CHAPTER IV

RESULT, FINDINGS AND DISCUSSION OF RESEARCH

In this chapter the researcher discusses about the finding of the research. The finding presents about what the researcher found during the research. The researcher collect the data from observation, interview and documentation which are discussed based on theory in the previous chapter and the research problem

A. Result of Research

In this section, the researcher provided the result of the research that has been collected. It consists the result of observations, interviews that have been done at Bata-Bata Bilingual Center.

This course has several programs to develop students' English and Arabic skill namely;

1. Formal Class where students will be taught about Grammar, Qawa'id, Expression, Muhawarah. This activity takes time after Fajr prayer, Afternoon prayer, and during Ubudiyah times.

2. Muhadatsah Activity which takes every morning except on Tuesday and Friday.

3. Vocabulary submission which takes time 22:30 every nights except for Monday night and Thursday night.

4. Khithobah which takes time on every Saturday night.

5. Takrirul Mufrodat where students read all vocabularies that they learn out loud by singing it. This activity takes time every Monday night and Thursday night.

From those activities the researcher did an observation on Muhadatsah and Khitobah.

1. **First Observation**

It was the first observation in this research. It was conducted by the researcher on Saturday 18 May 2024. It started at 05.00 AM until 05.45 AM. In this part the researcher was as non participant in English teaching learning process. The researcher described from the result of research that had been gotten through observation, and documentation. The researcher took the data from teacher and students activities when the teaching learning process was in progress. The researcher describe based on the result of observation when the teacher was leading an activity called *Muhadatsah* that we can Figure 4.1, or basically means conversation in Arabic.[1]

Figure 4.1 *Muhadatsah* activity

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[1] Observation on Saturday 18 May 2024

a. Pre Teaching

On Saturday 18 May at 05.00 AM, it was the time for the *Muhadatsah* activity started. The students were divided into 4 lines and the teachers stood among the lines to keep watching on the students. Then one of teachers that was assigned to lead, started the activity by greeting "Okay, Assalamu'alaikum Warahmatullahi Wabarakatuh". Then he said "Good Morning" and the students answered "Morning" and apparently the teacher translated everything he said into the other language (Arabic) or Indonesian language when it was needed. Then he asked about students conditions. He said "How are you today?". After that, he ordered students to pray together before the lesson began by reading basmalah. The teacher checked the attendance list of students to know who was absent at the time. He gave lit the students' spirit up by making them compete to prove which lines could answer his greetings based on the greetings.

b. Whilst Teaching

It was the main point in the *muhadatsah* activity. The teacher told the students about the theme that they were going to use in that activity, and it was about daily activity. Then the teacher told the students to face-to-face.

Teacher : "Ok, guys. The title today is "daily activities" so I'd like you to face-to-face, and talk about what kind of activities you do everyday, are you ready?"

Students: "yes sir"

Teacher: "Ok, if you don't know how to say something in Arabic or English you can ask to your teacher or just try to find it in this board."

The teacher prepared some vocabularies that is related to the topic of conversation, so students who got stuck in the middle of conversation can check if the vocabulary that they were trying to say.

The conversation that were conducted in line took around 15 minutes, the rest of teachers stayed around the students so they could help the student to solve the problem they had in the conversation.

Teacher: "Ok, you can face forward now. Now I will give some time to speak with your friend in front of the other students. Anyone of you want to do that?"

There were some students who were confident enough to come forward but some student still need to be chosen to speak in front of their friend. Those who are confident enough seemingly showed some better proficiency in one language. When it happened the teacher will let the conversation delivered in the language that the student had better proficiency with. But told the student to try to switch it into the other language later. If two students engaged in the conversation with

two different languages then the teacher would be the translator between them, and later they would be asked to speak using the other language even if the sentence that they made were not perfect. Yet, the communication still went on since they speak in a language that the other partner understand better even if it was delivered in imperfect language.

c. Post teaching

On 05.45 AM finally the activity had to be done, and that lesson had to be closed by the teacher because at the time the students and the teachers were about to prepare their day and school. And all of students had to had breakfast. The last, before the teacher closed the lesson, teacher said "Ok, before time is over. I think enough for today. See you tomorrow and we will move our theme into another topic namely hobby and ambition". Then the teacher gave motivation about the importance of education to make the future better than before After that the teacher asked students to close a meeting by reciting hamdalah together and she closed by saying salam.

In conclusion, the observation highlights an effective bilingual teaching strategy that incorporates structure, interactivity, practical relevance, supportive scaffolding, and continuous motivation. This method not only aids language acquisition but also builds student confidence and fosters a supportive learning community.

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2. Second Observation

It was the second observation in this research. It was conducted by the researcher on Saturday 18 May 2024. It started at 20.30 PM until 21.30 PM. In this part the researcher was as non participant in English teaching learning process. The researcher described from the result of research that had been gotten through observation, interview and documentation. The researcher took the data from teacher and students activities when the teaching learning process was in progress. The researcher describe based on the result of observation when the membrs of Bata-Bata Bilingual Center conducted a weekly meeting called "*Khitobah*".[2]

1) Pre activity

On Saturday 18 May at 20.30, it was the time for a weekly meeting called *Khitobah*. Students that were already chosen to get a role in this activity had been trained a week prior the activity, they trained two students to be MC as we can see in Figure 4.2 below , one student to read the holy Quran, four students to chant the *Sholawat*, one student to be an orator, three students as poetry readers, and several students to play in a drama. Those who didn't get a role will stay in front of the stage to enjoy their friends performance. The MC opened the activity by reading basmalah, and then they greeted all audiences that were watching. These two MC seemed had their

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[2] Observation on Saturday 18 May 2023

different part in a different language (one MC was using English, while the other was using arabic) yet still synchronized. after that the agenda went by with the reading of holy Qur'an, and *Shalawat*, then one of the teacher went up stage to deliver some words about why this activity was conducted and gave some insights about the theme for the activity at that time (Indonesia, my country).

Figure 4.2 Two students as MC

2) Main Activity

It was the main point in this activity. The first main activity was oration that delivered by one of the student that was chose. The oration seemed delivered by switching between English & Arabic as in below.

Indonesia, My Country
Assalamu'alaikum Warahmatullahi Wabarakatuh.
Ladies and gentlemen, my friends and fellow students,

Good morning. I hope you are all in good health and high spirits today. It is a great honor for me to stand before you to talk about something very close to our hearts – our beloved country, Indonesia. Today, we are here to celebrate the rich heritage and immense beauty of our homeland.

اليوم، أقف أمامكم لأحتفل ببلدنا الحبيب، إندونيسيا. أرض غنية بالثقافة والتنوع والجمال الطبيعي. إندونيسيا ليست مجرد مكان على الخريطة؛ إنها بيتنا، هويتنا، ومستقبلنا. نحن أمة تتكون من أكثر من ١٧٠٠٠ جزيرة، كل واحدة منها تحمل تقاليدها ولغاتها الخاصة. من سبانج إلى مروكي، نحن متحدون في تنوعنا. قوتنا تكمن في وحدتنا وقدرتنا على احتضان الاختلافات. هذا التنوع هو أعظم أصولنا، حيث يوفر لنا مجموعة واسعة من الثقافات والمأكولات والتقاليد التي تجعل إندونيسيا بلداً نابضاً بالحياة والديناميكية.

As teenagers, we hold the future of Indonesia in our hands. It is our responsibility to learn, to grow, and to contribute to the prosperity of our nation. Let us be the generation that upholds the values of Pancasila and works towards a better tomorrow. We must strive to be educated, innovative, and compassionate leaders who will guide Indonesia to new heights. Let us remember that the future of our country depends on our dedication and hard work. Indonesia is known for its breathtaking landscapes, from the beaches of Bali to the mountains of Papua. But more importantly, it is known for the warmth and hospitality of its people. Let us continue this legacy of kindness and unity. Our natural resources and beautiful scenery are indeed blessings, but our greatest strength lies in our people – in our ability to come together in times of need and in our unwavering spirit of gotong royong, mutual cooperation.

في الختام، دعونا نتذكر دائمًا كلمات آبائنا المؤسسين ونسعى لجعل إندونيسيا دولة يمكننا جميعًا أن نفخر بها. معًا، دعونا نبني أمة تتألق على المسرح العالمي. دعونا نعمل يداً بيد، نحترم اختلافاتنا ونحتفل بهويتنا المشتركة. المستقبل مشرق إذا بقينا متحدين ومخلصين لتقدم بلدنا

شكرا لكم.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

The orator seemed had the oration script memorized, even though he got stumbled in the middle of his speech. After the oration is done the activity continued by reading poetry by 3 students. They have different language for each of them, Indonesian, English, Arabic.

Indonesia, Tanah Airku

Indonesia, My Land

إندونيسيا، أرضي

Indonesia, tanah airku tercinta,

Indonesia, my beloved land,

إندونيسيا، أرضي الحبيبة،

Di mana langit biru bersatu dengan laut.

Where the blue sky meets the sea.

حيث يلتقي السماء الزرقاء بالبحر.

Gunung menjulang tinggi, hutan hijau memukau,

Mountains soar high, forests green and grand,

الجبال ترتفع عالياً، الغابات خضراء ورائعة،

Keindahanmu mempesona hati yang melihat.

Your beauty captivates every heart that sees.

جمالك يأسر كل قلب يرى.

The student that were watching the performance seemed enjoyed the poetry for the funny style of the way the reader read the poetry. The next agenda was a little drama that can be seen on Figure 4.3, from several students and they felt entertained although those two languages are not something that they were raised with, they were looked more spirit to watch until time is over.

Figure 4.3 Drama in *Khitobah* activity

3. Post main activities

On 21.30 WIB finally the activity had to be done, and that *khitobah* had to be closed by the MC. Before they closed the activity, one of the teacher went to the stage to give some feedback from the whole sequences of the activity and then he led the students to pray before

the activity ended. The last, before the MC closed the lesson, They apologized if there were some mistakes, and then they ended the teacher.

Then the teacher gave an announcement of who are the next students who would get the role in the next week performance.

In conclusion, the observation at Bata-Bata Bilingual Center during the "Khitobah" weekly meeting provided valuable insights into the dynamic and culturally rich learning environment fostered by the center. Through meticulous planning and coordination, students were assigned various roles and responsibilities, ranging from MCs to performers, showcasing their talents and skills in both English and Arabic languages. The seamless integration of languages not only demonstrated their linguistic proficiency but also promoted cultural appreciation and understanding.

The main activity of oration and poetry reading highlighted the students' dedication and enthusiasm for celebrating their Indonesian heritage. Despite occasional stumbling, their performances were met with admiration and enjoyment from the audience, showcasing their resilience and confidence in public speaking. Additionally, the post-teaching segment emphasized the importance of feedback and reflection in the learning process, enabling students to learn from their experiences and strive for improvement

Overall, the observation underscored the importance of bilingual education in nurturing well-rounded individuals who are not only proficient in multiple languages but also deeply connected to their cultural identity. It showcased the Bata-Bata Bilingual Center as a vibrant community where students are encouraged to explore, learn, and grow in a supportive and inclusive environment.

3. **Interview**

To support the result of observation, researcher also did interview with some teachers and students at Bata-Bata Bilingual Center about things related with learning two foreign languages simultaneously. The researcher conducted the interview on Saturday 18 May 2024 at 21.40 pm. To find some results from both perspectives (students & teacher) the researcher had 10 respondents consisted by 5 students (respondent 1-5) and 5 teachers (respondent 6-10).

Based on the interview, the students had diverse motivations for learning two foreign languages, ranging from career aspirations and practical benefits to enjoyment and global significance. Their reasons underscore the varied and compelling benefits of multilingualism.

The first respondent was driven by a desire to work in the shipping industry, which required proficiency in multiple languages. this can be seen by his statement:

"My motivation for learning English and Arabic is because I want to work in the shipping industry."[3]

The second respondent emphasized the importance of these languages for travel and communication, highlighting their practical benefits. He stated:

"Because these two foreign languages are important, and in case we travel to another city or even abroad, we can practice them with others."[4]

The third and fourth respondent was motivated by the enjoyment and practicality of using both languages worldwide and underscored the global significance of both Arabic and English. They both said:

"Learning two foreign languages is very enjoyable, though some say it's hard to understand. Even if you don't understand everything, studying these two languages every day means you'll learn something, whether a lot or a little. Both languages are useful in every country, especially English, so they are very important for us"[5]

"I learned two foreign languages because Arabic and English are both international languages."[6]

The fifth respondent sought to avoid being deceived by foreigners and aimed to navigate foreign countries without confusion. He said:

"My motivation is to avoid being deceived by foreigners and not to feel confused when in a foreign country."[7]

[3] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[4] Moh. Firmansyah, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[5] Moh. Habibur Rahman, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[6] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[7] Miftahur Raihan, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

The respondents also faced various challenges in their language-learning journeys. The first and the third respondent mentioned the need for patience and mental strength to dealt with mischievous friends and feelings of insecurity, as it stated:

> "In every class, there are always mischievous students as well as those who listen attentively. We need to be patient and confident despite the distractions from the mischievous students, and sometimes seeing others grasp the material quickly can make us feel insecure."[8]

While the other three respondents experienced confusion and difficulty concentrating when learning two languages. As it stated:

> "…I find it hard to focus. Learning one language is already confusing, let alone combining two."[9]

Among the most difficult aspects of learning two languages, both the first and second respondent these respondents is that they both found learning two languages challenging due to difficulties with memorization and comprehension. As it said:

> "In my opinion, the most difficult part is memorizing the formulas and vocabulary."[10]

The third respondent had trouble managing time to study both languages and comprehending the teacher's explanations. Similarly, the fourth and fifth respondents found it hard to allocate and manage time for both languages. One of them said:

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[8] Moh. Habibur Rahman, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[9] Moh. Firmansyah, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[10] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

"Managing time to study both languages is very difficult, and we often don't understand what the teacher is explaining."[11]

To overcome these challenges, the first respondent tried to memorized and understood vocabulary and formulas. As he said:

"The strategy I use is to memorize and understand the vocabulary and formulas of both languages little by little." [12]

As for the second respondent, he focused on developing an interest in both languages. He stated:

"First, I try to focus, and then I try to develop an interest or liking for learning both languages."[13]

While the third respondent relied on patience and gratitude to persevere

"The key strategies I use are patience and gratitude."[14]

The fourth and The fifth respondent decided to improved time management and used singing to aid vocabulary memorization. One of them said:

"I think the strategy I need to use is to be better at managing my time and singing the vocabulary I'm trying to memorize to help retain it better."[15]

[11] Moh. Habibur Rahman, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[12] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[13] Moh. Firmansyah, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[14] Moh. Habibur Rahman, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[15] Miftahur Raihan, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

External support played a crucial role for these respondents. All student respondents were encouraged and motivated by their parents' prayers and their friends.as one of them said:

> "…, I have received support from my parents, such as encouragement and prayers, and from my friends, who also motivate me."[16]

Balancing the learning of two languages required different strategies. The first respondent attended regular bilingual tutoring sessions and focused more on the language he was less proficient in. as he said:

> "I balance my time by regularly attending bilingual tutoring and trying to study the language I am less proficient in more often."[17]

The second and the fourth respondent learned by alternating between two languages in a short time. As it said:

> "By allocating time for both languages, for example, one day for Arabic and the next day for English."[18]

The third and fifth respondent took long breaks between switching languages. As one of them stated:

> "If I try to learn both languages at the same time, I tend to forget what I've already learned. Therefore, it's better to alternate between them with long breaks, like two months for one language and two months for the other. I've tried learning both simultaneously, but as I mentioned, it leads to forgetting what I've learned."[19]

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[16] Miftahur Raihan, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[17] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[18] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[19] Moh. Habibur Rahman, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

Effective learning methods varied among the respondents. The first and the second respondent emphasized frequent practice, effort and practiced regularly as one of them said:

> "Frequent practice, making an effort, and putting my trust in Allah SWT"[20]

The third, fourth, and fifth respondent concentrated on learning rules, grammar, vocabulary memorization in class, and and sought guidance from teachers. as stated:

> "Learning the rules and grammar and memorizing vocabulary."[21]

All of the students respondent have had different proficiencies between two languages, even though they said that it's getting balanced by the time. As stated in:

> "I have noticed differences. When learning two languages, I tended to favor one language at first. Now, I'm grateful that I can handle both languages."[22]

The impact of learning two languages on personal and academic life varied. The first respondent found it easier to complete exams in Arabic and English. He stated:

> "Yes, it has had an impact. When there are Arabic and English exams at school, I can complete them more easily."[23]

[20] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[21] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[22] Miftahur Raihan, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[23] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

The second, third, and fifth respondents reported no significant impact. While the fourth respondent enjoyed understanding English movies and Arabic religious texts. He said:

> "Yes, I have felt the impact. For example, when I watch movies with English subtitles, I understand them, and when studying religious texts in Arabic, it helps me with translation."[24]

Besides the interview that has been done with 5 students, the researcher also got some data from interview that has been done with the teacher. Based on the data that the research. Respondents 6, 7, 8, 9, and 10 had various inspirations for teaching two foreign languages simultaneously.

Respondent 6 stated that teaching two languages helps students retain the material better as they are less likely to forget one while learning the other. He said:

> "Teaching two languages at the same time helps students retain the material from both languages better, as they are less likely to forget one while learning the other."[25]

Respondent 7 found inspiration in the opportunity to gain knowledge in two languages at once. As he said:

> "My inspiration comes from the opportunity to gain knowledge in two languages simultaneously."[26]

[24] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[25] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[26] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

Respondent 8 emphasized the importance of both English and Arabic, given their international and cultural significance. He stated:

> "Because both languages are very important. English is an international language, and Arabic is essential because we live in a predominantly Muslim country."[27]

Respondent 9 believed that teaching two languages is more enjoyable and keeps students motivated. As said below:

> "It's more enjoyable and keeps students motivated. It also prevents them from getting bored with learning just one language."[28]

Respondent 10 expressed gratitude towards the headmaster of the boarding school, which motivated him to teach both languages. He said:

> "Since I live in a boarding school, teaching these languages is my way of expressing gratitude to the school's headmaster."[29]

The respondents noted several common challenges faced by students learning two languages. Respondent 6 mentioned that some students still did not understand the material even after multiple explanations. He said :

> "One common challenge is that some students still do not understand the material even after multiple explanations."[30]

Respondent 7 observed that students often feared making mistakes and felt there was a lack of topics to cover in lessons. As he said:

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[27] Farhan Ilahi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[28] Iqbal Maulidi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[29] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[30] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

"Students commonly fear making mistakes in explaining lessons and often feel there is a lack of topics to cover in the lessons."[31]

Respondent 8, 9, and 10 noted that students frequently felt down, scared, and nervous to practice the languages they were learning. One of the said:

"Students often feel nervous, shy, and afraid to practice the languages they are learning."[32]

The respondents had different views on the most effective pedagogical approaches. Respondent 6 believed that diligent and sincere teaching was most effective. He said:

"I believe that the most effective approach is to teach the students diligently and with sincere effort."[33]

Respondent 7 suggested not being too rigid in delivering material and using engaging methods to keep students interested. As said:

"I think the most effective solution is not to be too rigid in delivering the material. Use engaging methods so that students do not get bored with the same teaching style."[34]

Respondent 8 and 10 emphasized ensuring that students like both languages before teaching them and incorporating games to make learning fun, like focused on making lessons entertaining to prevent boredom. One of them said:

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[31] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[32] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[33] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[34] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

"My method involves ensuring that students like both languages before teaching them. This way, they enjoy learning, and we incorporate games to make it fun."[35]

Respondent 9 believed in stricter teaching and more enthusiastic motivation. He said:

"We need to be stricter in our teaching and more enthusiastic in motivating students."[36]

Adapting teaching strategies to accommodate students with varying proficiency levels was a common theme. Respondent 6 adopted strict teaching methods. He said:

"By teaching the students strictly."[37]

Respondent 7 recommended providing more challenging material to advanced students and lighter lessons to those who are below average. He said:

"You should provide more challenging material to students with higher proficiency levels and lighter lessons to those who are below average."[38]

Respondent 8 & 9 created class groupings to match different proficiency levels. As stated:

"My strategy for teaching students at different levels involves creating class groupings. This way, students can learn effectively, without rushing, and in a calm environment."[39]

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[35] Farhan Ilahi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[36] Iqbal Maulidi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[37] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[38] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[39] Farhan Ilahi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

Respondent 10 offered extra classes for students with lower

proficiency levels. He stated:

> "I provide extra classes for students with lower proficiency levels."[40]

To support ths statement the researcher also took a picture of the

extra class in Figure 4.4:

Figure 4.4 Extra class

Managing classroom dynamics posed specific difficulties, as

noted by the respondents. Respondent 6 provided solutions for students

with external and internal problems. He said:

> "Yes, but I provide solutions for students who have external and internal problems."[41]

Respondent 7 sometimes had to repeat lessons and used games to

refresh students' minds. He stated:

> "Sometimes we have to repeat lessons that students do not understand. We can address this by incorporating games related

[40] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[41] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

to the material to refresh their minds, making it easier for them to grasp difficult concepts."[42]

Respondent 8 & 9 enforced strict measures when students complained about learning two languages. One of them said:

"Sometimes the class becomes less conducive because students complain about learning two languages. We need to enforce strict measures to manage this."[43]

Respondent 10 asked for student feedback to ensure clear explanations and adjusted teaching methods accordingly. He said:

"Sometimes I'm unsure if I've explained the material clearly. I ask the students for feedback on my explanations, and if they aren't clear, I adjust my teaching methods to improve."[44]

The respondents identified several useful resources and materials. Respondent 6 found vocabulary lists and dictionaries helpful. As stated below:

"Vocabulary lists that we can attach to various objects around the Bata-Bata Bilingual Center, and dictionaries."[45]

Respondent 7 emphasized the importance of vocabulary lists and dictionaries, noting that "language is a habit" and encouraging students to make English and Arabic a part of their daily routine. He said:

"I believe vocabulary lists and dictionaries are very helpful, as they assist students in practicing the languages. It's important to remind them that 'language is a habit,' so we should help them make English and Arabic a part of their daily routine."[46]

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[42] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[43] Iqbal Maulidi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[44] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[45] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[46] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

Respondent 8 and 10 used memorization techniques, small rewards, and motivation. As one of them said:

"I use games and enjoyable materials, and I also provide rewards to motivate students to study harder."[47]

Respondent 9 suggested using engaging resources and providing motivation. He said:

"We shouldn't stick to rigid materials. Instead, we should use engaging resources and provide motivation to keep students interested in learning." [48]

The respondents used various methods to assess students' progress and proficiency in each language. Respondent 6, 7, & 9 administered both oral and written exams. One of them said:

"We give both oral and written exams to gauge their progress and proficiency."[49]

Respondent 8 engaged with students outside of class to observe their daily interactions. He stated:

"I assess their learning progress by engaging with them outside of class activities. This way, I can observe how they use the languages in their daily interactions."[50]

Respondent 10 asked students how much of the material they had understood and reviewed areas where they struggled. As said below:

"I ask them how much of the material they have understood. If there are areas they are still struggling with, I review the material and ensure my explanation is clearer this time."[51]

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[47] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[48] Iqbal Maulidi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[49] Iqbal Maulidi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[50] Farhan Ilahi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[51] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

The advantages and disadvantages of learning two languages simultaneously were discussed by the respondents. Respondent 6 & 10 highlighted the increased knowledge about both languages and mentioned being busier as a minor drawback. As one of them stated:

> "The advantage is that I learn a lot, especially about both languages. So far, I haven't found any disadvantages, except perhaps being busier."[52]

Respondent 7 saw similar advantages with respondent 6 & 10 except that he found no disadvantages. He stated:

> "The major advantage is gaining more experience by mastering two languages. So far, I haven't found any disadvantages in learning them simultaneously."[53]

Respondent 8 noted that it provided a strong teaching foundation but could be tiring and overwhelming. He said:

> "The advantage is that it provides a strong teaching foundation for the future. The disadvantage is that it can be tiring and overwhelming."[54]

Respondent 9 mentioned teaching effectiveness with clear targets as an advantage but noted that improper educational guidelines could hinder target setting. As stated below:

> "The advantage is that we can teach more effectively with clear targets. The disadvantage is that if we don't follow educational guidelines, we can't set proper targets for students to master both languages."[55]

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[52] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[53] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[54] Farhan Ilahi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[55] Iqbal Maulidi, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

Respondents had varying observations on students' attitudes. Respondent 6 noted complaints about learning English and Arabic due to their differences. He said:

> "Students often complain, especially when learning English and Arabic, as the two languages are quite different."[56]

While respondents 7, 8, and 9 did not notice any significant differences, Respondent 10 observed that students who had learned one language sometimes found the other more difficult. He stated:

> "Students who have already learned one of the languages sometimes complain that the other language is more difficult."[57]

B. Research Findings

In this section, the researcher is going to explain the result of data analysis where it was become a summarization from the result of the research that was discussed in the previous section. Therefore, in this section the researcher will focus on the explanation about the research focuses that was try to answer by using the data that was obtained from the interview and observation.

1. The Challenges and the Opportunities Faced by Students and Teachers in Teaching Learning Two Foreign Languages Simultaneously

Based on the result of the research we can see some challenges and opportunities of learning two foreign languages, here are the challenges and opportunities that can be taken note at.

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[56] Moh. Furqon Azami, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[57] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

a. The Challenges Faced by Students and Teachers in Teaching Learning Two Foreign Languages Simultaneously

1) Cognitive load

Managing two different sets of vocabulary, grammar rules, and pronunciation overwhelmed students, leading to confusion and slower progress in both languages. This can be seen in what respondent 2 said:

> "Yes, I find it hard to focus. Learning one language is already confusing, let alone combining two."[58]

> "When I study two languages at the same time, I often can't focus on both and get confused"[59]

> "The challenges I face when learning two languages simultaneously include sometimes forgetting the first language when I start learning the second, and memorizing vocabulary."[60]

2) Varying levels of language proficiency

Students exhibited different levels of proficiency in English and Arabic, leading to communication breakdowns. Some struggled with vocabulary recall and proper sentence construction, causing moments of hesitation and reliance on the teacher for translation or vocabulary assistance. This disparity sometimes led to frustration, particularly among less confident students. This can be found during the *Muhadatsah* activity in the first observation.

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[58] Moh. Firmansyah, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[59] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[60] Miftahur Raihan, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

3) Limited time for practice

The time allocated for practicing each language is effectively halved, which not be sufficient for achieving proficiency in both languages simultaneously. This can be seen from what respondent 4 said:

> "In my opinion, the most difficult aspect is finding and managing the time to study both languages."[61]

4) Resource availability

Finding adequate teaching materials and resources that cater to both languages can be challenging, especially in regions where one or both languages are not commonly spoken. This can be found from what respondent 7 said:

> "Students commonly fear making mistakes in explaining lessons and often feel there is a lack of topics to cover in the lessons."[62]

5) Students' confidence levels

Confidence levels vary among students, with some more proficient in one language than the other. This highlights the need for differentiated instruction based on individual proficiency levels. This can be found in *Muhadatsah* activity and what respondent 10 said:

> "Students often feel nervous, shy, and afraid to practice the languages they are learning."[63]

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[61] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[62] Ach. Munazzil Ahkam, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

[63] Moh. Ibnu Haikal, Teacher at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

b. The Opportunities Faced by Students and Teachers in Teaching Learning Two Foreign Languages Simultaneously

Besides those challenges, here is the opportunities of learning two foreign languages that the researcher got from the observation and the interview

1) Enhanced cognitive abilities

Learning multiple languages made an improvement instudent's cognitive functions such as problem-solving, multitasking, and memory. It can be found in what respondent 4 said:

> "For example, when I watch movies with English subtitles, I understand them, and when studying religious texts in Arabic, it helps me with translation."[64]

2) Increased communication skills

Learning two languages can make students more adaptable and skilled in communication, as they learn to switch contexts and adjust their language use according to the audience and situation. This can also be found in *Muhadatsah* activity.

3) Better education and job prospects

Based on the motivations and impact mentioned by the respondent 1 hint at the potential career, and education advantages of being multilingual:

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[64] Moh. Azroril Kirom C.S., Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

"My motivation for learning English and Arabic is because I want to work in the shipping industry."[65]

"Yes, it has had an impact. When there are Arabic and English exams at school, I can complete them more easily."[66]

2. The Strategies Used by Students and Teachers to Acquire Proficiency in Two Foreign Languages Simultaneously

Based on the first observation on Muhadatsah activity, several insights can be drawn regarding the teaching and learning process:

a. Bilingual Approach: The teacher used a bilingual approach, translating instructions and questions into both English and Arabic (or Indonesian when necessary). This not only facilitated comprehension but also reinforced vocabulary and concepts in both languages, enhancing bilingual proficiency.

b. Interactive Learning: The activity was highly interactive. The teacher encouraged face-to-face conversations among students, promoting practical use of language in real-time scenarios. This method is effective in improving conversational skills and building confidence in language use.

c. Scaffolded Support: The teacher provided vocabulary support by preparing a board with relevant words and phrases related to the day's theme ("daily activities"). This scaffolding helped students navigate conversations more smoothly, reducing frustration and encouraging continuous participation.

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[65] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)
[66] Rofiqi Maulana Ishaq, Student at Bata-Bata Bilingual Center, Direct Interview (May, 18th 2024)

d. Encouragement of Participation: Students were encouraged to participate actively, with the teacher facilitating and mediating conversations when necessary. This approach helped students with different levels of proficiency to engage without fear of making mistakes, fostering a supportive learning environment.

e. Focus on Practical Usage: The activity focused on practical daily activities, making the conversation relevant and relatable to students' everyday experiences. This relevance likely increased student engagement and retention of new vocabulary and phrases.

f. Confidence Building: Some students were asked to present in front of their peers, which is an excellent way to build public speaking skills and confidence in using a second language. The teacher's supportive role in translating and encouraging language switching also helped lower the anxiety associated with speaking a foreign language.

g. Continuous Assessment: By observing students during the activity, the teacher could informally assess their language proficiency and identify areas needing improvement. This ongoing assessment is crucial for tailoring future lessons to meet students' needs.

h. Motivational Closure: The session ended with motivational remarks about the importance of education, coupled with an outline of the next session's topic. This helped maintain a forward-looking perspective and kept students motivated for upcoming lessons.

Based on the first students' interview , two point can be drawn regarding the strategies that they mostly use:

a. Memorizing vocabulary: this helps build a robust lexicon in both languages. This involves associating words with their meanings, pronunciations, and usage contexts.

b. Practice: This helps reinforce the vocabulary and grammar rules learned, promoting fluency and comprehension.

C. Discussion

In this section, the researcher is going to explain what are the challenges and the opportunities faced by students and teachers in teaching learning two foreign languages simultaneously and what are the strategies used by students and teachers to acquire proficiency in two foreign languages simultaneously with the data that was discussed in the previous section using the theory which was discussed in chapter II

1. **The Challenges and the Opportunities Faced by Students and Teachers in Teaching Learning Two Foreign Languages Simultaneously**

   a. **The Challenges Faced by Students and Teachers in Teaching Learning Two Foreign Languages Simultaneously**

   The research identifies several challenges and opportunities associated with learning two foreign languages. One prominent challenge is the cognitive load. Handling two different sets of vocabulary, grammar rules, and pronunciation can be overwhelming

for students, leading to confusion and slower progress in both languages. This proofs that some researchers that explained about these problem that's addressed by Peter Bright and Roberto Filippi are not completely wrong [67]

This also differs with what Marcia McNutt, Mote Jr., and Victor J. said about their statement that there is no indication that they are likely to lag behind the standards set for those who only speak one language.[68]

Another challenge is the varying levels of language proficiency among students. Differences in proficiency in English and Arabic can lead to communication breakdowns. Some students struggle with vocabulary recall and proper sentence construction, leading to moments of hesitation and a reliance on the teacher for translation or vocabulary assistance. This proficiency gap sometimes causes frustration, particularly among less confident students, as observed during the Muhadatsah activity. Additionally, students' confidence levels vary, with some being more proficient in one language than the other. This variation underscores the need for differentiated instruction based on individual proficiency levels. Respondent 10 remarked, "Students often feel nervous, shy, and afraid to practice

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[67] Peter Bright, Roberto Filippi, (Perspectives on the "Bilingual Advantage": Challenges and Opportunities,) *Front. Psychol.* 10, 1346 (June, 2019):1-3, https://doi.org/10.3389/fpsyg.2019.01346

[68] Marcia McNutt, Mote Jr., Victor J., "Dual Language Learners: Capacities and Influences on Language Development," in *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, ed. Ruby Takanishi, Suzanne Le Menestrel (Washington, DC.: The National Academies Press, 2017), 118.

the languages they are learning." and this is in line with what Shalva Tabatadze said that the student individual level can affect the learning progress[69].

Limited practice time is also a significant issue. The time allocated for practicing each language is effectively halved, which may not be enough to achieve proficiency in both languages simultaneously. This is also in line with what Stephen said in his literature.[70]

Resource availability is another challenge.this is in line with what Jack and Willy said in their literature about tehe availibility of materials[71]. It can be difficult to find adequate teaching materials and resources that cater to both languages, especially in regions where one or both languages are not commonly spoken.

b. The Opportunities Faced by Students and Teachers in Teaching Learning Two Foreign Languages Simultaneously

Despite these challenges, learning two foreign languages offers significant opportunities. It can enhance cognitive functions such as problem-solving, multitasking, and memory. Respondent 4 illustrated this benefit by saying, "For example, when I watch movies with English subtitles, I understand them, and when studying

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[69] Shalva Tabatadze, "Factors Influencing the Effectiveness of Bilingual Educational Programs: The Prospects of Pilot Programs in Georgia", Sino-US English Teaching 12 no. 2, 2015, 95 https://doi.org/10.17265/1539-8072/2015.02.003
[70] Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Oxford: Pergamon Press, 1982), 57-60
[71] Jack C. Richards dan Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 65.

religious texts in Arabic, it helps me with translation." Furthermore, learning two languages can improve students' adaptability and communication skills, as they learn to switch contexts and adjust their language use according to the audience and situation. This advantage was also evident during the Muhadatsah activity. This is in line with what Jasim explained in his literature about bilingualism being as emotional and practical benefits.[72]

Proficiency in multiple languages can provide substantial career and educational benefits. Respondent 1 expressed, "My motivation for learning English and Arabic is because I want to work in the shipping industry." This is in line with what David Graddol said about English being the Seaspeak language.[73] They also noted, "Yes, it has had an impact. When there are Arabic and English exams at school, I can complete them more easily." This is in line the benefits that Jasim Mohammed Abbas explained in his literature.[74]

2. The Strategies Used by Students and Teachers to Acquire Proficiency in Two Foreign Languages Simultaneously

Based on the observation and the interview, several insights can be drawn regarding the teaching and learning process.

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[72] Jasim Mohammed Abbas, (Developmental Benefits of Learning Two Languages At Once As A Child,) *Journal of The Iraqi University* 40, no. 2 (2018): 716-728.
[73] David Graddol, *English Next* (Manchester: British Council, 2006), 82.
[74] Jasim Mohammed Abbas, (Developmental Benefits of Learning Two Languages At Once As A Child,) *Journal of The Iraqi University* 40, no. 2 (2018): 716-728.

a. Teacher's strategies

The session began with a structured routine that included greetings, attendance checks, and a collective prayer, setting a formal and respectful tone for the learning environment. The teacher employed a bilingual approach, translating instructions and questions into both English and Arabic (or Indonesian when necessary). This facilitated comprehension and reinforced vocabulary and concepts in both languages, enhancing bilingual proficiency. This is in line with what Kathleen Anne Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech said in their literature about the benefits of bilingual approach.[75]

The activity was highly interactive, with the teacher encouraging face-to-face conversations among students, promoting practical use of language in real-time scenarios, which effectively improved conversational skills and built confidence. The teacher provided vocabulary support by preparing a board with relevant words and phrases related to the day's theme ("daily activities"), helping students navigate conversations more smoothly and encouraging continuous participation. This is in line with what David explained that interactive approach can make the activity be better.[76]

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[75] Kathleen Anne Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech, *Using multilingual approaches: moving from theory to practice. A resource book of strategies, activities and projects for the classroom* (London: British Council, 2019),12.

[76] David Courtney, "Activities to Activate and Maintain a Communicative Classroom," *English Teaching Forum* 58, no. 1, (2020):11

Students were actively encouraged to participate, with the teacher facilitating and mediating conversations when necessary. This approach allowed students with varying proficiency levels to engage without fear of making mistakes, fostering a supportive learning environment. The activity focused on practical daily activities, making conversations relevant and relatable to students' everyday experiences, likely increasing student engagement and retention of new vocabulary and phrases.

Some students were asked to present in front of their peers, building public speaking skills and confidence in using a second language. The teacher's supportive role in translating and encouraging language switching helped lower the anxiety associated with speaking a foreign language. By observing students during the activity, the teacher could informally assess their language proficiency and identify areas needing improvement, which is crucial for tailoring future lessons to meet students' needs. This related with what Karim Mattarima and Abdul Rahim Hamdan explained in their work.[77]

b. Student's strategies

While students also pointed that they mostly use two strategies namely memorizing vocabulary, and keep practicing to reinforce the vocabulary and grammar rules learned, promoting fluency and

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[77] Karim Mattarima, Abdul Rahim Hamdan,(The Teaching Constraints of English as a Foreign Language in Indonesia: The Context of School Based Curriculum) *SOSIOHUMANIKA* 4, no. 2 (November, 2011): 298, https://doi.org/10.2121/sosiohumanika.v4i2.452.

comprehension. This is also in line with what Stephen said in his

literature about acquiring the language by practicing.[78]

[78] Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Oxford: Pergamon Press, 1982), 57-60