

## BILINGUAL INSTRUCTIONS OF INDONESIAN PRIMARY SCHOOLS IN ENDENESE COMMUNITY

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### ABSTRACT

*This study aims at determining the first-grade teacher perception of primary school on the use of bilingual instructions and the impact on students' learning outcomes. This qualitative study used the first-grade teacher who taught reading and writing in first year students at SDK Pu'ubheto, Ende Sub-district of Ende Regency. The collected data were taken from observation, in-depth interview, and documentation technique. The interview document were analyzed descriptively. The result showed that the teacher was successfully implementing bilingual instruction. Finally, the implementation of bilingualism by the teacher affected teacher-student interaction and improved students' reading and writing skill and learning outcomes.*

**Keywords:** *Bilingual, Transitional, Perception, Impact, Learning Outcomes.*

### INTRODUCTION

Besides one common language i.e. Bahasa Indonesia (Indonesian), which serves as the official language and lingua franca, as a country with more than 17,000 islands the Republic of Indonesia is also rich of local languages. Those local languages have been used as the mother tongue by the majority of its people (Kosonen & Young, n.d.). Etnologue (as cited in Maryanto, 2009 pp. 69) lists ten regional languages which are categorized as major languages: Acehnese, Balinese, Banjar, Batak, Bugis, Javanese, Madurese, Minang, Sasak and Sundanese. These major regional languages are spoken in several major islands like Java, Sumatera and Sulawesi. Some are also taught as a school subject in the primary schools. Other local languages, especially those in the small islands and of remote areas have got very little attention, either from the government or educational institutions themselves.

Although Indonesian government, through the National Educational System Act (No. 29 Year 2003, Chapter VII, Article 33 as cited in Maryanto 2009 pp. 72) enhances local languages to be used as instructional languages in the early stage of education, the fact reveals that the majority of teachers and schools in Flores island, including Ende Regency ban the children from using their mother tongue at schools, let alone use them as a combined language of instructions. Similar to what (Nkonko M. Kamwangamalu, 2010) found that students in this area are not allowed to use their mother tongue at schools. The development of Indonesian as the official language has gradually replaced the use of mother tongue in many aspects of life, include education. Bilingual educators believed that bilinguals' languages should be kept separate in learning and teaching, thus, emergent bilingual students were provided with appropriate instructions in the target languages, and the mixing of languages should not be allowed in the classroom setting (Lee, 2021). In line with

this condition, (Arka, 2004) states that people in Flores need to use Indonesian Language in the communication with non-Flores people because most of the government officials, doctors, lawyers, solicitors, teachers, and merchants or traders are non-native Flores.

Endenese is a community of people in Ende Regency in Flores Island. This community lives in the villages surrounding the capital town of Ende, with a vast spread from south eastern coast to northern coast. People in this community use Ende language as the mother tongue for the majority of their social and cultural life. This community, just as many other communities in remote areas in Indonesia, is still underdeveloped in many sectors, including educational sector due to the problems of language used in the instructional settings. On the one hand, many children in remote and isolated villages cannot understand or speak Indonesian. In addition, it has been a common practice at primary schools in this area that all the teachers and students must use the national language (Bahasa Indonesia) in all activities at schools, most especially in classroom instructions. The practice, which from the sociolinguistic perspective is not helpful for the students, has been inherited from generation to generation. This condition seems to contrast with (P. W. J. Nababan, 1991) who states that to ease students into using Indonesian as a medium of education and classroom interaction, the local vernacular might be employed as a transitional language of instruction.

In addition to the minimum use of mother tongue at schools, (Kosonen & Young, n.d.) states that parents are also an obstacle. According to him, in some communities in Indonesia parents still think that mother tongue is only spoken at home and “not beneficial for furthering their children’s career”. It is parents and teachers who “resist the use of the children’s home language as a language of instruction”.

Two languages are used as the primary language of instruction in bilingual education. In some private schools in Indonesia, the national language (Indonesia) and the local language are employed as the languages of teaching in the learning process. In the communities where the local languages are categorized as minority languages, for example Ende language, very little attention is given to how schools improve early year students’ material comprehension through bilingual instructions. This is different from the regions where local or regional languages are taught as school subjects ((Kosonen & Young, n.d.)

Based on the problems above, this project specifically aims at piloting the implementation of transitional bilingual program in order to improve the academic achievement of the early year primary school children, who speak Ende language in most of their daily interactions, either at school or at homes. At the same time the project is also expected to investigate the impact of bilingual instruction used on students’ learning outcomes. It is anticipated that the results of this exploratory study will be helpful for the implementation of a bilingual program at Ende's elementary schools, particularly for Ende Community.

## **LITERATURE REVIEW**

### **1. Transitional Bilingualism**

Transitional bilingualism for early year primary school children is the basic focus of this project. The main theoretical framework utilized in this project is (Fishman, 2007) theory on sociology of language focusing on minority languages and bilingual communities. This project is particularly based on (Lovas, 1970) categorization of bilingual education program. Fishman and Lovas (1970 pp. 217) categorize bilingual education program into four types i.e. Transitional Bilingualism, Mono-literate Bilingualism, Partial Bilingualism, and Full Bilingualism. The first type, transitional bilingualism, emphasizes the use of the language spoken at homes in the first grades of primary schools should allow students master subject matter until their proficiency in the language of the majority is developed to the point that it alone can be used as the medium of instruction". This type of bilingualism shares the similar characteristic with heritage language (Baker, n.d.) pp. 241) in that it helps the school children to easily transfer concepts, abilities, and knowledge into the language of the majority. The second type, mono-literate bilingualism, focuses on the development of "aural and oral skills" in the two languages without considering "writing skills in the native language." The third type, partial bilingualism, "focuses on fluency and literacy in both languages, but literacy in the native language is focused on specific topics, typically those related to ethnicity or cultural heritage. The last type, as indicated by its name is a program focusing on the development of both languages in all subjects. This particular project will use Type I (Transitional Bilingualism) as the main framework since the purpose of this project is limited on heritage language usage, Ende language, as the language of instructions besides Indonesian as the official language in the first grade of primary schools. This confirms (Baker, n.d. pp. 215) typology of bilingual education, which states that one of the characteristics of the transitional type of bilingual education is the use of children's mother tongue as a language of instructions to accompany the official language until the students are capable enough to learn only through the official language . In line with this, (Kosonen & Young, n.d.)pp. 74) points out that first language instruction can promote the acquisition of literacy and other skills and improve performance levels in the classroom. People whose native language is not the official language of the country in which they live must become bilingual or multilingual. (Skutnabb-Kangas (1995 pp. 40)). Bilingualism or multilingualism has played an important role in maintaining minority languages around the world. The fact that the majority of people in the world speak at least two languages has a major impact on the educational programs of many countries. Regarding the importance of the mother tongue in education, especially in the early grades of primary school, UNESCO states (quoted in (Gupta, 1997)): It's possible for local language to be extended with education." n particular, students need to start their school life in their native language. This is because the person who understands their mother tongue the most is themselves, and by using their mother tongue every day at school, the gap between home and school can be minimized. Many primary schools in developing countries

have attempted to apply what is called bilingual programs for various reasons, two of which are to help school children understand the subject contents more easily compared to the condition where the instruction is delivered in a second language (which is commonly not their mother tongue) and help preserve the heritage languages or mother tongue, especially those in danger of extinction due to a rapid growth of the second language. Considering the characteristics and the outcomes of bilingual in educational settings, the realization of bilingual program at primary schools varies from one country to another.

(Baker, n.d.)pp 215) presents ten major types of bilingual education based on three broad forms. The first form, monolingual education for bilingual students consists of three types i.e. mainstreaming or submersion with structured immersion, mainstreaming or submersion with withdrawal classes and segregationist. The second form which is called weak form of bilingual education consists of three types, namely transitional party, the main ones are foreign language lessons and separatists. The third form, strong bilingual education, includes his four types: immersion languages, retained or heritage languages, bidirectional or dual languages, and mainstream bilingual education. .Focusing on the transitional bilingual education, (P. W. J. Nababan, 1991)pp 121) asserts that In the latter case, using the local language as a transitional medium of instruction can facilitate students' use of Indonesian as a medium of instruction and interaction in the classroom. Although there has not been much research on the use of local language as a language of instructions in Indonesia, the studies in other developing countries which focus on the maintenance of minority languages have shown that bilingual education has some pedagogical values ((J. Cummins, 1986), (Dutcher, 2003), (Nkonko M. Kamwangamalu, 2010), (John Clegg, n.d.)). (J. Cummins, 1986)pp 66), for example, suggest that schools 'develop a relationship of collaboration and partnership with language minority communities' and allow students to use mother tongue at schools. Confirming this statement, (Dutcher, 2003)pp.1) asserts that the majority of children who start their school in their mother tongue do better than those with a new language. In the review of the studies on the rationale for code switching (CS) in the classroom.

## 2. Concept of Perception

The process of feeling that something is being measured is also the process by which an individual accepts the stimulus through the sense organs and is called perception (Walgito, 2004). Likewise, (Robbins, 2003)describes this perception is the process by which we organize and interpret our sensory experiences in order to make sense of our surroundings. Robbins (2002) also proposed three types of perceptual indicators. (1) Acceptance refers to the function of the five senses in perceiving external stimuli. This suggests that information transmitted from person to person is received and received by the five senses, such as sight, hearing, smell, and taste, either singly or in combination. (2) Understanding means deepening your understanding by organizing, classifying, comparing, and evaluating the images and

experiences that occur in your brain. (3) Appraisals are external inputs sensed and evaluated by the senses that evaluate an individual's newly acquired understanding. A standard developed subjectively related to language specifications.

### 3. Concept of Impact

The Oxford English Dictionary gives two definitions for the word impact; the act of violently bringing one object into contact with another and significant influence or effect. Counterfactual definitions from statistics and econometrics define impact as the measured difference in a predefined indicator (such as school test scores) with and without an intervention. However, the Organization for Economic Co-operation and Development Committee (OECD-DAC) defines impacts in terms of all long-term impacts, whether intentional or unintentional, positive or negative, direct or indirect. In its simplest sense, impact means making a difference. H. Actions and activities bring about change, but that change needs to be seen in global, local, and even individual contexts. We also need to analyze the nature of change, whether it involves people, systems, contexts, knowledge, understanding, or policies. These definitions allow us to examine the nature of the impact, the significance of the situation, and the consequences and indicators of the impact. Type of impact is defined as the impact of the research, the demonstrable contribution, change or benefit of the research. (Denicolo, 2013).

### 4. Learning Outcomes

To check student learning progress, teachers can view student learning outcomes. Learning outcomes describe what learners should know, be able to do, and appreciate as a result of integrating the knowledge, skills, and attitudes learned throughout the course. They are stated in measurable terms. (Dimiyati, 1999): 3-4) also noted that learning outcomes are the result of lesson interactions and subsequent learning actions. From the teacher's perspective, the act of teaching ends with process evaluation of learning outcomes. From the student's perspective, the learning outcome is the end of the lesson when the learning process reaches its peak. Based on the description above that the researcher linked student performance in reading and writing to outcomes in teachers who were bilingual, which in turn influenced student progress in the classroom.

## **MATERIALS AND METHOD**

A descriptive qualitative method was used in this study. (Sarah J.Tracy, 2012) asserts that qualitative research is a method of investigating, exploring, and understanding the meanings attributed to social or human problems. The purpose of this study was to determining of bilingual education in primary schools in the Ende community. This study focuses on uncovering about the use of Ende language as a teaching medium by first graders and its impact on students' learning outcomes. And the fact that there has not been any study in this field in Ende, this initial project will be conducted in Pu'u Bheto Catholic Elementary school which is located in Rukuramba Village, Ende Sub-District, Ende Regency of East Nusa Tenggara

Province. This school is chosen because it is one of the schools in Ende Regency which apply bilingual language in teaching learning activities. The researcher choose the only first-grade teacher and also choose classes for a total of 16 students to find the impact of using bilingual on students' academic outcomes.

The primary data were gained in-depth interview of first-grade teacher which lasted approximately 50 minutes. She aged 51. She has bachelor qualification on primary education. This field work was carried out from 19 June 2022 to 19 December 2022. (Nkonko M. Kamwangamalu, 2010):133) suggests several kinds of instruments which are commonly used in the studies of bilingualism in education including written texts, tape recording, interviews, language survey questionnaires and ethnographic observations. The data collection used in this study was to explore the impact of bilingualism on teachers' perceptions and students' literacy skills. Data Analysis Overview was used for data analysis (Creswell, J. W., & Creswell, 2018) The first is transcription of interview documents, and the second is data compression, where field data are collected, selected, and categorized by removing irrelevant data and selecting the necessary data according to the research focus. Furthermore, it extracts data based on important points and organizes it systematically to provide an overview of the research. The next step is to clearly present the data in words, sentences, and tables. Additionally, the percentage of student testimonies was presented in a table to facilitate the researcher to examine, explain, and draw conclusions about the study.

## **RESULTS**

Based on the first-grade teacher's perception on In-depth interview, these findings are the result of analyzing data from interview with first -grade teacher when she taught how to read and how to write which were based on three indicators: acceptance, understanding, and evaluation (Robbins, 2003).

### **1. Acceptance**

I am the only teacher who gives reading and writing in first grade. As for the introduction of her two languages in this school, for me it is necessary. This is because the students here all come from villages around the Ende area and always speak the local language (Ende) in their daily lives. I don't understand the teacher's lessons in Indonesian (Indonesian).I think it is better to use two languages in implementing the instruction of Learning Reading and writing. Thus, in my opinion, it is more effective in implementing transitional bilingualism in remote area schools since it makes the students learning enthusiastic and inspires me as well to improve my language skills both in Indonesia and Local (Ende) Language. I realize that I have enough Local and Indonesian Language.

Concerning with the teacher's perception, she realizes that the implementation of bilingual instructions on teaching reading and writing is beneficial for first-grade students in Ende Language Speaking village to improve their skill of reading and writing. Students can easily follow the class. When she used in the first instruction is in Indonesia then she rendered again in Ende Language. Moreover, She said that the use of bilingualism motivate her to improve her language skills and

enhance students' willingness to learn. The transition of Ende Language and Indonesian contribute her in delivering the topic and providing students to comprehend what it have been taught.

## 2. Understanding

When describing the material and giving instruction to the students, I use Indonesian and Ende Language. It is easier to use them in the classroom. It's not difficult, especially if children don't fully understand the words or phrases being said. Therefore, the teacher render the sentence to ease the use of the two languages in classrooms and learning task.

From the teachers' opinions above, it was clear that the transition between Indonesian and Ende was not difficult to distinguish between Indonesian and Ende. Teachers coordinated their use of the two languages well to ensure that pupils easily understood the words and sentences presented. She said being bilingual helps give information and direction. This process helps teachers teach more effectively. You can convey the theme of the material and help students understand it.

## 3. Evaluation

As long as eight years I teach the first-grade students bilingually, I feel that I am used to be a multitalented person since I can manage some works on the learning process at the same time. I am able to improve my language skills while teaching, and be a beneficial teacher. However, as a bilingual teacher, I have to work harder to teach and communicate with my students.

Bilingualism in the classroom is very effective when the teacher is proficient in both languages; otherwise, teachers and students are confused throughout the instructional process. Therefore, this process requires teachers who can use both languages in a balanced manner in the classroom.

### **The Impact of Bilingual Instruction on students' Learning Outcomes.**

This section provides the data from students' Learning Outcomes in reading and writing class. One form of measuring student outcomes is by examining student achievement reports. The percentages reported by the five categories of students are shown in the table below:

Table 1. The classification of students' score of reading class

No	Classification	Frequency	Percentage
1	96 – 100 (excellent)	6	37.5
2	86 – 95 (very good)	5	31.25
3	76 – 85 (good)	4	25
4	61 – 75(average)	1	6.25
5	60 – Below (below average)	0	0
	Total	16	100

Concerning with the table above, there are five categories of student's outcome score namely The Excellent, the very good, the good, an average, and below average outcomes. Through these categories, 6 students get excellent (37.5%), 5 (31.25%) achieved very well, 4 (25%) students get good, 1 (6.25%) student achieved average and none of them get below average. below is the student's score of Writing Class.

Table 2. The classification of students' score of writing class

No	Classification	Frequency	Percentage
1	96 – 100 (excellent)	10	62.5
2	86 – 95 (very good)	5	31.25
3	76 – 85 (good)	1	6.25
4	61 – 75(average)	0	0
5	60 – Below (below average)	0	0
	Total	16	100

Based on the classification above, it can be said that 10 (62.5%) students have excellent, 5 (31.25%) students get very well, 1 (6.25%) student have good and none of them get average and below average (0%).

## DISCUSSION

Based on the findings of teacher perceptions and the impact of teacher bilingual education on reading and writing instruction in bilingual classrooms, teachers use bilingual education to help students understand reading and writing in the classroom. The results showed that the teacher's perception of bilingual education influenced her behavior in the teaching and learning process. Fortunately, her first grade teacher at Pu'u Bheto Elementary School was open to introduce bilingual education at the school. It can be said from the interview data that some reasons effect on her perception. First, the students got benefit for this bilingual implementation, for example, they can easily understand about the teacher's instruction when they were asked to read word for word and rewrite what they had been read. They can also improve reading and writing skill, then they can enjoy reading poems, children story, etc. Second, the teacher also gained benefits for this implementation, such as, she can improve her Ende Language competence. She was more confident using Ende language in teaching reading and writing for Ende native students. Similarly, (J. Cummins, 2001) stated that s children develop skills in two or more languages throughout their elementary school years, they develop a deeper understanding of the language and how to use it effectively.

Teachers' perceptions can be analyzed using indicators of acceptance, understanding, and evaluation, based on interviews with first-grade teachers, together with the use of bilingual education in elementary schools and their perceptions about bilingual education. (Robbins, 2003) From the teacher's perception of the acceptance category, the teacher has shown the ability to teach in a bilingual classroom, and the information conveyed by the teacher can be accepted by the



students by seeing and hearing and can motivate the students, so the teacher is bilingual. It became clear that elementary school students believe that being important is important. Teachers can improve their skills while learning. The results of interviews with teachers in the "comprehension" category show that the use of two languages influences understanding between teachers and students. Teachers understand that separating English and Indonesian allows them to convey topics in a way that students can understand what the teacher is saying. Assessment categories are recognized by teachers to help them determine students' skills and understanding. Using two languages in the classroom is effective because students receive information from the teacher and judge what the teacher is saying after understanding it. Use it often and work hard to communicate with your students.

Based on the analysis of three indicators of bilingual learning and awareness, it is shown that teacher had unique perspectives on bilingual learning in the classroom. she benefit from the training the students receive in a variety of ways, including her knowledge of classroom management, her use of two languages as a teaching method, and her evaluation of bilingual methods for use in bilingual classrooms.

Researchers found that teacher applied language assignments to the implementation of bilingual instruction in the classroom to achieve learning goals. This consisted of language transition and the simultaneous use of languages in the classroom. Language transition is the separation of primary and secondary languages to allow official language development while preserving the native language in all usage modes. If the student use Ende Language, the teacher will encourage them to use Bahasa Indonesia. This warning is a kind of motivation for students to use Bahasa Indonesia more often. The teacher wanted her students to be able to speak Bahasa Indonesia at all times, whether in class or out of school. Bilingual instruction practices affect the students' learning outcomes. The result were gained excellent of 37.5%, very good of 35%, good of 25% for reading and excellent of 62.5%, very well of 31.25, good of 6.25 for writing. This bilingual program is successful since it was supported by teachers and primary schools as well.

## **CONCLUSION**

Based on the results and discussions related to the research question, a conclusion is drawn using the two question formats of the research question. The first formulation

of the question concerns the teacher's perception of her use of two languages in the classroom. The final question is the impact of learning two languages on student achievement. This study showed that the use of bilingual education in her first grade classroom at SDK Pu'ubheto was an effective way to improve students' literacy skills. Based on her teacher's indicators, she believed that introducing bilingualism would make the materials and lessons easier to convey. You can protect your native language and encourage learners of official languages. Teachers used Indonesian and Ende languages simultaneously. Randomly switch between languages, preview, and validate targeted concurrent use and language translation within your lessons. Furthermore, we found that introducing bilingualism into the classroom creates interaction between teachers and students through question-and-answer sessions during learning. It can be concluded that bilingual education is effectively implemented in SDK Pu'ubheto's reading and writing classes. Based on the results and discussion, it can be said that the introduction of both languages has a positive effect on improving student performance. This is reflected in the fact that the overall performance of students in both classes has improved. If a student has difficulty understanding the content presented, or receives a low grade, they may be asked to try another language to improve their grade so that they believe they can pass the course with a satisfactory grade. Additional instruction may be requested. (Sama et al., 2021). We also found that when teachers used bilingual learning strategies, students were more motivated to learn and their academic performance improved.

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