The Using of Bilingual to Write A Visual Identity of Product Labels EFL Economic Students

Umar[1]*, Subhan Purwadinata[2]
[1]*Universitas Teknologi Sumbawa, [2]Universitas Samawa, Indonesia
E-mail: umar@uts.ac.id, 123adinata@gmail.com

Article Info	Abstract
	This study aims to examine the use of bilinguals (local language and English) in writing visual identities on SME product labels for students of the Faculty of Economics. The research problems were; 1) how does the perception of students relates to bilingual teaching materials; and 2) how does the effect of bilingual teaching materials on a visual identity of product labels to enhance students' English writing? The study was a quantitative descriptive study with pre-test and post-test designs. The data were analyzed using the Statistical Package for Social Sciences (SPSS) 26.0, which was followed by qualitative interpretation. Data from the questionnaire deployed numerical calculation of the percentage, while data from the written test were presented quantitatively. Findings of the study revealed that *students' perceptions of bilingual* have very good criteria to improve students' writing skills (Indicator-A: SA = 40% + A = 50% = 90%; Indicator-B: SA = 40% + A = 50% = 90%, Indicator-C: SA = 60% + A = 40% = 100%, and Indicator-D: SA = 50% + A = 50% = 100%), and have a significant effect on students' English writing ability (sig. (2-tailed) 0.000 <0.05, and the t-count value of 7.726> t-table 2.09302).

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk mengkaji penggunaan dwibahasa (bahasa daerah dan bahasa Inggris) dalam menulis identitas visual pada label produk UKM bagi mahasiswa Fakultas Ekonomi. Masalah penelitian adalah; 1) bagaimana persepsi siswa berkaitan dengan bahan ajar bilingual; dan 2) bagaimana pengaruh bahan ajar bilingual pada identitas visual label produk untuk meningkatkan kemampuan menulis bahasa Inggris siswa? Penelitian ini merupakan penelitian deskriptif kuantitatif dengan desain pre-test dan post-test. Analisis data menggunakan Statistical Package for Social Sciences (SPSS) 26.0, yang dilanjutkan dengan interpretasi kualitatif. Data dari angket menggunakan perhitungan numerik persentase, sedangkan data dari tes tertulis disajikan secara kuantitatif. Hasil penelitian mengungkapkan bahwa persepsi siswa terhadap bilingual memiliki kriteria sangat baik untuk meningkatkan keterampilan menulis siswa (Indikator-A: SA = 40% + A = 50% = 90%; Indikator-B: SA = 40% + A = 50% = 90%, Indikator-C: SA = 60% + A = 40% = 100%, dan Indikator-D: SA = 50% + A = 50% = 100%), dan berpengaruh signifikan terhadap hasil belajar siswa. Kemampuan menulis bahasa Inggris (sig. (2-tailed) 0,000 < 0,05, dan nilai t-hitung 7,726 > t-Table 2,09302).

I. INTRODUCTION

English is one of the foreign languages used between countries. English has become the language of instruction used by all countries in the world. This is in line with Umar et al., (2019) that presently, English is a very important language as a global communication tool. English is one of the international languages becomes the major language of printed information (Ismail et al., 2017). Today, English is an essential language as a global communication tool. According to Adhariyanty, (2018), foreign languages, especially English, are fundamental in everyday life and other fields such as science, politics, technology, social, and culture. This is in line with Dewi,

(2012) English as an international language paradigm is indeed very much related to globalisation. Furthermore, the spread of English as an international language has emerged based on proper usage, so that language users can be differentiated based on how the language is used. This is similar to Salih & Holi, (2018) that it is understood that the rapid proliferation of English in the world in recent years has been accelerated by various factors, including the use of English in education and the eventual speedy growth of internationalization of English and education. In line with Rahman & Saputra, (2021) that the worldwide spread of English has gained its dominance in the educational system in many countries.

English has become a compulsory subject for all students from junior high school to tertiary education in Indonesia. Besides, English has often been used in the realities of everyday life and communication, for example, the use of English in political terms, economic terms, educational terms, and names of food products, names of tourist attractions, travel, songs, and others. This is in line with Lauder, (2008) that English has played in society at large, and in particular in business, politics, education and the media. Furthermore, in Indonesia, English use in educational terms and economic terms has also experienced continuous development. Its development is due to the factor of the shift in Indonesia's economic trend to a creative economy spurring Indonesia as a creative nation through the role of designing a fair and continuous visual identity program that makes Indonesia heard in the world, especially in the use of English as a supporter of that identity (Widyokusumo, 2014). This economic trend's development requires students in Indonesia to master the four competency skills found in English. The four skill competencies are reading, listening, speaking and writing skills. According to Putra, (2017), teaching English in any level of education always involves four skills: listening and speaking, reading and writing. These four English skills are related to others; for example, reading skills are also related to listening, speaking, and writing skills. This is in line with Azlina et al., (2015), who states that the ability to communicate in English is the ability to understand and produce spoken or written language that is integrated in four skills of English; they are listening, speaking, reading, and writing.

Based on the explanation above, the researchers create one of instrumens as a teaching material to overcome the economic students' program and to stimulate their English skills. This is line with Sakkir et al., (2021) that in create the interesting classroom, there are many lecturers have made efforts by using varieties methods, approach, techniques, instruments and materials in order to stimulate the students to learn English. The research used bilingual learning at the EFL Classroom to improve the English language skills of students of the economic studies program at the University of Samawa, Sumbawa, Indonesia. This bilingual learning was applied because it was based on the findings data conducted on students of economics study programs, where their English language proficiency is still low of the university's graduation standard. This is due to the lack of vocabulary they have, and they do not master the use of useful grammar forms in English. The impact of a lack of understanding of vocabulary and grammar becomes an obstacle for students of economics courses to master the four English skills. Mantasiah et al., (2021) states that in developing teaching materials, especially about grammar, several aspects should be observed; one of which is the use of linguistic approach in grammar elucidation, in addtion the use of local language as a teaching material on bilingual learninf classroom cause the language was close with them, so, they easy understand. This in in line with Hidayat et al., (2021) that local languages are also very closely related to cultural activities in each region. Even regional languages become a communication tool that is believed to be able to provide success for each cultural activity. Besides, research on bilingualism with the EFL Classroom have applied in education, has been carried out by many researchers. The students of economic program is still very low in English skill, so this study seeks to fill the gaps that occur through the use of bilinguals (local language and English) in writing label product a visual identity on the MSME (Micro Small and Medium Enterprises). The using bilingual teaching material on EFL Classroom of students of the economic program can enhance their English language skills and make their easy understand to write English. Based on these ideas, the researcher would like to know the perception of students relates to bilingual teaching materials and to examine the effectiveness of using a bilingual in EFL classroom activity to teach writing skills.

II. METHOD

This research was a quantitative descriptive. The data were obtained from questionnaires: (1) questionnaire, and (2) written test of English procedure writing, in which the data collecting instrument used structurally arranged questionnaires, and written test in the form of procedure text. The data analysis technique employed descriptive statistics through percentage techniques. As stated by Apuke, (2017), that a quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how.

The data were taken from the result of students' questionnaires and students' written test. Purposive sampling is applied to determine the participants involved as research subjects. As Etikan, (2016) states, the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. On the other hand, aiming at sampling allows the researcher to select cases that occur to be investigated. Also, this is in line with Tongco, (2007), that purposive sampling is a practical and efficient tool when used properly, and can be just as effective as, and even more efficient than, random sampling.

Participants in this study were 20 economics students. Participants provided a questionnaire related to the perception of bilingual learning (local Sumbawa language and English) in writing MSME product labels' visual identity. The questionnaire contains 4 statement indicators that research participants will answer. Furthermore, written tests (pre-test and post-test) were administered to obtain data on improving the results of writing procedures before and after using bilingual on the product label. The perception data of 20 students regarding bilingual learning were analyzed using the Likert Scale through the percentage technique. The pre-test and post-test results data before and after using bilingual in writing the visual identity of MSME product labels in Sumbawa Regency were analyzed using Paired Sample T-test to compare class samples before and after being given bilingual material by using SPSS 26.0. To process the data in this study, the researchers used the SPSS data processing program's computer assistance.

1. Data Normality Test

    The normality test is one of the data analysis requirements tests. This test was carried out to determine whether the data that has been collected is normally distributed or not. The normality test was carried out using SPSS 26.0 as follows:
    a) The normality test aims to determine whether the research data was distributed normal or not.
    b) This test is a condition for conducting the T-test.

    In this study, the researcher chose the Shapiro Wilk normality test concept, with the following categories of decisions:
    a) If the significant value is> 0.05, then the research data is normally distributed.

b) If the significant value <0.05, then the research data are not normally distributed.

2. Paired Sample T-Test

    In this study, researchers used quantitative analysis, namely employing data collected through the Pre-Test and Post-Test. The results of the Pre-test answers will be combined with the results of the students' Post-Test answers. To compare the class samples before and after being given the material, the data will be analyzed using the Paired Sample T-test. The purpose of the Paired Sample T-Test is to test two paired samples, whether or not they have significantly different means or not. Two paired samples are a sample with the same subject but experience two different treatments or measurements. Paired Sample T-Test was conducted using SPSS 26.0. The basis for decision making in the Paired Sample T-test is as follows:
    a) If the value is Sig. (2-tailed) <0.05 then there is a significant difference in student learning outcomes.
    b) If the value is Sig. (2-tailed)> 0.05, so there is no significant difference in student learning outcomes.

3. Questionnaire Sheet

    Researchers used the formula to calculate the percentage to measure the level of understanding and mastery of the bilingual learning procedure writing material.

$$X = \frac{Total\ of\ correct\ answers}{Total\ Statements} x\ 100\%$$

    X = the score of each student

    After the students' responses to the questionnaire were calculated using the formula to calculate the percentage above, the researcher will see the average percentage value of the response by looking at the percentage criteria in Table 1 below.

Table 1. *Criteria of the students' skills*

No	Score	Level of Skill
1.	80% - 100%	Best
2.	65% - 79.99%	Good
3.	54% - 64.99%	Fair
4.	40% - 53.99%	Less
5.	0% - 39.99%	Poor

The present study adopted a quantitative approach conducted through a closed questionnaire on a 5-point Likert scale. The data

from the result of the students' question-nairewas analyzed by using the Likert Scale: 5 – Strongly agree, 4 – Agree, 3 – Not really agree, 2 – Disagree, 1 – Strongly disagree. Data were analyzed by employing the SPSS version 26.0 program.

III. RESULT AND DISCUSSION

1. Research question 1: What are the students' perceptions of Bilingual use to write a visual identity of product labels on MSME in Sumbawa?

Table 2. Students' Questionnaire Response

Items	Frekuensi					Presentase				
	SA	A	N	D	SD	SA	A	N	D	SD
1	8	10	1	1	0	40%	50%	5%	5%	0 %
2	10	8	1	1	0	50%	40%	5%	5%	0 %
3	12	8	0	0	0	60%	40%	0%	0%	0%
4	10	10	0	0	0	50%	50%	0%	0%	0%

Based on the questionnaire result of the students (see Table 2), the response of the 20 students who have become the research samples in Economic program study in the District of Sumbawa, those were: In the indicator of **Bilingual teaching materials were simple and easy to understand (A)**, there were 8 students who strongly agree (SA), 10 students who agree (A), 1 student who neutral (N), and 1 student who disagree (D). The percentages of the students' respond to the **indicator-A**, that there were 40% students who strongly agree (SA), 50% students who agree (A), 5% students who neutral (N), and 5% students who disagree (D). Based on the result, it can be concluded that bilingual teaching materials were simple and easy to understand. In the **indicator of Bilinguals are important in the current era of globalization in the world of commerce (B)**, there were 10 students who strongly agree (SA), 8 students who agree (A), 1 student who neutral (N), and 1 student who disagree (D). The percentages of the students' 254 respond to the **Indicator-B,** that there were 50% students who strongly agree (SA), 40% students who agree (A), 5% students who neutral (NRA), and 5% students who disagree (D). Based on the result, it can be concluded that bilinguals are important in the

current era of globalization in the world of commerce.

In the indicator of **Bilingual Product Labeling improves comprehension of English writing (C)**, there are 12 students who strongly agree (SA), and 8 students who agree (A). The percentages of the students' respond to the **Indicator-C**, that there were 60% students who strongly agree (SA), and 40% students who agree (A). Based on the result, it can be concluded that bilingual Product Labeling improves comprehension of English writing. In the indicator of **Trade competition in the millennial era requires creativity in designing product labels (D)**, there were 10 students who strongly agree (SA), and 10 students who agree (A). The percentages of the students' response to the **Indicator-D**, that there were 50% students who strongly agree (SA), and 50% students who agree (A). Based on the result, it can be concluded that trade competition in the millennial era requires creativity in designing product labels. The students' questionnaire result above can be seen on this chart (see Chart 1):
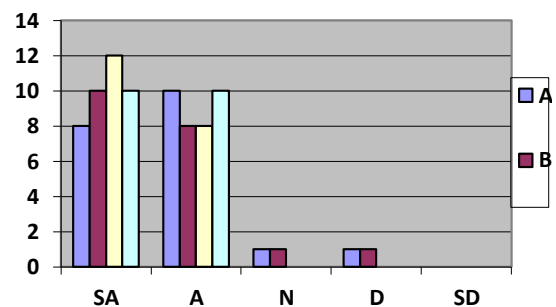

Chart 1. The Students Questionnaire Result

2. Research question 2: How is the effecti-veness of the implementation of bilingual to enhance students' writing?

To answer the second research question, the researcher provided a pre-test and post-test for writing in English, and the students' work was analyzed using rubric writing.

a) Normality test

The data obtained must be tested for normality first before further analysis. The normality test is carried out on the initial test data and the final test to see whether the data is normally distributed. This normality test was performed using SPSS 26.0, as shown in Table 3.

Table 3. The Result of Uji Normality

Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk	
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.154	20	.200*	.979	20	.922
post-test	.208	20	.023	.919	20	.097
*. This is a lower bound of the true significance.						
*. Lilliefors Significance Correction						

In this study, the researcher chose the Shapiro-Wilk technique in determining the normality test of the data. It used because the sample used is less than 100 samples (100>). Based on the results in Table 2 of the normality test above, it was found that the learning outcomes of students for the pre-test significance: 0.922> 0.05, and students' learning outcomes for the post-test significance: 0.097> 0.05. As the decision in the Shapiro-Wilk technique is that in carrying out the data normality test, if the significance value is> 0.05, then the data is typically distributed. So it can be concluded that the research data for the learning outcomes of students on the pre-test and post-test exams can be stated as having a normal distribution.

b) T-test (*Sample Paired T-Test*)

After performing the normality test, the researchers analyzed the Sample Paired T-test using SPSS 26.0. The T-test analysis was conducted to see whether or not there were differences in student learning outcomes before and after the application of bilingual teaching materials to write a visual identity of product labels on MSME (Micro Small and Medium Enterprises) in Sumbawa to enhance students' writing. This T-test is conducted by comparing the average pre-test score, namely the results of the initial test carried out after applying conventional learning, and the post-test average score, which is the result of the final test which is carried out after implementing learning using bilingual teaching materials. The results of the Sample Paired T-test can be seen in Table 4.

Table 4. The Result of Paired Sample Test

Paired Samples Test								
	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
				Lower	Upper			
Pair 1 pre-test - post-test	-7.650	4.428	.990	-9.722	-5.578	-7.726	19	.000

Based on the results of the Sample Paired T-test analysis using SPSS 26.0 above, it can be seen in the Sig (2-tailed) column that the value is 0.000. As the Sample Paired decision, T-test analysis test shows that the data if the significance value is 0.000 <0.05, then the data is significant. Based on Table 3, the results of the paired sample t-test above, it is known that the sig. (2-tailed) value is 0.000, the df value of 19, the t-count value of -7.726 can be positive as 7.726, and the mean value of paired differences is -7.650. It can be concluded that sig. (2-tailed) 0.000 <0.05, and the value of t-count 7.726> T-table 2.09302, meaning that there is a significant effect on the results of students' writing scores after applying bilingual teaching materials in the economics study program class of the University of Sumbawa.

c) Descriptive Statistic

The result of this study were taken from the learners' writing test with the total of 20 sheets, with the following details:

Table 5. The Result of Written Test

Descriptive Statistics									
	N	Range	Min.	Max.	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pre-test	20	18	57	75	1312	65.60	.980	4.382	19.200
post-test	20	6	71	77	1465	73.25	.383	1.713	2.934
Valid N (listwise)	20								

Based on the SPSS 26.0 calculation (see Table 5), the result of the research was that the enhancing of English writing of economic students, as follows: the average score post-test was 65.60 of 20 students;

the lowest score was 57, and the highest score was 71. The percentages of the students' vocabulary mastery as follows: 5% of students gained a score of 57; 5% of students gained a score of 60; 5% of students gained a score of 61; 10% of students gained a score of 62; 10% of students gained a score of 63; 5% students gained a score of 64; 20% students gained a score of 65; 5% students gained a score of 67; 5% students gained a score of 68; 5% of students gained a score of 69; 15% of students gained a score of 70; 5% of students gained a score of 71, and 5% of students gained a score of 75. Furthermore, the average score post-test was 73.25 of 22 students; the lowest score was 71, and the highest score was 77. The percentages of the students' vocabulary mastery as follows: 15% of students gained a score of 71; 20% of students gained a score of 72; 30% of students gained a score of 73; 15% of students gained a score of 74; 5% of students gained a score of 75; 10% students gained a score of 76, and 5% of students gained a score of 76.

IV. CONCLUSION AND SUGGESTIONS
A. Conclusion

Based on the results of the analysis of the research conducted by the researcher, the researcher concludes that research with the application of bilingual teaching materials to write a visual identity of product labels on MSME (Micro Small and Medium Enterprises) in Sumbawa: (1) the result of four indicators above, the perception of students relates to bilingual teaching materials as follows; Indicator-A: SA = 40% + A = 50% = 90%, Indicator-B: SA = 40% + A = 50% = 90%, Indicator-C: SA = 60% + A = 40% = 100% , and Indicator-D: SA = 50% + A = 50% = 100%. Based on the results of the four indicators mentioned above, it can be concluded that the bilingual teaching material to write a visual identity of product labels on MSME (Micro Small and Medium Enterprises) in Sumbawa is included in very good criteria to enhance students' writing skills, and (2) based on the results of the paired sample t-test, it is known that the sig. (2-tailed) value is 0.000, the df value is 19, the t_{count} value is 7.726. It can be concluded that sig. (2-tailed) 0.000 <0.05, and the t_{count} value of 7.726> t-table 2.09302, meaning that there is a significant effect on

the results of students' writing scores after applying bilingual teaching materials on EFL Classroom.

It was very important to create a good teaching materials in the EFL classroom activity. The implement of bilinguals EFL in the classroom because most of the students need to develop their creativity and learn through real experiences such as bringing them to their environment; such as local language and label product. It would be very useful for both students and lecturers to learn through what they face and see directly through their personal experiences. Besides that, students' background knowledge would be formed through real situations that they have had. The results of this research may provide a pathway for students can learn more about writing skills. The writer would like to suggest other researchers to conduct further studies on this topic. Future research may investigate the same topic, but with different teaching materials. In addition, it would be interesting to compare the different teaching materials to enhance English writing skills.

B. Saran

The suggestions that can be submitted are that this research can be used as a reference for several subsequent studies related to The Using Of Bilingual To Write A Visual Identity Of Product Labels Efl Economic Students.

DAFTAR RUJUKAN

Adhariyanty, W. R. & S. Y. R. (2018). Pengembangan Media Pembelajaran Game Kosakata Bahasa Inggris. *Cakrawala Pendidikan*, *37*(1), 85–96.

Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, *6*(11), 40–47. https://doi.org/10.12816/0040336

Azlina, K., Eliwarti, & Novitri. (2015). A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 1–13. https://media.neliti.com/media/publications/206186-none.pdf

Dewi, A. (2012). Engkish as An International Language: An Overview. *Journal of English and Education*, *2*(2), 1–11.

Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.2016050 1.11

Hidayat, D., Rahmasari, G., & Wibawa, D. (2021). The inhibition and communication approaches of local languages learning among millennials. *International Journal of Language Education*, *5*(3), 165–179. https://doi.org/10.26858/ijole.v5i3.16506

Ismail, H., Syahruzah, J. K., & Basuki, B. (2017). Improving the Students' Reading Skill Through Translation Method. *Journal of English Education*, *2*(2), 124–131. https://doi.org/10.31327/jee.v2i2.405

Lauder, A. (2008). the Status and Function of English in Indonesia: a Review of Key Factors. *Makara Human Behavior Studies in Asia*, *12*(1), 9. https://doi.org/10.7454/mssh.v12i1.128

Mantasiah, R., Yusri, Anwar, M., & Hasmawati. (2021). Integrating linguistics theories in developing foreign language teaching material (German grammar textbook for indonesian learners). *International Journal of Language Education*, *5*(3), 125–134. https://doi.org/10.26858/ijole.v5i3.20239

Putra, A. S. (2017). The Correlation Between Motivation and Speaking Ability. *Journal of English Language Education and Literature*, *II*(1), 36–57. https://journal.stkipnurulhuda.ac.id/index .php/Channing/article/view/87/60w

Rahman, F., & Saputra, N. (2021). *Journal of English Language Teaching English as International Language Revisited : Implications on South Korea ' s. 06*(01), 8–15.

Sakkir, G., Dollah, S., Arsyad, S., & Ahmad, J. (2021). Need analysis for developing writing skill materials using facebook for english undergraduate students. *International Journal of Language Education*, *5*(1), 542–551. https://doi.org/10.26858/ijole.v5i1.14856

Salih, A., & Holi, H. I. (2018). English Language and the Changing Linguistic Landscape: New Trends in ELT Classrooms. *Arab World English Journal*, *9*(1), 97–107. https://doi.org/10.24093/awej/vol9no1.7

Tongco, M. D. C. (2007). Purposive Sampling as a Tool for Informant Selection. *A Journal of Plants, People, and Applied Research*, *158*, 147–158.

Umar, Budiarsa, M., & Satyawati, M. S. (2019). Assessment of English vocabulary mastery through environment-based image media on the 7th grade students. *Asian EFL Journal*, *25*(51), 62–82.

Widyokusumo, L. (2014). Meningkatkan Citra UKM Melalui Perancangan Ulang Identitas Visual. *Humaniora*, *5*(9), 163–171.