

# **BILINGUAL CLASS LEARNING MANAGEMENT**

**(A Site Study at *SMP Negeri 2 Purworejo*)**

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## **BILINGUAL CLASS LEARNING MANAGEMENT**

**(A Site Study at SMP Negeri 2 Purworejo)**

**By:**

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### **Abstract**

*The purposes of this study are to describe (1) the development of instructional materials of bilingual class at SMP Negeri 2 Purworejo; (2) the bilingual learning strategies at SMP Negeri 2 Purworejo; and (3) the bilingual classroom learning interactions at SMP Negeri 2 Purworejo. The findings suggested that (1) the development of bilingual classroom instructional materials created by SMP 2 Purworejo was by techniques of arranging information, scratching and translating. Teachers analyzed the materials to be developed based on the National Education Standard Board and OECD curriculums. There was additional material in the development of instructional materials such as on English subject that had exposition and new items materials in which those materials were not given in the non-pioneering of international standard school. (2) Bilingual learning strategies in SMP 2 Purworejo was conducted by a semi-English approach in which teachers used bilingual language in delivering instructional material. CTL method used both in learning inside or outside the classroom. Students were invited to Borobudur to practice their English skills. With this method, students learned to discuss and work together. (3) Interaction of bilingual class learning at SMP 2 Purworejo was done by two-way interaction. Teachers had planned to construct interactive learning by writing lesson plan. Students required to answer questions, conduct discussion, and also to make a presentation using an LCD that had been prepared. Presentation was carried out by using a mixture of students' language, teachers make correctness if the students mispronounce the English term.*

*Keywords: bilingual, instructional material, strategy, interaction*

## ABSTRAK

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Tujuan Penelitian ini adalah untuk mendeskripsikan (1) pengembangan bahan ajar kelas bilingual di SMP Negeri 2 Purworejo. (2) strategi pembelajaran kelas bilingual di SMP Negeri 2 Purworejo. (3) interaksi pembelajaran kelas bilingual di SMP Negeri 2 Purworejo. Jenis Penelitian ini adalah kualitatif dan menggunakan desain etnografi. Penelitian ini dilaksanakan di SMPN2 Purworejo. Subjek utama penelitian adalah kepala sekolah, guru, dan Waka Kurikulum. Metode pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Analisa data diawali dari (1) Pengumpulan Data, (2) reduksi data, (3) display data, dan (4) penarikan kesimpulan. Uji keabsahan data menggunakan teknik triangulasi.

Hasil Penelitian ini adalah (1) Pengembangan bahan ajar kelas bilingual SMPN 2 Purworejo dibuat dengan teknik menata informasi dan *scratch and translate*. Guru menganalisis materi yang akan dikembangkan yang berpedoman pada kurikulum BSNP dan juga kurikulum OECD. Terdapat penambahan materi dalam pengembangan bahan ajar seperti pada mata pelajaran bahasa Inggris terdapat materi exposition dan new item. Bentuk bahan ajar yang dikembangkan berupa cetak dan juga elektronik. (2) Strategi pembelajaran bilingual di SMPN 2 Purworejo dilakukan dengan pendekatan semi bahasa Inggris dimana guru menggunakan dua bahasa dalam menyampaikan materi pembelajaran. Metode CTL digunakan baik dalam pembelajaran di dalam atau di luar kelas. (3) Interaksi pembelajaran kelas bilingual di SMPN 2 Purworejo dilakukan dua arah. Interaksi tersebut tercipta karena guru melakukan kegiatan pembelajaran siswa aktif. Guru sudah merencanakan pembelajaran interaktif dengan menyusun *lesson plan*. Siswa diminta untuk menjawab pertanyaan, diskusi, dan juga melakukan presentasi dengan menggunakan LCD yang sudah dipersiapkan. Kegiatan presentasi dilakukan siswa dengan menggunakan bahasa campuran, dan guru akan memberikan perbaikan jika siswa salah mengucapkan istilah dengan bahasa Inggris.

Saran yang diberikan dalam penelitian ini adalah (1) sekolah seyogyanya menyelenggarakan *In House Training* setiap awal semester. (2) Bahan ajar yang berbentuk modul seyogyanya dicetak dan digandakan. (3) Melaksanakan *English Day Program*. (4) Menerapkan metode debat.

Kata kunci: *bilingual, bahan ajar, strategi, interaksi*

## **INTRODUCTION.**

In this globalization era, English plays an important role in international communication whether in the field of development, technology, economic, and education. In line with globalization, the need for English skill is a must. Therefore, it is not surprising when experts who involved in education need to provide intensive English lesson to the high school students even since they were in elementary school. At the high school level, there are a lot of junior and senior high schools that become the pioneer of international standard school and even be the international standard school.

International standard school is prepared for students who are ready to compete, active, effective and intelligent in responding to the development of science and technology. An alternative that is considered to be able to overcome this challenge is the implementation of bilingual class program or a class with two intermediate languages that is Indonesian and English (learning Mathematic and Science in English) (Hansdar, 2011: 1).

There are two main factors that drive the importance of bilingual classes. First, strong human resources are urgently needed because the human resources are the most decisive competitiveness, especially human resources that master technology and science. Second, remembering that most of the sciences such as mathematic, physic, biology, chemistry, and technology were written in English.

This bilingual class requires students to master bilingual languages i.e. English and Indonesian in certain subjects. This makes students must learn harder, and also teacher in managing bilingual class in order to make bilingual learning runs optimally. Classroom management is a complex set of behaviors in which teachers use it to organize and maintain classroom condition that will enable the students to achieve learning objectives efficiently (Surjana, 2008: 66-67).

Actions that need to be done in creating the classroom conditions for teachers is to manage communication and interpersonal relationship between

teacher-students effectively, and also good preparation of teaching. Classroom teacher as the manager is a person who has a strategic role to plan activities that will be done in class, the person who will implement the activities planned by the students subjects and objects, determine and make decisions which strategies that will be used with a variety of activities in the classroom, and teachers also will determine alternative solutions to overcome obstacles and challenges that may arise; then with the three proposed approaches, will greatly help the teachers in carrying out their duties.

Based on the previous explanations, the writer interested in conducting research of the Bilingual Class Learning Management in *SMP Negeri 2 Purworejo*.

The focus of this research is how bilingual classroom management in *SMP Negeri 2 Purworejo*. The focus is elaborated into three subfocuses, there were (1) How are the characteristics of the development of instructional materials in *SMP Negeri 2 Purworejo*?; (2) How are the characteristics of bilingual learning strategies in *SMP Negeri 2 Purworejo*?; and (3) How are the characteristics of bilingual classroom learning interactions in *SMP Negeri 2 Purworejo*?

The research objectives to be achieved are to describe (1) the development of instructional materials in *SMP Negeri 2 Purworejo*; (2) the bilingual learning strategies in *SMP Negeri 2 Purworejo*; and (3) the bilingual classroom learning interactions in *SMP Negeri 2 Purworejo*.

## **RESEARCH METHOD**

It is a qualitative research using ethnography design. Location of this study is at *SMP Negeri 2 Purworejo*. The writer took this location because it is a pionnering international standard school, the classroom management is done by providing facilities such as LCD for each class, this school holds English training so most of the teachers in this school have TOEFL certificate.

Data are the writings or records of everything that is heard, seen, experienced, and even thought by the researcher during data collection activities and reflect it into ethnography. Data used in this study are data on the learning management of bilingual class at *SMPN 2 Purworejo*.

Techniques of data collection include in-depth interview, observation, and documentation. Data analysis technique used in this study was a technique of analyzing data arranged in site. Data that have been collected then analyzed based on the model of interactive analysis of Miles & Huberman. There are four components in this model. The four components are data collection, data reduction, data display, and drawing conclusion.

To check the validity of data, this study used triangulation technique. Triangulation used in this research is the source of triangulation, i.e. to compare and check behind the level of trust of any information obtained through different times and tools in qualitative research. This can be achieved by (1) comparing the results of observations with data from interviews, (2) the results of interviews with the contents of a related document, and (3) the results of someone interviews with different people.

## **RESULTS AND DISCUSSION THEORY**

### ***Instructional Material Development of Bilingual Class at SMPN 2 Purworejo***

Instructional materials given to bilingual classes at *SMPN 2 Purworejo* in two forms, in Indonesian and English remembering that the bilingual class is the class using two languages. Before developing instructional materials, teachers of *SMPN 2 Purworejo* select the materials to be developed or analyzed. The selection of instructional materials should be in accordance with standard competence and basic competence to be taught to students. The Principles used in developing instructional materials are relevancy, consistency and adequacy.

Development of instructional materials of bilingual classes at *SMP 2 Purworejo* is done with Four D model. The model includes the definition, design,

development, and dissemination steps. By using these development models, instructional materials produced are able to make the students understand the material given although in English.

Stage of development is done by conducting a review either by the principal or teacher to see the English grammar used in the instructional materials. The techniques used in preparing instructional materials are to organize the information and also the scratch and translate techniques. Structuring information by collecting material from various sources and then copied and bound in modules form. The source of instructional materials used by the teachers of *SMPN 2 Purworejo* was from Handbook (National Standard Education), reference sheet (Cambridge), Bilingual Books of the Pioneering of International standard school, and so on. The results of such material sourcing disaggregated according to the standard competence and basic competence, then prepared in accordance with lesson plan to be done by the teacher. Development of instructional materials was by managing information seemed saving the time.

Instructional materials that have been approved by the principal and the grammar has been corrected by knowledgable others, then they were implemented in a bilingual classroom learning activities. The implementation of the instructional materials used in the bilingual classroom is the dissemination stage. The instructional materials in the form of modules have not been distributed to students because the numbers of the modules were limited. Students can access the materials in e-book form on the school website.

Research on the form of instructional materials was also conducted by Irvin R. Katz And Alexius Smith Macklin (2007). This study said that with ICT, students can master the subject matter more quickly, become better at problem solving, better self-control and also can better control in their learning activities. This may imply the implementation of ICT also affects the subject matter being taught by the teacher.



When compared between a study by Irvin R. Katz And Alexius Smith Macklin (2007) with a study conducted in *SMP 2 Purworejo* have similarities and differences. Both discuss about the matter or instructional materials in teaching. The study conducted by Irvin R. Katz And Alexius Smith Macklin (2007), the instructional material presented in electronic form and created using ICT equipment, while the study at *SMP 2 Purworejo*, the materials are not only in electronic materials, but also printed materials, module and students work sheet. It proved that the use of many kinds of teaching materials would help the students to understand the materials easily and broadly.

### ***Bilingual Learning Strategies at SMP Negeri 2 Purworejo***

Learning strategies are activities carried out related to the activities learning activities. Teachers conduct learning activities in the classroom without any help from an English teacher. It is because of the total numbers of the English teachers in this school are limited.

In delivering materials, teachers used Indonesian and English. The use of two languages as there is a limitation of teachers' ability in speaking English and also to enable the students to receive the course materials easily. The school had lecturers from universities to monitor their learning in a bilingual classroom. Those lecturers were from Muhammadiyah University of Purworejo, Indonesia Islamic University, and Yogyakarta State University.

Teachers use the translate method in providing the material, and they have not 100% used English yet. This method is often called as a semi-English approach, where teachers still use Indonesian to deliver instructional material, but the materials themselves are written in English.

Not only the teachers who use the mixed-language, English and Indonesian, but the students also were not required to use English in 100% bilingual learning. The study discussed the students' skills in English in bilingual classes was also conducted by Planas (2009). This paper is about how students

use their languages in the learning of mathematics. Research showed that there was a difference of the Spanish students in using bilingual language for learning activities in math.

When compared between the study by Planas (2009) with a study conducted in *SMP 2 Purworejo* have similarities and differences. Both discussed about the students' skills in using English in teaching learning process. The study by Planas (2009) discussed about the proficiency of students in learning mathematics that are still using two languages English and Spanish. While the research conducted in *SMP 2 Purworejo* uses two languages, English and Indonesian as learning strategies to enable the students to master the instructional material easily. It is because the students' English competence is not good enough.

The methods used by teachers are also varies such as the use of CTL that is the method adapted to the context. In addition to using the CTL, teachers of *SMPN 2 Purworejo* also resemble learning by using interactive learning media.

The use of instructional media is able to increase student achievement. This is according to research conducted by Chen and Wang(2080). This article discussed the application of the established principles of instructed language learning in a cyber face-to-face environment supported by an advanced Synchronous Learning Management System (SLMS). Following a critical review of the use of SLMS in distance language learning, the main body of the article focuses on the discussion of results from an empirical study. These results indicate that principles of instructed language learning for traditional classroom-based learning are equally applicable in cyber face-to-face learning, but with their own characteristics. Recommendations for the effective use of SLMSs for online synchronous language learning are also put forward.

When compared between the study by Chen and Wang (2008) with a study conducted in *SMP 2 Purworejo* have similarities and differences. Both discuss the strategy of learning, especially in the use of instructional media. The

media discussed by Chen and Wang (2008) is the online learning media, while the research conducted in *SMP 2 Purworejo* used interactive media presented through LCD. Delivering learning process through this media encourage the students' interest in joining the learning process.

### ***Bilingual Class Learning Interaction at SMP Negeri 2 Purworejo***

Teaching and learning interaction is an interactive activity of several components to realize the achievement of learning objectives that have been set in the learning plan. To realize the learning interaction, teachers of *SMPN 2 Purworejo* prepare the lesson plan.

The bilingual class learning interaction runs in two-ways interaction, the interaction between teachers with students, and students with students.. Teachers have designed learning by using a variety of methods so that students were not only passive during the learning process but also give response of everything given by the teacher. Teachers use the interactive method to get the response from the students. The method used is a students' participation-centered method such as CTL, discussion, observation, and so on.

The interactions that could be seen in the bilingual classroom is the teacher asking questions to the students and the students immediately answer the questions. Other students also respond to their friends' answers so that the interactive classroom happened, though there were still some students who just kept silent. According to the results of research conducted by Lyster (2002). Drawing on examples from immersion classrooms, where the overriding focus is on delivery of subject matter in the second language, an argument is presented in support of a more comprehensive view of negotiation that accounts for corrective feedback and distinguishes between meaning-focused and form-focused negotiation.

If comparing the research conducted by Lyster (2002) with a study conducted in *SMP 2 Purworejo* they have similarities and differences. Both discussed about the interaction in learning. The study conducted by Lyster (2002) the interaction discussed was the teacher's questions which are responded by students by giving opinions or arguments, while research conducted in *SMP 2 Purworejo* the form of interaction was not only seen from students' answers, but also could be seen from the students' participation during the discussions, working with the group, and also students' activity in conducting presentations. This condition encourage the students' motivation in learning process.

Teacher asks students to make groups, discuss, and also do the presentation. In addition, the teachers ask the students to conduct study groups, they were also asked to observe and report the results of their observations. Teachers determine the group members based on students' competency. The cleverer student became the leader of the group then acted as peer tutor. Students try to become tutor to clarify questions asked by members of the group and explained the material provided by the teacher for each group. Teachers act as facilitators to help the students who have difficulties in learning, both in explaining the material to members of the group as well as the difficulty in understanding the material provided by the teacher.

The method with the principle of students' participation can enhance students' motivation and interest in learning. It could be seen from the number of students who asked questions and other students were able to answer other groups' questions. The learning interaction that enhance students' motivation and interest that occurred in *SMP 2 Purworejo* according to the research done by Bill Ussher (2003), the results indicate that learner satisfaction depended on several factors including tutors' interactions and feedback. Students' perceptions of 'good' interactions and how this impacts on enthusiasm and learning are considered for course designers.

Comparing the research done by Bill Ussher (2003) with a study conducted in *SMP 2 Purworejo* have similarities and differences. Both discussed about the learning interactions and also the benefit of it. The research conducted by Bill Ussher (2003) was limited to discuss about the interaction effect of learning on learning interest, while research conducted in *SMP 2 Purworejo* discussed the qualitative interaction activities undertaken between teachers and students and between students and students. Here the students should be more active during the teaching learning process.

Teachers prepared equipment needed in the presentation, such as LCD, and laptop. The material discussed by students in group presented through the LCD and responded by other groups. Students do presentation like asking and answering using mixed language. If there is a wrong term pronounced by students using English will be corrected by the teacher. Interactive learning conducted by teachers and students, have not been able to activate all students. This becomes the homework of teachers of *SMPN 2 Purworejo* to fix more active learning activities. Things need to do is to assign tasks to the students who have not been active by giving the opinion of the members of the group.

Teachers gave questions to students as an evaluation. The evaluation was conducted to determine the ability of students to receive the material that had been given by the teacher during learning activities took place. Students finished the questions carefully either English or Indonesian questions. Teacher gave the questions in accordance with the material that had been given within two weeks. The test items could be in the forms of multiple choice and description.

## **CONCLUSION**

The development of bilingual classroom instructional materials created by *SMP 2 Purworejo* was by techniques of arranging information, scratching and translating. Teachers analyzed the materials to be developed based on the National Education Standard Board and OECD curriculums. There was additional

material in the development of instructional materials such as on English subject that had exposition and new items materials in which they were not given in the non-pioneering of international standard school. Source of instructional materials were from domestic and foreign references as taken from Cambridge. Composition of Indonesian materials was translated into English by an English teacher and linguist invited by the school. The instructional materials developed in the form of printed and electronic.

Bilingual learning strategies in *SMP 2 Purworejo* was conducted by a semi-English approach in which teachers used bilingual language in delivering instructional material. CTL method used both in learning inside or outside the classroom. Students were invited to Borobudur to practice their English speaking skill. Through this method, students learned to discuss and work together. Animation media was used by the teachers in presenting the material. The school also increased the students 'and teachers' competence in the English language by organizing public courses. This school has not carried out English Day program to increase the teachers and the students speaking competence.

Interaction of bilingual class learning at *SMP 2 Purworejo* was done by two-way interaction. This interaction was created because teachers made an activity of students' active learning. Teachers had planned to construct interactive learning by writing lesson plan. Students required to answer questions, conduct discussion, and also to make a presentation using an LCD that had been prepared. Presentation was carried out by using a mixture of language students, teachers make correctness if the students mispronounce the English term.

There are such recommendations addressed to the school of *SMP Negeri 2 Purworejo*. The school should carry out the In House Training program twice a year. It can be done in the early semester. The school should publish the instructional materials in the form of modules created by the the teachers so that they are meaningful for the students The school should carry out English

Day program to improve the teachers and students' speaking competence. The teachers should use another method in learning strategy like debate, to encourage the students to express their ideas.

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