CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides some theories relate to this research, those are foreign language for teacher and student, the teaching and learning process, the component of teaching and learning process, trilingual education, and previous study for this research.

A. Foreign Language for Teacher and Student

According to Catalano (2015), "a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs". From this we can no that a foreign language is also a language that is not spoken in one's homeland / country of origin, for example an Indonesian speaker living in Australia may say that English is a foreign language to himself.

In the procedure of teaching the classes below the language program the teachers use various techniques of teaching which permit to mix learning of a subject and the language. This is different from teaching material other than linguistics, because language teachers, especially foreign languages, have their own characteristics and problems. if a teacher is not right in teaching a foreign language, then students will easily feel bored. According to the Ewelina Mierzwa (2019), the role of the teacher in the foreign language classroom is not only limited to passing the linguistic information to students, spreading the knowledge of linguistics systems and teaching about FL culture, etc. It is far more important than that.

To lead further to foreign language learning, the researcher describes foreign language teachers and foreign language students, as will be explained in the following:

1. Foreign Language Teacher

According to the Catalano (2015), that foreign language learning and teaching have undergone a significant paradigm shift as a result of the

research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a 'mimetic' activity, a process that involved students repeating or imitating new information. Grounded in behaviorist theories of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success. Learning a foreign language has never been greater important in today's "global" economic system. The sector of work is a various region, with employees from special backgrounds and cultures operating together to resolve troubles and offer offerings. And in this interdependent world, powerful communication abilities are required for students to turn out to be active and effective workers. To meet these conversation needs, foreign language teachers use effective teaching techniques to explore distinctive cultures and their languages with excessive school students.

Foreign language teachers recognize the intricacies of language, and how vocabulary is absorbed and leads to language competence. In addition they apprehend how excellent to teach students those intricacies, and the difficulties students face all through language acquisition. However, before prospective foreign language teachers are capable of teach, they need to first prove their knowledge through a certification process. This is also supported by You Lv's opinion in her article (2014), she stated that "as the professional teachers, they need not only to have the broad and profound knowledge of the discipline, but also to go through the professional training in education an d fulfill the requirements for the teachers' qualification and the professional norms". Therefore, we can take the point that in the world of education, especially regarding language, teachers are required to meet their criteria as teaching staff at an institution, this is no more than their obligation to get a bachelor's or master's degree. It makes a teacher recognized for his ability to teach, understand the subject of learning, and mastery.

Jack C. Richards (1993), stated that a primary source for teachers' classroom practices is teachers' belief systems the information, attitudes, values, theories and assumptions about teaching and learning which teachers build up over time and bring with them to the classroom. Teacher beliefs form a structured set of principles that are derived from experience, school practice, personality, educational theory, reading, and other sources. Foreign language teacher must be fluent in that foreign language. In addition, teacher will be required to teach students about the culture and history of the country where the language is spoken. Besides these benefits, studying culture gives learners a liking for the native speakers of the target language. Studying culture also plays a useful role in general education; studying culture, we could also learn about the geography, history, etc. of the target culture (Cooke, 1970, quoted from Bilal Genc & Baga Erdogan, 2005). Regardless of the language teacher, here are some of the tasks teacher can expect as a primary or secondary language education teacher:

a) Understand learning needs, such as lesson plans, correct student assignments.

b) Obtain appropriate and effective language material.

c) Organize activities related to foreign languages, such as cultural performances, historical seminars, etc.

d) Interact and establish a coordinating relationship with the guardians of students.

2. Foreign Language Student

According to Stern (1974), quoted from research thesis of Vina Ardian (2010), '*The Implementation of Bilingualism in the Teaching Learning Activities at International Standardized School*', explores the topic of the good language learner that is those who progressed well in learning another language, by means of student/teacher interviews, battery of personality tests and classroom observations. On the basis of these they have drawn up a list of positive strategies and personality traits.

a. Positive strategies:

1) A personal learning style or positive learning strategies

2) An active approach to the learning task

3) A tolerant and outgoing approach to the target language and its speakers

4) Technical know-how about how to tackle a language

5) A methodical flexible approach, developing the new language into an ordered system and constantly revising this system

6) Constantly searching for meaning

7) Willingness to practice

8) Willingness to use the language in real communication

9) Self-monitoring and critical sensitivity to language use

10) Development of the L2 more and more as a separate reference system and learning to think in it

b. Personality traits:

1) An element of insight and self-awareness;

2) Frustration tolerance;

3) A low anxiety level (self reliance);

4) A high level of achievement and motivation (perfectionism, goal consciousness);

5) A social (integrative) orientation;

6) Task orientation (professionalism, technical know-how);

7) Cognitive flexibility (adaptability, lack of rigidity)

Gardner (2001, quoted from Oktavian, M, 2015, *Key to Language Learning Success*) suggested that when learners first step into the language classroom, the end-result of being able to speak a language is what motivates them to learn. Moreover, he stated that, unlike other subjects, learners carry with them obligations such as acquiring the beginning of cultural understanding, language content and skills as well as achieving spoken fluency that can and will be applied outside the classroom. Learners

are often unaware of these aspects of language learning that await them during the early course of the learning.

The success of learning a foreign language or second language cannot be separated from the factors that influence it. In the following section, several factors that have a role in learning a foreign language or second language will be discussed. These factors can be grouped into cognitive, affective, and social factors. Erika Cox (2002 quoted from Oktavian, M, 2015, *Key to Language Learning Success*) outlined the three components that describe attitudes: cognitive, affective, and behavioural (sometimes called conative function). Only the first and second groups of factors will be discussed in the technical guide because these two groups of factors can be interfered with through teacher-led lessons.

a. Cognitive Factors

Cognitive factors include process, type of learning style, and learning strategies and affective factors include self-esteem, anxiety, risk taking, and motivation. According to Ahmed Mohamed (2018), that in language learning whether it is second or foreign, cognitive factors play a big role. There are many cognitive factors that affect language learning. Among the cognitive factors, there are memory, attention and awareness, forgetting, and context or environment in which the learning process takes place.

The process is universal or happens to everyone, and this can be seen in the phenomena of transfer, interference, and overgeneralization. Transfer refers to a person's tendency to bring skills or knowledge acquired in the previous learning process. In the context of learning English as a foreign language or second language, a novice learner tends to use the mother tongue system when using English. For example, the sound d is known in both English and Indonesian sound systems, but in Indonesian it does not appear at the end of speech. Therefore, Indonesian students who are novice learners tend to pronounce faln instead of falnd for the word find. This process is called negative transfer because it

causes learning problems, and therefore this type of process is called interference. Transfers that are assumed to not cause learning problems are called positive transfers. Overgeneralization arises when errors occur because students make generalizations from observations of certain linguistic events excessively.

The second group of cognitive factors is learning style or learning style. Gagne (1965) identified eight types of learning styles and all of them are involved in the process of learning a foreign or second language. The eight learning styles are signal learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, principle learning and problem solving.

The third cognitive factor is learning strategy. This refers to the condition of how language learners find ways to solve the problems they face when learning so that they become successful learners. Successful learners have certain strategies that make them successful in mastering the foreign language they are learning. These strategies can be used as a reference when someone wants to be a successful foreign language learner.

b. Affective Factors

Affective factors have an influence on learning foreign language. Self-esteem, anxiety, courage to take risk (risk taking), and motivation (motivation) are some examples of factors affective. According to Yanyan Bao, Shuzhen Liu (2021), affective factors include the learners' individual factors, the affect between the learners and that between the learners and the teachers. As for the learners' individual factors, it consists of self-esteem, inhibition, anxiety, personality, motivation, attitude, and so on. It is undoubted that the learners are limited by these complex psychological factors. Theoretically, when a learner feels unable to master foreign language, then there is a tendency he will feel worried, restless, anxious, and uncomfortable in the learning process. And vice versa, if a students feel worried, restless, nervous, psychologically

uncomfortable, low self-confidence. When self-confidence is low, the learner concerned is not daring to take risks, not daring to make mistakes with all the consequences. However, in learning a foreign language, making mistakes is part of the natural learning process.

Linyan Wang, & Xuan Wu (2020), revealed, from the perspective of educational psychology and psycholinguistics, affections refer to the affective and sensuous aspects of human behavior, and its changes involve personality factors and feelings of learners. The affective factors such as learning motivation, self-confidence, anxiety and attitude play an active role in stimulating, regulating, maintaining and directing learners' cognitive activities, directly affecting the speed and effectiveness of foreign learning, and the learners' overall learning development and long term development.

B. Teching and Learning Process

According to the Afzal, Abul Kalam (2021), that teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy'. The teaching and learning process in the context of a pandemic has the meaning of how to transfer knowledge in the midst of distance learning. During the pandemic, all face-to-face activities are abolished and replaced with online systems or distance learning. This activity certainly has a number of obstacles, for example network access in remote areas, lack of availability of supporting technology for some students, boredom of students when they are at home, and many others. However, teachers should not give up with these obstacles. Here the more explanation about teaching learning process:

1. The Teaching Process

According to Sequeira (2012), teaching is a set of events, outside the learners which are designed to support internal process of learning.

Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. A teacher can create an environment of consider and respect by relying on students for feedback students can be a valuable resource for verifying whether classroom pedagogy is working (or not). Self-exam with feedback out of your students and teachers is fundamental to enhancing your teaching.

There are some teachers roles carried out by foreign language teacher:

a. The Teacher as Inquirer

From the affective learning, we know that successful teachers understand their students, their language, and how they learn. Teachers knows competencies that rely on exploring the processes that form the basis of how students learn and how teachers teach. as the opinion of Douglas Brown (1987), quoting from a research thesis, Bella Fitriana, *The Process of English Teaching and Learning For Young Learners in The Bilingual Class of SDI Al-Azhar Kota Kediri, 2016*), teachers' knowing why they doing something is more lasting than simply knowing what they are doing. From this point, it can be the basis that the teacher's knowledge is not just teaching the material, but the teacher also makes himself the questioner of the results obtained by students in mastering a foreign language or even more. another opinion of Douglas Brown (by same quoting) is, teachers are also aware of the culture and linguistic differences of their students, viewing these individual differences positively.

b. The Teacher as Creator

According to Douglas Brown (1987, by same quoting), the succesfull of teaching learning process in the classroom depends on the good organization and on the students knowing exactly what to do. This opinion shows that one of the important things in realizing a successful teaching and learning process, a teacher must be able to master the class

stage and can be a second role for students. In the sense that it shows the conditioning of the classroom atmosphere and making it fun for students is a priority.

Moreover, Hamalik (2007) also argues that there are three definition of teaching. The first, teaching is extending the knowledge to students in school. The second, teaching is inheriting culture to young generation through institute. The last, teaching is giving guidance to students. It is very clear, that the purpose of the teaching and learning process is not only to provide subject matter, but the teacher is also responsible for fostering a sense of enthusiasm, generating confidence, and shaping the character of students. This makes the position of a teacher more than just a teacher, but also a planner and creator in the educational process.

c. The Teacher as Observer

According Carolyn Kessler (1997, quoting from first previous study), watching and listening to students are natural activities in every day. Such activities can be formal and informal, planned and unplanned, observation is the basis provides of decision making about each learner's progress. Before facing students, challenges will certainly be there for the teacher, because the character that a teacher will face is not his own character, but a variety of different characters. Therefore, before facing these challenges, the teacher must certainly be able to master everything by observing activities and studying student learning patterns.

d. The Teacher as Facilitator

Carolyn Kessler (1997, quoting from first previous study) stated, the role of facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Being a facilitator is an advanced stage of the teacher's role as an observer. The reason is very simple, because in the teaching and learning process, students need a companion who can guide them to understand and master the material. More than that, a teacher is required to be a good reflection of the brush

formation and character of students during the teaching and learning process.

e. The Teacher as Agent of Change

The purpose of change agents is the effect of the way teachers and students' perspectives on each other in achieving their respective goals. According to Kessler (1997), teacher has a key role in reforming the classroom. It is shown when teachers allow the classroom to become a place of inquiry, where questions are explored in meaningful contexts and teachers and students collaborate to seek answers, furthermore teachers have a redefined role as teachers-research. In addition to having a role, the teacher also has more power and control over the classroom. They trust their intuitions, take risks, and believe in themselves as part of the decision making process.

According to Sequeira (2012), the teaching is about a change, the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally.

2. The Learning Process

According to Brown (1987, quote from first previous study), learning is acquiring or getting of knowledge of a subject or a skill by study experience or instruction. Whereas according to Brown, "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". The learning process occurs abstractly, because it occurs mentally and cannot be observed. Therefore, the learning process can only be observed if there is a change in the behavior of someone who is different from before. Changes in behavior can be in terms of knowledge, affective, or psychometric. Students are the determinants of whether or not the learning process occurs. The success or failure of achieving educational goals is very dependent on the learning and teaching process experienced by

students and educators both when the students are at school and in their own family environment.

Learning is a process in which an organism changes its behavior as a result of experience. Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment (Sequeira, 2012, quoted from Afzal, S, M, & Abul Kalam, 2021).

The other opinions that support the statement above as also defined by Hamalik (2006). He says that learning is not only remembering but it is an experiencing. Simply, the definition of learning can be described as:

a. Learning is acquisition or "getting"

b. Learning is retention of information or skill

c. Retention implies storage systems, memory, cognitive, organization

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism

e. Learning is relatively permanent, but subject to forgetting.

f. Learning involves some practices, perhaps reinforced practice.

g. Learning is a change in behavior

In conclusion, the learning process is a process of gaining knowledge and subject or skill by learning, experience, or teacher instructions. Besides that, in the learning process, the learner is the core and the most important role. Therefore, students are the key to the success of the teaching and learning process.

C. The Component of Teaching and Learning Process

According to Kessler (1997), keys for structuring a successful cooperative learning are found in creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the

classroom, assigning students to groups and roles, and selecting materials and time. Learning activities or teaching and learning processes cannot be carried out in a haphazard or arbitrary manner. Comprehensive and thorough planning is required in advance so that later teaching and learning activities can achieve the desired goals. Moreover, in formal education where the learning objectives carried out must be achieved in order to achieve educational goals in general. Harsono (2007) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. It means that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.

Furthermore, Hamalik (2006) stated that "*proses pengajaran itu berlangsung dalam situasi pengajaran, dimana di dalamnya terdapat komponen-komponen/factor-faktor yakni; tujuan mengajar, siswa yang belajar, guru yang mengajar, metode mengajar, alat bantu mengajar, penilaian, dan situasi mengajar*". Then the researcher took another theory from Sanjaya (2006) he said that "*Proses pembelajaran terdiri dari beberapa komponen yang satu sama lain saling berinteraksi dan berinterelasi. Komponen tersebut adalah tujuan, materi pelajaran, metode/strategi pembelajaran, media, dan evaluasi*". To explain more broadly about the components of the teaching and learning process, the following is an explanation. However, only some of the components that will be described and which are part of the core of this research are:

1. The Strategy, and Technique of Teaching

According to Brown (1987), Strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Moreover, strategy is divided into two kinds. In other definition, according to Gerlach & Donald P. Elys (1980), strategy is the teacher's approach to using information, selecting resourees, and defining the role of the students, it includes specific practice used to accomplish a teaching objective. Those

are expository approach or deductive approach and inquiry approach or inductive approach.

a. Expository Approach.

Gerlach & Donald P. Elys (1980) stated that expository approach is the more traditional approach. Expository approach happens when teacher presents all information to the students. The sources of information most frequently used are the textbook and other reference materials, audiovisual materials, and the personal experience of the teacher.

b. Inquiry Approach

Inquiry approach is the modern approach. Here the teacher assumes the role of facilitator of learning experiences and arranges conditions in such a manner that students raise questions about a topic or event (Gerlach & Donald P. Elys, 1980). The conditions for inquiry are thus established. The resources for finding the answers or solutionis are factual information and raw data which have not been organized in any particular fashion. The examples of resources are toxtbooks, statistical data, documents, tape recording or passages from publications pertaining to the topic.

In the teaching and learning process, technique is also very important and can affect a teaching learning process. According to Brown (1987), technique is the specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well. Gerlach & Donald P. Ely (1980), mention several kinds of techniques in teaching:

a. Lecture: it implies a formal presentation while telling and explaining are more descriptive of informal presentation. It can involve extensive preparation or can develop spontaneously.

b. Discussion: it includes all those activities which tend and develop an interchange of ideas between the teacher and the learner and among learners themselves.

c. Demonstration: it is always accompanied by telling or explaining. A demonstration is used to show how something work. It usually tends to be highly expository since it is dominated by the teacher.

d. Role-playing: it does not have to be elaborate undertaking. The classroom can become a realistic environment.

e. Gaming: it is an activity which has some rules. The idea behind gaming in the classroom is that when students assume an active role in the process of learning and are responsible for the consequences of their actions.

f. Drilling: according to Jeremy Harmer (2000), in involves the teachers saying a word or structure, and getting the class to repeat it. Drilling aims to help students achieve better pronunciation of language items and to help them remember new items.

g. Song: it is string up of words which have tone (Suyanto, 2007). It is a technique which aims to bring students into interested condition in teaching and learning process.

2. The Evaluation of Teaching

According Hamalik (2006), evaluation is the act of determining the degree to which and an Individual or group possesses a certain attribute. The word 'evaluation' is often confused with trying out and measurement. Many a time teachers who supply a test to the students, think that they're comparing the fulfillment of the students. Testing is simplest a way to acquire evidence regarding student behavior. Measurement then again, is constrained to quantitative description of the student behavior. Gerlach & Donald P. Ely stated that the evaluation is divided into two kinds. Those are evaluating students and evaluating system

Evaluation is a greater conprehensiv term which includes testing and measurement and also qualitative description of the student behavior. It is also fee judgment regarding the worth or desirability of the behavior measured or assessed. According to the Prakash Srinivasan (2016), "evaluation adds the ingredient of value judgment to assessment. It is

concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Evaluation often includes recommendations for constructive action. Thus, evaluation is a qualitative measure of the prevailing situation".

Furthermore, there are three types of evaluation way used in the classroom, theare are:

a. Summative Evaluation

According to Angi Malderez & Martin Wedell (2007), summative evaluation is it refers to evaluating of participant or the content of system which happens in the end of the process. This evaluation aims to summarize learning at the completion of the course.

b. Formative Evaluation

According to Angi Malderez & Martin Wedell (2007), formative evaluation is the evaluation that happens during the course. It also to manage the process of learning as appropriately as possible for their participants.

c. Diagnostic Evaluation

According to Cevallos, Rosado & Terán (2019), Once it is determined that the diagnostic evaluation is an initial process that has as its purpose the collection, analysis, and treatment of the information related to the level of knowledge that the students obtain, on certain subjects that are important to establish new learning contents, to make decisions that favor the educational development of students by improving plans and objectives, were consulted regarding teachers; if the diagnostic evaluation comprehensively values the student who is the purpose that should be pursued, not only evaluate it academically; but in the personal context.

Samueza (2016, quoted from Cevallos, etc journal), stated that the most used for a diagnostic evaluation are written tests, questionnaires,

observation with a scale of criteria that were part of the topic of consultation of this article.

D. Trilingual Education

Most of the world's population speaks more than one language but a large proportion of the population in western cultures are monolingual in one of the 'big' languages no matter being exposed to other languages especially in school contexts. According to Bloomfeld (1927) quote from Fotini, etc in Third Language Learning, Trilingualism And Multilingualism: A Review, (*European Journal of English Language, Linguistics and Literature*, 2017), accepted as "true" multilingualism only those that have gained a mastery of all of their languages in a native like manner. Multilingualism is still seen as an exceptional quality although monolinguals are in today's world more of a rare case. We can therefore say that multilingualism on the sociolinguistic level is more widespread than multilingualism at the person level but even in this respect it is very common. Multilingual spread justifies its importance in research.

Hufeisen (1998) has added that multilingualism should be used to refer to the learning of more than two languages, quote from Fotini, etc, (*European Journal of English Language, Linguistics and Literature*, 2017), This statement also seems to be in line with scholars who have argued that learning an L2 differs from learning an L3. The dictionary defines multilingualism as the act of the use of more than one languages, both by person speakers or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the global population. Multilingualism is a social phenomenon governed through the need for globalization and cultural openness

E. Previous Study

The firts previous study that is used by the writer is **Bella Fitriana, 2016, *"The Process Of English Teaching And Learning For Young Learners In The Bilingual Class Of SDI Al-Azhar Kota Kediri"*, Thesis Reseacrch,**

State College For Islamic Studies (STAIN) Kediri. This type of research is descriptive, with using a qualitative approach. In hers study, she explained the process of English teaching and learning for young learners in bilingual class at the elementary school, in which the research explained the material being taught, the objectives of English teaching and learning process, the strategies are implemented, the evaluations used, and the aspecs succeed in learning to teach English at the school.

Based on the research conducted, it can be concluded that, the material chosen in learning English in the bilingual program uses textbooks, and there is no difference in what is conveyed in the regular and intensive class groupings. The methods are used by teacher in language teaching learning in the bilingual program class are the drilling technique, song technique, and the audiolingual method, task-based learning method (TBL), lecture technique, cooperative language learning, grammar translation method (GTM), discussion technique, and memorizing vocabulary for student. Things that support the success of the learning process, that is first by improving attitudes both in the classroom and outside the classroom. Another thing that can be taken from this research is that the bilingual class teacher always prepares a learning plan before entering a new semester.

The second previous study is research thesis: **Vina Ardian Septyani Putri, 2010, *"The Implementation of Bilingualism in the Teaching Learning Activities at International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)"*, Thesis Research, Sebelas Maret University Surakarta**. The method used is descriptive qualitative. She researched the application of bilingualism in the teaching and learning process in international standard primary schools.

In the research, it can be concluded that the learning model used by the teacher is bilingual transitional education. In the bilingual program, the teacher does not only act as a motivator and facilitator but also as an apprentice, material designer, and evaluator. As bilingual teachers, they have direct contact with students in teaching learning activities and must have mastery of English

to carry out the instructional process. In the bilingual program, students are required to be more active than in regular schools. Teachers help students by providing guidance and direction. In designing the syllabus, the teacher is required to design two syllabus, there are: Indonesian and English. However, when they designed International syllabus that is in accordance with the curriculum and standards of KTSP content. In delivering the material, the teacher uses two language but the main teaching and learning activities are usually carried out using English as in the opening, giving material, and closing. If the teacher uses English and students still do not understand about the material, the teacher then explain in Indonesian.

There are some strength of implementing bilingualism in the teaching learning activity. The first, bilingual education makes the students know another language (English) and learn it in their subjects matter (Mathematics, Science, and English). The second is in bilingual education the students have better skills in learning English than those in other schools which only use one language as the medium of instruction. The third is teachers in bilingual education are required to be creative and open minded.

Besides the strengths, there are also some weaknesses in implementing bilingualism in the teaching learning activities in International Standardized School. The first is bilingualism creates students' confusion towards the lesson. The second is bilingual education produces the low learning achievement of the students. The third is the teachers of bilingual class should be bilingual persons, who master Indonesian language and English well, but in fact the teachers still lack of using English in communicating with the students.

The third previous study is research thesis: **Yulia Depi, 2021, *"The Conception of Bilingual Education in Teaching and Learning at Pesantren Babussalam Pekanbaru"*, Thesis Research, State Islamic University of Sultan Syarif Kasim Riau.** The method used is qualitative research. She researched the application of bilingualism in the teaching and learning process in international standard primary schools. In their research, researcher are more focused on the concept of implementing bilingual education in Islamic

boarding schools, where students who are used as research objects are not only school students, more than that, researcher try to go deeper into the application of bilingual teaching learning to students at the general level, both junior level , seniors and others.

In her research, it can be concluded that the syllabus design used by the teacher is the K13 Curriculum. In delivering each material in the classroom, the teacher will communicate with students using two languages, and English is the priority in communicating. The researcher also revealed the strength in the implementation of bilingualism, that is students will know other foreign languages besides English, students will have deeper abilities in language skills, and students will be more creative and open minded.

In addition, there are weaknesses in the implementation of bilingualism education, that is bilingualism creates student's confusion towards the lesson, bilingual education produces the low learning achievement of the students, the teachers of bilingual class should be bilingual persons, who master Indonesian language and English well, but in fact the teachers still lack of using English in communicating with the students.

However, comparing previous research with the researcher's research this time there are differences and things need to be underlined that it still has deficiency and differences that distinguish previous studies from this research. This deficiency is because the research does not explain the planning which are applied and the factors support and hinder the teaching learning process. There are things that make the difference between previous study and this research are:

1. Where this research was conducted in senior high school

2. The teaching and learning process of foreign languages does not only focus on English, but three foreign languages those are English, Mandarin (Chines), and Japanese.

3. In previous study, the research thing is the teaching and learning process of one language and bilingual class, unlike the current research which examines the teaching and learning process of three foreign languages

However, this previous study will still be used as the main source and example of the current research, to simplify the research process and to evaluate existing deficiencies.