

CONTENTS

STATEMENT	i
PREFACE	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
CONTENTS	v
LIST OF TABLE	viii
LIST OF FIGURE	ix
CHAPTER I : INTRODUCTION	
1.1 Background.....	1
1.2 Statement of Problem.....	5
1.3 Aims of the Study	5
1.4 Significance of the Study	5
1.5 Clarification of Terms	6
1.6 Paper Organization	6
CHAPTER II : THEORETICAL FOUNDATION	
2.1 Bilingualism and Bilingulism in Education.....	8
2.2 Type of Bilingual Program Models.....	12
2.2.1 Additive Bilingualism.....	12
2.2.2 Subtractive Bilingualism	13
2.3 Model of Bilingual Program.....	15
2.3.1 Two-way Bilingual Education.....	15
2.3.2 Transitional Bilingual Education.....	17
2.4 The Pilot International standard School (RSBI/SBI).....	18

2.4 English as A Language of Instruction.....	20
2.5 The Related Previous study Reported.....	22

CHAPTER III : RESEARCH METHODOLOGY

3.1 Research Questions.....	25
3.2 Aims of the study.....	25
3.3 Research Design.....	26
3.4 Site and Participants.....	27
3.5 Data Collection	27
3.5.1 Interview.....	28
3.5.2 Observation.....	29
3.5.3. Questionnaire.....	30
3.6 Data Analysis	33
3.6.1 Interview Analysis.....	33
3.6.2 Observation Analysis.....	34
3.6.3 Questionnaire Analysis.....	34
3.7 Establishment of Trustworthiness.....	36

CHAPTER IV : FINDINGS AND DISCUSSIONS

4.1 Findings and Discussion.....	38
4.1.1 The Bilingual Program Model	38
a. Interview.....	38
b. Class Observation.....	46
c. Questionnaire.....	41
4.1.2 The Students' Opinion about Bilingual Program.....	56

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion..... 62

5.2 Recommendations..... 63

REFERENCES

APPENDICES

ABOUT THE WRITER



LIST OF TABLE

Table 2.1 The Canadian and The U.S Models of Bilingualism.....	14
Table 2.2 Components and Profile Standard of RSBI.....	19
Table 3.1 The Division between the Students Perception towards Bilingual Program, the Students' Goal to Participate in Bilingual Program and students' Point of View about the Portion of English as Language of Instruction.....	31
Table 3.2 The Division of Positive and Negative Statements.....	32
Table 3.3 The Score of Response to Positive Statements.....	32
Table 3.4 The Score of Response to Negative Statements.....	33
Table 3.5 The Percentage of English as Language of Instruction.....	34
Table 4.1 The Characteristics of the Bilingual Program Model Applied by the School.....	40
Table 4.2 The Percentage of the Use of L1, L2 and Switched Sentences in the observed classroom and the Use of English and A Modified Speech Register in Conducting the Teaching Process by T1, T2 and T3.....	47
Table 4.3 The Percentage of Students' Opinion about Bilingual Program.....	56
Table 4.4 The Grade of Each Respondent.....	60

LIST OF FIGURE

Figure 1 General Conclusion of the Students' Response towards Their Goal to Participate in the Bilingual Program.....	51
Figure 2 General Conclusion of the Students' Experience about the Portion of English as Language of Instruction	53
Figure 3 Detail Average Percentage of the Students Response.....	57
Figure 4 Detail of Students' Opinion about Bilingual Program	57
Figure 5 General Conclusion of the Students' Opinion about Bilingual Program.....	58

