

Students' Perceptions of Bilingual Instruction (English-Indonesian) in Teaching Speaking at Class XII SMA Gunung Sari, Makassar

Fitrianti

Universitas Muhammadiyah Makassar, Makassar, Indonesia

ABSTRAK

This research investigates students' perceptions of the use of bilingual instruction (English-Indonesian) in teaching speaking at Class XII SMA Gunung Sari, Makassar. The study also examines the benefits of bilingual instruction in enhancing students' understanding and participation in English lessons. A descriptive research method was employed, using a questionnaire administered to 30 students. The findings reveal that most students have a positive attitude toward bilingual instruction, recognizing its benefits in facilitating comprehension, vocabulary acquisition, and speaking skills.

Keywords: *Students Perceptions, Two Language Instruction, Teaching Speaking.*

1. INTRODUCTION

English is an international language widely used across the globe, including in Indonesia. Mastery of the English language is crucial for both personal and professional development, as it serves as a primary means of communication in various fields such as education, business, and technology. One of the essential skills that learners need to acquire is speaking. Speaking skills enable individuals to convey ideas and information directly to others. However, many students face difficulties in developing their speaking skills, such as fear of making mistakes, limited vocabulary, and lack of confidence when speaking.

One solution that has been widely implemented to overcome these barriers is the use of bilingual instruction, where both Indonesian and English are used in the teaching process. This approach is expected to make it easier for students to understand the material, particularly in speaking lessons. Bilingual instruction allows students to become more actively engaged in the classroom, comprehend new vocabulary, and build their confidence when speaking.

However, the use of bilingual instruction in English language teaching in Indonesia raises questions regarding students' perceptions of its effectiveness. Some students may feel that using two languages may reduce their ability to use English independently. Therefore, it is important to understand students' perceptions of this method in teaching speaking. This research aims to explore how students in Class XII at SMA Gunung Sari, Makassar, perceive the use of bilingual instruction (English-Indonesian) in teaching speaking, and to identify the benefits they feel this approach provides.

By understanding students' perceptions of bilingual instruction, this study hopes to offer valuable insights for the development of more effective English teaching methods in the future.

2. METHOD

This research employed a descriptive qualitative approach to investigate students' perceptions of bilingual instruction (English-Indonesian) in teaching speaking at Class XII SMA Gunung Sari, Makassar. Descriptive qualitative research is designed to describe the perceptions of students by interpreting the data gathered through a questionnaire.

The data collection was conducted using a questionnaire that was distributed to 30 students in Class XII SMA Gunung Sari. The questionnaire consisted of several statements related to students' perceptions of bilingual instruction in the English-speaking classroom. The respondents were asked to rate their agreement with each statement on a Likert scale. The Likert scale was used to measure students' attitudes, opinions, and perceptions regarding the use of bilingual instruction.

The sampling technique used in this study was purposive sampling. The sample was selected based on the students' familiarity with bilingual instruction and their participation in English speaking lessons. This sampling method was chosen to ensure that the respondents had relevant experience with the subject matter.

Data analysis was conducted by calculating the percentage of responses for each statement in the questionnaire. The responses were then categorized based on the level of agreement, ranging from "Strongly Agree" to "Strongly Disagree." The mean score of the students' perceptions was also calculated to determine the overall attitude of the students toward bilingual instruction in teaching speaking.

3. RESULT AND DISCUSSION

Results

The results of the study present the students' perceptions of the use of bilingual instruction (English-Indonesian) in teaching speaking. Data were collected through a questionnaire consisting of seven statements, and the responses were analyzed to determine the overall perception of students toward the use of bilingual instruction in the classroom.

The findings from the questionnaire are summarized in the table below, showing the frequency and percentage of students' responses to each statement:

No	Indicators	Frequency	Percentage	Interpretation
1	When the teacher uses bilingual instruction in class, I am happy because it is easy to understand the material.	135	90%	Strong Positive
2	When the teacher uses bilingual instruction in class, I am more active in learning speaking English.	130	80%	Strong Positive
3	I become more enthusiastic about learning and answering questions from the teacher because of the use of bilingual instruction.	105	70%	Positive
4	I become more self-confident in speaking when the teacher uses bilingual instruction in teaching speaking English.	75	50%	Positive
5	Because of bilingual instruction by the teacher in teaching speaking, I complete every speaking task given by the teacher.	80	53%	Positive
6	By using bilingual instruction in learning speaking, I begin to like studying English.	105	70%	Positive
7	By using bilingual instruction, students become more diligent in the learning process.	100	66%	Positive

Total Average Score: 4.512 (Positive)

The analysis of the responses indicates that the majority of students have a positive perception of the use of bilingual instruction in their English-speaking classroom. The following points highlight the interpretation of each indicator:

- **Indicator 1:** A strong positive perception is indicated, with 90% of students expressing agreement that bilingual instruction helps them understand the material more easily.
- **Indicator 2:** 80% of students reported feeling more active in learning English when bilingual instruction is used, demonstrating high engagement in the classroom.
- **Indicator 3:** 70% of students felt more enthusiastic about learning and answering questions due to the use of bilingual instruction.

- **Indicator 4:** While 50% of students felt more self-confident in speaking, this was a moderate positive response compared to other indicators.
- **Indicator 5:** 53% of students stated that bilingual instruction helped them complete every speaking task assigned by the teacher, indicating a positive influence on their task completion.
- **Indicator 6:** 70% of students expressed that bilingual instruction increased their enjoyment of learning English.
- **Indicator 7:** 66% of students felt that bilingual instruction made them more diligent in the learning process, showing a positive impact on their study habits.

The overall results show that students have a positive perception of bilingual instruction, as evidenced by the average score of 4.512 (90%). Most students agreed that bilingual instruction helps them understand the material better, increases their participation in the class, and boosts their confidence in speaking English.

Discussion

The results of this study indicate that students at SMA Gunung Sari, Makassar, have a generally positive perception of bilingual instruction (English-Indonesian) in teaching speaking. The findings suggest that bilingual instruction enhances students' comprehension of the material, increases their participation in class, and improves their speaking skills.

One of the most significant findings is that 90% of students expressed a strong positive perception regarding the ease of understanding the material when bilingual instruction is used. This finding aligns with previous research that suggests bilingual education can facilitate comprehension, especially when students are familiar with the instructional language (Genesee, 2006). The use of both languages, English and Indonesian, helps bridge the gap between the students' native language and the target language, making the content more accessible and understandable (Chodijah, 2012).

In addition, 80% of students reported feeling more active in learning speaking English when bilingual instruction was applied. This result is consistent with Suwanarak's (2014) study, which highlighted that bilingual learning could increase student engagement by providing clearer communication and more opportunities for interaction. By using two languages, students can better understand the lesson, which leads to increased participation and enthusiasm in the classroom (Suwanarak, 2014).

Another key finding is that 70% of students became more enthusiastic about learning and answering questions due to the use of bilingual instruction. This suggests that the bilingual approach not only improves understanding but also fosters a more positive attitude toward learning. It aligns with findings by August and Shanahan (2006), who stated that bilingual education has positive effects on students' attitudes toward learning, particularly when it is implemented effectively in a classroom setting.

While a majority of students had a positive response to bilingual instruction, the perception of self-confidence in speaking (Indicator 4) showed a more moderate response, with 50% of students indicating an improvement in their confidence. This finding suggests that while bilingual instruction helps with understanding and engagement, it may not immediately translate into higher self-confidence in speaking. This is consistent with the argument that speaking is a complex skill that requires continuous practice and confidence-building (Brown & Yule, 1994). Furthermore, the 53% of students who reported completing speaking tasks more readily due to bilingual instruction highlights the functional benefits of using two languages in classroom activities, which makes tasks more approachable and less intimidating.

The overall positive perception of bilingual instruction, with an average score of 4.512 (90%), reflects its effectiveness in enhancing speaking skills and increasing student participation. These results support the notion that bilingual instruction can be an effective pedagogical tool in language classrooms, especially in contexts where students may face difficulties in mastering a foreign language (Brown, 2000). However, the study also suggests that further efforts may be needed to enhance students' self-confidence in speaking. This could involve more interactive activities, such as group discussions or role-playing, which may help students gain more speaking practice in a supportive environment.

The use of bilingual instruction in teaching speaking is perceived positively by the students, with significant benefits in comprehension, participation, and engagement. However, more attention may need to be given to improving students' self-confidence in speaking, which is an area that could be developed further in future research.

4. CONCLUSION

The results of this study indicate that students at SMA Gunung Sari, Makassar, hold a generally positive perception of the use of bilingual instruction (English-Indonesian) in teaching speaking. Most students reported that bilingual instruction helped them better

understand the material, engage more actively in class, and improve their speaking skills. The use of both languages facilitated comprehension and increased participation, which ultimately contributed to a more positive learning experience.

However, while bilingual instruction was effective in enhancing engagement and comprehension, the improvement in students' self-confidence in speaking was more moderate. This suggests that while bilingual instruction supports understanding and participation, additional strategies may be needed to build students' confidence in using English actively.

Overall, the study concludes that bilingual instruction is a valuable tool in enhancing speaking skills and fostering a positive classroom environment. Further research and instructional strategies may focus on boosting students' self-confidence in speaking to complement the cognitive and participatory benefits observed in this study.

5. REFERENCES

- August, D., & Shanahan, T. (2006). *Developing literacy in second language learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Erlbaum.
- Brown, H. D. (2000). *Teaching by principle: An interactive approach to language pedagogy*. New Jersey: Pearson Education.
- Brown, G., & Yule, G. (1994). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Chodijah, A. (2012). *Sekolah Bilingual Standar Internasional di Indonesia*. Retrieved from <http://file.upi.edu>
- Genesee, F. (2006). Bilingual first language acquisition in perspective. In *Childhood bilingualism: Research on infancy through school age* (pp. 45-67). Clevedon: Multilingual Matters.
- Suwaranak, K. (2014). Bilingual learning and its effects on students' communicative competence. *WEI International Academic Conference Proceedings*, Vienna.