

*The main obstacle I faced in the learning process was the infrastructure support, which in this case is outdated.*

*It is hard for me to explore the material sources.*

*I find it hard to adapt to the bilingual material resources content. When I'm doing the assignment, we must understand both Indonesia and English.*

*Explaining the subject by using material sources is quite difficult since the limited material resources in the field of aviation.*

*I'm not good at teaching and learning at bilingual class because my English skill need to be upgrade.*

*Sometimes in class, I'm not fully used English in the learning processes because, me and cadets have bellow level of English proficiency.*

*I have difficulty fitting with the bilingual material resources content, such as regulation document (CASR, Annexess and etc.).*

*Limited advanced resources available in campus laboratory to support bilingual learning process such as: books, speaker, and pc.*

In terms of obstacles, it found that bilingual learning deals with limited material sources, limited of advanced infrastructures support, attitude, ability, and English proficiency. In contrast with Lundberg (2017) in her research, she found that the obstacles to bilingual educations addressed as: 1) a strong separation of languages; 2) insufficient study support for mother tongue tuition, and 3) monolingual norm.

## CONCLUSION

Based on explanation above, the researchers found that most participants had positive perspectives toward implementing bilingual learning. Further, the participants admitted how valuable the program was for them. Even though all participants admitted to the benefits of implementing bilingual learning, they faced some challenges such as: motivation, the English term in aviation field and the ambiguity of the goal in implementation of bilingual learning. Furthermore, obstacles faced during the bilingual program such as: limited material sources, limited advanced infrastructure support, attitude, ability and English proficiency. The participants expected an extended duration for the program, especially on certain necessary improvements in implementation of bilingual learning. In addition, the institution must enhance its focus on curriculum design and infrastructural support to facilitate bilingual learning in the future.

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