

THE IMPLEMENTATION OF BILINGUAL EDUCATION PROGRAM AT SMK N. 1 SIDIKALANG IN ACADEMIC YEAR 2018/2019

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ABSTRACT

The objective of this study is to describe the implementation of bilingual education program at senior high school. The research was designed with naturalistic qualitative inquiry. The subjects of this study were represented teachers, headmasters and students of SMK N. 1 Sidikalang. The data were obtained by implementing participant observation and interview. The participant observation was held to investigate the process of the implementation of bilingual education programs. Furthermore, the interview was conducted to have in-depth information on the reason of why such a process was conducted in implementing bilingual education program. The analysis of this research was by applying Bogdan & Biklen approach. The finding shows that there were three types of bilingual education programs used by teachers in the teaching at SMK N. 1 Sidikalang, namely Full-English, Dominant English, and Full-Indonesian. Full-English was used because of the demand. As schools which apply bilingualism teachers are suggested to use English as a medium of instruction in the teaching. Dominant English used to give emphasis on the explanation of materials so that it helped students have better profound of the materials.

Key Words: *implementation, bilingual, education*

INTRODUCTION

Students are expected to be able to speak in English well so that they are capable of governing the global science and technology development. One of the alternatives considered capable of meeting this challenge is the implementation of bilingual education program or a class with two introductory languages namely Indonesian and English that is so-called bilingual education. This is based on the law no. 20 of 2003, article 50, verse 3 which states that government and/or local governments conduct at least one unit of education at all levels to be developed into an international standard educational unit.

Lately, there have been many schools which apply bilingual program, so-called bilingual education. The aim of bilingual application in education is to increase students' ability in English with the output in the mastery of knowledge and technology development. Depdiknas (2007) in Arnyana (2008) proposes that the purposes of bilingual education program are 1) to increase the mastery of the materials, and 2) to increase the students' English ability either in scientific or non-scientific forum.

In Indonesia, bilingual education has recently been a trend to find schools with bilingual program, meaning that applying the use of two languages in teaching a content subject.

Cummins (2000) in Santoso (2006) states from data of four other experts that there is a tendency the bilingual program students obtained better achievements than those in monolingual program.

SMK N. 1 Sidikalang, for instance, is one of school which applies bilingual program. This school has two different classes – regular classes and bilingual classes. In the regular classes, the teaching learning process adopts the curriculum standard which is decided by government (the ministry of education). Just as regular classes, bilingual classes still adapt the curriculum standard determined by government as well, as applied in the regular classes. Only there are some additions in conducting the curriculum. Bilingual classes are given additional subjects to support the bilingual classes, such as Arabic subject, English and conversation in English two hours each week for the mastery of the material and the addition of competence.

In accordance with the explanation above, the researcher is eager to conduct a research about the implementation of bilingual education program at SMK N. 1 Sidikalang. It is aimed to investigate the tendency of bilingual education program which is applied by the schools, how it is conducted in the schools, and why the schools apply the program the way it does. Based on the background described in the previous, the

problems are formulated as follows: 1) What bilingual education programs do the school tend to apply? 2) Why the schools apply the bilingual education program?

REVIEW OF LITERATURE

Bilingual Program

Bilingual Program is a model of teaching instruction applied in bilingual classes. It is the use of languages in conducting teaching-learning process. Salkind (2008) denotes that bilingual education program is instruction that uses two languages as media of instruction. It means that bilingual education program is a model of teaching instruction which apply two languages as media of teaching and learning process. In addition, Feng (2007) states that bilingual teaching has nowadays extended to refer to using a foreign language (often English) as a medium for teaching content subjects in major cities and other developed areas.

It can be stated that English as international languages is occasionally used as second language interaction in bilingual classes. With the same sense, (Richards *et al.*, 1985) add that bilingual teaching as the use of a second or foreign language in school for the teaching of content subjects. In conclusion, recently, the application of bilingual education program tends to use of foreign language, particularly English as a second language instruction in teaching and learning process.

Bilingual Education

Brisk (2006) states that bilingual education is viewed as qualified education delivered in two languages. It means that the process of teaching and learning at class should be in the form of two languages in delivering the materials.

The definition of bilingual education is various in different countries. In Latin America, for instance, bilingual education was viewed as quality education delivered in two languages. The elite eagerly enrolled their children in schools that offered, in addition to the regular curriculum, the opportunity to master at least two languages, the prerequisite, many believed, to vocational and social success. Bilingual students are often branded as not only children whose English is inferior, but as students who are themselves inferior (Brisk, 2006).

It means that the implementation of bilingual education programs should be in transitional process. It should refer to the levels

of qualifications surroundings (teachers, students and sources). According to Dharma in Astika (2009) the implementation of a bilingual class to go through several stages: in the first year the use of language of instruction in English as much as 25 percent and 75 percent of Indonesian. In the second year, the two languages respectively 50 percent of English and 50 percent for Indonesian. In the third year of the language of instruction uses 75 percent English and 25 percent of the Indonesian language. Lee (2008: 85) stated that this tiered bilingual class is called as bilingual transitional education because students are not directly taught in the English language in full, but gradually, the portion of the English language grows larger and the portion of students' language increasingly small.

Types of Bilingual Education Programs

Roberts (1995) in Rivera (2002) in general classifies the various bilingual education programs into three categories; transitional bilingual education, maintenance bilingual education, and enrichment bilingual education models. In addition, Brisk (2006) categories the types of bilingual education programs into the following various terms:

Dual-Language Schools

In dual-language schools, also called mainstream bilingual education (Baker, 1993), the curriculum is delivered in two languages, conventionally half of the day in one language and half in the other. A full range of courses is offered. The particular language of instruction for each discipline may vary.

Canadian Immersion Education

This program developed in Canadian public schools to make English speakers fluent in French. Language, reading, and all subjects are taught in French. Beginning in the third year, English—the native language of the students—is introduced for a small portion of the day. With each grade the amount of English instruction increases until in the upper grades (7–12) most of the instruction is in English, and French is only used in a few courses. Because all the students are English speakers, teachers use second language strategies when teaching in French to facilitate comprehension and learning (Lambert & Tucker, 1972) in Brisk (2006).

Two-Way Bilingual Education

Two-way bilingual education is an educational approach that integrates language minority and language majority students for all or most of the day, and provides content instruction

and literacy instruction to all students in both languages

Following from this definition, there are four central goals of all TWI programs:

1. Students will develop high levels of proficiency in their first language (L1).
2. All students will develop high levels of proficiency in a second language (L2).
3. Academic performance for both groups of students will be at or above grade level, and the same academic standards and curriculum for other students in the district will also be maintained for students in TWI programs
4. All students in TWI programs will demonstrate positive cross-cultural attitudes and behaviors.

Two-way programs are also called two-way maintenance bilingual education, two-way immersion, and dual-language programs. They encourage socialization between the two groups of students and respect for the others' cultural backgrounds (Brisk, 2006).

Bilingual Programs for the Deaf

Different types of modal bilingualism might include knowing the following; (a) two different signed languages; (b) two different non signed languages; and (c) a signed language and a non-signed language. A person may be a proficient user of Italian Sign Language and Costa Rican Sign Language, two sign languages. Another person may know French and Chinese, two non-signing languages. A person who knows a sign language and a non-signed language is said to be bimodal bilingual.

Deaf students have more self-esteem and a healthier attitude toward education in bilingual programs that acknowledge their deaf identity and support the use of a sign language. Their cognitive functions appear to be stronger if they are educated at a school that supports sign language development in addition to written language development (Gonzales, 2008)

RESEARCH METHODOLOGY

This study was conducted by applying qualitative method by using naturalistic study. Qualitative research is also stated as naturalistic study that has the natural setting, as the direct source of data and the researcher is the key instrument (Bogdan & Biklen, 1992).

This study was conducted in bilingual class of SMK N. 1 Sidikalang. This place was selected because there were several problems faced by the school in conducting bilingual education.

In collecting the data, the subjects of this study in turn were the teachers, headmaster and students. To support the data, the researcher also observed and interviewed the other informants (bilingual teachers).

The ways of collecting data were in a variety of ways, such as observation, interviews, and tape recordings. In this study, participant observation and in-dept interview were used to get the data. Bogdan and Biklen (1992:2) say that in depth interview and participant observation are common ways in qualitative research.

RESULT OF THE RESEARCH

Based on the research, there are three types of bilingual education programs that found in this study. They are Full-English, Dominant English, and Full-Indonesian. It is described as follows:

Full-English means the use of English completely in the teaching process. The implementation of full-English appeared in many situations, such at the beginning, in explaining, in giving instructions, in giving questions, and in responding. It can be seen from the data as follow:

“How are you?” “Fine”.

“Ok, yesterday we have discussed about...?”

“Blood”.

“The characteristics of here trots it, leukocyte, and thrombosis. Ok, and about blood freezing, isn’t it?”

“Ok, before we discusses the next material. Anis, ok, mention about the blood freezing”.

The data above showed that the teacher used English purely in the teaching process even though the expressions uttered are not completely well-arranged. This full-English was used when the teacher started the teaching and learning process. In this case, the teacher tried to get the students' attention to the lessons that they have already studied previously.

In addition to the use of full English, the participant also applied it in the other situation. She also used the full English in giving question. It can be seen from the data as follows:

“So what is the function of fibrinogen, ridho? Fibrinogen same with fibred?”

In this data, the teacher expressed the question in interrogative form. The question is immediately begun with wh-question, namely

what. The teacher uttered the question just to do apperception. She wanted to know whether the students have understood the materials that they have learned in the previous meeting.

This type is used because of institutional factor. As bilingual schools, the teachers who teach mathematics and sciences are obligated to apply English as one of instruction languages in the teaching process. This can be proven from an interview as follows:

Ya, namanya juga kelas bilingual, jadi kita diwajibkan untuk menggunakan bahasa Inggris saat mengajar, selain dari bahasa Indonesia. Kalau di kelas reguler kan tidak. Jadi karena sudah menjadi tuntutan gitu. (Yeah, because they are bilingual classes, so we are obligated to use English in teaching besides Indonesian. But it is not in regular classes. So, it is because a demand).

From the data, it showed that the implementation of full English itself is due to institutional background. As a school that adopt bilingual program, teachers are obligated to apply English as one of instruction means in teaching, particularly for those who teach mathematics and sciences. Meanwhile, Indonesian as a native language was still allowed to use.

The other reason for the use of this type intended to have the appropriate meanings to the lessons. There are some points in the lessons in which the words need to explain in English. This is meant to have the students do not get confused in understanding the meaning of the materials. It can be completely seen in the following interview:

Ya karena memang ketika kita bahasa inggris yang umum itu nanti artinya bisa beda di biologi, makanya kita harus pakai bahasa inggris baik. Contohnya gini ya kita bilang misalnya itu rips gitu kan, kadang rips itu kita gunakan kalau di inggris itu artinya rusuk, nanti kan di matematika beda lagi jadinya. Jadi siswa itu bingung jadi lebih baik kita gunakan bahasa inggris biology sternum jadinya gitu. Jadi untuk menghindari kejadian yang seperti itu kami pakai memang bahasa inggris biologynya. (Yeah, because when we use general English, it will have different meaning in Biology, so we must use appropriate English. For

example, when we say *risk*, sometimes the word *risk* that we use in English means *rusuk* in Indonesian, while in Mathematics has different meaning. So the students get confused. So we'd better use English biology, sternum, something like that. So to avoid such case we use English biology).

From the interview above it can be said that the use of English is badly recommended. It is because some elements of the materials prefer being explained in English to have the appropriate meanings, particularly for technical terms. It is in order that the students do not get misinterpretation about the meanings of the materials. The materials will have different meanings when they are explained in Indonesian. Even in general English, so the teachers need to use specific English.

The use of full-English also appeared when she explained the materials. Sometimes they preferred explaining the materials in full-English. The teacher felt more comfortable to use English in explaining materials. It can be seen in the following data:

“Thirty one up to fifty six. Hmmm. We are beginning from thirty one. Ok, number thirty one. Yeah, the question, yeah the examples given a figure of root, cross section students identify. Ok, your task, identify the cross section of root, yeah, that transport water to the leaf. Eeee...this the figure, show to you, yeah”.

The data showed that the teacher applied English fully when she was going to explain the materials. In this case, the teacher was able to use English fully even though the statements were not yet well-arranged. It can be seen from the expressions. This figure show to you, yeah. In this expression there are some elements need to add. It should be this is the figure, I show you. The words is and should be involved in the expressions. It seemed that the teacher got a bit of obstacle in uttering the expressions. She looked rather confused to find the words she would like to use in expressing them. Meanwhile, the teacher looked friendly and relaxed when uttering the expressions.

The use of full English in those situations is because of some factors. One of them is because of institutional need. As a school which implements bilingual programs, the teachers have to be able to use English as a means of language

instruction in the teaching. It can be seen from the interview as follows:

Karena memang sekolahnya sudah RSBI, jadi menuntut kita harus menggunakan bahasa Inggris dalam pengajar. Sudah tuntutan dari sekolah, tuntutan kurikulum juga. Selain itu buku-bukunya juga sudah pakai bahasa Inggris. (Because the school has been an International Standard Pilot School, so we are obligated to use English in teaching. It is a demand from school, and also curriculum. Besides that, the books have also used English).

From the result of interview above, it can be prompted that the application of this type is also owing to the institutional background.

The application of full English is also appeared in teaching the other subject, Physics. However, it was occurred in two situations, namely in explaining and in giving questions only. It can be seen in the following data:

“Ok, from experiment we can explain. This is explain to you. Electrostatics. Electrostatics charging by friction. Some objects like glass and silk will acquire electric charges when they are rubbed together. Rubbing transfers negative charges called electron from one object to another”.

In this data, the type is applied for teaching physics. The teacher used English fully when explaining. The teacher uttered the expressions after he had already performed a small practice with a help from a student. Yet, there are still some errors in constructing the sentences. It can be seen from the utterance This is explain to you. In the utterance, the teacher get close the word *is* to *explain*. In good English grammar, the word be such as is, am, are and so forth can be get close to the bare infinitive. The teacher also had a error when she wanted to state passive sentence. It can be seen from the utterance Electrostatic charging by friction. It should be Electrostatic is charged by friction. Although the teacher looked rather flustered when stating the utterances, but he expressed them in relax.

The teacher also applied this type in the other situation, which is when he was giving questions. Yet, the utterances were stated quite simply. It can be seen from the following data:

“What’s the meaning of removed?”

The data above is one of simple utterances used in stating a question. In this form, the teacher used interrogative form in expressing the

questions. It can be proven from the use of the word what in the first of the utterance. He immediately revealed it at the beginning of the sentence. The teacher expressed the utterance when he wanted to prove whether students understood his explanations by asking them the meaning of the word removed. He looked relaxed and friendly when stating the utterance.

The implementation of full English in this case is because of a demand from a school. The teacher is suggested to use English as a second language of instruction in the teaching. It can be authentically seen in the data as follows:

Karena bahasa pengantar yang wajib itu ya bahasa Inggris. Jadi bahasa pengantaranya wajib full bahasa Inggris. (Because English is obligated to use as a medium of instruction. So the medium of instruction must be full English).

The data shows that the use of full English is owing to the institutional factor. The school which applies bilingual education makes English compulsory to use in the teaching. In the other hand, teachers are required to utilize English as a medium of instruction in teaching. Nevertheless, Indonesian as the students' majority language is still allowed to use.

Dominant English

Dominant English means the implementation of English dominantly in the teaching process. English as a second language is applied more predominantly than the other language, Indonesian. Just as full-English, dominant English is also applied in several situations, namely; in the beginning, in explaining and in giving instructions. It can be analyzed in the following data:

“How are you?” “Fine”.

“Ok, let’s start our lesson. The topic is static electricity. To understand about static electricity I give phenomena, for example like cutter, engine photo copy, mesin foto kopi maksudnya. It is phenomena about static electricity”.

From the data shows, the teacher started the introduction by greeting the students. Then the students responded him also in English by saying *fine*. After the condition was conducive, the teacher invited the students to get started studying the lessons. In starting the study, the teacher at first did a small practice to get the students' attention to the materials that they are going to learn. In this case, the teacher used two languages in which English was more dominantly

than Indonesian. The Indonesian utterance itself was stated at the end of a sentence as the translation of its English.

The use of the dominant English is functioned to give additional explanation, to give students more understanding and attention to the explanations. It can be proven from the data collected as follows:

Karenakan secara umum memang ada situasi yang siswa itu tidak semua bisa mengerti dalam bahasa inggris, maka kita pakai bahasa Indonesia. Jadi bilingual dia. (Because generally there is a certain situation that not all student can understand the explanation in English, so that we use Indonesian. So it becomes bilingual).

It proposes that the teacher employed the English more dominantly in his teaching in order to help students comprehend the materials delivered. It is because not all students have the same level of ability in English. Sometimes, in certain situations, the teacher needs to apply Indonesian as a supporting language to make students profound the concepts when the materials are delivered more dominantly in English.

The use of dominant English was also applied in other situation. The teachers also used dominant English in explaining the materials. It is proven from the data as follows:

“No. Ok, yeah, when the gas enter to the leave, stomata. The function of spongy tissue to bring as a place to store gas and then also to change oxygen and then carbon dioxide. *Untuk menyimpan udara*”. (To store the oxygen).

In this data, it shows that the utterances were alternated with questions. It can be seen from the word *no*. It shows that the explanation was preceded question to the students. Because they could answer the question well, then the teacher himself answered it by explaining that. In this case, the teacher also applied two languages in explaining the materials. Just as the previous situation. However, some of the utterances stated in English were not arranged in good arrangement. It can be proven from the sentence the function of spongy tissue to bring as a place to store gas and then also to change oxygen and then carbon dioxide. The sentence should be the function of spongy tissue is a place to bring and to store gas and then also to change oxygen and then carbon dioxide. In giving the explanations, the teacher seemed serious but relaxed. The utterances were spoken slowly and clearly.

Furthermore, dominant English was also conducted by another informant. Some of the instructions were uttered by using English dominantly, while the other language, Indonesian as their native language get less spaces. It can be seen from the data below:

“Ok, listen to me, please. Take a piece of paper. One paper for one group. Ok, give the name of the chief of the group, *ketua kelompoknya*, and the member of group, *bua nama anggotanya*”.

From the data, the teacher did the instructions after she had finished explaining the materials. She firstly made certain whether the students had understood the materials that have been explained or not. After they understood, she kept on to the exercise. She ordered the students to arrange groups and to do the exercises on a paper for each of groups. In giving the instructions, the teacher also kept using both English and Indonesian.

In conclusion, from those whole data, it gains a proposition that dominant English is implemented in teaching science and mathematics. The use of the type also takes place some situations, such as in the beginning, in explaining and in giving instructions. Yet, the utterances of this type used in the teaching are not so many as the other ones did.

Full-Indonesian

Full-Indonesian means the use of full Indonesian in the teaching process. However, the teachers applied this type only in small occasions of teaching. It is described as follows:

“*Operasi, proses dalam matematika*”. (Operatioin, the process in mathematics).

From the data above, it can be implied that the teacher expressed the utterance in full Indonesian is not because she did not understand its English. The teacher stated the utterance when she asked students a question. This was used as a clue in order that the students can answer question stated previously by the teacher. In addition, it was aimed to help the students to understand the materials explained.

Itu untuk materi baru yang vocabulary atau kata-katanya yang belum terlalu familiar bagi anak-anak. Karena vocabulary anak-anak yang masih terbatas, jadi menggunakan bahasa Indonesia semua. (It is used for new materials whose vocabularies or words are not familiar to students. Because the students' vocabularies are still limited, so we use full Indonesian.).

As mentioned above that the application of this type in the teaching is intended to help the students have deeper concepts about the materials. In the other hand, it can be stated that this type is used to convince or give an emphasis on students about the materials presented. However, it was commonly applied for teaching the lessons whose vocabularies or words are not quite difficult for students, particularly for new materials.

The teachers also implemented this type when giving instructions. It can be seen from the data as follows:

"Kemarin miss udah buat keterangannya ya apa itu F, k, q1, q2, r. Ok, sekarang satu orang untuk menjelaskan apa yang telah ditulis oleh temannya. Ya coba si Eliera". (Yesterday, I have already explained what F, k, q1, q2, r are. Ok, now please one of you explains what your friend wrote).

The utterances used in the data above were quite simple. It does not mean the teacher did not get their English. In this case, the teacher used the utterances when she wanted to convince students about the materials. She wanted to make students certain that they were able to do the question. The expressions were presented quite firmly and very clearly. The teacher seemed firm when uttering the utterances.

As described above, empirically, from the result of research, the researcher found three types of bilingual education programs in the teaching process used by the teachers. They are; 1) Full-English, in which the instructions are purely presented in English. 2) Dominant English, in which all the instructions are delivered in both languages (English and Indonesian) alternately, and 3) Full-Indonesian, the instructions are delivered in full Indonesian language.

Conclusion

After analyzing, the conclusions were drawn as follows:

1. There are three types of bilingual education program applied by the schools, namely:
 - Full-English, in which all the instructions are delivered in English. The teachers tend to apply English completely when explaining the materials.
 - Dominant English, which provides the instructions with both of the languages, English and Indonesian, in which English is applied more dominantly than Indonesian.

- Full-Indonesian, in which the instructions are fully provided in Indonesian. This is also a new type of bilingual education program found by the researcher in this study.

2. The reasons why the teachers apply those types of bilingual education programs in the teaching process are; 1) in order that the students are able to understand the teachers' explanations of materials. By using the types the students are expected to have a deeper profound of the lessons delivered. And 2) it is due to the teachers' lack of ability in English mastery. The teachers apply the third type of bilingual education programs as a new type found in this study is because the teachers have not yet made up in communicating several points of the lessons in English well, so the teachers do some insertions.

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