

CHAPTER I

INTRODUCTION

This chapter presents the background and the burning issue related to the topic, the scope of the study, the statement of problem, the aim of the study, the significance of the study, the methodology used in this study, the clarification of prominent terms in the study and the organization of the paper.

1.1 Background of the Study

English is one of the international languages that are used worldwide. According to Hutchinson & Waters (1986), it was started soon after the Second World War when a large expansion in scientific, technical and economic activity began on an international scale. This expansion created a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English.

The influence of English as international language spread in many countries in the world, with no exception in Indonesia. The Indonesian people cannot be separated from English. English appears in almost of their daily activities. For example, there are English user manuals in many products –like electronic products and even many daily need products. Newspapers or magazines are presented in English and many articles in internet and blog or

website are found using English. It is shown that English can be found easily in daily activities, so this condition makes English important to master.

In Indonesia, English is a subject to learn from elementary school to university levels. Elementary school provides English as a local content which is not a “must” to teach. Whereas, junior high school and senior high school levels provide English as a compulsory subject that is included into the national curriculum. English as a compulsory subject for the students in secondary levels is because the students in that level are considered able to learn four English skills. The students can coordinate what they listen, speak, read and write. Besides that, it is prepared for the students in secondary levels to have a skill that perhaps will support their future career. One of the crucial skills is English that is considered important to support their career. It is because the role of English as international language, so that the students are expected able to communicate on global scale and do their career easier than those who are not mastering English. Finally, English is become a compulsory subject in secondary levels in Indonesia.

Although the students had learned English from a very early stage in elementary school levels to university level for about more than six years, students’ proficiency in using English is still considered in low level. Many students are not able to speak in English. One of the causes is that English is taught as a foreign language in Indonesia (Astika, 2009). Troike (2006) said that foreign language has no immediate or necessary practical application. The students rarely apply English as their societal dominant language. They do not necessarily wish to use English to socialize at home, with their best friends or in

their neighborhoods; they have a native language (*Indonesian Language*) for those purposes.

The condition of low level of students' proficiency in using English leads the government to concern more on how to solve the problem. One of the causes is that English is taught as a foreign language and then the government takes an initiative to create a program to make the students use English. One of the efforts made by government is by developing a bilingual program. Based on the government regulation number 19 year 2005, the government organizes a bilingual program that is covered in an International Standard School (SBI). The international standard school (SBI) is organized to make the students able to communicate in English. The students are also expected to apply English continually as their societal dominant language in the school. It is because the students are given an opportunity to use English not only when they are in the English class but also when they are in other classes, like Math, Biology, Physics or Chemistry. Even when they are on the outside the class, they are also demanded to communicate in English.

Actually, bilingual program was not a new program in educational setting. According to Cummins (1989), bilingual education was started when there was an increasing movement of people from one country to another. It is caused by the globalization effect. One of the consequences of population mobility is linguistic diversity within schools. Cummins illustrates the condition that children are from in the city of Toronto in Canada, 58% of kindergarten students come from homes where Standard English is not the usual language of

communication. For that reason, bilingual program is developed to solve the problem at that time.

Cummins (2001) in her essay said that bilingualism has positive effects on children's education and linguistic development. Bilingual program offers great opportunities to use English for students as their societal dominant language. It is also an educational approach that not only allows students to master academic content material, but also become proficient in two languages—an increasingly valuable skill in the early twenty-first century (Cummins, 1989). A vast number of other studies have shown that bilingual education is effective on students' education and linguistic development (Cummins, 1989; Krashen, 1996 Wilig, 1985).

In addition, bilingual program refers to the use of two languages as media of instruction, there are some models of bilingual class. They are *structured immersion*, *early-exit transitional bilingual education* and *late-exit transitional bilingual education*. *Structured immersion* is a model where almost all instruction is provided in English. After that, *early-exit transitional bilingual education* is a model of bilingual program in which there are little initial instructions in the students' primary language, and all other instruction in English. The students' primary language is used only as a support or for clarification in this model. The third approach is *late-exit transitional bilingual education*, where students only received 40 percents of their instruction in the primary language. So, *early-exit bilingual education* uses English as instruction language more than *late-exit transitional bilingual education*.

According to the explanation above, the study was entitled “*Bilingual Program: Model and Students’ Opinion*”. This study was focused only on the goal of the program and the portion of English as language of instruction in each grade of an Initiative of international standard school (RSBI). This study, then, was focused on investigating the model of bilingual program and the students’ perception towards bilingual program in a public senior high school in Bandung. The school is pioneered to be an international standard school.

1.2 Statements of Problem

This study is conducted to answer the following questions.

1. What is the model of bilingual program applied by the school?
2. What is the students’ opinion about bilingual program in the school?

1.3 Aim of Study

According to the research questions, the aims of this study is to find out the model of bilingual program applied by the public senior high school in Bandung and the students’ opinion about bilingual program in the school.

1.4 The Significance of the Study

The study depicted the implementation about bilingual program in a public senior high school particularly the model and students’ opinion about bilingual program. Consequently, this study was hopefully significant because the result of the study can shed light on a model of implementation of bilingual

program in the school. It was expected also contribute some valuable input to the improvement of teaching English and other subjects using target language.

1.5 Clarification of Key Term

Bilingual program is a broad term that refers to the presence of two languages in instructional settings. There is the use of two languages as media of instruction in the class. Students may be native speakers of the majority language or a minority language. The students' native language may or may not be used to teach content material (Zelasko, 2003 in Encyclopedia of Education.com). In Indonesian context, the bilingual program refers to the presence of English in instructional settings. The students' native language is Indonesian Language, but the teacher in bilingual program use English to teach content material (Hidayat and Masita, 2004).

The terminology of SBI/RSBI has become a hot issue in Indonesia since 2004. It is an abbreviation of *Rintisan Sekolah Bertaraf Internasional* refers to school preparing to be international standard school. It is a policy of Indonesian government. This program is quite the same with the program in Malaysia since 2003. The goal of this program is to teach and learn science and math in English. Then, the classes in RSBI/SBI are classified as bilingual class.

1.6 Organization of the Paper

There would be five chapters in this paper. Chapter one is introduction to this study about model of bilingual program and students' perception towards

bilingual program. This chapter provides the background of study, background of the study, the scope of the study, statement of the problem, the aim of the study, the significance of the study, research methodology, clarification of key terms, and organization of the paper.

Chapter two is theoretical foundation, which provides the theories of model of the bilingual program from expert and the findings of previous studies in relevant to the study.

Chapter three is research methodology which describes the research methodology that has been briefly introduced in chapter one.

Furthermore, chapter four is finding and discussion; this chapter describes the result of instrument analysis, such as the data from observation, tape recording, interview, document investigation and the interpretation of finding from the research.

The last chapter is conclusion which describes the result of the study and suggestion for further better study.