

CHAPTER I

INTRODUCTION

A. Background of the Research

The school development in Indonesia refers to three concepts namely school management development, school mission and vision development, and facility development (Ahmadi and Sofa, 2010: 109). The school management development asks the school to do clear plan based on the structure and systematic mind. Vision and mission development are arranged clearly, applicative, and universally. The school vision in Indonesia in general aims to form Indonesian human in the whole that are creative, smart, and competitive. The school mission tends to make Indonesian people who are smart, competitive in international and can compete and collaborate globally. Meanwhile, the school facility development points to the modern facility which can support the Indonesian education quality improvement in international level.

The Central Java Province Government tries to improve the education quality by conducting the qualified education through immersion class development. The development effort is intended to improve the competence and nation competition in the national and international level. The immersion class development policy is hoped that can become the stages for education unit to rise the status become the international standard

project schools (RSBI). In the guidance book of conducting immersion class (2004:22) published by Education Office of Central Java is explained that immersion class is a class whose the medium instruction is English, especially for seven subjects namely Mathematics, Physic, Biology, Geography, Economics, History, and art.

The Education office of Central Java has been opened up immersion class which applied bilingual learning method, namely learning with two languages combination namely English and Indonesian. English as the international language is recently needed by the teachers and students because English has strategic position in development of knowledge, technology, and building. They make bilingual learning concept or it is known as bilingual learning.

Bilingual learning needs to pay attention seriously because in its implication there are many obstacles and make the difficulties in learning application. The difficulties are faced by the teacher and students who have less English ability. The teachers generally have difficulties in delivering the concept or learning material in English whereas the concept should correct. Thus, most of the students are difficult to absorb the concept or learning material delivered with bilingual by the teachers. It will influence to the students' learning result.

State-Owned Junior High School 5 Purworejo is one of schools in Purworejo regency which conducts immersion program. It has been

conducted the immersion class independently since 2008/2009. In the academic year of 2011/2012, State-Owned Junior High School 5 Purworejo entered the fourth year of immersion class program conducting. One of its commitments is to conduct the bilingual learning model in immersion class directing into English in the whole.

Biology subject in immersion class is one of subjects developed with bilingual learning model. State-Owned Junior High School 5 Purworejo cannot recruit biology teachers who really have basic of English because there is no English Biology graduate yet from the universities. Bilingual biology learning in immersion class was finally taught by the exist biology teacher. All the students of immersion class of State-Owned Junior High School 5 Purworejo are graduates from Elementary schools which do not apply bilingual learning yet. They of course find different situation in immersion class applied bilingual learning model.

The problem of bilingual biology learning in immersion class is fair to be researched because there are three basic reasons. (1) From the past time dimension, the quality condition of biology learning product cannot improve the nation ability and competition optimally in national and international level. (2) From the present time dimension, English as an international language has strategic position in knowledge development, technology, and construction. (3) From the future time dimension, globalization challenges need to improve the human resource competence through qualified learning

model. To consider the reasons above, the writer insists to research how far bilingual learning management of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo.

B. Focus of the Research

The research focus is “How are the characteristic of bilingual learning management of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo”.

The research focus is divided into three subfocus.

1. How are the characteristic of bilingual learning plan of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo?
2. How are the characteristic of bilingual learning implementation of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo?
3. How are the characteristic of bilingual learning evaluation of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo?

C. Objective of the Research

This research generally aims to describe the characteristic of bilingual learning management of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo. In particular and more detailed there are three aims to the research.

1. To describe the characteristic of bilingual learning plan of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo.
2. To describe the characteristic of bilingual learning implementation of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo.
3. To describe the characteristic of bilingual learning evaluation of biology lesson at immersion class in State-Owned Junior High School 5 Purworejo.

D. Significance of the Research

1. Theoretical Significance
 - a. To give effective contribution theoretically for academic purpose in management aspect of bilingual learning of biology lesson in immersion class.
 - b. To give the concept contribution or model which can be as the reference in management of bilingual learning of biology lesson in immersion class.
2. Practical Significance
 - a. For school

To give information about the plan, implementation, and evaluation of bilingual learning of biology lesson as the consideration for the school especially the principal in taking the policy related to the developments of bilingual learning of biology lesson in immersion class.

b. For the Biology Teachers

To give the concrete description about plan, implementation, and the follow up bilingual learning process of biology lesson. To give the biology teacher feedback in reflection their ability to improve their management ability in bilingual biology learning in immersion class.

c. For the Researcher

To give the actual and factual knowledge in plan, implementation, assessment, and follow up bilingual learning process of biology lesson in immersion class. To give the stepping to improve himself as professional teacher.

E. Key Terms

1. Bilingual learning is a learning which the material given in two languages, in this case Indonesian and English.
2. Biology is one of the science studies related to know about the nature systematically.
3. Immersion class is a class which its medium instruction is English is held by Junior High School and Senior High School
4. Curriculum is a set of plan and arrangement about aim, content, learning material, and way used as the learning activity guidance to achieve the particular education purpose.

5. Syllabus is a set of plan and arrangement about learning activity such as making lesson plan, learning activity management, and assessment system development.
6. Lesson plan is an applicative daily program in the class. It is arranged by the teacher for one or some meetings. It is to achieve a basic competence.
7. Learning evaluation is a process or systematic activity, continuing, and the whole in control, assurance, and learning quality decision, learning quality towards learning component based on the consideration and particular criteria, as the form of teacher responsible in conducting the learning.