Research Paper

The Implementation of a Bilingual Program to Improve the English Skills at Al Azhar Islamic Elementary School 25 Semarang

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ABSTRACT

A bilingual education program uses a mother tongue and a foreign language as the medium of instruction. Dos Santos (2019) conducts a thorough analysis of the teaching and learning process of a bilingual program. Students can acquire listening, speaking, reading, and writing skills through bilingual instruction during educational activities. This study's objective was to identify and describe: 1) the implementation of a bilingual learning program to enhance students' listening, speaking, reading, writing, grammar, and vocabulary in English at Al Azhar Islamic School 25 Semarang; 2) the planning of a bilingual learning program to enhance students' English skills. The methodology of this study is qualitative. the methods used to gather data through documentation studies, interviews, and observation. methods for analyzing data, how to present data, and how to verify data The study's findings demonstrate: 1) The preparations teachers make for the bilingual program learning, including learning targets, learning materials, learning techniques, learning media, and learning assessment. (2) From the execution of the bilingual program that has been done at Al Azhar Islamic Elementary School, both in learning and day-to-day existence, it is generally excellent to further develop English language abilities, specifically tuning in, talking, perusing, and composing.

Keywords: Implementation, Bilingual program, English skills.

INTRODUCTION

Nowadays, language education in Indonesia is an ongoing national affair. It is because language policies are designed to maintain. Many schools use Indonesian and English as bilingual programs for education system interaction, the person can communicate and show his or her feeling and thought in other languages or situations where speakers can speak more than one of the languages spoken. In order to comprehend, one school served as a case study. teacher language used as an English bilingual educational innovation in the school context (Fitriati, 2015, p.88). The curriculum used in the bilingual program was given by the government plus the curriculum was developed in collaboration with Yayasan Pesantren Islam Al-Azhar (YPI). With the Cambridge curriculum, Al Azhar Islamic School 25 Semarang has provided access to resources and world-class opportunities to create professional development and create a skilled workforce in the world of work. The researchers and piloted schools planned to immerse the school in an English-speaking environment once the immersion curriculum had matured. Gherzouli (2019) It is anticipated that teachers, school staff, and government structures will collaborate in the policy-making process in order to achieve the best balance of government and

teachers' responsibilities in curriculum development and improve curriculum. There are important English skills used in the classroom. All levels of education in Indonesian schools and universities require English language instruction (Rozi, 2018, p.285). It can be caused by the way teachers teach or the teaching methods used by the teachers.

The way it was done is a process of activities in a group to achieve results and goals, they were Grabara, et.al (2015); Robinson, et.al (2019); Sumadi & Ma'ruf (2020). It can be concluded that implementation is a process of implementation through planned activities to achieve good results and goals. The extent to which the learning is structured in accordance with the conditions and potential of the students influences its success. The planning of the bilingual program to improve students' English skills preparation activities is as follows: (a) Student recruitment, bilingual class students implemented learning differently from regular classes because of the use of English (Admiraal et.al, 2006). The recruitment of regular students is different from bilingual classes because bilingual students in addition to good academic scores must also have good basic English skills. (b) In order to prepare for teaching a bilingual class, it is necessary to be able to plan: the growing experience, show materials, show strategies for learning assets, and appraisal (Jung, 2005).

The lesson plan can guide teachers in carrying out learning activities that lead to the approach to scientific activities that include observing, asking questions, compiling data, making connections, and communicating it. The bilingual program here is defined in terms of the use of L1 in English classrooms Endrayanto (2021); Marlina (2017). It means bilinguals can be capable of an oral language without fundamentally knowing how to peruse and write in no less than one of their dialects (Nicolas and Chan, 2021). A person who is bilingual speaks at least two languages fluently (Moradi, 2014).

The purpose of this study was to identify and describe: (1) planning a bilingual learning program for fifth grade E to improve English skills at Al Azhar Islamic school 25 Semarang (2) implementation of a bilingual learning program to improve the grammar, vocabulary, and listening, speaking, reading, and writing English skills of Al Azhar Islamic School 25 Semarang's students. It is expected of teachers to be prepared in English skills and students follow what has been taught by the teacher to improve their English skills.

LITERATURE REVIEW
The execution is a course of exercises in a gathering to accomplish results and objectives Grabara, et.al (2015); (2019); Robinson, et al. Ma'ruf and Sumadi (2020). The extent to which the learning is structured in accordance with the conditions and potential of the students influences its success. Execution isn't simply an application or execution yet is completed genuinely founded on the references that have been arranged to accomplish a learning objective. Dos Santos (2019) successfully analyzes the teaching and learning process of a bilingual program. Based on the students' grades in the bilingual subject, all students met the standard criterion. The immersion of the school was the goal of the piloted schools and researchers. in an English-speaking environment once the immersion curriculum had matured. The following are the planning activities for the bilingual program's preparation activities to improve students' English skills:

a. Student recruitment
Bilingual class understudies carried out advancing uniquely in contrast to standard classes as a result of the utilization of English (Admiraal et.al, 2006). Regular students are recruited in a different way than bilingual students because bilingual students must also have good basic English skills.

b. The purpose of the bilingual program is to implement the vision

They must be able to plan in order to teach a bilingual class: the learning procedure, instructional resources, teaching methods, and assessment (Jung, 2005). Planning is a process that prepares things to be done in the future to achieve the determined goal. Before the bilingual teaching program is implemented, there is a planning preparation that must be prepared to learn planning. The syllabus outlines the learning plan, so the teacher must create a lesson plan. In the wake of ordering an example plan, the following stage is the execution which is organized into a series execution of realizing which is separated into opening exercises, fundamental exercises, and shutting exercises. English abilities cover four angles, specifically: speaking, reading, writing, and listening. Passive English includes reading, listening, and writing, while active English includes speaking. According to Fitria & Farastiwi (2021): A school is a learning community where administrators, teachers, and students learn and collaborate to achieve success. Students' literacy abilities can be enhanced by developing their vocabulary mastery. It can enhance students' abilities by utilizing a variety of media (Aziz & Gantara, 2021). It is necessary to practice and study English in order to increase vocabulary and improve communication skills. The four fundamental language skills have been used by language educators for a long time:

1. **Listening**

   Even though they have been learning English for a few years, listening skills are still regarded as one of the most challenging (Hadijah & Shalawati), 2016). Listening purposes-to facilitate communication enjoy with other people within the English language. For example, watching videos in English without using subtitles Metruk, R. (2018); Mulyani & Chaira, (2021); Sanjadireja, (2020); of course, may not be can be done immediately necessary

gradual process. Starting with using subtitles and then not using subtitles. Students continue practicing slowly just like the reading process, then asked to tell me what was a new watch. The result will be known do students only see just visuals or listen also. No need to study with videos or films where the conversation is a lot, enough with videos/films containing a short conversation.

2. **Speaking**

   Speaking (conversation) language English for students is low indeed quite difficult. Speaking is a useful skill that can be directly and empirically observed. According to Kosar and Bedir (2014), speaking itself is an interactive process of constructing meaning through the production and reception of information.

3. **Reading**

   Reading is the first step to be implemented by students if they want to learn English. This aspect affects aspects of others. There must be a procedure known as comprehending Rosari & Mujiyanto (2016). It is the aim of reading that learners should acquire the comprehension of what they read. The view about the role of creativity in the curriculum varies considerably among teachers Roustae, et.al (2015). A teacher must have the creativity to find various learning models that are suitable to be applied in the school. Innovative educators will be able to locate ways to solve problems, related to student problems when in class, at school, or outside school.

4. **Writing**

   Writing is one of the fundamental English language skills, this skill should be comprehended by students Suwandi et.al (2019). Writing aims to train students to increase their knowledge regarding words, language style, and

others. Writing practice must be consistently done by students so their abilities become optimal. Optimization of the teacher so that students can practice writing skills more easily. All students, but particularly rural students, Javed, et al. al. (2013) should emphasize sharpening their writing skills, which will help them do better in school. These four language skills are sometimes called the "macro-skills".

5. **Grammar**

Grammar mastery is not only to constructing sentences but also to avoiding misunderstanding among people about what they say or read. The importance of grammar is helping the students to understand and make sentences. According to Albab (2014:1) teaching and learning activities with games make students happy, interested, practice, talk, think creatively, don't get bored, communicative, able to make sentences, add vocabulary, and understand grammar.

6. **Vocabulary**

Bintz (2011) states that Learning the meanings of words is fundamental to developing vocabulary. The most important aspect of mastering English is mastering vocabulary. According to Safitri et al. (2022), one of the technology-based media, the Audio Visual Method, is suitable for vocabulary instruction due to its effectiveness. Understanding students' perceptions will influence how AVM is used and may help improve its use in classrooms.

MATERIALS & METHODS

A descriptive qualitative approach was used in this study. Observation, interviews, literature review, and documentation are all methods of data collection. The documents were required to ensure that the other data were complete. The document that serves as a source of information for the study can be written or audio-visual. Three activities were used to analyze the data in this study: data collection, data reduction, data presentation, and drawing/verifying conclusions are all included. First, after data collection was finished, data was reduced by categorizing, directing, and getting rid of unnecessary data. Second, the narrative format was used to present the reduced data. Third, closing the information that has been introduced in the subsequent stage. According to the researcher's timetable, the collected, completed, and arranged data came from photographs of biking program activities, interviews, and recorded class observations. The researcher observed the activities of teachers and students in schools and conducted interviews with school principals, classroom teachers, and students to gather the data. The specialists utilized a triangulation of information sources and how to look at really take a look at the information that had been gotten through a few sources, to be specific directors, educational program delegates, educators, and understudies of Al Azhar Islamic Elementary School 25 Semarang.

RESULT

Al Azhar Islamic Elementary School 25 Semarang has two Bilingual teachers including one teacher for math, English, and science subjects and one teacher for the thematic subject in the bilingual class. Teachers who implementation of a bilingual program to improve students' English skills. All the results we present are themed based on the research questions. There are 28 students in the fifth grade E. during the interview, the homeroom teacher explained the difference between a bilingual class and a non-bilingual class as a general class follows the general learning system and uses Indonesian. The bilingual class is a class that applies bilingualism as the language of introduction for students, As Atin said: "There are differences in the bilingual class, English and habituation in daily conversation".

In contrast to bilingual students, regular class students must possess strong academic and fundamental skills as well as strong English language skills in order to be recruited. Before moving on to the second grade, students must pass a writing and speaking selection test before being admitted to the bilingual class. According to Ruswanto: "After conducting a screening, bilingual instruction began in the first grade and continued through sixth grade. We conducted the screening first in the first grade. The first was based on observation, the second on the child's ability, the third on parents' interest, and the final one was a kind of screening in the sense that it was written and spoken".

The implementation of the bilingual program applied in English, Math, and Science subjects. As Ruswanto said: "The first one is related to our school's vision, we want to provide our children with provisions to compare themselves in the era of globalization, especially in terms of communication so that with this bilingual program we hope that children are ready to communicate in an internationally like that".

The Bilingual Class program's objective is connected to the school's vision and mission. The following are the outcomes of interviews conducted with Ruswanto, the school's principal: "Umm, this special objective is to provide services to children, particularly in terms of the curriculum; consequently, in addition to the national curriculum, children receive the Cambridge International curriculum, or Cambridge curriculum. As per our school needs, as recently expressed toward the start of the vision and mission of our school, we give adequate arrangements to youngsters notwithstanding their Islamic arrangements, from the side of our chiefs, we give different arrangements, particularly in this time of globalization".

According to Government Regulation No. 1, an educator must prepare a lesson plan prior to teaching and learning. Article 20 of Chapter IV of Law No. 19 of 2005 reads: A syllabus, lesson plan with at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes are all part of the learning process. As a result, they must be able to plan the learning process as well as possible in accordance with the material being taught and the indicators of achievement when preparing for the first bilingual class. The second is instructional materials that present content and daily conversation in Indonesian and English. The third requirement is that bilingual classroom instruction be engaging, creative, efficient, and enjoyable. A laptop, LCD, projector, or language laboratory were the media used to support learning.

The bilingual class program and government books, which are both published by Super Mind Books, serve as the fourth set of teaching aids. According to Taariq (2020), one of the learning resources that cannot be separated from the pursuit of knowledge is the internet. YouTube, a social media platform that enables users to share videos with one another, is one of them. Students can use YouTube as a resource for learning. The fifth point is that assessments are an essential component of education as a whole (Lokollo, 2021) because they can be used to help students grow and because their findings can be used to set educational goals and objectives (Lokollo, 2021).

Learning objectives act as a direction and target for the achievement of a learning activity. Opening and closing lessons are very important skills to be mastered by students. Because the activities of opening and closing lessons will greatly determine the success of a learning process. The following are activities related to teacher indicators in each component of the lesson:

a) Attracting Attention
   Activity related to the teaching style carried out by the teacher to attract students' attention, namely telling stories and reading text. These two activities are not carried out at the same time but can be selected and adapted to suit the needs of the community material, teacher abilities, and characteristics of

fifth-grade E students. The teacher applied a shifting teaching style, such as walking to the right, left, and back. Thus, students pay attention to the teacher because students also feel cared for by the teacher when the teacher changes positions. In addition, the interaction pattern implemented by the teacher also varies and is not only centered on the teacher's classroom.

b) Motivation

Teachers motivate by showing warmth and enthusiasm when communicating and interacting with students. During the observation, the teacher delivered terms that were not known to students related to the material. In addition, when opening the lesson the teacher paid interaction to interest students so that students are motivated, and conveyed the relevance of the material to the things that students encounter in learning everyday life. The main Activities make use of methods that are tailored to the students' and subjects' characteristics, such as the process of observing, asking questions, gathering information, making connections, and communicating with one another. During the bilingual program learning process in the classroom, mathematics, science, and English teachers use Indonesian and 90% use English.

To support students' listening activities, several technology-based learning media are needed to improve listening skills. Learning media used in the form of audio-visual will be more attractive to be seen and heard by students. In the opinion of the interview by Madya: "Umm by using the book from Cambridge from the Cambridge book there are four kinds of skills there we have to read speaking, writing, reading and listening maybe so completed". It is different from the implementation of the bilingual program in thematic subjects which only conveys the habit of communicating with English during everyday skills in the learning process. Antin said in the meeting: "When I teach thematically, I try to get used to speaking and listening until I talk in English. The child automatically speaks and confirms it, sis; however, when Mister Madya teaches students using the Cambridge curriculum, they use this, and the students listen to the listening on a device in class"

After listening to the audiovisuals played by the instructor and the readings displayed on the screen, one way for students to be responsive and respond was through the responsive listening activity. The objectives for learning mathematics, English, science, and thematics were discovered by the researchers. These objectives required students to respond to what they had understood, demonstrate that they had understood what the teacher had said, and comprehend the material.

The instructions and conversations on the form poster are written in English, which is the language of everyday conversation to make it easy for students to understand. Students will find it simpler to say what they want to say in English when they are not with their teacher if posters are stuck to the walls of the classroom and school environment. In addition to delivering instruction from the teacher, schools produce media in the form of English posters that are intended to support and assist students. They also produce media outside of the classroom and inside the classroom that is intended to facilitate students' ability to speak English and ensure the success of the school's bilingual system.

When this method of mechanical drill is used, students learn two important skills: mastery of science and the ability to speak two languages. English proficiency and two skills for subject mastery will be acquired by students. As part of their ongoing education, students should practice their pronunciation frequently. As stated by Atin during the interview: "The speaking habit, which I mentioned earlier, is a part of the class program. Every morning, students take turns telling anything, especially now that the focus is on their previous activities; yes, so each student takes turns in the order absent". It has been determined that every

Wednesday will be designated as English Day in order to enhance the proficiency and quality of teachers and students speaking English. To get used to the speaking English program and train, the students and teachers only communicate in English once per day. Schools also give students, teachers, educators, and their peers ample time and space to fully utilize English. The homeroom teacher or the thematic teacher in the fifth grade at Al Azhar Islamic Elementary School 25 Semarang also handed in this application: "there are independent extracurricular activities, but every Wednesday is English Day, and only school staff members must speak English".

As a mandatory or package book, the main teaching material book serves as a reference for teachers and students participating in educational activities. Textbooks used in the Bilingual Class program delivered by the principal: "According to the directives of the YPI Al Azhar Dediknasmen, we already have a provision for this textbook with an automatic Cambridge curriculum. The textbooks are publishers' publications that use the Cambridge curriculum".

Teachers who teach bilingual classes must have more creativity than other teachers. Because they convey the material using bilinguals, especially in the subject matter of English, math, and science. In this case, the teacher used two languages, first, the teacher explains using English then if Some students still do not comprehend what the teacher is saying. said, the teacher explained again in Indonesian. Application of bilingual programs to improve students' reading skills. "yeah we have many kinds of books, many kinds of pictures, and the after the pictures we get the text on how to make the students interact with what is interesting in reading". In the form of the Code-switching Strategy, the teacher is required to master two languages, namely English and Indonesian. Based on the observation in the math subject, the teacher was easier to explain in two languages, when students do not understand learning in English, the teacher will translate it into English. "Do

you know the poison?" the teacher said. Some students know the meaning of poison, and the teacher translated it into the Indonesian language.

Every student in the fifth grade E has different abilities in writing English, the teacher as a facilitator facilitates the existence of a Cambridge book that has been designed with all English skills full. During the observation, students were given the task of writing answers in the books according to the questions given by the English teacher. As in the results of the interview with Madya: "yeah we have to what is it we have to do many worksheets in the book. Because in the Cambridge book we have two kinds of books, the first one, and the second one activities books. For the activities book, we have many worksheets there the student does. There are 2 books, sis".

Students are evaluated by the teacher through class activities, daily tests, midterm tests, and daily tests. This learning evaluation aims to determine the degree to which learning two languages improves students' ability to master the language and boosts academic and extracurricular achievement. According to Ruswanto: "We have daily assessment standards, assignments, homework, and an assessment that will be given to the students every three months, as well as mid-semester and end-of-semester assessments that the students must follow". The implementation process is similar to that of other schools. In terms of the content, it is abundantly clear that English is utilized automatically when students are given questions.

Success in achieving the bilingual program if the program runs well and has an impact on YPI educational institutions. They take part in competitions from the sub-district, provincial and national levels, because they have been equipped since the second grade in the bilingual class to get used to using English both in learning and everyday life.

Grammar in English subjects is one of the scourges as the hardest part to learn and understand from some students whether

they were afraid to learn English because of this one thing. Grammar is an important part of speaking English. In an interview with an intermediate-level English teacher, he said: "Every unit may be there. Some grammar that we have to what is it we have to read from this unit may be the first unit past continuous next unit maybe has to have to and had to after that yeah".

Games or educational games can be very effective in helping deliver material and increasing student motivation to study harder. Games can also increase the positive atmosphere in the classroom so that the learning flow can run well without excessive. In this bilingual class, the teacher gives an active and fun English lesson so that students don't feel bored. The game is one of the most liked by students. As in the fifth grade E, namely using the bamboozle game. Madya said: "Bamboozle is one effective game for teaching to improve English skills, it's like grammar and vocabulary".

Students learn through direct physical experience based on their conditions. This makes the implementation interesting for students, expands their vocabulary in English, and motivates them to participate in English-language instruction. Students may find that having a lot of vocabulary makes it simpler for them to communicate and to voice their opinions. According to students' conditions, students learn through direct physical experience, so that the implementation becomes interesting for students, adds to their English vocabulary, and motivated them to participate in learning delivered in English. Knowing a lot of vocabulary can make it easier for students to communicate and express opinions that students want to convey.

Additional Information About Students in Bilingual Class
Understanding of the bilingual class by students
Bilingualism is concerned with the use of two languages and two language codes. Students implement the process of teaching and learning a new language to Indonesian and English Cahyani et.al (2018). Bilingual classes in fifth grade E have been implemented by using English and Indonesian in the learning process. Based on the results of interviews 19 Students' knowledge answered bilinguals on the question "Do you know what is a bilingual class?". Most of the students answered that bilingual class is English and Indonesian classes. The ability to use more than one language means we can communicate with people from diverse linguistic and cultural backgrounds. There are special requirements for entering a bilingual class, reflecting students who are more abilities than other students Ushioda (2017). Some students expressed different opinions from other students that the bilingual class was special.

The Student Reason for Joining Bilingual Class
A researcher asked them "What is your reason for taking bilingual classes?". Students who study in bilingual classes are expected to have the ability to speak as well as Indonesian Fidnillah (2016). The research results, most of the students in fifth grade E thought that they take bilingual classes because they can speak English. According to Otto (2015), language process and usage are involved in listening, speaking, reading, and writing. Students are able to communicate effectively through speaking. Some students thought that taking bilingual classes because they want to learn better English. The reason 3 students are bilingual is that they like English. English is the language of international communication. Most people consider English as a global language Fidinillah (2016). English is a global language that is spoken almost everywhere as a means of communication, in this case, in the work. Parents also made their choice of schools that have good quality that will be profitable for their children who will enter the school James (2015). Therefore, choose a school that is well-known, superior, and has an

international perspective. Some students' reasons join to bilingual classes were because of their parents.

According to McNulty & Lazarevic (2012) practicing or displaying movies and videos or using technologies as learning material inside or outside the classroom in improving English skills. Some students' reasons are practice users to communicate using English, watching English videos at school, and students' efforts to enhance students' vocabulary and listening, speaking, reading, and writing skills.

Tutoring is a specially made place to help students to explore school subject matter. According to Nguyen (2017), private tutoring is usually only managed by individuals without involving many people, namely with bring a tutor teacher to the house. To improve their English skills the 5 students are studying at home and joined private. When parents participate in the education of their children. This can increase the interaction between parents and children (Patrikakou & Weissberg, 2014). Take advantage of the time you have with them to build relationships and improve their English skills. Some students applied using bilingual language both at school and at home.

DISCUSSION

The teacher uses several preparations in learning bilingual programs including, student recruitment, namely the process of accepting students to enter bilingual classes not only having good academic grades but also having sufficient basic English language skills through an oral test and written. According to Amelia and Levianti (2012) stated, class differences between bilingual with nonbilingual such as; the presentation of the subject matter, selection process, facilities, the teachers, behavior of students while studying, collecting tasks, grades, and achievement standards value give ability gives contribution to learning motivation owned by students. In this study, several ways are applied to facilitate the application of students' speaking skills, such

as the presentation of the theory as follows: (a) Listening intensively in bilingual program learning for bilingual teachers use several media, including text, sound, audio-visual, and people. The teacher also uses PowerPoint and screens, like the use of a whiteboard which is commonly used in class. (b) Listening responsively has been played by the teacher and the readings are displayed on the screen. (c) Extensive Listening is an approach that can be understood by students. Based on the observation the teacher tried to provide listening learning by playing English audio that is easy for students to understand. Giving music or songs to pause so that students were happy in the following listening. When listening played the teacher will pay close attention to the vocabulary spoken by the speaker, clarity, and speed of intonation in speaking.

In this study, several ways are applied to facilitate the application of students' speaking skills, such as the presentation of the theory as follows: (a) The application of a bilingual program to improve students' speaking using a mechanical drill, an approach model using two languages to deliver curriculum material to strengthen students' competence in foreign languages. Bilingual language is used when opening lessons, asking questions, giving orders, and closing lessons. (b) Drilling, the way of habituation to apply vocabulary or the habit of speaking that is done by teachers and students are called an English day. To improve the ability and quality of speaking English for students and teachers, it has been set for every Wednesday. (c) The form of English posters that were stuck on the walls of classrooms, offices, or outside the room is easy for students to see when they want to use English. Locations regarding warnings and recommendations for caring for plants, disposing of garbage in its place and class structure to classroom rules all use English. Teachers in bilingual program learning use Cambridge curriculum books and the government curriculum, namely the independent curriculum to improve students'

reading. One of the implements to improve reading skills is the creativity of a teacher. The teacher must respond by providing topics that are by the nature of their lives and are interesting and fun, such as picture stories.

This study found several ways to improve writing competence in schools according to the theory that strengthens the following: (a) The teacher as a facilitator facilitates the existence of a Cambridge book that has been designed with all English skills complete. Based on the interview and observation results when learning English in class, students give the task of writing answers in the book according to the questions given by the English teacher. In the activities book and writing assignments according to the questions in the Cambridge book, students can improve their English writing skills. (b) The next is evaluation activities, the teacher evaluates students through daily tests, mid-semester tests, and daily tests as well as student activity in class. This learning evaluation aims to ascertain the degree of learning success using two languages in improving students' ability in mastering the language and increase student achievement both academic and non-academic. The implementation of the Evaluation of the Bilingual System is felt to have been running according to what was implemented and is hoped that the school will see the extent to which students' abilities in understanding and following the bilingual system have been running, therefore the school will evaluate students' English skills. By implementing the bilingual system in schools, Al-Azhar Islamic Elementary School often wins when participating in Olympic competitions from the sub-district to provincial levels, because from the beginning students have been given provision and learning of language when students are faced with the Olympiad, students already understand the plot and language. Achievements achieved from the Bilingual system when a system can be called successful then the system has an impact on educational institutions.

Mastering English means mastering grammar. Everyone is to learn about foreign languages if students or teachers want to reach the world. Because by mastering grammar, Sadler (2006) improves his ability to understand English skills. This study found several ways to improve grammar skills in schools according to the theory that strengthens the following: Based on the results of teacher interviews, mastering Grammar in English subjects is one of the encourages as the most difficult part to learn and understand from some students whether students are afraid to learn English. Grammar learning sees the needs and goals of grammar learning for students.

The utilization of games in learning the climate won't just change the dynamic of the class yet will likewise revive understudies and assist the cerebrum with learning all the more really. Games allow students to have fun working comparing each other, thinking differently comparing, sharing share information, learning from others, learning mistakes more a productive environment, and enabling people for fun. In this bilingual class, the teacher gives an active and fun English lesson so that students don't feel bored. Because the game is one of the most liked by students. The application of bamboozle game can improve students' grammar as in the fifth grade E. The teacher applied to bamboozle as one of the alternative teaching methods and learning alternatives.

Learning media in general are aids in the educational experience and teaching. Books are one type of learning media, sound, video images, and so on. Media learning is used to improve better learning outcomes Na (2015). A bilingual teacher in classroom application must master the vocabulary of one of them supported by the presence of media, namely audio-visual media in use in the classroom when bilingual learning takes place. Students and teachers in the bilingual class are accustomed to using two languages, namely Indonesian and English both in-class learning and in daily activities at school so that they naturally add to their

English vocabulary, and are also motivated to participate in learning delivered in English.

CONCLUSION

The preparations made by teachers in carrying out bilingual program learning such as English, math, science, and thematic subjects are the first, learning objectives. Learning objectives are a very important component so that learning can run as it should. The second is learning materials. Learning materials are not only focused on but many sources can be accessed, such as YouTube and Google. The third is the learning method. The learning method used must be adapted to the subject matter of the bilingual program being taught. The fourth is learning media. Learning media are identical and interesting to learning, so it is necessary to use them. The fifth is learning evaluation. Learning evaluation is very important to measure students' abilities after being given learning. The last is the learning environment. The learning environment must be comfortable because, if the learning environment is comfortable, students will also be happy to take part in learning supported by the facilities and infrastructure available at school.

The adoption and adaptation of the plus curriculum for use in the bilingual program. A form of promotion for the school itself is the distinction between the national curriculum and the Cambridge curriculum, which is not always owned by other international schools. Additionally, the instruction of the primary subjects English, Mathematics, Science, and Thematics in English produces scientific abilities that are not only based on language but also on comprehending precise concepts. It is very good to improve. The implementation of the bilingual program at Al Azhar Islamic Elementary School has resulted in the acquisition of English language skills, including listening, speaking, reading, writing, grammar, and vocabulary, that are utilized both in the classroom and in everyday life.

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