

**Teachers' Perceptions on the Use of Bilingual Method
in Teaching English at Rural Schools**

THESIS

Submitted by

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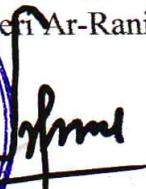
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Teachers' Perceptions on the Use of Bilingual Method
in Teaching English at Rural Schools**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Desember 2024

Saya yang membuat surat pernyataan,



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

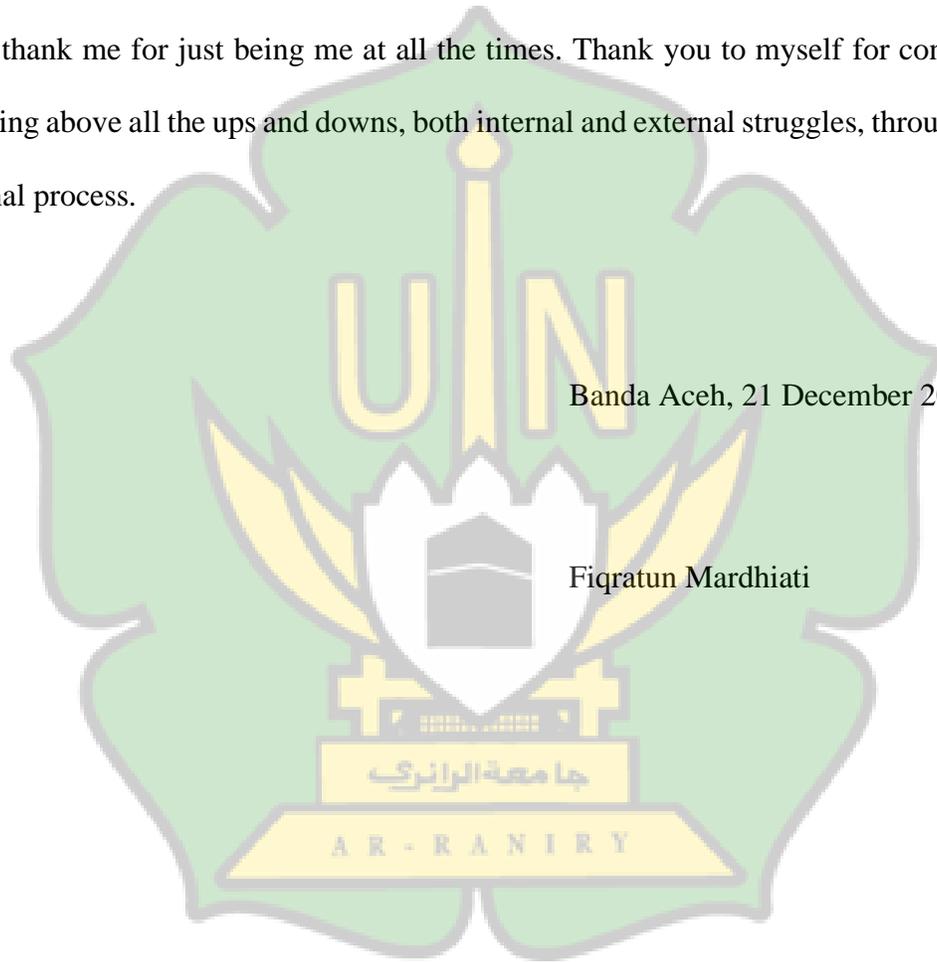
Alhamdulillah, praise be to *Allah subhanallahu wa ta'ala*, the Lord of the universe, the Most Gracious and Most Merciful, who always grants His servants the opportunity, health, and strength despite their weaknesses. *Allah subhanallahu wa ta'ala*, who cares for all His creations, strengthens His servants, and whispers peace into their hearts. My deepest gratitude goes to my *Allah subhanallahu wa ta'ala*. Blessings and peace be upon the great Prophet Muhammad PBUH, who brought the light of knowledge to humanity, tirelessly guided, and loved his people throughout his life. Thanks to my beloved Prophet PBUH.

I take this opportunity to express my deepest respect and sincere gratitude to my supervisor, Ms Nidawati, S.Ag., M.Ag., for her guidance, motivation, and the time she dedicated to mentoring this student with all her shortcomings. I also extend my heartfelt respect, admiration, and gratitude to my academic advisor, Prof. Dr. Luhtfi Auni (the late), for his direction and encouragement. May he be granted the best place by *Allah subhanallahu wa ta'ala*. My appreciation also goes to the two participants, Mrs. YM from SMA Negeri 3 Seulimeum and Mr. BA from SMA Negeri 2 Seulimeum, who kindly shared their time and valuable insights for this research.

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ABSTRACT

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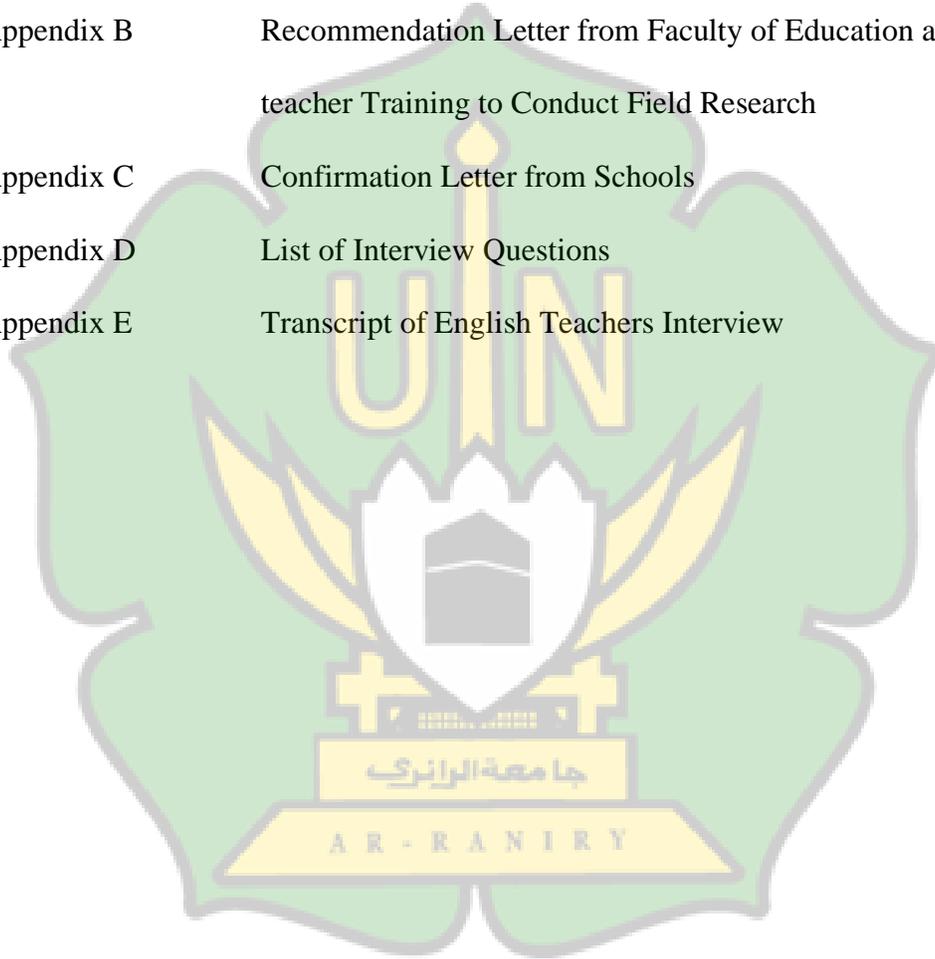
The primary goals of this study were to explore the perceptions and strategies experienced by English teachers in implementing the bilingual method at rural schools in Aceh Besar, Indonesia. The usage of local languages and the strong sociocultural influence in rural schools enable EFL teachers to experiment with some teaching methods, including the bilingual method. Using a qualitative research design, data were collected through semi-structured interview with two English teachers from SMA Negeri 2 Seulimeum and SMA Negeri 3 Seulimeum by employing purposive sampling technique. The findings reveal several points of teachers' perceptions in using bilingual method, including low student motivation, the dominance of native language usage, limited resources, varied student proficiency levels, and lack of parental support. To maintain the use of this method, teachers employ strategies such as bilingual code-switching, engaging teaching activities, and differentiated instruction. This research concludes that while the bilingual method is challenging to implement in rural schools, it can be effective when supported by adaptive teaching strategies.

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CHAPTER 1

INTRODUCTION

This chapter describes the reasons for conducting the research. It is divided into several points: the background of the study, the research questions, the aims of the study, the significance of the study, and the terminologies of this research.

A. Background of Study

Teachers, as the main agent in the education process, play a central role in shaping students' learning experience. As a learning facilitator, a teacher is not only a conveyor of information but also has an important role in creating a conducive learning environment. In any process of developing better teaching, there is an important role for teachers' perceptions of the learning problems that they faced. Perception is "the process by which we extract meaningful information from physical stimulation," according to Siann and Ugwuegbu (1988). Through understanding this process of perception, educators gain valuable insights into the complex interplay of stimuli, experience, and cognition that shape their approach to teaching, ultimately influencing the effectiveness of their pedagogical strategies. Especially in the process of language teaching, the teacher's perception of the use of appropriate methods in the learning process is very important to help students' understanding.

During the teaching process, every teacher faces various challenges in applying their teaching methods. Teachers need to discuss the difficulties they face to innovate and overcome these obstacles. Especially for teachers who teach English (EFL), where teachers often deal with both internal and external challenges such as linguistic and social factors that sometimes lead to misunderstandings between student-teachers during learning. The first step is to share teacher's perceptions of the challenges they faced. This step will help in finding ways to solve those challenges. One of the strategies used by teachers to face these challenges is by using language communication methods during the learning process.

In learning process, language plays an important role. It is the main tool for sharing knowledge, shaping ideas, and helping students understanding. One of the key methods in language teaching, especially in English as a Foreign Language (EFL) settings, is the use of various communication methods. One commonly communication method used by teachers is bilingual method. The bilingual method, in particular, stands out for its numerous advantages. It's not only facilitating a deeper understanding of English but also strengthens the students' grasp of their native language. Using both languages in learning can improve students' thinking, cultural awareness, and academic achievement among students.

Bilingual methods have been widely used by teachers throughout Indonesia, especially Aceh. Students can understand the material based on their mother tongue (L1) and students can also add new vocabulary through English (L2). However, the

problem that the researcher raise in this research is discussing its use in rural schools. As we know, the learning environment in rural schools is different from urban schools. Rural schools face a slightly more complicated situation, where the social environment may be less supportive of foreign language learning, lack of technological contribution, lack of interest and motivation, and perhaps even lack of professional teachers' ability to teach. This study will uncover the teachers' perceptions on the use of bilingual method in teaching English at rural Aceh schools. Whether the application of the bilingual method is an appropriate solution for teachers who teach in rural schools to their students is a question that will be answered through the perceptions of teachers who have experience teaching in rural schools using this method.

Several earlier studies on teachers' perceptions on the use of bilingual method in teaching English at rural schools have been related to the topic of this research. The first study is “Bilingual Education in Rural Islamic High Schools: Teacher’s and Students’ Perspectives and Experiences” by Nirmalasari, Salija, & Jafar (2023). The aim of this study is to investigate the perceptions of bilingual teaching held by both teachers and students in rural Islamic high schools, focusing on the implementation of bilingual instruction and its impact on student achievement. Data were collected using observation, interviews, and documentation from one teacher and ten students at MAN 2 Bone. The findings revealed that both teachers and students had a positive view of bilingual education. The study also found that using bilingual instruction led to improved comprehension and faster learning outcomes for students.

The next study is “Teaching in Rural Indonesian Schools: Teachers’ Challenges” by Mia Febriana, Joko Nurkamto, Dewi Rochsantiningasih, Anggri Muhtia (2018). This study aims to identify the challenges faced by teachers, particularly English language teachers, in rural Indonesian schools. Data were gathered using questionnaires and in-depth interviews with SM-3T program teachers, who spent a year teaching in rural areas. The findings highlighted several significant challenges, including inadequate infrastructure, limited learning resources, language barriers, low student competence, and lack of motivation. Teachers also faced difficulties due to parental mindsets that undervalue formal education.

The other study is "Monolingual or Bilingual Approach: The Effectiveness of Teaching Methods in Second Language Classroom" by Jung Han and Kyongson Park explores the effectiveness and student satisfaction of monolingual versus bilingual teaching methods in second language classrooms. It focuses on future educators' perspectives and involves an experimental design with participants from a public university. These participants, divided into monolingual and bilingual instruction groups, learned Korean vocabulary and were assessed through tests and surveys. The findings revealed that the bilingual group performed better and preferred bilingual instruction, while the monolingual group had a negative perception of using only the target language. The study concludes that bilingual methods are more effective and satisfying, highlighting the need for bilingual programs that incorporate learners' first language to improve motivation, engagement, and performance in language learning.

Building upon the findings from previous studies, it is clear that bilingual education has demonstrated significant benefits in various contexts, particularly in enhancing language acquisition and student motivation. However, in rural areas, the unique social and linguistic challenges faced by both teachers and students require further exploration. This research focused on exploring the perceptions of English teachers in implementing the bilingual method at rural schools in Aceh Besar, specifically SMA Negeri 2 Seulimeum and SMA Negeri 3 Seulimeum. In these schools, the use of the mother tongue dominates students' daily interactions, and there is limited exposure to English outside the classroom. These social factors present unique challenges for teachers who aim to improve English language proficiency through bilingual teaching method.

Based on the background discussed above, the researcher is interested in conducting a study through interview with English teachers at rural schools. This study aims to explore the perceptions of teachers when using the bilingual method in teaching English. Additionally, it seeks to uncover the strategies that these teachers employ to maintain the use of bilingual method. Since teaching English as a foreign language in rural areas comes with unique social and linguistic difficulties, this research will focus on understanding how teachers navigate this bilingual method. Based on this, the title of the research is: "Teachers' Perceptions on the use of bilingual method in teaching English at rural schools."

B. Research Questions

To investigate further about this issue, the researcher attempted to investigate:

1. What are teachers' perceptions on the use of bilingual method in teaching English at rural schools?
2. What strategies do teachers apply to maintain the use of bilingual method in teaching English at rural schools?

C. The Aims of Study

Related to the research question, the aims of this study are:

1. To explore the teachers' perceptions on the use of bilingual method in teaching English at rural schools.
2. To explore the strategies do teachers' apply to maintain the use of bilingual method in teaching English at rural schools.

D. Significance of Study

The significance of this study is categorized into theoretical and practical aspects.

- 1) Theoretically

The researcher hopes that this study will provide valuable insights for educators on how bilingual methods can enhance English language learning in rural contexts. Additionally, it aims to serve as a reference for future researchers interested in this topic.

2) Practically

This study is expected to provide support for teachers in rural areas to implement effective bilingual strategies in their classrooms.

E. Terminologies

The terms used in this study need an explanation to avoid readers' misunderstanding.

1) Teacher's Perceptions

According to Tecumseh et al. (2012), perception is an essential aspect of learning because it serves as an occasion for people or groups to gather data about the subject of study. These interpretations are based on teachers' experiences, knowledge and beliefs. This research focuses on teachers' perceptions on the use of bilingual method in teaching English at two rural schools in Aceh Besar.

2) Bilingual Method

Grosjean (1995) says that a person who is fluent at speaking two or more languages at a given level is said to be bilingual. Bilingual Method is a teaching method that uses two languages, the mother tongue and the second language, in the learning process. This method aims to develop second language skills (L2) while maintaining first language skills (L1). With this approach, students and teachers can converse in two languages: the mother tongue, which is used to acquire English, and the target language to be learned. The teacher reads the work aloud to the students often and

interprets it in their mother tongue. The bilingual method in this study refers to an English teacher from a rural school who uses two languages (Acehnese/L1 and English/L2) in delivering materials in her classroom.

3) Rural School

Kuliawati & Radjasa (2019) define rural schools as those located in places with less developed access, human resources, and economic resources than other areas. These schools play an important role in advancing education in rural areas. Some characteristics of rural schools include being located in areas far from towns, relatively small student numbers, limited facilities and human resources, and limited access to educational resources. The schools selected for this study were also chosen using information from the Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar (2024) namely, SMAN 2 Seulimeum and SMAN 3 Seulimeum.

