

CHAPTER I

INTRODUCTION

This chapter provides brief description of the whole contents of the research including the background of the research, statements of problem, purposes of study, significance of the study, research method, clarification of the key terms and organization of the paper.

1.1 Background

In recent years, English language learning is important. This is an effect of global communication. Today, English is in daily use among people who were not brought up speaking English as their native language, where most of people live in countries requiring English for contact with people in other country and language contact inevitably leads to bilingualism. Appel and Mugsken (1987:3) define bilingualism as the situation where two languages or more are involved. Nowadays, many schools in Indonesia require English curriculum into their curriculum as a foreign language to prepare their students into global world. Foreign language is not a language spoken in the native country. It is often considered by pupils and teachers as their difficult task. The biggest problem which Indonesian English teachers have faced is how to teach English and the unsuccessful movement to legitimate bilingual education as a part of the curriculum of the public school.

However, according to Harrison (1990:77), learning a foreign language helps to “increase social competence”, to “foster positive attitudes towards other countries” and people, to “awaken an interest in foreign cultures and lifestyles” and so on.

Relevant to the problem above, this paper investigated English teaching learning process in a bilingual boarding school. Bilingual school involves teaching academic content in two languages, in the native language and the secondary language. The curriculum of most bilingual school is designed for those who speak English as a second language.

The research attempted to describe the techniques applied and the materials employed in teaching learning process at Bilingual Boarding School as a foreign language because it has reputation as a Bilingual Boarding School in Bandung and its students have good achievement.

1.2 Statements of the Problem

This study investigated English teaching learning process in bilingual classroom. Thus, the research questions for this study were:

1. What are the techniques applied in English teaching learning process at bilingual classrooms?
2. What are the materials used in English teaching learning process at bilingual classrooms?

1.3 Purposes of the Study

Considering the background and the statement of the problem above, the researcher decided to investigate:

1. The techniques applied in English teaching learning process at bilingual classrooms;
2. The materials used in English teaching learning process at bilingual classrooms.

1.4 Significance of the Study

The result of this study is able to present a real portrait of teaching learning process in Bilingual Boarding School in Bandung. It may give some contribution on the improvement of teaching English and it may also offer some inputs for educators, parents, and institutions to consider the way of treating children.

1.5 Clarification of the Key Terms

Native Language is assumed to be language which is acquired during early childhood, normally beginning before the age of about three years (Saville and Troike, 2006)

Curriculum is concerned with a general rationale for formulating policy decisions, it combines educational-cultural goals with language goals (Dubin and Olshtain, 1986:35)

Foreign Language is a language not spoken in the native country.

Target Language is the aim or goal of language learning (Saville and Troike, 2006: 6)

Bilingualism is use and control of two or more languages (Bloomfield, 1933; Mackey, 1968; Romaine, 1989).

Bilingual Classroom is classroom content in two languages, native language and secondary language.

Second Language is officially or societally dominant language, (not speakers' L1) needed for education, employment or other basic purposes (Saville and Troike, 2006:6).

Teaching Method is an overall plan for systemic presentation of language based on selected approach in teaching (Brown, 2001)

Material refers to textbooks, workbooks, flashcards, recordings, games, songs, reference books-all the vast range of pedagogical tools that teachers and learners make use of – together with the equipment and aids that may necessary in order to present particular materials

1.6 Organization of the Paper

The paper of the reasearch is organized as follows:

CHAPTER I is introduction, which consists of background of this study, explaining about the importance of observing bilingual classroom especially in English teaching learning process . Besides, it contains the statement of the problem, purposes of the study, significance of the study, research method, clarification of the key terms and organization of the paper.

CHAPTER II is the literature review of the related theories. In this paper, the researcher serves the theory of the nature of learning and teaching language, the components of language teaching and types of bilingual education.

CHAPTER III is research methodology. It outlines the method used in the research that includes research design, data collection, sample and data analysis. In collecting data, the researcher uses some techniques, they are classroom observation and interview. In this case, the researcher uses qualitative-descriptive approach.

CHAPTER IV is findings and discussion. It describes the result of the analysis and explains the answer of the research questions “What are the techniques applied in English teaching learning process at bilingual classroom?” and “What are the materials employed in English teaching learning process at bilingual classroom?”

CHAPTER V is the conclusion of the research and the suggestion for further research.

