

**THE IMPLEMENTATION OF BILINGUAL LEARNING:
A STUDY AT MUTIARA BUNDA INCLUSIVE SCHOOL IN CILEGON CITY**

Fairus Sintawati

Universitas Faletehan, Indonesia

fairussintawati05@gmail.com

Abstract

This research will describe about implementation of bilingual for learning. This research aims to describe of bilingual learning at inclusive elementary school students. The researcher will use a descriptive qualitative. Students At Mutiara Bunda Inclusive Elementary school provided equal opportunities for all children, regardless of their multifaceted differences, and where the system adapts to the needs of each child. Bilingual learning at Mutiara Bunda School takes the form of basic language learning such as learning vocabulary and basic conversations and is to taught to students gradually.

Keywords: learning, bilingual, inclusive school

Introduction

Language is a way of communication among people. Language is a vital device in every day communication activities. Using language will make it less complicated for human beings to have interaction with the encircling surroundings and may expand their social abilities. Besides, language is likewise the only communicate device to deliver ideas, ideas, thoughts, goals and targets to others. Aside from being a communicate device, language is likewise a channel for formulating intentions, ideas, opinions, giving start to emotions and making it feasible to create cooperation with others.

Language needs to be trained to children as early as possible. Children when they were still were able to communicate in form of crying, gestures, and smiles. Language is a critical element that should be trained to each child. The age of children is the right time for them to learn a lot of new things, especially language.

Literate people are people who agree to use one language as a means of communication. Considering the type of the languages, there are people who use one language and there are also people who use two or more languages. People

who use only one language are called monolingual people, while people who use two or more languages are called bilingual people.

In latest international technology, overseas languages specifically English have a vital position to perform worldwide communication, due to the fact English is extensively used withinside the fields of technology, economics and education. Along with the improvement of English, the want for English is likewise increasing. By having exact abilities withinside the subject of language, specifically English which is worldwide language, of course, it'll make it less complicated for a child to get hold of exact records and make it less complicated to have interaction on a far wider scale.

According to Aedi, N & Amaliyah, N (2016:195) stated that "In the modern technology of globalization and instant, students starting from primary college age to even kindergarten are required to compete in English subjects." In different words, if primary students fall in the back of in English lessons, this could create issues for them wherein they will have lack self-confidence, ostracized from their surroundings, etc. Children without problems receive English while persevering with to secondary degree. Based at the consequences of direct interviews with English instructors in primary schools, instructors have motives for the want for English to be implemented, specifically in order that it's far less complicated for college kids to retain to the secondary college degree and now no longer sense amazed while receiving English lessons.

Learning English is turning into more diverse. Various colleges provide getting to know with numerous techniques geared toward making a strict position to talk English well. The utility of bilingual getting to know (bilingualism) is an instance of an English getting to know technique at college. Bilingual use applies languages blended in the course of coaching and getting to know activities. In this case, the mom tongue is Indonesian and the goal language is English. Of course, on this case, the children should grasp the mom tongue first. Children should have received their first language earlier than getting to know their second language.

The term bilingual language is also called bilingualism in Indonesian (Chaer and Agustina, 2010:85). Sociolinguistic speaking, bilingualism is defined as the use of two languages or more utilize by speakers in having interaction with others (Mackey in Chaer and Agustina, 2010: 87). Of course, speakers must be fluent in both languages in order to be able to use them. i.e., mother tongue/first language and second language. A person who speaks both languages is called bilingual. In addition to the term bilingualism, the term multilingualism is also used. That is, a situation in which a person alternates between two or more languages when exchanging information with another person (Chaer and Agustina, 2010: 84).

Bilingualism can be understood as learning activities using two languages, beginning with processes of planning, organizing, directing, implementing, monitoring and evaluating (Sugianto 2014:26). The implementation of bilingual school focus in improving the classroom and educational environment in form of student's linguistic intelligence so that they have two languages skills, namely English foreign language and Indonesian language.

According to M Linda M In an article titled "English Young Learners" (Goerge S. Morrison, 2012), Espinosa states: 226) have shown that applying bilingualism to learning is very helpful in developing children's cognitive intelligence and in introducing them to more diverse foreign cultures. On the other hand, May et al. (2004) identified the benefits of conducting bilingual programs. These benefits include: (1) the development of metalinguistic sensitivity, which encompasses a variety of lexical, syntactic, phonological, semantic, and other aspects, (2) the development of communicative sensitivity, and (3) the development of independent learning in areas of knowledge, (4) provide cognitive benefits.

The implementation of bilingualism in schools must still pay attention to the needs of the students themselves. because not all students are able to take part in learning that is generally taught in regular schools. Bilingual teaching methods in regular schools and inclusive schools, for example, in which there are students with special needs whose teaching methods cannot be compared to

children who do not have special needs. The bilingual teaching method itself is very important to be adjusted according to the needs of each student.

According to Salend (2011) Inclusion has the meaning of a philosophy that unites students, families, educators, and community members to jointly build schools based on acceptance, belonging, and community. Inclusive education is a form of education that brings together children with special needs and normal children in general to study together in the same room. In other words, inclusive school or inclusive education is an education service system which includes children with special needs to study in the same room together with children who are able to take part in normal school learning. This educational service is given equally to every child in the class. There is interaction between the two, so that it will create a sense of mutual understanding, understand the existence of differences, and can increase empathy.

Inclusive schools welcome and accept all students by educating them together in high-quality, age-appropriate public classrooms in their environment (Hornby, 2014). In this case, this school accepts children with different disabilities including one student with Autistic Spectrum Disorder. Doesn't look at anyone who wants to learn. In line with the principle of inclusive education itself where as long as it is still possible, all students must get the same place in acquiring knowledge. Here every teacher, member of the community, and the students themselves must be active in being part of the success of the teaching and learning process.

Education is important for human life. Either in the present or in the future. Education is able to provide information and knowledge that will make life better in the future. Everyone has the right to get a proper education, regardless of status, religion, ethnicity, race or certain group. This has been regulated in the law on education article 31 paragraph 1 which states that "every citizen has the right to education".

After knowing the importance of education, therefore education also has the right to be obtained and accepted by children with special needs. Children with special needs are children with different characteristics from children in

general who experience mental, emotional and physical abnormalities. Children with special needs include blind, deaf, mentally retarded, quadriplegic, disabled, learning difficulties, behavioural disorders, gifted children, and children with health problems.

Learning for children with special needs is not easy to do. There needs to be a high level of dedication. There needs to be good cooperation between parents/guardians and teachers. The learning is not only centred on being at school but by applying it also in the home environment. Learning itself must be practical and useful for the lives of students with special needs in their daily activities. It is hoped that children can socialize and communicate with the surrounding community so that children feel part of the community. Can manifest someone who has a better life in the future.

In reality, many children with special needs have difficulty getting access to education, have difficulty adapting to the public-school environment, and are even looked down upon. Many people think that children with special needs are a disgrace so that children are afraid to socialize. People should not do that, but instead they can embrace and accept children with special needs just like normal children in general. Providing opportunities to get an education so that their rights are fulfilled like other normal children.

From the description above, the researchers have objectives in this study, including (1) to describe bilingual learning in elementary school students and (2) to describe bilingual learning at Mutiara Bunda Inclusive Elementary School in Cilegon City.

Method

The research methods used are descriptive and qualitative, as described by Moloeng, Denzin and Lincoln (2017:5) Qualitative research suggests that it is data-based research aimed at interpreting existing events using different types of methods. Then (Sukmadinata, 2010:54) describes descriptive methods of research on what is happening, is being done, or has happened in the field. Data collection techniques used are observations, interviews and documentation. Type

The researcher uses a semi-structured interview type. By using this type of interview, it is hoped that the questions posed to the informant can be answered in a broad and detailed manner. The type of data collection uses non-participatory interviews. Because by using this type of observation, the data gained will be more natural.

Result

Bilingual Learning for Elementary School Students

Some elementary schools incorporate bilingual language learning (two languages) into the learning process. It aims to familiarize and adapt students to today's global world. Many things benefit when someone is fluent in her two languages, especially the international language, English. Therefore, many parents already recognize the importance of these language skills and send their children early into schools that include bilingualism or bilingual learning in the teaching and learning process. Bilingual skills are not just about mastering two languages, it is also a way to unlock education, opportunities, and a better life.

The main goal of bilingual learning is to provide students with language skills such as listening, speaking, reading and writing in a language other than their mother tongue. Learning two languages requires a lot of practice and hands-on experience, especially for children at an early age. It is difficult for students to acquire a second language without first-hand experience using the language. . Basically, elementary school students usually don't have extensive cognitive experience that can only be learned through theory. Schools with bilingual study programs are therefore expected to bridge the gap between students' first-hand experience of a second language.

The Implementation of Bilingual Learning in Mutiara Bunda Inclusive Elementary School in Cilegon City

An inclusive school education is one that provides equal opportunities for all children, regardless of their multifaceted differences, and where the system adapts to the needs of each child. Inclusive education as a strategy to promote

universal education for all peoples with various differences. Inclusive education ensures access and high quality of student characteristics. The right of every child to participate in a quality education that is meaningful to him or her.

Mutiara Bunda Inclusive Elementary School in Cilegon City is a bilingual school for students with special needs. This school places students with regular and special educational needs in the same class. Although children with special needs learn the same subjects as children without disabilities, they learn in different ways because of the different ability levels of the students. Bilingual learning is also taught in this elementary school to students without special needs and students with special needs, giving them the opportunity to address English foreign language learning at later school levels.

Bilingual learning is generally a type of learning that uses a combination of two languages simultaneously. Bilingual learning requires the use of a mix of native and other target languages. The concept of bilingual learning adopted by Mutiara Bunda Inclusive Elementary School in Cilegon City is to learn two languages, English and Indonesian. Bilingual learning is offered to provide the basic skills for a student to speak and understand her two languages. The learning offered is usually better suited to the student's needs.

Taught at Mutiara Bunda Elementary School in Cilegon City, bilingual learning takes the form of basic language learning such as learning vocabulary and basic conversations and is taught to students gradually. The purpose of learning is to teach children basic expressions and things that are relevant to the student's own environment. The learning process will be expressed in the form of English and Indonesian. A given vocabulary is divided into several topics such as: Animals, plants, colours, body parts. The conversations taught to students are basic and can be easily applied to students' daily lives. Learning methods are adjusted to the child's condition and of course easy to understand, making all learning activities more enjoyable for the child himself. In order to make children's English learning more readily accepted, there are several methods or methods of providing English teaching activities, such as games and songs with action at Mutiara Bunda Inclusive Elementary School in Cilegon City. Specially applied in

games and songs. Use the TPR (Total Physical Response) activity method to follow the activity with a full body movement. The use of this method is aimed at increasing children's interest in learning in the process of teaching and learning.

Another way or habit to help the students to adjust their bilingual learning is to set rules when they enter class, during class, and after class. For example, before entering a class, there is a light conversation between the teacher and the student: "What is your name?", "How are you?". Children are used to speaking and conversing in English indirectly. The use of this method or practice puts emphasis on the language of instruction where students have to get used to it and do not realize they are learning to be bilingual.

Learning at home is just as important as learning at school. Here, the role of parents has a significant impact on growth and development, as well as the progress and application of learning that children receive in school. Some of the parents of our students offer their children special treatment regarding foreign language development. Treatment can be adjusted according to the student wishes and unique learning style. For example, by watching together, parents can show their children examples of teaching simple vocabulary that children naturally learn, and ultimately learn to remember well-taught vocabulary. By observing, students see directly what they are aiming at. It is hoped that this will make it easier for students to remember when told visually and aurally.

Conclusion

Bilingual learning is learning to use two languages side by side. The native language is Indonesian and the foreign language is English. Learning two languages makes a lot of sense. It is important that children are able to know the more complex outside world in the future. Children naturally know how to use two languages. However, over time, a child's language development must go through a different process. This process is not separate from the role of parents and those around them. Moreover, a good education has a great impact on the bilingual learning process. Mutiara Bunda Inclusive Elementary School in Cilegon City is one of inclusive school. Of course, there are different types of students,

both regular and non-regular (special needs). The school aims to develop each students' intelligence with an individual approach, as it is believed that each child is unique and has their own strengths. All children in this school have the same opportunities and rights regarding educational services. Even with bilingual learning, children with disabilities are accustomed to using two languages. However, bilingual learning or learning in this kindergarten is not mandatory and depends on the child's ability. Children with disabilities receive special treatment from schools with special needs teachers so that they can participate in learning like normal children. Regular children in this school do not bully children with disabilities and support them in their learning process.

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