore researchers provide the following recommendations:

1. Educational institutions must continue to improve bilingual programs in order to be able to increase students' interest in learning English. Institutions must always accept criticism and input so that the program becomes better.

2. Teachers must be more intensive in carrying out bilingual programs, and more assertive in carrying out applicable punishments.

3. For future researchers so that more students are interviewed so that the data obtained is more accurate.

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