

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

In this chapter, the researcher will explain what types of bilingual education programs are applied by Bilingual Nursing. The researcher also describes how is the implementation of Bilingual Education Program at Bilingual Nursing Department of Muhammadiyah University Banjarmasin. To obtain data and information, researchers researched the subjects. The subjects in this research were one English language lecturer in third-semester and 13 students at Bilingual Nursing.

To obtain the desired information, researchers used to interview and observation methods. The interview was conducted with an English lecturer and 13 third-semester students. The interview was conducted online via WhatsApp messenger. The interview was conducted online due to current circumstances which made face-to-face interviews impossible, and the observation research method was also carried out online. Because the learning that was currently being carried out was online used the WhatsApp group. From the WhatsApp group, the researchers observed how the learning process was going on. The researcher observed the third semester class of Bilingual Nursing students five times. The first observation was conducted on 2 October 2020, second on 9 October 2020, on third 19 October 2020, on fourth 24 October 2020, and the last 13 November 2020. The researcher observed by joining the WhatsApp group.

## **1. Types of Bilingual Education Programs by Bilingual Nursing Department are Applied of Muhammadiyah University of Banjarmasin**

To find out the types of bilingual education programs applied by the lecturer in the third-semester Intensive English course at Bilingual Nursing Department of Muhammadiyah University at Banjarmasin. The researcher used interviews and observation as the techniques of data collection. The interview was conducted remotely via WhatsApp. Observation is also carried out online, by WhatsApp group. The observation was made 5 times. The first observation was made on 2 October 2020, the second on 9 October 2020, the third on 19 October 2020, the fourth on 24 October 2020, and the last on 13 November 2020.

Based on the results, from the interview there four ware types of bilingual educations in the used of language at the Bilingual Nursing Department of Muhammadiyah University Banjarmasin, there are:

### **a) Bilingual Structure Immersion**

Means the full use of English in the teaching process. This type was used due to institutional factors as the bilingual campus and also an Intensive English course. This can be proven from the results of interviews with the English lecturer, Miss Y as follows:

*"Yes, last semester, which was full face to face, consistently used English, the name was also Bilingual class, another Intensive English course, as much as possible to use English when teaching. Because the*

*concept was divided into 2, nursing used Indonesian, then Intensive English learning."*

From these data, it can be seen that Bilingual Structure Immersion itself was due to an institutional background. As a campus that adopts a bilingual program, the lecturer was required to applied English as a means of teaching, especially for those who teach Intensive English. Meanwhile, Indonesian as the mother tongue is still allowed to be used.

**b) Two Way-Bilingual Education 90/10**

Two Way-Bilingual Education 90/10 means the dominant application of English in the teaching process. English as a second language was applied more predominantly than another language, Indonesian. The dominant use of English serves to provide additional explaining, giving students more understanding and attention to explanation, especially for Intensive English course. This can be proven from the results of interviews with the English lecturer, Miss Y as follows:

*"I will look at the situation, if I speak English in front and there are many students whose faces are confused, I will not force it. They can also understand my instructions, but they can't answer in English yet".*

This proposes that used by the English lecture more dominantly in their teaching to help students understand the material presented.

The reason, not all students have the same level of English skills. Sometimes, in certain situations, the lecturer needs to apply Indonesian as a supporting language to make students better understand the concept when the material presented more dominant in English. The students also said the same thing, as AN said:

*"For lecturers in English or Intensive English courses, they usually tend to use English in delivering the material, but if we don't understand, sometimes they will use Indonesian."*

**c) Two Way-Bilingual Education 50/50**

Two Way-Bilingual Education 50/50 is the application of two languages equally in the teaching process. All instructions are shared in two languages. In other words, the lecturer applied the two languages in the same portion. This can be proven from the results of interviews with the English lecturer, Miss Y as follows:

*"Yes, I usually use two languages when explaining the material, which is more often than not explaining the meaning of the vocabulary for which they don't know the meaning of the vocabulary."*

This can also be proven from the results of interviews with student, Student YA as follows:

*"Because we know that everyone's ability to speak English is different, so usually the lecturer explains in 2 languages simultaneously, with a note, only the parts that are difficult to understand. Explained again using Indonesian". Other students also said the same thing, as SP, NR, T, and AN said: "When the lecturer explains the learning material*

*using English and Indonesian simultaneously it is more effective in terms of understanding"*

**d) Maintenance Bilingual Education**

Means the use of full Indonesian in the teaching process. Indonesian is fully applied in the teaching without any inferences from the other language, English. This can be proven from the results of interviews with the English lecturer, Miss Y as follows:

*"If I used English power points, and sometimes I usually accompany the explanation with Indonesian, it is indeed difficult to teach the material in English continuously, because basically, students are not familiar with using English."*

The used of Indonesian was also quite important to help students have a better interpretation of the explanation. Also, by applied Indonesian, students feel it is more effective in terms of understanding.

Based on the types of proficiency level in the use of the language used in the Intensive English teaching process at the Bilingual Nursing Department of Muhammadiyah University Banjarmasin, the researcher concluded that there are three types of bilingual education programs, namely: Bilingual Structure Immersion, Two-Way Bilingual Education, and Maintenance Bilingual Education.

## **2. The implementation of bilingual education programs at Bilingual Nursing Department of Muhammadiyah University Banjarmasin**

Based on the research results, it can be seen that three types of bilingual education programs were found. These are Bilingual Structure Immersion, Two-Way Bilingual Education 90/10, and Two-Way Bilingual Education 50/50. But when the researcher was doing the observation in Intensive English, the researcher found that there is Maintenance Bilingual Education that is used in the learning process at Intensive English of Bilingual Nursing Department. The researcher uses the observation-type data collection technique. Observations were made 5 times. In this observation, the researcher directly observed the learning process carried out online via WhatsAppGroup.

The following points were the descriptions of Bilingual Structure Immersion, Two-Way Bilingual Education, and Maintenance Bilingual Education explained as follows:

### **a. Bilingual Structure Immersion**

Bilingual Structure Immersion was application of full English occurs in many situations, such as in the beginning, in explaining, in asking questions, giving assignments, and in responding. This can be seen from the data as follows:

*“Good morning everyone?” “Fine”.*  
*“Let’s continue this one, shall we?”*  
*“Let’s practice the speaking part from number 7, like we did last week”*  
*“You may choose the one to respond”*  
*“Sure, take your time”*  
*“Record your voice with voice note, read number 7 and say your friend’s name”*

In addition to the use of full-English, the Lecturer also applied it in other situations. She also uses full-English in asking questions. This can be seen from the data as follows: "Has everyone have their turn? If so, Nadia please continue to number 8 then."

*“We’ll continue to task 2 anyway”*  
*“There are 3 word; part of speech, synonym and antonym”.*

The use of full-English also appeared at the beginning and explained the material. Sometimes they prefer the beginning of the lesson and explain the material in full English. Because the lecturer feels more comfortable using English in starting teaching and explaining the material when the materials are best explained only in English. This can be seen in the following data.

*“Are you familiar with the 3 words?”*  
*“Okay, good. Can you mention kinds of part of speech”*  
*“When you open the dictionary (digital or non digital)*  
*Part of speech and synonym are there, and will be easier for you to guess the antonym”.*

The data shows that the lecturer applies English fully. When starting teaching and will explain the material. In this data, it can also be explained that the lecturer goes straight to the point when starting teaching. The lecturer also asks perception questions when explaining the material, the lecturer wants to

know whether the students are familiar with the 3 words. In this case, the lecturer did not explain too much material, it can be seen from the sentence "Can you mention kinds of parts of speech", the goal is to make students active in this online class. Besides, Bilingual Structure Immersion also appears when the lecturer gives a simple assignment to students, as the data is as follows:

*"Now let's play. I'll write a word, and you'll have to guess the part of speech. Correct answer will get a bright sun"*

*"Ready"*

It was applied in several conditions, such as: at the beginning from data above, that said the lecturer applied Full-English when giving simply an assignments. The Lecturer provides "Words" or "picture emoticon" in the WhatsApps Group. Then, students mentioned the "part of speech". It is very creative in using "Emoticons" as a learning media.

From these data, the researcher obtained the proposition that Full-English is applied for teaching Intensive English. It is applied in certain conditions, such as in explaining, in giving assignments, and in asking questions. Thus, students are expected to be able to master the material well even though they only carry out online lectures.

#### **b. Two-Way Bilingual Education 90/10**

Two-way Bilingual Education 90/10 means the implementation of English dominantly in the teaching process. English as a second language is



applied more predominantly than the other language, Indonesian. Two-way Bilingual Education 90/10 is also applied in several situations, namely; in the beginning, in explaining and giving instructions. It can be analyzed on the following data:

*“Good morning” okey it’s fine”*  
*“this morning, I want you to respond me dengan voice note”*

From the data shown, the lecturer starts by greeting students. In the greeting, the lecturer asked for student responses with voice notes. In this case, the teacher uses two languages in which English is more dominant than Indonesian. The pronunciation of the Indonesian language itself is included in the middle of the sentence.

The use of dominant English was also applied to give instructions. The teacher also uses dominant English before explaining the material. This is evidenced from the following data:

*“This is our material today, before we practice the reading aloud, kita diskusi vocabulary”*

The lecturer instructed continuing with the material. The lecturer instructs students to practice pronouncing "vocabulary" by using voice notes. In providing these instructions, the lecturer uses English and Indonesian. The

Indonesian utterance is included at the end of the sentence as a sentence to invite students.

*“In a text, there's structure which govern the content, look this page. Lihat halaman 12.08 There's topic sentence, supporting sentence and concluding sentence 12.09. Ada pertanyaan tentang itu? Do you know the differences?”*

From this data, it can be seen that the speech alternates with questions. This shows that the explanation preceded the question to students. The lecturer asks about the contents of the material. In this case, the lecturer also applies Indonesian when instructing students to open the material page.

Besides, Lecturer also held Two-way Bilingual Education 90/10. Some instructions are pronounced predominantly in English, while in other languages, Indonesian as their mother tongue is also used. This can be seen from the data below:

*“Eka to Tasya. Group 1. Yang bawah group 2, I want to work in group. Text untuk group 1, and text 2 for group 2. Identify the referenc word baik itu subject pronoun ataupun object pronoun. Jawab cukup dikirm 1 orang saja, post di group ini.” “Tuliskan refence wordnya apa saja dan merefer ke kata apa. For example It refers to house, she refers to Wati, Understood?”*

From this data, the lecturer carries out instructions after completing explaining the material. After that, the Lecturer continued training. He instructs students to organize groups and do exercises in group WhatsApp. In providing instruction, the teacher also continues to use English and Indonesian.

From all of this data, it was obtained that the proposition that Two-way Bilingual Education 90/10 was applied in Intensive English learning. The use of this type also occurs in several situations, such as in the beginning, explaining, and giving instructions.

**c. Two-Way Bilingual Education 50/50**

Two-Way Bilingual Education 50/50 the application of two languages equally in the teaching process. All instructions are equally divided across the two languages. In other words, the lecturer applied two languages in equal portions. In the learning process, it was found that teachers tended to use balanced bilingual in explaining. It is explained as follows:

*“Dokter gigi: dentist. Orthodontist salah satu cabang ilmu kedokteran gigi, khusus menangani perawatan/perbaikan gigi. Pasang kawat, veneer, yg bagus ke orthodontist”*

*“Prefixes = awalan, Suffix = akhiran, Determine = decide, alphabetically = tersusun berdasarkan abjad”*

*“Oh menungkit is more suitable”*

*“He kata ganti utk tunggal laki2”*

*“Clams is kerang”*

*“Lasting is bertahan”*

In the data, the teacher applied both languages, where English was mentioned first, then translated into Indonesian, and vice versa, Indonesian was mentioned first, then translated into English. In this case, balanced bilingual was used in explaining the meaning of vocabulary. The lecturer uses this type when students do not know the meaning of the word.

#### **d. Maintenance Bilingual Education**

On the other hand, the lecturer also used Maintenance Bilingual Education in the teaching process. It is found in explaining, asking questions, giving assignments in responding. It is explained as follows:

*“Di part 4.2, ada penggunaan pronoun Him. Jika sbg subject, pronoun yg dipakai adalah I, you, we, they, she, he, dan it, maka jika kedudukannya sbg object, reference words yg dipakai akan berbeda  
Contoh, subject I akan berubah jd me kalau posisinya setelah verb atau sbg object. Ada yg bisa meneruskan?”*

Data shows that the lecturer applied Indonesian in full. When explaining the personal pronoun material. This data also provides examples of the use of "Pronouns". At another meeting, Full-Indonesian was also used. This can be seen from the data below:

*“Yes. Utk benda hidup atau mati, yg jumlahnya lebih dari 1, pakai they”  
“Jd dia liat tumpukan kado, ada gravy boat (tempat saos buat steak) dan dia bilang dia lebih bergairah melihat itu dari pd melihat tunangannya. Dan dia sadar kepala si Barry kaya potato”  
“Yup. The drama bukan manusia, terdiri atas 1 kuantiti, jadi kata ganti yg tepat adalah it, Kalau dramanya banyak, maka jadi they”.*

The data shows that the lecturer applies the Indonesian language fully. When explaining a little of the content of the film they watched. In this data, the lecturer also explained the use of personal pronouns, as seen in the previous meeting, "It and They". In addition, full-Indonesian was dominant. This can be seen from the data below:

*“Coba kerjakan ini, 4.2 dan 4.3 Yok 10 menit lg sampe hbs waktu”  
“Yuk dikumpul dikumpul”*

From these data, the lecturer gave the exercise. And give a warning to students that time to do the exercise will run out, and instruct students to collect the exercise. The lecture also applied Full-Indonesian Language to other situations, namely when she asks questions. However, the remark is stated quite simply. This can be seen from the following data:

*"Techu apa ya? Dialogue ke brp?"*

The data above was one of the simple expressions used in expressing a question. Expressing these words when she wants to prove whether the students read dialogue that the lecturer command. From the data above, it was obtained as the proportion of the application of Full-Indonesian in teaching Intensive English. Using Full-Indonesian was applied in several conditions such as; in explaining the material, giving assignments, in giving questions. Thus, the application of the Full-Indonesian Language helps students in the learning process. This is due to the students' lack of mastery of English.

## **B. Discussion**

In this section, the researcher presents a discussion of the results of this research. There are two research questions raised in this study. This discussion focuses on the findings of the two research questions posed. The first discussion is about types of bilingual education programs by Bilingual Nursing that is applied. The second is the implementation of bilingual education programs.

## **1. Types Bilingual Education Programs by Bilingual Nursing Department is Applied of Muhammdiyah University Banjarmasin**

Based on the results of research conducted by researchers, there were several types of proficiency levels in the use of language in teaching bilingual classes. The researcher describes types bilingual education programs as stated in the theory the linguist Brisk (2006, p.35) states that there are two main types of bilingual education programs, namely the first type has no limitations in the number of years a student can attend; it can include a program within a school or the whole school can be bilingual. Dual-language schools, Canadian immersion education, two-way bilingual education, and maintenance bilingual education. The second type, Transitional Bilingual Education (TBE), and Bilingual Structured Immersion.

As we know that theoretically Bilingual Structured Immersion. Lecturer uses English in class, mostly in instruction. Here, the lecturer still allows students to use the majority language, namely Indonesian. The lecturer applied it in several situations, namely in starting the learning process, explaining, asking questions, and giving instructions. The reasons for using this type also due to institutional factors. As the campus that adopts a bilingual program. In practice, the lecturer still tends to use simple English pronunciation. It aims to help students understand the concept well.

This was the same as theory Briks (2006, p. 42), Bilingual Structured Immersion is described as a type in which most of the instruction is in English except for the first hour of the day when teachers teach native language literacy and

explain concepts in the students' language. Teachers are bilingual and allow students to use their native language even when they are instructed in English. The teachers also receive training in second language methodology and teaching content in a second language.

Bilingual Two-Way Bilingual Education with 90/10 (or a common variation). In this study, Two-Way Bilingual Education 90/10 means the use of English which is more dominant in teaching. Teachers apply English, the language of minority students, to be more dominant in their teaching. This type is used because of the student ability factor. Here, the Indonesian Language was applied so that students have a deeper explanation because not all students have good English skills. Even some of them have no basics in English. This was similar in the theory Howard, Sugarman & Christian (2003, p.5) Two-way bilingual education 90/10 (or common variation, 80/20) the teaching and learning process carried out by the teacher is to use the full minority language.

Two-Way Bilingual Education with 50/50. In this case, Two-Way Bilingual Education 50/50 using two languages equally in teaching. Lecturer applied both languages equally in teaching, the language of the minority of students presented first, and followed by Indonesian. In other words, the lecturer applied Indonesian as translation into English. This type was used by the lecturer when translated vocabulary that students do not understand. As has been stated in the previous type, the use of this type is also due to the ability of students. Sometimes, students do not understand the vocabulary in the learning material. This was also similar to theory

Howard, Sugarman & Christian (2003, p.5) the teaching and learning process in the classroom is carried out by the teacher is a balance between the languages of majority and minority.

Maintenance Bilingual Education was applied in some instructions in full Indonesian. Lecturer uses Indonesian in explaining the material, giving assignments, in asking questions. Maintenance Bilingual Education was also applied by students, most students respond to the lecturer by using Indonesian. The application of Full-Indonesian Language helps students in the learning process. This is due to the students' lack of mastery of English. The use of Maintenance Bilingual Education is also similar to theory Briks (2006, p.38) Maintenance Bilingual Education, Maintenance programs seek to develop and maintain the native language of the language minority students and develop a positive attitude toward the native culture while also achieving proficiency in English.

## **2. The implementation of Bilingual Education Programs at Bilingual Nursing Department at Muhammadiyah University Banjarmasin**

Based on the results of research conducted by the researcher, the Bilingual Nursing Department third semester applied several types of bilingual education programs at Muhammadiyah University Banjarmasin. The implementation Bilingual Structured Immersion, Two-Way Bilingual Education, and Maintenance Bilingual Education. Overall, the implementation types of bilingual education programs are good enough.



The implementation of type Bilingual Structure Immersion by the lecturer was good enough. Because the application of this type was based on the consideration of material adjustments and learning indicators. The learning material at that time was about "Part of Speech". This material was very suitable to be explained using Full-English. Apart from material compliance, the implementation of this type also adapts to the learning objectives. The learning objective at that time was students' understanding of what was being taught.

This was relevant with the theory that stated by Briks (2006, p.42), Bilingual Structured Immersion is described as a type in which most of the instruction is in English except for the first hour of the day, when teachers teach native language literacy and explain concepts in the students' language. Teachers are bilingual and allow students to use their native language even when they are instructed in English. The teachers also receive training in second language methodology and teaching content in a second language.

The second type implemented by the lecturer was Two-Way Bilingual Education. Two-Way Bilingual Education has two types are 90/10 (or common variation) and (50/50). The implementation of this type is good enough. Because the implementation of this type was based on the consideration of material adjustment and learning indicators. The learning material in the Two-Way Bilingual Education 90/10 (or common variation) at that time was about "Speaking". With the aim that students were better at speaking. That stated by theory Howard, Sugarman & Christian (2003, p.5) Two-way bilingual education

90/10 (or common variation) the teaching and learning process carried out by the teacher is to use the full minority language. Then the material for Two-Way Bilingual Education (50/50) at that time was using "Vocabulary" to increase students' vocabulary knowledge. Theory Howard, Sugarman & Christian (2003, p.5) The teaching and learning process in the classroom is carried out by the teacher in a balance between the languages of majority and minority.

The last type implemented by the lecturer was Maintenance Bilingual Education was good enough. The implementation of this type was based on the consideration of material adjustment and learning indicators. At this time the material taught by the lecturer to students was "Pronouns", with the aim that students would know the use of "Pronouns". That stated by theory Briks (2006, p.38) Maintenance Bilingual Education, Maintenance programs seek to develop and maintain the native language of the language minority students and develop a positive attitude toward the native culture while also achieving proficiency in English.