
Junior High School Students Experiences On English-Indonesia Bilingualism: A Phenomenology Study

Sakul R. B. G¹, Lumoindong B²

^{1,2} Universitas Klatat; Indonesia

correspondence e-mail*, s21810529@student.unklab.ac.id, boylumoindong@unklab.ac.id

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Abstract

The use of English-Indonesian languages has become a habit of students in the UNKLAB Adventist Junior High School environment. Bilingual language is a program that has long been implemented at UNKLAB Adventist Junior High School. Students inevitably have to adapt to the school environment to use both languages. This research aimed at determining junior high school students' experiences of English-Indonesian bilingualism. The type of research used is qualitative research using a phenomenological approach to describe the reality that occurred. The data collection techniques used included observation, documentation and interviews to the 5 UNKLAB Junior High School students. The results of this research showed that the influence of bilingual language used by the junior high school students was caused by the influence of schools that organized the bilingual programs, teachers who helped and guided the students, and families where they grew. Suggestions of this research were the students needed to adapt to the school environment that has the bilingual program by improving themselves through a more serious learning program, the families have to involve more by guiding, training, and motivating the students at home to speak two languages, and teachers to pay more attention to the students who have not yet mastered the bilingual languages.

Keywords

Student, Experience, Bilingual



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INTRODUCTION

Communication through language is something attached to humans' daily life. "Language is a sound that is used by society to collaborate, interact and identify themselves".¹ According to Fishman (1971:17), language is not only used to explain things but also as a tool to express identity and social relationships. This kind of relationship can be clearly seen in the life of young people or teens. Teens association is an important aspect of junior high school students' social life. Along with the technological developments and globalization, the use of bilingual languages in adolescent relationships has drastically increased. Lado (1964: 214) confirmed that "bilingualism is the ability to speak two languages with equal or almost equal level of competence."² Sulistyowati (2017, pp. 113-120) suggests that "the social environment among peers in junior high school is much influenced by the social environment that surrounds them and family factors that influence their social

¹ Kridalaksana. H. (2008). *Kamus Linguistik*. Jakarta: Gramedia Pustaka Utama.

² Lado, R. (1964). *Language Teaching; A Scientific Approach*. London: MacGraw Hill 1964.

behavior".³ Effective association can help adolescents in their socialization process and emotional development. "Adolescents who are able to form effective associations are better equipped to cope with the challenges of daily life and develop their emotional intelligence and social skills".⁴ In this qualitative thesis, the researcher explored how the use of bilingual language in UNKLAB Junior High School students' interactions affects their social lives. This research focused on Unklab Junior High School students who used Indonesian and English in their daily interactions. This research identified the type of language used in students' social interactions, how they switched between Indonesian and English, and how bilingual influences their social interaction.

The main aim of this research is to provide better understanding on how the use of bilingual language can affect the socialization of junior high school students. This research can also provide input for parents, teachers, and educational policy makers in assisting adolescents in developing their social skills. Thus, this research is expected to make a positive contribution in improving the quality of association of students at Unklab Junior High School. The method used in this study is a qualitative approach with data collection techniques through the in-depth interviews, observations, and field notes. The collected data were analyzed using the thematic analysis method. This research is expected to provide a comprehensive picture of the use of bilingual language in junior high school adolescents' interactions. The conclusions from this study can provide useful information for educational policy makers in designing educational programs that can assist students in building their social skills. In addition, this research can provide useful information for parents and teachers in understanding how the use of bilingual language can affect UNKLAB Junior High School students' social interactions.

Based on the descriptions above, the questions to be answered in this research include: what is the experience of UNKLAB Junior High School students in using a second language in their daily interactions within the school environment and outside the school environment, and what are the factors that influence the tendency of UNKLAB Junior High School students to use a second language in their social environment? Meanwhile, the purposes of this research are: to identify the effect of the use of bilingual language on association patterns of UNKLAB Junior High School students in the school environment, and to describe the effect of the use of bilingual language on association patterns of junior high school children in the family environment.

This research is limited to the bilingualism behavior among the students in UNKLAB junior high schools. It is only focused on the use of Indonesian-English languages in the interactions them at school and family environments. All the research samples will be collected from this school. In this study, the informants consist of 5 UNKLAB Junior High School students whose age ranged from 12 to 15 years old who actively used bilingual languages in daily interactions.

This research is hoped to provide deeper understanding about the influence of the use of bilingual languages in the interactions of UNKLAB Junior High School students in both school and

³ Sulistyowati, I. (2017). The Influence of Social Environment and Family on Peer Relationship of Junior High School Students. *International Journal of Evaluation and Research in Education*, 113-120.

⁴ Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 6-20. <https://scholar.google.co.id/Global+perspectives+on+resilience+in+children+and+youth.+Child+Development>

family environments, to produce clear understanding about the interaction patterns of UNKLAB Junior High School students who actively use bilingual languages, how this language affects their social lives and communication skills, and to provide input and recommendations for parents, teachers, and the community in developing healthy and positive associations for UNKLAB Junior High School students in the bilingual environments. It is also expected that this research can enhance the understanding of the importance of developing a second language in junior high school aged children, especially in preparing them to face the challenges of globalization and increasingly rapid technological advances.

METHOD

This research used a qualitative method with a phenomenological approach. Moustaka (1994: 13) suggests that “phenomenology is a qualitative research methodology that aims to gain better knowledge about people's experiences, ideas and behavior as well as the subjective meanings inherent in their own life experiences”. With this method, participants' experiences are explored as phenomena explained from their perspective. "In-depth interview techniques are used in the phenomenological research approach to collect information from participants related to the topic under study".⁵ The interview data were analyzed using thematic analysis to identify the main themes that emerged from the data, and continued with the in-depth analysis to understand the subjective meaning contained in the experiences of the participants. The research informants were taken based on Cresswell (2013, p.15) who proposed that " a reasonable sample size can range between 3 - 25 participants for a phenomenological study",⁶ so the subjects taken from this research were 5 UNKLAB Junior High School students who mastered two languages or were bilingual and active in Everyday life uses both languages. In selecting the informants, researcher made observations and asked teachers directly about the students who used two languages to communicate.

This research uses a qualitative approach. Phenomenological research is used to understand in depth social phenomena or human behavior in its natural context. This research placed more emphasis on the experiences of research subjects. Phenomenological research is the methodology used in this research. Individual life experiences and how people understand them are studied through this research.

The life experiences and social interactions of the subjects are the main topic of this research. That "Phenomenology is a science that studies the meanings that individuals attach to the phenomena they experience."⁷ When conducting phenomenological research, the researcher adopted the subject's perspective and focused on the subjective significance of the things he or she saw to directly understand the subject's world of experiences. Phenomenological research findings were more significant and applicable to individual lives because they provided researchers with rich

⁵ Moustakas, C. (1994). *Phenomenological research methods*. . Sage publications, 13.

⁶ Cresswell, J. W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition, SAGE Publications, Inc., London.

⁷ Moustakas, C. (1994). *Phenomenological research methods*. . Sage publications, 13.

and in-depth insight into people's life experiences.

Research Instrument

According to Arikunto (2002) "research instruments are tools to collect data or information to be used for research. This research used the following instruments:

1. Deep interview: Used to collect data about the experiences, attitudes and thoughts of research subjects regarding the interactions of bilingual UNKLAB Junior High School students. In-depth interviews were carried out by asking again with different questions but on the same topic.
2. Participatory observation: Used to gain an understanding of the behavior, interactions and social dynamics of research subjects in the context of bilingual UNKLAB Junior High School student associations. Observations were carried out by looking at the behavior that appeared during the research process carried out by the research subjects.
3. Documentation study: Used to obtain data from documents related to the interaction of bilingual UNKLAB Junior High School students such as journals, books, articles and other sources of information. The documentation study used was in the form of the subject's social media.
4. Field journal: Used to record researcher's observations and reflections regarding the experiences and points of view of research subjects during the research process. The field journal used was in the form of important notes recorded by the researcher himself during the research process.

Data Collection Techniques and Procedures

Data collection is the process of collecting data aiming to gain insights regarding the research topic.⁸ The data obtained were analyzed using the qualitative data analysis techniques, namely thematic analysis to gain a deeper understanding of the interactions of bilingual UNKLAB Junior High School students. Braun & Clarke (2006) said that "thematic analysis is a way to analyze data with the aim at identifying the patterns or finding the themes through the data that have been collected". Data collection and analysis techniques were carried out as follows:

1. Observation: researcher made observations of research subjects in daily social activities in the school environment.
2. Interview: researcher conducted in-depth interviews with research subjects to understand their experiences regarding the use of bilingualism in everyday interactions.
3. Documentation: researcher collected documentation data such as student social media.

Data analysis technique

The data analysis technique used thematic analysis. This analysis technique was carried out by identifying patterns or themes that emerged from the data that has been collected. Braun & Clarke (2006) said that "thematic analysis is a way to analyze data with the aim of identifying patterns or finding themes through the data that has been collected". Thematic analysis was used to understand

⁸ Taherdoost. H. (2021). Data Collection Techniques and Tools for Research; A Step by Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. <https://hal.science/hal-03741847/document>

Trudgill, P. (1974) The social differentiation of English in Norwich. Cambridge: Cambridge University Press.

the research subjects' experiences regarding the interactions of bilingual UNKLAB Junior High School students. This technique helped researcher to understand the data to be collected through the in-depth and comprehensive ways. Apart from that, the used of thematic analysis also helped researcher to find patterns or themes that emerged from the data and produced accurate conclusions. The following are the steps in data analysis:

1. Data reduction: researcher reduced the data collected from interviews, observations and documentation.
2. Data presentation: researcher presented the data in the form of tables or graphs to make it easier to understand the data.
3. Data verification: researcher verified the data by comparing the collected data with expected ones or with other relevant data sources.
4. Conclusion: researcher drew conclusions based on the data found and see how the used of bilingual language affects the interactions of UNKLAB Junior High School students in the school environment.

In this research, the researcher used data triangulation techniques to strengthen the validity of the research results. " Triangulation is a technique for checking the validity of data by utilizing something other than the data itself, for the purposes of checking data or as a comparison of that data" Gunawan (2013, p. 219). There are three types of triangulation analysis in this research, they are:

1. Source triangulation, exploring the truth of certain information through various sources of data. In triangulation with sources, the most important thing is to know that there are clear reasons for these differences.
2. Method triangulation, an attempt to check the validity of the data, or check the validity of research findings. Bachri in Gunawan (2013, p. 221) "suggests that method triangulation can be carried out by using more than one data collection techniques to obtain the same data".
3. Theoretical triangulation, based on the assumption that certain facts cannot be checked for their degree of confidence with one or more theories. "Theoretical triangulation is the use of two or more theories to be pitted against each other and combined. "Theoretical triangulation requires a complete research design, data collection and data analysis, thereby providing more comprehensive results," Gunawan (2013, p. 221).

RESULT AND DISCUSSION

This research began by looking for informants from Junior High School students who used English and Indonesian languages in their daily communication. The researcher chose 5 Unklab Junior High School students to serve as research informants. A general description of the selected informants is presented in the following table.

Table 1 General description of research informants

No.	Informants			
	Name	Class	Age	Gender
1.	GK	8C	13 yrs	Woman

2.	JP	8B	13 yrs	Woman
3.	JM	8A	13 yrs	Woman
4.	JS	8A	13 yrs	Man
5.	YU	8A	13 yrs	Man

Results

Based on the collected data, the research results can be described to answer the existing problem formulation, but first it is important to know about the used of bilingualism in the interactions of UNKLAB Junior High School students and the factors that influenced it, as described below:

The influence of bilingual language on junior high school students' language and social interactions

The phenomenon that exists at the UNKLAB Adventist Junior High School was that the use of Indonesian and English languages has become a habit for students in their school environment. It is seen from the statements of the five respondents that they used these two languages every day at school. They used it for several reasons, and one of the them is to be able to continually communicate with other students, here is a quote from the GK subject:

"Bahasa Indonesia dipakai biar bisa komunikasi dengan yang lain kalau mereka belum tau bahasa inggris baru tetap dalam bahasa indonesia terus kalau inggris dari lahir soalnya sudah bahasa inggris terus jadi sudah kebiasaan" (Hasil wawancara subjek GK 17/11/2023)

The same thing was said by the subject JS, here is a quote from the subject:

"Karena kalau bahasa indonesia digunakan untuk mungkin berbicara untuk teman-teman saya yang mungkin agak kurang paham dengan bahasa inggris atau juga untuk berkomunikasi dengan orang-orang lain. Kalau bahasa inggris, biasanya saya gunakan untuk berkomunikasi dengan teman-teman saya yang cukup fasih dengan bahasa inggris atau untuk berdoa dan hal sebagainya." (Hasil wawancara subjek JS 17/11/2023)

By using English, individuals can better understand what was happening nowadays, here is a quote from the subject JS, as follows:

"Karena menurut saya, kalau bahasa menggunakan dua bahasa tersebut, cukup... Bgmna eh emm, kalau misalnya kita menggunakan bahasa inggris, kita bisa lebih mengerti karena di zaman sekarang lebih banyak menggunakan internet dan biasanya untuk internet banyak menggunakan bahasa inggris dan juga untuk hal-hal lain." (Hasil wawancara subjek JS 17/11/2023)

There was also another reason the subject used bilingual languages at school because he felt that it was more fun when using that language, here is the quote from the subject Isaiah, as follows:

"Karena seru, karena seru pakai bahasa inggris" (Hasil wawancara subjek YU 17/11/2023)

In terms of communicating in the school environment, each student has their own way, there were subjects who used bilingual language by combining English and Indonesian, here are quotes from the subjects GK, JP, and JS, as follows:

"Kadang campur-campur kalau gak tau artinya dalam bahasa indonesia kita mau tanya dalam inggris terus kalau tanya kayak tidak terlalu bahasa indonesia tapi lebih ke campur-campur" (Hasil wawancara subjek GK 17/11/2023)

"Kalau misalnya bahasa inggris otomatis, jika saya tidak tahu apa yang mau ditanyakan pakai

bahasa inggris, saya langsung bertanya kepada guru, ma'am kalau misalnya mau bertanya ini, mau pakai apa, mau pakai bagaimana depe bahasa, tapi kalau misalnya dengan guru bahasa indonesia atau dengan guru-guru lain, campur-campur.” (Hasil wawancara subjek JP 17/11/2023)

“Caranya, ketika guru menanyakan suatu dengan bahasa indonesia, ya bisa jawab dengan bahasa indonesia. Atau misalnya guru bertanya dengan bahasa inggris, kita juga melakukan bahasa inggris.” (Hasil wawancara subjek JS 17/11/2023)

Communicating with friends and teachers at school was certainly a need for every student; however, there are obstacles or difficulties that occur when using bilingual language at school, 3 of the respondents had no difficulty in using bilingual language and there were 2 respondents had difficulties, the following is a quote from subject JP and JM, as follows:

“Kadang kesulitan, tapi kalau misalnya kesulitan lebih banyak belajar lagi.” (Hasil wawancara subjek JP 17/11/2023)

“Kesulitan sih, kalau kita lakukan bahasa inggris... Lebih sulit ngomong-ngomong, karena agak belibet” (Hasil wawancara subjek JM 17/11/2023)

In the case of using bilingual languages, sometimes there were friends and teachers who could understand us, but there were also ones who cannot. It can be seen from the data obtained in the field that 4 out of 5 respondents could assess that their teachers and friends understood them when using bilingual languages, while 1 respondent believed that not all teachers could understand him. Here is the quote from the subject GK:

“Gak semua guru sih, Iya ga semua guru jadi kadang harus pakai bahasa indonesia yang baik dan benar” (Hasil wawancara subjek GK 17/11/2023)

In regard with the benefits that UNKLAB Junior High School students enjoyed when they were able to speak these two languages, the benefits expressed by subjects JP and Isaiah that they could experience and feel their abilities:

“Yang manfaat yang saya rasakan adalah yang pertama, bisa melatih kemampuan bahasa inggris yang walaupun masih sedikit yang diketahui, tetapi kalau disana sudah berusaha, otomatis dari hari ke hari bahasa inggrisnya pasti akan lebih bagus.” (Hasil wawancara subjek JP 17/11/2023)

Bisa belajar sesuatu yang baru, 2 bahasa inggris, kata-kata lain dalam bahasa inggris dan bahasa indonesia (Hasil wawancara subjek YU 17/11/2023)

There were also benefits, according to the subjects JM and JS, that they could build communication on the internet with people from other countries. Here is the quote from the subjects JM and JS:

“Tentunya kalau kita bisa mampu berbahasa, bisa dua bahasa, kami bisa lebih mengerti. Pertama juga bahasa inggris karena bisa berkomunikasi di internet dan juga orang-orang di luar negeri tentunya. Gitu ka” (Hasil wawancara subjek JS 17/11/2023)

“Kalau misalnya ke luar negeri atau lain-lain... Lebih bisa ngomong gitu langsung secara langsung, bukan mau translate langsung” (Hasil wawancara subjek JM 17/11/2023)

The influence of the family environment on bilingual languages used in junior high school students

Family was very important for the growth and development of children. The role of the

family played significant influence for students' ability to speak bilingually. The subject's stated that the family had an influence on their ability to use bilingual language and since childhood the family had taught them to communicate in two languages. 3 out of 5 subjects said that the family had an influence and since childhood they had taught them to communicate in two languages, The following are statements from the 3 subjects :

"Berpengaruh sih kak, karena dari kecil sudah menguasai bahasa inggris dan kemudian diajarkan bahasa indonesia (Hasil wawancara subjek GK 17/11/2023)

"Kalau keluarga ... Berpengaruh sih"" (Hasil wawancara subjek JP 17/11/2023)

"Berpengaruh"(Hasil wawancara subjek JS 17/11/2023)

Two of them had no influence from the family on their ability to speak bilingual and also never being taught from childhood about bilingual communication. The following is the statement of the subjects JP and Isaiah:

"Kalau keluarga mungkin tidak, karena pengaruh besar di sekolah." (Hasil wawancara subjek JP 17/11/2023)

"Tidak ada pengaruh dari keluarga" (Hasil wawancara subjek YU 17/11/2023)

The use of bilingual language includes the learning of foreign words. There were subjects that have been taught new words by the family and there were ones that have not been taught. 3 out of 5 subjects were often helped by their families to become more familiar with new words. As previously showed that these 3 subjects confirmed that their families had an influence on their ability to speak bilingually. 2 of the subjects did not have influence from their parents to speak bilingually and their families did not help them to get to know new words. Subjects JP and Isaiah, stated the following words:

"Kalau misalnya orang tua mungkin dari kecil memang tidak menggunakan bahasa inggris. Jadi, yang berpengaruh besar di sekolah, karena orang tua tidak menggunakan bahasa inggris" (Hasil wawancara subjek JP 17/11/2023)

"Tidak, keluarga tidak mengajarkan saya" (Hasil wawancara subjek YU 17/11/2023)

In the process of using two languages within the family environment, it cannot be separated from the family's attitude towards what they speak. There are several subject statements when using two languages in the family environment. 4 out of 5 subjects stated that when they mispronounced the bilingual language in the family environment, they were helped by the family telling them which one was correct. Following is the subject statement:

"Biasa - biasa saja cuman bilang oh salah ini itu dan tidak menyalahkan ketika salah mengucapkan" (Hasil wawancara subjek YU 17/11/2023)

"Tentu saja, pasti akan mengoreksi dan mungkin akan membantu. dan tidak akan menyalahkan jika salah mengucapkan" (Hasil wawancara subjek JS 17/11/2023)

"Kalau di keluarga kebanyakan... Ke bercanda sih, oh kamu tadi gini-gini, tidak menyalahkan jika salah mengucapkan" (Hasil wawancara subjek JM 17/11/2023)

"Keluarga juga tidak mempermasalahkan jika ada salah, karena kami orang indonesia, jadi tidak terlalu dipaksakan untuk menggunakan bahasa inggris. Jadi, keluarga malahan mendukung untuk bisa lebih terus belajar. Keluarga tidak menyalahkan jika salah mengucapkan" (Hasil wawancara subjek JP 17/11/2023)

One subject, among others, stated that the family environment only laughed at him if he mispronounced the bilingual languages. Here is the statement:

“Diketawain. Dan tidak menyalahkan, mereka cuma ketawain terus biarin” (Hasil wawancara subjek GK 17/11/2023)

The role of teachers in developing bilingual language skills in junior high school students

The students, at school, will of course be guided by the teacher. It was the teacher's job to guide and train the students to master the subjects' material. The discussion here concerned with the role of teachers in developing students' ability to speak bilingually. There is obvious the influence of the teacher on the student's ability to speak bilingually. Data found in the field showed that all the 5 subjects stated that teachers had real influence on their ability to speak bilingually. The following were their statements:

“Berpengaruh kayak. Iya berpengaruh kak” (Hasil wawancara subjek GK 17/11/2023)

“Ya guru berpengaruh” (Hasil wawancara subjek JP 17/11/2023)

“Kalau disini... Kalau disini, iya guru berpengaruh” (Hasil wawancara subjek JM 17/11/2023)

“Cukup berpengaruh” (Hasil wawancara subjek JS 17/11/2023)

“Iya” (Hasil wawancara subjek YU 17/11/2023)

The teacher's role in developing bilingual languages skill is strengthened by the subjects' answers when they found words that they did not understand. The five subjects said that the teacher helped them to get the meaning of the new words better. The following were their statements:

“Ya guru selalu membantu kami jikalau kami tidak mengerti 1 kata atau nda 1 kalimat yang tidak mengerti sebelumnya” (Hasil wawancara subjek JP 17/11/2023)

“Selalu membantu... Setiap kali... Kalau ada kasus inggris... Kalau ada yang nggak tahu... Mau tanya ke guru supaya guru perjelaskan depe arti itu apa, dengan arti dari kata itu” (Hasil wawancara subjek JM 17/11/2023)

“Sering kali begitu” (Hasil wawancara subjek JS 17/11/2023)

“Iya” (Hasil wawancara subjek YU 17/11/2023)

“Sering sih soalnya saya tidak tahu ini arti cuma sir sudah jelaskan dulu sebelum saya tahu” (Hasil wawancara subjek GK 17/11/2023)

When communicating using bilingual language with friends and teachers during the learning process, there were mistakes or mispronunciations. Teachers needed to respond when there were students who mispronounced English words. The data found showed that teachers did help, guide and correct the students when mistaking in using two languages. The following were the statements of the five subjects:

“Guru pasti akan membantu dan akan mengoreksi, tidak menyalahkan jika salah mengucapkan” (Hasil wawancara subjek JS 17/11/2023)

“Langsung bantu dikoreksi sih kak kalau ada yang salah menggunakan... Langsung guru kaya, ini salah...” (Hasil wawancara subjek JM 17/11/2023)

“Guru sih biasa-biasa saja kalau misalnya salah kata pasti bilang, oh ya salah, tidak menyalahkan” (Hasil wawancara subjek YU 17/11/2023)

“Guru tidak pernah menertawakan kami, tapi malah membimbing kami sehingga bisa mencari kata yang tepat untuk kalimat yang salah tersebut, tidak menyalahkan, malahan mereka memperbaiki” (Hasil wawancara subjek JP 17/11/2023)

“Kadang ada teman – teman yang ketawain terus kadang ada guru yang bantu terus kaya oh GK pemaksud begini tidak menyalahkan” (Hasil wawancara subjek GK 17/11/2023)

Discussion

Apart from the main results, this research also has themes which have been described as the results of the research above. The following are the theories, questions and themes applied in the results of the discussion:

Theory	Questions	Theme
The influence of bilingual language on junior high school students' language and social interactions	<p><i>Disekolah Bahasa apa yang kamu gunakan sehari-hari ?</i></p> <p><i>Kenapa kamu menggunakan 2 bahasa tersebut ? Bahasa Inggris dan Bahasa Indonesia</i></p> <p><i>Apakah di sekolah menggunakan 2 bahasa tersebut ? Bahasa Inggris dan Bahasa Indonesia</i></p> <p><i>Apakah dengan teman-teman anda menggunakan 2 bahasa tersebut?</i></p> <p><i>Bagaimana cara kamu berkomunikasi dengan guru dan teman-teman disekolah dengan 2 bahasa tersebut?</i></p> <p><i>Apakah kamu tidak kesulitan berkomunikasi dengan 2 bahasa tersebut?</i></p> <p><i>Apakah ada hambatan dalam menggunakan dan memahami 2 bahasa tersebut?</i></p> <p><i>Apakah orang – orang di sekolah (guru dan teman) bisa memahami kamu berkomunikasi dengan 2 bahasa?</i></p> <p><i>Apa manfaat yang anda rasakan mampu berbahasa tersebut dengan teman ?</i></p>	Interaction between two languages at school
The influence of the family environment on bilingual language use in junior high school children.	<p><i>Apakah sejak kecil keluargamu mengajarkan komunikasi dengan 2 bahasa?</i></p> <p><i>Bagaimana sikap keluarga ketika kamu salah menggunakan 2 bahasa tersebut dalam berkomunikasi?</i></p> <p><i>Apakah keluarga menyalahkan kamu ketika salah mengucapkan dengan 2 bahasa atau bagaimana?</i></p> <p><i>Ketika ada kata - kata yg tidak kamu mengerti, apakah orang tua atau keluarga sering membantumu untuk lebih mengenal kata - kata baru?</i></p>	Family influence on bilinguals' language use

	<p><i>Apakah keluarga berpengaruh terhadap kemampuan dirimu dalam menggunakan 2 bahasa?</i></p> <p><i>Apakah orang – orang di rumah (keluarga) bisa memahami kamu berkomunikasi dengan 2 bahasa</i></p> <p><i>Apakah dirumah dengan keluarga anda menggunakan 2 bahasa tersebut?</i></p>	
<p>Factors influencing bilingual language use in junior high school students.</p>	<p><i>Apa yang membuat mu setiap hari berkomunikasi menggunakan 2 bahasa ?</i></p> <p><i>Apakah sejak kecil keluargamu mengajarkan komunikasi dengan 2 bahasa?</i></p> <p><i>Butuh berapa lama kamu mampu berkomunikasi menggunakan 2 bahasa tersebut? Ceritakan detail</i></p>	<p>The effect of using 2 languages in everyday life</p>
<p>The role of teachers in developing bilingual language skills in junior high school students.</p>	<p><i>Bagaimana kamu berkomunikasi 2 bahasa dengan guru ?</i></p> <p><i>Apakah orang – orang di sekolah (guru dan teman) bisa memahami kamu berkomunikasi dengan 2 bahasa?</i></p> <p><i>Apakah guru berpengaruh terhadap kemampuan dirimu dalam menggunakan 2 bahasa ?</i></p> <p><i>Ketika ada kata - kata yg tidak kamu mengerti, apakah guru sering membantumu untuk lebih mengenal kata - kata baru?</i></p> <p><i>Bagaimana sikap guru ketika kamu salah menggunakan 2 bahasa tersebut dalam berkomunikasi? Apakah guru menyalahkan kamu salah berucapan dengan 2 bahasa atau bagaimana?</i></p>	<p>The influence of teachers in helping students develop communication skills in two languages</p>

CONCLUSION

Conclusions that have been drawn based on the research questions regarding the Junior High School Students' Experiences of English-Indonesian Bilingualism are:

- a. The influence of bilingual language on junior high school students' language and social interactions: The reason why various subjects used bilingual language at school was to be able to communicate with other students, and they can better understand what was happening nowadays and because the subjects feel exciting when they use English. The benefits that subjects get when they are able to speak these two languages include being able to learn something new, practicing their skills, being able to communicate with people from abroad

directly or on the internet, and being able to help other people when they want to translate something.

- b. The influence of the family environment on bilingual language use in junior high school children: Family is the most important influence on the growth and development of students' children. In teaching something, the family certainly plays a role. There are 3 out of 5 subjects taught from childhood by the family to communicate in two languages, while the other 2 subjects are not taught from childhood by the family to communicate in two languages. Regarding the family's attitude when the subject used two languages in the family environment, 4 out of 5 subjects stated that the family directed them when they made mistakes in speaking two languages, while 1 other subject was laughed at and left alone by his family.
- c. The role of teachers in developing bilingual language skills in junior high school students: In learning at school, students are of course guided by teachers to develop their abilities. One of the skill improvements is bilingual language. 5 subjects had the same information about teachers, that teachers had an influence on their ability to speak bilingually. This was reinforced by 5 subjects that when they were faced with words they did not understand, the teacher helped them to become more familiar with new words, and if they mispronounced words or sentences in two languages, the teacher helped, guided and corrected them. if they make a mistake.

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