THE STUDY OF LANGUAGE USE IN BILINGUAL CLASSROOM LEARNING (STUDY IN THE MIN 1 CIPUTAT)

Nuryani[1], Nafia Wafiqni[2]

Syarif Hidayatullah State Islamic University, Indonesia[1,2]
E-mail: nuryani@uinjkt.ac.id[1], nafia.wafiqni@uinjkt.ac.id[2]

ABSTRACT

The purpose of this research is to describe the use of language by teachers and students in bilingual classroom learning at *Madrasah Ibtidaiyah Neger*i (MIN) I Ciputat, South Tangerang. This research emerged based on the recent rise in the number of bilingual classes, such as Indonesian, English, and Arabic, which led to the use of learning activities such as code-switching. Based on the analysis, the authors concluded that generally, teachers use two or more languages consisting of Indonesian, foreign (English and Arabic), and regional languages. The use of Indonesian dominates in learning in accordance with the national curriculum, while the use of English dominates in subjects in line with the *Cambridge Curriculum*. Therefore, the use of foreign languages in these two learning activities aims to familiarize students with the ability to hear and speak foreign languages. These activities tend to improve student's linguistics competence.

Keywords: Min 1 Ciputat; bilingual class; code-switching; the use of language

INTRODUCTION

Presently, the acquisition of more than one language is common in the educational sector due to the increase in global demand. Steinberg stated that it is possible to instil ideology in students through language.[1] Therefore, there is nothing wrong with paying more attention to the use of language in schools. Besides, in the US, the educational sector has even implemented a policy related to using more than one language to instil ideology. These schools are trying to improve the services rendered to students from diverse linguistic and cultural backgrounds. One of the goals is to create an extremely broad space to ascertain students bilingual abilities.[2] Based on this, it is reported that the use of bilingual abilities in learning is not only used as the language of instruction rather, it also serves as a means of cultivating the ideology of the target language.

The use of several languages during a particular learning activity has both negative and positive impacts. Daniel reported that in a large population, bilingual

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[1] Danny D. Steinberg, Hiroshi Nagata, and David P. Aline, *Psycholinguistics Language, Mind, and Word* (Amsterdam: Longman, 2001).
[2] Lindsey W. Rowe, "Constructing Language Ideologies in a Multilingual, Second-Grade Classroom: A Case Study of Two Emergent Bilingual Students' Language-Use during EBook Composing," *Linguistics and Education* 52 (2019): 1–12, https://doi.org/10.1016/j.linged.2019.05.007.

learners are motivated to understand the critical elements of teaching and learning activities as an effort to minimize gaps in low-grade schools (preschool).[3] This shows one of the positive impacts of these activities carried out in a bilingual manner. On the contrary, the implementation of bilingual classes at the preschool level is an effort to introduce a second language to the children, especially English, which is usually used to carry out the teaching and learning processes.[4] Ninawati also carried out several studies related to the impact of bilingual adoption on children's cognitive development. In accordance with some of the studies, learning foreign languages at an early age had special benefits. However, another research stated that the negative impact of learning foreign languages at an early age is less than the positive effect.[5] Based on some of the studies, the implementation of bilingual classes tends to be executed properly at the elementary level.

In Indonesia, its implementation is synonymous with the existence of an international class. The existence of an international class "forces" the parties involved to engage in bilinguals. Besides, it is a model applied in the implementation of international classes.[6] This includes the bilingual classroom management implemented in Al Azhar 31 Yogyakarta Islamic Elementary School. The implementation of this program regarding the Cambridge curriculum model is considered to improve the quality of education in various schools.[7] Allard carried out several studies on language policy and its practice in almost all bilingual classes. Furthermore, these classes, on the one hand, need to represent language skills that are advantageous to the majority of people in the society or create

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[3] Alexandra Figueras-Daniel and Zijia Li, "Evidence of Support for Dual Language Learners in a Study of Bilingual Staffing Patterns Using the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)," *Early Childhood Research Quarterly* 54 (2021): 271–85, https://doi.org/10.1016/j.ecresq.2020.09.011.

[4] Rismareni Pransiska, "Kajian Program Bilingual Terhadap Perkembangan Kognitif Anak Usia Dini," *Edukasi: Jurnal Penelitian dan Artikel Pendidikan* 10, no. 2 (December 31, 2018): 167–78, https://doi.org/10.31603/edukasi.v10i2.2409.

[5] M Ninawati, "Kajian Dampak Bilingual Terhadap Perkembangan Kognitif Anak Sekolah Dasar," *Majalah Ilmiah Widya*, 2012.

[6] Rita Astika, Aloysius Mering, and Lukmanulhakim Lukmanulhakim, "Implementasi Pembelajaran Bilingual Di Taman Kanak-Kanak Cahaya Mentari Pontianak Kota," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 8, no. 3 (March 6, 2019), https://jurnal.untan.ac.id/index.php/jpdpb/article/view/31606.

[7] Dewi Paramita Sari, "Penerapan Manajemen Program Kelas Bilingual Cambridge Primary Curriculum Framework," *Media Manajemen Pendidikan*, 2020.

other, more attractive benefits in the educational field.[8] Based on this reason, teachers and other parties in a bilingual class use more than one language.

Based on the Law on Language No. 24 of 2009, Indonesian needs to be adopted as the language of instruction in the educational sector. However, with respect to the law, it is yet to be implemented by some educational institutions. This includes some international and regular classes, such as the research carried out by Achmad Tantowi published in the Proceedings of the National Seminar and the 2nd Call for Paper.[9] Some institutes utilized Indonesian as the language of instruction, only on a conditional basis. Teachers preferred to use local languages to facilitate their teaching. The research carried out by Suwartono and Kosadi Hidayat further stated that the level of communicativeness related to the use of Indonesian during the learning process in the 2 schools was quite good, although not optimal. Meanwhile, in terms of student learning outcomes, the outcome was good. However, it was stated that the students' learning outcomes tend to be maximized, supposing the level of communicativeness related to Indonesian use by the teacher is maximized.[10]

Allard researched the linguistic conditions found in Philadelphia.[11] Consequently, the teacher teaches using English, while the students are instructed to respond with another language. The use of English and Sapnyol illustrates that bilingualism is commonplace in learning activities.

The results of the research carried out by Luh Putu Artini was published in the Journal of Educational Sciences, Volume 17, Number 4, February 2011. It was generally discovered that the frequency of the use of English and Indonesian in class turns out to be carried out in a balanced manner. Meanwhile, teachers are uncertain of their English proficiency. The students also feel that the teacher's English is either poor or difficult to

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[8] Elaine C. Allard, Sarah Apt, and Isabel Sacks, "Language Policy and Practice in Almost-Bilingual Classrooms," *International Multilingual Research Journal* 13, no. 2 (April 3, 2019): 73–87, https://doi.org/10.1080/19313152.2018.1563425.

[9] Achmad Tantowi Azis, "Analisis Penggunaan Bahasa Indonesia Dalam Pembelajaran Di Sekolah Sebagai Bahasa Pengantar Dalam Dunia Pendidikan Pada Guru SMP/Mts Dan SMA/MA/SMK Di Kabuten Nganjuk," in *Prosiding Seminar Nasional Dan Call a Paper Ke-2*, 2016.

[10] Suwartono Suwartono and Hidayat Kosadi, "Kekomunikatifan Penggunaan Bahasa Dalam Pembelajaran Bahasa Indonesia Di SMP Negeri Di Kecamatan Purwokerto Selatan," *Prosiding Konferensi Nasional Ke-3 Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah (APPPTM)*, February 2016, http://digital.library.ump.ac.id/477/.

[11] Allard, Apt, and Sacks, "Language Policy and Practice in Almost-Bilingual Classrooms."

understand.[12] Bambang Sugianto also published the research related to the bilingual class in the Journal of Education Policy and Development Volume 2, Number 1, January 2014.[13] The research entitled "Optimizing the Implementation of Bilingual Classrooms Toward Effective Learning at SMP Negeri 1 Dukun Gresik" is related to the learning model adopted during these activities. Therefore, it was concluded that the implementation of the bilingual classes needs to be supported by several parties, namely teachers that actively participate in English language training and further applies it during learning, as well as parents that actively support their children's speaking activities or skills. In some countries learning in bilingual classes is common. Gaines, for example, researched the effort or possibility of sharing these classes online. This involves the retrieval of data in the computer-mediated-discussions (CMDs) model.[14] Considering the fact that bilingualism is considered normal in learning activities, some schools have implemented a policy involving its use in several subjects. Tohir researched the application of bilingualism in mathematics lessons.[15] Tohir concluded that improving students' abilities to a level that they are able to compete globally was the goal of the National Education System. Therefore, the mastery of English is an absolute necessity, and it is the responsibilities of both the English and Mathematics teachers. Based on this, the mastery of foreign languages needs to be motivated through habituation in all environments.

Therefore, foreign language teaching needs to carried out at an early age. Pransiska stated that apart from the pros and cons of the existence of bilingual concepts and programs in early childhood, the results of the research carried out showed that the positive impact is greater than the negative effect.[16] Based on this reason, it is hoped that the existence of a bilingual class at the basic level also positively impacts the students. A

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[12] Luh Monik Septiani Dewi, I Made Citra Wibawa, and Gusti Ayu Tri Agustiana, "Improving Science Learning Outcomes Through Student Team Achievement Division (STAD)," *International Journal of Elementary Education* 4, no. 3 (2020): 329, https://doi.org/10.23887/ijee.v4i3.25917.

[13] Bambang Sugianto, "Optimalisasi Penerapan Kelas Bilingual Menuju Pembelajaran Efektif Di SMP Negeri 1 Dukun Gresik," *Jurnal Kebijakan Dan Pengembangan Pendidikan* 2, no. 1 (February 24, 2014), https://doi.org/10.22219/jkpp.v2i1.1732.

[14] Rachel Gaines et al., "Exploring Possible Selves Through Sharing Stories Online: Case Studies of Preservice Teachers in Bilingual Classrooms," *Journal of Teacher Education* 69, no. 3 (2018): 209–24, https://doi.org/10.1177/0022487117714243.

[15] Muhammad Tohir, "Bilingualisme Dalam Pembelajaran Matematika," *UJMES (Uninus Journal of Mathematics Education and Science)* 3, no. 1 (2020): 185–90, http://ojs.uninus.ac.id/index.php/UJMES/article/view/838/541.

[16] Pransiska, "Kajian Program Bilingual Terhadap Perkembangan Kognitif Anak Usia Dini."

similar decision was made by *Madrasah Ibtidaiyah Negeri* (MIN) I Ciputat. This is one of the public schools that has adopted the bilingual class program. This program was implemented in accordance with 2 curricula, namely those adopted from abroad and the national curriculum. In this bilingual class, the language of instruction includes Indonesian and English. Although not many students are enrolled in the bilingual class, this is based on the school's selection process. The teachers are also expected to put in their best to achieve excellent learning outcomes.

The use of language in society is closely related to language contact events. Likewise, language contacts are also discovered in accordance with the interactions that occur during learning activities. Furthermore, this explains forms of language use with respect to the different reasons behind a phenomenon. Some examples of language contact in society include when a bilinguist actively changes their language to another, interacts in 2 different languages during a conversation, or borrows a foreign vocabulary.[17] Thomson explained several factors that lead to the use of foreign languages, such as migration, cultural and social relations, and education.[18]

Education is one of the causes of language contact events. In Indonesia, for example, there is a government policy that mandates an interpreter to use a certain language. In addition, there are also internal policies related to the use of certain languages as the language of instruction.[19] An example of language contact is code-mixing.

This is a common phenomenon among bilingual speakers. Besides, for adult learners, these code-mixing events are properly studied.[20] One of the reasons behind this is the ability of a person to be either multilingual or bilingual. Code-mixing is also interpreted as a language condition where people mix 2 or more languages by inserting elements from one in the another.[21] This mixing event is incomplete, and this implies that it is only in the form of pieces that functions independently. Since it is only a fragment,

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[17] Made Iwan Indrawan Jendra, "Sociolinguistics: The Study of Societies' Languages," *Yogyakarta: Graha Ilmu*, 2010. hlm. 67.

[18] G Thomason Sarah, *Language Contact. An Introduction* (Washington DC: Georgetown …, 2001).

[19] Nuryani, Siti Isnaniah, and Ixir Eliya, *Sosiolinguistik Dalam Pengajaran Bahasa Berbasis Multikultural* (Bogor: In Media, 2021).

[20] W Q Yow, J S H Tan, and S Flynn, "Code-Switching as a Marker of Linguistic Competence in Bilingual Children," *Bilingualism: Language and Cognition*, 2018.

[21] Suwito, *Sosiolinguistik* (Surakarta: UNS Press, 1996).

mixing the code tends to take several forms. This includes words, rephrases, word groups, idioms, and clauses.[22]

According to Pieter Muysken "The term code-mixing refers to all cases which involve the appearance of lexical items and grammatical features from 2 different languages in one sentence."[23] Based on this, code-mixing simply refers to events involving the use of vocabularies and grammatical features from 2 different languages in a sentence.

An example is reported as follows.

A: "Okay, presently they are on the way here."

The use of "on the way" is described as code-mixing in a speech. This simply implies mixing English codes and Indonesian in a sentence. In addition, code-mixing also causes changes to the various dialect levels. In Javanese, when speech mannerism is mixed with the intermediate level, it is stated that the speaker has mixed the code.

In accordance with some of the earlier mentioned illustrations, it is reported that code-mixing occurs in several forms, namely words, phrases, and clauses (in certain cases). In simple terms, the word is interpreted as the minimal form of language, which has the least meaning or unit pronounced as the free form.[24] Therefore, mixing code is described as the borrowing or using of words from different languages or levels in a sentence.

Suwito gave an example of the code-switching concept, assuming a speaker initially uses code A (for example, Indonesian) and then switches to code B (for example, English), then such a situation is called a code-switching event.[25] Based on this example, it was reported that this phenomenon involves the event of switching codes from one language to another. This transitional event takes place in its entirety. Code-switching is in the form of speech styles and other language variations.[26]

Some opinions regarding code-switching are reported as follows,[27]

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[22] Muhammad Rohmadi and I Dewa Putu Wijana, *Sosiolinguistik: Kajian Teori Dan Analisis* (Pustaka Pelajar, 2006).

[23] Jendra, "Sociolinguistics: The Study of Societies' Languages."

[24] Kementerian Pendidikan dan kebudayaan Republik Indonesia Badan Pengembangan dan Pembinaan Bahasa, "KBBI Daring," 2016, https://kbbi.kemdikbud.go.id/entri/kata.

[25] Suwito, *Sosiolinguistik*...hlm. 68.

[26] Rohmadi and Wijana, *Sosiolinguistik: Kajian Teori Dan Analisis*..

[27] Jendra, "Sociolinguistics: The Study of Societies' Languages." hlm. 74

> "Code-switching is a common term for the alternative use of 2, or more languages or even speech styles (Dell Hymes). It is also the use of more than one language by communicants in the execution of speech acts (Pietro)".

The first opinion implies that code-switching involves the use of 2 language variations or styles. This doesn't involve mixing the pieces, instead, it involves switching from one code to the next.[28] Meanwhile, the second opinion means that speakers of 2 languages usually utilize code-switching to convey their speech.

The following examples are used to clarify the difference between mixing code and code-switching.

A: "We'd better have another meeting tomorrow."

B: "Okay, then we have to end up our meeting."

A: "Wait, however, we need to remember that our program is more close."

B: "Ready, please take care of each other's health."

Based on these examples, it was explained that speaker A carried out a code-switching event. Conversely, speaker B did not indulge in code-switching. Meanwhile, speaker A made the initial speech in Indonesian. However, speaker B further chimed in using Indonesian. In the subsequent speech, speaker A switches to the English code. On the contrary, speaker B chimed in again using Indonesian as well as mixes the English code with the word, please.

In respect to the choice of words in the third opinion, it implies that people do have preferences. This is due to the diverse languages that exist in the community. Therefore, speakers are also free to choose any of them depending on their goals, interests, and language attitudes of the speaker. This is often the focus in studies related to language attitudes.[29] Irrespective of the fact that people are free to speak any language of their choice, the situation and context are also of concern. In addition, these two qualities also affect the clarity of the speaker's intent. Therefore, speakers need to be able to choose languages tailored in respect to their respective goals, interests, and all supporting aspects.

Bilingual is described as the use of 2 or more languages in a speech situation. A bilingual class is generally defined as a gathering in which more than one language instruction is adopted. According to Sugianto, a bilingual class is an approach in which the subject matter, the teaching and learning processes, and its assessments are delivered

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[28] " Code Has a Meaning That Is Broader Than Just Language" (n.d.).

[29] Sumarsono and Partana, *Sosiolinguistik* (Yogyakarta: Sabda, 2002).

in English.[30] In accordance with another study, it is the ability to develop a natural English-speaking community in the classroom and school environment.[31]

Several subjects, namely Mathematics and Science, are delivered in foreign languages. Chotijah stated the 2 reasons behind the use of English to study Mathematics and Science. First, this is carried out to increase student competitiveness by mastering technology and the underlying sciences. Second, because Mathematics, Science, and Technology are disseminated in English, motivating the educational world to respond by opening bilingual classes. The existence of this class is expected to facilitate students to face challenging times. In addition, this is also expected to support economic development, which is closely related to the presence of foreign languages.

The concept of implementing a bilingual class was executed by adopting a systems approach. This process consists of standard components arranged with each other and works together to achieve a common goal.[32] Sugianto further illustrated that two main factors encourage the importance of bilingual classes. Firstly, there is a need for firm human resources because it is the most determining factor in competitiveness, especially regarding the mastery of technology and underlying sciences. Secondly, most sciences such as mathematics, physics, biology, chemistry, and technology are disseminated through English. This perceived importance led to the existence of several bilingual classes or international standard schools in recent years.

Based on the research background, the problem formulation is related to the use of language in the bilingual class at MIN I Ciputat, South Tangerang. The objective was to describe the use of language in learning activities in these classes.

RESEARCH METHOD

A qualitative descriptive method was adopted in this study. This research describes the occurrences in certain fields or areas. The data in this study comprises languages used in the interactive learning activities. This language is further transcribed and sorted for further analysis. The sequence in this activity is to classify data according

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[30] Sugianto, "Optimalisasi Penerapan Kelas Bilingual Menuju Pembelajaran Efektif Di SMP Negeri 1 Dukun Gresik."

[31] Itje Chotijah, "Kemampuan Berbahasa Inggris Anak Dengan Pembelajaran Bilingual," *Jurnal Pendidikan Penabur* 9 (2000).

[32] Sugianto, "Optimalisasi Penerapan Kelas Bilingual Menuju Pembelajaran Efektif Di SMP Negeri 1 Dukun Gresik."

to its type, nature, and condition. Afterwards, a conclusion was drawn.[33] The main data source is in the form of words and actions or language behavior adopted during the learning activities and the students' learning outcomes.

This research was carried out in the odd semester of 2019/2020 academic session. The research location is MIN I Ciputat, which is located at Jl. Dewi Sartika, in front of the Ar-Riyadh Mosque, Ciputat, South Tangerang. This school has bilingual classes that use 2 languages of instruction.[34] The Cambridge and national curricula were adopted. This school was selected as the research location because it has met all the necessary requirements. The IV bilingual or Anatolian Class was studied. The subjects include 2 class teachers and as many as 27 students that were involved in the interactive teaching and learning processes. The object of observation is Mathematics (2013 and Cambridge Curricula).

Meanwhile, the instrument involves the direct observation of learning activities and outcomes in detail because this is a qualitative research. Several tools were designed to obtain data, namely guidelines, including open and closed interviews. Subsequently, open interviews are used to obtain data from the teachers. Conversely, closed interviews are used to acquire data from students.

Besides, data were collected by directly observing the learning activities, interviews, and document study. The material that represents the 3 curricula in a bilingual class was observed. In addition, the principal, teachers, students, and some of the guardians of the bilingual class were interviewed. Meanwhile, document studies were carried out by investigating several curricula provided by the school.

The data analysis was executed qualitatively. Moleong stated that this type of analysis is related to 3 factors, namely describing phenomena, classifying them, and analyzing the relationships between the concepts that emerge from one another.[35] Firstly, the phenomena observed in the field regarding language use and students' learning outcomes are described. Furthermore, the existing data is classified. Lastly, a detailed description of the linguistic events in respect to their relationship with each other.

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[33] Suharsimi Arikunto, *Prosedur Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2006).
[34] "Https://Min1tangsel.Sch.Id/Index.Php?Id=profil&kode=53&profil=Prog.%20Bilingual" (n.d.).
[35] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017).

RESULTS AND DISCUSSION

MIN I South Tangerang is located on Dewi Sartika Street No. 2 Ciputat, Al-Riyadh Mosque Alley. However, directly in front of the school, there is a large mosque with an extremely spacious yard. The school carried out all forms of worship in the mosque. In addition, the students participate in prayer lessons, both *sunnah*, and *fardhu*. This is, of course, beneficial to the school, because it is impossible to execute these prayer sessions in its building.

Schools under the auspices of the Ministry of Religion have started to organize themselves to compete with several other Institutes. Moreover, it is well-known that *madrasah* has organized themselves, including both public and private *Madrasah Ibtidaiyah*. The research carried out by Hamidi stated that numerous *Madrasah Ibtidaiyah* has superior quality. This is inseparable from the leadership quality and curriculum development that was undertaken at MIN I Ciputat, which is continuously innovated to render quality educational services. One of the efforts made is the opening of a bilingual class which also involves curriculum development.[36] The bilingual class initiative adopted the MIN Ciputat school-based curriculum and is enriched with the English program from Cambridge YLG (Young Learner Go). This consists of three books, namely Starter, Mover and Hayer, as well as Computer Science. Apart from Cambridge, the bilingual class initiative also uses the MPH (My Pals are here) program for Sciences and Math from Marshall Cavendish Singapore. However, in respect to learning Islamic Lesson, the Bilingual Class refers to the RI Permenag no. 2 of 2008 concerning Standard Islamic Education Content and Arabic for *Madrasah Ibtidaiyah*, which is taught for 4 hours on a weekly basis, the *Tahfids Al-Quran Juz 29-30* Program, and Read and Write *Al-Quran* using the qiroati method.[37]

The first data acquired was thematic mathematics learning activities taught by Mrs Fenti. Thematic Mathematics courses are taught for 3 periods, with each lasting for 35 minutes. The themes taught include addition, subtraction, multiplication, and division. A substitute teacher introduces the topic before the subject teacher enters the class. The substitute teacher only teaches for relatively 5 minutes before the main one enters the class with materials for the Thematic Mathematics subject. Immediately, the substitute

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[36] Mrs. RR, Interview with the Principal of the MIN I Ciputat School, September 2019.
[37] Admin MIN 1 Kota Tangerang Selatan, "Program Bilingual MIN 1 Kota Tangerang Selatan," 2017, https://min1tangsel.sch.id/index.php?id=profil&kode=53&profil=Prog.%20Bilingual.

teacher says goodbye, the subject teacher is greeted with "Okay, stand up," which is further followed by a standing ovation by the students. The use of foreign languages to initiate greetings has become common in this class. This is evident from the reactions of the students that are already used to the language code. The students no longer need to inquire about the meaning of the teacher's speech because they are already informed, thereby reacting appropriately.

The use of the code as a form greeting appears for several reasons and in accordance with the message conveyed by the teacher, which stated that it is only appropriate to introduce 2 languages in every learning activity in a bilingual class. This is performed as a form of habituation for students to understand foreign language codes. However, because the subjects taught refers to the national curriculum, Indonesian is frequently spoken compared to foreign languages. Therefore, it was reported that the emergence of the code-switching event in the earlier mentioned conversation is based on the fact that the teacher wants to familiarize the students with foreign language codes to support its use as the language of instruction in the bilingual class.

In the subsequent speech, the teacher also brought up a code-switching event from a foreign language code, such as "Okay stand up" to "Multiplication of six times seven." The context for the emergence of this code-switching event is that in the previous event, the teacher taught the students greetings using foreign language codes, then gave them assignments using Indonesian codes. This is because the ongoing subject is Thematic Mathematics which refers to the national rather than Cambridge curriculum. The material taught, including the sourcebook, which serves as a reference, is in Indonesian. Therefore, the teacher asks questions using Indonesian codes. In addition, the students' responses are also in Indonesian, namely "forty-two."

In the next speech, the teacher's code-switching event reappears. Code-switching appears when initially, the teacher asked questions using Indonesian language codes and eventually switches to those of foreign languages. Initially, the foreign language code was used to introduce lessons. However, in this circumstance, the teacher used the code "Sit down, multiply nine times three." The teacher switches the code twice during the speech. First, using the code "Sit down," which is a shift from the former teacher's speech that gave out assignments using the Indonesian language code, which was also responded to by the students. Furthermore, the teacher switched to the Indonesian code "Multiplication

of nine times three," which seems to be a part or continuation of the English code's previous speech.

In the study of Thematic Mathematics, the learning outcome achieved by the students is reported to be exceptionally good. Based on the data obtained, most of the students scored above the Minimum Mastery Criterion (MMC), which is approximately 85%. A small proportion of students, namely 15%, had to repeat before passing the MMC. Based on the teacher's explanation, students tend not to experience any issues in learning thematic mathematics. However, those that repeated only need assistance. The teacher stated that this was not an obstacle in the learning activities, irrespective of whether they occasionally use various media or methods.

The next data acquired is related to Math, which refers to the Cambridge Curriculum taught by Miss Wiwit. This subject was taught using a foreign language (English in this case) as the main language of instruction. This is in accordance with the referred books and curriculum. Therefore, the main language used is English. However, supposing code-mixing and code-switching events are discovered during the ongoing learning activities, the other language becomes English.

Table 1

Data Usage Language

No	Speech	Mix codes Code	switchi ng	Speakers	Context
1	Bring their books and notebooks now		V	The Teacher	teacher asks students' readiness after singing first (in English) as an introductory or opening remark for learning
2	Clap two!		V	The Teacher	a teacher prepares the students to be ready to learn
3	(clapping hands)	V		The Students	Students respond to the teacher

4	Assalamu'alaikum warohmatullahi wabarakatuh.	V	The Teacher	The teacher introduces the lesson by greeting the students
5	Wa'alaikumussalam warohmatullahi wabarakatuh.	V	The Students	The students respond to the teachers' greetings

As shown in table 1, an event of code-mixing and code-switching both verbally and nonverbally is evident in data 1, 2, and 3. Meanwhile, in data 1 and 2, the teacher uses English throughout the speech. Furthermore, this was carried out in the following order, "Clap your hand," which was responded to by the students immediately. This response is in the form of a nonverbal code which indicates that the students understood the teacher's command even though the entire speech was made in English.

In accordance with data 4 and 5, the speech of the teacher and students both indicated that the occurrence of a code-switching event from English to Arabic. The transition of the code to Arabic was carried out when the teacher greeted the students as a follower of Islam. Furthermore, students that initially did not interact verbally responded in the form of *"Wa'alaikumussalam warohmatullahi wabarakatuh"* to the greetings of their teacher.

In the Maths learning activity, the teacher carried out a lot of code-mixing and code-switching events. Students were passive and only responded to simple commands, as shown in the following data.

Teacher : Estimate the nearest *Ya. Yang mendekati. Maksudnya berkira-kira,* ok they speak *bahasa. Estimasi atau perkiraan itu bisa juga salah bisa juga betul. Karena apa? Pendekatan, bisa dikira-kira. Yes?*

Students: Yes.

It is similarly reported in the following data.

Teacher: Ok. Now, open this book, turn to page twenty-four. Add the number using the estimation process.
Teacher: Define estimation in *Bahasa yaa...*
Students: *Penafsiran.*

In accordance with the data, the teacher even asked the question twice. In the end, the students give a simple response. This is caused by several possibilities. First, the students did not understand the teacher's commands or questions. Second, the teacher's

questions or orders require simple answers. The aforementioned data was due to the first possibility, which stated that the students did not understand the teacher's orders. Therefore, the teacher needed to repeat the questions asking them to answer in Indonesian.

The learning outcomes achieved by students in the subject Math is dissimilar to Thematic Mathematics. The students are shy and rarely interact using foreign languages. They also tend to feel inferior because the learning outcomes obtained are dissimilar to the results of their peers due to the language barrier factor. Besides, the teacher stated that this is understandable because, irrespective of the fact that English is taught daily, many students find it difficult. The English teacher further reported that it is still taught in addition to the demands of the curriculum and a form of habituation for the students.

Based on this analysis, the teacher has several reasons to carry out code-mixing and code-switching events. Firstly, the teacher introduces a lesson by greeting in Islam as a Muslim believer and an instructor in the school affiliated with the Islamic religion. This led to the shift from the Arabic code to English. Secondly, the teacher emphasizes the statement, thereby causing the students to be enthusiastic and choose to mix the code with Indonesian "come on," thereby ensuring the meaning is relevant. Thirdly, the teacher needs to clarify important materials or terms, making it easier for the students to understand. In accordance with the selection of easily understood codes, it is expected that they easily understand it during subsequent activities.

CONCLUSION

The bilingual class at MIN I Ciputat is functioning appropriately. The teachers and students are able to interact using several languages. These include Indonesian, English, Arabic, and regional languages (Sundanese and Javanese). The students effectively interact in English because it is taught on a daily basis. However, different factors were discovered when they interacted in Arabic. The use of Arabic as the language of instruction is not optimal. This is because of the students' inability to speak Arabic. Therefore, in this bilingual class, learning activity is carried out as an effort to improve students' foreign language competence and habituation. Therefore, it is hoped that students are able to compete globally in accordance with the adequate mastery of foreign languages.

Based on this, certain recommendations were provided for further studies in respect to the impact of bilingualism. The use of language in learning activities plays an important role. Therefore, it is necessary to carry out further studies.

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