

CHAPTER I

INTRODUCTION

This chapter provides the overview of the study. The elaboration focuses on the background of the study, research questions and objectives of the study, significance of the study, scope of the study, definitions of key terms, and the organization of the paper.

1.1 Background of the Study

The demand of being international and internationalization has significantly influenced all aspects of life including economy, politics, culture, society and education (Hamid, Jahan, & Islam, 2013; Tanu, 2014). Globalization has challenged policy makers to create new kinds of educational policy that can bring educational reforms and raise international competitiveness of domestic economy (Bascia, Cumming, Datnow, Leithwood, & Livingstone, 2005). Due to the global challenges, educational institutions strive to improve in order to suit to the world system. In other words, globalization has created both challenges and prospects in education. Bilingual Education (BE) is one of the impacts of globalization in education in which English, the global language, is used as a medium of instruction as it is believed to be an important factor in national development and global competitiveness (Fitriati, 2015; Fitriati & Rata, 2020; Hamid, Thi, Nguyen, & Baldauf, 2013; A. Kirkpatrick, 2010, 2012).

In the Indonesian context, the establishment of BE attracted the government's attention in 2003. Encountering globalization, the government was cognizant of the demand for the Indonesian citizen to compete in global era (Hadisantosa, 2010). Local and central government were required to establish International Standard Schools (ISS), 'the best' public schools selected by the government to meet international standards in the hope that ISS could produce competitive graduates from primary to secondary levels (junior secondary, senior secondary as well as vocational schools) which could lead to economic advancement. However, in terms of practice, ISS implementation was problematic leading to its termination in 2013 because of several criticisms. It was argued that

such schools merely created a gap between lower and higher family status apart from the fact that most of teachers and students had very limited English proficiency (Hamid, Jahan, et al., 2013; Zacharias, 2013). In contrast, the schools remain exist. With the approval of the Ministry of Education, these schools run National curriculum in combination with an international curriculum such as Cambridge, International Baccalaureate (IB), or Victoria Certificate Education (VCE), and use English as a medium of instruction (EMI) to teach subject matters such as Mathematics and Science (Hadisantosa, 2010; Zacharias, 2013).

A number of studies related to BE are diverse in terms of contexts and topics. At primary level, the topics of the studies include the learning outcomes from English-medium Instruction (EMI) class in Indian context (Endow, 2018), grassroots support and language policy in China (R. Wei & Feng, 2015), Kenyan teachers' challenges in using English-medium Instruction (Hsieh, Lonescu, & Ho, 2017), the experiences and perceptions of Francophone children following English-medium Instruction (EMI) in Cameroon (Kuchah, 2016), the issue of English-medium Instruction (EMI) in Pakistan primary schools emphasizing on stakeholders' perceptions and English language use in the classroom (Rashid, Muzaffar, Dar, & Butt, 2016), and teachers' approaches to develop students' writing skills in upper elementary bilingual classrooms in Texas (Roper, Carpenter, & Garza, 2018). However, the study with regard to the policy of BE, the practice in Science classroom, and the challenges encountered by policy makers at primary levels is hardly revealed. The study on BE policy, for instance, includes the implementation of Content and Language Integrated Learning (CLIL) for young learners in China that focuses on stakeholders' support and language policy (R. Wei & Feng, 2015).

Meanwhile, a study related to policies, practices as well as challenges in BE implementation was conducted at tertiary level (undergraduate and postgraduate) in Singapore (Bolton, Botha, & Bacon-Shone, 2017). However, in terms of challenges, the study was limited to revealing perceived difficulties in academic communication pertaining to receptive and productive skills, which were compared between the undergraduate and postgraduate students. With regard to

policies and practices, the study solely surveyed the language policy used at universities in Singapore, which are, to what extent the policy was reflected and what language was predominantly used. Apart from those issues, the limitation is also in terms of methodology. The study was conducted through quantitative approach in which open-ended questionnaire was the sole data collection procedure. Therefore, this study aimed to investigate school policies and its practice, how BE is implemented in schools, and challenges all the stakeholders - including teachers - encountered during the implementation of BE. All data were taken through classroom observation, interviews, and document survey.

1.2 Research Questions

How is Bilingual Education (BE) practiced in the Integrated Islamic Elementary School?

- a. What policy of Bilingual Education is implemented in the Integrated Islamic Elementary School?
- b. What are the challenges encountered by policy makers during the implementation of BE policy?
- c. How is Bilingual Education practiced in science classroom?
- d. What are the challenges encountered by the teacher during the practice of BE in the Science class?

1.3 Objectives of the study

Following the aforementioned research questions, this study examined the policy of Bilingual Education (BE) and explored how the policy makers implement the policy. The study also explored the practice of BE in the classroom in order to discover the challenges encountered by the policy makers and the teachers in implementing the policy.

1.4 Significance of the Study

The study is intended to contribute significantly for several areas. Theoretically, the study aimed to explore the educational policy of BE at an Integrated Islamic elementary school. The study is expected to contribute to literature enrichment in BE area by offering relevant frameworks in terms of educational policy involving language policy implementation and practice. Practically, the results of the study

are expected to be used as a useful guidance for teachers and practitioners in language teaching and planning including educational policy makers, in conducting curriculum assessment and need analysis. Bear in mind that the data acquired from language policy practice inquiry might provide some feedback and enlighten policy makers in conducting evaluation of educational curriculum.

1.5 Scope of the Study

Relevant to its purpose, the study investigated the school's language policy on BE, its practice and challenges at an Integrated Islamic Elementary school. This study took place in one of the schools in Bandung involving one bilingual classroom, one teacher and two policy makers.

1.6 Definitions of key terms

Bilingual Education (BE) - It is widely defined as integrated learning which is done by learning subject matter through language (commonly second or foreign language). It aims to enhance students' language competence as well as academic achievement.

Content and Language Integrated Learning (CLIL) - It is defined as dual-focused educational approach in which both content and language are taught in additional languages and the focus is interwoven between language and content.

English-Medium Instruction (EMI) - It deals with the use of English as a medium language in teaching and learning subject matters wherein the first language is not English. Different from CLIL, EMI does not explicitly mention the objectives between learning language and content.

1.7 Organization of the paper

This paper comprises five chapters. The first chapter encompasses the background of the study which includes the justification of conducting the study and the gap found related to the topic of the study. Chapter 1 also demonstrates the research questions, the objectives of the study, significance of the study, the scope of the study, and the definitions of key terms used in this study. Following the first chapter are the theories underpinning the topic of the study which are also supported by related studies. The chapter comprises six sub-headings that are

systematically elaborated encompassing the theory of BE including its origin, definition, models, and characteristics. This chapter also presents the framework employed for the study, the elaboration of language policy in education in Indonesia, and the nature of how children learn. Chapter three elaborates the method employed in conducting this study which comprises the discussion of research design to attain the purpose of the study, the data collection procedures which include the participants, the setting, the instruments, and the elaboration of data analysis which is based upon the framework adopted. This chapter is tailed by data analysis in the fourth chapter. The last chapter displays the discussion and conclusion of the results of the study and further provides constructive suggestion as well as recommendation for the future study.