

CHAPTER I

INTRODUCTION

1.1. Background

To communicate effectively, people should use the same language. If they speak in different language, the process of delivering message will not happen. To overcome such problem, people with different language background speak one language that is acceptable in global society, that is English. So, English has been used as a tool of communication among the countries. As an evidence, most population of the world have listened to, spoken in, read and written in English.

The government of Indonesia has established the status of English as a foreign language from the 1950s (Department of National Education of Indonesia, 2007). At that time, English has been taught as a subject at schools and it has been introduced since the lower secondary school up to the higher secondary school, (Department of National Education of Indonesia, 2007).

According to the regulation No.20/2007 about National Education System, “The central government and/or regional government established at least one educational institution of all levels to be developed into an international standard educational institution”, Department of National Education has arranged International Standard Schools program or *Sekolah Bertaraf Internasional(SBI)*. One of the requirements to be international standard schools is using English as the classroom language.

International standard schools conduct bilingual classes which involve two different languages as the classroom language, i.e. native language, in this case bahasa Indonesia and second language or additional language, which is English.

In bilingual classes there are some subjects that require teachers to use English as classroom language. Therefore, the teachers who are non English teachers have to teach those subjects in using English and automatically they have to be familiar with the terms of the subjects

Related to the fact that bilingual classes require teachers to teach subjects using English, this research is mainly purposed to find out how teachers use English in teaching Science and the difficulties encountered by Science teachers in teaching Science using English in bilingual classes at one state junior high school Cimahi.

1.2. Research Questions

The study examines the following questions:

1. How do teachers use English in teaching Science in bilingual classes?
 - a. What kind of language is used in teaching Science?
(Teacher's talk)
 - b. When do teachers use English in teaching Science?

- c. Why do teachers use English when they use Science terms?
2. What are the difficulties encountered by those teachers in teaching Science using English in bilingual classes?

1.3. Aims of Study

Related to the questions above, this study is aimed to:

1. Find out how teachers use English in teaching Science in bilingual classes.
2. Find out the difficulties encountered by those teachers in teaching Science using English in bilingual classes.

1.4. Significance of Study

This study is important because it gives significant contribution to some elements of education, such as bilingual teachers, policy makers and as the references of other research to enhance the better quality of bilingual program in Indonesia.

In addition, this study can give non-English teachers ideas how to solve the difficulties they probably find in teaching Science using English in bilingual classes.

1.5. Scope of The Research

The study focuses on how teachers use English in teaching Science in bilingual classes and the difficulties that are probably encountered by those teachers in teaching Science using English in bilingual classes.

1.6. Research Method

1.6.1. Setting and Participants

The setting was in one state junior high school in Cimahi. It is an International Standard School where students learn Science in two languages, English and bahasa Indonesia. The reason of choosing this school is because it is one of the schools which conduct bilingual class and the location of school is accessible, so it is easier for researcher to collect the data.

As the participants (P), two teachers as representatives from each subject of Physics and Biology were involved in this research. They teach 7th grade at one state junior high school in Cimahi. Those teachers are chosen because they had already had experience as Science teachers who teach their subject in bilingual classes.

1.6.2. Instruments

In order to answer the research questions, the researcher used some instruments. Related to the instruments used, the researcher used three qualitative

instruments; observations, video recordings and interviews. How these instruments were used is discussed in chapter three of this paper.

1.6.3. Data Collection

In this research, the researcher gathered the data from observations, video recording and interview. Observations are conducted to find out how teachers use English in teaching Science in bilingual classes while video recording supported the observations. Interview was conducted to find out the difficulties that teachers find in teaching Science using English in bilingual class. This interview was also used to get further explanation about what had been recorded through observations.

1.6.4. Data Analysis

The data analysis in this research was intended to find out how teachers use English in teaching Science (Physics and Biology) using English in bilingual classes.

According to Hatch and Farhady (1982), data analysis is a form of analysis that is used after the researcher collected the data. In the process of data analysis, the researcher organized and explored the video recordings, and the interview transcripts. Finally, the researcher presented the data, analyzed and interpreted them and arrived at conclusion based upon them.

1.7. Paper Organization

The writer organized the paper into five chapters as follows:

CHAPTER I: INTRODUCTION

This section contains introduction, which discusses background, research questions, aims of the research, significant of the research, scope of the research, research method, data analysis, clarification of terms, and organization of the paper.

CHAPTER II: LITERATURE REVIEW

This chapter contains related theories, concepts, and previous study about bilingual program, teaching of Science, and classroom language.

CHAPTER III: RESEARCH METHODOLOGY

It contains research methodology that is employed in this research as a tool to reach questions to the research questions.

CHAPTER IV: FINDINGS AND DISCUSSIONS

This chapter reports the findings, including analyzing the data.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

It contains conclusion and suggestions from the research based on the analysis in chapter four.



