CHAPTER I

INTRODUCTION

A. Background of the Research

One element of the developing culture today is the changing role of English becomes a language of the world. English is not only as the world and business language today, but it has also entered the academic language (Tilaar, 2005:72)

The challenge of education increasingly requires a lot of things. Therefore, not surprisingly experts that involved in education need to provide intensive English lesson. There are a lot of Junior and Senior High Schools that are made as the pioneering International Standard School and many schools that attain the status of International Standard School. (Anonim, 2010:1)

According to Training Need Assessment (TNA) report of PPPPTK Mathematic Jogjakarta in 2007, it is mentioned that English material for mathematics learning for non Junior High School is still needed, both for SBI and non-SBI. Among the 268 respondents of TNA, 60,8% of them learn mathematics in English, 54,9% required to understand of some mathematical symbol and terms, and 50,0% required to use English greetings and personal introduction practice (Widdiharto, 2008: 1-2)

A class is called bilingual class if teachers are able to understand the content in English and able to communicate in English. To realize the
bilingual classes in the early stage teachers should improve their English ability. The school should design a program to improve the students’ English skill. To support this, the school should issue regulations that support the implementation of bilingual programs. The school should also implement specific requirements for teachers and students in bilingual classes.

In the implementation of bilingual classes programs, of course encounter some constraints of such empirical fact that have been revealed through the printed media and public opinion that a bilingual class readiness is questionable and the bilingual class programs are still relatively new in Indonesia. The readiness includes: (a) teaching materials, (b) learning support material, (c) teaching staff especially in the use of English and (d) supporting system of the school, including student recruitment patterns that affect to the readiness of students to follow bilingual class learning. So, this giving apprehension to learning outcomes and understanding of subject matter.

The successful implementation of the program can often be seen from the effectiveness of the learning process. Then considering the definition of learning is the process of coordinating a number of components in the form of goals, teaching material, method and tool, as well as assessment that are interconnected and mutually influential, so that foster optimum learning activities of students, leading to change students behavior in accordance with the intended purpose (Sudjana & Ibrahim 2000). So, in this study will be conducted quantitative research approach, with descriptive method collected data on the implementation of mathematics learning process related to the
coordination a number of learning components (objectives, teaching material, method and tool, and assessment), learning activities and learning outcomes of students in Bilingual class of SMPN 1 Magelang.

Based on the explanation above, the bilingual learning management for mathematics lesson at SMPN 1 Magelang needs to be studied more deeply.

B. Focus of the Research

Focus of this research is “How are the characteristics of bilingual learning in mathematics lesson at SMP N 1 Magelang?” This focus is described into three sub-focuses:

1. How are the characteristics of planning bilingual learning of Mathematics lesson at SMP N 1 Magelang?
2. How are the characteristics of implementation of bilingual learning of Mathematics lesson at SMP N 1 Magelang?
3. How are the characteristics of evaluation in bilingual learning of Mathematics lesson at SMPN 1 Magelang?

C. Objectives of the Research

The objectives of this research are:

1. To describe the characteristics of planning bilingual learning of Mathematics lesson at SMP N 1 Magelang.
2. To describe the characteristics of the implementation of bilingual learning in Mathematics lesson at SMP N 1 Magelang.
3. To describe the characteristics of the evaluation of bilingual learning in Mathematics lesson at SMP N 1 Magelang.

D. The Benefits of the Research

This study has two benefits, namely theoretical and practical benefits.

1. Theoretical Benefits

   The results of this study present a theoretical discourse to add insight and knowledge regarding the management of Bilingual Learning in Mathematics lesson at SMP N 1 Magelang.

2. Practical Benefits

   The results of this study are expected to be useful:

   a. For mathematics teachers in Bilingual class, this study can be used as a benchmark and as a consideration material to make corrections, self-correction and self-improvement as well as self-development in enhancing professional capabilities.

   b. For the principal and supervisors, this research could be used as reference material in improving the quality of learning in the school.

   c. For Policy Makers, the results of this study can be used as study materials for the basic policy and measuring the considered effective in improving the quality of learning, especially in the learning of Mathematics.
E. Glossary

1. Management of learning

The learning management in this study is the operation or management to something manageable in this study can be run smoothly, effectively and efficiently.

2. Bilingual Class

Bilingual class is a class that uses two languages of the local language (Indonesian) and target language (English) as the language of instruction / instructional learning and teaching.

3. Learning Mathematics

Learning math is a conscious effort of teachers to help students with the best that they can learn the science of numbers and the operational procedures used in solving the problem of numbers in accordance with the needs and interests.

4. Implementation of Bilingual Education

The implementation of bilingual learning is a learning activity using the two languages that include planning activities, processes, and evaluation.

5. Bilingual Learning Constraints

Bilingual learning constraint is an activity or thing that makes interruption of bilingual learning.