

CHAPTER I

INTRODUCTION

A. Background of Study

Bilingual education is a method of teaching that involves using two languages to convey the curriculum content. Its aim is to enhance the proficiency of participants in a foreign language, and students who undergo bilingual education gain important skills such as mastery of scientific concepts and the ability to speak in two languages.¹

The government's efforts to produce globally competitive human resources include implementing bilingual education, which is the simultaneous study of two languages. Students who undertake bilingual education can successfully master both languages using similar strategies. Essentially, their success in learning two different languages lies in their ability to distinguish the unique contexts of each language.

Implementing a bilingual program at the junior high school level in Indonesia presents various challenges. One of these challenges is the need for the Indonesian government to train professional, multilingual instructors. Additionally, such programs require significant funding to be carried out successfully. Moreover, the bilingual class and its students

¹ Bambang Sugianto, "Optimalisasi Penerapan Kelas Menuju Pembelajaran Efektif di SMPN 1 Gresik", in *Kebijakan dan Pengembangan Pendidikan*, Vol. 2, No. 2, (2014), pp.35-41, 36.

receive preferential treatment in terms of access to school facilities, academic resources, and support for the program.²

Bilingual education at the junior high school level is a special class program that uses both Indonesian and English as the languages of instruction during classroom activities. This program is essential for schools in Indonesia and has received significant attention from both parents and students alike. It is undeniable that this program has become increasingly popular in recent years.³

The researcher has conducted a study at Global Indonesia School regarding bilingual education. The study explores the strategies used for implementing bilingual teaching and learning, as well as the process for achieving bilingual learning goals. The process begins with planning, organizing, directing, implementing, monitoring, and assessing phases. The exploration of English teaching and learning in a bilingual school is relevant to Arnyana et al.'s theory, which suggests that the teacher plays a critical role in determining how bilingual teaching and learning are implemented.⁴

² Dwi Jayanti and Anton Sujarwo, "Bilingual Education In Indonesia: Between Idealism and the Reality", Vol. 4 No. 1, (April 2019), pp.12-25, 13.

³ Dwi Jayanti and Anton Sujarwo, "Bilingual Education In Indonesia: Between Idealism and the Reality", Vol. 4 No. 1, (April 2019), pp.12-25, 13.

⁴ Ida Bagus Putu Arnyana et al., "Pengembangan Model Pembelajaran Bilingual Preview-Review Dengan Seting Kooperatif GI Pada Mata Pelajaran Biologi Siswa SMA BI", *Pendidikan Dan Pengajaran*, Vol.42, No.3 (2009). pp.178-186,185

Successful bilingual teaching and learning require teachers with a strong command of the lesson material and excellent communication skills in English. Additionally, teachers should be able to apply bilingual teaching methods effectively. For students to succeed in bilingual learning, they must have a solid foundation in English communication.

Based on the results of preliminary observations and preliminary interviews with the principal of Global Indonesia School (*see appendix 2*), was stated that GIS was one of the excellent programs in the Serang city area. The bilingual class program, which was still quite small in number of the Serang city, was highlighted. Additionally, the solution of the interview showed that Global Indonesia School (GIS) was a solution. The principal of GIS had founded it from the initiative the owner of Emerald Lake area. The owner had devised a strategy for how to present GIS to suit the needs of the Serang people. GIS was in the midst of establishing branches in several locations throughout West Java and DKI Jakarta.

Furthermore, the homeroom teacher of grade VIII-A of GIS stated (*see appendix 2*) that GIS was still owned by National schools plus an international curriculum such as John Paul's School and Saint John School. Also the teacher stated, even though GIS had only been operating since 2019, GIS was able to compete with older reputable

international or bilingual schools in Serang and quickly earned A certification at all levels.

The principal of GIS had stated (*see appendix 2*) the fact that GIS was also open to trilingual students because GIS could not disregard the reality that the people of Serang could not be divorced from their local language. However, the fundamental idea of GIS remained focused on becoming an English bilingual school or using the English-Indonesian language. GIS as a national plus bilingual school used a Merdeka National curriculum enriched with the English-UK, Singapore, and Montessori curricula, this allowed GIS to exceed the competency standards of both the National Curriculum and the International Curriculum. The English-UK and Singapore curricula had been recognized for their superiority throughout the world, UK English was superior in the field of Science, while the Singapore Curriculum was superior in the field of Math.

The curriculum used by GIS is supported based on Throhler's theory that objective of integrating components from the UK, Singapore, and Montessori educational systems into a curriculum is to offer a comprehensive education. The UK curriculum emphasis on a broad selection of subjects, independent learning, and the development of critical thinking. For the Singapore curriculum good on math and

science. Meanwhile, the Montessori approach promotes individualized instruction learning. By combining using these curriculum, will fomed a balanced curriculum which supports academic critical thinking, problem-solving skills, personalized learning.⁵

GIS had a formal cooperation with pearson edexcel, a UK-based curriculum provider, with pearson edexcel GIS had become an assessment center for English international exams and was open to the public. Pearson Edexcel by GIS is also related based on Fullick and Sochacki's theory, they stated that pearson edexcel is a global examination board and education publishing company known for diverse academic qualifications, pearson edexcel with an international presence providing resources for support students and teachers teaching and learning. Additionally, pearson edexcel develops syllabi and embraces digital initiatives to enhance learning, incorporating elements of continuous assessment in some qualifications.⁶

GIS offered four levels of education, from kindergarten, primary school, junior high until senior high, and used National with UK Singapore curricula at all levels with English as the language of instruction in all subjects, except for a few subjects such as Indonesian,

⁵ Daniel Tröhler, "International Curriculum Research," *International Handbook of Curriculum Research*, no. January 2014 (2015).

⁶ Ann Fullick and Frank Sochacki, "Pearson Edexcel-International-A-Level-Biology," n.d.

PPKN, social sciences, and some religion classes that used the Indonesian language.

Based on the results of an interview with the homeroom teacher of Junior High grade VIII-A (*see appendix 2*), was stated that 85% of the students in that class were proficient in English and actively interacted using English. It was also stated that students had been taught English since childhood by their family environment. Another fact was that grade VIII-A of junior high at GIS also having taken first place in an interprovincial English speech competition.

Based on the information provided above, it is suggested that bilingual programs at the junior high school level be implemented widely in schools throughout Indonesia. Bilingual schools can assist students in becoming more comfortable with communicating in English. Further exploration is necessary to better understand how teaching and learning strategies are implemented in bilingual schools. As a result, the researcher is eager to conduct a study entitled ***“Exploring English Teaching and Learning Strategies of Bilingual School (A Case Study Grade VIII - A Junior High School at Global Indonesia School in Serang City, Banten)”***.

B. Focus of Study

The researcher focuses to Explore the Teaching and Learning Strategies of Bilingual School at Global Indonesia School (GIS) Serang City, Banten. The researcher focus to teacher and students grade VIII-A of GIS who actively use English when communicating during the teaching and learning process. Considerable attention will additional to Focus on Global Indonesia School (GIS) as a National Plus Bilingual School uses a Merdeka National curriculum which is enriched with the English-UK, Singapore, and Montessori curricula. Additionally has a formal cooperation with Pearson Edexcel which is a curriculum provider from the UK. Pearson Foreign Language Institute (World's Learning Company).

C. Research Question

According to the background of the study, the problem in this study to know about teaching and learning strategies from a bilingual school of GIS in Serang City, Banten. To explore the problem further by posing the following research questions to try to get their answers :

1. What are the teaching strategies which applied by an English teacher in Grade VIII - A Junior High level of GIS as a bilingual school in Serang City, Banten?

2. What are the learning strategies which applied by students in grade VIII-A junior high level of GIS as a bilingual school in Serang City, Banten?

D. Objective of Study

This study attempts to analyze and explore the problems described in accordance with:

1. To investigate the teaching strategies which applied by an English teacher in Grade VIII - A Junior High level of GIS as a bilingual school in Serang City, Banten.
2. To Investigate the learning strategies which applied by students in grade VIII - A junior high level of GIS as a bilingual school in Serang City, Banten.

E. Significant of Study

The research has both theoretical and practical significance, which can be summarized as follows:

1. Theoretically, the study aims to provide information and insights on bilingual education in Indonesia, and to offer a more comprehensive understanding of bilingual and multilingual education. It is expected that the findings of this research can serve as a valuable reference for those interested in language teaching, particularly in English

language teaching. The hope is that this study will contribute to the educational value of future research.

2. Practically, the results of this research are expected to inform policy-making and curriculum development for bilingual education in Indonesia. Additionally, the research findings may serve as a useful guide for educators and researchers seeking to implement bilingual education in different models.

F. Previous Study

1. The first previous study is conducted by Purwanti, Komang Ary et al. The research is entitled “The Implementation of Bilingual Education at Bali Bilingual School Kindergarten”, Vol. 1, No. 1, 2020, pp.1-15.⁷

This research is conducted to determine the teaching and learning activities associated with the implementation of bilingual education at the level of kindergarten in Bali. During two months, case study methodology and qualitative technique were utilized in this study. As for data gathering methods, observation, interviews, and documentation were used. Three simultaneous activity flows comprised the data analysis activity: data reduction, data display, and conclusion/verification. 1) Lesson planning is not in accordance with

⁷Komang Ary Purwanti et al., “The Implementation of Bilingual Education at Bali Bilingual School Kindergarten”, *Studies in English Language Teaching (JOSELT)*, Vol. 1, No. 1, 2020, pp.1-15

the criteria of the bilingual program because it is only conducted in Indonesia; 2) bilingual education is not optimally implemented in the teaching and learning process; and 3) learning evaluation is not in accordance with the criteria of the bilingual program because it is only conducted in Indonesia. On the basis of the research findings, it can be determined that the implementation of bilingual education in Bali Bilingual School kindergarten has not been carried out optimally from a planning, teaching, and assessment standpoint.

2. The second previous study is conducted by Janah, Ulviana Miftakhul. The research is entitled “*An Analysis on Teachers’ Strategies in Teaching Listening at Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo*”. A paper of English Department, Faculty of Teacher Training and Education, State Institute of Islamic Studies Ponorogo, 2021.⁸

This research is conducted to know the teaching listening strategy of bilingual class at SMA 1 Muhammadiyah Ponorogo. The researcher utilized a qualitative descriptive methodology. This study collects data through observation, interviews, and documentation.

This study employs ethnographic studies to examine its data. The

⁸ Ulviana Miftakhul Janah. *An Analysis on Teachers’ Strategies in Teaching Listening at Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo*. A Paper (Ponorogo: State Institute of Islamic Studies Ponorogo, 2021)

subject of the study is the instructor of the bilingual classroom. According to the findings of this study, teachers in bilingual classes of XI IPA 2 during the pandemic era at SMA Muhammadiyah 1 Ponorogo employ a top-down technique to teach listening. Internet signal, a lack of familiarity with listening learning, and a lack of vocabulary are the issues teachers have encountered when instructing listening. To overcome the challenge of teaching listening, the teacher has set an appropriate time limit for data collection, increased the intensity of listening exercises, and begun with simple material. Based on the research findings, the following are the conclusions: 1) During the pandemic era, the top-down technique is applicable for teaching listening in bilingual XI IPA 2 classes at SMA Muhammadiyah 1 Ponorogo. During the pandemic era, the instructor of a bilingual XI IPA 2 class at SMA Muhammadiyah 1 Ponorogo encountered various challenges, including internet signal, pupils' unfamiliarity with listening learning, and a lack of vocabulary. The teacher overcomes the challenge of teaching listening in the bilingual class of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo during the pandemic era by allocating appropriate time for collecting, increasing the intensity of listening practices, and beginning with the simplest content.

3. The third previous study is conducted by Fauziah, Nurul et al. The research is entitled “Bilingual Education Program: Teachers’ and Students’ Perspectives and Challenges”. *Jurnal Pendidikan Progresif*, Vol. 11, No. 2, 2021, pp. 219-234.⁹

This research is conducted to know the teaching and learning of bilingual education in Indonesian in perspectives and its challenges. During two months, case study methodology and qualitative technique were utilized in this study. As for data gathering methods, observation, interviews, and documentation were used. Three simultaneous activity flows comprised the data analysis activity: data reduction, data display, and conclusion / verification. 1) Lesson planning is not in accordance with the criteria of the bilingual program because it is only conducted in Indonesia; 2) bilingual education is not optimally implemented in the teaching and learning process; and 3) learning evaluation is not in accordance with the criteria of the bilingual program because it is only conducted in Indonesia. On the basis of the research findings, it can be determined that the implementation of bilingual education in Bali Bilingual School kindergarten has not been carried out optimally from a

⁹Nurul Fauziah et al., “Bilingual Education Program: Teachers’ and Students’ Perspectives and Challenges”. In *Jurnal Pendidikan Progresif*, Vol. 11, No. 2, 2021, pp. 219-234.

planning, teaching, and assessment standpoint.

Based on the three previous studies above there are some similarities and differences between their studies and the researcher study. The similarities of course related to how bilingual education program implemented. Their research methodology also employs qualitative research which is similar to the research's methodology. However, unlike the previous studies that discuss bilingual teaching on listening skill, bilingual education at kindergarten level, and the challenge in bilingual education, this study will analyze teachers' teaching strategies and students' learning strategies from junior high school level. There are some differences to this research; firstly, this research conducts at junior high school level. Secondly, this research explores how bilingual teaching and learning process are implemented at the school. Thirdly, the researcher also explores how parental role to the successful of bilingual school program.

G. Organization of Study

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I : Introduction, consist of background of the study, focus of the study, research questions, objectives of the study, previous study, and organization of writing.

Chapter II: Theoretical Framework, consist of the theory of bilingual school, theory of bilingual teaching strategies, and theory of learning bilingual strategies.

Chapter III: Research Methodology, Research Design, Place and Time of Research, Data Source, Data Collecting Technique, Data Analysis procedures, and Trustworthiness of the data.

Chapter IV: Research Finding and Discussion, consist of description of data and analyzing data.

Chapter V Conclusion and Suggestions, consist of present conclusion and suggestion following the finding of the research.