


EXPLORING ENGLISH LEARNING NEEDS IN BILINGUAL CLASSES: A CASE STUDY AT
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: August 9, 2023 Revised: August 19, 2023 Accepted: December 18, 2023 Published: August 20, 2025</p> <p><i>Keywords:</i> English Bilingual Students English Skill Learning English</p>	<p>This study analyzes the English learning needs of bilingual students in the Faculty of Socio-Politics at Universitas Muhammadiyah Makassar, emphasizing the relevance of English for Specific Purposes (ESP) in higher education. Using a qualitative descriptive method, data were collected from five purposively selected sixth-semester students through interviews and open-ended questionnaires. The findings reveal that students require English proficiency for effective communication in academic and professional contexts, particularly in areas related to daily life, science, technology, and international public administration careers. Speaking, listening, and writing skills were identified as top priorities. The study also found that current teaching materials generally align with students' needs, but lack engagement and contextual depth. This research underscores the urgent need to tailor ESP materials more closely to students' academic and career goals. It contributes to the field by offering insights into how bilingual programs can better support learners through relevant, need-based English instruction.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

The ability to communicate effectively in two languages is referred to as bilingualism. Bilingualism is normal and is on the ascent in many areas of the planet, with maybe one out of three individuals being bilingual or multilingual. In regions of many continents, such as Europe (Switzerland, Belgium), Asia (India, Philippines), Africa (Senegal, South Africa), and North America (Canada), contact between two languages is common. California, Texas, Florida, New York, Arizona, and New Mexico are home to a significant (and growing) number of bilingual residents in the United States. In California, for instance, by 2035, it is normal that more than half of kids signed up for kindergarten will have grown up communicating in a language other than English. Similarly, up to 50% of students in some urban areas of

Canada, like Toronto, speak a language other than English (Byers-Heinlein & Lew-Williams, 2013).

Since English is the global language that is widely used as a means of communication practices both spoken and written in various fields like technology, education, business, economy, tourism, social affairs, and so on, the establishment of bilingualism with English as one of the target languages has become the primary concern of expanding English-speaking countries like Indonesia over the past two decades. Bialystock et al. (provide evidence to back up this claim. According to them (2009:89), "it is increasingly evident that the establishment of bilingualism is the rule and not the exception, "The growing number of people moving around the world and the need for bilinguals at all levels of society to adapt to the global context are two factors that have contributed to the rise of bilingualism. According to Crystal (1997), 235 million people worldwide are bilingual, meaning they speak English and another language, and two thirds of children grow up in a multilingual environment. This suggests that bilingual establishments will increasingly serve English as their primary language (m, 2015).

Schools should have been able to incorporate foreign languages into a habituation program in the introduction to learning the delivery of material or in communicating at school. For example, students who have permission to go to the bathroom must use a foreign language, say hello in a foreign language, and so on. This is necessary to achieve the expected goal, which is teaching speaking skills, particularly students' skills in foreign languages. The application of learning two languages is frequently referred to in terms of bilingualism (Hermawan, 2022).

The bilingual class program is a process where learning specifically uses Indonesian and English in the process. Teachers must provide information and communicate and explain it in two languages during the learning process, with priority in English. Students must be able to communicate in English and understand material in English to participate in the bilingual class program. In addition, the teacher must communicate the material in English clearly. Students benefit from the bilingual class program by gaining proficiency in a foreign language through both formal and informal means (Antara et al., 2015).

Despite the many advantages of bilingual education, many students still struggle to comprehend the material covered in both languages. However, bilingual schools must be developed in order to compete in a globalized world and produce high-quality human resources. As a result, communication between students and teachers must be able to comprehend the idea of learning English well. The concurrent approach, the preview-review approach, and the alternative language approach are three of the many bilingual lessons that

are known. The concurrent approach, which entails using Indonesian and English alternately with portions that do not have special provisions, is the one that is used the most frequently in schools labeled plus. Schools labeled plus employ various bilingual learning approaches. The use of Indonesian and English frequently leads to students' confusion about the subject matter being studied, negating the goals of bilingual education, which are to improve students' subject knowledge and English proficiency. Thusly, there is a hole among assumptions and the truth of executing bilingual projects in learning. One of the goals of bilingual education is to teach students how to listen, think, and voice their opinions in English. 2) cultivating individuals who are extremely self-assured in their English language abilities. 3) offer a means of further education (Safford & Drury, 2013).

The fact that the bilingual education program necessitates professional bilingual teachers who are proficient in both the target language (English) and the first language (Indonesian) in order to use the two languages to communicate with students about particular subjects in the classroom is another obvious issue (Margana, 2015). This suggests that before programs are implemented, the Indonesian government needs to prepare professional bilingual teachers. The majority of bilingual teachers in Indonesia lack the English proficiency necessary to instruct students in English. This is the main issue. In the end, rather than exploring the subject with appropriate terms, the bilingual teacher only used English for some opening, closing, and instructional sentences in the classroom. In addition, a few bilingual educators are reluctant to apply for the bilingual program (Jayanti & Sujarwo, 2019).

according to the results of observations that I have made to several bilingual students in the faculty of social and political sciences there are still some obstacles that make these students feel difficult in achieving the goals of the bilingual class itself, as for the difficulties or obstacles faced by these students in achieving the goals of the bilingual class. the bilingual class itself, that is, there are still many bilingual lecturers who do not use two languages or only use Indonesian as the language of instruction, this is similar to the problems mentioned above.

Therefore, it is necessary to find out what the need of students in learning so With that, we will find out what lecturers provide in teaching bilingual classes so that from that it is hoped that it will improve the skills of bilingual students at the Faculty of Social and Political Sciences, Muhammadiyah University Makassar.

RESEARCH METHOD

The researcher employed a case study and a descriptive qualitative approach in this investigation. To accurately explain a phenomena based on the characteristics of the investigation, the researcher employed a case study and the descriptive approach. Case studies might include things like an event, difficulties, process, activity, program, one individual or a group of people. It served as a guide on how to carry out the study from start to finish. This approach is used to investigate how students' speaking performance anxiety is described. Additionally, Creswell (2015) describes qualitative research as a tool for understanding and examining how individuals' intents or interpretations in relation to social issues vary between individuals.

This study focused on the sixth semesters of the Bilingual class of The Faculty Socio-Politic at Universitas Muhammadiyah Makassar. Five students were chosen for the study's participant pool. Purposive sampling was used by the researcher, who took into account the fact that the chosen informants were engaged learners who regularly attended speaking classes and were there from the beginning to the completion of the research observation. In this research the researcher used interview as instrument.

Sugiyono (2014) defined interviews as two-person sessions when information and ideas are exchanged through questions and responses, resulting in dialogue and cooperative meaning building about a particular subject. Furthermore, an interview is a method of gathering data that involves a focused, methodical, and one-sided question and response process.

RESULT AND DISCUSSION

Based on the results of the data obtained utilizing a depth interview with open-ended questions, it was possible to discuss the demands of bilingual students at the University of Muhammadiyah Makassar for studying English.

There are two things that students require in order to learn English. Since English is crucial in this day and age, especially for all activities, they are able to communicate well in it. Since students can apply their fluent English speaking skills to their target activities in addition to their core competence, they have a better chance of being able to work abroad while enrolled in this program. The students asserted that when their English study materials are connected to their course of study, their motivation to learn the language will rise. For instance, in the workplace, in day-to-day life, in science and technology, etc. Because of the needs of public administration in this day, both domestically and internationally, public administration students should be well-versed in other languages, notably English. The desire of the students to work as licensed public administration in the future, as well as domestically and overseas, is also tied to this. It is consistent with the claim that individuals learn more

effectively when they can understand why they are following a course of study and identify a connection between their learning goals and the course elements they must master.

The students also responded that while it is crucial to study all aspects of English, they are especially motivated to do so because it is the most crucial skill and will help them in their intended activities. Speaking is one of the English language skills that students most need in order to learn, speaking is a crucial skill for fluency in speech and requires not only knowledge of language features but also the capacity to process information and language "on the spot."

In addition, the students indicated that they occasionally found it challenging to acquire English, particularly in terms of their speaking, listening, and writing abilities. Due to the students' poor command of English vocabulary and their inability to comprehend the lecturers' explanations during the teaching and learning process due to their varied foreign language proficiency backgrounds, some lecturers have begun to mix English and Indonesian into their lectures.

Whereas, in relation to the students' perceptions of the university's ESP for bilingual Program. They claimed that learn English as bilingual is incredibly beneficial for improving their skills, particularly in their desired field. Then, they stated that what they had learned in this program was highly suitable for their learning needs and expressed optimism that it would get better in the future in order to generate competent graduates.

a pertinent needs analysis of the target situation can show the students' need to learn and the significance of determining the course content based on the discussion above. In this instance, the researcher's data were examined in conjunction with the findings of a depth interview who claimed that all foreign language materials given to students had been tailored to their requirements through the creation of curricula and the organization of workshops on learning designs by lecturers who are experts in their fields, ensuring that students received the appropriate materials based on their learning goals.

CONCLUSION

Based on research findings and discussions that the researcher acquired for the bilingual program students. The researcher draws two conclusions: the requirement for bilingual students to acquire English and the English teaching and learning process of the materials utilized by lecturers in that setting.

The needs of the students in the bilingual program for learning English can be summed up in numerous ways: English is crucial in the modern world in order to communicate effectively. They desire to study English-related subjects that are connected to the workplace, daily life, and science and technology. Speaking is the most crucial skill in activities because they wish to work as professionals abroad. The students desire to enhance this talent. Last but not least, listening, speaking, and writing are abilities that students occasionally find challenging because it is difficult for them to understand the lecturers' explanations due to the various backgrounds of the students' foreign language skills.

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