

English Online Learning at Senior High School: Bilingual Models and Strategies

Avioleta Qory Chandra¹, Nurlaila Kadariyah², Hidayah Nor³

Universitas Islam Negeri Antasari Banjarmasin

Corresponding email: avioleta.qc@gmail.com

ABSTRACT

This study was aimed to analyze bilingual models and strategies during the online learning in senior high school and the challenges faced by the teachers during implementing the models and strategies. The research used case study qualitative method. The data were obtained from the results of observations, interviews and documentation and they were processed through the process of data reduction, data display, drawing conclusion and verification. The participants of the research were three English teachers. The findings of this research were divided into three points. First, the bilingual model used by the English teachers during online learning was Transitional Bilingual Education (TBE). Second, the bilingual strategies used by the English teachers during online learning were metalinguistic strategies and translanguaging. Third, the challenges faced by the English teachers in implementing bilingual model and strategies during online learning were technical problem, students' English diversity level and material complexity, and students' passive participation in the classroom.

Keywords: *Bilingual Education; Model, Strategy*

First Receive:

08 November 2022

Revised:

07 December 2022

Accepted:

15 March 2023

Final Proof Recieved:

01 May 2023

Published:

01 June 2023

How to cite (in APA style):

Chandra, Avioleta Qory., Kadariyah, Nurlaila., & Hidayah Nor. (2023). English Online Learning at Senior High School: Bilingual Models and Strategies. *ELITE Journal*, 5 (2), 305-314.

INTRODUCTION

English nowadays has been considered as the most-commonly spoken language universally that the most people use it as a communication tool in building relationship. This factor makes English become necessary in human's life. Due to the importance of English, educational institutions in Indonesia endeavor to improve English education for students. One of alternatives that is considered to improve students' English mastery is the implementation of Bilingual Education program. In general, Bilingual Education program involves two languages associated with mother tongue in teaching and both of the languages are being media to deliver curriculum content. This system is aimed not only for developing students' bilingualism but also for maintaining students' self-esteem in expressing the languages (Herminingsih, 2013).

One of schools conducting bilingual system in Indonesia is SMAN Banua Kalimantan Selatan. This school is located in Kalimantan Selatan and it has different bilingual system among other bilingual schools in Indonesia. This school divides the

Available online at <https://www.elitejournal.org/index.php/ELITE>

bilingual class into two, such as English and Indonesian class. The English classes are consisted of mathematics, science, and English class, while the rest subjects use Indonesian.

However, since the Corona Virus attacked Indonesia, the school conducted online learning. Therefore, there are many problems and difficulties faced by the students and teachers. Based on preliminary observation, the teachers needed to adjust themselves with the new condition and the use of online platform. In addition, because of limited internet access, the students cannot learn optimally.

Other than that, based on Fauziah (2021) stated that the teachers considered that they should make the atmosphere of class interesting. Because of these problems, the teachers were demanded to find new ways of teaching. Teachers needed to select appropriate models and strategies to overcome the challenges. Teachers had to maintain students' interaction during the online class as the aim of language teaching is improving students' communication skills. Through active interaction and participation, students are able to increase their language skills since they are able to listen and speak more in real situation (Brown, 2007).

There were many previous studies investigated the implementation of bilingual education, but there was lack of literatures talked about the implementation in online era. Because of it, the researcher expected that this study could fulfill the gap. Other than that, the aims of this study are to find out bilingual models and strategies used by the English teachers in online learning, and to find out the challenges faced by the English teachers during online learning. The study is expected to give more references of the implementation bilingual system.

METHOD

The researcher used Qualitative Approach in this study because the researcher wanted to investigate process and gain insight to get in-depth understanding of a group and situation (Lodico, Spaulding, & Voegtle, 2006). The researcher was also able to capture general data into specific data of the program (Cresswell, 2009). Collecting the data, the researcher did observation of teachers' recording, interviewed the English teachers, and analyzed teachers' lesson plan during online learning. After all the data had been collected and analyzed, the data were described in narrative form.

The researcher gathered the data from March to April 2022 in SMAN Banua Kalimantan Selatan. The participants of the study were three English teachers. The research was started from gathering the observation data which were collected from Zoom Cloud Meeting recordings. Then, the researcher did the semi-structured interview in online and offline meeting to get deeper information about the activities and program. The researcher also gathered the data from teachers' lesson plans to add information about the implementation of bilingual teaching in online learning.

Analyzing the data, the researcher used the descriptive technique to describe the real condition of the phenomena without any addition. The researcher used Miles and Humberman Model of descriptive technique which were divided into three steps, namely data reduction, data display, and drawing conclusion and verification. In data reduction, the researcher filtered the important points of the raw data. In this case, the researcher reduced the unnecessary information from observation and interview related to the bilingual model, strategy and the challenge. Then, the researcher classified each datum and coded the data so that the researcher can simplify the whole data into new simple data. In data display, the researcher arranged the data gained from observation, interview and documentation. Then, the researcher analyzed the data of model and strategy that were implemented in online learning and analyzed whether the model and the strategy in online learning were the same

Available online at <https://www.elitejournal.org/index.php/ELITE>

with in offline learning. And then the researcher analyzed the challenges faced by the English teachers and the way they overcame the challenges. And in drawing conclusion and verification, the researcher wrote the findings to answer three research questions that had been considered.

FINDING

The Bilingual Model Used by English Teachers in Online Learning

Based on the data obtained from observation, interview, and documentation, the bilingual model that was dominantly used by the English teachers was Transitional Bilingual Education (TBE). This was because the teachers used A little English in the beginning of school and they decreased the use of local language during the process of learning. In this school, the teachers had taught the students using English 50%-100% in tenth grade. It was because of many reasons, the first was the school obligated the teachers to use English as the language instruction. The second factor was the new students were required to master basic English before entering the school. The third factor was the new students came from different educational background which led to the diversity of students' English level and the teachers tried to balance the topic and also the language to maintain students' attention in the classroom. The last factor was the students might be low motivated in using English if the teacher used more Indonesian than English, as the teacher mentioned, "If we use *bahasa*, I am afraid that they will become too lazy to start speaking in English."

When the students were in eleventh and twelfth grades, the teachers minimized the use of local language. The observation data showed that the students in eleventh and twelfth grades were taught using full English even in some conditions the teachers needed to use Indonesian. The teacher stated that, "We still use Indonesian in our daily conversation to make them comfortable in studying English." Added by the students learn through online media which was totally different with offline learning, the teachers used Indonesian to adjust with the conditions.

All in all, the bilingual model used in online learning was Transitional Bilingual Education (TBE) as this model referred to the use of students' native language in the beginning of lesson and will be shifted to target language in the end of the school and the aim of this model is to make students be monolingual in the target language. This model was also used in offline learning and it could be done in online learning since using English in the classroom was the school's obligatory and the teachers also believed that students were able to adjust themselves with the condition.

The Bilingual Strategy Used by English Teachers in Online Learning

English classes in SMAN Banua Kalimantan Selatan were divided into two classes, namely Grammar class and Main Course class. The teacher mentioned that "This school divides the English classes as Main Course and Grammar. The Main Course class consists of reading, listening, speaking and writing, while grammar class is solely for drilling grammar material." In these classes, the teachers implemented some activities that were adjusted with online condition. However, the teacher mentioned if some activities that had been conducted during online learning could not run maximally because of many problems. The teacher stated that, "Overall, the activities can be conducted, but cannot be maximal." There are two strategies mostly used by the English teachers, such as:

a. Metalinguistic Strategies

The teachers used Metalinguistic strategies in both of main course and grammar class in online learning as the teachers applied some activities namely predicting,

Available online at <https://www.elitejournal.org/index.php/ELITE>

paraphrasing, and summarizing. The teachers modified those activities in the classroom based on the students' condition and adjusted it with the material in the textbook. For example, based on the observation data in twelfth grade, precisely in main course class, the teacher asked the students to read the passage in the textbook first. Then, the teacher divided the students into several groups where each group had different task. The tasks were in form of matching, summarizing, and identifying sentences based on the passages they had read before. The teacher mentioned, "In every meeting, I ask students to summarize and paraphrase the story in the textbook because there are lots of texts given in the textbook. But, I only choose some samples of students because it is hard to check all students' work in online learning."

Moreover, sometimes the teacher took random topic to be discussed with the students in brainstorming activity or similar with predicting activity where the students needed to use their background knowledge to give the opinion of the topic. There, the teacher would show students a picture which might relate to the previous topic or something that relates to them, the teacher stated that, "I will open the class by brainstorming. Here, I will show them a picture. Then I will ask them to explain the picture. Or, I will ask them about their experience, their current situation, or it is just to engage students with their previous lesson".

The students were also involved in comparing sentence activity, especially when they had just learned a new structure in grammar class. The teacher stated that, "The students also get involved in comparing sentences activity, in which we compare one sentence to another that have different grammar." This activity was used to make students be able identify the structure of sentences and analyze the difference between one structure with another.

b. Translanguaging

Based on the observation data of tenth until twelfth grades, the researcher found that the teachers switched the languages in the middle of activities in the classroom. The switching itself was included in translanguaging strategy and this strategy also involved translating, interpreting, and code switching or the shifting between two languages. Below is the table of the translanguaging used in the classroom.

Table A2

Translanguaging Used in The Classroom

Component	Class	Function	Frequently
Code Switching	XC	Give instruction and check students' understanding.	7 times
	XD		5 times
	XID		-
	XIIC		-
Translating and Interpreting	XC	Check students understanding and give students' clarification	-
	XD		10 times
	XID		-
	XIIC		-

Based on the table above, the teachers used translanguaging especially code switching for checking students' understanding. The teacher asked the students to translate sentence from Indonesian to English aiming to check their understanding

Available online at <https://www.elitejournal.org/index.php/ELITE>

of grammar. As it was mentioned before that the teacher sometimes used Indonesian to make the students comfortable in the class, the teacher used Indonesian in asking some questions, “What about object, *kalanu kita mau tanya tentang apa yang ditakutkan Joanna, gimana pertanyaannya?*” Beside they just wanted to check students’ understanding, the teacher sometimes switched the language unconsciously when asking the students whether they had questions or not. For example, “So, any questions about the exercise we did? Masih bingung ya?”

Other than that, the data showed that the teacher used translanguaging that was translating and interpreting for giving clarification to students. The teachers gave the students clarifications by re-explaining the material using the local language, or in this condition was Indonesian. The teachers used English for explaining the material in the beginning and then switched it to Indonesian to give students clarification of the word spoken, especially uncommon word. This was done to avoid misinterpretation on students.

The Challenges Faced by English Teachers in Applying Bilingual Models and Strategies during Online Learning

a. Technical Problems

Online learning required both teachers and students enable to utilize any devices that could connect them to internet. In SMAN Banua Kalimantan Selatan, all of the English teachers utilized Zoom, WhatsApp, and Google Classroom to interact with the students during online learning. The teachers sent the materials through Google Classroom and WhatsApp while the meeting was conducted using Zoom. But unfortunately, some students of SMAN Banua Kalimantan Selatan at first never used Zoom as the learning medium. Therefore, in the beginning, some of them found difficulties in utilizing Zoom. They could not connect the audio and turned on the camera which hindered them to be active in the classroom.

In addition, unstable internet connection that might happen anytime and anywhere, both of students and teachers sometimes could not perform maximally during the learning process. Both students and teachers could not open their camera and connect the audio. Moreover, the students in certain conditions could not hear the teachers’ voice because the teachers’ voice was not clearly audible.

Overcoming those problems, the teacher needed to design the material and the media that able to be used during online learning. The teacher would replace one media to another when it was not suitable to use in certain condition. The teacher would record the Zoom meeting and then sent it to WhatsApp Group or Google Classroom together with other materials, namely audio and Power Point slides in case the students could not join the meeting due to unstable internet connection.

b. Students’ Diversity Level of English and Material Complexity

Students came from different regions and different educational backgrounds. Therefore, when the new students were gathered in one class, their prior knowledge of English was different. It affected the learning process in which not all students could understand the explanation and material in the same time. Otherwise, some students might understand the course material faster while the rest needed more time to understand it. The challenges were

Available online at <https://www.elitejournal.org/index.php/ELITE>

added with the condition that the school obligates English teachers to use full English in the classroom.

Other than that, since the school used Cambridge textbook and the teacher must finish one book in every year, the teachers needed to adjust the short learning period that approximately thirty minutes until one hour per meeting and the material within the consideration of students' English proficiency. It is also one of English teacher's challenges to make sure the students can follow the teachers' pace and can comprehend the material. However, not all students were struggling with English as the language instruction, especially students in eleventh and twelfth grades, but the main problem was to comprehend the complexity of the topic.

Overcoming the problem, the teachers would re-explain material directly in the classroom and if the students still did not understand the material, the teachers would provide extra lesson where students could learn in slower pace than in the classroom. Moreover, if the students still did not understand the material, the teacher preferred to send English video and recommended students using digital vocabulary in case they did not understand the language. And the last was the teacher would pair the standard and advanced students so that they could learn together and the standard students would not be left by the other students. The teachers also tried to boost students' vocabulary and reading skill by asking them reading Oxford novel and giving them story book with the audio.

c. Students' Passive Participation in the Classroom

The majority of students during online learning were likely to be passive and tend to keep silent during the learning process, unless the teacher pointed them one by one. Since most of students were less participated and less interaction in the classroom, the teachers found difficulties in building students' confidence during online learning. Overcoming the problem, the teacher involved students in question and answer activity, playing games, discussion, and group presentation.

DISCUSSION

The Bilingual Model Used by English Teachers in Online Learning

Based on the findings, the researcher found that there was not different between the bilingual model which was implemented in offline and online learning where the English teachers used 50-100% English when they first introduced English as language instruction in matriculation program. The teachers then started to teach English using dominant English in the beginning of tenth grades until the end of tenth grades period. The teachers started teaching English using full English since the students in eleventh grades. It could be indicated that the English teachers used Transitional Bilingual Education (TBE) model since the teachers still used Indonesian in the beginning of the school and taught using full English in the end of school (May, Hill, & Tiakiwai, 2004).

Otherwise, there was a slightly different between the model's theories with its implementation in this school. The teachers did transition for less than one year and the teachers had been using the target language for around 50% - 100% in the beginning of the schooling. On the other word, the teachers teach English using dominant English or implementing English dominantly in teaching process from the beginning. The reasons of

Available online at <https://www.elitejournal.org/index.php/ELITE>

using dominant English in the beginning of the schooling were because each of new students had different English skills and they were at least in A2 level, school's policy that obligated teachers to use English as language instruction, and the students might be low motivated in using English if the teacher used more Indonesian than English in the classroom.

By applying this model, the teachers could balance the standard students and advanced students. Thus, even though the teachers should change their teaching from offline to online learning, they could maintain their teaching by implementing the same model in teaching English.

The Bilingual Strategy Used by English Teachers in Online Learning

There were many bilingual strategies that could be implemented in grammar and main course classes, namely bilingual resources, metalinguistic strategies, nonlinguistic strategies and translanguaging (Schwartz & Asli, 2014). Based on the findings found in the field, the teachers applied some activities in the opening activity in order to recall students' memory of previous lesson and after explaining materials in order to check students' understanding. The teachers applied the activities in form paraphrasing, summarizing and comparing sentences, so that they were indicated using metalinguistic strategies (Euch & Huot, 2015). The activities were in form of pair work, gallery showroom, group work, brain storming, summarizing and paraphrasing story. Moreover, these activities were done by students individually or students study groups. However, the teachers applied these activities regarding to the textbook materials mixed with authentic materials, students' needs, and online learning condition. Thus, applying these collaborative activities within inserting authentic material and students' interests were effective to improve students' skills especially in reading, writing, speaking, and listening.

Other than that, the teachers also seemed using translanguaging strategy since the teachers, especially who taught tenth grades, switched the languages during the teaching learning process. This was used to bridge students' language on the transition phase of using Indonesian to English as the language instruction. One of the teachers had mentioned that she switched or translated the language in order to make the students understand the course material and to adjust the time with the material. It was in line with the function of translanguaging that was to facilitate the interaction between the students and the teachers and to save time to explain the material to the students during teaching learning process (Rahmawansyah, 2019). Moreover, translanguaging was also used to provide the communication between students and teachers especially for giving clear explanation and to clarify whether the students had understood (Rahmawansyah, 2019). All in all, the teachers concluded that they used the same strategies like they used in the offline learning, but they only modified some activities that could not be conducted online.

The Challenges Faced by English Teachers in Applying Bilingual Models and Strategies during Online Learning

Challenges faced by English teachers in applying certain models and strategies especially in online learning were various, depending on the condition of the teachers, students, and also the schools. There were three the problems faced by the English teachers during implementing the model and strategy during online learning in SMAN Banua Kalimantan Selatan. The first problem was technical problem. Since the online learning was not something that had been expected before, the schools and the teachers did not prepare for conducting online learning. Fortunately, the teachers had special teachers

training to prepare themselves on conducting online learning because teacher training was really needed to help teachers design effective learning atmosphere during the teaching learning process (Prameswari & Budiyanto, 2018). Thus, the teachers chose Zoom for having virtual meeting with students because it supported screen sharing and screen record so that when the students missed the class, the teachers could give them the recording (Rahman & Daulay, 2021). Commonly, the students did not understand how to utilize the media because Zoom was a new medium for them. Adding by the condition where some of them living in rural area that did not support good internet connection interfered them from joining the class and participated actively in the classroom. Their unstable internet connection hindered them to stay in Zoom room and to listen teachers' voice clearly (Arum, 2021). Other than that, the teachers' connection sometimes was also unstable, so that they could not turn on their camera and present their slides properly. As the solution, the teachers sent the materials to WhatsApp Group and Google Classroom because these online media could be accessed anytime and it supported the students for studying by themselves in their home.

The second problem was students' diversity level of English and material complexity. Since the students came from different regions and different educational background, they had different English level. Therefore, the teachers needed to adjust the students' level with the school's obligatory that the teachers had to use English as language instruction. In addition, the Cambridge book that the school used was full English and the teachers needed to finish the book in shorter period. This was because in online learning, the class was only held for thirty minutes until one hour per meeting. However, some of the students could comprehend the material fast and did not have trouble with the language instruction, while the others needed more time to comprehend it and had to struggle with the language instruction. As the solution, the teachers tried to improve students' understanding toward the material by sending them additional educational video which was related to the material (Widahyu, 2020), giving them extra lesson, and pairing the standard students with the advanced students. The teacher also tried to improve students' mastery especially in reading and listening by giving them extra works, namely reading Oxford novels and listening to English stories (Male & Sihite, 2019). However, the teachers did not recommend the students to use any bilingual sources and the teachers preferred to recommend students English educational video and digital dictionary.

The third problem was students' passive participation in the classroom. During online learning, the majority of the students were more passive in the classroom. This was because of some factors, namely unstable internet connection, broken device, and students' anxiety in speaking English because they did not have sufficient vocabularies to be used. Overcoming the condition, the teachers tried to improve students' self-confidence and involve students in many activities by asking direct questions to students, doing discussion and presentation, and playing games using online media, namely Mentimeter, Kahoot, Bamboozle and Quizziz. By creating interesting and supportive atmosphere in the classroom, the students would enjoy learning in the classroom and the students were possible to be confident and motivated during the learning process (Tsymbal, 2019). All in all, the teachers could overcome the problems which were rising during online learning and they could still implement the model and strategies that were implemented during offline learning.

CONCLUSION

The result of the research showed that:

Available online at <https://www.elitejournal.org/index.php/ELITE>

1. The bilingual model used by the English teachers in online learning is Transitional Bilingual Education (TBE) with some modification in which the teachers have been using English in the early schooling around 50%- 100% and decrease the use of Indonesian little by little until the students finish their first year of schooling.
2. The bilingual strategies used by the English teachers in online learning are metalinguistic strategies and translanguaging.
3. The researcher found that there are three challenges faced by the English in applying the bilingual models and strategies during online learning, namely, technical problem, is students' English diversity level and material complexity, and students' passive participation in the classroom.

REFERENCES

- Arum, S. B. (2021). *Problems faced by english teachers in teaching english online during pandemic covid-19 at SMPN 2 Kedunggalar*. [Thesis, Universitas Muhammadiyah Surakarta]. <http://eprints.ums.ac.id/89332/>
- Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approach 3rd Edition*. Sage Publications, Inc.
- Euch, S. E., & Huot, A. (2015). Strategies to develop metalinguistic awareness in adult learners. *International Conference on Foreign Languages, Communication and Culture*, 1-12. <https://doi.org/10.13140/RG.2.1.3207.9529>
- Fauziah, S. H. (2021). Teachers' problems in conducting online teaching (A case study of English teachers at SMPN 1 Batiput, Tanah Datar Regency). [Thesis, IAIN Batusangkar]. <https://repo.iainbatusangkar.ac.id/xmlui/handle/123456789/21325>
- Herminingsih, D. I. (2013). Types of bilingual education program. *Lingua Scientia*, 5(2), 207-217. <https://doi.org/10.21274/ls.2013.5.2.207-217>
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research*. Jossey-Boss
- Male, Hendrikus., & Sihite, Tuti Haryati. (2019). Using stories to develop EFL students' vocabulary at SMK 17 Agustus 1945. Pardede (ed.), *Proceeding EFL theory and Practice voiced of EED UKI* (pp. 102-111). Jakarta: UKI Press <http://repository.uki.ac.id/id/eprint/923>
- May, S., Hill, R., & Tiakiwai, S. (2004). *Bilingual immersion education: Indicators of Good Practice*. New Zealand. https://www.researchgate.net/publication/45626500_BilingualImmersion_Education_Indicators_of_Good_Practice
- Prameswari, S. J., & Budiyanto, C. (2017). The development of the effective learning environment by creating an effective teaching in the classroom. *Indonesian Journal of Informatics Education*, 1(1), <https://doi.org/10.20961/ijie.v1i1.11960>

Available online at <https://www.elitejournal.org/index.php/ELITE>

- Rahmawansyah. (2019). Translanguaging as a pedagogical strategy in EFL classroom: A case study at senior high school in Bukulamba Regency . *ELT-Lectura*, 6(2), 139-146. <https://doi.org/10.31849/elt-lectura.v6i2.3032>
- Schwartz, M., & Asli, A. (2014). Bilingual teachers' language strategies: The case of an Arabic-Hebrew Kidergarten in Israel. *Teaching and Teacher Education*, 38, 22-32. <https://doi.org/10.1016/j.tate.2013.10.013>
- Tsymbol, Svitlana V. 2019. Enhancing students confidence and motivation in learning English with the use of online game training sessions. *Information Technologies and Learning Tools*, 71(3), p. 227-235. <http://doi.org/10.33407/itlt.v71i3.2460>
- Widahyu, Cindy. 2021. The effectiveness of using video as a learning media online learning to improve students' learning motivation and creative thinking at home during the Covid-19 pandemic. [Thesis: Medan State University]