

BILINGUALISM EFFECT IN LEARNING ENGLISH PROCESS (STUDY AT SMA 3 TANA-TORAJA)

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Abstract

In learning English in Toraja regional schools, bilingualism occurs in the process because full English in the learning process will make it difficult for students in terms of learning flow. The use of bilingualism in the classroom affects the learning process and this makes researchers interested in getting deeper data about its effect on the learning process. Based on these problems, this study aims to determine the effect of bilingualism in the learning process at SMA Negeri 3 Tana-Toraja and students' perceptions of it. This study used qualitative design using observation notes and interview as the research instruments. The research setting was at SMA Negeri 3 Tana Toraja with a population consisting of 2 classes in eleventh grade. In data collection, samples were selected using purposive random sampling, and class XI A was taken as the selected sample with 30 students and 1 teacher as the interviewee. The results showed that students were very enthusiastic about the lessons presented based on observation notes. Furthermore, students understood more quickly and their vocabulary increased a lot with the bilingualism method, students feel comfortable in learning, eliminate their doubts when asked, and understand the lesson more quickly. It can be concluded that bilingualism in learning English makes it easier for students to understand lessons more quickly or to memorize new words in English.

Kata Kunci: Bilingualism, Learning English, Perception, Bilingualism impact

Abstrak

Dalam pembelajaran bahasa Inggris di sekolah daerah Toraja terjadi bilingualisme dalam prosesnya karena bahasa Inggris yang digunakan dalam proses pembelajaran akan menyulitkan siswa dalam hal alur belajar. Penggunaan bilingualisme di dalam kelas berpengaruh terhadap proses pembelajaran dan hal ini membuat peneliti tertarik untuk mendapatkan data lebih dalam mengenai pengaruhnya terhadap proses pembelajaran. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk mengetahui pengaruh bilingualisme dalam proses pembelajaran di SMA Negeri 3 Tana-Toraja dan persepsi siswa terhadapnya. Penelitian ini menggunakan desain kualitatif dengan menggunakan lembar observasi dan pertanyaan wawancara sebagai instrumen penelitian. Lokasi penelitian di SMA Negeri 3 Tana Toraja dengan populasi terdiri dari 2 kelas pada kelas XI. Dalam pengumpulan data, sampel dipilih dengan menggunakan purposive random sampling, dan diambil kelas XI A sebagai sampel terpilih dengan 30 siswa dan 1 guru. Hasil penelitian menunjukkan bahwa siswa sangat antusias terhadap pembelajaran yang disajikan berdasarkan catatan observasi. Selanjutnya siswa lebih cepat memahami dan kosa kata mereka meningkat banyak dengan metode bilingualisme, siswa merasa nyaman belajar, menghilangkan keraguan ketika ditanya, dan lebih cepat memahami. Dapat disimpulkan bahwa bilingualisme dalam pembelajaran bahasa Inggris memudahkan siswa untuk lebih cepat memahami pelajaran atau menghafal kata-kata baru dalam bahasa Inggris.

Kata Kunci: Bilingualisme, Belajar Bahasa Inggris, Persepsi, Dampak Bilingualisme

1. Introduction

Bilingualism can have a significant impact on the learning process of English. Research has shown that bilingualism provides cognitive, socio-emotional, academic, and career advantages (Dewi et al., 2021). Specifically, bilingualism has been found to improve cognitive skills, including metalinguistic awareness, memory, and executive function, which are all important for academic success. Bilingual students may also have an advantage in learning a foreign language, such as English, due to their enhanced language processing abilities (Mahzoun, 2022; Nurumbetova & Babashova, 2022)

Furthermore, bilingualism has been associated with improved academic achievement, including better performance in cognitive competence (Cenoz, 2003; Kanwal et al., 2022). Therefore, the bilingual background of students at SMA 3 Tana Toraja Indonesia, may provide them with cognitive and academic advantages that can support their learning of English and other subjects. Additionally, bilingualism has been found to improve cognitive skills, including metalinguistic awareness, memory, and executive function, which are all important for academic success (Mahzoun, 2022). Bilingual students may also have an advantage in learning a foreign language, such as English, due to their enhanced language processing abilities (Dwika Herdiawan, 2017).

In teaching English in Indonesia where the position of English language as foreign language, bilingualism is common things to do in supporting the smooth of the language teaching. Students are from the different tribes that has different mother tongue, and so do their English teacher and lectures. The lectures and teachers can influence their style in teaching the learning process especially when they want to inform the lesson students. In the classroom, the teaching-learning process is usually happened by using more than one language like local language, Indonesian, and English. The activity in the class using more than one language is called bilingualism activity (Sobor, 2023). Anyone who knows at least two easily defined, versatile, and basic terms or expressions in another language is regarded as bilingual in the context of bilingualism. Typically, a speaker that is bilingual speaks two languages, one of which being their mother tongue or native language. Using bilingualism as a teaching resource helps students acquire a second language and increases awareness of the value of bilingual education in EFL programs. (Sipra, 2013).

Furthermore, bilingualism was regarded as one of the key strategies for fostering both the instructors' and the students' communication ability in the classroom. In summary, bilingual education plays a vital role in junior high school language instruction and acquisition of the target language (L2) (Dwika Herdiawan, 2017). Here, the lecturer used bilingualism in explaining the meaning of the word to ease the students in understanding the lecturer statement. The students knew what the lecturer said and finally know the meaning of the word (Chairuddin & Aditya, 2021). Also, bilingualism affects various implication for language teachers and policy makers to provide bilingual students with optimal teaching and learning opportunities (Yeganeh & Malekzadeh, 2015). Yet, the research of bilingualism in English language teaching on specific area like Tana Toraja is still limited. Therefore, the study is going to fulfill the gap by researching the effect of bilingualism in teaching English language in Tana Toraja and particularly on perception of students toward bilingualism effect in language teaching.

The principal aims of the study is to find out the effects of bilingualism on the learning of English subject and to find out students' perceptions of bilingualism in learning English at SMA Negeri 3 Tana Toraja.

2. Method

The study design is the scientific process to obtain the required data in the study with the objectives and specific functions (Sugiyono, 2010). Qualitative research design was implemented in the research in which it seeks to probe deeply into the research setting to obtain in-dept understanding about the way things are, why they are that way, and how the participants in the context perceive them

(Gay, L.R; Miles, Geoffrey E; Airasian, 2012). Case study as part of qualitative approaches was chosen in completing the research and a high school in Tana Toraja was being the main setting of the research. Case study focuses on what are the characteristics of this particular entity, phenomenon or person (Gay, L.R; Miles, Geoffrey E; Airasian, 2012).

The research location is SMA Negeri 3 Tana-Toraja and the researcher chose this school because it was in the researchers' district and also the researchers have found prior data on bilingualism impact toward the learning process. In SMA Negeri 3 Tana-Toraja, Class XI was divided into 2 classes namely, XI-A and XI-B and it is the research population. The research population was chosen by considering Class XI has bigger population than other classes and it can represent the data needed. In terms of research sampling, the chosen sampling for the research was students of class XI-A using purposive random sampling. The purposive random sampling can increase the credibility of the result in advance of knowledge of how outcomes would appear and the information collected was comprehensive (Michael Quinn, 2002). The object of this research is 30 students and 1 teacher.

Qualitative findings grow out of three kinds of data collection in the research (1) in-depth, open- ended interview; (2) direct observation; and (3) written documents. Interview yields direct quotations from teachers and students about their perception on bilingualism effect toward learning. The data from observations consist of detailed descriptions of learning activities, behaviors, actions, and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Written documents in the research was from field notes and observation notes.

In analyzing the data, the pattern of (Miles & Huberman, 2014) was used in the research consisting data collection, data reduction, data display, and data verification/conclusion. The following figure shows the pattern

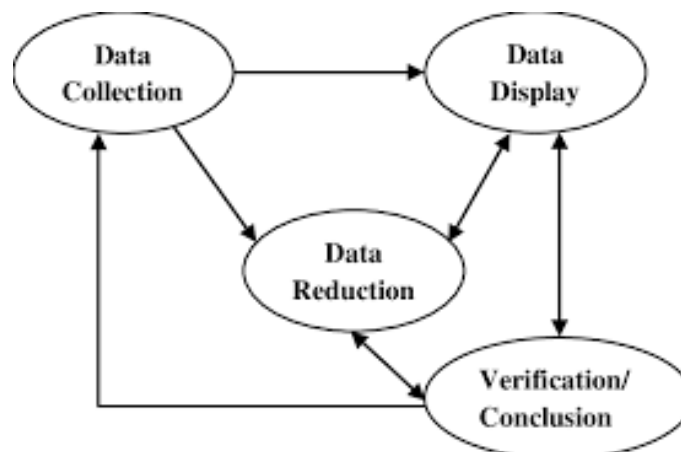


Figure 1. The pattern of Milas and Huberman (2014),

3. Result and Discussion

3.1. Findings

The first finding was collected from observation sheet to see the effect of bilingualism in learning process. The result of the observation sheet was reported descriptively in the following section.

The Classroom Observation

Based on observations made to see the effect of bilingualism in learning process, it is clearly seen that the teacher did all the learning steps in regular step; starting learning activities, assessing learning outcomes, and finishing the learning activities. The five items of the observation sheet of this study

were setting up, getting going, managing activity, winding down, assessing the students. This study will present qualitative data as follows:

1. Setting up

As a first step, the researcher tried to observe the students' efforts in creating a comfortable learning atmosphere. In addition, the researcher made arrangements such as greeting students by introducing themselves in English first and then interpreting them, paying attention and checking class conditions, and checking attendance. This can be seen in the observation notes as follows:

"First, the teacher explained in full English then interpreted in Indonesian about something fun related to education, especially invitations, during the student brainstorming session. "Have you ever heard of an informal invitation? So today we will discuss the definition and examples of official invitations."

(Observation Notes 1)

Based on the notes of the teaching and learning, the researcher welcomed the students to class and then asked about their preparation for learning. In addition, the researcher checked the students' performances using the attendance book checklist. After that, the teacher prepares and presents the discussion material, for example: "Have you ever heard of formal invitations? So today we will discuss the meaning and examples of a formal invitation." That was the teacher's way of starting the material.

2. Getting Going

In this second stage, the process of teaching and learning began. This meant that the teacher gives information about the official invitation so that the students understand the meaning of the official invitation. In addition, in this stage, the researcher explains the meaning of invitations and gives examples of invitations.

"First of all the teacher asks the students if they know about birthdays, weddings and newborns. Some of them said they knew about birthdays and weddings, but some didn't. After that the teacher showed an example of a birthday invitation picture to the students "What is this?" and the students answered "Birthday invitation".

(Observation Notes 2)

Based on the information above, it can be said that the students were excited to know what an official invitation was even though it was presented in an example picture with English writing.

3. Managing the activity

This third stage of the teaching and learning process was activity management. The students worked on the task of writing, reading, and speaking fit with the lesson theme. The notes can be seen as follows:

"The teacher asks students to prepare materials (informal invitations) that were requested by the teacher at the previous meeting. Students don't know what to do. The teacher does not divide students according to their presentation abilities. Students can choose their group members. For group 1 about Newborns, Group 2, Birthday Invitations, Group 3 Wedding Invitations, Group 4 Dinner Invitations, and Group 5 Competition Invitations".(Observation Notes 3)

Based on the statement above, the researcher saw that by applying the bilingualism method from a cognitive perspective, students were able to think more broadly in doing their group assignments and they were able to think about constructing a question to be asked/asked to other groups. In terms of psychomotor, students can understand the material in depth. and in terms of

effectiveness, students are able to complete group assignments and are able to present them, although there are still group members who do not understand correctly.

4. Winding down

This fourth stage of the teaching and learning process was coming to an end. This meant that the teacher does a post-assessment, where the teacher comments on the student's performance and discusses the mistakes made. This can be seen as follows:

"The teacher told the students about their mistakes. The teacher also examined the students' presentations and reviewed the vocabulary that was obtained from the student's presentations".
(Observation Notes 4)

Based on the above arguments, by applying the bilingualism method in terms of effectiveness, the researcher evaluates the presentation and corrects it.

5. Assessing the students

This fifth step in the teaching and learning process was student evaluation. That meant how the teacher evaluates the students, where the subject is, and the method of the teacher. This can be seen as follows:

"Great performance by this group. Penampilan yang keren. Applaud them. It was explained on the birthday invitation and was easier to understand and it showed in your body language..."
(Observation Notes 5)

Based on the statement above, the researcher concluded that the bilingualism method greatly affects students' cognitive and psychomotor in completing the percentages they work on/describe.

2. The Influences of Bilingualism in Learning English for Teacher and Students

In getting the data about students and teachers' perception on bilingualism in teaching learning process, interview was conducted by contacting the interviewee and made time scheduling for interview session. Interview questions for teacher was listed based on research need and can be seen in the following table.

No	Question Items
1	Why do you think that English is important to teach in XI.?
2	How much time is allocated for each meeting and every week for learning English in XI Grader.?
3	What learning media have been used in learning English in XI grader.?
4	What are your methods/strategies in teaching English vocabulary to XI Grader.?
5	If you use bilingualism in the learning process, what are the reasons behind this.?
6	How is bilingualism influence the condition in the classroom when you are learning English.?
7	How is the usage of bilingualism in the learning process could help improve the understanding of the English material of the students.?
8	What is the use of bilingualism that could improve the fluency, accuracy, and vocabulary of students in speaking English.?

Table 1. Interview questions items for teacher

There were eight interview questions for the teacher to know the influences of bilingualism in learning English of Sma Negeri 3 Tana-Toraja as seen in the prior table. The first question for a teacher interview about the importance of English to be taught in class XI.

"Yes, in my opinion, as a teacher, it is true that English is indeed English, yes, of course English is very important to teach, especially in grade 11 because it is the beginning for students even though they have studied in junior high school, but in my opinion it is from the beginning for them to learn more about English especially now that the development of the digital era is all in English, almost everything is so it seems very appropriate for students starting from grade 11 to learn English." (Teacher 1, 2023)

In this case, the teacher agreed with the first question about the importance of English teaching in eleventh grade. He also added that the student demanded to know a little about English moreover in the era of digital nowadays.

For the second questions about time allocation in learning English in the eleventh grade. The interviewee said that time allocation for learning English is enough for students' need.

"Eh.. for the mayor, the time allocation is 24 hours for one week then added with the 2 hour ex-school hours meaning 2 x 4 is 8 hours so there are approximately 32 hours for English learning for students at this school". (Interviewed Teacher 1)

In this case, the teacher said that there are 32 hours to teach the students. In other words, there are many times for students to improve their English.

The third question is about the media used by a teacher in teaching English in the eleventh grade, especially in the SMA Negeri 3 Tana-Toraja. The interviewed teacher statement was stated below.

"Of course, the first is a smartphone or gadget or tablet cellphone iped something like that I usually use and students use it for learning English to make it easier for them, then of course LCD or projector projectors for learning the rest, just play traditionally or conventionally by involving their smartphone or also LCD- because with smartphones children can surf the internet so it will make it easier for them to get information related to learning English." (Teacher 1, 2023)

To be easier for students in learning English, some teachers use other media to present their material about English, like smartphones or gadgets, handphones, tablets, iPad, LCDs, or projectors.

For the fourth interview question about methods or strategies in teaching English vocabulary used by the teacher in the eleventh grade, especially in SMA Negeri 3 Tana-Toraja.

"Usually what I use is I play vocabulary races with students, play races for writing so the event is students memorize the vocabulary related to the motion given by the teacher memorize a few words then we do a competition with students divided into groups so they will compete to write vocabulary and more or less they will know the vocabulary. Apart from that, another way is that students are provided with a piece of paper cut out of paper. Then they will write down some vocabulary and they will take it anywhere and while they have memorized the vocabulary so that in their next meeting we will see their memory storage related to the vocabulary given." (Interviewed Teacher 1)

From the teacher's statement above, it can be concluded that students are invited to memorize words and compete to rewrite the vocabulary they have memorized in front of the class on the blackboard one by one.



In this fifth of the teacher's interview questions about the teacher's reason uses bilingualism in learning English.

"So the reason is very clear because in my school it is like English is not used too often because the area is quite far from urban areas. It's like the east of the district so speaking English there is very rare even though the students' interest is quite good so when studying I have to use English with Indonesian for them to understand what I say in English". Interviewed Teacher 1, 2023)

From the teacher's statement above, it can be concluded that it is easier for the teacher to present their material and to be easier for the student to understand that material from the teachers.

The sixth interview question from the teacher about bilingualism influences the condition of the classroom when the teacher teaches English.

"L... it seems very clear that bilingualism or the use of language really affects class conditions because it will make it easier for students to understand what I convey, what I teach so that there is reciprocity or feedback between me and students so even if English is very difficult especially in grade 11 school, if grade 12 is still okay." (Interviewed teacher, 2023)

From the teacher's statement, it can be concluded that bilingualism greatly influences the learning conditions in the classroom intending to make it easier for students to understand what is conveyed by the teacher when the teaching and learning process began.

The seventh of the teacher's interview questions about the uses of bilingualism can improve the understanding of the material of the students

"Yes, it's like when I entered class when I explained the material, I gave the first material, I used English after that I continued with Indonesian to make it easier for them to understand and thank God it seems really suitable for grade 11, we use two languages because they are still quite new in the condition of the school is that the teachers are new too, so it's only right that we make them like English, of course with eee. After saying the explanation in English, I ask the students to try speaking English even though they still mix English and Indonesian". (Interviewed Teacher, 2023)

This teacher statement can be conceded that by uses the English language in the beginning until the Indonesian language as a translator on the present material can be easier for students in the eleventh grade, especially in the SMA Negeri 3 Tana-Toraja.

The eight of the teacher's interview questions about the use of bilingualism that could improve the fluency, accuracy, and vocabulary of students in speaking English is stated in the following statement.

"Yes, in grade 11 it was very rare for me...students learned speaking but there were times when they were like introductory material. So they have to introduce them not only to introduce them to me as the teacher but I ask them to be introduced to their parents in front of their parents and one of the English teachers, so they are greatly helped in this way as well as because of good will. friendship with the teacher I'm new and especially the parents, so in my opinion the use of two languages will help smooth the accuracy or accuracy and vocabulary of students' English because in my area, just one language is very difficult if full English is very difficult, again in Indonesian to make it easier for students to understand what I am saying". (Interviewed Teacher, 2023)

From the statement, it can be concluded that by the use of bilingualism in the class, it can improve the students' fluency, accuracy, and vocabulary by inviting the student one by one to introduce themselves in front of their respective parents by using two languages or bilingualism.

By taking consideration from all statements of the teacher's interview question, the researcher concluded that by use of bilingualism can improve the students' fluency, accuracy, and vocabulary by

inviting the student one by one to introduce themselves in front of their respective parents by using two languages or bilingualism.

b. The Students' Interview

There were eight interview questions for the students to know the influences of bilingualism in learning English of SMA Negeri 3 Tana-Toraja.

N0	Interview questions Items
1	Why do you think that English is essential to learn in XI Grade.?
2	How many languages that used by the teacher in learning English.?
3	Is it important to teach English with bilingualism.?
4	How is bilingualism influence the condition in the classroom when you are learning English.?
5	What is the usage of bilingualism in the learning process that could help improve the understanding of the English material of the students.?
6	What is the use of bilingualism that could improve the fluency of the students in speaking English.?
7	What is the use of bilingualism that could improve the accuracy of the students in speaking English.?
8	What is the use of bilingualism that could enrich the students' vocabularies.?

Table 2. Interview questions items for students

The following was an example of the first question on English existence in the teaching and learning process. Most students agreed saying that English is important to be learnt for better future.

"Ya, I think yes" (student 1)

"English is important as a global language" (Student 5)

"Yes" (Student 7)

It can be said that the learners believe that English is needed for them. Moreover, learners' answers to the first question of the interview about English found that 24 students thought English was needed in SMA Negeri 3 Tana-Toraja. Meanwhile, 6 felt that English is not important to learn.

For the second question, the teacher asked about "How many languages that are used by the teacher in the teaching and learning process". Most of the students had given a short answer but great answers. In this interview, all of the students answered in combined Bahasa and English. The following was an example of it:

"2 languagea" (Student 2)

"2" (Student 3)

"2 Language; English and Indonesia" (Student 17)

For the third question, the students were asked about the importance to teach English with bilingualism. Most of the students answered "important" this question. The following was an example of it:

"Penting karena ehh.. biasanya siswa kurang paham juga, jadi kalau ada bahasa Indonesianya muda napahami" (Student 2)

"It's important because, uh... usually students don't understand either, so if there's Indonesian it's easy to understand" (Student 2)

"It's very important sir because it can help students" (Student 19)

"Oh.. it's important because not all students can speak English" (Student 25)"

All of the students intended to answer "important" for this question. The students had been thinking that two languages for teaching and learning English would have been students to understand the material more. Furthermore, all students (30 students) agreed that was important to teach English through the bilingualism process.

For the fourth question, the students asked about the bilingualism influenced the condition in the classroom when they were learning English. There are various states of the student but most of the students stated that they *"influence the condition of the classroom"*. The following was an example of it:

"The situation in class is very smooth when using 2 languages sir" (Student 19)

"It is important for students in Indonesia because English is very difficult to understand" (Student 30)

"Erm.. it is important for us to know and translate. (Student 14)

Most of the students were interested to answer "influence" this question. The students had been supposing that bilingualism could influence the condition of the classroom being better. There were 29 students out of 30 students did answer "influence" for this question. It meant that students supposed that the bilingualism process in the teaching and learning process could influence the condition of the classroom. Meanwhile, there was 1 student who did answer "do not know" this question. She thought that it would be hard and confusing to answer it.

For the fifth question, the students were asked if the usage of bilingualism could help to improve their understanding of English. Most of the students answered "improve" for this question. The following was an example of it:

"Mmm... yes" (Student 7)

"Yes Sir" (Student 10)

"The effect is easy to understand" (Student 15)

All of the students were interested to answer "yes" to improving English through the bilingualism process in the teaching and learning process. There were 30 students did answer that the bilingualism process could help to improve their understanding of the English material to the students.

For the sixth question, the students were asked about the use of improving their fluency of the students in speaking English. Most of the students answered the "improve the fluency" for this question. The following was an example of it:

"Yes sir because... because bilingualism can improve" (Student 14)

"Yes sir" (Student 19)

"Yes sir" (Student 23)

Most of the students intended to answer that the bilingualism process could improve the student's influence in speaking. The students had been thinking that the use of bilingualism could improve their fluency of the students especially in speaking English. There were 27 students did answers could improve and 3 students supposed that the moderate answer was that the bilingualism process would help the students in improving their speaking, especially in fluency.

For the seventh question, the students were asked about the use of bilingualism the improve the accuracy of the students in speaking English. Most of the students answered "yes" to this question. The following was an example of it:

"Yes" (Student 12)

"Yes sir" (Student 15)

"Yes, because uh... most of the students don't, what's that called, don't speak English fluently sir" (Student 23)

Most of the students answer interested to answer "improving" this question. The students had been thinking that the usage of bilingualism in the teaching and learning process could improve the students' accuracy in speaking. 29 students believe in that "bilingualism could improve" and 1 student answered "do not know" for this question.

For the eighth question, the students were asked about the use of bilingualism to enrich the students' vocabularies. Most of the students answered "yes" to this question. The following was an example of it"

"Yes sir our vocabulary will increase" (Student 25)

"Yes sir our vocabulary will increase sir" (Student 26)

"Yes, sir, our vocabulary has increased a lot sir" (Student 27)

All of the students interested to answer have enriched the students' vocabularies for this question. The students had been thinking that the use of bilingualism enriches the students' vocabularies in the teaching and learning process. Moreover, there were 30 students (all students) who answered that bilingualism process could enrich students' vocabularies because of more understanding of two languages that were students' mother tongue and second language.

Based on the data above, the researcher conducted the existence of English in the teaching and learning process. It proved that 1) there were 24 learners out of 30 learners who gave a positive response about existing English, and 2) the language used by the teacher in the teaching and learning process. It proved that 30 learners agreed with two languages, and 3) the importance to teach English with bilingualism. It proved that all learners said important, and 4) the bilingualism process influences the condition in the classroom. It proved that 29 learners stated that influence it, 5) the usage of bilingualism improves the student's understanding of English. It proved that 30 learners said yes to it, 6) the use of improving the fluency of English of the students. It proved that there were 27 learners stated that could improve it, 7) the use of bilingualism improves the students' accuracy. It proved that 29 learners of 30 learners believed to say yes to it. And 8) the use of bilingualism enriches the students' vocabularies. It proved that 30 students answered yes to students' vocabulary.

Therefore, researchers concluded that students were very enthusiastic about the use of bilingualism in learning English especially explained in the form of jokes that can help students more quickly understand English and their vocabulary get increased.

3.2. Discussion

In this section, the researcher discusses the results of this study. The strategy used in this study was descriptive qualitative (Creswell, 2013). There was no manipulation in the qualitative descriptive study. In addition, the interpretation of the results obtained from the descriptive analysis of the impact of the bilingual process and the student's understanding of the use of bilingualism in teaching and learning in the classroom are discussed.

As seen in observation result, the use of bilingualism during the learning process from starting the class, during the learning, and the end session of learning was clearly showed by the teacher. It is used to smooth the learning, clarify the explanation, state the class instruction, create the enjoyable learning area. Using bilingualism to support the good condition of learning is beneficial for both learning agent; the teacher and the students as stated by researchers (McCarty et al., 2013; Santos, 2022; Sipra, 2013; Truscott de Mejía, 2012).

The findings from interview with teacher and students using guided interview questions resulted many insights on bilingualism use during learning process. As resulted from the interview



session, students demonstrated positive response when teacher use mix language in teaching. The students can comprehend the lesson better when sometimes teacher clarify the lesson using the native language. These findings are also supported by (Dwika Herdiawan, 2017) who stated in his research that bilingualism played prominent tools in fostering students' competence. Furthermore, the students felt comfortable when the teacher did not use full English in the class and mix it with the local language. As a result of it, the students gets easy to understand new vocabulary in English, helps them doing the tasks, makes questions or answers the questions during the study. Also, using bilingualism in learning support students in reading English properly. It also helps students to eliminate embarrassment when they communicate in the class. Therefore, as supported by previous researcher that bilingualism can be considered to be tools to support students' learning, bring more positive impacts than negative impact on teaching learning process (Cenoz, 2003; Dwika Herdiawan, 2017; Kanwal et al., 2022; Mahzoun, 2022; Saienko et al., 2022; Santos, 2022; McCarty et al., 2013; Rafat, 2022; Truscott de Mejía, 2012)), the use of using more than one language in learning still useful to be implemented.

6. Conclusion

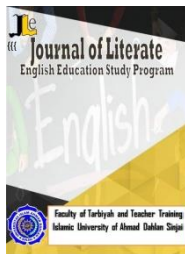
In summary, the study carried out at SMA Negeri 3 Tana-Toraja on eleventh-grade students showed a significant improvement in their vocabulary and comprehension as a result of using bilingualism in the English language learning process. As the list above illustrates, there are several benefits associated with using a bilingual approach in English instruction. These benefits include improved student perceptions, comprehension, comfort, vocabulary acquisition, exercise performance, question-and-answer exchanges, reading proficiency, and reduced feelings of embarrassment. The study also makes the insightful suggestion that instructors and students should encourage productive communication when debating teachings, highlighting the significance of continuous discussion in maximizing the learning process.

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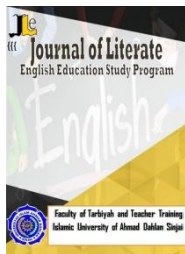
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