

## LANGUAGE USED BY ENGLISH TEACHERS IN A BILINGUAL SCHOOL IN INDONESIA

Ni Komang Ayu Antini<sup>1</sup>, Luh Putu Artini<sup>2</sup>, Ni Nyoman Padmadewi<sup>3</sup>

<sup>1,2,3</sup>Ganesha University of Education

Jalan Udayana No. 11, Kab. Buleleng, 81116, Bali, Indonesia, 0362-22570

<sup>1</sup>E-mail: [ayu.antini@student.undiksha.ac.id](mailto:ayu.antini@student.undiksha.ac.id)

<sup>2</sup>E-mail: [putu.artini@undiksha.ac.id](mailto:putu.artini@undiksha.ac.id)

<sup>3</sup>E-mail: [nym.padmadewi@undiksha.ac.id](mailto:nym.padmadewi@undiksha.ac.id)

### Abstrak

*Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru bahasa Inggris menggunakan bahasa dalam proses pembelajaran di sekolah bilingual, serta mengeksplorasi pendapat siswa terhadap penggunaan bahasa tersebut. Penelitian ini dilakukan di sebuah sekolah dasar swasta yang menerapkan model pemeliharaan pendidikan bilingual, dengan subjek siswa kelas tiga yang tidak memperoleh paparan bahasa Inggris di lingkungan rumah. Data dikumpulkan melalui observasi partisipatif dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik berbasis teori Gallagher (2015). Hasil menunjukkan bahwa guru menggunakan bahasa Inggris sebagai bahasa utama dalam pengajaran, namun memberikan klarifikasi dalam bahasa Indonesia untuk memastikan pemahaman siswa. Wawancara mengungkap bahwa siswa merasa terbantu dengan penggunaan bilingualisme, terutama dalam memahami materi, mengingat kosakata, dan membangun kepercayaan diri dalam berbahasa. Temuan ini menunjukkan bahwa strategi pengajaran bilingual dapat meningkatkan kualitas pembelajaran bahasa Inggris di tingkat dasar.*

**Kata Kunci:** *penggunaan bahasa, guru bahasa Inggris, sekolah bilingual*

### Abstract

This study aims to describe how English teachers use language in the learning process in bilingual schools and explore students' opinions on this use. This study was conducted in a private elementary school that implements a bilingual education maintenance model, with third-grade students who were not exposed to English at home. Data were collected through participant observation and semi-structured interviews, then analyzed using thematic analysis based on Gallagher (2015) theory. The results show that teachers use English as the primary language of instruction, but provide clarification in Indonesian to ensure student understanding. Interviews revealed that students feel helped by the use of bilingualism, especially in understanding the material, remembering vocabulary, and building language confidence. These findings suggest that bilingual teaching strategies can improve the quality of English learning at the elementary level.

**Keywords:** language use, english teachers, bilingual school

### 1. INTRODUCTION

The use of language in classroom learning plays a crucial role. Language is the primary means of communication between teachers and students, enabling the instructional process, providing feedback, and interaction in teaching and learning activities. Teachers use language to convey material, provide directions, and ask

questions, while students use it to respond, ask questions, and express opinions. However, classroom interactions are often dominated by the teacher, limiting opportunities for students to actively participate. In the context of learning English as a foreign language (EFL), the simultaneous use of Indonesian and English is common practice, particularly in schools that

implement a bilingual model. Bilingual education refers to the use of two languages in the learning process: the mother tongue or first language and the target language as a second language. According to Artini (2017), states that early learners benefit greatly from a learning environment rich in interaction in both languages. English literacy development should be carried out in a meaningful and engaging classroom environment. Bilingual learning practices require careful planning and adequate teacher competence so that both languages can be used appropriately for learning purposes.

Language learning strategies are also a crucial aspect of bilingual education. These strategies encompass the behaviors or techniques students use to aid the language acquisition process, such as memorizing vocabulary, interpreting meaning, or applying language in communication (Brown et al., 1982). In Indonesia, bilingual education continues to be developed through various programs that encourage the simultaneous use of Indonesian and English in learning. In practice, bilingual learning aims not only to facilitate understanding of subject matter but also to improve students' English language competence. According to Jayanti and Sujarwo (2019), highlighted that many bilingual teachers in Indonesia still face challenges in mastering English and consistently using it during the learning process. According to Shulman (1986), emphasized that English teachers must not only be fluent speakers but also be able to explain language structures and facilitate students' understanding of the material presented.

Bilingual education in Indonesia is seen as an important strategy for strengthening students' English language skills. According to Turnbull (2018), adds that bilingual education recognizes the interaction between the first and second languages, making language acquisition a dynamic and contextual process. Based on this

background, this study aims to describe how English teachers use language in bilingual classrooms and to explore students' perspectives on this use. The research focuses on the following two questions:

1. How do English teachers use language when teaching in bilingual schools?
2. How do students perceive the language used by their teachers?

## 2. METHODS

This study used a qualitative descriptive design with an ethnographic approach to explore the use of bilingualism in English as a foreign language (EFL) instruction at the elementary school level. The study was conducted in December 2024 at a private elementary school in Bali that implements bilingual education based on a language maintenance model. The subjects were nine third-grade students and one classroom teacher, who served as the primary data source. An ethnographic approach was chosen to gain an in-depth understanding of classroom interactions, the teaching strategies employed by teachers, and students' responses to bilingual practices within a natural learning context. Data were collected through two primary techniques: observation and interviews.

The researcher conducted direct observations of learning activities and student engagement in the classroom. The goal was to determine how language was used by the teacher in the daily learning process. The observations were conducted over three sessions and followed Tauhidah et al. (2021), participant observation model, which emphasizes the importance of observing natural events in real environments to understand how meaning is constructed through language use. Through this approach, the researcher was able to record and analyze interactions between teachers and students, language choices in instruction, and students' responses to learning in an authentic setting.

Interviews were conducted with nine students selected based on varying levels of academic achievement: high, medium, and low. The sampling technique used was purposive sampling, specifically maximum variation sampling by Nyimbili et al. (2024), to capture diverse perspectives. The interview approach used was an in-depth interview, as recommended by Margaret (2020), with the aim of allowing students to reflect on their learning experiences and explain how the bilingual learning environment influenced their understanding, motivation, and language development. The interview questions were semi-structured to remain focused on the research objectives but flexible enough to follow the flow of student responses.

During the data collection process, the researcher acted as a non-interventional observer to maintain the naturalness of classroom interactions. Data validation was conducted through member checking, where students were asked to reconfirm the contents of the interview summaries to ensure the accuracy of the researcher's interpretation of the data. The data obtained were analyzed using qualitative thematic analysis techniques following the steps outlined (Braun and Clarke, 2006). Observation notes and interview transcripts were read and coded to identify emerging thematic patterns related to the use of English and Indonesian during learning activities. The analysis focused on the teachers' use of bilingual language during material delivery, interactions with students, and classroom discussions. Interview data was used to explore students' perceptions of the teachers' use of language in the classroom.

### 3. RESULTS AND DISCUSSION

This chapter presents the research results obtained through classroom observations and interviews with students. The data were analyzed to find out how teachers use bilingual languages

in English learning and how students respond to their use. The findings are divided into two main parts, namely: (1) the results of classroom observations that focus on the practice of bilingual teaching by teachers, and (2) students' perceptions obtained through interviews. This section aims to describe the implementation of bilingual teaching in the classroom in real terms, as well as to reveal students' thoughts and experiences regarding the use of English and Indonesian in the learning process.

#### Classroom Observation: Bilingual Teaching Practice

Based on the results of classroom observations, it was found that teachers consistently used English and Indonesian during the learning process. English was used as the primary language to provide instructions, explain materials, and guide discussions, while Indonesian was used strategically to clarify complex concepts and ensure student understanding. The following section presents concrete results of the use of bilingual languages by teachers at each stage of learning, starting from greetings, delivering materials, giving assignments, discussions, summaries, and closing the class.

**Table 1. Greetings**

Language Expression	Instruction	Indicator
Greetings	<b>Teacher :</b> "Hello everybody, good morning!"	The teacher opens the class then the students respond
	<b>Students :</b> "Good Morning ms"	

In the opening part of the class, the teacher started the lesson with an English greeting, namely *"Hello everybody, good morning!"*, which was then responded to by the students with *"Good Morning Ms"*. This shows

that the initial interaction between the teacher and students was carried out bilingually, although predominantly using English.

The use of greetings in English is part of the class routine that provides direct exposure to the target language from the beginning of learning. The students' spontaneous responses show that they are used to and understand greeting expressions in English. In addition, this interaction builds a positive classroom atmosphere and shows that basic communication in English can be understood and used by students without difficulty.

This finding shows that the use of English from the beginning of learning is not an obstacle for students, but instead creates a learning environment that supports the use of a foreign language naturally. This is in line with the principles of English learning, which emphasize the importance of consistent and repeated linguistic input to build understanding and language habits.

**Table 2. Delivering Materials**

Language Expression	Instruction	Indicator
Delivering Materials	<b>Teacher :</b> "Allright now, we are going to learning about photosynthesis. Did you ever heard about photosynthesis guys?" "Apakah kalian pernah mendengar istilah fotosintesis?"	The teacher explains what lessons the students will learn.
	<b>Students :</b> "never before ms"	

In the delivery of the material, the teacher began the explanation by saying, "*All right now, we are going to learn about photosynthesis. Did*

*you ever hear about photosynthesis, guys?*", followed by the translation into Indonesian, "*Apakah kalian pernah mendengar istilah fotosintesis?*". The students responded with "*never before me*", which showed that they tried to answer using English even though it was still limited.

The use of bilingualism at this moment shows that the teacher integrates English as the primary language of the material delivery, but still provides support through translation into Indonesian to ensure student understanding. This is especially important when introducing a new topic, such as "*photosynthesis*", that may not be familiar to students.

The students' responses that still use English, although simple, show that they are motivated to respond in the target language. This shows the teacher's success in creating a classroom atmosphere that encourages student participation using English, while still facilitating understanding by using Indonesian selectively. Thus, the bilingual strategy used by the teacher at this stage not only functions as a tool for understanding but also builds students' confidence to communicate in English, especially in academic contexts.

**Table 3. Delivering Task**

Language Expression	Instruction	Indicator
Delivering Task	<b>Teacher :</b> "allright guys, now what you gonna do, you have to watch the video that I show and after that, answer my question in discussion session. You get it?" <b>Students :</b> "yes, got it ms"	The teacher gives assignments to students and then the results of the students' work will be discussed through joint discussion.

When giving assignments, the teacher delivered instructions in English: *“Alright, guys, now what are you going to do? You have to watch the video that I show, and after that, answer my question in the discussion session. You get it?”* Students responded with: *“Yes, got it”*, which showed that they tried to understand and respond to the teacher’s instructions using English. The teacher’s instructions, delivered entirely in English, showed that the teacher encouraged the use of English in the context of meaningful learning activities, namely watching videos and preparing answers for discussion sessions. Although the students’ sentences were still grammatically imperfect, their responses showed a willingness and courage to participate in English.

The use of indirect bilingualism was also reflected when the teacher used a slow and straightforward speaking style, and checked students’ understanding with clarifying questions such as *“You get it?”*. This strategy functioned as a form of linguistic scaffolding, which provided opportunities for students to internalize instructions in English while remaining in a context that they could understand. These findings indicate that in the context of assignments, the teacher successfully used English as the primary means of communication. At the same time, students responded actively, even though their language structures were still developing. This shows that bilingual teaching not only facilitates understanding but also shapes students’ courage in using English actively in real situations.

**Table 4. Discussion Asking – Answering Questions**

Language Expression	Instruction	Indicator
Discussion Asking – Answering Questions	<b>Teacher :</b> “okay so the first question is, based on the explanation from the video,	After the students carried out the assignment directed by the

what happens if there is no photosynthesis?”	teacher, namely watching a video about photosynthesis, a discussion session was held with the teacher asking the students questions and the students answering by raising hands.
“Apa yang terjadi jika tidak ada fotosintesis?”	
<b>Students :</b>	
“Me!, humans cannot get the clean air to breathe.”	

After students completed the task of watching a video about photosynthesis, the teacher started the discussion session with a question in English: *“Okay so the first question is, based on the explanation from the video, what happens if there is no photosynthesis?”*, followed by Indonesian: *“Apa yang terjadi jika tidak ada fotosintesis?”*. One student enthusiastically answered: *“Me! Humans cannot get the clean air to breathe”*.

This session showed how the teacher strategically combined English and Indonesian to ensure that the questions asked could be understood by all students, while still maintaining the learning atmosphere in English. The use of direct English questions, which were then reinforced with translations, functioned as an effective form of bilingual scaffolding in helping students build an understanding of scientific concepts in two languages.

Interestingly, students were able to provide answers using English with relatively intact and meaningful sentence structures. This shows that students not only understand the teacher’s questions, but are also able to use English productively to convey their ideas. In addition, the enthusiasm of students, which can be seen from the use of expressions such as *“Me!”*, shows that they feel comfortable and



confident speaking in front of the class using English.

This finding reinforces that the use of bilingualism in the Questions and Answer process does not hinder student participation, but instead encourages active involvement and builds critical thinking skills through the target language. This is also evidence that the use of English as a medium of discussion can be effective if it is supported by Indonesian as a bridge of understanding.

**Table 5. Summarizing Material**

Language Expression	Instruction	Indicator
Summarizing Material	Teacher : “so today, we already learning about photosynthesis, the benefit of the photosynthesis, also about the effect <i>yang terjadi apabila tidak ada fotosintesis dalam siklus kehidupan tumbuh-tumbuhan</i> ”	The teacher concludes today's lesson.

At the end of the learning session, the teacher summarized the material by saying: **“So today, we already learned about photosynthesis, the benefits of photosynthesis, and also about the effects-”**. Continued with Indonesian : **“-yang terjadi apabila tidak ada fotosintesis dalam siklus kehidupan tumbuh-tumbuhan”** This statement shows that the teacher uses code-mixing between English and Indonesian in summarizing the material. The sentence structure that begins in English and is then inserted into Indonesian shows that the teacher adjusts the use of language to the needs of students' understanding. Phrases such as **“yang terjadi apabila tidak ada fotosintesis dalam siklus kehidupan tumbuh-tumbuhan”** are used to

clarify parts that may still be difficult to understand if delivered entirely in English.

The use of bilingualism in this lesson summary serves to ensure that students can fully grasp the core of the day's learning. By conveying important points clearly and in a structured manner in two languages, the teacher reinforces the main concepts that have been discussed and helps students connect new information with the knowledge they already have. These findings indicate that the bilingual strategy, especially in the closing stage of the lesson, supports students' comprehensive understanding of the lesson content, as well as strengthening their memory of important information. The mix of languages used also shows the teacher's flexibility in delivering material communicatively and adaptively.

**Table 6. Closing**

Language Expression	Instruction	Indicator
Closing	<b>Teacher :</b> “allright students, cause time is up for us. We will continue our material on the next week” “ <i>kita lanjutkan materi kita minggu depan</i> and now it's time to break. So before we eating our food lets pray together. Pray start”	The teacher closes the class and before the students eat their food and wash their hands together, the teacher leads a prayer together before eating.

In the closing part of the class, the teacher said: **“Alright, students, because time is up for us. We will continue our material next week,”** and continued with Indonesian : **“kita lanjutkan materi kita minggu depan-”** continued back again with English: **“-and now it's time to break. So before we eating our food lets pray together.”**

**Pray start**” This statement shows that the teacher flexibly uses mixed language (code-switching) to convey the closing of the lesson while also directing non-academic activities, namely praying before eating. The sentences used are a combination of English and Indonesian, which keeps the instructions light and easy for students to understand.

The use of bilingualism in this context creates a warm and friendly atmosphere, and helps the transition from learning activities to daily activities in a communicative way. In addition, the use of English even in non-academic contexts such as *“time is up”*, *“it is time to break”*, and *“let us pray together”* still provides consistent linguistic exposure to students in an informal setting. This finding confirms that the use of bilingualism is not limited to delivering material alone, but is also effective in managing the classroom and forming positive routines that remain in line with language learning objectives. Teachers successfully balance the use of two languages to create a communicative yet structured class.

### Students’ Opinions About The Language Used By The Teachers

To find out how students view the use of bilingual language by teachers in English learning, researchers conducted semi-structured interviews with several selected students. The purpose of these interviews was to gain a deeper understanding of how the combination of English and Indonesian affects the learning experience, understanding of the material, and students’ motivation. Students were given the opportunity to express their opinions freely regarding the benefits, challenges, and preferences for the use of bilingual language in the classroom.

The results of the interviews were analyzed thematically and produced several main patterns that reflected students’ perceptions.

Some interesting points that emerged from the data include: bilingual helps facilitate understanding of lesson content, helps vocabulary comprehension and memorization, and there is an agreement on bilingual language use in class. These findings are summarized in the following table and will be discussed in more detail in the next section.

**Table 7. students’ opinions about the language used by the teachers**

Theme	Description	Number of Students
Facilitates understanding of lesson content	Students stated that bilingual language made it easier for them to understand the teacher’s explanation, especially for complex topics.	9 students
Helps vocabulary comprehension and memorization	Students found it easier to memorize and understand English vocabulary when meanings were explained in both English and Indonesian.	8 students
Increases curiosity toward English	Students mentioned that bilingual teaching increased their interest in learning	5 students

	English and exploring unfamiliar words.	
	Several students believed	
Bilingual as support, not main language	bilingual use is helpful, but English should still be the priority in class.	3 students
Agreement on bilingual language use in class	All students agreed with the use of bilingual language by the teacher in the classroom. Two students preferred the teacher to use more English, expressing that they were already accustomed to it.	9 students
Preference for English as the main language		2 students

The most prominent theme that emerged from the interview data was the role of bilingual language in helping students understand the lesson content. All nine students agreed that when the teacher used both English and Indonesian, it became easier for them to follow the explanations, especially for abstract or complex topics. The repetition or clarification in Indonesian after the initial explanation in English allowed students to build a clearer understanding of the lesson, minimizing confusion. This approach supported students in connecting new information to their prior knowledge and ensured that they could engage more confidently in the learning process.

Helps Vocabulary Comprehension and Memorization is another strong theme, which is the benefit of bilingual teaching in vocabulary learning. Eight students reported that they could better understand and remember new English words when the teacher provided explanations in both English and Indonesian. This dual-language strategy helped reinforce meaning and gave students a clearer picture of how vocabulary is used in context. By hearing both the English term and its Indonesian equivalent, students were able to develop a stronger memory association, which contributed positively to their vocabulary acquisition and retention.

Increases Curiosity Toward English, five students expressed that bilingual instruction increased their curiosity and motivation to learn English. The combination of languages helped lower their anxiety, making lessons feel more approachable. As a result, they became more engaged and interested in exploring unfamiliar English words. This finding suggests that bilingual teaching can have a motivational impact, encouraging students to participate in the learning process actively and to take a deeper interest in the English language beyond the classroom setting.

Bilingual as Support, Not Main Language, while most students appreciated the use of bilingual language, three students believed that it should function more as a support rather than the primary language in class. They suggested that English should still be prioritized as the primary medium of instruction to help them improve their language proficiency. These students viewed bilingualism as a temporary, valuable scaffold for clarification, but it was not meant to dominate classroom communication. This perspective highlights the importance of balancing language support with immersion in the target language.

Agreement on Bilingual Language Use in Class. All nine students agreed with the teacher's



use of bilingual language in the classroom. They acknowledged that the bilingual approach helped them better understand the material and participate more actively. This consensus indicates that bilingual instruction is widely accepted by students and perceived as beneficial to their learning experience. The overall positive response suggests that integrating both languages can create a more inclusive and supportive classroom environment.

Despite the general agreement on bilingual teaching, two students expressed a preference for the teacher to use more English during lessons. These students felt that they were already accustomed to hearing and using English in class and were confident enough to learn with minimal Indonesian support. Their preference reflects a readiness for increased exposure to the target language and a desire to be challenged further in developing their English proficiency.

#### 4. DISCUSSION

The research results indicate that the bilingual teaching strategy implemented by the teacher had a positive impact on students' comprehension, class participation, and the development of their English language skills. Based on observations and interviews, it was found that the use of English as the primary language in delivering material, followed by selective clarification in Indonesian, helped students grasp concepts more deeply. This practice aligns with the scaffolding concept in Vygotsky (1978) theory, where teachers provide linguistic support appropriate to students' ability levels to achieve optimal understanding.

Furthermore, students' responses to questions and instructions given in English indicated that they were encouraged to actively use the target language, even with simple sentence structures. This reflects a supportive and non-pressuring learning environment, as explained in (Hui & Linnnn, 2008), Affective

Filter Hypothesis, which states that a positive learning environment can reduce affective barriers and increase successful language acquisition.

The interviews revealed three main themes reflecting the positive impact of the teacher's use of bilingual language. First, this strategy facilitates students' understanding of the subject matter, especially abstract or complex topics. All students stated that they understood the teacher's explanation more easily when it was delivered in English first, then explained again in Indonesian. This strategy allows students to gradually build understanding and connect new concepts to prior knowledge. In this context, using their mother tongue as a form of cognitive support strengthens the teacher's role as a scaffolder (Vygotsky, 1978).

Second, the use of bilingualism also helps students understand and remember new vocabulary in English. Eight out of nine students reported that they remembered English words more easily when accompanied by explanations in both languages. This approach creates stronger meaning associations between English words and their Indonesian equivalents. This finding is supported by Dual Coding Theory by Clark and Paivio (1991), which explains that information presented in two forms of representation can strengthen students' memory and conceptual understanding.

Third, students stated that the teacher's use of bilingual language increased their confidence in participating in lessons. All students interviewed expressed a positive response to this strategy. They felt more engaged and comfortable in learning because they were not entirely limited by the foreign language. This approach aligns with the concept of translanguaging Garcia et al. (2009), which encourages students to use their full linguistic competence as a learning resource.

However, although the results show a predominance of positive views, it is important to

note that not all students experience the same ease in switching languages. During the interviews, several students revealed that switching languages too quickly or without clear cues sometimes caused confusion. This presents a challenge, especially for students whose language processing abilities are still developing. Teachers also face the challenge of maintaining consistency in the use of two languages, especially when conveying difficult academic terms or when adapting language to each student's level of understanding.

Furthermore, it is important to acknowledge that this study has limitations in context and scope. The study was conducted in only one private elementary school with a limited number of participants, so the findings cannot be generalized to all levels of education or other types of schools. Different social, cultural, and basic student abilities can also influence the effectiveness of bilingual strategies in different settings.

The theories used in the analysis, such as scaffolding and translanguaging, provide a strong framework for explaining the findings of this study. However, it is important to note that the implementation of scaffolding encompasses not only language support but also classroom management strategies and strengthening learning motivation. Similarly, translanguaging is not simply about using two languages, but rather about creating a learning space that values students' linguistic identities and encourages their active engagement.

Considering both the positive aspects and the challenges that arise, it can be concluded that bilingual practices have great potential to support English learning in elementary schools. However, their effectiveness depends heavily on teachers' ability to strategically manage language transitions and their sensitivity to the needs and diversity of students in the classroom.

## 5. CONCLUSION

Based on the research results, it can be concluded that the use of bilingualism by English teachers in elementary schools provides significant pedagogical benefits. The teacher's strategy of combining English as the primary language with clarification in Indonesian has been shown to support students' understanding of the subject matter, strengthen vocabulary acquisition, and increase active participation in the teaching and learning process. Observations show that teachers predominantly use English in instruction, but still provide additional explanations in their mother tongue, especially when conveying abstract or complex concepts. This approach aligns with Vygotsky (1978) sociocultural theory of scaffolding, in which teachers provide linguistic support to bridge the gap between students' initial abilities and learning objectives.

Furthermore, student interviews indicate that bilingual learning creates a supportive and engaging learning environment. The majority of students stated that they felt more confident and motivated when they could understand instructions through a combination of two languages. Student responses generally indicated a positive perception of the teacher's bilingual strategy. This approach also aligns with the concept of inclusive learning, which allows students to access learning materials more comfortably and in a manner that suits their language background. Therefore, it is recommended that teachers in bilingual programs continue to use both languages strategically and deliberately to support students' academic and linguistic development. Teacher training and bilingual-based curriculum planning also need to be a primary focus to improve the effectiveness of bilingual learning, particularly at the elementary level. However, this study has several limitations. It was conducted in only one private elementary school with a limited number of

participants, so the findings are contextual and cannot be generalized to all levels of education or other regions.

Nevertheless, this study makes an important contribution by highlighting the dynamics of bilingual learning at the elementary school level, a relatively understudied area. Unlike previous research that has focused primarily on secondary or tertiary education contexts, this study demonstrates how young learners respond positively to scaffolding strategies through the use of their mother tongue. These findings are expected to serve as a basis for further research and the development of more adaptive and contextual bilingual education policies.

## 6. REFERENCES

- Artini, L. P. (2017). Rich Language Learning Environment and Young Learners' Literacy Skills in English. *Lingua Cultura*, 11(1), 19. <https://doi.org/10.21512/lc.v11i1.1587>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1982). *Center for the Study of Reading*.
- Clark, J. M., & Paivio, A. (1991). Dual coding theory and education. *Educational Psychology Review*, 3(3), 149–210. <https://doi.org/10.1007/BF01320076>
- Gallagher, M. (2015). Sounding ruins: Reflections on the production of an 'audio drift.' *Cultural Geographies*, 22(3), 467–485. <https://doi.org/10.1177/1474474014542745>
- Garcia, & Baetens Beardsmore, Hugo. (2009). *Bilingual education in the 21st century: a global perspective*. Wiley-Blackwell.
- Hui, G., & Linnnn, C. (2008). *Pedagogies Proving Krashen's Theory of Affective Filter*. <https://www.researchgate.net/publication/279436691>
- Jayanti, D., & Sujarwo, A. (2019). Bilingual Education In Indonesia: Between Idealism and the Reality. *Script Journal: Journal of Linguistics and English Teaching*, 4(1), 12–25. <https://doi.org/10.24903/sj.v4i1.271>
- L. S. VYGOTSKY. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press. <https://doi.org/https://doi.org/10.2307/j.ctvjf9vz4>
- Margaret. (2020). *The In-depth Interview Method* |.
- Nyimbili, F., & Nyimbili, L. (2024). Types of Purposive Sampling Techniques with Their Examples and Application in Qualitative Research Studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0419>
- Shulman, L. S. (1986). Knowledge Growth in Teaching. *American Educational Research Association*, Vol. 15, No. 2. <http://www.jstor.org/stable/1175860>
- Tauhidah, R., Kasim, U., & Muslem, A. (2021). Looking Into Teacher' Use of Language In Creating Student's Involvement and Learning Opportunity In Efl Classroom. *Proceedings of the 11th Annual International Conference (AIC) on Social Science*.
- Turnbull, B. (2018). Reframing foreign language learning as bilingual education: epistemological changes towards the emergent bilingual. *International Journal of Bilingual Education and Bilingualism*, 21(8), 1041–1048. <https://doi.org/10.1080/13670050.2016.1238866>