

Exploring The Benefits Bilingualism: In Group Discussion

by Virgiananda Sucinur Hermawan

Submission date: 03-Jul-2024 04:19PM (UTC+0700)

Submission ID: 2411999422

File name: Katalis-Vol._1_No._3_September_2024_hal_43-53.pdf (1.35M)

Word count: 3696

Character count: 21119

Exploring The Benefits Bilingualism: In Group Discussion

Virgiananda Sucinur Hermawan

Universitas Subang

Virly Aufa Nada Triana

Universitas Subang

Lusiana Suciati Dewi

Universitas Subang

Alamat: JL. R.A. Kartini KM 3 Subang Telp.(0260) 411415 Fax. (0260) 450543

Korespondensi penulis: anandavirgia5@gmail.com

Abstract. Bilingualism in the 21st century is becoming increasingly relevant and important in the context of increasing globalization, technology, and social mobility. Like the word psychology, which just joined the world of education in the 20th century. The development of psychology is psycholinguistic. Bilingualism in group discussions provides many advantages in both academic and professional settings. Besides, bilingualism can be used in everyday life and acts as a communication bridge for interlocutors who are in the neighborhood of a variety of areas. This research is qualitative, with a qualitatively descriptive approach. The data came from a group of English-language education students and was obtained through observational research instruments and interviews. The data referred to in this study covers some of the benefits of bilingualism in group discussions. It can be concluded that this study found some benefits of bilingualism for group discussion by FKIP University Subang English Education Students through interviews with several students. The findings of the study yielded significant benefits to the students: improved communication skills, facilitated interaction with members, increased confidence, and added new vocabulary.

Keywords: Bilingualism, Group Discussion.

Abstrak. Bilingualisme di abad ke-21 menjadi semakin relevan dan penting dalam konteks meningkatnya globalisasi, teknologi, dan mobilitas sosial. Seperti kata psikologi, yang baru saja bergabung dengan dunia pendidikan pada abad ke-20. Perkembangan psikologi adalah psikolinguistik. Bilingualisme dalam diskusi kelompok memberikan banyak keuntungan dalam pengaturan akademis dan profesional. Selain itu, bilingual dapat digunakan dalam kehidupan sehari-hari dan bertindak sebagai jembatan komunikasi untuk interlocutor yang berada di lingkungan berbagai bidang. Penelitian ini bersifat kualitatif dengan pendekatan deskriptif. Data ini berasal dari sekelompok siswa pendidikan berbahasa Inggris dan diperoleh melalui instrumen penelitian observasi dan wawancara. Data yang disebutkan dalam penelitian ini mencakup beberapa manfaat bilingual dalam diskusi kelompok. Dapat disimpulkan bahwa penelitian ini menemukan beberapa manfaat bilingual untuk diskusi kelompok oleh FKIP University Subang English Education Students melalui wawancara dengan beberapa siswa. Temuan penelitian menghasilkan manfaat yang signifikan bagi siswa: meningkatkan keterampilan komunikasi, memfasilitasi interaksi dengan anggota, meningkatkan kepercayaan diri, dan menambahkan kata-kata baru.

Kata kunci: Bilingual, Diskusi Grup

INTRODUCTION

In the 21st century, with an inseparable generation of advances in science and technology, language diversity is reflected in various ways through the media. The characters in the film mark stereotypes about ethnic differences. Through history, people have moved to places where different languages have been used. Bilingualism in the 21st century is becoming increasingly relevant and important in the context of increasing globalization, technology, and

Received: Juni 29, 2024; Accepted: Juli 03, 2024; Published: September 30, 2024

* Virgiananda Sucinur Hermawan, anandavirgia5@gmail.com

social mobility. In an era of globalization, Indonesian society is implicit in the economic sector as well as in the field of education.

Like the word psychology, which just joined the world of education in the 20th century. The development of psychology is psycholinguistic. In his study, it was described that psycholinguistics are the psychological stages that occur when a person pronounces the sentences he hears during communication and how the ability to speak is acquired by humans, and it was mentioned that normal humans have good brain functions and speech tools. Kridalaksana (1984) says in Subali (2015) that a ⁹foreign language is a language that is mastered by a linguist, usually through formal education, and which socioculturally is not considered its own language.

Through language, which is also an identity, we can understand who we are in a particular community and determine a person's social status. An individual who makes an effort to preserve their native language while traveling has inevitably adopted the local language and become bilingual. In this case, English as an international language is crucial to being taught in order to be able to communicate with the world.

⁴In the modern era, it is important to master the international language that applies around the world, namely English. Indonesia applies English as a compulsory language to important subjects in order to enlighten the life of ⁴the nation through bilingual learning in every aspect of education, as at the level of SD, high school, and high school, students are also required to master English as an international language. Artini & Nitiasih (2014): Implementation of bilingual learning became one of the attempts to create a generation of nations, where its application can start at different levels of education such as kindergarten , elementary school , primary high school , and high school prevention.

In learning, there are several methods, one of which is learning group discussion. Bilingualism in group discussions provides many advantages in both academic and professional settings. Besides, bilingualism can be used in everyday life and acts as a communication bridge for interlocutors who are in the neighborhood of a variety of areas. As well as adding skills and knowledge through the Internet.

In addition to Indonesia, there are a few countries that apply the concept of bilingualism to their daily lives.

1. Finland: use the official languages of Finnish and Swedish.
2. Canada: use the official languages, English and French.
3. Hong Kong: using the official languages of Mandarin and English.
4. Kazakhstan: use the official languages of Kazakh and Russian.
5. Luxembourg: use the official languages of French and German.
6. Philippines: using the official languages of Tagalog and English.
7. Turkish: use the official languages of Turkish and Arabic.
8. Czech: use the official languages, Czech and Slovak.
9. Cyprus: use the official languages of Greek and Turkish.
10. Cameroon: use the official languages of French and English.

Integrating bilingualism into everyday life can enrich our life experiences, broaden social networks, and enhance adaptability in different situations. With a commitment to continuous learning and practice, bilinguality can be a window to a wider and more diverse world.

Therefore, let's keep pushing ourselves and the next generation to acquire bilingual skills and experience the many advantages it offers. Bilingualism is not just a skill but also a bridge to global understanding and intercultural harmony.

THEORETICAL STUDY

A. Bilingualism

The word "bilingualism," which is the English equivalent of the word bilingualism, is formed by a combination of the words "bi" in Latin and "lingualism" in linguistics. (Cengiz 2009, 192). Bilingualism is the habit of using two languages in interaction with others. (Hanafiah et al., 2018). Bilingual people can change the code and use their language as a resource to find other ways to convey meaning. (Johansson, 2013).

According to Luh Putu Artini and Putu Kerti Nitiasih (2014), the relationship between bilingualism and cognitive abilities, the development of language acquisition in babies born of mixed couples, interlanguage, and the like. In this case, bilingualism covers various social, psychological, and cultural aspects that contribute to a person's ability to use two languages. Haznedar (2021) says that all children are born with the ability to acquire the language they are exposed to. Children do not need to make special efforts to learn the structure and vocabulary of their mother tongue.

Kami (2017) first language is the first language used in a family environment that is deliberately taught by a parent (usually by a mother) to a child early in life, while a second language is a language other than the mother tongue.

1. **Types of Bilingualism**

There are, broadly, speaking, two types of bilingualism:

a. **Coordinate Bilingualism**

Also known in some quarters as *subtractive bilingualism*, in this type the individual learns the languages separately, in separate environments, and maintains this separation after mastering both. For example, a student who speaks one language at home acquired via his parents and the home environment and then learns a second language at school. He only speaks the second language at school, in a classroom environment, and the languages remain separate in his mind.

b. **Compound Bilingualism**

In Compound Bilingualism there is no such dividing line; the individual learns the languages in the same environment and context and they are often used concurrently or even interchangeably. Sometimes known as *additive bilingualism*, an example of this would be when a child is raised by bilingual parents and both languages are used in the home. In the individual's mind, the languages are not separate and can be switched between at will, even while speaking. (As anyone who knows such a person can attest, that should actually be written *often* while speaking!)

2. **Bilingualism Acquisition Process**

a. Simultaneous acquisition process

According to Genesee (2001) and Romaine (1995), as cited by Adnyani (2017), simultaneous bilinguality is one form of bilingualism when a child acquires two or more languages from birth. If a nurse uses two languages in daily life, the child will be exposed to both languages naturally. No matter what play environment the child follows, he will speak in different languages so that the child can develop bilingualism.

The findings, based on the study of French bilingual children in England led by Swain in Kamaruddin (1989: 163), as cited by Wahyudin (2012), conclude that the simultaneous acquisition of two languages is not significantly different from the acquisition of one language, as long as in both cases the child begins with a single set of rules for responding to the language environment.

b. Secondary acquisition process

Sequential bilingualism occurs when an individual first masters one language (first language, or L1) and then learns a second language (second language, or L2) at different stages of life. According to Wahyudin (2012), becoming bilingual after the age of three or when preschool age is often accompanied by interaction with native speakers of the language that exist in the surrounding community (both children and adults) or at school (guru atau teman sekelas).

At this stage, usually children start listening and observing without much speech; they start understanding basic vocabulary in a second language. Starting with making basic sentences, responding with simple answers, and often one or two words. As well, smooth the conversation and answer questions well.

B. Group Discussion

Smith et al. (2009); see Prince (2004); for a review, group discussions are valuable methods of engaging students with material and teaching interpersonal communication skills. According to Homans, G.C. (1950), group discussion is a process in which group members interact and influence each other toward a common goal. Freeman et al. (2014); Gibbs (2010); Johnson and Johnson (2014); Clinton, V., & Kelly, A. E. (2017), Group discussions, in which small groups of students answer questions about course content, have been demonstrated to be an effective active learning technique to enhance student engagement and learning (Freeman et al. (2014; Gibbs (2010; Johnson and Johnson (2014)

The main purpose of group discussions is to share the knowledge, experience, and insights of the group members themselves. Other objectives of group discussion are: critical thinking, problem-solving, decision-making, skill development, and building relationships among members. Schein, E. H. (1992), In this context, group discussions serve as a container for the exchange of ideas, feelings, and information among group members, with the primary aim of reaching a common understanding and solving problems faced.

In addition to important purposes, group discussions also play an important role in everyday life for job interviews. During the recruitment process, members are often evaluated on the basis of communication skills, critical thinking, and teamwork. Real-world professional scenarios and group discussions reflect real-world professional scenarios by holding business meetings where different teams gather and discuss. According to Bruce W. Tuckman (1965), group discussion also played an important role

in helping group members understand their respective roles. Through interaction in discussion, group members can contribute to the formation of group norms that help them work more effectively and harmoniously.

Therefore, group discussions are very important in everyday life. To get a broader insight, we can exchange ideas and understanding with members who are in the discussion of the group. In this case, students can train critical thinking about problems that will be solved by members of the group.

RESEARCH METHODOLOGY

This research is qualitative with a qualitatively descriptive approach. According to Mohajan, Haradhan (2018), and Yuliani (2018), Qualitative Descriptive can be understood as a study that studies events of social acts that are naturally calming in the way people interpret and understand their experiences to understand social reality so that individuals are able to solve their own problems.

The data came from a group of English-language education students and was obtained through observational research instruments and interviews. The data referred to in this study covers some of the benefits of bilingualism in group discussions.

RESULT AND DISCUSSION

Description Respondent

This research data covers the intensity of the use of the mother tongue and second language in group discussions that English language education students use in everyday interactions. After doing the data reduction on this study, the respondents in this study amounted to 5 people. The results of the interviews with respondents can be seen in Table 1.

Table 1. Respondent Interviews Result

No	Statements	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
1.	How did you first learn english?	In elementary school, she studied English in the First Secondary School.	Started at High School or SMK .	When I was in high school, I attended an extra-school in English.	Through the book	From the age of six, read dictionaries and try to stack word by word, sentence by sentence, and talk to yourself.

2.	What is your biggest motivation to become bilingualism?	Travelling all over the world, without worrying about communication.	Travelling	Want to learn English, easy to find a job	To understand the game being played	When you're a kid, speaking English looks cool. For the sake of work.
3.	What are the benefits of bilingualism during group discussions?	Facilitates interaction with members, increases confidence.	Adding new vocabulary	Improve communication skills	<i>When communicating with friends, they speak a mixture of languages or may also be called "Bahasa jaksel"</i>	When not explained in the second language respondents can explain in the first language as well as vice versa.

Table 1 provides insights into the benefits Bilingualism for group discussion focusing on three key statements.

The first statement examines how the history of the language is acquired by the student. This gathers positive responses from 5 respondents who have researchers interviewed, it can be concluded that most of them learn a second language through education.

The second statement discusses the biggest motivation for bilingualism. Survey data reveals that the biggest motivation for bilingualism is to facilitate communication when traveling, looking for work, and improving/understanding something we are doing.

In the third statement, discussing the benefits of bilingualism in discussion groups. It can be concluded that discussions using bilingualism have an impact on each member's communication skills, can explain things that cannot be understood in the first language and vice versa and can also add to the new knowledge that we gain.

Pictures I



In Pictures 1. "Aku masih on the way": This expression is used to indicate that someone is on his way somewhere or to do something. It's a common phrase used in everyday language to tell others that they haven't arrived at their destination but are on their way.

"By the way": This phrase is used to introduce new topics or additional information that is indirectly related to the main topic of the conversation. It is a commonly used way to insert information or bring attention to something relevant but not previously mentioned.

Based on the differences in the usage of "on the way" and "by the way," this shows how languages can contain different nuances and contexts depending on the words used.

Pictures II



In Pictures 2, In the chat there are two chats of two languages namely Indonesian and English, the sentences are "again hectic" and "what? What did I miss?".

"*Lagi hectic*": This expression is used to indicate that someone is experiencing a busy time with activity. The term "hectic" itself comes from English and has been adopted into everyday language in Indonesian with the same meaning.

"*Gimana? What did i miss?*": This combination shows a mixture of English and Indonesian in conversation. "*Gimana?*" is the abbreviation for "*Bagaimana?*" in Indonesian, while "What did I miss?" is an English question that means "*Apa yang saya lewatkan?*" or "*Apa yang terjadi selama saya tidak ada?*". The use of this language mix shows the speaker's flexibility to use words from different languages in everyday communication.

Pictures III



The sentence "*tell me the most expensive and exclusive menu*" shows the use of bilingualism. In this case, the languages used are Indonesian and English.

* Indonesian: The words "*infokan*" (an abbreviation of "inform") and "*Paling*" come from Indonesian.

* English: The words "expensive" and "exclusive" come from English.

Pictures IV



The sentence "*Ini kita meet di café kan? Or campus*" demonstrate the use of bilingualism. In this case, the languages used are Indonesian and English.

* Indonesian: The words "*ini kita*" refer to everyone in the group. The sentence "*di*" refers to a place.

* English: the word "*café*" refers to a public place where people can buy drinks and snacks, usually in a relaxed and comfortable atmosphere.

• The word "or" (*atau*) is used to provide a choice or alternative between two possible locations as a meeting place.

• The word "*campus*" refers to an area or complex consisting of buildings and facilities used by a university or higher education institution.

Pictures V



The use of bilingualism in chat "*how about you nu? Masih dimana nu?*" occurs in two different contexts:

* Question in English: "*how about you nu?*"

* English: "*how about you*" is an expression commonly used to ask about someone's opinion, situation or activities after stating information about oneself. In this context, the use of English indicates the use of appropriate and familiar words to express specific questions.

* Question in Indonesian: "*Masih dimana, nu?*"

* Indonesian: This sentence directly asks about someone's location or location. The use of Indonesian in this question shows the continued use of the mother tongue to express simple and direct questions.

CONCLUSION

It can be concluded that this study found some benefits of bilingualism for group discussion by FKIP University Subang English Education Students through interviews with several students. The findings of the study yielded significant benefits to the students: improved communication skills, facilitated interaction with members, increased confidence, and added new vocabulary. The same research will provide an opportunity to learn about the benefits of bilingualism in a career. However, this research focuses only on bilinguality in group discussions.

EXPRESSION OF GRATITUDE

We would like to thank all those who have contributed to the research and writing of this article. Thanks to the English Language Education Study Program, which has provided financial support and research facilities, We are also grateful to Language Acquisition Senior Lecturer, Iu Lusiana Suciati Dewi, M.Pd., who has provided valuable input and technical assistance during the writing process.

Our sincere thanks also go to the peer reviewers who provided constructive feedback, which helped in improving this article. Not to forget, we would like to thank our family and friends, who have provided moral support throughout this journey.

We hope that this article can provide benefits and new insights for readers. Thank you for your attention and support.

REFERENCE

- Adnyana, N. L. P. S. (2017). Pemerolehan bahasa anak bilingual simultan Indonesia-Jerman (Dissertation). *Program Studi Ilmu Linguistik, Fakultas Ilmu Budaya Universitas Udayana*.
- Clinton, V., & Kelly, A. E. (2017). Students' attitudes towards group discussion. *Active Learning in Higher Education*. <http://dx.doi.org/10.1177/1469787417740277>
- Fakiroglu, G. D., & Topraksoy, A. (2023). Reflections of bilingualism on the news headlines. *International Journal of Education & Literacy Studies*. <http://dx.doi.org/10.7575/aiac.ijels.v.11n.1p.120>
- Homans, G. C. (1950). *The Human Group*. Harcourt, Brace & World.

- 17 Kami, K. (2017). Dampak bilingual terhadap perkembangan kognitif anak sekolah dasar. *Jurnal Edukasi Sumba*.
- 10 Kara, O. T. (2023). Types and the classification of bilingualism in Turkey: A meta-synthesis. *International Journal of Education & Literacy Studies*. <http://dx.doi.org/10.7575/aiac.ijels.v.11n.3p.170>
- 12 Ling, Y. L., Pumasari, P. D., & Silverster. (2024). Bilingual learning: Potret, implementasi, ketercapaian pada pendidikan di Indonesia. *Al-Kaff Jurnal Sosial Humaniora*.
- 5 Panjaitan, N. A. S., et al. (2023). Studi pustaka: Konsep bilingualisme dan pengaruhnya terhadap perkembangan bahasa anak. *Jurnal on Education*. <http://jonedu.org/index.php/joe>
- 11 Postan, L. (2020). Bilingualism: Two types of bilingualism. Blend. Retrieved June 27, 2024, from <https://www.getblend.com/blog/types-of-bilingualism/>
- 22 Rusfandi. (2021). Pembelajaran bahasa Inggris berbasis bilingualisme dalam masyarakat yang multilingual dan multikultural. *Ideologi dan Sains dalam Integrasi Pendidikan*.
- 23 Schein, E. H. (1992). *Organizational Culture and Leadership*. Jossey-Bass.
- 7 Subali, E. (2015). Konsep bilingualisme dan pembelajaran bahasa Indonesia bagi penutur asing. *Jurnal Sosial Humaniora*.
- Thomas, K. (2024). What is group discussion – Definition, importance, types & tips. *Unstop*. Retrieved June 27, 2024, from <https://unstop.com/blog/what-is-group-discussion>
- 15 Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399.
- 19 Wahyudi, A. (2012). Bilingualisme: Konsep dan pengaruhnya terhadap individu. *Jurusan Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta*.
- Yonas, A. R. (2022). Sejarah konsep bilingual & penerapannya di Indonesia. Ruang Guru. Retrieved June 27, 2024, from <https://www.ruangguru.com/blog/sejarah-konsep-bilingual-dan-penerapannya-di-indonesia>
- 6 Yulia, (2018). Metode penelitian deskriptif kualitatif dalam perspektif bimbingan dan konseling. *QUANTA*.
- Yusnia, S. E. A., et al. (2022). Bilingualisme dan multilingualisme dalam masyarakat Kabupaten Subang. *Jurnal Pendidikan Bahasa Indonesia*.

Exploring The Benefits Bilingualism: In Group Discussion

ORIGINALITY REPORT

20%

SIMILARITY INDEX

17%

INTERNET SOURCES

9%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1	www.getblend.com Internet Source	5%
2	journals.sagepub.com Internet Source	2%
3	Ömer Tuğrul Kara. "Types and the Classification Criteria of the Bilingualism in Turkey: A Meta-Synthesis", International Journal of Education and Literacy Studies, 2023 Publication	1%
4	Yulita Ling Ling, Pebria Dheni Purnasari, Silvester. "BILINGUAL LEARNING: POTRET, IMPLEMENTASI, KETERCAPAIAN PADA PENDIDIKAN DI INDONESIA", AL - KAFF: JURNAL SOSIAL HUMANIORA, 2024 Publication	1%
5	Nurul Aisyah Salsabila Panjaitan, Mardiatul Husna Rambe, Rahmad Ahadi, Fauziah Nasution. "Studi Pustaka: Konsep Bilingualisme dan Pengaruhnya terhadap	1%

Perkembangan Bahasa Anak", Journal on Education, 2023

Publication

6	scie-journal.com Internet Source	1 %
7	bdkbandung.id Internet Source	1 %
8	pbsi-upr.id Internet Source	1 %
9	eprints.iain-surakarta.ac.id Internet Source	1 %
10	avesis.cu.edu.tr Internet Source	1 %
11	Submitted to National College of Ireland Student Paper	1 %
12	ojs.unida.ac.id Internet Source	1 %
13	suarbetang.kemdikbud.go.id Internet Source	1 %
14	files.eric.ed.gov Internet Source	<1 %
15	onlinelibrary.wiley.com Internet Source	<1 %
16	discol.umk.edu.my Internet Source	<1 %

17	jurnalstkip-weetebula.ac.id Internet Source	<1 %
18	ejurnal.stie-trianandra.ac.id Internet Source	<1 %
19	mafiadoc.com Internet Source	<1 %
20	www.grafiati.com Internet Source	<1 %
21	www.coursehero.com Internet Source	<1 %
22	www.researchgate.net Internet Source	<1 %
23	ebin.pub Internet Source	<1 %
24	link.springer.com Internet Source	<1 %
25	listens.online Internet Source	<1 %
26	repository.radenintan.ac.id Internet Source	<1 %
27	www.kafaah.org Internet Source	<1 %
28	wwwapps.ivytech.edu Internet Source	<1 %

29

archives.univ-biskra.dz

Internet Source

<1 %

30

journals.aiac.org.au

Internet Source

<1 %

31

media.neliti.com

Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

Exploring The Benefits Bilingualism: In Group Discussion

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/0

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11