

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research question, objective of the study, significance of the study, and the definition of the key terms.

A. Background of Study

English nowadays has been considered as the most-commonly spoken language universally that the most people use it as a communication tool in building relationship. This factor makes English become necessary in human's life. Due to the importance of English, educational institutions in Indonesia endeavour to improve English education for students. One of alternatives that is considered to improve students' English mastery is the implementation of Bilingual Education program. In general, Bilingual Education program involves two languages associated with mother tongue is teaching both of the languages are being media to deliver curriculum content. This system is aimed not only for developing students' bilingualism but also for maintaining students' self-esteem in expressing the languages (Herminingsih, 2013, p. 208).

One of school in Indonesia that using bilingual system is SMAN Banua Kalimantan Selatan. It is a bilingual boarding school in Kalimantan Selatan which has approximately 250 students. Languages used in the learning process are Indonesian and English. However, there is difference between this school with

other bilingual schools. This school divides the bilingual class into English classes and Indonesian classes. The English classes are consisted of Mathematics, Sciences, and English classes, while the rest of subjects use Indonesian. The implementation of bilingual system in this school is expected that the students are able to be proficient in both of the languages and able to improve students' ability in mastering foreign language. The school has several English activities which are conducted in school and school dormitory, such as English speech activity, English debate in school's extracurricular and English day. The English day is run by the student council.

The school uses international books for sciences and uses Cambridge course book and work book for English subject which the level of the book is also following the CEFR term (B1 – C1 level). The textbooks that are used in the classroom are aimed to facilitate students using authentic materials and to improve students' English skills. The teachers will adjust the materials from the book with the core competences, basic competences and also the objectives in the Indonesian curriculum. Because of that, the objectives of the curriculum possibly can be achieved by the teaching system.

In this school, the students are obligated to follow language preparations class which is held around two weeks before the school is started in order to make students be ready to follow the bilingual system in schools. Then, same with other bilingual school, English subject in this school is given more hours than other subjects. In English subject, the teachers ask students to read English novel published by Oxford Press. The novel itself has various levels starting from one to

six. After that, the teacher asks the students to write down new vocabularies found in the novel. As the results of those activities and school's bilingual system, the students are able to win in several English competitions, such as English debate, speech, essay writing, and storytelling.

However, since the spread of Coronavirus, the school could not conduct the teaching learning process face to face. Hence, the school conducted online learning starting from March 2020. Many policies were changed, like the school period became shorter and some programs were added and reduced. The teachers also needed to adjust themselves to teach online and use online platforms as teaching media. The teachers mainly used Zoom and Google Meet for explaining and reviewing materials, while Google Classroom was used for sharing materials, tasks, and for collecting tasks. Unfortunately, as we can see in many regions in Kalimantan Selatan, not all students have good internet connection since the students come from different regions and some students live in rural area. This factor made many students find difficulties during the learning process.

Instead of limited internet access, according to Yuzulia (2021), students considered the teachers teach less optimal than teaching in offline class. Most of teachers only send the materials on online platforms without giving extra explanation. Students also felt stressed because the teacher frequently gave them task within short deadline. As the results, the students could not understand the materials well, got bored easily and the students lost their motivation. Even though students could express their thought and opinion confidently, but most of students prefer traditional learning to online learning.

On the other side, based on Fauziah (2021), teachers considered that they should make the atmosphere of class become interesting for avoiding students from boredom and any other distractions. Since some students not really interested in online environment, they often absent, leave the class, or do not concentrate well during the lesson. Because of that, the teachers are lack of trust in students' outcomes. In the classroom, they may not ask any question, but when the teachers give task, they probably directly find the answers on the internet or they may ask other people. These make students' outcomes not 100 percent trustworthy.

As the conditions of education in the middle of pandemic made a huge shift from offline to online classroom teachers were demanded to find new ways of teaching. Teachers needed to select appropriate models and strategies to overcome the challenges mentioned before. Teachers had to maintain students' interaction during the online class as the aim of language teaching is improving students' communication skills. Through active interaction and participation, students are able to increase their language skills since they are able to listen and speak more in real situation (Brown, 2007, p. 212). In order to attain active interaction among students, teachers need to find the best models and strategies to apply in the teaching process. As Allah Swt. stated in Al-Qur'an Q.S. An-Nahl (16) verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

In Q.S. An-Nahl verse 125 above, Allah SWT orders the Prophet Muhammad P.B.U.H and his followers to study properly and to teach people in a good way and this can be accomplished by implementing appropriate model, method and strategy (Wakka, 2020). Therefore, when a language teacher uses appropriate models and strategies during teaching and learning process, the students will acquire the language better and the teacher can achieve the learning objectives. This verse is related to the research because the researcher focuses on the bilingual models and strategies used by the teacher in online learning. However, the aim of bilingual education is to improve students' language development. Therefore the teacher needed to find out appropriate model and strategy that can improve students' language development in bilingual school circumstances.

Previously, there are several previous studies taken by many researchers about teaching models, strategies, and teachers' challenges in bilingual education context. Firstly, there is bilingual school in Indonesia that implements three bilingual education programs which successfully implemented, namely full-English, dominant English, and full-Indonesian. This system seems suitable for both students and teachers. Both students and teachers are able to communicate well and students can get deeper understanding about the lessons (Silaban, 2020). Secondly, based on Nuronja (2021), there is also bilingual education in University level which implements many bilingual models, namely Bilingual Structure Immersion, Two-Way Bilingual Education 90/10, Two-Way Bilingual Education 50/50, and Maintenance Bilingual Education. All of the models found in the

research are implemented well enough since the teachers are able to adjust the models with the learners.

Thirdly, based on research by Nawawi (2020), the teachers are not indicated use specific model and strategy, yet the teacher uses English and Indonesian in the classroom. Moreover, the teacher also selects some advanced students as the trigger for other students to communicate in English inside and outside the class. Therefore, even though the school does not special English day, the school can facilitate students to learn English naturally. Fourthly, based on research conducted by Ismail (2020), teachers who teach using bilingual system can use two strategies, namely classroom management strategies and instructional strategies. While media used in the class are textbook, module, and power point. But since the spreading of Coronavirus, the teachers use Zoom, WhatsApp, and Google Classroom for providing online classroom and communicate with students.

The researcher considers that bilingual models and strategies in online learning are important to be known because the teachers need to adjust with new environment but in the same time they also have to achieve learning objectives. Nevertheless, there are few of previous studies that investigated about the bilingual models and strategies in online learning. Within the results of the research, the researcher is intended to fulfill the research gap. The researcher also wants to investigate the challenges faced by the teachers when implementing the model and strategy during online learning. For the research, the researcher will involve three English teachers of SMAN Banua Kalimantan Selatan. Finally, the findings of this research are expectedly can describe the bilingual models and

strategies within the challenges faced by the English teachers that are happened in online learning. Therefore, the researcher will conduct a research entitled “The Bilingual Models and Strategies at Senior High School: A Case Study in English Online Learning at SMAN Banua Kalimantan Selatan”.

B. Research Question

Accordance with what the researcher writes in the background of study about bilingual learning system in English subject at SMAN Banua Kalimantan Selatan Bilingual Boarding School, the researcher formulates some research questions as follows:

1. What bilingual models are used by the English teachers in online learning?
2. What bilingual strategies are used by the English teachers in online learning?
3. What challenges are faced by the English teachers in implementing bilingual models and strategies during online learning?

C. Objective of the Study

The objectives of the study are:

1. To find out bilingual models used by the English teachers in online learning.
2. To describe bilingual strategies used by the English teachers in online learning.

3. To figure out challenges faced by the English teachers in implementing bilingual models and strategies during online learning.

D. Significance of the Study

The researcher hopes this research can give contribution in English teaching practice. This research has two types of significances, such as practical and theoretical significance as below:

1. Theoretical Significance:

This research can be used as a reference of bilingual models and strategies within its challenge in online learning. Moreover, the findings of the study may lead to the development and implementation of a model for the implementation of bilingual education in Indonesia that can be used in online learning, in both formal and informal learning contexts as well as in both formal and informal learning environments. As a result of this research, a model for the implementation of bilingual education in Indonesia, in online learning, in both formal and informal learning contexts, may be developed and implemented.

2. Practical Significances:

- a. For teachers: it is expected that this research can give more references for teacher to conduct teaching practice using bilingual languages and authentic materials in the online learning.

- b. For students: the result of this research hopefully can improve students' motivation to learn and to practice their English in daily conversation, since English is one of international languages.
- c. For the readers: the result of this research informs the readers about the implementation of bilingual learning system in Indonesian public school.
- d. For future researchers: this research can be an additional reference for future researchers who want to conduct researches on the related fields, as this findings of this research are not for generalized all bilingual education whether in Indonesia or other countries.

E. Definition of Key Terms

The researcher would clarify the points of key terms in case of misunderstanding for the readers as follows:

1. Bilingual

The term bilingual education is referred to a process where student learns in two languages that the languages are used as media of instruction and for delivering curriculum content (May, Hill, & S.Tiakiwai, 2004, p. 66). In this research setting, the school uses bilingual system that using English and Indonesian as the language instructions.

a. Bilingual Model

Model refers to broad categories of bilingual education which involves language planning goals used by bilingual teachers (May, Hill, & S.Tiakiwai, 2004, p. 72). In this research, the researcher wants to analyze the bilingual model used by the English teachers during online learning.

b. Bilingual Strategy

Strategy means a set of specific plans of actions to achieve learning objectives for certain period of time (Schwartz & Asli, 2014). In this research, the researcher wants to find out the bilingual strategy used by the English teachers during online learning.

2. Online Learning

Online class or online learning refers to teaching and learning using computer network, such as web, email, chat, groups and texts, audio and video conference (Dhull & Sakshi, 2017, p. 32). As the statement stated, the teachers in SMAN Banua Kalimantan Selatan used online media to conduct online learning, such as Zoom, Google Meet, Google Classroom, and WhatsApp.

3. Challenge

Challenge refers to problem faced by the teachers during the learning process which require great efforts and determination. In this research, the researcher wants to investigate teachers' challenges

during teaching English using bilingual models and strategies and to
know how the teachers deal with the challenge