

**A DESCRIPTIVE STUDY ON BILINGUAL METHOD
IN TEACHING BIOLOGY AT THE SEVENTH GRADE OF *SBI*
CLASS IN *SMP N 1 BOYOLALI* IN 2011/2012**



PUBLICATION ARTICLE

**Submitted as Partial Fulfillment of Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2013



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ABSTRACT

The research aims at describing the teaching-learning process at seventh grade of SMP N 1 Boyolali as International Standard School in 2011/2012 academic year. It is conducted to describes the implementation of teaching-learning process of Biology by using Bilingual method at SMP N 1 Boyolali and the problems faced by teacher in teaching Biology by using Bilingual method. The object of the study is the teaching-learning process on Biology at seventh grade of SMP N 1 Boyolali as International Standard School in 2011/2012 academic year. The subject of the study is the Biology teacher and the students at seventh graders in SBI class at SMP N 1 Boyolali in 2011/2012 academic year. The method of collecting data are observation, interview, and document analysis. In analyzing data the writer applied descriptive qualitative research consisting of data reduction, data display, and drawing conclusion. The result of the study show the model of teaching-learning activities on Biology of SBI class uses Bilingual method. Then, the syllabus and the lesson plan are designed in English. Furthermore, in teaching Biology, teacher delivers and explains the material to the students 30% in English and 70% in Indonesian. In addition, the teacher acts as facilitator, material designer, and motivator. Then, the students roles are as an active learner and the listener. The problems faced by the teacher are the limited capability of the teacher, the students do not understand when the teacher uses English, and the complexity of the materials.

Key words: Teaching Biology, Bilingual Method

A. Introduction

Nowadays, education has been developed in every country, including in Indonesia. International Standard School or *Sekolah Bertaraf Internasional (SBI)* is a serious realization from Indonesian government to increase education quality. The government formed The Pioneer of International Standard School or in Indonesian it is called *Rintisan Sekolah Bertaraf Internasional (RSBI)* prepare the learner based on Standard of International Education. It is stated in 2003 Law No 20 on the National Education System section 50 verses 3 mentioned “central government and/or local government should establish ‘one international standard school’ at each educational level (i.e. primary, junior secondary, senior secondary and senior vocational).

“The International Standard is Standard of Graduating Competency, Curriculum, Teaching-learning Process, Human Resources, Facilities, and Financing” (<http://www.scribd.com/doc/25432102/sekolah-bertaraf-internasional> seni by Astika). In SBI class the teaching-learning process is extended in Bilingual Method. It uses English as the target language and Indonesian language as the native language. According to Zaenuri, *RSBI* is a school that implements both the national curriculum based on *Standar Nasional Pendidikan (SNP)* and the International standardized curriculum.

Bilingual refers to proficiency in two languages. It is also a method of teaching by applying English language not only in English lesson but also in other lessons such as biology, mathematics, chemistry, or even the other non-English lesson. Bilingual Method urge the teacher to have English competence, particularly non-English teacher, for he or she should teach the class by using English such as opening and closing. The teacher has to apply the new method in teaching in order to be successful in teaching-learning process.

The writer is interested in analyzing the process of teaching-learning in Biology subject by using Bilingual Method because it is difficult or not easy to apply the new system in non-English subject, especially Biology subject.

The objectives of this study are to describe the implementation of Bilingual Method on Biology teaching-learning process to the seventh graders of *SMP N 1 Boyolali* and to describe the problems faced by the teacher in teaching Biology by using Bilingual Method.

The writer hopes that the result of research is useful for teachers or readers, in order that they can use it in the teaching-learning process, to make the students more interested in studying Biology by using Bilingual method.

B. Research Method

The writer uses descriptive research. Narbuko (1997: 44) states that “descriptive research is a research which trying to solve the existing problem based on the data. “ This research is non hypothesis research. It collects data, analyze them and draws a conclusion based on the data only without taking general conclusion. The type of descriptive research is documentary analysis.

The writer conducted this research at the second semester of seventh grader in *SMP N 1 Boyolali* . The observation was held fourth times in the classroom. Since 19th September, 24th September, and 1st October, and 8th October. The subject of this study is the Biology teacher and the students at seventh grade of *SMP N 1 Boyolali* in 2011/2012 academic year. The object of the study focuses on the teaching-learning process on Biology by using Bilingual method. There are two types of data; the primary data are taken from direct observation, while the secondary data are taken from the second source that is the document. In this study there are three data sources: 1) Event (The activities of the teaching-learning process Biology class in the seventh grade of *SMP N 1 Boyolali*), 2) Informant (Biology teacher and the students of class C of *SMP N 1 Boyolali*), and 3) Document (The documents are materials or text books related to the problems).

In this research, the writer uses three kinds of methods in collecting the data, namely observation (the writer observes the teaching-learning process of teaching Biology in the classroom. The writer pays attention to the process

of teaching-learning Biology. She does not make interaction to others, even with teacher or students.), interview (the researcher to collect the data in deep and complete way. In this case, the researcher interviewed the Biology teacher. It purposed to get clear information about the research) or documents as the evidence of the research, such as the lesson plan and syllabus), document analysis (the writer analyzes the document obtained from the observation and interview among the teacher and the students. The document analysis was collected as materials of discussion.) To analyze data the writer uses the following procedures: collecting the data taken from the observation, analyzing the data from the result of the observation and interview, and drawing conclusion.

C. Research Finding and Discussion

The research finding describes the information that is collected during the observation and interview with the teacher and the students. The information presented is used to answer the problem statement. There are two kinds of research finding found by the writer, namely the implementation of Bilingual Method in Biology teaching-learning process at the seventh grade of *SMP N 1 Boyolali*, and the problems faced by the teacher in Biology in applying Bilingual method.

1. The Implementation of Teaching-learning Process of Biology by Using Bilingual Method

The implementation of teaching-learning process by using Bilingual method in teaching Biology are ellaborated in four points, (1) teaching-learning components, (2) classroom procedure on Biology, (3) classroom activity, and (4) Biology classes observation.

a. Teaching-learning Components

1) The Objective of the Teaching-learning Activity on Biology

The main purpose of carrying out International Standard School is to improve the quality of national education, to get national acknowledgement and to have international competitiveness ability. The graduate students of International Standard School are expected to have the international standard, such as continuing their education abroad, having capability to work in other country. In other words, it can be said that the national students' quality is the same as the international students.

From the interview and the observation in the class at the seventh grade at *SMP N 1 Boyolali*, the aims of the teaching Biology are to make the students understand the concept of Biology both in English and Indonesian. Then, they can communicate the concept of Biology in English.

2) The Syllabus

The syllabus in *SMP N 1 Boyolali* is used to guide the teacher in the teaching learning process. The syllabus contains school unit, subject, class/semester, standard competency, basic competency, character, essential material, learning activity, indicators, domains, assessment that is divided into three points, they are technique, instrument, and example of instrument, time allocation, and source of learning. The syllabus is written in English, so the teaching-learning activities are delivered in English. The syllabus is designed to be the main source of the teacher in writing a lesson plan or in Indonesian it is called *Rencana Pelaksanaan Pembelajaran (RPP)*, so the teacher really knows the material that will be taught. Consequently, the teacher can deliver the material more specific based on syllabus. So, the teacher can manage the time to explain all the materials and finish it on time.

3) Teaching Material

The teaching materials are important part in teaching-learning processes. The material that will be taught have to based on the syllabus, but the teacher can modify it to make the students understand the material and to make the class more interesting. The teacher has to select the materials because every book has the strength and the weaknesses, so the teacher selected it to get the better knowledge and the students can receive the material easily.

At *SMP N 1 Boyolali*, the teacher uses books entitled "Bilingual Science Biology" written by Sumrwan, Sumartini, and Kusmiyadi. It is published by Erlangga. This book is written in English and Indonesian. Then, the students use "Worksheet Biology 7A 1st semester" as worksheet. This book is organized by Biology Teacher Association of Central Java. It is published by CV. Sarana Ilmu. The book is written in English.

b. Classroom Procedure on Biology

1) The Teacher's Activity

Based on he writer's observation at *SMP N 1 Boyolali*, the teacher's activities on Biology consists of preparation, implementation, and evaluation. The writer interviews the teacher to get the data from preparation, implementation, and evaluation activities that are done by the teacher. From the information that is gotten by the teacher , the writer concluded that there are three kinds of activities that are done by the teacher.

2) The Student's Activity

The students also have an important point in the teaching-learning process. There are many activities that can be done by the students during the teaching-learning process. In the teaching-kearning activity, the students are acquired to be active in the classroom. The students reach individual understanding by paying attention to the teacher's explanation,

asking and answering question, the presenting the result of their discussion.

3) The Classroom Activity

The teaching-learning activity in *SMP N 1 Boyolali* of Biology is conducted in the classroom. Actually, the teaching-learning activity of Biology is supposed to be in the laboratory but the school is still in renovation so they have to learn in the classroom. The Biology class at VII C has a meeting every Monday and Wednesday. On Monday, the class starts at 09.20 a.m and finishes at 10.40. It can be concluded that each session is 40 minutes. Then, it has meeting once two weeks on Wednesday. The schedule is alternate with Physic. So, the first week has a meeting on Biology class, and the second class has a meeting on Physic class. It can be said that Biology class has two meetings in two weeks. The class consists of 23 students. Each class is taught by a teacher. There are three phases of the classroom activity at International Standard School, namely pre-teaching, whilst teaching, and post-teaching.

c. Biology Classes Observation

This research is done at *SMP N 1 Boyolali* from September 2012 until October 2012. This study is done to get information about the implementation of bilingual method in teaching Biology to the seventh grade students of *SBI* class, the procedures of teaching-learning process in Biology class to the seventh graders by using Bilingual Method in *SMP N 1 Boyolali*, and the problems faced by teacher in teaching Biology by using bilingual method. Observation is done by observing the teaching-learning process of Biology in the classroom and interviewing Mr. Paiman as the Biology teacher.

Based on the observation and interview, the Biology teacher at *SMP N 1 Boyolali* implements the School Level-based Curriculum or in Indonesian *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The writer did

four observations in a bilingual class and analyzed the use of English during the Biology classes.

d. Classroom Technique

1) Cooperative Learning

In this technique, the teacher asks the students to make a group and to share what they are thinking about the material and discussing it with the students in a group. Beside that, the students also join in building knowledge, for example the teacher asks about the students' opinion about a problem in the material.

2) Task-based on Experimental Learning

Experimental learning can be seen when the teacher guides the students to do observation on microscope. During the teaching-learning process, the teacher divides the students into five groups. The students are given microscope. Then, the teacher gives the students' assignment from the students worksheet. Their task is drawing the result of the observation and answer the question in worksheet. The worksheet uses English, and the students have to answer in English. The aim of the students worksheet is to write down the result of the student's experiment.

2. The Problem Faced by Teacher in the Implementation of Bilingual Method in Teaching Biology

There are some problems faced by the teacher in the teaching-learning process on Biology lesson at *SMP N 1 Boyolali*. The first problem is the capability of the teacher. And the second is the capability of the students. Both of the teacher and the learner have limited skill in English. The teacher has limited skill in English, especially on diction, grammar, and pronunciation. Consequently, the teacher does not implement English fully in the teaching-learning process. On the other hand, the students are also difficult to understand the materials if the materials are explained in English. The last problem is the complexity of the materials.

D. Conclusion

Finally, the writer presents the result of the data which have been collected from observation and interview in conclusion. After describing and analyzing the data, the writer draws conclusions; (1) the objective of teaching-learning Biology is to make the students have international standard (2) English is mostly used in greeting, opening, giving the material, and closing the lesson. He uses English 30% and 70% in Indonesian. (3) The teacher uses interesting technique such as experiment, discussion or group work in the teaching-learning process. The teacher uses Indonesian and English in explaining the material through experiment and class discussion. (4) The materials in the textbook use Indonesian and English. It can help the teacher and the students develop their English skill. It also can help the teacher and the students create the real Bilingual class. (5) There problems faced by the teacher in the teaching-learning process on Science at *SMP N 1 Boyolali* are the limited capability of the teacher, the students do not understand when the teacher uses English, and the complexity of the material.

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