

**BILINGUAL EDUCATION PROGRAM AT MTS NEGERI 1
KEBUMEN**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as the Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd)
Degree**

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BILINGUAL EDUCATION PROGRAM AT MTS NEGERI 1 KEBUMEN


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MOTTO

Whatever you can do, or dream you can do, begin it. Boldness has genius, power, and magic in it. Begin it now.



DEDICATION

1. *My lord Allah SWT and Prophet Muhammad SAW who always guide and give strenght for me.*
2. *My beloved mother Siti Rochani who always pray, support, trust, finance, and encouragment for me.*
3. *My beloved sister Wahidah Rahman Noor Malitasari, brother Muhammad Rafiq, brother Muhammad Al Fatih, and sister Afifah Qurrota A'yun for always supporting me and pray.*
4. *All of my friends of for motivation, happiness, and togetherness.*
5. *My Almamater, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.*



BILINGUAL EDUCATION PROGRAM AT MTS NEGERI 1 KEBUMEN

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Abstract:

Bilingual education is a two-language learning program that uses both the mother tongue and a foreign language as the medium of instruction. Bilingual education can provide students with language skills such as listening, speaking, reading, and writing through learning activities. The objective of the research is to describe the implementation of Bilingual Education Program at MTs Negeri 1 Kebumen. This study used field research methods and a qualitative descriptive. It was carried out in Madrasah Tsanawiyah (MTs) Negeri 1 Kebumen. The methods of collecting the data are observation, interview, and documenting. The research subjects included; the principal, the program coordinator, the English teacher of grade 8G, and the students of grade 8G. The data were analysed by data reduction, display data, drawing conclusion. The results of this research show that MTs Negeri 1 Kebumen has prepared several things for program planning, such as forming a team of bilingual program coordinators, training for teachers, and providing student activity programs. While in the implementation of bilingual programs, there are several types of programs, such as English Active and *Layanan Tambahan*. In monitoring the program, MTs Negeri 1 Kebumen carried out supervision and coordination meeting. In evaluation, MTs Negeri 1 Kebumen hold program evaluation and program implementation evaluation. There is a supervision for the evaluation of bilingual programs that is carried out by a team selected based on teaching experience to supervise the performance of other teachers. In addition, for program implementation evaluation in teaching, tests are carried out in each chapter, as well as a mid-test and a final test.

Keywords: bilingual education program, bilingual education, English as medium of interaction

BILINGUAL EDUCATION PROGRAM AT MTS NEGERI 1 KEBUMEN

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Abstrak:

Pendidikan bilingual adalah program pembelajaran dua bahasa yang menggunakan bahasa ibu dan bahasa asing sebagai bahasa pengantar. Pendidikan dwibahasa dapat membekali siswa dengan keterampilan berbahasa seperti menyimak, berbicara, membaca, dan menulis melalui kegiatan pembelajaran. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi Program Pendidikan Bilingual di MTs Negeri 1 Kebumen. Penelitian ini menggunakan metode penelitian lapangan dan deskriptif kualitatif. Itu dilakukan di Madrasah Tsanawiyah (MTs) Negeri 1 Kebumen. Metode pengumpulan data adalah observasi, wawancara, dan dokumentasi. Subyek penelitian meliputi; kepala sekolah, koordinator program, guru bahasa Inggris kelas 8G, dan siswa kelas 8G. Data dianalisis dengan reduksi data, display data, penarikan kesimpulan. Hasil penelitian menunjukkan bahwa MTs Negeri 1 Kebumen telah mempersiapkan beberapa hal untuk perencanaan program, seperti pembentukan tim koordinator program dwibahasa, pelatihan guru, dan penyediaan program kegiatan siswa. Sedangkan dalam pelaksanaan program bilingual ada beberapa jenis program seperti English Active dan Layanan Tambahan. Dalam pemantauan program MTs Negeri 1 Kebumen melakukan supervisi dan rapat koordinasi. Dalam evaluasi MTs Negeri 1 Kebumen mengadakan evaluasi program dan evaluasi pelaksanaan program. Adanya supervisi untuk evaluasi program bilingual yang dilakukan oleh tim yang dipilih berdasarkan pengalaman mengajar yang lebih banyak untuk mengawasi kinerja guru lainnya. Selain itu, untuk evaluasi pelaksanaan program dalam pengajaran dilakukan tes pada setiap bab, serta mid-test dan final test.

Kata kunci: program pendidikan dwibahasa, pendidikan dwibahasa, Bahasa Inggris sebagai media interaksi.

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Purwokerto, 04 February 2023

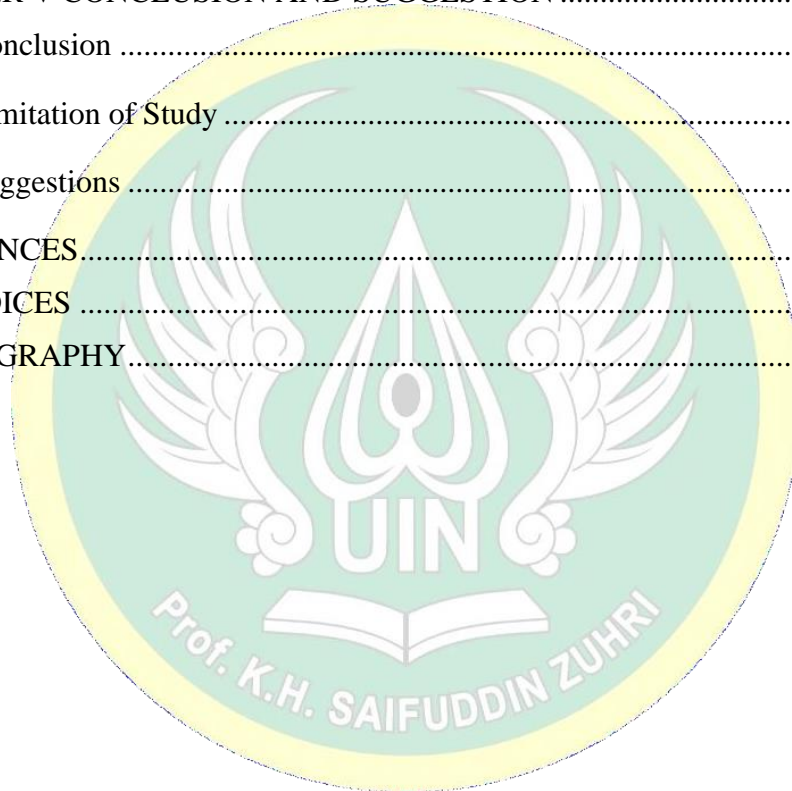
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CHAPTER 1 INTRODUCTION

A. Background of the Study

Bilingual curriculum is a basis for a broad set of programs designed for student and broader range of special circumstances. Bialystok (2018) pointed out bilingual education essentially refers to any school curriculum where more than one language academic subjects, or the language of learning does not correspond to the homeland or community language but is based on why languages are incorporated. The specific languages of choice, the program structure, and the relationship between school languages and the collective vary widely and influence the outcome of education. The government of Indonesia realises and is fully aware that quality education is a must rather than just a need as far as character and national development are concerned (Suseno, 2012). Foreign language skills such as English proficiency are a must for the success of the quality of Education. Furthermore, English becomes one of the subjects included in the graduation requirements to continue to the next level of Education. In the field of Education, the government seeks to improve the quality of Education, such as the minimum quantity of students graduating, higher minimum qualification scores, and so on (Kasari, 2013). One of the government's efforts in reforming the quality of Education is establishing several schools to become National Standard Schools and even International Standard Schools (Cotton et al., 2010).

Bilingual is using two languages to convey curriculum material, aiming to strengthen students' competence in foreign languages. By using this method, there are two main things that students get, namely mastery of science and brands in two speeches (Putri, 2010). Bilingual programs, which use two languages to teach various subjects, are increasingly significant in today's schools, whether pre-university or higher education institutions (Rukmi & Khasanah, 2020). Bilingual program at this school has been interesting many students and considerable attention, but it has been executed without sufficient

preparation. For example, Indonesian and English will be used as a teaching medium but there is no clear policy on proportion each language during teaching. Some students are still found to have not obeyed the rules set by the teacher during the learning process. Also, teachers in this program are not prepared to teach bilingualism because they have low English proficiency. Cummins (2000) states from data four other experts that bilingual program students obtained better achievements than those in monolingual program. In the context of the Indonesian multilingual society, where English is taught as a foreign language (EFL), such bilingual program has become a significant breakthrough, encouraging the use of English in non-English subject (known as subjects across curriculum).

Schools that use bilingual programs in their instruction are one example of efforts to raise educational standards. Because English is viewed as an international language that must be learned as early as possible in order to form a habit, many educational units must implement bilingual programs, particularly English programs. In recent years, finding schools with bilingual programs, which use two languages to teach a curriculum area, has become more popular in Indonesia. According to evidence from four additional experts, Cummins (2000) contends that bilingual program students outperform those in monolingual programs.

One of school that implementing bilingual education program is MTs Negeri 1 Kebumen. The foundation of this bilingual program is based on the KMA No. 184 in 2019 about the implementation curriculum at MTs Negeri 1 Kebumen. The quality of students is one of the factors that support the achievements of MTs Negeri 1 Kebumen, in addition to the role of teachers and parents. Students with greater potential in English must be guided by programs and coaching to develop optimally. Students can also achieve achievements according to their potential, talents, and interests. In implementing bilingual education program at MTs Negeri 1 Kebumen applied *Program Khusus*, namely English Active and *Layanan Tambahan. Program Khusus* are learning programs that are carried out by providing additional

allocations of teaching hours in specific fields according to the program concentration. *Layanan tambahan* allocation is made by utilising local content and other services. The following outlines the curriculum structure of special programs owned by schools, including; the *Tahfidzul Qur'an* program, achievement sports program, research program, infotech program, and bilingual program. Hong (2010) pointed out three key concepts that show significant differences in practice in bilingual education; immersions of language, monolingual, and bilingual. The goal of immersion in the language is to acquire second language competence by using the second language as the primary teaching medium while monolingual education achieves this goal by only allowing the use of one language as a means of learning, and the bilingual education, on the other hand, uses two language education as a means of language training for language skills in one language or both. The purpose of this bilingual program is that the school prepares students to produce a generation proficient in foreign languages, improving students' ability to communicate in English both orally and in writing.

Based on the journal that is written by Ersan Ananda, et.al in their journal titled "The Implementation of Bilingual Education in Senior High School in Indonesia". The study's goal is to determine how bilingual education is being implemented in senior high schools, particularly in Indonesia. The data was collected by references research by collecting the data from some relevant journal related to bilingual in education in senior high school in Indonesia. A qualitative descriptive approach or a literature review was the method adopted in this research. Where the theories and opinions contained in this study are the results of studies from scientific articles and scientific journals that are relevant to this research. The result shows that, there are three types of bilingual using in senior high school namely ; Full-English, English Dominant and Full- Indonesian (Ersan Ananda, et.al, 2022).

The previous study only focused on the types of bilingual programs used in junior high schools in general, whereas this study discussed the bilingual program implementation in MTs Negeri 1 Kebumen, in which two main

programs were implemented in bilingual classes. Bilingual program at MTs Negeri 1 Kebumen, namely English Active and *Layanan Tambahan*. In addition, this study also discusses program preparation and evaluation of bilingual programs.

Based on the preliminary observation on Saturday, July 19th 2022 at 09.15 a.m. and the researcher interviewed one of English teacher in the bilingual program. The researcher found several problems; the first is the initial ability of students who still lack English because English subjects have not been implemented in all elementary schools. In teaching and learning English not yet optimal to cultivate English in daily communication. The last is inadequate facilities and infrastructure for skill practice, especially listening/speaking material. Based on these problems, the researcher is interested in conducting research titled "Bilingual Education Program at MTs Negeri 1 Kebumen".

B. Conceptual Definition

To alleviate and avoid misunderstandings about the definition concepts in the study, the researcher explains these concepts as follows:

1. Bilingual Education

Bilingual Education would seem to describe a situation where two languages are used in a school. The term 'bilingual education' is however a simple label for a complex phenomenon. It is difficult to understand bilingual Education except through the status, power, and politics of languages within a country. This factor and other significantly influence people's decision in opting what types of bilingual Education is appropriate for their community (Baker & Jones, 1998). Hamers & Blanc (1990: 189) states that bilingual Education is any system of school education in which, at a given moment in time and for a varying amount of time, simultaneously or consecutively, instruction is planned and delivered in at least two languages. Simpler than Hamers & Blanc, Freeman (1998) defines bilingual Education as using two languages for instructional purposes (Suseno, 2012).

2. Bilingual Program

A bilingual curriculum is a basis for a broad set of programs designed for student. Bialystok (2018) pointed out that bilingual essentially refers to any school curriculum where more than one language is used to teach non-language academic subject, or the language learning does not correspond to the homeland or community language but is based on why languages are incorporated. The specific languages of choice, the program structure, and the relationship between school languages and the collective vary widely and influence the outcomes of Education (Nawawi, 2020).

C. Problem Statement

Based on the background that explain above, so the problem formulated as follows: How are the implementation of bilingual program at MTs Negeri 1 Kebumen?

D. Objectives and Significant of the Research

1. Objectives of the research

To describe the implementation of bilingual program at MTs Negeri 1 Kebumen.

2. Significances of the research

a. Theoretical Significant

The researcher hopes that the readers and the teachers, who are reading this study they will gain new knowledge and insight about bilingual programs that apply by teacher in teaching English.

b. Practical Significant

1) For the students

The researcher hopes that students will be more interested in teaching and learning process.

2) For the teachers

The researcher hopes that it can be a reference or guide for education implementers, especially school principals in choosing and implementing bilingual programs

3) For the other researchers

This research can be used for other researcher as an example or reference to make further research in relevant research. The researcher suggests further research explore on more specific focus dealing with teaching technique or teaching media by conducting a researcher on more specific focus, it can be analysed more deeply.

E. Structure of the Research

In order to conduct a series of studies, it is necessary to classify the structure of this study. The research structure is as follows:

Chapter I describe an introduction with background to the research practical information, problem statement, research objectives, and the importance of the research.

Chapter II explain literature review, which includes a review of related theories about bilingual and monolingual, bilingual education, and bilingual program.

Chapter III explain the research methodology. It explains the research design, the research setting and time, the subject and the objects of the research, techniques of collecting the data and technique analysis the data.

Chapter IV, research finding and discussion. This chapter includes research presentation and analysis.

Chapter V, conclusion and suggestion. The last chapter contains conclusion, limitation of the study, and suggestion.

CHAPTER II

LITERATURE REVIEW

A. The Definition of Bilingualism and Multilingualism

According to Karahan (2005) added that bilingualism, namely competence in more than one language, can be considered both at the individual and social levels. Baldauf Jr. & Kaplan (1997) add that bilingualism is an individual phenomenon, representing the achievement of one person immersed simultaneously in two or more language communities.

According to Cummins and Swain (1986:7) say that the term bilingualism has not been used in a consistent way among researchers and theoreticians. There are some definitions which are stated by some expert. Bilinguals are those who poses at least ones of the language skills (listening, speaking, writing, and reading) even to a minimal degree in their second language (Cummins & Swains, 1986). Bilingualism in this case also means the continuity to use other language skills including speaking, listening, reading, and writing more than his/her mother tongue. It is continuity in using these in get from school which guide by school curriculum. According to Koktruk et.al (2016) bilingualism first implies that the person can communicate in both languages and use code-switching in appropriate situations; this includes speaking, understanding, reading, and writing. This is defined as the ability to articulate correctly, use adequate words in number and meaning, and understand how to construct appropriate words and phrases.

From the definitions above, it can be concluded that bilingualism is the ability of speakers to use two languages, both in formal and informal situations. Alternative language use competencies can be obtained in a formal context, such as Education (in the classroom) or in a social context.

The term multilingualism is derived from two Latin words: "multi," which means "many," and "Lingua," which means "language." Thus, multilingual is defined as a speaker's ability to express himself in multiple languages with equal and native-like proficiency. However, it has been realised in both the

written and verbal communicative practise that proficiency in one language usually tends to dominate in a multilingual set up as compared to the others (Okal, 2014). Multilingualism can also be regarded as the co-existence of several languages can be official or unofficial, native or foreign and national or international. Multilingualism in Education is defined as "the use of two or more languages in education with the goal of multilingualism and multiliteracy."(Robinson-jones & Duarte, 2022).

A multilingual society is one in which members can communicate in more than one language; culture, the concept of multilingualism, which is a person or society characterised by the ability and habit of using more than one language. Average Indonesians mastering the regional language where the individual language user lives, Indonesian as the country's national language, and some foreign language due to the current era's need to communicate the world internationally to produce quality of life (Kridalaksana, 2001).

B. Bilingual Education

Bilingual Education is defined as "any system of school education in which, at a given moment in time and for a varying amount of time, simultaneously or consecutively, instruction is planned and given in at least two languages" (Appel & Muysken, 2006). From this definition, most program of bilingual education suit into one of these categories: 1) Instruction is given in both languages simultaneously; 2) Instruction is given first in L1 and the pupils is taught until such time when he is able to use L2 as a mean of learning; 3) The largest part of instruction is given trough L2, and L1 is introduced at a later stage, first as a subject and later as a medium of instruction.

Bilingual Education (both formal and informal) is Education provided in at least two languages. However, the topic is more complicated as bilingual Education often means different things to different people. For some, bilingual Education may mean teaching two languages as independent school subject, for others it may be teaching a foreign language as a separate subject along with another subject taught in that foreign language. Bilingual

education within the school's pedagogical context should also include bilingual classes in various subjects. The language used in class should be the second language. Bilingual education should include language improvement as well as subject competence and knowledge. This is what intercultural learning is all about, and it opens up a world of new possibilities for teachers and students alike, both in terms of language and subject knowledge (Kokturk et al., 2016).

The classic definition of bilingual Education according to Anderson and Boyer, bilingual Education is instruction in two languages and the use of two languages as a medium of instruction for any part or all of the school curriculum (Anderson and Boyer, 1970). According to (Santoso & Ginting, 2015) Bilingual Education is a term that has a special and general meaning for children who have not mastered English. Not only in bilingual Education the instructional approach is different, but also a term that refers broadly to various special efforts to educate. Brisk (2006) bilingual Education is seen as quality education delivered in two languages. This means that the teaching and learning process in the classroom must be in the form of two languages in conveying the material. From this explanation, a simple conclusion can be drawn that the bilingual education program is a teaching model that applies two languages as a medium of communication or teaching in the teaching and learning process in a bilingual class. There are some goals of bilingual Education stated by some experts based on Vina (2010), for the first is assimilation, this goal can be reached by transitional programs, but the passage will be a painful one. The last is to maintain diversity while developing skills in English, the curriculum, is geared toward maintaining the native language as English is developed. This is called a bilingual maintenance program. This approach contributes to cultural pride and also develops citizens who are fluent in two languages. It is the one most bilingual educator recommend.

1. Models of bilingual Education

According to (May, S., & Dam, 2014) bilingual education can be divided into four models, namely; transitional, maintenance, enrichment and heritage models.

a) Transitional/early exit bilingual education

Transitional bilingual Education usually begins in kindergarten or elementary school using the first language as a medium of instruction. In this model, the first language is dominantly used by students. the use of this language is increasingly reduced in frequency and it is abandoned and replaced by the use of a second language (foreign language). This transitional bilingual program can gradually build on or enhance bilingualism. In other words, students experience an educational process that involves the ability to speak a foreign language and use two languages.

b) Maintenance/late exit bilingual education

Maintenance/late exit bilingual education is a bilingual education program that, despite using a second or foreign language as an introduction in class, continuously takes into account the existence or mastery of the first language. The maintenance of minority languages is not a goal of this program for multilingual Education. This model's goals are more complicated than before because it aims to preserve the student's first language, strengthen their sense of cultural and linguistic identity, and affirm their individual and collective ethnolinguistic rights. According to the theory of developmental interdependence, the program attempts to give pupils a strong academic foundation in their first language (L1) that "Then enhances the acquisition of literacy in L2" (Cummins, 2000).

c) Enrichment/two-way bilingual Education

Enrichment/two-way bilingual education is a bilingual education strategy that places equal value on both languages. The goal of this enrichment in bilingual Education is to educate kids how to master

academic material in a second language so that they can preserve their first-language literacy while mastering the second language. The goal of the enrichment program is to reach a sufficient degree of bilingualism so that scientific learning in the classroom can take place in the primary language, namely English. Programs for language enrichment are different from those for language maintenance, which are carried out expressly to increase the influence of minority languages in a national society that is integrated. Consequently, the objective is to develop more than only linguistic knowledge, especially knowledge of and proficiency with communicative tools.

d) Heritage bilingual education

Heritage bilingual education is the fourth kind of model, which combines the earlier bilingual education approaches. Its defining characteristic is the program's objective, which is typically the preservation of endangered or vanished languages (Putu Artini & Kerti Nitiasih, 2014).

2. Types of Bilingual Education

There are many different types of bilingual school based on Baker (2007), the first was dual language school which found in the United States: two ways school, two-way immersion, two-way bilingual education, developmental bilingual Education and dual language education.

a. Transitional Bilingual Education

This type of education program was most popular in the United States for the Education of language minorities when some positive action is have to take. It requires and planning and resources. Initially, the students' minority language is use, with the majority language being taught as a second language, most often by the same bilingual teacher. Eventually, students are transferring out of the bilingual classroom to a monolingual one. The transition from bilingualism in instruction when the students are monolingual to monolingual

instruction when the student was bilingual to plan in order to accelerate the shift to the majority language (Eka Lestari, 2018).

b. Mainstream Education (with foreign language teaching)

This type education was popular among parents who want their children to become fluent in a second language not taught in educational system. Students attend school in the majority language, but in addition to supplementary classes or school on weekends or after school where the foreign or second language was taught. For example, all over the world there are supplementary instruction in English. There are also schools which offer languages as an enrichment activity after school hours.

c. Separatist Education

In this program, instruction is through the medium of the minority language only, although the majority language was often taught as a subject withdrawal classes. The purpose of this type of Education is to prepare the language minority to pursue political autonomy. As an open educational alternative, this type of program was rare.

d. Immersion Education

This program has been designed for language majority student or speakers of high-status language who wish to become bilingual. Initially, instruction is solely through the medium of minority language with bilingual teacher. Progressive, the majority language is also using in instruction. Instruction through the medium of both language continues throughout the students' Education.

Immersion education was an umbrella term. Within the concept of immersion experience are various programs different in terms of the following aspect:

- 1) Age at which a child commences the experience. This may be at the kindergarten or infant stage (early immersion); at nine ten years old (delayed or middle immersion), or at a secondary level (late immersion).

2) Amount of the spent in immersion. Total immersion usually commences with 100% immersion in the target language, reducing after two or three years to 80% per week for the next three or four years, finishing schooling with approximately 50% immersion in the second language per week. Partial immersion provides close to 50% immersion on the second language throughout infant and junior schooling.

e. Maintenance Program

This type of education program used both a minority and a majority language throughout the Education of language minority. Both languages are compartmentalised, most often by using different teacher for instruction that take place in different language. It is aimed to promote the maintenance and development of the minority language and the increase knowledge of the minority history and culture, as well as the full development of the majority language and knowledge of history and culture. Maintenance program thus provides enrichment that language minorities need and the pluralistic perspective needed by the majority society.

f. Two Way or Dual Language Education

Dual language (or two way) bilingual Education typically occurs when approximately equal members of language minority and majority student are in the same classroom and both languages are uses for instruction.

g. Mainstream Bilingual Education

This type of program uses two languages throughout the students' Education. It differs from maintenance program in that all languages are here considering majority languages, and all students are of the majority. One of the examples of this type was *Dwibahasa* program Brunei, in which the program requires instruction for all Malay-speaking children both Malay and English (Baker, 2006).

3. The Importance of Bilingual

According to Depdiknas (2007) the goals of bilingual education programs are to improve students' mastery of materials and to improve students' English ability in scientific, demonstrates that childhood bilingualism is a significant experience with the power to influence the course and efficiency of children's development. (Santoso & Ginting, 2015). According to Karahan (2005), teaching foreign languages, particularly English, has always been encouraged in order to be effective in the international arena, to gain access to modern scientific and technological innovations, to interpret and improve these innovations, to gain knowledge about national and global values, and to comment on them. Proficiency in language involves layers of skills and knowledge (Cummins, 2000). The researcher argue that bilingual Education is one possible solution for teaching children to learn. Although some children thrive without such assistance, others require the structure that it provides (Santoso & Ginting, 2015).

4. The Benefit of Bilingual Education

(Lee, 1996) supports the idea that bilingual children do have cognitive advantages over monolinguals. This type of education system is beneficial in terms of expanding knowledge and organising thought. According to Peal and Lambert (1962), bilingual children outperformed monolinguals on most measures of verbal and nonverbal intelligence, particularly those requiring mental manipulation and reorganisation of visual symbols, concept formation, and symbolic flexibility. Peal and Lambert give conclusion that bilingual children outperformed their monolingual peers due to their increased mental flexibility and strong concept formation abilities. Thus, Peal and Lambert's research suggested cognitive benefits to being bilingual, calling into question the validity of previous studies and supporting claims made by linguists for years (Yumelking, 2018).

C. Bilingual Program

The bilingual program is the method of instruction used in the bilingual classroom. It depicts the teaching and learning process in the classroom as a teaching model. Teaching entails teachers challenging knowledge and educating students, whereas learning is typically directed at students who consume knowledge. Language is used to carry out the teaching process. Language is used to convey new information or knowledge. In other words, the teacher asks students to use at least two languages. According to Salkind (2008), the bilingual program is instruction. A source language and a target language are usually included in these two languages. The language being studied (students) is the source language, and the language to be studied is the target language. The learning materials present two languages concurrently. As a result, the bilingual program can be defined as a teaching model that employs two languages as a medium in the teaching process.

Depending on the criteria used to determine whether students can succeed in all English curriculum, bilingual programs are classified as early transition or late transition. Late transition students are mainstreamed on the fundamentals of English proficiency, including reading and writing, in order to maintain academic achievement across all English classrooms (Santoso & Ginting, 2015).

1. Design of Bilingual Program

a. Bilingual Classroom

To achieve the goal of a bilingual education system, all subjects such as English, Mathematics, Science (Biology, Physics, Chemistry), Social Science (Geography, History, Economy, Culture and Art), Computer, and Citizenship must be taught in both English and Indonesia. According to Dharma 2007, the implementation of bilingual classes will be done in stages, such as the first year, with English serving as the medium of instruction for between 25 percent and 75 percent of the students in Indonesia. The medium of language in the second year is 50 percent English and 50 percent Indonesian.

This model is known as bilingual immersion education because students are not taught entirely in English but rather in stages. The proportion of English increases over time until both languages are present.

There are some requirements that should be considered when implementing this bilingual class concept, such as 1) the content of the lesson must be appropriate for the students' cognitive level and English proficiency, 2) The school must create a conducive learning environment to support the use of a meaningful language, either orally or literally, and 3) the instruction should emphasise the exercise of problem solving, with students encouraged to collaborate on interesting and challenging themes (Yumelking, 2018).

b. Communication in Bilingual Classroom

Vina (2010) had already discussed about four points of communication in Bilingual Classroom.

1) The Communication in Teaching Learning Process

Communication brings people together in large enough groups to form cultures or societies. According to Brown, communication can mean different things to different people. Brown, an educator, defines communication as "...anything that conveys meaning, that carries a message from one person to another." In a model communication a distinction is made between senders and receivers. A sender (or source) is the person or entity who creates messages and is responsible for their transmission. The individual who accepts and interprets the message is known as the receiver (or recipient). Communication can be defined as the verbal or nonverbal means by which people convey and interpret meaning.

There are two element of the communication that has defined by Cole and Cale as follow;

a) Noise is any variable that degrades the quality of messages. More explicitly, noise is concern with vent that distort the fidelity of message. Noise is present to some more so than other, if the message received and interpreted by the receiver are not the same as those initially formulated by the sender, then one can presume that noise has intervened to alter the subject matter or meaning of the message. If at all possible, such source of error must be eliminated. A teacher's task is to reduce unwanted noise to a minimum so that the comprehension of students is enhanced.

b) Message exchange is an inherent part of all active communication system. Some of message exchanges between the class and the community are of the benefit in the instructional context, but others disrupt teaching and learning. If a student provides information on a personal experience of class will probably benefit.

Communication in the classroom is where teachers send message to student receives message back; likewise students send message to teachers (and other in the class) and receive message back as well. Brown says that teachers need to know and appreciate several things about communication: (1) everything that goes on in a classroom in some way could be regarded as some form of communication, and learning is contingent upon it is taking place. (2) communication skills always are a basic concern of the school. They can be taught and improved and they are especially important and necessary in today's divided world. (3) teacher should know the extent and quality of these contact and their possible effects on students. (4) by knowing about such contacts, teachers are better able to relate them to in-school activities and to strengthen learning though such things as home-viewing assignment on television, the

use of current history as reported in magazine and newspapers, or reading plays and books featured on film or television program.

It is clear that teachers should understand how the communication process works, how attention is gained, how meaning is transferred from one subjective field another, how opinion and attitudes are created or modified, and how group membership, role concept, and social structure are related to the process.

2) Communication Used in Bilingual Classroom

In bilingual classroom, the language is the medium through which teacher teach, and students demonstrate what they have learned. By acquiring the language is the ultimate instructional goal of bilingual Education. Understanding communication in bilingual classroom is not simply task. Classroom communication in general has been describe as a "problematic medium" (Cazden 1986: 432), since differences in how, when, where, and to whom things are communicated can not only creates slight misunderstanding, but also seriously impair effective teaching and learning.

Understanding the dynamics of classroom communication is essential since how students talk and act in classroom greatly influences what they learn. Mehan (1979: 33) suggest that "students need to know with whom, when, and where they can speak and act, they must have speech and behaviour that are appropriate for classroom situation and they must be able to interpret implicit classroom rules."

For second language student/bilingual students' classroom communicative competence means not only successfully participating in classroom activities, but also becoming communicatively competent in the second language/bilingual. Johnson (1996: 6) says that to understand the communicative

demands placed on their second language students, teachers must be recognise that the dynamics of classroom communication are shaped by the classroom context and the norms for participation in the context.

There is term dealing with communication which constructs understanding communication in second language/bilingual classroom. They are teachers' control of the pattern of communication, students' use of language for classroom learning and second language acquisition, students' knowledge and use of language, students' perceptions of the pattern of communication.

3) Teacher-Student Interaction in Bilingual Classroom

According to Ornstein and Lasley II (2000) there are two teacher interaction patterns; verbal and nonverbal communication. Verbal communication focuses on language as the main instrument of communication in teaching. Four basic verbal behaviours, or moves were labelled;

- a) Structuring moves serve the function of focusing attention on subject matter or classroom procedures and beginning interaction between students and teachers.
- b) Soliciting moves are designed to elicit a verbal or physical response.
- c) Responding moves occur in relation to and after the soliciting behaviour.
- d) Reacting moves are sometimes occasioned by one or more of the above behaviours, but are not directly elicited by them.

According to Patterson in Ornstein and Lasley II (2000: 41) nonverbal behaviour in the classroom serves five teacher functions: (1) providing information, or elaborating upon a verbal statement; (2) regulating interactions, such as by pointing to someone; (3) expressing intimacy or liking, such as by smiling or touching a

student on the shoulder; (4) exercising social control, reinforcing a classroom rule, say, by creating proximity or distance; and (5) facilitating goals, as when demonstrating a skill that requires motor activity or gesturing. While, Stephens and Valentine in Ornstein and Lasley II (2000: 41) observed ten specific nonverbal behaviours: (1) smiles or frowns; (2) eye contact; (3) head nods; (4) gesture; (5) dress; (6) interaction distance; (7) touch; (8) body movement; (9) posture; (10) seating arrangement. Although the teaching learning process is ordinarily associated with verbal interaction, nonverbal communication operates as a silent language that influences the process. What makes the study of nonverbal communication so important and fascinating is that some researchers contend that it constitutes about 65 percent of the social meaning of the classroom communication system Ornstein and Lasley II (2000: 41).

According to Ricard (1996: 96) in Bilingual classroom teacher and student follow the IRE interactional sequence. The IRE sequence begins with a teacher initiation, followed by student response, and then teacher's evaluation of that response. When a student's response is correct, the teacher repeats that response as an affirmation before giving the next initiation.

It is important to remember that the ways in which teachers organise the pattern of communication often depend on the pedagogical purpose of the lesson (Johnson, 2002). It means that a teacher may have decided to exert greater control over the pattern of communication during this portion of the lesson in order to ensure that the student understood what she perceived as necessary, e.g., vocabulary to carry out the follow-up writing activity. In the other hand, Passe (1999: 138) states teachers tend to avoid activities involving higher-level thinking so communication can be kept at a simple level.

In teaching bilingual teachers always make verbal interaction with the student in one/two way. There are some language functions which must be mastered in teaching material or content knowledge, such as: explaining the concept, reporting certain event, giving definition, giving instruction, explaining the process, explaining classification, giving example, presenting table, picture, illustration or graphic, comparing two problems, making conclusion, etc (Gillet, 2007). Language function like that need transactional skill and interactional skill. Transactional skill is a skill to extend information in one way, while interactional skill is a skill to make interaction with the student in two ways, such as discussion, answer-question session, or giving feedback (Yule, 1997: 12).

In teaching learning process, there are two types of feedback. First, feedback for grammar mistakes (Doughty & William, 1998: 197). Second one is feedback for misunderstanding meaning of language. Both of them can happen written if the assessment toward the result of student' learning is written. It can also happen to in dialogue to make students finish their task.

4) Student-Student Interaction in Bilingual Classroom

Student-students interaction may actually be more important for educational success than teacher-student interaction. It means that constructive student-student interaction influences students' educational aspirations and achievement, develops social competencies, and encourages taking on the perspective of others.

Johnson & Johnson (1979) in Johnson (1996:111) say that if student-student interaction is to be a successful instructional strategy, teacher must control two important aspect namely: how learning goals are structured and how conflicts among students are managed.

Based on Johnson (1996:116) second language learners must be aware of the structural or grammatical features of the language, be able to relate those features to their functional usage, and have the ability to use both forms and functions appropriate within the context of meaningful communication with other. Student-student interaction in second language/ bilingual classroom can create opportunities for students to participate in less structure and more spontaneous language use, negotiate meaning, self-select when to participate, control the topic of discussion, and most important, draw on their own prior knowledge and interactional competencies to actively communication with others. Obviously, student-student interaction has the potential to play an important role not only in shaping the pattern of communication in second language classroom but in creating opportunities for students to use language for classroom learning and second language acquisition.

Richard (1996: 117) explore the ways in which student-student interaction crates opportunities for students to use language for classroom learning and second language acquisition, as follows;

- 1) Peer tutoring model of student-student interaction.
- 2) Group investigation model of student-student interaction.
- 3) Peer writing conference in student-student interaction.

Jack defines that the pattern of communication that occurs in student-student interaction may still be shared by teacher and students. Teachers can choose to control the structure and content of student-student interaction based on their instructional goals, the nature of their classroom events, and the type of student-student interaction they hope to promote. The extent to which teachers

choose to control student-student interaction will shape the roles that students assume, as well as type of language they generate. Students also exert a certain amount of control over the structure and content of student-student interaction based on their differentials. Finally, student-student interaction generally creates opportunities for students to participate in meaning focused communication, to perform a range of language function, to participate in the negotiation of meaning, to engage in both planned and unplanned discourse, to attend to both language forms and function, to assume differing roles that interaction, and finally, to initiate, control the topic of discussion, and self-select to participate.

2. Characteristic of Bilingual Program

Noerdjanah uses foreign language learning, Educational Institutions use various language learning methods such as the direct method, the grammatical-translate method, and the dual-language method, also known as bilingual. At least four aspects can be conveyed to students through the use of the bilingual program. This method can convey language content, meaning, comprehension, and the culture from which the language originated.

Furthermore, according to the National Association for Education, bilingual learning is defined as learning in two languages by teachers or students for a variety of social and learning activities. Furthermore, the bilingual concept is defined as an approach to classroom learning with the goals of: 1) learning English, 2) demonstrating academic achievement, 3) acculturating immigrants to new societies, 4) protecting minority language groups and cultural heritage, 5) assisting English speakers to learn a second language, and 6) developing national learning resources. Bilingualism is not only a language learning method that immerses (changes) the original language into a second language; it is also a way of maintaining understanding of a second language and its culture.

3. Principles of Planning Bilingual Program

In the opinion of Cummins & Swain (1986), there are three principles that must be considered in planning a bilingual program, namely:

1) Principle of first things first

The first principle is to establish the core role of a child's first language in all aspects of his educational development. This principle emphatically says: ensure that a child's mother tongue is adequately developed before contemplating the development of a second language.

2) Principle of Bilingualism through Monolingualism

This principle refers to the way teachers use teaching languages. On the one hand, the two languages can be used simultaneously, namely with frequent transitions between the two languages in one class.

3) Principle of Bilingualism as a Bonus

The purpose of bilingualism as a bonus is to let students know how and why bilingualism will work for them. Many advantages or benefits that can be taken from the bilingual program itself include political, economic, cultural, linguistic, cognitive, and personal benefits or personal benefits (Guntur Tarigan, 1984).

D. Review of Relevant Studies

There are some relevant studies related to the topic, the first is "Investigating the Implementation of Bilingual System at Daar El Istiqomah (An Ethnography Study at Daar El Istiqomah Islamic Boarding School)" written by Indah Kusnani Wirnadiah. The purpose of this research is to gain a better understanding of the bilingual learning process at the Daar El Istiqomah Islamic boarding school. Observations concentrated on three elements: space, actors, and activities. This study employs an ethnographic approach that incorporates space, actors, and activities. Previous research is related to and similarities this research in that researchers are interested in studying the implementation of bilingual programs in schools. For the

distinguishes of the research is about methodology, of course with different subject conditions (Winarni Kusnadiyah, 2020).

Thesis titled "The Implementation of a Bilingual Program in Teaching and Learning Math at SMP Islam Al-Azhar 21 Sukoharjo in the Academic Year 2020/2021" that written by Maulana Ismail from IAIN Surakarta. The current study's goal is to describe the implementation of a bilingual program in teaching-learning Math at SMP Islam Al-Azhar 21 Solo Baru's eight B in terms of teaching material, teaching media, teaching technique, and evaluation technique. There are some differences in the focus of the study; it is about the previous research, which discusses the problems that students face when learning Math in a bilingual class, grade Eight B. The previous study also only looked at mathematics subjects, while the research focus on English subject (Ismail, 2020).

Thesis titled "The Implementation of Bilingualism Class in Teaching Elementary Students" written by Ayu Irani Febrianti from IAIN Curup. Focus on this study is based on the process of implementation bilingualism class and for the differences is based on the teachers approach to exploring bilingual interactions in teaching elementary students. The subject on this research were students and teachers third grade at SD UA Taman Harapan Curup. The result of the research, both teachers had applied bilingualism class in teaching elementary students. The result also shown sheltering interaction and translanguaging a bilingual pedagogy as teachers approaches to exploring bilingual interaction in teaching can be applied at elementary school. The difference between this research and previous research is about the teacher's approaches to exploring bilingual interaction in bilingual student. (Febrianti, 2019).

CHAPTER III METHODOLOGY

A. Research Design

This research was field research with a qualitative approach. The qualitative approach is procedures descriptive data in the form of written or oral words from people and observation behavior (J. Moleong, 2005). The research is qualitative descriptive because the acquisition of the data in the form of words, actions, describe the bilingual educational program applied by English teachers and the researcher focuses on the implementation of bilingual education program at MTs Negeri 1 Kebumen. It means the researcher collects all of the information from direct sources. In this research, the researcher was the research instrument because in collecting the data, the researcher had to interact with the informant directly and find the meaning of the result. The parties involved in this study were the headmaster, the program coordinator, and the English teacher.

B. Research Setting of Time and Place

This research was conducted in MTs Negeri 1 Kebumen, located in Tentara Pelajar Street, No. 29, Panggel, Panjer, Kebumen Regency, Central Java. The researcher choosing this school because this school has bilingual program in one of the Program Khusus that apply by this school. This research was conducted from September to November 2022, in the academic year 2022/2023.

C. Subjects and Object of the Research

The research subjects are people used as sources of information to explore data in the study (J. Moleong, 2005). The subjects of this research were the headmaster, the program coordinator, and the English teacher. The study's object was implementing a bilingual education program at MTs Negeri 1 Kebumen.

D. Data Collection Techniques

Data collection methods are procedures or ways that researchers use to collect the data needed in a study. Furthermore, to obtain data following what is required, the research used several data collection techniques, including:

1. Observation

This technique was used to collect data by observing on English learning process. This method was used to obtain data related to the situation when learning English in English Active program and *Layanan Tambahan* program in Eight grade of MTs Negeri 1 Kebumen. Class observation conducted on 14th to 26th, September 2022 in three meetings. Field notes used as an instrument in observation. These field notes serve to facilitate in making notes based on what is observed during the learning activities.

2. Interview

The headmaster, program coordinator, and English teacher who were interviewed used this technique. The interview was conducted in MTs Negeri 1 Kebumen, on September 2022. The researcher prepared a list of questions as a guide in the interview. The interview instrument used semi-structured interviews to gain comprehension data from the interviewees regarding to the implementation of bilingual educational program at MTs Negeri 1 Kebumen. As a guide, prepare a list of questions before the meeting. So that it can include important information obtained from interviews conducted outside the interview guidelines. In deep information can add and explore the information. A recorder has used as an instrument in getting the data by the researcher.

3. Documentation

the academic script, material, the students' evaluation results, and the students' score benchmark test was used to obtain data about the bilingual program at MTs Negeri 1 Kebumen.

E. Data Analysis

Data analysis is the process of searching and arranging the interview transcript, field notes and other material that the researcher accumulated to increase his understanding of them and to facilitate the researcher to present what he has discovered to others. There are the steps to analyse the data that researcher used to analyse the data based on Miles and Huberman model:

a. Data Reduction

The data obtained from the field is quite a lot, and reducing the data is a data classification process focusing on reducing and transforming the raw data gained from the interview. The method includes selecting, focusing, simplifying, and abstracting the data into field notes. Data reduction was carried out in this study when researchers obtained information from interviews with school principals, bilingual program coordinators, and English teachers. The data obtained based on the results of interviews and observations were simplified based on the theory design of bilingual program.

b. Data display

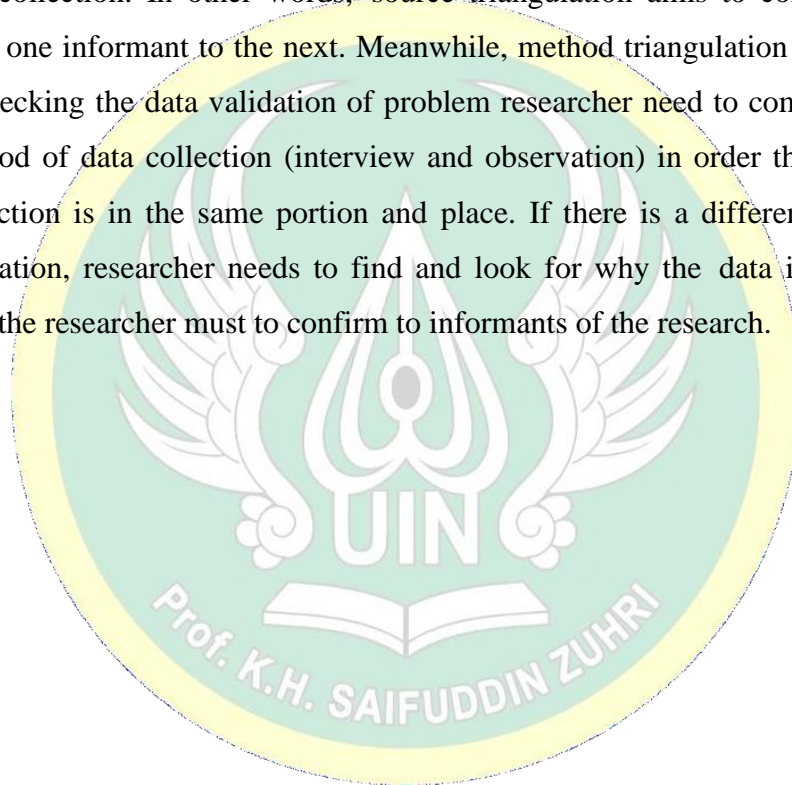
Display data is the arrangement of information that describes the research's conclusion. This information is then displayed as a description. The researcher explained the data obtained from observation, interview, and documentation. The presentation of data in this research is presented in narrative form. The researcher described the data regarding the implementation of the bilingual education program at MTs Negeri 1 Kebumen, in this study so that the meaning of the events encountered was easier to understand.

c. Verification

The last step is verification, and the researcher writes down the conclusion based on the interview and observation. The researcher also interprets the data from interviews and observations to conclude. The decision is written down based on the data and the researcher's observations, then analyzed and concluded.

F. Triangulation

According to Moloeng (J. Moleong, 2005), triangulation is a data analysis technique that benefits something out of the data itself to check the result of data or as a data comparer. According to (Sugiyono, 2018) describes three types of triangulation. They are triangulation of method, triangulation of source, and triangulation of time. The researcher using source triangulation and method triangulation in this study. Source triangulation use to compare and recheck the validation of information that was different due to time and tool collection. In other words, source triangulation aims to compare data from one informant to the next. Meanwhile, method triangulation means that in checking the data validation of problem researcher need to compare some method of data collection (interview and observation) in order that the data collection is in the same portion and place. If there is a difference of data validation, researcher needs to find and look for why the data is different, then the researcher must to confirm to informants of the research.



CHAPTER IV

THE IMPLEMENTATION OF BILINGUAL EDUCATION PROGRAM AT MTS NEGERI 1 KEBUMEN

In this chapter, the researcher presented the research finding and discussion used to answer the research problem collected from the observation, interview and documentation. The critical point in this chapter is to know the preparation of the bilingual program, the implementation of the bilingual program, monitoring and evaluation of the bilingual program.

A. Program Planning

From the observation and interview, which started from September to November 2022, several things were being done to prepare for the bilingual program. As stated by the headmaster;

"Bilingual program at MTs Negeri 1 Kebumen began in 2019 with KMA No. 184 of 2019 concerning Curriculum Implementation in *Madrasah*. MTs Negeri 1 Kebumen agreed to make *Program Khusus*, one of them is the bilingual program. *Program khusus* is a learning program that provides additional learning hours in specific fields according to the program concentration. Additional hours are allocated by utilising local content and *layanan tambahan*. As an example of the Bilingual Program, the class will get 2 hours of local content and 2 hours of bilingual program on *layanan tambahan*. What is meant by the bilingual program in MTs Negeri 1 Kebumen is the addition of hours. *Layanan tambahan* are additional subjects whose content and references are adjusted to *program khusus*. The difference between this program and English Active is that learning takes place during the day after regular subjects".

As the program coordinator said:

"The bilingual program at MTs Negeri 1 Kebumen is a special program that uses two languages to deliver material, English and Indonesian and includes additional hours. So in our regular morning lessons there is a program called English Active, there are 2 times a week, and in the afternoon it's for additional services. In these hours the focus is for each program".

Based on the analysis conducted by the researcher, the bilingual program at MTs Negeri 1 Kebumen is learning two languages, namely Indonesian and English as mediums of instruction and supported by additional services. This

is in accordance with the journal written by May, et al (2014) asserting that the bilingual program is a learning program that uses the first language and second language as an introduction to the various contents of the curriculum used.

According to Depdiknas (2007), the goals of bilingual education programs are to improve students' mastery of materials and to improve students' English ability in scientific, demonstrates that childhood bilingualism is a significant experience with the power to influence the course and efficiency of children's development (Santoso & Ginting, 2015). A bilingual program aims to develop the potential, talents and interests of students at MTs Negeri 1 Kebumen. The headmaster said;

"Following the initial goal, we want to develop the talents and interests of students at MTs Negeri 1 Kebumen. We hope that these bilingual class students have better abilities than students in another program".

It means that the existence of this bilingual program is to accommodate the talents and interests of students who have the potential to be further developed. The presence of this program also hopes that students who take part in the bilingual program will have English competence above the average of children who are not in a bilingual class. This is relevant to the journal by Margana and Soekarno (Margana & Sukarno, 2011), students are expected to be able to master English well so that they can compete in a global world. Another reason is that the use of English as the language of instruction in both programs is expected to increase the ability to master two or more languages and form social awareness in a multicultural context.

The next preparation of bilingual program is the recruitment of students and teacher training. In the first year, there was a bilingual program to recruit students by looking at report cards, said the headmaster:

"In first-year program starts when students are declared accepted at MTs Negeri 1 Kebumen. We take 10 classes, divided into several, and students are free to choose according to their interests. Too many students and classes with little interest, so we choose based on the existing report cards."

The next year, there was a written selection to measure the student's English proficiency and an interview test. It's not just a matter of will; they are starting to be selected in a structured way by the school. As stated by English teacher "In the first year, it was still based on report card scores, and then in the following year, there was a selection with several tests and interviews".

Forming a bilingual team is one of the preparations made by the school principal through meetings with the teacher council and school committee. The formation of this team aims to facilitate the coordination and monitoring of the implementation of the bilingual program. In addition, teacher training was also held to strengthen the competence of English teachers at MTs Negeri 1 Kebumen. Subekhi and Jauhar (2012) state that management is coordinating activities so that the work is realized effectively and efficiently through other people.

Meanwhile, particular criteria are needed for teachers who teach bilingual classes. In addition to having the ability to teach two languages, namely using Indonesian and English, teachers are required to dominate the use of English in delivering class material. Although in practice, there are still teachers who do not motivate their students to use English. This is due to the background of the teachers who cannot all speak in English.

As the program coordinator said:

"There is training for teachers who teach in bilingual classes, the implementation is not optimal, but the teacher tries to use English at least 25% in delivering material".

The English teacher said the same thing:

"In the second year of the bilingual program, the school held training for teachers who teach in bilingual classes, both English teachers and subject teachers."

Therefore, the school created a training program for teachers who will teach bilingual classes. With the intention that all teachers, both English teachers and subject teachers, can convey/strengthen the use of English, at least in the opening or in delivering the material. The training is also under an

institution that cooperates with schools. The school also has a Memorandum of Understanding/MoU with Mentari Nusantara.

According to the program coordinator explain that the school runs an annual program that allows students to enhance their English-language proficiency thoroughly. As stated by program coordinator;

"We are also preparing for a program of several annual activities, in 2021, we will have an English Spectacular Show program where students display their creativity which is held at the end of each school year. Apart from that, we also have an English Magazine activity at the end of the semester, and for the last program, we planned to invite native speakers, but it hasn't been implemented yet because at that time, it was still a pandemic".

Based on the analysis conducted by the researcher, it can be concluded that in preparation for the bilingual program, there are several planned activities or agendas for the program planning of bilingual program at MTs Negeri 1 Kebumen, including the following: forming a bilingual team, selection for students who will enter the bilingual program, training for teachers who will teach in bilingual classes both English teachers and subject teachers, several annual agendas designed to increase children's knowledge, insight, and ability to develop and improve.

B. Kinds of Bilingual Education Program at MTs Negeri 1 Kebumen

Implementing bilingual learning is a process of teaching and learning activities that use two languages to convey subject matter. The bilingual languages used are English and Indonesian. But in its use more emphasis on the use of English. Based on research findings there are several things in the implementation of learning. The implementation of Bilingual in teaching learning activities will be observed in several types, there are English Active, *Layanan Tambahan (LT)*, and Improvement Skill Training for Teacher.

1. English Active

English active is a lesson given by English teacher using the textbook "Next Move" by Pearson and using learning methods that have been adapted. English active an additional subject whose content and references

are adjusted to the program khusus and its implementation during the morning hours between regular lessons. English active is focused on repeating material that has not been mastered and has not reached a minimum score. As for the form of a bilingual program at MTs Negeri 1 Kebumen, it is contained in excerpts from an interview with the program as follows:

"MTs Negeri 1 Kebumen was collaborating with institutions. From there, there are also several programs for learning resources, and there is something called the Next Move book, which includes an application and audio (CD) for listening skills. Then there is the Next Move question bank application, games, audio for listening, etc, which in my opinion is enough to cover the student needs.

There are different sorts of books available in Next Move, including Next Move for Students, Next Move for Teachers, and Next Move Workbook with MP3 CD. Writing, reading, speaking, grammar, listening audio, games, and vocabulary are all included in the book. What distinguishes the bilingual program from other programs is its use of educational resources from the Mentari Nusantara Foundation, particularly their collaboration to establish a bilingual program at MTs Negeri 1 Kebumen.

The Next Move book contains nine units, each of which is distinct in some way. This book contains a variety of elements in the form of the four English language abilities of speaking, reading, writing, and listening that can fulfill all learning requirements. There is also a CD of listening skills features. This book also includes a web-based application that can be used. Teachers can use this application to provide students with more engaging, personalized, and student-centered active learning. However, there are several advantages and disadvantages to using this program, including the fact that it can only be accessed on the teacher's laptop and not on student cell phones. Next Move's features, on the other hand, are limited and require an account.

To provide an overview of the bilingual program learning process in the English active program. The detailed observation about teaching and learning in bilingual class at grade Eight G MTs Negeri 1 Kebumen. Based on the observation conduct on Thursday, 15th September 2022. Topic of the study is “Types of Films”, the teaching and learning were those in the following description:

The opening activity in a learning meeting is intended to generate motivation and focus students' attention on actively participating in the learning process. In class 8G, the opening activity includes greetings and prayers before the lesson, which is interspersed with greetings. After greeting and praying with the students, the teacher asked brief questions about the previous meeting's material. In the main activity the teacher give short questions related to the material on that day which will discuss types of films. The teacher pointed at random to students about the type of film they liked and is asked to name examples of the film. The teacher's goal is to ask students to concentrate on studying the material. Then, the teacher asked students to learn with the greeting "Are you ready to learn English?" and the students answered "Yes Miss, I am ready". In accordance to Baker and Westrup (2005), students will participate more actively in lessons with a range of engaging and focused learning activities when they are excited to learn. In other words, students can retain the most information about the subject matter if they are happy, content, and at ease during the teaching and learning process. Students' cognitive development might be enhanced when they comprehend the lesson.

Then the teacher displays material about types of films with an LCD projector. After students understand the material provided, the teacher checks students' understanding randomly about the film. In learning the teacher also provides reinforcement with motivational words for students who are correct in answering questions such as, "ok, good", "yes alright", "very good", "give applause" so that students feel happy and more active in learning and motivate other students to try to answer correctly and pay

more attention. The teacher gives exercises in the form of listening skills in the Next Move 2 book. Students are asked to listen carefully for independent practice. The form of the question is fill in the blank words, students fill in the answers based on the text (listening skill).

The use of English orally is also seen when the teacher greets and explains vocabulary related to the material, for example, "War film, fantasy film, comedy, musical". In introducing the vocabulary about types of films, the teacher uses English directly and shows pictures of the film he is saying, then students imitate reading it in English. In this case, it is in accordance with the bilingual characteristics of the Early Exit Bilingual Education type, namely the mother tongue will be used as an introduction until students are able to participate actively in the English class. (Putu Artini & Kerti Nitiasih, 2014).

In learning the teacher also provides reinforcement with motivational words for students who are correct in answering questions such as "good," "yes," "very good," so that students feel happy and more active in learning and motivate other students to try to answer correctly and pay more attention. In accordance with Arina Husna and Rahayu Tri Murtini in their journal stated that students' success or failure in learning English is dependent on their level of motivation. When students are motivated to learn English, even if they believe it is difficult or difficult to learn, they will work hard to understand it. On the other hand, if students are not motivated, even if they believe the subject is difficult, they will do nothing to learn it and their success will suffer as a result (Husna & Murtini, 2019).

Based on observastion that carried out on Monday, 26th September 2022. In the second observation, learning begins at. 08.20 WIB. The teacher opens the lesson by inviting students to pray together with the sentence "let's begin our lesson today by saying *Basmallah* together". The teacher checks the presence of students with attendance. Then the teacher asked about the material learned in the previous meeting. Students answered that the previous meeting discussed types of films.

In the core activities, the teacher uses PPT media and LCD projectors. The teacher uses English and Indonesian when explaining the material. If students have difficulty understanding the teacher's explanation, the teacher will translate it into Indonesian. The day's lesson was about Present Continuous Tense, the material for which is in the Next Move Student's Book. The teacher asks students to open the book on page 22, then explains the material about using the Present Continuous in affirmative, negative, and Wh-question forms. Next, the teacher ensures that students understand the material with the sentence, "Are you get it, guys?" Then the students answered "Yess miss". Then the teacher asks students to open the Workbook by Next Move book on page 18 and asks students to do independent exercises. There are some practise for the Grammar Present Continous, on the exercise part II the instruction to choose the correct option, in the part III the instruction to make sentences with the Present Continous, and in last to make question and answers. The teacher asked students to do the exercise independenly, after 30 minutes the teacher asked to discuss matters together.

Learning is interspersed with games in which the teacher and students sing a song while moving the eraser. If the eraser stops changing hands, the last hand holding it will be punished by singing a pronoun song in front of the class. The teacher and students discussed the practice questions after the students finished working on the questions in the book. The teacher instructs the students to go through the questions individually. After all the questions had been discussed, the teacher suggested the students count the number of correct and incorrect questions and add them to calculate the daily score.

Before the teacher closes the lesson the teacher records the results of student assessments by mentioning the names of students one by one with the total score. Before entering the closing session, the teacher gave conclusion and feedback for the lesson at the day. Then the teacher closed the lesson and asked the students to pray together, "let's close our lesson

today by saying Hamdallah together". The teacher closed the class by saying "Thank you for your nice attention and *Wassalamu'alaikum Wr.Wb.*"

There are some requirements that should be considered when implementing this bilingual class concept, such as 1) the content of the lesson must be appropriate for the students' cognitive level and English proficiency, 2) The school must create a conducive learning environment to support the use of a meaningful language, either orally or literally, and 3) the instruction should emphasise the exercise of problem solving, with students encouraged to collaborate on interesting and challenging themes (Yumelking, 2018).

Based on the result of the analysis, the teacher step in implementing bilingual class, such as;

- a. The teacher give material based on students' cognitive level and English proficiency. The researcher can analyse based on the results of interview and observation in class, the teacher using textbooks appropriate for the class and learning methods that have been modified. The teacher used Next Move for the sources and exercise with the Next Move workbook.
- b. In this case, the learning environment includes everything related to implementing the learning process. While conducive refers to conditions that are genuinely appropriate for the learning process, MTs Negeri 1 Kebumen is a school with conducive learning environment. Class conditions are also suitable for learning because conducive to learning and the class is large.
- c. The teacher uses games during icebreakers because some students appear tired and uninterested. The benefits of ice breaking include assisting students in focusing on learning, assisting students in regaining enthusiasm for learning, helping sleepy students in regaining excitement, and assisting students in not becoming bored while attending class lessons.

According to Ornstein and Lasley II (2000) there are two teacher interaction patterns; verbal and nonverbal communication. Verbal communication focuses on language as the main instrument of communication in teaching. Four basic verbal behaviours, or moves were labelled;

- a. Structuring moves serve the function of focusing attention on subject matter or classroom procedures and beginning interaction between students and teachers.
- b. Soliciting moves are designed to elicit a verbal or physical response.
- c. Responding moves occur in relation to and after the soliciting behaviour.
- d. Reacting moves are sometimes occasioned by one or more of the above behaviours, but are not directly elicited by them.

Based on analyses by the researcher found that nonverbal communication uses body language such as hand movements, facial expressions, head shakes, signs, actions, and so on, whereas verbal communication can be spoken or written. When teacher do ice breaking there is verbal communication that occurs when the teacher leads the ice breaking, such as the command word "please come forward," and examples of nonverbal communication are based on the teacher's eyes and gestures.

2. *Layanan Tambahan (LT)*

Layanan tambahan are additional subjects whose content and references are adjusted to *program khusus*. The difference between this program and English Active is that learning takes place during the day after regular subjects. Additional class starts at 13.45, students have just ended the last hour subject before the start of *Layanan Tambahan*. This program focuses on adding to the material in the Next Move book.

As stated by program coordinator "In each program there is something called *layanan tambahan*, so this activity is indeed focused on each

program." To know about the bilingual program learning process in *Layanan Tambahan* in class 8G, the following is an overview of the implementation of the bilingual program.

Based on the first observation on Thursday, 14th September 2022. The topic is do the exercise on Next Move 2. Opening the lesson is the initial activity in a learning meeting which is intended to generate motivation and focus students' attention to actively participate in the learning process.

The teacher started at 1.45 p.m, as usual the teacher greeted the students by saying "Assalamu'alaikum" and asked their enthusiasm for learning with saying "Hello everyone, are you ready for the lesson today?". The students answered "Yess, I am ready miss". Then the teacher checked students the attendance. After that, the teacher reviewed the material from the previous meeting. Because the class began after switching hours between regular lessons, some students came late as a result of spending break time in the cafeteria.

The teacher explained the material that has been explained in the previous meeting, the teacher repeat the material briefly. Then, the teacher explained the material on that day. The learning at that time was about practicing questions using Pearson English applications. Previously students were asked to prepare their respective cellphones, and then the teacher shared the link via the Whatsapp group. The teacher gives usernames and passwords, then makes sure all students are ready and connected to the internet network. The teacher gives instructions using English. Some students looked enthusiastic, but some paid less attention to the instructions from the teacher so the teacher repeated the instructions.

After the allotted time, the teacher instructs students to put their cellphones away. The teacher then asked students to pray together, did lead by the class leader, with the phrase, "let's pray together please," the students pray, and the teacher ends the class with closing greetings.

Based on the analysis conducted by the researcher, Opening lessons have showed that both teachers and students use English. English is used

more frequently than Indonesian in this situation. Short questions in English are used by the teacher to entice the students, who then respond in English to his or her queries. In this instance, it fits the description of the transitional bilingual type stated by (Putu Artini & Kerti Nitiasih, 2014) is the native language used is decreasing.

Based on the observation, the researcher found the activities that the teacher emphasised the student to remember the lesson. She did not forget to give the student opportunity to ask some question and made sure they understand about the lesson. The last, the teacher closed the meeting by saying "salam."

According to the English teacher, she adapted a learning method to the needs of students who had selected the learning topic;

"We adapted the method to the situation in the class; for example, I used games during lessons, and later there were punishments for students who weren't paying attention, such as asking them to sing in front of the class."

From the results of the observation and interviews, it is known that the learning methods applied at MTs Negeri 1 Kebumen in implementing the bilingual program are very varied and enjoyable. The teacher applies a variety of ways as described "Sometimes I used games for certain materials and we as teachers also need to apply various learning methods so that they are not monotonous and not boring". This is in accordance with the journal by Khausar that the application of learning methods that do not vary can cause students to be less interested in learning, resulting in less than optimal learning outcomes achieved by students (Khausar, 2014).

In explaining the material and giving instructions to students, they use English interspersed with Indonesian so that students better understand the material presented. This is included in the type of bilingual transitional early/early exit bilingual education because the language used dominantly is the student's first language, but over time the frequency of using the first language is reduced and replaced by the second language. This is in

accordance with the opinion (Putu Artini & Kerti Nitiasih, 2014) that transitional education uses the first language as its teaching medium.

Based on the analysis results, it can be concluded that the teacher adapts her teaching style to the needs of her students. When delivering lessons, the teacher employs the short lecture method first, followed by direct conversation practice. The teacher uses games in between lessons to keep learning interesting and varied. Because games are incorporated into the learning process, it feels more enjoyable. Another negative impact of a constant teaching approach is that it might leave students disinterested in the lessons being taught, that makes them passive.

3. Improvement Skill Training for The Teachers

In the implementation of learning, the teacher serves as both a teacher and a facilitator. The learning process must be able to provide motivation and perception related to the material discussed, and the method of delivery must also be structured, clear, and capable of creating conditions for effective learning. Furthermore, the teacher must provide a learning evaluation to determine how far the learning process has progressed. Training for teachers aims to provide insight into how teachers teach in bilingual classes and prepare teachers to teach using two languages. The school also cooperates with credible institutions to procure bilingual programs. As stated by the coordinator program;

"For teachers who teach in bilingual classes, they do have special training, so the implementation is not optimal, but they are trying to use 25% English in class delivery".

According to Dharma (2007), Bilingual classes will be implemented in stages, such as the first year, with English serving as the medium of instruction for between 25% and 75% of Indonesian students. In the second year, the medium of instruction is split 50/50 between English and Indonesian. Over time, the proportion of English increases until both languages are present. This was in accordance with the journal from Chris (Sclafani, 2017) which states that teacher training is something that must be not to overlooked.

C. Monitoring and Evaluation in Bilingual Program

The last component in implementing a bilingual program is program monitoring and evaluation activities. This will be examined from several aspects as follows:

1. Monitoring of Bilingual Program

Based on the results of interviews and documentation, MTs Negeri 1 Kebumen conducts routine monitoring, both teachers and students. Monitoring is given to teachers in the form of conducting training aimed at equipping teachers in learning in bilingual classes, class observations, coordination meeting and program evaluation meetings. As stated by the program coordinator:

"We also monitor and evaluate *program khusus* in MTs Negeri 1 Kebumen, carry out supervision and coordination meeting. Program coordination meetings are held every first Friday of each month. This meeting was attended by the head of the madrasa, the head of the *program khusus* and all of the head of the coordination".

Coordination Meeting is an activity that is usually carried out when we carry out a program. The purpose of holding a coordination meeting is to implement the program properly and successfully. Coordination meetings are held every first Friday of each month. This meeting was attended by the headmaster, the head of the *program khusus*, and the head coordinator of each *program khusus*.

Because so many other agendas have overlapped and the execution of coordination meetings is regularly delayed, the implementation has not been completed as planned. All of the teachers at MTs Negeri 1 Kebumen let it prevent them from carrying out each *program khusus* to the best of their abilities. According to the bilingual program coordinator:

"Coordinating meetings are not regularly held every month, but we as teachers, as executors, are still attempting to run the program well."

Based on the description above, it can be concluded that MTs Negeri 1 Kebumen has conduct monitoring to improve teacher performance for the proper implementation of the bilingual program.

2. Evaluation of Bilingual Program

Based on the interview with the program coordinator bilingual there are to evaluate teacher's ability were supervision and benchmark test. Academic supervision is a series of activities to help teachers develop the ability to manage the learning process to achieve learning objectives. Supervision is carried out by a team selected based on more teaching experience to supervise the performance of other teachers. Besides, the aims of supervision is to check the completeness of teacher administration, such as lesson plans, teacher's workbook, etc. Then, the supervised teacher will receive various grades for further learning. The results of supervision will be presented at the evaluation meeting. For evaluation of bilingual program, MTs Negeri 1 holds an evaluation meeting at the end of each year to discuss the work programs that have been carried out and what activities have not been carried out. In accordance with Syahrina (2018), in their thesis they stated that it is necessary to evaluate the program to determine the extent to which the program has achieved the standards set at the start of the plan.

The benchmark test comes from a Pearson partner institution, as one of the institutions trusted to work together to carry out the TOEFL test to meet the English language proficiency requirements for English teachers and bilingual students. The Pearson Benchmark Test is an independent test that is conducted online. Benchmark test is gain thorough insight into student's skill, measure their progress in detail and receive targeted direction in teaching and learning. The technical implementation of benchmark test for student;

- a. Students to register on a predetermined schedule.
- b. The test is carried out online in approximately 45 minutes.
- c. The test cannot use a cellphone.
- d. Participants will be supervised by supervisors via the Zoom application during the test.

- e. Participants will be briefed 30 minutes before the test via the zoom application.
- f. The Zoom link will be sent on D-1 of the test.

Use the benchmark test across all students, classes, levels and even schools, to gain comparative insight that can help to optimise your entire teaching programme. The benchmark test is powered by Pearson English's market-leading artificial intelligence technology and administered through a powerful assessment portal, which offers, a complete solution that help teacher to track and compare results within a single English proficiency assessment ecosystem – for successful, lifelong learning.

Backed by Pearson's leading artificial intelligence scoring technology, the test offers a choice of level to support all students: A, B1, B2, C. For the score are based on the Pearson Global Scale of English (GSE) as well as the CEFR meaning progress can be measure in small increments. The advantages using benchmark test; efficient and easy to use, rich insight and direction, and accurate.

In this program aims to see the ability of the English teachers and student's skill, as stated by coordinator bilingual program;

"We also have a Benchmark test for teachers who teach in bilingual classes and for students in bilingual class, here we really test what level of ability we are at and the test is carried out using the Cambridge curriculum. We are working with the Mentari Nusantara Foundation to carry out a benchmark test, which is carried out at the beginning of each year and there have been 2 tests and the results have varied, some have increased and some have decreased. So indeed the teachers who teach have been prepared to teach in bilingual classes, and for teachers who do not teach English there is also training via Zoom from the Mentari Nusantara Foundation".

The researcher interviewed the English teacher about the evaluation implementation program used in the teaching process. In every teaching and learning activity, evaluation was necessary because the function of evaluation is to evaluate the effectiveness of students learning. In daily, in the evaluation of the student's progress she used daily assignment, group assignment, and the activeness during the learning process. She also

conducted a test in every chapter, in mid-term test, and also in final test. Those will be accumulated in the end of semester.

"To assess student's progress I use daily assignments based on the Nextmove book, which is a book from the Mentari Nusantara Foundation that works together in debriefing lessons in bilingual classes".

Besides assignment, the teacher also evaluated student's progress in written, oral, and listening tests. Because of that, MTs Negeri 1 conduct an online evaluation due to the pandemic Covid-19 which is use application from Next Move that can access in Pearson.com. "Students also take an online test after completing 3 chapters of the Next Move 2 book".

D. Teacher's Challenges

Adequate resources are required to achieve optimal learning, from teacher competence to the provision of necessary facilities. According to Djamarah (2010) there are several factors influence learning success, including several factors, teachers, students, teaching activities, evaluation tools, evaluation materials, and evaluation environment. In implementing bilingual program at MTs Negeri 1 Kebumen there are still some challenges, such as a lack of teachers and facilities. The inconsistent use of bilingual language during learning demonstrates that teacher competence in mastering English is still not optimal. This means that bilingual language is used in introductory lessons at times and not at others. Then, in terms of facilities, there are still constraints on supporting facilities such as language laboratories and computers to achieve the sustainability of bilingual learning in this school. This was irrelevant to the journal by Mamat Rahmatullah (2016) teachers as one component of the learning process, played a role in the development of human resources business potential. Teachers are role models who provide guidance and support to students in learning as well as teachers who teach the transfer of knowledge.

The sites, buildings, indoor and outdoor spaces that support effective learning and teaching are referred to as school infrastructure. A good school infrastructure should provide a welcoming, inspiring, and visually appealing

school environment in which students can fully develop their overall personality and education. Physical spaces such as staff rooms, libraries, playgrounds, cafeterias, canteens, administrative offices, classrooms, auditoriums, computer rooms, language labs, science labs, workshops, sports areas, and ramps are considered within the school infrastructure. Furthermore, as part of the school infrastructure, several environmental factors such as sound, lighting, ventilation, and indoor air are included as well as basic services such as water and sanitation, and elements such as school age, school size, and classroom size.

However, field conditions show that there are still some obstacles to its implementation, such as the lack of a special bilingual curriculum, the lack of an English syllabus, unprepared teaching staff, and inadequate availability of supporting infrastructure. As a result, there is a need for coordination among all school resources in order for bilingual learning to be properly implemented in accordance with the expected learning objectives. Sagala (2014) states that learning is a programmatic teacher activity in instructional design that emphasizes providing learning resources in order to make students learn actively.

According to Government Regulation No. 19 Year 2005 Article 20, the learning planning process includes a syllabus and plans for learning implementation that include at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Curriculum planning in a bilingual class includes basic capabilities/authorities, character, material, lesson experience, indicators, presumptions (techniques, test instruments, questions), time, and learning resources, while lesson plans include competency standards, abilities/basic authority basis, indicators, and materials. In accordance with journal by Yuli Ernawati, she stated that schools that implement bilingual classes must have curriculum management preparation because the curriculum serves as a guide for carrying out the learning process. If no curriculum is used in a study, then learning will suffer. As a result, there is a need for preparation in developing

and implementing a learning curriculum. The bilingual curriculum refers to the school's curriculum principles (Ernawati, 2012).

The obstacle from students there are learning motivation. Any learning motivation technique must include both intrinsic and extrinsic motivation. Students can develop initiatives and activities that can direct and support tenacity in carrying out learning tasks with such an incentive. If students are not interested in learning, they will not or may be hesitant to participate in educational activities. As a result, students perform worse and comprehend the material less.

There is a lack of motivation for students to use English because not all of them have a good English background when they were in elementary school. To solve this problem the teacher tries to provide motivation before they learn using Indonesian, we give rewards in the form of objects or praise when they succeed in class. As stated by English teacher "Sometimes I give rewards to students because they are already active in the class". In accordance with journal by Cristina and Beatriz Garcia (2019) states that students' motivation influences their success rate. Indeed, if motivation is lacking, even the most exceptional learners with the most impressive abilities will fail to achieve a long-term goal. Similarly, motivation is important in the acquisition of a foreign language because it is a communication coding that is taught in school. It is both an integral part of individual identities and a type of social organization embedded in a culture community.

Several problems were found while doing the benchmark test, including several students who received high scores or scores above the average grade. The child should receive material based on his abilities, but due to system limitations, the child is unable to maximize his abilities.

Based on the discussion above, it is possible to conclude that the implementation of bilingual learning at MTs Negeri 1 Kebumen has been running effectively by utilizing various learning implementation models and being supported by several student activity programs that are capable of

improving the development of students' knowledge and competencies related to language mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion result of the descriptive research in MTs Negeri 1 Kebumen about Bilingual Education Program at MTs Negeri 1 Kebumen, therefore researcher will reduce to the conclusions. The conclusions are described into some point; they are the preparation of bilingual program, the implementation of bilingual program, and monitoring and evaluation of bilingual program. From those point can be concluded that;

1. Bilingual Education Program at MTs Negeri 1 Kebumen
 - a. MTs Negeri 1 Kebumen makes several program plans in preparation for the bilingual program, and it can be concluded that in preparation for the bilingual program, there are several planned activities or agendas for the bilingual program planning at MTs Negeri 1 Kebumen, including the following: Selection of students for the bilingual program, training for teachers who will teach in bilingual classes (both English teachers and subject teachers), and several annual agendas designed to increase children's knowledge, insight, and ability to improve and develop
 - b. The implementation of bilingual education program. There are several kinds in implementation of bilingual program in teaching and learning at MTs Negeri 1 Kebumen: English active dan *Layanan Tambahan*. It can be concluded that in teaching and learning the teacher adapts teaching strategy to the needs of her students. When delivering lessons, the teacher employs the short lecture method first, followed by direct conversation practice. The teacher uses games in between lessons to keep learning interesting and varied. Because games are incorporated into the learning process, it feels more enjoyable.
 - c. Monitoring and evaluation of Bilingual Program, it can be concluded that MTs Negeri 1 Kebumen has conduct monitoring to improve

teacher performance for the proper implementation of the bilingual program. In evaluation MTs Negeri 1 Kebumen hold program evaluation and program implementation evaluation. There is a supervision for the evaluation of bilingual programs that is carried out by a team selected based on more teaching experience to supervise the performance of other teachers. In addition, for program implementation evaluation in teaching, tests are carried out in each chapter, as well as a mid-test and a final test.

B. Limitation of Study

This research was conducted to describe and analyse the implementation of bilingual education program at MTs Negeri 1 Kebumen. This research did not come to the discussion of teacher's perspective toward bilingual program or improvement of student's skill. The aspects looked to were the program planning, the kinds of implementation bilingual program, and monitoring and evaluation of program. Besides, this research is only qualitative research. So, it cannot explore further regarding the implementation of bilingual education program. For further research, is better to use a mixed method to get broader and more in-dept research result.

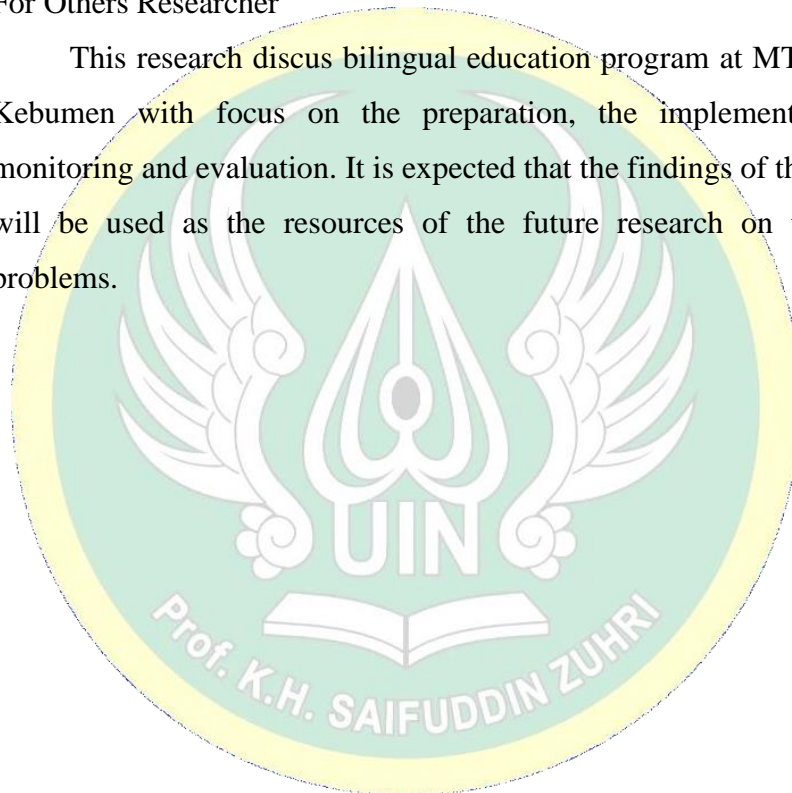
C. Suggestions

The researcher proposes suggestion at the end of this chapter. Hopefully the suggestions are useful for the headmaster, the coordinator program, the teacher, and the students:

1. For the Headmaster of MTs Negeri 1 Kebumen
 - a. The Headmaster always provides support to teachers to improve the quality of the bilingual program at MTs Negeri 1 Kebumen
 - b. The Headmaster always motivate teachers to improve the quality of their teaching by holding training or workshops related to the bilingual program.
2. For the Program Coordinator of MTs Negeri 1 Kebumen
 - a. The Program Coordinator can motivate and implement bilingual programs as a daily language.

- b. The Program Coordinator prepares the syllabus, especially for teaching and learning at bilingual program.
3. For Teachers of MTs Negeri 1 Kebumen
 - a. Teachers always provide support to students, so they can communicate using English in the school environment.
 - b. Teachers are more motivated the students to use English in learning.
 - c. In learning, the teacher should encourage students to communicate using English.
4. For Others Researcher

This research discuss bilingual education program at MTs Negeri 1 Kebumen with focus on the preparation, the implementation, and monitoring and evaluation. It is expected that the findings of this research will be used as the resources of the future research on the similar problems.



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