

CHAPTER I

INTRODUCTION

This first chapter presents background of the research, specifies the research questions, aims of study, describes the significance of the study, and presents an overview of the research methodology applied and data analyses. This chapter is ended by the clarification of terms used in this research and an overview of organization of the paper.

1.1 Background of the Research

English has been an important language for international communication. Nowadays, in various fields of human's life, English has been used as a means of communication among the countries. As evidence, most population of the world have listened to, spoken in, read, and written in English. Therefore it is reasonable if English becomes a lingua franca of this entire world.

In line with the necessity of English mastery as the lingua franca, English learning-teaching process in Indonesia has improved from time to time. From the 1950s, the government of Indonesia has established the status of English as a foreign language (EFL). Then, English has been

taught at schools – from the lower secondary schools up to the higher secondary schools (Department of National Education of Indonesia, 2007).

Relevant to the status of English as the lingua franca in international affairs, in 2003, the government of Indonesia determined the regulation No. 20 about national education system, which states:

Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.

(The central government and/or regional government establish at least one educational institution of all levels to be developed into an international standard educational institution)

as an attempt to increase the quality of English education in Indonesia.

Following up that regulation, Department of National Education or *Departemen Pendidikan Nasional* (2007) has arranged international standard schools program or *Sekolah Bertaraf Internasional* (SBI). The schools participating in this program should fulfill the requirements from the government to be international standard schools (Department of National Education, 2007).

Basically, there are so many requirements for being international standard schools. One of the requirements is language(s) that is used in the school for learning-teaching activities. Commonly, international standard schools use two languages, at least, as the language(s) of instruction, whereas in Indonesian context, the languages which are used are English

and Indonesian (Department of National Education, 2007). In a similar vein with the use of two languages in international standard schools (English and Indonesian), McGroarty (2001:345) and NABE (2004) propose the use of two languages at the same time for learning-teaching activities as bilingual. Therefore classes using two languages at the same time for learning-teaching process called bilingual classes or bilingual programs.

Related to the fact that bilingual program as a newly-applied method of learning English in Indonesia and many research has not been done to this program, this research is mainly purposed to discover the nature of bilingual program in one state junior high school in Bandung (the setting of the research) – the initial for this school in this paper is JHS.

1.2 Research Questions

1. How is a bilingual program implemented in JHS?
2. Does the bilingual program in JHS affect students' academic achievements in the subjects of Mathematics, Physics, and Biology?

1.3 Aims of Study

Based on the research questions above, this study is aimed:

1. To find out how a bilingual program is implemented in JHS.
2. To find out whether the bilingual program in JHS affects students' academic achievements in the subjects of Mathematics, Physics, and Biology.

1.4 The Significance of the Study

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

Firstly, this study can give bilingual teachers knowledge about what kinds of principles, activities, and materials, which are suitable for bilingual students. With this knowledge, teachers may be able to connect students' general knowledge of English, and thus enhance students' cognitive development, especially in their language development (Cummins, 1986). If teachers were able to increase students' English proficiency, then the teachers would be able to generate a respectful development of English learning.

Secondly, through this study, policy makers can make appropriate polices for the bilingual program based on the basic principles of the

bilingual program, so that the bilingual program implemented in Indonesia can be more effective.

Thirdly, this study will enrich the literature of bilingualism and may be used as one of the references for the future bilingual research.

All in all, a rich exploration of how a bilingual program is implemented in JHS and students' academic achievements in the bilingual program can provide us with insights into the nature of the bilingual program in JHS, which in turn will help us to guide bilingual students in the bilingual program.

1.5 Research Method

1.5.1 Setting and Participants

The setting was in one state junior high school in Bandung (JHS) where students learn some subjects such as Mathematics, Physics, and Biology in two languages, English and Indonesian. The reason of choosing this school was because of the school's achievement to be included in the government's project to implement the bilingual program.

As the participants (P), three teachers and six students were involved in this research. Involving the teachers (P7, P8, and P9) would give the significant contribution to the research since they were experienced teachers in the bilingual program of the school.

Besides, six students from the eight-grade were involved in this research. Initially, they were P1, P2, P3, P4, P5, and P6. Those participants were chosen based on several important reasons as will be discussed in chapter three of this paper.

1.5.2 Instruments

To find out the answers to the research questions, the researcher used some instruments. Related to the instruments used, the researcher used three qualitative instruments, namely observations, interviews, and document analyses to get the data which in turn would be analyzed clearly. The way of how these instruments were used is discussed in chapter three of this paper. Additionally these instruments can be seen in appendices of this paper.

1.5.3 Data Collection

In this research, the researcher gathered the data from observations, interviews, and document analyses. Observations contributed to find out how a bilingual program was implemented. To get further explanation about what had been recorded through observations and to get further data about students' academic achievements in the bilingual program, interviews were employed. In addition, document analyses were designed to triangulate some data obtained from two other methods. The detail discussion of data collection will be discussed in chapter three of this paper.

1.6 Data Analyses

According to Hatch and Farhady (1982:36), data analysis is a form of analysis that is used after the researcher collected the data. In this research, it explains what the researcher did with the data after the researcher collected them (Alwasilah, 2003).

Since the data collection and the data analysis were highly intertwined in a qualitative research, the researcher also analyzed the data simultaneously with the data collection (Creswell, 1994:153).

The data analysis in this research was intended to find out how a bilingual program was implemented and whether the bilingual program affected students' academic achievements in terms of Mathematics, Physics, and Biology.

In the process of data analyses, the researcher arranged and explored the video recordings, the interview transcripts, and some related documents, then the researcher categorized, synthesized them, searched for the patterns, discovered what was significant, and finally, decided what story the researcher would tell and how (Bogdan & Biklen, 1998). Then the researcher interpreted the data by comparing and contrasting the data with the previous studies and theories related with this research (Creswell, 1994:24; Emilia, 2007 as cited in Emilia, 2008:197). The detail discussion of how the data were analyzed will be discussed in chapter three of this paper.

Finally, having collected the data, the researcher presented the data, analyzed and interpreted them, and arrived at conclusions based upon them.

1.7 Clarification of the Key Terms

It is important to define key terms that are central to the research because this provides a sense of how they are used in this research. This section defines a few key terms that are used throughout this paper.

Academic achievement : an achievement, which is measured by standardized tests or performance of real life tasks, reflects instructional goals of the schools (Sizer, 1992, as cited in Brisk, 1999).

Bilingual program : an approach in which two languages are used in classes – by teachers or students or both – “as media of classroom instruction for the same group of students” (McGroarty, 2001:345) “for a variety of social and pedagogical purposes” (NABE, 2004).

1.8 Organization of the Paper

This paper is presented into five chapters, as follow:

PRELIMINARIES

CHAPTER I : INTRODUCTION

This chapter elaborates background of the research, research questions, aims of study, the significance of the study, research method, data analyses, clarification of key terms, and organization of the paper.

CHAPTER II : THEORETICAL BACKGROUND

Related theories, concepts, and previous study about bilingual program are elaborated in this chapter. In common, this chapter covers bilingualism, basic principles of bilingual program, types of bilingual program, and bilingual program implemented in Indonesia.

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives a clear discussion about the research methodology that is employed in this research as a vehicle to reach the questions to the research questions.

CHAPTER IV : DATA PRESENTATION AND ANALYSES

This chapter presents the data obtained during the research and discusses the data analyses based on the data presentation which are merged with the literature review and research methodology in the previous chapters of this paper.

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and several suggestions from the research based on the analysis in chapter four.

BIBLIOGRAPHY

Related references concerning with this study are listed in this part.

APPENDICES

This part presents several important appendices concerning with this study. They are field notes taken during the research, interviews transcripts, and documents of the school.

Finally, in order to be able to provide a clear portrait of how a bilingual program is implemented and students' academic achievements in the bilingual program, a comprehensible literature review is completely needed. Therefore, chapter two of this paper discusses and explores the literature review of the research.