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CHAPTER I

INTRODUCTION

1 This section provides an overview of the study, including its background, research question, definition of the key term, objectives of the study, significance of the study, and the organization of the thesis.

A. Background of the Study

English language learning for early childhood in Indonesia has been the focus of attention in recent years. Since the last few years, many schools and educational Institutions have realized the importance of mastering English from an early age. According to (Mansir et al., 2022) This realization comes as more and more parents want to prepare their children to face increasingly complex global challenges. The implementation of English at the primary level is now considered a long-term investment. According to (Maru'ao, 2020) Many parents believe that English proficiency will open up more opportunities in the future, both in education and career. As such, English learning is not just seen as an additional subject, but as an essential skill that children should have.

Schools are starting to adopt more innovative approaches to teaching English. According to (Nyoman et al., 2025) Bilingual methods and experiential learning are increasingly popular, where children are taught English through games, songs, and interactive activities. This approach makes learning more fun and helps children to more easily understand and

use English in everyday life. In addition, many teacher training programs are designed to improve the quality of English teaching in schools. The training covers the latest techniques in language teaching as well as strategies for creating a supportive learning environment. With improved teacher competence, it is hoped that English language learning can be done in a more effective and interesting way for children. With increasing globalization and the need for English language skills, many educational institutions have started to integrate English into their curriculum. This reflects a commitment prepare the younger generation with the necessary skills to compete on a global level, as well as understanding and appreciating cultural diversity through language. As such, these efforts not only aim to improve English proficiency, but also to build a broader global outlook for children, so that they can become individuals who are prepared for an increasingly connected world.

However, despite many initiatives, there are still challenges in implementing effective English language learning for young children. In fact, many young children experience difficulties in understanding and using English, both orally and in writing. According to research conducted by (Suhaeni, 2022), shows that many students at the primary school level often face challenges in mastering basic English skills, such as listening, speaking, reading, and writing. The study identified that the lack of adequate learning media and low physical health conditions can exacerbate these difficulties. In addition, children often feel confused when receiving

instructions in English because they are not used hear sentences in the language, which makes them tend to be passive and hesitant to participate in the learning process. The problems faced in English language learning for early childhood in Indonesia cover various aspects. One of them is the lack of experience interacting in English in the daily environment, which makes it difficult for children to apply what they learn in class. In addition, less varied teaching methods and lack of support from parents are also inhibiting factors in learning English among early childhood.

In this context, to be proficient in English from an early age, speaking is the ability to express thoughts and ideas orally, which is essential for effective communication. Mastering English speaking skills is essential for children, especially in today's era of globalization, it is important to understand speaking as one of the key skills in language learning.

According to (Nyoman et al., 2025) The bilingual method, which incorporates the use of two languages in the learning process, is becoming one of the promising approaches in English language teaching. It not only supports foreign language acquisition but also helps children understand their mother tongue more deeply. The characteristics of the bilingual method include the active use of the second language in teaching and learning activities, as well as an emphasis on the integration between the two languages in relevant contexts.

Bumiayu, Brebes district, Central Java, as a small town with many schools, shows an interesting situation in English language education.

Although there are many schools, the use of English as the language of instruction in the classroom for early childhood is not recorded. This suggests a gap between the number of schools and the effectiveness of English language teaching at the primary level particularly kindergarden school and elementary school.

One among schools in Bumiayu that has implemented the bilingual method in its learning system is Bambini School, located at Jl.Kh Ahmad Dahlan No.89 Kalierang, Bumiayu, Brebes, Central Java 52273. Founded with the vision of providing quality education that integrates local and international curriculum, the school operates in several locations in Indonesia, including Yogyakarta and Makassar. Bambini School uses the Montessori Curriculum, which is an educational approach developed by Dr. Maria Montessori and emphasizes child-centered learning. According to (Dr. Maria in Surum & Kauka Journal, 2019) In this curriculum, children are given the freedom to choose activities and learning materials that suit their interests and needs, in a structured and supportive environment. The school is designed to support the holistic development of individual students, where they can explore and choose activities that suit their individual interests and learning pace. With this approach, Bambini School aims to create an environment that supports children's creativity, independence and curiosity, while integrating the teaching of English and Bahasa Indonesia to prepare them for global challenges. Bambini School implements a bilingual method that combines the use of Indonesian and

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English, aiming to prepare children to face the global world with good language skills. Bambini School is an educational institution that focuses on teaching English with the aim of improving the English language skills of people in Bumiayu and surrounding areas. It provides a variety of learning programs specifically designed for young children, ranging from 0 to 6 years old, with interactive and fun teaching methods. Bambini School With practice-oriented teaching, this institution is committed to helping students master English effectively in speaking, listening, reading and writing.

Previous research shows that early implementation of bilingual methods can provide cognitive and academic benefits, such as increased creativity and adaptability. However, it is important to evaluate how these methods are implemented, especially given the challenges faced by rural neighborhoods surrounding schools. These challenges could include limited resources, support from parents and different cultural contexts.

2 Considering all these aspects, this research focuses on the implementation of the bilingual method in teaching speaking to young children at Bambini School. This research is expected to provide an in-depth insight into the effectiveness of bilingual methods and the challenges faced in the context of education in rural areas, so as to contribute to the development of English language education in Indonesia.

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1 In this case, the writer is interested in analyzing the Bilingual learning method used at Bambini School. Therefore, the writer will conduct

a research entitled: “The Bilingual Method in Teaching Speaking for Early Childhood at Bambini School Bumiayu, Brebes Central Java.”

B. Research Questions

Based on the issues identified in the background of the study above, the research questions are:

1. How and what type of the bilingual method applied in teaching speaking for early childhood at bambini Bumiayu school, Brebes central Java?
2. What challenges does bambini school face in implementing bilingual method?

C. Definition of the Key Terms

To give a clear description and to avoid misunderstanding the key terms used in this study are explained as follows:

1. The Bilingual Method

According to (Suhaeni, 2022) the bilingual method is an educational approach that utilizes two languages, namely the mother tongue and the target language, during the learning process. The aim of this method is to facilitate understanding and mastery of the material by helping students understand new concepts in a familiar linguistic context. The learning process generally follows three stages presentation, where new concepts are introduced; practice, where students practice with both languages and production, where students are expected to actively communicate using the target language.

2. Teaching Speaking

Teaching speaking refers to the educational process that focuses on developing students' speaking skills. Teaching speaking is an educational process that aims to improve students' ability to speak in the language they are learning. According to (Wafiyah & Shofi, 2023) this teaching involves various methods and strategies designed to help students communicate effectively. This process includes pronunciation exercises, conversations, and verbal interactions that aim to build students' confidence in using the target language in real situations.

3. Early Childhood

Early childhood education refers to the phase of child development that lasts from 0 to 6 years of age. In this period, children experience very rapid growth and development, which is the basis for their future lives. According to (Ramandhini et al., 2023) early childhood education is a conscious effort that aims to facilitate the growth and development of children as a whole, including physical, social, emotional, and cognitive aspects.

4. Bambini School

Bambini School, located at Jl. Ahmad Dahlan No. 89 Kalierang, Bumiayu, Brebes, Central Java 52273, is an educational institution that focuses on early childhood education. The school employs innovative and creative approaches in the teaching and learning process, aiming to create an environment that supports holistic child development. In the

context of this study, Bambini School serves as the research site to implement the bilingual method in teaching speech and to identify the challenges faced in improving early childhood speech.

D. Objectives of the Study

Based on the problem formulation described above, the research objectives can be formulated as follows:

1. To describe the implementation and the type of bilingual method teaching speaking in early childhood at bambini Bumiayu school, Brebes, Central Java.
2. To describe the challenges faced by bambini school in implementing the bilingual method.

E. Significances of the Study

The result of this study intended to give contribution to three aspects of education, as follows:

1. Theoretically

This research is expected to contribute to the development of language learning theory, especially in the context of second language teaching at the early childhood education level. By applying the bilingual method, this study will enrich the understanding of how children can develop speaking skills in two languages simultaneously. In addition, this study can serve as a reference for further research exploring the effectiveness of bilingual methods in different educational contexts.

2. Practically

a. The Writer

The writer will gain an in-depth understanding of the application of bilingual methods in teaching speaking. This experience will enrich the writer's pedagogical skills as well as add insight into the challenges and solutions in teaching language to children. In addition, the results of this study can be used as a basis for developing more effective teaching materials.

b. The Readers

For the readers, especially educators and parents, this study can provide insight into the importance of bilingual methods in language teaching. Readers will understand the benefits of teaching a second language early on and how it can affect the development of children's language skills. The results of this study can also serve as a guide for educators in implementing better teaching strategies.

c. Pedagogically

Pedagogically, this study will make a significant contribution to the practice of language teaching at the early childhood education level. By adopting bilingual methods, educators at Bambini School and other institutions can develop curricula that are more inclusive and responsive to children's needs. This research may also spark further discussions on innovative and effective teaching methods in improving children's speaking skills.

F. Organization of the Thesis

In this study, the writer presents the thesis into five chapters to create systematic writing. Chapter I is introduction which involves background of the study, research questions, definition of the key terms, objective of the study, and organization of the thesis. Chapter II is review of related literature which involves theoretical study, previous studies, and theoretical framework. Chapter III is method of investigation which involves research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature review related to the topic of the thesis discussion. There are three sub-sections that will be discussed including theoretical study, previous studies and theoretical framework.

A. Theoretical Study

In this theoretical study, the writer uses several theories related to Teaching speaking with bilingual methods in early childhood.

1. Speaking

According to (Colin Baker, 1998), speaking is a fundamental communication skill that involves social interaction and the appropriate use of language in a particular context. This process includes the ability to convey thoughts and feelings effectively, with attention to correct grammar, vocabulary, and pronunciation. In addition, speaking is also a cognitive process in which individuals formulate ideas clearly and logically before conveying them. Therefore, teaching speaking should involve practical exercises in real contexts for students to develop better and more confident speaking skills.

2. Bilingual Learning Method

According to (Baker, C., and Prys Jones, 2010), bilingual learning methods are approaches that use two languages in education to develop students' language skills simultaneously, in both academic and social contexts. They identify several types of bilingual methods, including

bilingual instruction, where students learn in two languages simultaneously, and immersion programs, where most subjects are taught in a second language to acquire language skills through natural learning contexts. Baker and Prys Jones also emphasize the importance of the social and cultural context in bilingual learning, as well as the challenges students face, such as social stigma or pressure to switch to one language, so these methods focus not only on linguistic aspects, but also on developing students' identity and social skills in a multilingual environment.

In the context of bilingual learning, there are several relevant theories that can explain how this method functions and its benefits for students. Here are some of the theories that underlie bilingual learning methods:

a. Bilingual Theory

In the book “Encyclopedia of Bilingualism and Bilingual Education” by (Baker & Prys Jones, 1998), the theory of bilingualism is explained as a concept that includes the use of two languages in individual and social contexts. The book discusses various aspects of bilingualism, including how individuals can develop skills in two languages through various educational methods. Baker and Prys Jones identify that bilingualism is not only concerned with linguistic ability, but also involves social, cultural, and psychological factors that influence how an individual interacts with two languages. They also

highlight the importance of context in understanding bilingualism, such as the role of home and school environments in supporting or hindering the development of bilingualism. Thus, bilingualism is not only a factor in language acquisition, but also contributes to the development of broader social and cognitive skills that bilingual learners can encounter in the language acquisition process.

b. Cognitive Theory

According to Jean Piaget and Lev Vygotsky (Habsy et al., 2023), Bilingualism is closely related to the cognitive theories of Jean Piaget and Lev Vygotsky in several important aspects. Piaget stated that children develop cognitive skills through experience and interaction with the environment, so bilingual children can develop more complex mental schemas by integrating information from two different languages and cultures. On the other hand, Vygotsky emphasizes that learning occurs through social interaction, where bilingual children often interact with various communities, which enriches their social and cognitive experiences. The concept of Zone of Proximal Development (ZPD) is also relevant, as children learn a new language with support from adults or peers, which accelerates cognitive and language development. In addition, Vygotsky argued that language shapes the way of thinking, so bilingual children can understand the same concepts in two languages, increasing analytical ability and flexibility of thinking. Thus, bilingualism not only enriches

language skills, but also has a positive impact on cognitive development in line with the principles of Piaget and Vygotsky.

c. Social Learning Theory

Social learning theory according to Albert Bandura (Ansani & H. Muhammad Samsir, 2022), emphasizes that individuals learn through observation and imitation of model behavior in the social environment. The learning process takes place in four stages: attention (attention), retention (storage of information), reproduction (imitation of behavior), and motivation (encouragement to act). The concept of reciprocal determinism shows the interaction between behavior, environment and cognition, where these three elements influence each other. The social environment plays an important role in providing the context for learning, while self-regulation abilities allow individuals to regulate their own behavior and responses. As such, this theory provides a holistic approach to understanding learning in educational contexts.

3. Types of Bilingual Learning Methods

There are four kinds of bilingual learning, including:

a. Submersion Model

According to (Krashen, 1988) the submersion model emphasizes the use of the target language (usually a foreign language) in the teaching and learning process. Students are “immersed” in the new language environment, where they learn

through direct experience. The advantage of the submersion model is that students can quickly adapt and master the new language because they are exposed to it intensively. This model is effective for improving speaking and listening skills.

b. Structured Immersion Model

According to theory (Cummins, 1998) in this model teaching is done by combining a foreign language with other subjects. It usually involves collaboration between language teachers and subject teachers. The advantage of this learning model is that students not only learn the language, but also the academic content in the language, which helps them understand the use of language in a broader context.

c. Transitional Model

According to (Jim cummins, 2005) This model uses the student's primary language (mother tongue) in the early stages of learning and gradually introduces the second language. The goal is to make it easier for students to understand the material before switching completely to a foreign language. The advantages are Making it easier for students who may struggle with foreign languages, giving them time to adapt before fully switching to the target language.

d. Immersion Model

According to (Cummins, 1998) this model emphasizes the

enrichment and formation of bilingual and biliteracy skills. Students are taught to use both languages simultaneously in various contexts. Medole immersia has the advantage of encouraging students to develop skills in both languages in a balanced way, as well as improving their ability to communicate and understand various cultures.

By applying these different types of methods, bilingual learning can be adapted to the needs and characteristics of students, thereby increasing the effectiveness of the learning process and the results achieved.

B. Previous Studies

In the Previous Study there are thirty journals, Previous study First, categories there are five journals that discuss the importance of bilingual teaching in higher education, namely: “The Effects of Spanish Heritage Language Literacy on English Reading for Spanish-English Bilingual Children in the US (2019)” According to (Arredondo, 2019) Background: Literacy acquisition in Spanish-English bilingual children. This research focus on: The effect of early exposure to Spanish on English literacy. Based on the results shows that: Bilingual children were stronger in phonology and orthography when reading English, Vocabulary was the main predictor in reading English, Early biliteracy exposure improved reading ability. “The Effect of Bilingualism on Children's Intelligence Level (2024)” According to (Nurhayati, Rachman, 2024) Background: The impact of bilingualism on

children's intelligence. This research focus on: The effect of bilingualism on intelligence. Based on the results shows that: Bilingual children show better intelligence, with higher abstract thinking ability and cognitive flexibility. “Theory and Practice of Bilingual Education in China (2021)” According to (Rehamo & Harrell, 2019) Background: Bilingual education in ethnic minority areas in China. This research focus on: The effectiveness of bilingual education programs in Nuosu language literacy. Based on the results shows that: Many students did not achieve functional literacy in Nuosu language, Reforms needed due to lack of teacher training and teaching materials. “The Role of Home and Classroom Literacy Environment in Vocabulary Development (2023)” According to (Kwakkel et al., 2023) Background: The influence of home and school literacy environments on children's vocabulary. This research focus on: The influence of HLE and CLE and parents' and teachers' expectations. Based on the results shows that: HLE was positively related to L2 vocabulary, Teacher expectations predicted L1 vocabulary development. “The Effect of Student Centered Listening/Speaking Activities on Turkish Skills (2021)” According to (Tunagür et al., 2021) Background: Listening and speaking skills in bilingual students. This research focus on: The effect of student centered activities on Turkish language skills. Based on the results shows that: Structured activities improved listening and speaking skills significantly. “Predictors of Theory of Mind Performance in Bilingual and Monolingual Children (2020)” According to (Buac & Kaushanskaya, 2020)

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Background: The relationship between language ability and executive skills in Theory of Mind performance. This research focus on: Do language ability and EF skills predict ToM performance? Based on the results shows that: Language ability is important for bilingual children's ToM performance, EF skills are more influential in monolingual children.

Previous studies Second, categories there are six journals that discuss bilingual children's experiences and perceptions of their bilingualism, namely: "What Do Children Think of Their Own Bilingualism (2021)" According to (Peace-Hughes et al., 2021) Background: Children's views on their bilingualism. This research Focus On: What do children think of their own bilingualism? Based on the results shows that: Children feel proud and connected to their language, with family and community support important. Highlights the need for children's voices in bilingualism studies. "Spanish at Home, English at School (2020)" According to (Surrain, 2021) Background: Perceptions of bilingualism and family language policies among Spanish parents. This research Focus On: How do parents perceive bilingualism and implement language policies? Based on the results shows that: Mothers see bilingualism as important for economic opportunities and communication, with some implementing a Spanish language policy, while others are more flexible. "Bilingual English Education: Expectations of Parents who Enrol their Children in Bilingual Primary Schools Luis (2019)" According to (Dos Santos, 2019) Background: Parents' motivations for choosing a bilingual primary school.

This research Focus On: Why do parents choose a bilingual program after mother tongue kindergarten? Based on the results shows that: Parents choose programs that meet their expectations, such as better English skills, although not always the best for the child.

“Documenting Bilingual Experiences in the Early Years: Using the CECER-DLL Child and Family and Teacher Questionnaires (2020)”

According to (Castro et al., 2020) Background: Children's bilingual experiences and their influence on language skills. This research Focus On: How does the CECER-DLL Questionnaire document the bilingual experience? Based on the results shows that: Children's language skills are

influenced by language exposure at home and school as well as the skills of parents and teachers. “An Innovative 'Simultaneous' Bilingual Approach in Senegal (2022)” According to (Benson, 2022) Background: A bilingual program in Senegal that integrates the national language and French. This research Focus On: How effective is the simultaneous bilingual approach? Based on the results shows that: Improved achievement of bilingual students over the traditional system and increased awareness of the national language. “Identity and Two-Way Bilingual Education considering student perspectives: introduction to the special issue (2023)” According to (Hamman-ortiz & Hamman-ortiz, 2019) Background: Student identity in two-way bilingual education. Research Focus On: How do students navigate identity in TWBE programs? Based on the results shows that: Students form

complex identities that are influenced by social interactions and power dynamics in the classroom.

Previous study Third, categories there are nine journals, these journals are: “Important Aspect For Bilingual Application To Early Childhood (2023)” According to (Suhaeni, 2022) Background: Bilingualism in early childhood education has an impact on children's cognitive and language development. This research focus on: Important aspects in the application of bilingual programs for early childhood. Based on the results shows that: Bilingual children showed better cognitive development than monolinguals, with support from teacher preparedness and appropriate teaching methods. “Bilingual Analysis in Early Childhood: A Meta-Analysis Study (2022)” According to (Na’imah, 2022) Background: Bilingualism enhances communication and collaboration in the global era. This research focus on: The effect of bilingualism on early childhood development. Based on the results shows that: Early introduction of a second language improves children's cognitive ability, language, and social development.

“Factors of Code-Switching among Bilingual International Students in Malaysia (2020)” According to (Muthusamy et al., 2020) Background: Code-switching is common among bilingual individuals in educational settings. This research focus on: Factors affecting code-switching among bilingual international students. Based on the results shows that: The main factors are lack of competence in the second language, unfamiliarity with vocabulary, and comfort speaking in the first language.

“Integrating Arts with STEM to Increase Science Learning for Emerging Bilingual Learners in the United States (2022)” According to (Hughes et al., 2022) Background: The effectiveness of arts integration in STEM approaches for bilingual students. This research focus on: The effect of STEM and STEAM teaching sequences on science learning. Based on the results shows that: Teaching STEAM first improved science learning for bilingual students. “Scale for Measuring Arabic Speaking Skills in Early Children's Education (2022)” According to (Qureshi et al., 2022) Background: The use of hand puppet media to improve students' speaking skills. This research focus on: The effect of hand puppets on students' Arabic speaking skills at Sungai Tarab Islamic Elementary School. Based on the results shows that: The use of hand puppet media significantly improved the Arabic speaking skills of third grade students.

“Identity and Two-Way Bilingual Education: Considering Student Perspectives (2023)” According to (Hamman-Ortiz & Palmer, 2023) Background: Bilingual programs are increasingly popular in the US, affecting student perceptions. This research focus on: Students understanding of the role of language labels in bilingual classrooms. Based on the results shows that: Students with different social and racial backgrounds have different perceptions of language expertise. “Bilingual Student Perspectives About Language Expertise in a Gentrifying Two-Way Immersion Program (2020)” According to (García-mateus, 2020) Background: Understanding language labels amidst demographic change.

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This research focus on: Students understanding of the role of language labels in a TWBE classroom. Based on the results shows that: Upper-class students are more valued, creating a hierarchy in the recognition of bilingualism. “Language Brokering Experience Affects Feelings Toward Bilingualism (2019)” According to (López et al., 2019) Background: Language brokering is common in immigrant communities. This Research Focus On: The impact of language brokering experience on language views and abilities. Based on the results shows that: Brokers reported both positive and negative experiences, considering brokering important for bilingualism and improving problem-solving skills.

In the scopus journal there are two journals that both discuss Bilingual also entitled “Bilinguals knowledge of ‘home’ and ‘school’ words revisited evidence from Polish-English bilinguals 2024”. According to (Muszyńska et al., 2024) Background: Bilingualism affects children's vocabulary development, which is often smaller than that of monolingual children. This research focus on: How does comprehension of ‘at home’ and ‘at school’ vocabulary compare between bilingual and monolingual children? Based on the results shows that: Bilingual children showed lower comprehension of 'at home' and 'at school' words than monolingual children, however they performed comparably on a specific subset of words encountered in both contexts. “Note taking in bilingual students does using a first or second language influence note-taking quality and memory of newly learned content 2024” According to (Canham et al., 2024)

Background: This study explores the influence of language used in note-taking on note-taking quality and memory of bilingual students. This research focus on: How does the use of L1 or L2 affect note-taking quality and memory? Based on the results shows that: Note quality was better in L2 than L1, but there was no significant difference in recall. Note quality was only positively related to recall in the free language use condition.

In the Research Journal of English Education Lecturers at Universitas Peradaban, there is a study entitled “English Speaking Mastery of Pare Graduates in Bumiayu 2021” According to (Ilma & Murtiningsih, 2021) This study analyzes the speaking ability of Pare graduates in Bumiayu, given the importance of speaking skills in international communication. This research focus on: What is the level of speaking proficiency of Pare graduates in Bumiayu? Based on the results shows that: showed that none of the respondents had excellent speaking ability; 27% were categorized as good, 33% as average, and 40% as poor, with no respondents as very poor.

C. Theoretical Framework

A theoretical framework is an important component of a thesis that includes the conceptual framework applied in the research. The theoretical framework can be interpreted as the main tool used to carry out research.

According to (McMillan 2010, p: 275-276), in qualitative research, researchers do not formulate hypotheses and collect data to prove or disprove

them (deductive). Instead, the writer begins to develop the theory after data collection is complete. The theoretical framework for this research will be explained in the following figure.

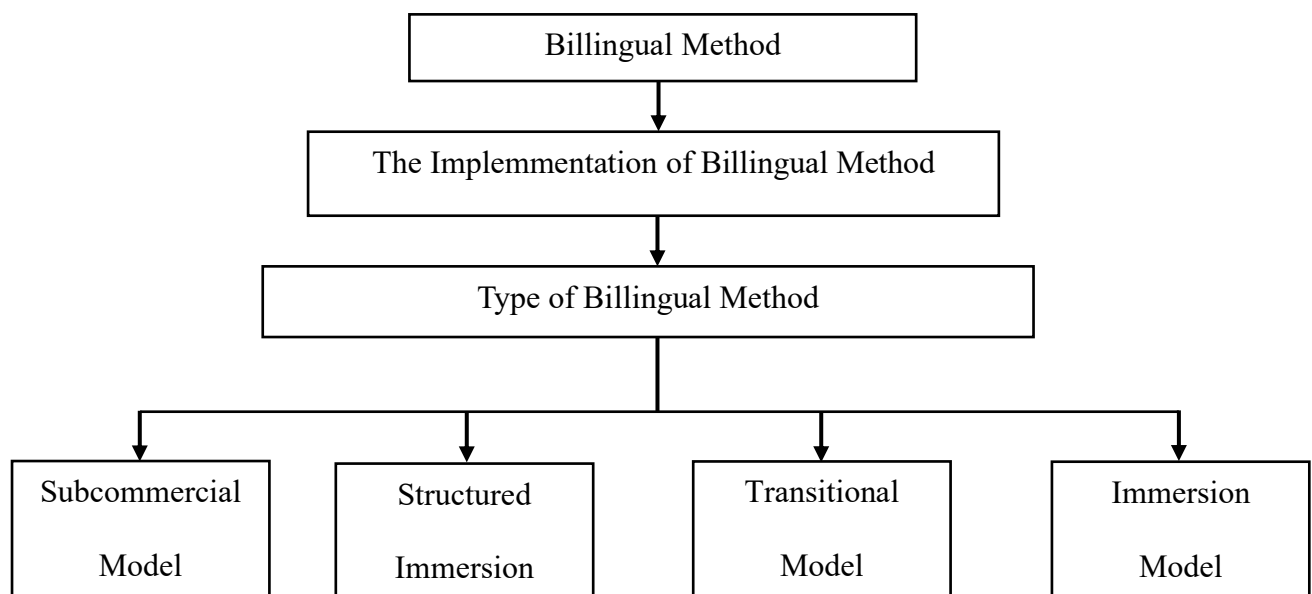


Figure 1. Theoretical Framework

CHAPTER III

METHOD OF INVESTIGATION

This chapter presents the investigative methods. Includes research design, data sources, collection techniques, and data analysis techniques.

A. Research Design

This research design uses a qualitative descriptive approach to understand the application of bilingual methods in teaching early childhood speaking at Bambini School. According to Sugiyono (2022: 423) qualitative research is a method that focuses on investigating the state of natural objects, where the researcher acts as the main instrument. The aim is to explore the experiences and views of teachers, parents and students regarding the effectiveness of this method in improving children's speaking skills. The researcher acted as the main instrument and collected data through in-depth interviews, classroom observation, and document analysis. The main objective of this study is to understand the implementation of the bilingual method in teaching speaking for early childhood at Bambini School, Bumiayu, Brebes, Central Java, and identify the challenges faced by the school in implementing the method, as well as provide recommendations for curriculum development at Bambini School. With this approach, it is hoped that the research can make a significant contribution to language teaching practices in early childhood education settings.

B. The Source of Data

The data sources in this study consist of several categories relevant to the application of the Bilingual method in teaching English at Bambini School, Bumiayu, Central Java. The data collected will include:

1. Observation

The researcher will conduct direct observation in the Bambini School classroom to see how the bilingual method is applied in teaching speaking. This observation aims to understand the interaction between teachers and students, as well as how students respond to the use of two languages in the learning process.

2. Interview

In-depth interviews will be conducted with several parties, including teachers who teach with the bilingual method, parents, and the students themselves. Through these interviews, researchers can explore their views and experiences regarding the effectiveness of the bilingual method in improving children's speaking skills.

3. Documentation

Researchers will also collect relevant documents, such as the curriculum used, teaching materials, and student development records. This documentation will provide additional context and support the data obtained from observations and interviews.

C. Technique of Data Collection

The data collection stage is a very crucial aspect in the implementation of research. According to Sugiyono (2021: 488), in qualitative research, the main techniques for collecting data include in-depth interviews, participant observation, documentation studies, and triangulation or a combination of the three methods. The purpose of data collection is to obtain accurate, relevant, and reliable information. In the observation technique, it is important to consider the aspects to be observed, while in the interview technique, the researcher must pay attention to who will be interviewed. Data collection can be done in various environments, with different sources, and through various processes. In this research, some of the techniques used to collect data and information are as follows:

1. Observation

According to Sugiyono (2021: 490), observation is a direct observation process carried out by researchers to thoroughly understand the social context of the data. There are several types of observation, such as structured, unstructured, non-participant, and participant. In this study, researchers used participant observation to get more in-depth data. The researcher will conduct direct observation in the Bambini School classroom to understand the application of the bilingual method in teaching speaking. Observations will include interactions between teachers and students, language use, as well as activities designed to improve students' speaking skills, noting classroom dynamics and teaching techniques used.

2. Interviews

In-depth interviews will be conducted with various parties, including teachers who implement the bilingual method, parents, and the students themselves. These interviews aim to explore their experiences, views and attitudes towards the effectiveness of the bilingual method in supporting children's speaking skills. The researcher will use open-ended questions to allow respondents to provide in-depth and extensive answers.

3. Documentation

The researcher will collect relevant documents, such as curriculum, teaching materials, progress reports, and student development records. This document analysis aims to provide additional context and support the data obtained from observations and interviews. In this way, the researcher can assess whether teaching practices are in line with the objectives and strategies set out in the curriculum.

D. Technique of Data Analysis

In this study, the writer will analyze the data obtained from the application of the bilingual method in teaching speaking for early childhood at Bambini School Bumiayu, Brebes, Central Java. This data analysis process follows the steps proposed by Miles & Huberman (Lasiyono & Alam, 2024, p:91-93), which consist of three main activities: data reduction, data presentation, and conclusion drawing/verification. The following is a further explanation of the three steps:

1. Data Reduction

Data reduction is the process of filtering and organizing research data obtained from observations and interviews to make it easier to understand and analyze. Thus, it can facilitate the writer in collecting research data. The writer uses procedures based on (Lasiyono & Alam, 2024, p:91-93) as follows:

a. Collecting Data

The writer collects data on the application of bilingual methods in teaching speaking at Bambini School through observation and interviews with teachers and parents.

b. Identifying Relevant Information

The writer identifies relevant information from the data collected, focusing on the elements that support the analysis of the bilingual method.

c. Classifying Data

The writer classifies the data according to emerging themes, such as teaching strategies, student responses, and challenges faced. How the bilingual method applied, the types of bilingual method applied, teacher and students' parents responses regarding to the challenges faced.

d. Analyzing Data

The writer analyzes the data that has been classified, highlighting patterns in the implementation of the bilingual method.

e. Drawing Conclusions

The writer summarizes the key findings from the data analysis to provide a clear picture of the applicability of the bilingual method in teaching speaking.

2. Data Display

After the reduction process, the next step is data presentation. Data presentation aims to organize information that has been reduced in a structured and easy-to-understand format, making it easier to draw conclusions. The writer will present the data by sentence that describe the findings from observations and interviews. This presentation will also include from respondents to provide deeper context and support the analysis, as well as using simple visualizations to describe the interactions that occur during the learning process.

3. Conclusion Drawing and Verification

The last stage is conclusion drawing and verification. At this stage, the writer will summarize the results of the analysis and explain the main findings related to the implementation of the bilingual method in teaching speaking for early childhood. Conclusions are drawn by comparing data obtained from various sources, including observations, interviews, and documentation.

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter, the writer present the findings of the data analysis that has been carried out and provide an interpretation of the results obtained to answer the research questions that have been set. This chapter presents the results of the research and discussion regarding the application of bilingual methods in teaching speaking for early childhood at Bambini School Bumiayu, Brebes Central Java. This study aims to answer two main questions, namely How and what types of bilingual methods are applied in teaching speaking to early childhood at Bambini School Bumiayu and the challenges faced by Bambini School in implementing bilingual methods.

The writer uses Cummins (1998) theory to analyze the implementation of the bilingual method in teaching speaking at Bambini School Bumiayu, Brebes, Central Java. The data used in this study were obtained through direct observation at Bambini school Bumiayu, in-depth interviews with several teachers and parents, and document analysis related to curriculum and learning materials. The results of this study are expected to provide a comprehensive picture of the bilingual method in improving early childhood speaking skills as well as identifying the challenges faced in its implementation.

A. Findings

In this sub-chapter, the writer presents the findings of the implementation of bilingual methods in teaching speaking to young children at Bambini School Bumiayu, Brebes, Central Java. These findings include how the bilingual

method is implemented and the types of bilingual methods used in Bambini School.

1. Implementation of the Bilingual Method at Bambini School Bumiayu

Bambini School Bumiayu implements a bilingual method as part of their learning curriculum, designed to help students master English and Indonesian simultaneously. This method aims to enable students to communicate well in both languages which is very important in today's globalization era. Learning at Bambini School Bumiayu is done through various engaging interactive activities, such as educational games, children's songs and creative projects. These activities not only make learning fun, but also encourage students to actively participate and collaborate with other students. For example, in game activities, students are invited to use new vocabulary in relevant contexts, so that they can understand and remember the language better.

In the teaching process, teachers at Bambini School Bumiayu consistently use two languages, namely the mother tongue (Indonesian) and the target language (English). However, based on the writer's findings almost all learning instructions are given in English. For example, when giving directions or explaining activities, teachers use English as the main language, while Indonesian is used to clarify or emphasize certain concepts. This allows students to become more familiar with English in everyday contexts, while ensuring their understanding of the material being taught. In this way, students get used to hearing and using English in everyday contexts

which helps them internalize the language. This allows students to be more familiar with using English in the context of learning while still understanding the material well through additional explanations in Indonesian if needed.

The learning environment created at Bambini School is very supportive of language acquisition. The conducive classroom atmosphere, coupled with the support of experienced teachers, creates a space where students feel comfortable to explore and practice using both languages. Students are encouraged to actively participate in learning activities that not only improve their language skills but also build confidence and social abilities.

With this bilingual approach, Bambini School Bumiayu hopes to produce students who not only master English and Indonesian language skills but also have a deeper understanding of different cultures. This is expected to prepare students to face future challenges, both in further education and in the increasingly competitive world of work. Through innovative and fun learning methods, Bambini School Bumiayu is committed to create a generation that is ready to compete on a global level.

The writer has made observations of the learning methods applied in teaching speaking for early childhood at Bambini School Bumiayu, the result of these observations is that Bambini School Bumiayu applies the bilingual method as part of their learning curriculum, which is designed to help students master English and Indonesian simultaneously. The writer conducted an interview with one of the teachers at Bambini School

Bumiayu, and was informed that the bilingual method applied at Bambini School Bumiayu in teaching early childhood speaking is applied directly and without teaching the students grammar first. This can be proven by an interview between the writer and one of the teachers at Bambini school or Miss Delis, who explained about the implementation of the Bilingual method in the learning environment. According to Miss Delis, this method is implemented by directly practicing it in student's daily lives. Every day, children are invited to use the language actively without first being taught complicated grammar rules. Teachers focus more on the natural use of the language, so that students can get used to it and be more confident in communicating. This approach is expected to create a more enjoyable and effective learning atmosphere for students.

In an effort to explore the application of the bilingual method at Bambini School Bumiayu, the writer conducted an interview with Miss Shoffi, who provided valuable insight into the teaching activities carried out at the school. Miss Shoffi explained that the school integrates a range of activities designed to support early childhood speech instruction. These activities include daily interactions using English, where students are actively encouraged to communicate in the language. In addition, the use of complete sentences when explaining material to students is also a major focus, so that children can better understand the context and structure of the language. Storytelling, expression, and body language activities are also optimized to create a dynamic and interesting learning atmosphere. Hands-

on practice and circle time are also an integral part of this method, where children can practice speaking in a supportive environment. In an interview excerpt, Miss Shoffi emphasized, “We support the bilingual method with activities such as daily interaction using English, the use of complete sentences when explaining something to students, storytelling, expression, body language, hands-on practice, and circle time. The goal is for children to learn English naturally and contextually.” With this approach, Bambini School Bumiayu is committed to creating a fun and effective learning experience for children, so that they can master English in a more natural way.

2. The Types of Bilingual Method used in Bambini School

Based on observations in teaching speaking for early childhood Bambini School Bumiayu applies bilingual methods including: Structured Immersion Model, Transitional Model and Immersion Model. Meanwhile, the Submersion Model is not used at Bambini school because the submersion model is only used in schools that use English exclusively in all subjects. At Bambini school, instruction is still given in Indonesian, such as using body language and paying attention to children with speech delays.

The explanation is as follows:

a. Structured Immersion Model

In this model, learning is done by combining foreign languages with other subjects. At Bambini School Bumiayu, learning interaction is carried out by applying a bilingual approach, which uses two languages

in an integrated manner, with English as the target language and Indonesian as the mother tongue. This approach is applied not only in English language learning but also in other subjects, such as math, science and art. The aim is to build students' understanding of the subject matter comprehensively while developing their English language skills in a broader context. Indonesian is used as a medium to ensure understanding of basic concepts, especially for students who are still in the early stages of learning. While English is introduced gradually to improve student's communication skills and vocabulary in the language. This learning process is designed to create an inclusive and supportive learning environment so that students feel comfortable using both languages interchangeably. The teacher acts as a facilitator ensuring that the subject matter is clearly presented in both Indonesian and English so that students can relate new concepts to their existing knowledge. In addition, the use of two languages also aims to familiarize students with critical and creative thinking in two languages, while preparing them to face global challenges in the future. Thus, the bilingual approach at Bambini School Bumiayu not only improves student's linguistic competence but also enriches their learning experience holistically.

Based on observations made by the writer, it was found that Bambini School Bumiayu applies one type of bilingual method in teaching speaking for early childhood, namely the Structured Immersion Model. To gain a deeper understanding, the writer conducted an interview with

one of the teachers at the school, Miss Delis. From the interview, the writer obtained information that the target language, in this case, English, is not only used in daily conversation, but also integrated into other subjects such as math, science and art. Miss Delis explained that this method is very effective because it is applied in everyday situations and linked to various learning contexts. For example, in a math lesson, the teacher introduces basic concepts such as geometric shapes (blocks, cubes) and numbers to the children. Once the children understand the concept, the teacher asks questions in English, such as “What is the shape of this object?” or “Count the numbers!”. In art lessons, children are invited to sing while doing circle time every morning, not only with English songs, but also songs in Indonesian, such as “Kasih Ibu”, to maintain a balance between the target language and the mother tongue. Meanwhile, in science lessons, teachers introduce materials such as metamorphosis and make simple projects such as airplanes or toy cars. The children are invited to understand the instructions and the reason why the toy cars can move. Through this approach, children not only learn English, but also understand academic content contextually. As Miss Delis says, “In this way, children not only learn the language, but also understand the academic content through the target language”. This method demonstrates Bambini School Bumiayu’s commitment to creating holistic and meaningful learning for young children.

According to the results of the interview with Miss Delis directly, the writer concludes that one type of bilingual method applied in teaching speaking for early childhood at Bambini School Bumiayu is the Structured Immersion Model. In this model, the target language (English) is not only used in daily conversation, but also integrated with other subjects. It aims to ensure that students not only learn the language, but also understand the academic content through the target language in a natural and structured way. The data can also be proven by the documentation that the writer has when implementing learning interaction activities between students and teachers in the classroom.

b. Transitional Model

This model starts with the use of the mother tongue (Bahasa Indonesia) in the early stages of learning, gradually introducing the second language (English) as student's abilities develop. The aim is to facilitate understanding of the material before students fully transition to the use of English. At Bambini School Bumiayu, this approach is used to ensure students do not feel pressured when learning a new language.

Bambini School Bumiayu implements an innovative learning approach, where students are not taught English grammar directly. Alternatively, students are taught through their mother tongue, Indonesian, first before moving on to English. This approach is in line with the principles of the transitional model, which emphasizes the

importance of using the mother tongue as a bridge to support students' understanding of the target language, English.

In practice, the learning process begins with the introduction of basic concepts in Indonesian. For example, when learning new vocabulary, the teacher explain the meaning and usage of these words in Indonesian, so that students can understand the proper context and meaning. Once students feel they understand the vocabulary in their mother tongue sufficiently, the teacher then introduces the English equivalents. In this way, students not only learn new vocabulary, but can also link the knowledge they already have in Indonesian with English, which makes the learning process more meaningful.

The use of mother tongue in learning also serves to reduce the anxiety that students often experience when learning a foreign language. By providing explanations and instructions in Indonesian, students feel more comfortable and confident to participate in learning activities. For example, in group discussions, students can use Indonesian to express their opinions before practicing conveying the same ideas in English. This not only improves their English skills, but also strengthens their communication skills in their mother tongue.

The learning environment at Bambini School Bumiayu is designed to support this approach, by creating a conducive atmosphere for students to practice using both languages. Teachers play an active role in facilitating interaction between students, encouraging them to

collaborate on creative projects that involve the use of both English and Bahasa Indonesia. Activities such as educational games, presentations, and group projects provide a means for students to practice English in a fun and non-pressing context.

By implementing this transition model, Bambini School Bumiayu hopes to produce students who not only master English skills effectively, but also have a deeper understanding of different languages and cultures. Through this systematic and planned approach, students are expected to develop their language skills gradually, so that they are ready to face the challenges of communication in an increasingly globalized and connected world. Thus, Bambini School Bumiayu is committed to creating a generation that is able to compete at the international level, while still appreciating and maintaining their cultural identity through the mastery of their mother tongue.

The writer also found that the Transition Model is one of the bilingual approaches implemented at Bambini School Bumiayu, especially for early childhood. Through an interview with Miss Delis, the writer obtained information that this model is implemented in a gradual and systematic way. At the beginning of learning, the teacher uses the mother tongue (Bahasa Indonesia) as a basis to facilitate students' understanding. After that, slowly, the target language (English) is introduced and used more dominantly. The main purpose of this model is to ensure that children are comfortable and understand the material

before fully transitioning to the target language. Miss Delis explains that at Bambini School Bumiayu, children are introduced to both languages from the start, but the first focus is on strengthening their understanding in the mother tongue. Teachers provide simple instructions and basic expressions in English, such as “Are you happy?”, “Are you sad?”, or “Are you sleepy?”. When learning enters a more complex stage, the teacher switches between English and Bahasa Indonesia. For example, the teacher explain the material in English first, then monitor students' understanding and repeat the explanation in Bahasa Indonesia if needed. As Miss Delis revealed, “In more complex applications, we use English first while we monitor, then we switch again to Bahasa Indonesia.” This approach ensures that children are not only able to communicate in the target language, but also understand the concepts being taught well. Thus, the Transition Model is one of the effective strategies that Bambini School Bumiayu uses to build a strong bilingual foundation in early childhood.

The writer concludes that the Transition Model is very effective for young children as it takes into account their cognitive and language abilities. It ensures that students do not feel overwhelmed by the sudden change in language but are given time to adapt gradually.

c. Immersion Model

The learning model implemented at Bambini School Bumiayu focuses on developing bilingual and biliteracy skills simultaneously,

where students are taught to use both languages (Indonesian and English) in a variety of relevant contexts. This approach aims to not only improve students' communication skills, but also deepen their understanding of the culture associated with each language.

Through the integration of activities that require the use of both languages, students are encouraged to adapt to English in various contexts, both in formal and informal situations. They learn to recognize and appreciate the cultural differences that exist, which in turn enriches their learning experience. As such, Bambini School Bumiayu is committed to creating a learning environment that supports the development of bilingual and biliterate skills, so that students become not only effective communicators, but also individuals who have a broader understanding of the world around them.

With the implementation of this model, students are expected to achieve better language acquisition, as well as being able to interact confidently in various social and academic situations, both in Indonesian and English. In addition, this approach also aims to prepare students for future challenges, both in further education and in the increasingly competitive world of work, where foreign language skills and cross-cultural understanding become very important. Through this innovative and comprehensive learning method, Bambini School Bumiayu seeks to create a generation that is ready to compete on a global level, while still

appreciating and maintaining their cultural identity through the mastery of their mother tongue.

With the implementation of these diverse bilingual methods, Bambini School Bumiayu strives to create a learning environment that supports the mastery of both English and Bahasa Indonesia, preparing students to face the global challenges ahead.

The next type of bilingual method found by the writer from the observation is the Immersion model, which in its application uses two languages in a balanced way to develop bilingualism. The Immersion Model is one of the bilingual approaches implemented at Bambini School Bumiayu especially for early childhood because the Immersion Model can be implemented through fun and contextual daily activities, such as the use of two languages alternately when interacting, for example by greeting, “Good morning, Good morning!” or giving instructions, “Let's wash our hands, Let's wash our hands.” Storytelling activities can also be done by combining both languages, for example, singing and playing with bilingual songs, such as “Twinkle Twinkle Little Star” and “Kasih Ibu,” can help children learn vocabulary and sentence structure naturally. Art activities, such as drawing or coloring with bilingual instructions, as well as social interactions with peers during role play, can encourage children to use both languages naturally. It is important to create a fun, consistent and supportive environment so that children feel comfortable and motivated in developing their bilingual and biliteracy skills early on.

After the writer discovered the application of the Immersion Model in teaching speaking to young children at Bambini School Bumiayu, the writer conducted an interview with Miss Delis to obtain more in-depth information. Miss Delis explained that the Immersion Model emphasizes the intensive use of the target language (English) in the learning process, but still considers students' understanding and comfort. The main goal of this model is to develop students' bilingualism by getting them used to using both languages in relevant and structured contexts. In the Immersion Model, both languages are used proportionally, so that students not only understand the target language but also retain proficiency in their mother tongue. This creates a balance that supports natural and effective bilingual acquisition. Miss Delis gives a concrete example in her interview excerpt: “Yes, we also use the Immersion Model (language learning by 'immersing' students in the language). For example, there are students who are already quite fluent in English, like Pramesti and Kaffa. When these students play or talk to the teacher, they use English. However, if their friends are still using Indonesian, these students can immediately switch to Indonesian. This is good because other friends are also exposed (accustomed) to English. For example, when the students see Pramesti, Kaffa and the teacher speaking in English, they also absorb and try to follow the language they hear. A simple example: when the teacher gives instructions, such as “Let’s wash our hands” (in the mother tongue) and “Let’s wash our hands” (in the

target language), the students indirectly learn and absorb English while doing their daily activities.” Through this approach, Bambini School Bumiayu succeeds in creating a learning environment that encourages students to naturally master both languages, while maintaining a connection with their mother tongue.

Based on the results of the interview with Miss Delis, the writer concludes that the Immersion Model is one type of bilingual method applied in teaching speaking to young children at Bambini School Bumiayu.

B. Interpretation

In the interpretation, the writer find the challanges face identifies a number of challenges in the implementation of bilingual learning at Bambini School Bumiayu. Based on the data collected, the following research results are presented and discussed in detail. The author has analyzed bilingual learning at Bambini School Bumiayu, including observations of the interaction between teachers and students, the level of student participation in learning activities and parents responses to the improvement of their children's English speaking skills. As well as analyzing student’s learning outcomes in speaking English, in this section I will systematically discuss the challenges and benefits that parents experience in improving students speaking skills.

1. Challenges in Implementing the Bilingual Method

Although the bilingual method at Bambini School Bumiayu shows many benefits, there are some challenges faced, including: Classroom

Management / child conditioning, developing a balanced curriculum for both languages, finding simpler vocabulary for the children. Therefore, it is important to continuously improve training for teachers and involve parents in the learning process.

a. Classroom Management/Child Conditioning

After the researchers observed the learning at Bambini School Bumiayu, they concluded that classroom management/conditioning of children is one of the main challenges faced by Bambini School in implementing the bilingual method. This condition can be seen during implementation so teachers need to use creative strategies to ensure they stay focused and understand instructions in English.

After the writer discovered the challenges in implementing the bilingual method, especially related to classroom management or child conditioning, the writer conducted an interview with Miss Delis to dig deeper into this issue. During the interview, Miss Delis explained that classroom management is one of the main challenges in implementing the bilingual method at Bambini School Bumiayu, especially in teaching speaking. She stated, “The challenges we face in implementing the bilingual method are: First, Classroom Management or child conditioning; second, developing a balanced curriculum and learning materials for both languages; and lastly, creating simpler vocabulary for students.” Miss Delis highlights that one of the difficulties in managing the classroom arises when students play on their own during activities.

While independent activities are not a big problem, challenges start to arise when the activities are conducted together with the teacher. At that time, some students often show unfocused behavior, such as moving around. Therefore, the teacher must ensure that all students are in a safe and controlled condition. Miss Delis emphasized that teachers cannot force students to sit still with statements like, “You have to sit and listen!” because each child has different needs and characteristics. In addition, the challenge is further complicated by the mixed-aged system in the classroom, where teachers must be able to understand and meet the needs of each child according to their age, because the strategies needed are different. Overall, the main challenge in classroom management is creating a balance between freedom and structure, especially in shared activity situations. Miss Delis adds that the Montessori approach can be one solution, but it still requires patience, creativity and a deep understanding of the individual needs of each student. This challenge is further complicated by the fact that teachers cannot fully control students' behavior, but must guide them in an appropriate and effective way. Thus, classroom management in a bilingual context is a challenge that requires careful and adaptive strategies.

From the results of interviews conducted by the writer, it can be concluded that classroom management/conditioning of children is one of the challenges faced by Bambini School Bumiayu in implementing the bilingual method in teaching speaking to young children.

b. The Gap in Develop in a Balanced Curriculum for Both Languages

One of the challenges Bambini School Bumiayu faces in implementing the bilingual method is developing a balanced curriculum between English (the target language) and Indonesian (the mother tongue). It is important that children are not only able to master English as an additional language, but also maintain proficiency in Indonesian as the primary language. Balancing the two languages in the curriculum requires careful planning, as an imbalance can cause children to struggle to master either language or even experience language confusion.

After conducting an interview with Miss Delis, the writer obtained information that the preparation of a balanced curriculum and learning materials for both languages is one of the main challenges faced by Bambini School Bumiayu in implementing the bilingual method. Miss Delis explained that this challenge arises because the curriculum must be adapted to the characteristics of the students and the learning environment. In an excerpt from her interview, she states, “The second challenge is: developing a balanced curriculum and learning materials for both languages. In developing the curriculum, we still look at what the characteristics of the students are, then we combine what programs are suitable for this environment with the characteristics of each student.” She adds that technical difficulties arise when teachers have to make sure the literature used matches the learning objectives, such

as determining what material to teach and the extent of its coverage. In addition, the curriculum development process also requires a long time and in-depth research. For example, Miss Delis explained that when designing lessons on Green Study, which covers various aspects of environmental education and sustainable development, teachers have to be very thorough. The physical aspects of Green Study involve real activities or projects that students can do to support their learning. Therefore, curriculum development must be done carefully in order to create a balance between the two languages and ensure that the material taught is relevant and effective for students. This challenge shows how complex the process of designing a bilingual curriculum that not only meets academic needs, but also supports students' language development holistically is.

From the interviews and observations that have been conducted, the writer concludes that the preparation of a balanced curriculum and learning materials for both languages is a challenge faced by Bambini School Bumiayu in implementing the bilingual method. This is because in preparing the curriculum Bambini School Bumiayu must look at the characteristics of students, consider the cultural and daily context of students and the writer also found limited resources and time to develop a comprehensive curriculum.

c. The Challenge in Finding Simpler Vocabulary for Students

One of the challenges faced by Bambini School in implementing the bilingual method is finding appropriate and simple vocabulary for early childhood. This is because children at this age have limitations in understanding and mastering language, so vocabulary that is too complex or abstract can make it difficult for them to comprehend and remember. Teachers must choose concrete, familiar words that are easy for children to pronounce, such as the names of everyday objects (for example, "meja/table", "bola/ball," or "makan/eat"). However, the process of selecting vocabulary requires more time and creativity from the teacher, as they must ensure that the words are not only easy to understand but also relevant to the learning context and the child's daily life.

In addition, this challenge is also influenced by the differences in language proficiency levels among children. Some children may already be accustomed to English, while others still heavily rely on their mother tongue (Indonesian). Therefore, teachers must balance the use of both languages in a way that does not confuse the children. For example, teachers need to introduce new vocabulary gradually, repeat those words in various contexts, and use visual aids such as pictures or body movements to facilitate understanding.

This challenge shows that teachers' readiness in designing learning materials plays a crucial role in the success of the bilingual method. Teachers not only need to master both languages but also understand the

characteristics of early childhood language development. Thus, special training or workshops are needed to help teachers select and organize effective vocabulary, as well as develop creative and enjoyable learning strategies for children.

As Miss Delis stated in the interview, "For example, instructions like "Put your shoes on the rack" should be changed to shorter and simpler sentences, like "put your shoes" or "letakkan sepatumu". However, the challenge is to create simple language without losing meaning or making the instructions unclear. Sometimes, if it is overly simplified, students might actually become confused about what is meant. In addition, another challenge arises when teachers have to simplify difficult materials, such as complex math or science concepts.

The material needs to be broken down into smaller parts so that students can understand, but the teacher must ensure that the essence of the material does not get lost or altered. This challenge becomes even greater when there are students of different ages and abilities in the classroom. The material that has been simplified for younger students might be too easy for older students, while the material suitable for older students could be too difficult for younger ones. Miss Delis added, "This challenge becomes even more difficult because each child has different needs and abilities." There are students who understand quickly, while there are also those who need more detailed explanations and repetition. Teachers must continuously adjust their teaching methods so that all

students can follow the lessons without anyone being left behind. This requires patience, creativity, and extra time from teachers, who already have many other responsibilities in the classroom. Therefore, support in the form of adequate training and resources is essential to help teachers overcome these challenges and ensure the successful implementation of the bilingual method in the classroom.

Based on the writer's analysis, it can be concluded that finding simpler vocabulary for early childhood children is a challenge faced in the implementation of the bilingual method at Bambini School Bumiayu. The positive impact of the implementation of the bilingual method on the speaking abilities of students at Bambini School Bumiayu.

Although there are several challenges faced by Bambini School in implementing the bilingual method for early childhood speech development, it has been proven that parents have actually experienced significant positive impacts on their children's speech development. Based on the observations of parents/guardians, several significant advancements have been identified in the linguistic aspects of the students, including: an increase in vocabulary in both languages, the ability to construct more structured sentences, and fluency in everyday communication. Additionally, developments have also been observed in psychological and social aspects, such as increased confidence in self-expression, the courage to communicate in front of others, and collaborative abilities with peers. Another indicator of success is the

emergence of linguistic curiosity, demonstrated through the active habit of asking about new terms in the second language. The children's metalinguistic abilities are also developing, as reflected in their ability to perform contextual code-switching. These findings reinforce the proposition that bilingual education is not only beneficial for the development of dual language competence but also contributes to the holistic cognitive and socio-emotional development of children.

Based on testimonials from several parents/guardians, the bilingual method's implementation at Bambini School Bumiayu has had a significant positive impact on the children's development. These improvements include increased social skills, linguistic curiosity, flexibility in switching languages, mastery of foreign vocabulary, improved daily communication skills, and more confident verbal expression. This effect demonstrates that the bilingual approach fosters children's cognitive, socioemotional, and pragmatic development in addition to enhancing dual language proficiency. The holistic benefits seen by parents demonstrate the efficacy of this approach for early childhood education, despite technical implementation challenges. It also confirms the significance of maintaining and improving the bilingual program by taking into account each child's unique characteristics.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, it contains conclusions from all the research results that have been discussed previously. The researcher analyzes all data findings to formulate comprehensive conclusion points. In addition, the writer also provides suggestions from the results of the research that the writer has conducted that can be applied both by educational practitioners and future researchers who are interested in studying similar topics.

A. Conclusions

Based on the results of research at Bambini School Bumiayu, it can be concluded that the application of the bilingual method through three main models-Structured Immersion, Transitional, and Immersion-has successfully improved the linguistic and cognitive abilities of early childhood. Interactive approaches such as games, storytelling, and integration of English in non-language subjects have proven effective in building bilingual competence (code-switching, multiple vocabulary acquisition) while developing learner's self-confidence and social skills. However, the implementation of these methods is still faced with challenges such as mixed-age classroom management, balanced curriculum development, and vocabulary selection that is appropriate for children's developmental stages.

This research also reveals that bilingual learning is not only beneficial for language acquisition, but also contributes to children's metalinguistic development and social-emotional adaptability. The support of a conducive

learning environment and the active role of teachers in designing contextual activities are key factors in the success of this program. These findings strengthen the position of bilingual education as a holistic approach that can prepare children to face global challenges while maintaining their mother tongue identity.

B. Suggestions

After conducting the research, there are several points that the writer would like to suggest to future researchers, readers, and teachers.

1. For the Teachers

a. Implement Different Instructions for Mixed Classes

Differentiated instruction is an approach to learning that is tailored to the individual characteristics of students in mixed-age classes. In the context of bilingual learning, this strategy allows teachers to present the same material with different levels of difficulty and approaches according to each child's language development. For example, for a storytelling activity, a 4 year-old can be asked to point to a picture while saying key words in two languages, while a 6-year-old can compose a complete sentence about the picture. This approach is effective because it respects each child's developmental stage without limiting their potential, while ensuring all students remain engaged in the same learning theme.

b. Create Small Groups Based on Language Ability

Grouping students based on language ability allows for more focused and effective learning. Teachers can make initial observations to

identify the language acquisition level of each student, then form homogeneous groups with similar learning needs. In practice, groups with low target language proficiency can receive more scaffolding and use of visual media, while groups with better proficiency can be given more complex communication challenges. This strategy maximizes learning time as instructions and activities can be precisely tailored to the needs of each group.

c. Using a Buddy System Where More Advanced Students help their Friends

The buddy system creates a mutually beneficial peer learning mechanism. In its implementation, teachers consider both academic ability and social skills when arranging buddy pairs. The more proficient student acts as a natural language model and mentor to his/her buddy, while the mentored student gets individualized help without pressure. Activities such as shared reading or bilingual role-playing become more effective as they occur in a natural and non-intimidating setting. This system also develops social skills and a sense of responsibility in the student in the buddy role.

2. For the Student

a. Implementing Contextual Learning through Daily Activities

Children get used to using daily activities (eating, playing) to introduce bilingual vocabulary naturally. Example: when coloring, say “This is red” while showing a red crayon. Children learn language

through concrete experiences and repetition in real contexts, strengthening comprehension and long-term memory.

b. Building Language Confidence in Early Childhood

It starts with creating a supportive environment where children feel safe to try to communicate, both through words and gestures. Every language attempt - even if it is rudimentary - should be rewarded with praise or a positive response. This approach helps children dare to experiment with language without fear of mistakes, forming a strong foundation for the development of their bilingual skills.

3. For the Next Researchers

For future researchers, the results of this study are expected to be a reference for conducting further research and can complement the shortcomings of this study. It is suggested that future researchers expand the research sample by involving more students from various age levels and social backgrounds, as well as increasing in-depth interviews with parents to get a more comprehensive perspective on the impact of bilingual learning at home. By increasing the number of parent respondents and varying the characteristics of the sample, the research can reveal a more accurate pattern of the role of the family environment in supporting the success of the bilingual program, as well as provide richer data on the implementation of this method from the perspective of parents as those who are involved in their children's learning process outside of school.