

ABSTRACT

Azzuri, Alya., 2026. *Teaching Methods Used in an Elementary Bilingual Classroom Program (A Descriptive Qualitative Study at MI Muhammadiyah Ajibarang Kulon)*. Thesis. Supervisor I: Erna Wardani, S.Pd., M.Hum. Supervisor II: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Chief External Examiner: Muhammad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. External Examiner: Drs. Ashari, M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Language Education Study Program, Purwokerto.

This research is about describing the teaching methods implemented, identifying the challenges faced by the teacher in applying these methods, and exploring the strategies used to overcome those challenges. This study is theoretically grounded in bilingual education and language teaching frameworks proposed by Baker (2001) and García (2009) for bilingual pedagogy, Richards and Lockhart (1994) for classroom challenges, and Richards and Rodgers (2001) for teaching methods and strategies. The methodology of this research is a qualitative descriptive approach. Data were collected through classroom observations, semi-structured interviews with the bilingual teacher, and documentation. The data were analyzed using thematic analysis. The methodology of this research is a qualitative descriptive approach. Data were collected through classroom observations, semi-structured interviews with the bilingual teacher, and documentation. The data were analyzed using thematic analysis.

The findings show that the teacher implemented various bilingual teaching methods, including Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), scaffolding techniques, Project-Based Learning (PBL), and multisensory learning resources. The main challenges included students' limited English proficiency, low speaking confidence, and classroom management issues. To address these challenges, the teacher applied linguistic, pedagogical, institutional, and classroom management strategies. The study concludes that effective bilingual teaching requires flexible methods and contextual support to meet students' learning needs in elementary EFL settings.

Keywords: *Bilingual Classroom, Teaching Methods, Challenges and Strategies, Elementary Education*

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Azzuri, Alya., 2026. *Teaching Methods Used in an Elementary Bilingual Classroom Program (A Descriptive Qualitative Study at MI Muhammadiyah Ajibarang Kulon)*. Skripsi. Pembimbing I: Erna Wardani, S.Pd., M.Hum. Pembimbing II: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Ketua Penguji Eksternal: Muhammad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. Penguji Eksternal: Drs. Ashari, M.Pd. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa, Program Studi Pendidikan Bahasa Inggris, Purwokerto.

Penelitian ini bertujuan untuk mendeskripsikan metode pengajaran yang diterapkan, mengidentifikasi tantangan yang dihadapi guru dalam penerapan metode tersebut, serta mengeksplorasi strategi yang digunakan untuk mengatasi tantangan tersebut. Penelitian ini didasarkan pada kerangka teoretis pendidikan bilingual dan pengajaran bahasa yang dikemukakan oleh Baker (2001) dan García (2009) terkait pedagogi bilingual, Richards dan Lockhart (1994) terkait tantangan pembelajaran di kelas, serta Richards dan Rodgers (2001) terkait metode dan strategi pengajaran. Metodologi penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan guru bilingual, serta dokumentasi. Data dianalisis menggunakan analisis tematik

Hasil penelitian menunjukkan bahwa guru menerapkan berbagai metode pengajaran bilingual, yaitu Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), teknik scaffolding, Project-Based Learning (PBL), dan sumber belajar multisensori. Tantangan utama meliputi keterbatasan kemampuan bahasa Inggris siswa, rendahnya kepercayaan diri dalam berbicara, serta masalah pengelolaan kelas. Untuk mengatasi tantangan tersebut, guru menerapkan strategi linguistik, pedagogis, institusional, dan manajemen kelas. Penelitian ini menyimpulkan bahwa pembelajaran bilingual yang efektif memerlukan metode yang fleksibel serta dukungan kontekstual sesuai dengan kebutuhan siswa di sekolah dasar.

Kata kunci: *Kelas Bilingual, Metode Pengajaran, Tantangan dan Strategi, Pendidikan Dasar*