LINGUISTICS CLASSES STUDENTS' PERCEPTION ON ENGLISH-INDONESIAN BILINGUALISM

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Practicing bilingual languages has been a trend among students of all educational levels in Indonesia. Bilingualism is one of the major programs designed at Universitas Klabat to improve the English proficiency level of all students. Through this program the students are required to speak to the campus community both in English and Indonesian national language. The goal of this research is to determine the Linguistics classes students' perception on English-Indonesian bilingualism. It is qualitative research with phenomenological approach in describing the existing reality of the classroom and environmental situations. The data are collected through observation, documentation and interviews from 6 students of the 2 Linguistics classes. The results of the research show that practicing bilingual languages is a must among the Linguistics classes students. The reason is because being bilingual is considered very important so that it becomes priority program of Universitas Klabat. The study found the seriousness of students to speak in English, and the willingness of the linguistics classes teachers and parents to support and motivate the students. To be able to speak bilingually, students are encouraged to practice every day in the classes, campus environment, and home.

Keywords: Bilingual; Linguistics; Perception

1. INTRODUCTION

Language is an important means of communication in human interactions and activities. Through language, a speaker can convey a message to his listener so that the person understands or does what the speaker wants. As proposed by Kridalaksana, (2008) "Language is a sound that is used by society to collaborate, interact and identify themselves". Trudgill, (1974) states that the use of language in social life varies greatly. These variations are adjusted to the social characteristics (such as social class, ethnic group, age and gender) and the social context of the speaker. According to Fishman, (1991), language is not only used to explain things but also as a tool to express identity and social relationships. Freeman, (2004) proposed that "social interaction is a social relationship between individuals or social groups that dynamically occurred on regular basis". This social relationship is not only limited to one particular community but covers all levels of society, including young people, which in this case the students who are studying at Universitas Klabat.

Association among young people is considered to be the most significant element for them to exist in the current era. In line with the development of information technology and globalization, bilingual communication model among the young people has significantly increased, and has even become a lifestyle that cannot be separated from their daily lives. Bloomfield, (1958) defined that "bilingualism is a native like control of two languages", while Lado, (1964) confirmed that "bilingualism is the ability to speak two languages with equal or almost equal level of competence. In dealing with the social environment where college students practiced their bilingual style of communication, Asmoro. et.al. (2016), stated that "family plays significant role in providing education and character building for the children". Intense interaction with young people of their age will greatly influence the way they communicate, process of socialization, personal growth and emotional development. In line with this thought, another writer expressed a similar view. Masten, (2013) states that "Teenagers who are able to form effective relationships are better prepared to face the challenges of daily life and develop their emotional intelligence and social skills." In this

research, the researcher was inspired to analyze how the bilingual communication model is applied in daily communication practices in the two Linguistics classes, both in communication between friends and and with other people. This research focuses entirely on how students in Linguistics classes use both Indonesian and English in conveying their ideas when talking to their friends, making presentations in class, and speak to other people. This research will also focus on the word choices used by students when speaking and how they decided to switch from Indonesian to English, from English to Indonesian, as well as how this bilingual nature affects the continuity of social interactions between students.

This research aims at providing and explaining a clearer understanding on how bilingual communication model can influence students' social interactions at Universitas Klabat, especially in Linguistics classes. Apart from that, it is hoped that this research can be used as input for parents, lecturers, students and the university in developing students' communication and social interaction skills through the bilingual communication model. Furthermore, it is also hoped that this research will bring real contribution to improve the quality of interactions between students at Universitas Klabat.

This research uses the in-depth interviews, observations, and fieldnotes as data collection methods. The data obtained was analyzed by applying the thematic analysis method. This research is expected to provide a deep, broad and comprehensive picture regarding the use of the bilingual communication model in student interactions. It is also hoped that the conclusions of this research will become the preliminary information which can be very useful for university instructors in designing appropriate educational models and programs so that they can help students improve their communication skills. Apart from that, it is also hoped that this research will provide important information for parents in understanding the importance of encouraging their children to learn to communicate bilingually as early as possible, both in the interactions inside the university environment and in the wider community.

2. RESEARCH METHOD

This qualitative research uses phenomenological approach in which close observations are conducted observes closely individuals' explanation and understanding of their personal experiences (Setyowati, 2020). The purpose of the phenomenological approach is to illuminate and identify the phenomena through how they are perceived by the actors in a situation (Lester, 1999). The phenomenological research methodology relates to several approaches that in turn can be applied to single cases or to the deliberate samples that are carefully chosen (Greening, 2019). By applying this method, the perceptions of participants are analyzed as phenomena that will be explained from their individual perspective. Phenomenological research is normally used to perceive the social phenomena in its very natural context. The emphasis of this research is on the perception of the research subjects. Personal perceptions and how the subjects understand themselves are analyzed in this research. The uniqueness of subjects' perceptions and their social contexts become the focus of this research. Moustakas, (1994) defines that "Phenomenology is a science that studies the meanings that individuals attach to the phenomena they experience.", The researcher, while carrying out the phenomenological study, has to adopts the subject's perspective and views, and focuses on the subjective aspects of everything that he found in order to have clear understanding of the subject's real perception. The results of Phenomenological research are easily applicable to individual lives as they provide rich and in-depth insight for the researcher regarding the true perception of the people

In Moustakas, (1994), in-depth interview techniques are used in the phenomenological research approach to collect information from participants related to the topic under study. The data collected from the interview are then analyzed by using thematic analysis to identify the main themes which come from the data. An in-depth analysis is then carried out to uncover the subjective meaning found in the perceptions of the participants. The informants of this research were defined based on Creswell, (2013) which indicates that " a reasonable sample size can range from 3 to 25 participants for a phenomenological study". However, there are some previous researches that used more than this limit. For example, the research

by Yusnia et al., (2022) entitled Bilingualism and Multilingualism of People in Kabupaten Subang; Putri, (2023) entitled "The Application of Bilingual Program at 8th Grade Students of MTsN2 Ponorogo in the Academic Year 2022/2023, and Putri, (2022) entitled "Bilingualism Analysis of Students Social Interaction in Asrama Al-Inaroh Pondok Pesantren Darussalam Putri Utara", etc. These studies collected data from bigger number of respondents because their research goals are wider in scope in comparison to the current study. Informants in this research were 6 students from two Linguistics Classes who communicate in both English and Indonesian languages. The informants were selected by making direct observations in the classes to see if the chosen students could really speak in two languages.

Location and Time

As pointed out by Sugiyono (2017) research location an be any places where people socially interact and communicate. The location can be schools, companies, institutions government, roads, houses, markets and others. In this research the location is the two Linguistics classes of Universitas Klabat Airmadidi, Sulawesi Utara from January to March 2024.

Instruments

According to Arikunto (2002) research instruments are tools to collect data or information to be used for research. The instruments can be arranged as follows:
1. Interview: the researcher arranges some interview sessions with the research subjects to collect data about their perceptions in connection with their interactions while communicating in two languages. This instrument is implemented by raising some questions to the subjects and let them respond the questions in many different ways.
2. Observation: the researcher gets into and join the conversation among the research subjects to collect information regarding the behavior of the subjects while interacting in two languages.
3. Documentation: the researcher taking notes about the real condition while the research subjects are communicating in two languages in order to obtain data related to their interaction. The researcher will also join into the research subjects' communication medias like WA Group and Facebook just to gain some additional information about their communication styles.

Data Collection Techniques

Data collection is the process of collecting data aiming to gain insights regarding the research topic Taherdoost, (2021). There are different types of data and different data collection methods accordingly. However, it may be challenging for researchers to select the most appropriate type of data collection based on the type of data that is used in the research. Data collection techniques are carried out by following the next steps:
a. Observation: Researcher manages a direct observation of the research subjects at their interaction points, which are in classes and surrounding environment.
b. Interview: Researcher raises some questions to the research subjects about their social interaction by using two different languages at the same time when there are communication between one and another.
c. Documentation: in this way the researcher collects information from various sources like spontaneous utterances of the research subjects, WA Group conversation, and Facebook communication.

Data Analysis Technique

Data analysis is the process of collecting, modeling, and analyzing data using various statistical and logical methods and techniques (Calzon. 2023). "Thematic analysis is an approach to analyze the data which is aimed at identifying the patterns or finding themes through the data that has been collected" (Braun & Clarke. 2006). This technique helps researcher to comprehensively perceive about which data to be collected and how to determine ones that should be collected and discarded. Data that have been successfully

collected will be analyzed by using the qualitative data analysis technique, which is the Thematic Analysis to generate clear understanding about the interactions of students in two Linguistics Classes. This technique was carried out by identifying the themes that come up from the collected data. The use of Thematic Analysis could also assist the researcher to produce correct conclusions. Steps which are used to analyze the data are as follows:

a. Data reduction: researcher minimizes or reduces the collected data. Data that have positive and significant relationship with this research will be retained but data that do not have positive and significant relationship will be discarded.
b. Data display: data that have been reduced are displayed in tables or graphs for further processes. In this step the data are presented in order to see their significance for the research.
c. Data verification: in this step the researcher verifies the collected data by making comparison between the existing data and ones that are expected or assumed.
d. Conclusion: in this step the researcher makes conclusions in accordance with the collected and processed data to see whether the use of two languages in daily communication among Linguistics classes students has significant effects regarding their perception of bilingualism.

Data triangulation techniques were implemented to support the validity of the collected data and the final results of this research. According to Gunawan (2013) "Triangulation is a technique for checking the validity of data by utilizing something other than the data itself, for the purposes of checking data or as a comparison of that data". Triangulation is mainly used in qualitative research, but it is also commonly applied in quantitative research (Bhandari, 2022). Data triangulation analysis consists of three types, they are:

1. Source triangulation: this is done by exploring the correctness of data or information by looking at many data sources.
2. Method triangulation: this is done by checking the validity of the collected data.
3. Theoretical triangulation: this is done by using many theories for one research purpose.

3. FINDINGS AND DISCUSSION

Data and information about the perception of the linguistics classes students regarding bilingualism were collected from direct observations and involvement of researcher in daily communication of students in their class activity. This process was started by defining the classes of students who often communicate in two languages while they do their routine class activities. According to Kani, (2022), there are six steps for starting the research process, they are: "understand how the research process works, make a plan and know how to stop, choose a manageable topic, meet with a librarian, create an outline, and keep track of data sources". The researcher found that it was the students in the two linguistics classes that matched the research goal, they are the Linguistics II and Linguistics III Classes students of Universitas Klabat. All students in these classes became the research respondents because it was just six of them: 4 students in Linguistics II Class and 2 students in Linguistics III Class. Information of the respondents is presented in the following table 1:

Table 1. Information Of The Respondents

No	Name	Age	Class
1	Gheo		Linguistics II
2	Pris		Linguistics II
3	Sil		Linguistics II
4	Lia		Linguistics II
5	Cin		Linguistics III
6	Nit		Linguistics III

Research Results

The use of two languages or being bilingual in daily communication and interactions between students in two Linguistics classes and factors that affect their perception about it are presented below:

1. The Effect Of Bilingualism On Linguistics Classes Students' Communication And Interactions

The fact found in the interaction among university students, especially those in the Linguistics classes, which was the use of two languages in daily interaction as a habit in school environment, could be seen from the confirmation of the six respondents in this research that they used both Indonesian and English languages in their routine communication in class activities. The use of two different languages in class activities was affected by several factors. One of them was to stay in communication line with other students in the class. Data that was collected from one of the students who confirmed to use two languages is as follows:

> *"I used Indonesian language to stay in communication line with other students when I wanted to confirm something important while I was presenting a special topic in English". (S1/Gheo).*

In this case the respondent confirmed that he once spoke in English but as he tried to make something clearer, he switched to Indonesian language so that his message can be made plain.

The student named Pris presented almost the same opinion regarding her use of two languages, as the following:

> *"I used English when it was required by teacher when I was assigned to explain about any specific issue of the lesson. When other student needed additional explanation about the issue because she did not get the meaning, I then made it in Indonesian language to let her understand the whole issue. (S2/Pris).*

Here the student seemed try to do everything in English but since one of the students in her class did not understand the explanation, she changed her speaking into Indonesian language.

The third student named Sil proposed another perspective regarding her perception about the use of two languages. She said:

> *"English was no longer an alien for young people in this era. The use of English was a must among young people, especially college students because all communication medias were in English. If we did not use English in class interaction… we would not able to compete with other students who have been using English in their communication. (S3/Sil).*

According to this student, she used English in her class interaction because she needed to practice English everywhere to improve her communication skill because other young people were also using English in their daily lives.

The fourth student considered English to be a fun language. She does not have any specific purpose when she switched from Indonesian language to English thinking that was only for fun. She proposed that:

> *"While I was speaking in Indonesian language and saw that my partner used some English terms, I will soon change the way I communicate from Indonesian to English language". (S4/Lia).*

In this case the student did not have any intention to start talking in English but after her partner started to respond in English, she then switched her utterances in English.

The fifth student had another opinion regarding her decision to switch from Indonesian language to English. She said:

> "I was not good enough in English. In many class interactions I used Indonesian language more than English. In some specific situation, however, for example when I was about to raise question after listening to the presentation of other student, as I started to deliver the question in Indonesian language, the presenter required me to make it in English because the presentation was in English. Even though my English was not so fluent but still I had to raise the question in English in some short sentences". (S5/Cin).

In this case the student was once trying to speak in Indonesian language but after being asked to speak in English she was forced to do it even in short sentences.

The sixth student was one who used Indonesian language and English in different way. She liked to use the English terms while she was speaking in Indonesian language. She said:

> *"I am not feeling comfortable when delivering presentation or speaking with friends or teachers in English. What I can do was using English terms in my utterances. I have memorized so many English words and terms but I could not construct good English sentences. (S6/Nit).*

In this case the student was not a good English speaker. She preferred to speak mostly in Indonesian language but used many English terms in her sentences to create an impression that she was speaking in two languages.

Establishing communication in English to every one like friends and teachers at college environment like classes and dorms was a must for all Linguistics classes students because their major is English. However, maintaining smooth and continuous communication in English was not an easy task since it required specific English communication skills and seriousness of students to improve their level of English fluency. Among the 6 students who undergone this research as respondents, 4 did not face difficulty while communicating in English at their individual levels but 2 had serious problems when trying to maintain their pace of communication in English. The following were detailed by S5 and S6.

> *"It is sometime difficult to start communicating in English. I did not know how to start it. I often asked my partner to direct me as I tried to do it. Even if I have started constructing and delivering sentences in English, sometimes I arrived to a situation when I missed the idea and loosed the point that I was trying to say. In this situation I needed to pause for a moment and start searching some fresh idea and restarted constructing another short sentence. The expression of my speaking partner often affected my capability to utter more English sentences. When my speaking partner showed nice expression while I was speaking, I would feel relax and could continue my English sentence. When my speaking partner showed indifferent face while I was speaking, I would immediately out of focus and failed to make another English sentence".*

Based on above narratives it was clear that some students needed motivation and support from other for them to slowly start delivering their English sentences and to maintain and improve their passion to speak in English.

While using two languages or being bilingual some students could produce sentences that were easy to understand, while some other could not produce ones that can be understood by the speaking partners. 2 out of 6 research respondents (student No 5 and 6) confirmed that they faced difficulties when trying to perceive the points of idea presented by

their speaking partners while using English, and 3 others (students No 2, 5, and 6) thought that they were not sure if their English utterances were well understood by the speaking partners. Based on the information below we could see that there were obvious problems when students tried to understand each another:

> *"When my classmates were talking in English, I have to pay a very serious attention at them to try to perceive the points that they were trying to express. As I turned my attention to another object while they were speaking, I would instantly missed all the information in their speaking".* (S6/Nit)

> *"…while my friends were delivering presentation in English I would, in many occasions, have to ask them to repeat their messages or asked them to make it in Indonesian language because I could not clearly understand the points of presentation if it was too long"* (S5/Cin)

Other respondent had almost the same situation as she tried to say something in English after seeing to her friend responds:

> *"While I was saying something in English, I noticed that some of my friends were confused about the ideas that I was trying to express. I was not sure if it was my mistake when uttering in English or it was their mistook for not having good understanding of English language. If I realized that I was the one who have made mistake I would try to repeat my explanation in slower pace. If the hearers still did not understand the points, I would switch to Indonesian language so that everything became clear".* (S2/Pris)

The same issue was also found in the perspective of the teacher. In many situations the teacher (Linguistics Teacher) seemed to have problem when listening to the students who were presenting lesson subject in the class. The difference of English skills between students required the teacher to pay more serious attention when students of lower English skills were presenting lesson subject in the class or when they were raising or answering questions. According to S6, her Linguistics teacher often asked her to repeat her questions or answers because the teacher could not get the points. She said:

> *"In many classes situation my Linguistics teacher kept asking me to repeat and repeat again my presentation in English by saying that he could not make the point clear both for him and for my classmates. The same thing happened when I was given the opportunity to raise question. He required me to reformulate my question into a simpler one by saying the previous question was not clear and it caused confusion to him".* (S6/Nit)

On the other hand, S1 had different experience while delivering his points in English. He said:
> *"I am a very good English student, but I will always focus at my points while I was speaking. I tried to compose my points in a very clear sentence to let everyone get the ideas from what I was trying to say. The teacher did not ask me to repeat my presentation because I made everything clear in a very simple way"*(S1/Gheo)

In connection with the possible benefits that the students gained after practicing their English in class activities and daily interaction with friends all the research subjects confirmed that by doing so they seemed to move to another level of performance because day after

day, as time passes by, they started to receive appreciation and impression from students of different classes. During their routine interaction in class activities, they did not sense any improvement in their communication skills of English. It happened because the activities were done on routine basis without any effort to measure the real changes that occurred very slowly and undetected. But when students from other classes saw and interacted with them, the students from other classes concluded that they were not the same any more. Their English skills have significantly improved to a level that could not be achieved if they never spoke in two languages. They said: "we were so surprised when listening to their English fluency after joining the Linguistics classes for the last two months. They were not the same anymore. They were just common students just like us two months ago before taking Linguistics classes. They have made great improvement in their English communication skills. Though they still faced problems when talking in English but they were better now".

2. The Role of Parents on Bilingualism of Linguistics Classes Students

Parents played significant role for their children in terms of logical and behavioral intelligence growth. Nurturing, guiding, and teaching the students since their lower ages would result in a condition where the students can manage and adapt to all situations they faced as they grow older. The role played by parents was not only to prepare students for a better tomorrow but also to equip them with all weapons they needed to fight the increasingly competitive lives in current eras. Parents who taught children to speak foreign language, in this case the English, from their early ages will automatically prepare their children to a bilingual model of communication in the future.

Based on the preliminary research to the 6 research subjects, 2 of them confirmed that they have started to speak English since they were little children because their parents started to introduce English in their daily communication (around 2 or 3 years old), even just teaching them some simple English words. Another 3 respondents said that they started to know about English when they were in Elementary School from their teacher. Here was the testimony of the following student.

> *"I started to get into English environment when I was about 3 years of age when my father taught me the names of some animals. At that time, I remember that I could identify more than 20 animals in their English names. In the next year, my father taught me about colors in English. It was so fun because he did not teach me by asking me to memorize the color by observing the color of board markers but he showed me something in natural world and started to identify their colors by pointing some specific objects out there and told me their names. Now I can identify dozens of animals in English and explained the combination of colors by retrieving my past memories from my father's lesson"* (S2/Pris)

> One out of the three respondents who stated that they just learned English when they were in Elementary School said that:
> *"Though I did not learn English when I was a little child, I was still lucky enough because I started to get into English world when I was very young. When my Elementary School teacher taught something about English, I would take the lesson home and discussed it with my mom. My mom did not know much about English but since she graduated from college, she could share lot of things with me about English that put me into a situation that familiar with English". (S3/Sil).*

Student No 5 had different answer when the researcher asked her about the role played by her parents in supporting her bilingualism. She said:

> *"It's a pity that my parents never supported me to speak in English. All I know that when I was a little child, my parents never taught me even a*

single word of English. When I grew bigger my parents said that: All you have to do was finishing your college and get marry. A woman will still be a woman. You did not have to learn too much lessons. They were not needed anymore when you have married. So, forget about English and focus on finishing your college. Your babies will only need your cares not your English. Your husband will only need your support not your English". (S5/Cin).

The above testimony proved the reason why student No 5 used Indonesian language more than the English even though in classes when she had to speak in English. She only spoke in English when she was asked by teacher but still, she could not make it in good English.

3.   Factors That Motivate The Linguistics Classes Students To Be Bilingual

In normal daily interaction the students preferred to communicate in Indonesian language. In classes where most student communicated in Indonesian language, it seemed reluctant for the Linguistics Classes students to talk in English. But since they were the English major students, they needed to improve their English skills and must always stay tuned in English mind. They would have a chance to freely practice their English skills when the English Week Program arrived. During the entire week all students and teachers must talk in English in all their activities both in classes and out of classes. All the 6 research subjects said that:

"When the English Week Program has arrived, we were so happy because we can practice our English skills at any places and anytime. It was the time when we could interact with other non-English major students with English language, including talking in English to non-English teachers. It was so fun because sometimes the teacher from other faculties would be surprised when we started to talk with them in English and they could not provide proper respond according to the existing program. It was also the time for us to organize some English competition events to explore the talents of students and express all those talents in English. But unfortunately, the English Week Program lasted for 6 days and only twice in every semester. We thought that was not enough for all the students to express their English skill and to improve their English fluency.

Based on the above-mentioned information it was clear that the English Week Program did play significant role in providing time and space for students to explore their English capabilities but the time period was not long enough to accommodate all their needs to perform their English talents.

It was of course clear that there were students who did not like and did not interest in speaking in two languages. But it was also clear that most students in Universitas Klabat, including those in the Linguistics classes felt comfortable enough to speak in two languages. It happened because Universitas Klabat is a Bilingual Campus since the very beginning. This campus had a long tradition to teach English to all students and required them to practice it in daily communication. This situation was also supported by the current era of globalization that there was nothing to separate one to another country, and having good communication in English will equip ones who wanted to compete in this era. All the 6 students expressed that:

"Like or not, we will surely get into the globalization era that forced us to have many skills to compete with, including having good English skill. If one wanted to grow and freely compete with other, having English skills became one of the most elementary requirements for the successful individual. With English we will have a better future. Without English

forget your brighter future.

The above statement proved that the students did understand the role of English for their future. The only problem they faced was the environment where they lived that did not provide total support for them to grow. This campus only allocated 12 days per semester to fully speak in English in daily interaction, and many classes did not fully support them as they wanted to speak in English.

4.   The Role Played By Teacher To Improve Students' English Skills

Teacher played indispensable role for students as they tried to improve their English skills. The Linguistics classes teacher did support the students for their English improvement by providing more time and space for them to explore and perform their English skills. Every time the students presented their subject lessons the Linguistics classes teacher required them to make it in English. However, the same thing did not occur in other regular classes. The following were their testimonies:

> *"We were so glad that we always had the opportunities to speak in English in Linguistics class. We could explore our ideas and perform them in English and the teacher let it be done in English. When we presented any topics in English, the teacher would also give a time for our classmates to raise questions in English, and we could start interact in class by using English. When we made mistakes while speaking in English the teacher would not instantly correct us but would do so later at the end of class in an undetected way so that we would not feel guilty after making mistakes in our presentation. The same situation happened day after day, and slowly we could sense the changes in our English skills.*

The above testimonies proved that teacher did play important role in improving the English skills of all students. If the teacher did not provide enough time and space for them to explore their current English skills, they will stop growing and ended up with lower skills in English, and it slow down the whole idea to create better and brighter generation in the future.

4.   CONCLUSION AND SUGGESTIONS

Conclusions that can be drawn from this research based on the results of interviews with the 6 research subjects are as follows:

1. All students played significant role in their interaction with the others. The data that have been successfully collected from the students showed that being bilingual in both Indonesian language and English has been a daily activity by the Linguistics Classes students. It could be seen from their testimonies that they used English in their class and routine activities, besides using Indonesian language. Staying in line of communication with other students was the main reason for them to use English, and fulfilling the requirement of teacher was another strong reason. The use of English outside their Linguistics classes was done because Universitas Klabat has regular English Week Programs, which were twice every semester, and also because this has been just a Bilingual Campus from the very beginning of its establishment.
2. The real benefits received by the research subjects from routine communication in English was to have more time in practicing their English skills and could create a better and brighter future in this globalization era that required people to be able to communicate in English if they wanted to come out as a successful person.
3. Family and environment played indispensable role for the students to have good English communication skills. On one hand, Students who grew up in a family that had introduced English since they were still very young have better English skills and stronger motivation to improve their existing skills as they grew older. On the other hand, parents who did not

supply real support for their children since early ages will cause their children to stay behind those who had received English education from early ages.

4. Teacher played indispensable role for students as they tried to improve their English skills. The Linguistics classes teacher did support the students for their English improvement by providing more time and space for them to explore and perform their English skills. Every time the students presented their subject lessons the Linguistics classes teacher required them to make it in English.

It is undeniable that this study has some limitations from the perspectives of number of respondents and methods for data collection and analysis. Becoming bilingual in English and the Indonesian national Languages is not only viewed as important but also an asset for better future, therefore efforts to assist students to become bilingual should be supported by educational institutions policies. It is then interesting for future research to explore the policies that Indonesian schools have to educate their students to become bilingual. It is also suggested that future research to focus on the role of environment and parents in raising children to become bilingual.

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