

***THE TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF
BILINGUAL PROGRAM OF SMP AND SMA DHARMA YUDHA
PEKANBARU***

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Abstract: *This research analyses the teachers' perception on the implementation of bilingual program of SMP and SMA Dharma Yudha Pekanbaru. The data was collected by giving a survey adapted on the Gonzales's theory (2013) about level of satisfaction of teacher teaching in English. This research design is descriptive involving 31 bilingual teachers. All the teachers participated as respondents for this research. The conclusion of the study reveals that the bilingual teachers' satisfaction category was high (2.77) from likert scale used (1-4).*

Key words: *bilingualism, perception, implementation, satisfaction.*

PERSEPSI PARA GURU TERHADAP IMPLEMENTASI PROGRAM BILINGUAL DI SMP DAN SMA DHARMA YUDHA PEKANBARU

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Abstrak: Penelitian ini menganalisis tentang persepsi guru terhadap implementasi program bilingual di SMP dan SMA Dharma Yudha Pekanbaru. Pengumpulan data dilakukan dengan pemberian survey yang diadaptasi dari teori Gonzales (2013) tentang level kepuasan guru mengajar dengan medium bahasa Inggris. Penelitian ini merupakan penelitian deskriptif dengan melibatkan 31 guru bilingual. Dimana, semua guru yang merupakan partisipan sebagai respondent untuk penelitian ini. Kesimpulan dari penelitian ini menunjukkan bahwa kategori kepuasanguru bilingual yang tinggi (2.77) dari ukuran likert (1-4)

Kata kunci: kedwibahasaan, persepsi, implementasi, kepuasan.

INTRODUCTION

Nowadays, it is still debatable over the using of educational bilingualism in Indonesia, especially at kindergarten level. Bilingualism in simply meaning (Charlotte Franson; 2009) is ability to use two languages, or this term is used to describe a learner who uses two or more languages to communicate. Commonly, International School used both English and Bahasa Indonesia at the equal level. But, recently while the 2013 curriculum established, several International Standard Schools have been cancelled in Pekanbaru City. Even, with bilingualism, students will get long continuity period in using English, including speaking, reading, listening and writing. It is used not only in English Subject but also in Math and Sciences. At the moment, English still becomes very important language for communication over the world, especially for education in Indonesian. It also has significant need in academic. With ability understanding and using English, it has opportunity to get knowledge more than only understanding and using a national language or just Bahasa Indonesia.

In this research, the word ‘Implementation’ based on Oxford Advanced Learner’s Dictionary means something that has been officially decided start to happen or be used. After 2013 curriculum established, English subject had been canceled at elementary level. RSBI schools in Pekanbaru also had been canceled. But several Senior and junior high schools such as Al Azhar, Dharma Yudha, Witama School, Indonesian Creative School, etc, they are still applying bilingualism, especially in the private schools.

The researcher also had been doing pre-research in several schools in Pekanbaru city that used bilingual program. Some information received from these schools after conducting short observation is that in some schools claiming that they implement bilingual program, in fact, these schools do not implement bilingual program fully. For instance, however the medium of instruction by the teachers in English only in the start and closing the class, but the content in bahasa indonesia. The researcher found, from Dharma Yudha Senior High School video profile in youtube and also after having interviewed with one of English teachers of Dharma Yudha Senior High School, that school had applying bilingualism and had already using International Curriculum (Cambridge Curriculum). This school also has become the place of National Science Olympiad 2017.

So, based on the previous facts, the researcher was interested to carry out the research entitled: “The Teachers’ Perception on The Implementation of Bilingual Program of SMP and SMA Dharma Yudha Pekanbaru“

METHODOLOGY

The type of the research is descriptive research. The research took place at SMP and SMA Dharma Yudha Pekanbaru that is located at Jl. SM. Amin, No.189, Air Hitam, Payung Sekaki, Pekanbaru. It conducted in the even semester, for collecting the data took from 28th of Mei to 13th Juni 2018. This research used total sampling which all the samples are teachers of English, Mandarin, Math and Science. Questionnaires spreaded into the respondents. In SMP and SMA Dharma Yudha Pekanbaru, there are

31 bilingual teachers had been involved. Samples are all teachers teach the bilingual classes includes English, Mandarin, Math and Science.

The instrument used is adapted from questionnaire by Gonzales (2013) with making some change into suitable condition of Indonesia. The survey structured in 5 sections:

- Demography of the respondent consists of 7 items
- General satisfaction; this section includes items 1 to 8
- Specific training; this section includes items 9 to 15
- Organizational and academic issues; this section includes items 16 to 22
- Expected result; this section includes items 23 to 30
- Suggestion part; this section is an essay question.

Respondents answered the questionnaire according to a likert scale in the following format; 1 - Strongly Disagree; 2 – Disagree; 3 – Agree; 4 – Strogly Agree. It used an even number of possible answer (4) in order to avoid subjects neglecting to answer the questions directly by selecting the “neutral” or “indefinite” answer to some of items in the survey (Morales, Urosa and Blanco, 2005 in Gonzales, 2013). The data is analyzed and processed by using SPSS 21 to find out mean scores. The mean score is categorized into the level of satisfaction below which based on Jamil (2002);

Table 1: The Level of Satisfaction

Category	Mean Score
Low	0.00 - 1.33
Average	1.34 – 2.66
High	2.67 – 4.00

(Source: Jamil, 2002)

RESULT AND DISCUSSION

This research used total sampling as 31 respondents. Regarding the age of the participants. The average of the teacher of SMP and SMA Dharma Yudha Pekanbaru is 30 years old, with the greatest percentage of teachers is in the range of 21-30 years (67.7%), followed by the group between 31-40 years (19%), the group of more than 40 (12.9%), with max age is 50 years old and min age is 24 years old.

Regarding to gender, the majority of respondents are 16 female (51.6%) and followed by 15 men (48.4%). In relation to this, the majority of respondent belong to linguistic (English and Mandarin 68.75%), followed by teacher of sciences (18.75%) and mathematics (12.5%)

As for the experience in teaching through bilingual or in medium of English, 1-10 years experince (65.5%), 11-20 years experinece (9.7%) and more than 20 years (3.2%) not aswer (22.5%). Beside of that, several teachers (12.9%) have already experienced over a month until 1.5 years in English speaking country. Related with that, most of the teacher have estimate level of English (67.7%) who have the greatest score of TOEFL and IELTS.

Finally, regarding their motivation towards teaching through English, most of teachers interested in improving professional prestige (41.9%); improving international

projection (35.5%) and others own reason (12.9%) to teach bilingual or through medium of English.

Questions number 1 until number 8 were about general satisfaction with the implementation of the program at SMP and SMA Dharma Yudha Pekanbaru. From the data in this part, the highest score was the question number 8 about-teaching in English is a positive experience from the academic point of view both teachers and students (mean score; 3.26). And the lowest score was the question number 6 about-teaching subject in English generates additional paperwork and does not render positive academic results (mean score; 1.84).

Generally, the level of satisfaction on the implementation of bilingual program from questions number 1-8 with has total average mean 2.89. The mean was more than 2.66, it means the level of satisfaction in this part was high (in the questionnaires' part of "the implementation of bilingual program"). The statistic table is presented below;

Table 2: The result of 'General Satisfaction of The Teacher'

	Score				Level of Satisfaction
	Min	Max	SD	Mean	
Q1	1.00	4.00	.654	2.81	High
Q2	1.00	4.00	.706	2.97	High
Q3	2.00	4.00	.657	3.03	High
Q4	2.00	4.00	.583	3.16	High
Q5	2.00	4.00	.583	2.84	High
Q6	1.00	4.00	.898	1.84	Average
Q7	2.00	4.00	.749	3.19	High
Q8	2.00	4.00	.681	3.26	High
Average of mean				2.89	High

Questions number 9 to 15 were about specific training received by the teachers of SMP and SMA Dharma Yudha Pekanbaru. From the data in this part, the highest

score was the question number 15 about-the training received has provided new insights regarding teaching techniques and strategies to be used in their teaching (mean score; 2.87). and the lowest score was the question number 13 about-the structure and planning of the training program failed to qualify teachers to teach English (mean score; 1.71).

Generally, the level of satisfaction on the Specific Training Received at SMP and SMA Dharma Yudha Pekanbaru from questions number 9 to 15 have total average mean 2.61. The mean was between 1.34 to 2.66, it means the level of satisfaction in this part was average (in the part of “specific training received at SMP and SMA Dharma Yudha Pekanbaru”). The statistic table is presented below;

Table 3: The result of ‘Specific Training Received’

	Score				Level of Satisfaction
	Min	Max	SD	Mean	
Q9	1.00	4.00	.946	2.81	High
Q10	1.00	3.00	.783	2.45	Average
Q11	1.00	4.00	.807	2.58	Average
Q12	1.00	4.00	.922	2.87	High
Q13	1.00	3.00	.692	1.71	Average
Q14	2.00	4.00	.730	3.00	High
Q15	1.00	4.00	.899	2.87	High
Average of mean				2.61	Average

Questions 16 to 22 were asking about organization, academic, and curricular issues at SMP and SMA Dharma Yudha Pekanbaru. From the data in this part, the highest score was the question number 16 about-the planning of bilingual degrees is appropriate (mean; 3.0). and the lowest score was the question number 20 about-the monitoring and control system to guarantee the quality in the bilingual program is insufficient (mean; 2.45).

Generally, the level of satisfaction on the organizational and academic issues at SMP and SMA Dharma Yudha Pekanbaru from questions number 16 to 22 have total

average mean 2.75. The mean was more than 2.66, it means the level of satisfaction in this part was high (in the part of “organizational and academic issues at SMP and SMA Dharma Yudha Pekanbaru”). The statistic table is presented below;

Table 4: The result of ‘Organizational and Acedemic Issues’

	Score				Level of Satisfaction
	Min	Max	SD	Mean	
Q16	1.00	4.00	.730	3.00	High
Q17	1.00	4.00	.717	2.77	High
Q18	1.00	4.00	.815	2.74	High
Q19	1.00	4.00	.711	2.67	High
Q20	1.00	4.00	.767	2.45	Average
Q21	2.00	4.00	.654	2.81	High
Q22	1.00	4.00	.619	2.79	High
Average of mean				2.75	High

Questions of 23 to 30 were about result perceived concerning teaching in English/Bilingual at SMP and SMA Dharma Yudha Pekanbaru. From the data in this part, the highest score was the question number 23 about-their pronounciations and intonations were appropriate for teaching in English (mean score; 3.13). And the lowest score was the question number 28 about- the result as regards students’ performance were worse than in the group taught in Bahasa Indonesia (mean score; 1.77)

Generally, the level of satisfaction on the expected result at SMP and SMA Dharma Yudha Pekanbaru from questions number 23 to 30 have total average mean 2.83. The mean was more than 2.66, it means the level of satisfaction in this part was high (in the part of “expected result at SMP and SMA Dharma Yudha Pekanbaru”). The statistic table is presented below;

Table 5: The result of 'The Expected Result'

	Score				Level of Satisfaction
	Min	Max	SD	Mean	
Q23	1.00	4.00	.718	3.13	High
Q24	1.00	4.00	.629	3.06	High
Q25	2.00	4.00	.597	3.10	High
Q26	1.00	4.00	.681	2.87	High
Q27	2.00	4.00	.547	3.10	High
Q28	1.00	3.00	.560	1.77	Average
Q29	2.00	4.00	.481	2.90	High
Q30	1.00	4.00	.652	2.67	High
Average of mean				2.83	High

In the part of teachers' suggestion, 54% (18 from 31) teachers fill the suggestion of the implementation of bilingual program at SMP and SMA Dharma Yudha Pekanbaru. The main problem need to improve stated by the teacher is the teachers need more training. It stated by 22.22 % (4 from 18) suggestions.

"Teachers need to receive sufficient/ more training programs in teaching so that the teachers can apply what they receive in the training along the learning process." (MT, 24 Yrs)

Beside of that 33.3% (6 from 18) suggestions wrote their agree on the implementation of bilingual program for students. They were satisfy with the implementation bilingual at school and have hope to make the implementation keep up.

"Bilingualism not only makes children better linguistic - it sharpen their brains in other ways too. So far, we still lack of time to explain the lesson (for some subjects) due to the slots given. It is understandable since the national subjects need more time allocation than the bilingual one. If possible, we may have a professional native teachers to work with us for the betterment of our school." (MT, 30 Yrs)

CONCLUSION AND RECOMMENDATION

Conclusion

In conclusion, the implementation of bilingualism at SMP and SMA Dharma Yudha Pekanbaru under the teachers' perception is high level of satisfaction (total average mean score; 2.77). Especially, in terms of general satisfaction with the implementation of bilingual program which is the highest mean (2.89) and item 7 about teachers' competence in English has improved since they have been teaching through English. But choosing to be better day by day is important than statically or even getting worse after get betterness.

Recommendation

In light of this research, it is suggested that the principal should analyses all the suggestions, which are given by bilingual teachers as the respondents. These are important suggestions based on their experience of teaching bilingual at SMP and SMA Dharma Yudha. Beside of that, a high level of satisfaction should be keep it up. The school should provide more professional training program to improve teacher skill. This treatment also could change the survey result on the part of "training received", from the average level of satisfaction become high level of satisfaction, like high level satisfaction on another survey parts that was getting.

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