

CHAPTER I

INTRODUCTION

A. Background of the Study

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.

In implementing international school standards there are some standard that need to be fulfilled. For instance, the ideal teacher standards In Bilingual class is the teacher should have professional competences, such as the materials, pedagogic, knowledge, wide international knowledge, and also a competence in communicating internationally showed by mastering one of foreign language especially English.

Mastering English, is a must because English as the instructional language in daily teaching learning process and also English as international language. In this case, it is very important to prepare the Indonesian people to face the modern era. English is a tool to communicate orally and writing in the world. Communicating is to understand and express information, mind, feeling, and developing science, technology, and culture.

Based on the regulation number 19 in 2005 about “National Education Standard” Bilingual class or Bilingual Education or International Standard School has some Ideal standards to be fulfilled, namely: (a).Content Standard; (b).Process Standard; (c).Graduate competence standard; (d).Educator and education personnel standard; (e).Infrastructure standard; (f).Management standard; (g).Financing Standard; and (h).Educational assessment standard. All the standards written in the regulation must be implemented to the school or education institution that held the international school standard.

Seeing the Ideal Standards given by the governments, a lot of international standard schools do not really have a good quality expected before. It happens because of some reasons such as the lack of schools readiness, teachers, and students, also government itself. And at the end it creates a lot of disturbance especially in teaching learning process, because a lot of teachers and students in Indonesia are not good enough in communicating spoken or written in English. Eventually, it is one of the important things needed to be noticed in International Standard School.

In teaching learning process, teacher should be able to deliver the material to the students, Even though, the students background knowledge are not the same each other. In International standard school case especially in Indonesia, the teacher should be able to deliver the material in two languages that are Indonesia and English. On the other side, the students should be able to receive the explanation from the teacher in two languages. This becomes the main thing to be concerned because it can affect a lot of aspects in teaching learning process. Now, the main questions are how English is used in the Designated International Standard School or Bilingual education and how it can make a good communication. This communication can be seen by the interaction between the teacher and students, and among the students. Good communication means that the materials can be transferred well; no misunderstanding between the teacher and student; no misunderstanding dealing with the materials; and also enabling learners to learn.

Given these conditions, the researcher is interested in conducting a research on how the teachers use English as the medium of instruction in teaching learning process to support bilingual system so that the writer knows the use of English as medium of instruction in teaching and its strength and weaknesses. This makes the researcher interested in conducting the research entitled *Teaching Learning Process in Bilingual Class for Eighth Grade Students at SMP N 1 Sine Ngawi in 2012/2013 Academic Year.*

B. Scope of The Study

The researcher focuses on the Language use in teaching learning process; teaching technique and teaching procedure of eighth grade bilingual students at SMP N 1 SINE, Ngawi in 2012/2013 Academic year.

C. Problem Statement

Based on the background of the study the writer formulates the problem as follows:

1. How is the implementation of bilingualism for eighth grade students at SMP N 1 SINE Ngawi in 2012/2013 Academic year?
 - a. What is the Teaching technique used in teaching learning Process?
 - b. How is the teaching procedure in the teaching learning process?
 - c. What is the Percentage of the teacher in using English?
2. What are the problems faced by the teacher in bilingual teaching and learning for eighth grade students at SMP N 1 SINE Ngawi in 2012/2013 Academic year?

D. Objective of the Study

Based on the problem statement, the objective of this study is to describe the teaching-learning process in bilingual class at SMP N 1 SINE, Ngawi, especially on:

1. The implementation of bilingualism for eighth grade students at SMP N 1 SINE Ngawi in 2012/2013 Academic year.

- a. The teaching technique use in teaching learning process
 - b. The teaching procedure at teaching learning process
 - c. The Percentage at teacher using English
2. The problems faced by the teacher in teaching and learning process of bilingualism for eighth grade students at SMP N 1 SINE Ngawi in 2012/2013 Academic year.

E. Significance of the Study

There are two kinds of advantages: theoretical and practical. The advantages of the study are:

1. Theoretical benefit

The research result can be used as the reference for those who want to conduct a research in bilingual teaching-learning process.

2. Practical benefit

- a. English teacher

It is as the input to minimize or eliminate the weaknesses and constraints, also improve the benefit that exists in teaching learning process in bilingual class.

- b. Student

This result will help students increasing knowledge on teaching method especially in teaching bilingual.

- c. For other researchers

This research is appropriate for stimulating the other researcher in conducting such kind of research in the future.

F. Research Paper Organization

This writer organizes this research paper in order to make easier to understand. This research paper consists of five chapters:

Chapter I is Introduction consisting of background of the study, problem of the study, limitation of the study, objectives of the study, benefits of the study, and research paper organization.

Chapter II is underlying theory. It covers review of previous study and theoretical review consisting nature of language teaching and language learning, design of language teaching, and classroom activity in English teaching learning process.

Chapter III is the research method. It deals with type of the research, object of the study, subject of the study, data and data source, technique of collecting data and technique for analyzing data.

Chapter IV is research results and discussion. In this chapter, the writer will present the data analysis and the findings.

Chapter V deals with the conclusion and suggestion. Besides, the last part will be bibliography and appendix.