

**TEACHING LEARNING PROCESS IN BILINGUAL CLASS
FOR EIGHTH GRADE STUDENTS AT SMP N 1 SINE NGAWI
IN 2012/2013 ACADEMIC YEAR**



PUBLICATION ARTICLE

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

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2013



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ABSTRACT

This research aims at describing the teaching-learning process at eighth grade students of SMP N 1 Sine in 2012/2013 academic year. It is conducted to describes the implementation of bilingualism in teaching-learning process, the percentage of teacher in using English, and problem faced by the teacher in the eighth grade bilingual program students of SMP Negeri 1 Sine Ngawi. The object of the study is the teaching learning process in eighth grade bilingual class of SMP Negeri 1 Sine, at 2012/2013 academic year. The subject of the study is the English, Mathematics, Physics teachers and Bilingual program students at SMP Negeri 1 Sine, at 2012/2013 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, presenting the data, and drawing conclusion. The result of the study show the model of teaching-learning activities is Bilingual method in the classroom techniques used are: Peer Group, Question and answer, Task – based or Experiential Learning, Graphics Organizer. In teaching learning process the teacher delivers and explains the material to the students' use 40% in English and 60% in Indonesian. The problems faced by the teacher in teaching learning process are the limited capability of the teacher in English mastery, Different background knowledge among the students, and Inactive students in teaching learning process which is make the students do not understand the material given.

Key Words: Teaching, Learning, Bilingual Method, Bilingualism, ESP, CBI, Technique.

A. Introduction

In the 21st century, Indonesia is intensively developing the existing education by applying and changing the conventional method towards international standards. As a result, Indonesia tried to use and develop some method such as curriculum unit level education (KTSP) and Pilot School of International standard (RSBI) are recently used nationally.

Realizing the importance of education in this global era, the Indonesian government has gone into action through the national education department by legalizing Bilingual class or Bilingual Education or International Standard School. International Standard School in Indonesia was legalized by the minister of education and culture by declaring a regulation number 78 in 2009 about “Implementation of International School at Primary and Secondary Education Level”. Based on the regulation, the schools which can fulfill the standard written in the regulation are allowed to establish an international class in their school purposed for improving the quality of education in Indonesia.

Bilingual education is a form of education in which information is presented to the students in two (or more) languages. Technically, any educational system that utilizes more than one language is bilingual. This means that many, if not most, school programs are bilingual, in at least a literal sense of the word. What differentiates various programs that are toted as ‘bilingual’ is the degree to which multiple languages are used. In this case bilingual will be implemented in teaching learning process.

Teaching learning process is activity which is taking and giving process among the students and teacher. It means that teacher gives instructional materials and the students take them. Teaching consists of the activities, task and learning experiences selected to help bring about learning and now these are in the classroom. Teaching learning process is defined as instructional process through organization and direct interaction of teachers, learners and materials in the classroom (Richard and Roger, 1986: 22).

In teaching learning process, bilingual method must be applied in the teaching material. Bilingual teaching materials in the classroom must be presented in English. Therefore bilingual classroom teaching is a form of content-based instruction (Dudley-Evans & St John, 1998 in Astika, 2009) because the teaching materials are based on the syllabus of subjects. In the context of SBI, English medium teaching is a form of ESP program (Hutchinson & Waters, 2006 in Astika, 2009).

The writer is interested in analyzing the teaching-learning process at bilingual class in SMP Negeri 1 Sine in 2012/2013 academic year, because it is difficult to apply the system in non-English subject. The objectives of this study are to describe the implementation of Bilingual Method on teaching-learning process to the eighth grade of *SMP N 1 Sine* and also to describe the problems faced by the teacher in teaching the material 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 the material given.

B. Research Method

In this research, the researcher used the descriptive qualitative method. Descriptive research involves describing and interpreting events, condition, or situation of the present. Meanwhile, qualitative research is a research method based on naturalist paradigm that has some characteristics. Firstly, the realities are multiple and holistic. Secondly, the knower and known are interactive and inseparable. Thirdly, hypothesis is bounded by time and context. Fourthly, the causes and effect are impossible to be distinguished. Fifthly, the inquiry is value-bound (Lincoln and Guba, 1985: 37).

The writer conducted this research at the second semester of eighth grade students in SMP N 1 Sine, Ngawi . The observation was in the classroom. Since 6th to 11th may 2013. The Subject of this research is limited to the English, Mathematics, Physics teachers and Bilingual program students at SMP N 1 SINE, Ngawi in 2012/2013 Academic year. The object of this research is the English, Mathematics and Physics Teaching-learning process that applied in eighth grade bilingual class at SMP N 1 SINE, Ngawi in 2012/2013 Academic year.

The data of this research are narratives from the activities of English, Mathematics and Physics teaching-learning process in the eighth grade of bilingual class at SMP N 1 SINE, Ngawi. There are three sources of data: (1) Event, the teaching-learning process, (2) Informant, the English teacher and

the students of eighth grade students of bilingual class, (3) Document, writing materials and syllabus, which add and enrich the data in teaching-learning process in SMP N 1 SINE, Ngawi.

C. Research Findings and Discussion

In this research, The writer will present The Implementation of bilingualism in teaching-learning process, the percentage of teacher in using English, problem faced by the teacher and discussion of the finding in the research of Teaching-learning process at the eighth grade bilingual program students of SMP Negeri 1 Sine Ngawi.

1. The Implementation of Bilingualism in the Teaching Learning Process

The implementation of bilingualism in the teaching learning activities will be observed in four points, (a) the teaching technique (b) the teaching procedure.

a. The Teaching Technique

In the teaching learning process, Bilingual teaching materials in the classroom must be presented in English. Therefore bilingual classroom teaching is a form of content-based instruction (Dudley-Evans & St John, 1998 in Astika, 2009) because the teaching materials are based on the syllabus of subjects. In the context of SBI, English medium teaching is a form of ESP program (Hutchinson & Waters, 2006 in Astika, 2009).

Based on Statements from the expert above, the researcher tried to compare the fact on field with the theory. And the researcher finds a fact that the teaching learning process in bilingual class at SMP N 1 Sine, use English for Specific Purpose (ESP).

English for Specific Purposes (ESP) is a technique used in teaching – learning process at bilingual class of SMP Negeri 1 Sine. In the implementation of ESP in SMP Negeri 1 Sine, based on researcher observation, there are four techniques namely: (1)

Peer Group, (2) Question and Answer (3) Task-based or Experiential Learning, (4) Graphics Organizer that usually used in daily teaching learning process.

1) Peer Group

In this method, the teacher mix the students from the different Linguistics ability, Skill levels, and background knowledge to work together as a group on a common task. It is purposed to encourage the students to communicate, to share insight, test hypothesis, and jointly construct knowledge. Based on the observation in the classroom the researcher find that that teacher implements Peer Group method, because in the classroom the teacher broke the class into groups that consist two people each group, and give the students a task to discuss. Its mean, in the classroom the teacher try to encourage the students to discuss deeper about the material by broke the class into groups and give the students some task.

2) Question and Answer

In this method, the teacher give the students question, and ask them to answer the question, the general goal of the question-and-answer method is to draw students into active participation in teaching and learning processes. The technique also encourages students to move beyond memorization to higher levels of learning that require clarification, expansion, generalization, and inference.

In this case, based on the observation done by the researcher in the classroom, the researcher find that the teacher used question and answer method twice, the first is in the middle of the lesson, after explaining the material and the second, at the end of teaching learning process, which is in feedback stage at discussion time.

Question and answer method have different purpose depend on the place. In the first place, at the middle of lesson, after explaining the material, it probably purposed to evaluate how far the students understand about the material, so, here the teacher can decide an appropriate decision to treat the students. And in the second place, the teacher placed question-and-answer method in the end of the teaching learning which is in feedback stage at discussion time, it purposed to help the students recall and memorize the material given by the teacher, so the students can get a meaningful lesson and they expected to remember the material.

3) Task – based or Experiential Learning

In this method, appropriate context, are provided for developing thinking and study skills as well as language and academic concept for students of different levels of proficiency. Students learn by carrying out specific task or project: for example, “doing science” and not just reading about it (Rosebery, Warren, & Conant, 1992 in Fauziati, 2009).

Based on the interview, implicitly the researcher find that the teacher implements “Task-Based or Experiential Learning” in teaching learning process, because in the classroom the teacher not only give explanation to the students but the teacher also give the practical aspect to the students, it is purposed to reach deeper understanding about the material. And in this case the students expected to know, the real example from the material in the real life, so the students can get clear image about the teacher explanation.

4) Graphics Organizer

This method provides a “means for organizing and presenting information so that it can be understood, remembered, and applied” (Crandall, 1992 in Fauziati, 2009). Graphs, realia, table, maps, flow charts, timelines, and venn diagrams are used to help the students place information in comprehensible context. They enable students to organize information obtained from written or oral text, develop reading strategies, increase retention, activate schema as a pre reading or pre-listening, and organize ideas during prewriting stage (Crandall, 1992 in Fauziati, 2009).

Based on the interview above, the researcher implicitly get an information that the teacher use Graphics organizer, it can be seen from the teacher statement, in means the teacher in teaching learning process use a media to help the teacher explain the material and help the students understanding the explanation. So, both of the teacher and the students have a same benefit in the teaching learning process.

b. The Teaching Procedure

In the teaching Procedure in bilingual class, there are some steps using a pedagogical framework (Willis, 1996, 2005 in Astika, 2009) which consists of a pre-task, task cycle, and feedback. In this case based on the observation done by the researcher, the teaching procedures are relevant with the theory, which consist pre-task, task cycle and feedback. It is proven, when the researcher join to the Physic class, the teacher do the following step above, there are:

1) Pre-task (Opening)

The pre-task stage is the first step done by the teacher when deliver the material after opening, the teacher explain the material using the slide show, to bring clear image about the

material, so the students can briefly understanding about the material. In the observation, the researcher find in pre task the teacher after open the class he explain the material to the students,

2) Task Cycle (Whilst Teaching)

After the teacher finishes his explanation, he goes to next step, he asks to all of the students to write down the question, and ask them to solve the question. After a few minute the teacher ask the student randomly to do the task.

Based on the classroom observation, the teacher asks to the students to do a task, it probably purposed to evaluate how far the students understand about the material, so, here the teacher can decide an appropriate decision to treat the students, beside that it also purposed to make the explanation briefly and make the students understand the material

3) Feedback (Closing)

In the feedback stage, the teacher notice the students do in front of class, when the student find some difficulties, he gave some clue to the student to help them remember the material given. After the student finish to answer the question, the teacher adds some explanation or information based on the material and the question given.

From the observation done by the researcher in the classroom, after the teacher gives a task to the students, the teacher explains the rule. Then give time to the students to do the task, after the students finish doing the task, the teacher randomly chose the students to do the result of the task in front of the class.

After the students finish the task, the teacher gives some additional information about the material to give more information to the students. In means, the teacher try to make

the teacher have a clear image about the material by giving them feedback and additional information about the material. The teacher delivers some feedback also in a form of Question and answer method, it purposed to help the students recall and memorize the material given by the teacher, so the students can get a meaningful lesson and they expected to remember the material well.

2. The Percentage of Teacher in using English

According to Dharma (2007) In Astika (2009) the implementation of bilingual classes through several stages: In the first year the use of English language instruction as much as 25 percent and 75 percent Indonesian. In the second year, the use of English language instruction, each 50 percent for English and 50 percent Indonesian. In the third year, the use of English language instruction using 75 percent English and 25 percent Indonesian.

The standard given by Dharma in use of instructional language, each 50 percent English and 50 percent Indonesian, but in fact in daily teaching learning process in bilingual class at SMP N 1 Sine, the teacher use of instructional language are below the standard, in this case the instructional language use are 40 percent English and 60 percent Indonesian. The percentage the use of English is 40%: 60%, it is because in teaching learning process, English language only use in Opening, Simple instruction in explaining the material and closing, so that's why the percentage of English are only 40%. Beside that the English language use is limited by the vocabulary and background knowledge of the teacher and student.

3. The Problems Faced by the Teacher in Implementing Bilingualism

There are some problems that faced by the teachers on field, when implementing bilingualism, from the research conduct by the writer there are three main problems that faced by the teacher, they are: (a) The

Language mastering, (b) The difference of background knowledge and (c) Inactive students in teaching-learning process.

a. English Mastery

In Indonesia English is a Foreign language, it means that not every person in Indonesia have a good capability in English mastering. In the teaching learning case especially in bilingualism not every teacher has same capability in applied English in the daily teaching learning process.

b. The background knowledge

In the teaching learning process, every single person of students is different. They are having different families, different culture, human resource and etc. that makes the students are unique. In teaching learning process the basic knowledge or the background knowledge of every students are different, it means that if we discuss something there are will be a lot of point of view from the students

c. Inactive students in teaching-learning process

Besides the difference of background knowledge, inactive students also become another problem faced by the teacher in teaching learning process. In teaching learning process the teacher and students must be active, the teacher active to deliver the material and the students active to receive and understanding the material given by the teacher. In this case, the students as a subject of teaching, if they are inactive in teaching learning process they will not get the essence of the material given by the teacher.

D. Conclusion

In this chapter, the researcher comes to the conclusion of this research, which answers the problem statements. In this chapter will answer three points of problem statements, The first point is about the implementation

of bilingualism in teaching-learning process; including (a) the teaching technique (b) the teaching procedure. The second point is about the percentage of teacher in using English. The third point is about the problem faced by the teacher in teaching learning process.

The first point is about the implementation of bilingualism in teaching-learning process it aims to prepare the students to have international standard and global competitiveness ability which is in line with the vision and mission of Bilingual Class. The teaching model which is carried out in the bilingual program is bilingual transitional education, in which the teachers use partial English rather than full English in delivering materials.

The Second point is about the percentage of teacher in using English, According to Dharma (2007) In Astika (2009) the implementation of bilingual classes through several stages: In the first year the use of English language instruction as much as 25% and 75% Indonesian. In the second year, the use of English language instruction, each 50% for English and 50% Indonesian. In the third year, the use of English language instruction using 75% English and 25% Indonesian. In this case, the teacher must be able to use the instructional language, each 50% for English and 50% Indonesian. Although, seeing from the fact, the language uses in teaching-learning process are still inappropriate or under the standard, because the finding on field, the percentage the use of English is 40%: 60%.

The Third point is about There are some problems that faced by the teachers on field, when implementing bilingualism, from the research conduct by the writer there are three main problems that faced by the teacher, they are: (a) The Language mastering, (b) The difference of background knowledge and (c) Inactive students in teaching-learning process.

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