THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL

(A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)

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THESIS

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ABSTRACT


This study is based on the problems of the implementation of bilingualism in the teaching learning activities, especially in Mathematics and Science subject matter. It focuses on how bilingualism has been used in the teaching learning activities so far.

The method used in this research is a descriptive qualitative method. The writer uses descriptive method because the data are in the form of words so that the data are best analyzed by describing them. Further, the writer uses qualitative method since the description of the data is analyzed and interpreted in order to find out the meaning from the data. The sources of data of the research are events, informants, and document. The technique of collecting the data is non-measurement technique consisting of interview, observation, and document analysis. The writer took the trustworthiness to check the data. The trustworthiness technique used is triangulation. The purpose of triangulation in qualitative research is to increase the credibility and validity of the result. The data sources of triangulation that the writer took are the principal of SD Negeri SBI Gemolong and some students of the fourth grade. The techniques of triangulation that the writer used are interview, observation, and questionnaires. The result of qualitative data is analyzed in three stages namely the data reduction, data presentation/data display, and conclusion drawing.

Based on the result of this research, it can be concluded that the use of bilingualism has run well although there are some things that have to be paid attention, especially in using English language. The teachers play important role to make this program succeed. Although in delivering material the teachers use two languages, in choosing teaching material they concern on students’ need and curriculum used. As international standardized teachers, they design two syllabi in English and Indonesian. In the teaching learning activities itself, the teachers face communication problems with the students when they try to speak English fully. Although there are some strengths in implementing two languages in the teaching learning activities, there are also the weaknesses that have to be solved.

At the end of the research, the writer wants give some suggestions for the school, the teachers, the students, and the other researcher in order to make the implementation of bilingualism in the teaching-learning activities keep on improving: (1) bilingual program needs two teachers, for example English teacher who has duty to teach language problems, and Mathematics/Science teacher who has duty to teach the content knowledge; (2) the students should increase their motivation in learning and in developing their language; (3) the other researcher will implement some techniques which can improve the use of English in the teaching learning activities especially in Mathematics and Science.
MOTTO

“Don’t turn your back to the past but don’t worry about the future

Just work hard as each day goes by”
DEDICATION

With deep profound love, this research is devoted to:

1. Her Mother
2. Her Family
3. Her best friends
4. Her almamater UNS

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She realizes that nothing is perfect except Allah S.W.T, and neither is this thesis. The writer accepts gratefully every comment and suggestion. However, she hopes that this thesis will be useful to the improvement of the English teaching and learning.

Surakarta, September 2010
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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of human resource elements. It is absolutely needed by the society. Besides the human resource, there are natural recourses which support human efforts to have a better living. Nature gives us the natural resources while the human resource is the source of knowledge on how the natural resources are going to be turned into something useful for human interest. Taking these facts into consideration, Indonesian government pays attention in developing human resources through education as it is included on UUD 45 section 31:

“(1) Setiap warga Negara berhak mendapat pendidikan; (2) Setiap warga Negara wajib mengikuti pendidikan dasar dan pemerintah wajib membiayainya; serta (3) Pemerintah mengusahakan dan menyelenggarakan satu sistem pendidikan nasional yang meningkatkan keimanan dan ketaqwaan serta akhlak mulia dalam rangka mencerdaskan kehidupan bangsa.”

Every single citizen has right to get education. The fact in society shows that people rely much on formal institution, such as schools, to give the best output that can be used in real life and improve the quality of living in this competitive world.

Indonesian government has realized how important qualified education in Indonesia is. Therefore, the government has to make serious efforts to improve the quality of national education. People’s need for getting more and more towards qualified education shows that education has become one of powerful and authoritative social life institutions, and also has important and strategic role in
developing the country. Education has given significant contribution in developing the country from one period to another period, either before or after the independence of Indonesia. Various studies and experiences show that education gives broad benefits to nation’s existence. Education can create educated people who become the main pillar to develop prosperous society. Education has improved people’s awareness in order to make harmony and tolerance in diversity, and also to strengthen social cohesion and place nationality insight to create democratic people. On the other side, education also gives real contribution toward economic growth through educated workers mastering technology and having abilities.

To make education better, Government has many innovations to improve the quality and create qualified students in order to continue to higher and better education. One of the innovations made by the government is establishing schools which refer to international standard. This school is called International Standardized School. It is the implementation of national education regulation system in year 2003, arising as the command for each region to have the International Standardized School which refers to national and international curriculum.

This kind of school has firstly been available since 2006 and the regulation underlining it is the legislation number 20 year 2003 section 50 sentence 3, stating that: “Pemerintah dan/atau Pemerintah Daerah menyelenggarakan sekurang-kurangnya satu sekolah pada semua jenjang pendidikan untuk
There are some new inputs in the International Standardized School which make it different from other national schools; that is, the use of English as the instructional language, air conditioned-classroom, multimedia facilities, letter-U seats, and limited number of students. Since English is used as the instructional language, automatically one of the selection tests to join in this school is English proficiency test like TOEFL. The reason of developing the International Standardized School is to increase the education level both primary and secondary education in order to be equal with other developed countries.

In Sragen, there is an International Standardized School named SD Negeri SBI Gemolong. This school is one of the world class schools in Sragen area located in Gemolong. The rules underlining it are the legislation number 20 year 2003 section 50 sentence 3, the government regulation number 19 year 2005 section 61 sentence 1, stating that:

“pemerintah bersama-sama pemda menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada jenjang pendidikan dasar dan sekurang-kurangnya satu satuan pendidikan pada jenjang pendidikan menengah untuk dikembangkan menjadi satuan pendidikan bertaraf internasional”

and The Primary Policy of National Education Development in Strategic Plan, National Education Department year 2005-2009 Chapter V page 58, stating that:

“untuk meningkatkan daya saing bangsa perlu dikembangkan SBI pada tingkat Kab/Kota melalui kerjasama yang konsisten antara pemerintah dengan Pemda Kab/Kota, untuk mengembangkan SD,SMP, SMA dan SMK yang bertaraf internasional”.
SD Negeri SBI Gemolong is an elementary school level. It uses modern technology as educational media. The modern technology is used to actualize individual quotient that consists of intellectual, emotional, spiritual, and individual-social cultural student. The curriculum used in school is KTSP plus curriculum which is developed in International Baccalaureate (IB) framework. International Baccalaureate is international curriculum which is managed professionally by International Baccalaureate Organization. Its office is in Geneva, Switzerland. The branch office in Asian Pacific area is in Singapore. The IB learning methods are active, creative, innovative, and fun. It also implements Inquiry Based Learning as a learning pattern where the graduates have ability to be inquirer.

SD Negeri SBI Gemolong provides modern facilities, such as multimedia/ICT, air-conditioned classroom, science laboratory, mathematic laboratory, computer laboratory, language laboratory, e-library, playing area, sport building, swimming pool, stadium, internet access, and hotspot area. It is expected that through those facilities the teachers and the students not only have capabilities in national area, but also have it in any aspects international arena.

There are two languages used in this school, namely Indonesian and English in which the use has been stated in the regulation. SD Negeri SBI Gemolong uses English as the instructional language for certain subjects such as Mathematics and Science. It means that this school uses two language in the teaching learning process, Indonesian and English. Since Indonesian language is the first language, and English is the foreign language, the school will face a
difficulty to use English as the instructional language in the teaching and learning activities. Teaching means guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning (Brown, 1994: 7); it means in teaching there is communication between teacher and students. To make communication among them is not an easy thing. The language used should be effective in order that the materials can be transferred and understanding can be reached.

Since International Standardized School, like SD Negeri SBI Gemolong, is a new program in our country, how it is run and implemented is still in question. The bilingualism in teaching Mathematics and Science is also questioned. The main questions are how the two languages, Indonesian and English, are used in the International Standardized School and how these can make a good communication. This communication can be seen by the interaction between the teacher and students, and among the students. Good communication means that the materials can be transferred well, there is no misunderstanding between the teacher and student, no misunderstanding dealing with the materials, and also enabling learners to learn.

Based on the consideration above, the researcher is interested in carrying out a study on The Implementation of Bilingualism in the Teaching Learning Activities at International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)
B. Problems Statement

Based on the background of the study above, the problems are formulated as follows:

1. How is the implementation of Bilingualism in the teaching learning activities at SD Negeri SBI Gemolong?
   a. How are the roles of the teacher in the classroom?
   b. How are the roles of the students in the classroom?
   c. What is the teaching material in bilingual classroom?
   d. What syllabus is used?
2. To what extent can the teacher and students communicate by using bilingualism in teaching learning activities at SD Negeri SBI Gemolong?
3. What are the strengths and the weaknesses of using bilingualism in the teaching learning activities?

C. Objectives of the Study

The objectives that will be obtained in this research are:

1. To describe the implementation of bilingualism in teaching learning activities at SD Negeri SBI Gemolong.
2. To describe how far the teacher and the students can communicate by using bilingualism in the teaching learning activities at SD Negeri SBI Gemolong.
3. To find the strengths and the weaknesses of using bilingualism in the teaching learning activities.
D. Benefits of the Study

The research result is expected to be able to give some benefits, namely:

1. For Teacher

   It is expected that through this research the teachers are able to use bilingualism more effectively and to give more opportunity to the students to get involved actively in teaching and learning process. They might also be more aware to the strengths and weaknesses of using bilingualism and determine the solution for the obstacles faced teaching and learning process.

2. For students

   The students will know more about the importance and benefit of using bilingualism. They might be more creative in the teaching and learning process as they have adequate spaces to express their thoughts and ability dealing with the material.

3. For researcher

   The writer hopes that this research will be able to give valuable information dealing with the usage, the strengths, and the weaknesses of using bilingualism in teaching and learning process. Moreover, it is hoped that the other researchers can have an additional knowledge about bilingualism dealing with its varieties, the strength, and the weaknesses in teaching and learning for further research in the future.
CHAPTER II
THEORETICAL REVIEW

A. International Standardized School

1. Regulation Underlying International Standardized School

International Standardized School which is held by government and/or society must descend on some regulations and policies as follows:

a. Legislation number 20 years 2003 about national education system in sections 50 sentence 3 states that: "Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu sekolah pada semua jenjang pendidikan untuk dikembangkan menjadi sekolah yang bertaraf internasional”

b. Legislation number 17 year 2007 about national long-range development plan year 2005-2025 that arrange long-range development planning as the aim and the priority of the development completely that will be done in stages to realizes prosperous and fair society.

c. Government regulation number 19 year 2005 about national education standard in section 61, sentence (1) states that:

"Pemerintah bersama-sama pemerintah daerah menyelenggarakan sekurang-kurangnya satu sekolah pada jenjang pendidikan dasar dan sekurang-kurangnya satu sekolah pada jenjang pendidikan menengah untuk dikembangkan menjadi sekolah yang bertaraf internasional.”
d. The Primary Policy of National Education Development in the 2005-2009 Strategic Plan of The Ministry of National Education about the effort on the improvement of the quality, relevance, and high competitiveness. One of the reasons of developing International Standardized School is to increase the nation's competitiveness. In this case, the government needs to develop International Standardized School in the regency through consistent cooperation between the central government and region government to extend primary and secondary school as many as 112 in different areas in Indonesia.

(Departemen Pendidikan Nasional, 2007: 3-4)

2. The Concept of International Standardized School

a. Philosophy of Existentialism and Essentialism

International Standardized School is based on Existentialism philosophy and Essentialism (functionalism). Existentialism Philosophy believes that education should bring up and develop students’ existence as optimally as possible by using the facilities which are held through prestigious educational process, pro-changes (creative, innovative, and experiment-oriented), raise and develop students’ talent, enthusiasm, and ability. The implementation of the education in Indonesia must concern to the differences of the students’ intelligence, skill, talent, and enthusiasm. So the students must be given maximum treatment to actualize intellectual, emotional, and spiritual ability. Student is
valuable national asset and one of the factor of strong competitiveness, to be potentially able to respond globalization challenge (Haryana, 2007: 37)

Essentialism philosophy stresses that education must function and be relevant with the needs: individual, family, and many other needs. Related to the globalization demand, education must prepare Indonesian human resources who are able to compete internationally.

In actualizing those two philosophies, the four educational pillars; learning to know, learning to do, learning to live together, and learning to be, are the valuable directive for the harmonization of the practice of education implementation in Indonesia: the curriculum, teacher, learning process, facilities and basic facilities, up to the assessment. It means that studying not only introduces the value (learning to know), but also awakens full and total comprehension, and motivates the implementation of those values (learning to do) which is done collaboratively (learning to live together) and make the students to be confident and respect themselves (learning to be).

b. SNP + X (OECD)

The meaning of SNP + X (OECD) formulation is SNP as the abbreviation of Standar Nasional Pendidikan/Education National Standard Plus X (OECD), in which OECD is the abbreviation of Organization for Economic Co-operation and Development. OECD is an international organization to help its members in facing economic globalization challenge. The members of OECD usually have special quality in education field which is internationally acknowledged. These
are Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States and other developed countries such as Chile, Estonia, Israel, Russia, Slovenia, Singapore, and Hongkong (Haryana, 2007: 41)

‘Pedoman Penjaminan Mutu Sekolah/Madrasah Bertaraf Internasional pada Jenjang Pendidikan Dasar dan Menengah tahun 2007’ states that the International Standardized School must have excellence which is shown by the international acknowledgement toward the input, the process, and the educational results in any aspects. The acknowledgement is proved by the certificate from one of the members of OECD which has certain excellence in educational field, believed to have reputation of quality which is internationally acknowledged, and the graduates have international competitiveness ability.

Therefore, SNP+X above means that in carrying out International Standardized School, the school must fulfill Education National Standard and the X indicator which is added or enriched by the OECD’s standard above and/or the training centers, IB, TOEFL, TOEIC, ISO, study centers, and multilateral organizations like UNESCO, UNICEF, SEAMEO, etc.

There are two ways that the school can do to fulfill the concept of SBI, that the school has to do and to fulfill eight elements of SNP: content standard (standar isi), process standard (standar proses), graduates competency standard (standar kompetensi kelulusan), educator and educational staff standard (standar
pendidik dan tenaga kependidikan), facilities and basic facilities standard (standar sarana dan prasarana), management standard (standar pengelolaan), financing standard (standar pembiayaan), and assessment standard (standar penilaian), as minimum operation indicator added by the X indicator as key plus operation indicator:

1) Adaptation

Adaptation contains elements between SNP and one of the members of OECD and/or other developed countries which has certain excellence in educational field, believed to have reputation of quality which is internationally acknowledged and also the graduates have international competitiveness ability.

2) Adoption

Increasing or deepening/reinforcing/expansion certain elements which do not exist in eight elements of SNP by keeping contrive toward educational standard of OCED’s member and/or other developed countries.

3. The Characteristics of International Standardized School

a. Perspective Characteristics

It is very crucial for organization or institution to determine the vision. The vision will be the guide and the aim of the organization or institution. Bush and Coleman (2006: 21) explain the vision to describe the wanted future of organization. It is related to the aims of school or college, which is expressed in

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received values and explains the wanted guides of organization. Bush and Coleman (2006: 23) copy from Block’s opinion that vision is ideal future in ideal condition.

The vision of SBI is creating Indonesian’s smart citizens who have internationally-competitive ability. This vision represents indirectly the picture of the educational purpose which is carried out in International Standardized School.

b. Quality Assurance Characteristics

1) International Standardized School Graduates

International Standardized School has not only capabilities nationally, but also in any aspects internationally. It is shown by acquisition of Indonesian national educational standard and key abilities which are needed to face globalization era.

The characteristics of International Standard School’s output/outcomes are as follows: (a) SBI graduates are able to continue their education abroad; (b) they are able to work in international institutions and/or other countries; and (c) they are able to achieve medal in international competition.

2) The Teaching Learning Process

The characteristics of teaching learning process at the International Standardized School are as follows: (a) pro-change, it means the teaching process can develop the creation, innovation, logical reasoning, and experimentation to find something new, a joy of
discovery; (b) implementing active learning, creative learning, and joyful learning model, student centered; reflective learning, active learning; enjoyable and joyful learning, cooperative learning; quantum learning; learning revolution; and contextual learning, where all of them have international standard; (c) implementing teaching process in Information and Technology principle for every subject; (d) teaching learning activities use English language or bilingual, especially science subject, math subject, and technology subject; (e) evaluation process uses the model of evaluation from excellent school of the OECD’s member and/or other developed countries; (f) in carrying out The International Standardized School, it must use International Standardized Management, that is implementing and reaching ISO 9001 Version 2000 or the prior one or ISO 14000, and having good relationship with the sister school of International Standardized School abroad.

3) The Input

The characteristics of International Standardized School Input are: (a) having the accreditation from one of the members of OECD or other developed countries; (b) the passing grade is higher than national passing grade; (c) at least 20% of the teachers are S2/S3 graduate from A-accredited universities and the teachers master English language actively; (d) new students (intake) are selected strictly through screening of the report result in elementary school, school final exam,
Scholastic Aptitude Test (SAT), health, and interview. New student of International Standard School has excellent quality which is shown by his IQ, EQ, ESQ, and great talent.

B. The Nature of Bilingualism

1. The Definition of Bilingualism

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 experts. Bilinguals are those who possess at least ones of the language skills (listening, speaking, reading and writing) even to a minimal degree in their second language (Macnamara, 1967 as stated in Cummins and Swain, 1986: 9).

Bloomfield (1933: 56) defines bilingualism as ‘native-like control of two languages’. However, this definition excludes many people who speak more than one language but do not have ‘native-like’ control of one or both of their languages. A large number of people who use two languages regularly may not have ‘native-like’ control of one of their languages. It is clear that Bloomfield’s definition of bilingualism needs to be modified if it is to reflect accurately the reality of people’s ability to use language.

Haugen (1953: 7) suggests that bilingualism begins at the point where a speaker of one language can produce complete, meaningful utterance in the other language. Diebold (1961) in Anthony (1991: 1) suggests that bilingualism has
commenced when a person begins to understand utterances in a second language, but is unable to produce utterances.

Other definitions of bilingualism have considered the age at which the second language is learned, the contexts in which the two languages have been learned, or the domains in which each language is used.

From the definitions above, it can be concluded that bilingualism starts when speaker of one language can produce meaningful utterances in other language, and he has control of two or more languages, as the one a native would have in each one of those language.

2. Bilingual Education

Bilingual education is a form of education in which information is presented to the students in two (or more) languages. Technically, any educational system that utilizes more than one language is bilingual. This means that many, if not most, school programs are bilingual, in at least a literal sense of the word. What differentiates various programs that are toted as ‘bilingual’ is the degree to which multiple languages are used.

According to Burnham-Massey and Pina (1990: 129-132) bilingual education has done well, but it can do much better. The biggest problem, in this author's view, is the absence of books--in both the first and second languages--in the lives of students in these programs. Free voluntary reading can help all components of bilingual education: It can be a source of comprehensible input in
English or a means for developing knowledge and literacy through the first language, and for continuing first language development.

Baca & Payon state that operationalizing bilingual education requires the creation of an instructional social system that involves active teaching of cognitive skills and includes the development of language skills while focusing on the acquisition of English. All instruction is prescribed in a manner that accommodates and remediates the student's exceptionality. Students must understand the directions and the nature of the tasks. Instruction must be provided within a relevant cultural context so that expectations can be understood by the student. Because language is the primary conveyor of instruction, the student's stronger language must be employed (1989: 2).

There are some goals of bilingual education stated by some experts, as follows:

a. Assimilation. This goal can be reached by transitional programs, but the passage will be a painful one (Fillmore & Meyer, 1992).

b. 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 (Gollnick & Chinn, 1990) in (Passe, 1999: 141).
3. The Types of Bilingual Education

The following are several different types of bilingual education program models (Krashen, 1997):

a. Transitional Bilingual Education.
This involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only.

b. Two-Way or Dual Language Immersion Bilingual Education.
These programs are designed to help native and non-native English speakers become bilingual and biliterate. Ideally in such programs in a U.S. context, half of the students will be native speakers of English and half of the students will be native speakers of a minority language such as Spanish. Dual Language programs are less common in US schools, although research indicates they are extremely effective in helping students learn English well and aiding the long-term performance of English learners in school. Native English speakers benefit by learning a second language. English language learners (ELLs) are not segregated from their peers.

c. Dual Language program
It has students study in two different ways: (1) A variety of academic subjects are taught in the students' second language, with specially trained bilingual teachers who can understand students when they ask questions in their native language, but always answer in the second language; and (2) Native language literacy classes improve students' writing and higher-order language skills in their first language. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. In this type of program, the native language classes do not teach academic subjects. The second-language classes are content-based, rather than grammar-based, so students learn all of their academic subjects in the second language.

d. Late-Exit or Developmental Bilingual Education.

Education is in the child's native language for an extended duration, accompanied by education in English. The goal is to develop literacy in the child's native language first, and transfer these skills to the second language.

4. The Advantages of Bilingual Education

According to Holt (2009), there are some advantages that the learners take in Bilingual education:

a. An Addition, Not a Detraction

Knowing another language, and being encouraged to incorporate it, does not mean that the main language needs to suffer. If done in a way that
allows for both languages to coexist then the advantages of bilingual education can be acknowledged without the threat that it will take away from learning the dominant language.

b. Understanding Ideas and Concepts

Among the advantages of bilingual education are the benefits inherent in learning about ideas and concepts in the language one is use to, and then transferring that knowledge over to the culture's dominant language. Many believe that it is more useful to transfer ideas and concepts into another language once they are understood, rather than to learn them in a new language where the understanding of it is incomplete.

c. Access to More Opportunities

One advantage of bilingual education is that it enables the advancement of two languages. This can be very useful preparation for later careers where bilingual workers are needed. It also allows for opportunities that may be available in other countries where that language is spoken.

d. Cultural Awareness

Being aware of another culture is another of the advantages of bilingual education. Every language is rich in cultural information, from the way it is spoken to the objects that are represented. One example of this is that the Eskimos have many words for snow, whereas the English language only has the one word. In describing the different snow conditions that impact their lives, their language is necessary, since the English word for it is too vague and ambiguous.
e. Communications at Home

Bilingual education is a better way to support communications at home. If a student is learning both languages then the bonds within their family can be maintained with the language spoken at home. This can be very valuable since any education is enhanced by family support and communication.

f. Other Students Can Learn From Them

Many parents today recognize the value of having their children learn another language. Bilingual students can be a useful resource in achieving this, if while they are learning the dominant language, other students are learning their language.

g. The controversy over bilingual education will certainly continue, but despite the varying arguments there are many advantages of bilingual education that cannot be ignored.

5. The Disadvantages of Bilingual Education

Based on Iyer (2007), there are some disadvantages that the school get in carrying bilingual education:

a. Unsuccessful attempt to Integration into society

Bilingual education was deemed necessary since it was supposed to help integrate the children of immigrants and minorities into society. The system of bilingual education demanded separate teachers and classrooms and believed in gradual integration into society by allowing children to

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receive education in their native language for a period of 3 or more years. Proponents of a single medium of instruction opposed bilingual education since they believed that separate teachers and classrooms would widen the already existing gap between citizens and immigrants. They further proposed that encouraging children to interact within their own community for a period of 3 years would delay the process of adjusting to the ways of life in a new country.

b. School drop out rates

Over the years, the drop out rate in various schools across North America has reduced significantly. The medium of instruction in above mentioned schools is English. However, there has been no reduction in the drop out rates for schools offering bilingual education. Most people feel that a drop out rate of 35% doesn't justify the costs involved in providing bilingual education.

c. Unavailability of teachers

Bilingual education requires a number of trained teachers who are proficient in both English and their native language, assuming that English is one of the mediums of instruction. There is a wide gap between the demand and the supply for teachers who are both confident and capable of handing the intense pressure associated with managing a class of students requiring special attention.
d. Lack of Classrooms

There is a dearth of classrooms that can accommodate students who require instructions in both English and their native language. Students are expected to sit together in one class regardless of their age and the variations in the required level of education. This poses a great problem for teachers who, in addition to being well versed in two languages, have to exhibit a certain level of comfort in handling different levels of education simultaneously.

e. Lack of funds

The above issues bring us to the crux of the problem: lack of funds to promote bilingual education. The debate on bilingual education would be redundant had there been sufficient funds to promote its cause. Had the means to satisfy the wants of various sections of society been unlimited, we would be debating a moot point.

C. Communication in Bilingual Classroom

1. The Communication in Teaching Learning Process

Communication brings groups of individuals sufficiently together to establish cultures or societies. According to Brown, et al. (1959: 7) communication means a wide variety of things to different people. For educator, Brooker (1949: 5) in Brown, et all (1959: 7) has defined communication rather generally as “…anything that conveys meaning, that carries a message from one person to another”.

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In a model of communication a distinction is made between senders and receivers. A sender (or source) is the author of messages and the one responsible for the transmission of messages. The receiver (or recipient) is the individual who accepts and interprets messages (Cole and Chan, 1994: 31). Communication can be defined as the way people convey meaning and interpret meaning verbally or non-verbally.

There are two elements of the communication that has defined by Cole and Cale (1994: 31) as follows:

a. Noise is any variable that degrades the quality of messages. More explicitly, noise is concerned with vents that distort the fidelity of messages. Noise is present to some degrees in almost all messages exchange in some more so than others (Cole and Chan, 1994: 31). 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 messages. If at all possible, such sources 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 the 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 messages to students and receives messages back; likewise students send messages to teachers (and others in the class) and receive messages back as well. Brown (1959: 5-6) 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 from of communication. Classrooms are set up for the purpose of communication, and learning is contingent upon its 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) teachers should know the extent and quality of these contacts 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 magazines and newspapers, or reading plays and books featured on film or televisions 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 to another, how opinions and attitudes are created or modified, and how group memberships, role concepts, and social structure are related to the process.

2. Communication Used in Bilingual Classroom

In Bilingual Classroom, the language is the medium through which teachers 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 described as a “problematic medium” (Cazden 1986: 432), since differences in how, when, where, and to whom things are communicated can not only create slight misunderstanding, but also seriously impair effective teaching and learning.

According to Jack (1996: 4), the communication context can determine the rules that govern how speakers communicate, or the structure of communication. In classrooms, the structure of communication is easily recognizable. Teachers tend to control the topic of discussion, what counts as relevant to the topic, and who may participate and when. Students tend to respond to teacher directed questions, direct their talk to teachers, and wait their turn before speaking. In second language/bilingual classrooms, how teachers perceive their students and how students perceive their teachers can shape both the meaning and structure of classroom communication.

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

For second language students/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 recognize that the dynamics of classroom communication are shaped by the classroom context and the norms for participation in that context.

There is term dealing with communication which constructs understanding communication in second language/bilingual classrooms. 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, and students’ perceptions of the pattern of communication.

3. Teacher-Student Interaction in Bilingual Classroom

According to Ornstein and Lasley II (2000: 39) 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 labeled:

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 behaviors.
d) Reacting moves are sometimes occasioned by one or more of the above behaviors, but are not directly elicited by them.

According to Patterson in Ornstein and Lasley II (2000: 41) nonverbal behavior 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: 42) observed ten specific nonverbal behaviors: (1) smiles or frowns; (2) eye contact; (3) head nods; (4) gestures; (5) dress; (6) interaction distance; (7) touch; (8) body movement; (9) posture; and (10) seating arrangements. 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: 42).

According to Richard (1996: 96) in Bilingual classroom teacher and student follow the IRE interactional sequence. The IRE sequence begins with a teacher initiation, followed by a student response, and then teacher’s evaluation of that response. When a student’s response is correct, the teacher repeats that responses as an affirmation before giving the next initiation.
It is important to remember that the ways in which teachers organize the patterns of communication often depend on the pedagogical purpose of the lesson (Johnson, 1996: 99). It means that 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 students 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) as quoted in www. UefAP/Speaking in Academic Contexts/html. Language functions 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 way, 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 in written if the assessment toward the result of students’ learning is in written. It
can also happen too in dialogue, where the teacher during teaching learning process makes dialogue to make the students finish their task (Weisberg, 2006 as quoted in www.gurupembaharu.com/artikel/model-kelas-bilingual-di-sekolah-bertaraf-internasional-sebuah-pemikiran-konseptual).

4. Student-Student Interaction in Bilingual Classroom

Student-student interaction may actually be more important for educational success than teacher-student interaction (Johnson, 1981: 10). 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, teachers must control two important aspects, 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 appropriately 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 structured 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 communicate with others. Obviously, student-student interaction has the potential to play an important role not only in shaping the patterns of communication in second language classrooms but in creating opportunities for students to use language for classroom learning and second language acquisition.

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

a. Peer tutoring model of student-student interaction.

b. Group investigation model of student-student interaction.

c. Peer writing conference in student-student interaction.

Jack (1996: 127) 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 the 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 differentiations. Finally, student-student interaction generally creates opportunities for students to participate in meaning-focused communication, to perform a range of language functions, to participate in the negotiation of meaning, to engage in both planned and unplanned discourse, to
attend to both language forms and functions, to assume differing roles in that interaction, and finally, to initiate, control the topic of discussion, and self-select to participate.

D. The Nature of Teaching and Learning

1. The Definition of Teaching

a. Teaching Concept

Teaching and learning are complex and exciting processes that bring people together in ways that can change their lives (Elliot, 1999: xv). Many people have the willingness of teaching. Some of these will become highly proficient teachers. Teaching is an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or will behave (Anderson and Burns, 1989: 8).

On the other hand Peter stated that teaching is a complex phenomenon that takes into account to wide range of personal characteristics, professional skills and specialized bases of knowledge (1994: 2). One theory is that the products of teaching are really important. It is claimed that effective teachers produce better learning. According to this view, effective teachers get above average exam result, co-operative learner behavior and other products of importance. Another theory focuses on the processes of teaching that provide meaningful learning experiences for students. Such programmes are more learner-centered in orientation. According to those who support this theory, examination results and educational
products of like kind are not the key to success in teaching. So teaching can be defined as the process of developing students’ ability cognitively, personally, socially, and physically.

Effective teaching is defined as the actions of professionally trained persons that enhance the cognitive, personal, social, and physical development of students (Peter, 1994: 3). This definition reflects aspects of both the traditional and humanistic viewpoints about the goals of education. There are some terms dealing with teaching which construct a hierarchical schema for teaching. They are theories, principles, models, methods, strategies, procedures, and techniques. These terms may appear confusing at first, but in fact they refer to a relatively unambiguous set of concepts, each one linked to others in a hierarchical schema. A hierarchical schema in this framework is a set of concepts in order from simple to complex.
The hierarchical schema used here describes the relationship among instructional theory, principles, methods, strategies, procedures, and techniques. The higher levels of the schema depict the more abstract concepts (used mainly by curriculum writers and those who write education theory) while at the lower levels are the concepts used in more practical and applied contexts (used mainly by teachers in schools). At the highest level of the schema are the theoretical models. In a scientific sense, a theory is a set of formal expressions that provides a complete and consistent characterization of a well-articulated domain” (Reber, 1986 in Peter, 1994: 4). In plain terms, a theory is a set of ideas or proposition of an abstract kind used to guide methods, select principles and guide practical decision-making (Peter, 1994: 4). For example, a theory of communication or a theory of learning may be used as the basis for a particular method of teaching.

At the second level in the conceptual schema are the principles. These are derived from theoretical models. In this context principles are generalizations used as guidelines for action. At the third level of the schema are methods that are the set of teaching plans, strategies, and techniques used to organize classroom practice (Peter, 1994: 4). Instructional methods are concerned with the step-by-step procedures used in instruction. Methods also deal with the organization of instructional programmes for the purpose of achieving curriculum goals. The methods level is less abstract than the models and principles levels referred to above and closer to the practical world of daily classroom teaching.

At the lowest level are strategies, procedures, and techniques. Strategies are small-scale plans for teaching (Peter, 1994: 5). They are highly specific.
teaching operations that are used to guide the activities of the classroom teacher. Strategies in the context of teaching are used to enhance and facilitate the attainment of specific instructional objectives. Procedures are the individual parts of teaching strategies (Peter, 1994: 5). These include concrete teaching steps that support the attainment of specific objectives. Procedures are components of strategies. Techniques are teaching procedures of the most practical kind, designed to achieve short-term instructional benefits (Peter, 1994: 6). Procedures and techniques are at the lowest level of the hierarchy and are the most concrete of all the instructional elements described in the schema.

Each level of the schema affects all others and the theoretical elements at the top have an effect on the practical elements at the bottom of the schema; likewise, the more concrete and applied elements at the bottom of the schema effect changes in the theoretical elements at the top of the schema. The figure explains the relationship between the more abstract notions in theory (at the top of the figure) and its more practical components (at the bottom of the figure). Effective teaching then can be defined as the act of teaching done professionally.

b. Teaching Models

According to Cole and Chan (1994:6-12), there are seven models of teaching:

1) Personality Characteristics Model

Those who advocate this model state that the best teachers are those with particular personality traits. It is said that teachers should develop
personality dimensions like consideration, warmth, and understanding or a blend of these and other characteristics.

2) Behaviorist Model

This model promotes the belief that the teacher’s primary role is to exercise control over students’ behavior and the environment of learning. Many who support this model claim that the best form of learning is based on principles of conditioning.

3) Subject Methods Model

The subject methods model is based on the belief that the best teaching procedures are those that have been found to be efficient in each curriculum area. For example, several of the special methods used to teach Maths in the primary school are said to contain exemplary models of good teaching. Such an approach emphasizes procedures or strategies that are of particular value in teaching Maths. Step-by-step methodologies for each area of subject matter are usually part of such scheme.

4) Teaching Skills Model

This model emphasizes the value of key instructional skills found to be important for all teaching at all grade levels. The approach focuses on areas like explaining, class management, questioning and related functions and the skills that relate to each of these areas. This approach concentrates on particular aspects of teacher behavior and the
development of teaching skills in a wide range of subject matter domains.

5) Process-Product Model

The process-product approach focuses on teacher behavior, student behavior and the interaction between them (Gage & Needels, 1989 in Cole and Chan, 1994: 10). This approach concentrates on the specific teacher behaviors and procedures (the processes) which research shows have been successful in producing changes in student learning (the products).

6) Reflective Teacher Model

This model promotes the value of the problem-solving and reflective thought processes used by effective teachers (Calderhead, 1989; Pollard & Tann, 1987; Rhicardson, 1990 in Cole and Chan, 1994: 10). A reflective teacher is defined as “one who constantly questions his or her own aims and actions, monitors practice and outcomes, and considers the short-term and long-term effects upon each child” (Pollard & Tann, 1987 in Cole and Chan, 1994: 10). Teachers are encouraged to do their own research in the classroom and discover which procedures and methods work well for them.

7) Teaching Principle Model

This model is based on the belief that there are identifiable precepts or principles that provide valuable guidelines for effective teaching in a wide variety of instructional areas and setting. Such principles can be

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used to regulate and guide teacher’s actions. They assist decision-making about teaching strategies, methods, and techniques in all subjects and are based on generalization derived from classroom observation and research. The key to effective teaching is to understand the inherent value of teaching principles and apply these principles in a practical context.

c. Principle for Effective Teaching

Teaching principles can be grouped into categories (Cole and Chan, 1994: 12). Using the broadest possible base, these include principles for effective classroom communication, lesson planning and preparation, demonstration and explanation, questioning, assigning work tasks, feedback and correctives, assessment and evaluation, motivation and reinforcement, class management and the promotion of independent learning. The nine categories have been organized into three sub-categories: first-order principles (communication), second-order principles (information organization and control), and third-order principles (class management, motivation and reinforcement, and the encouragement of independent learning).

The first-order principles deal with communication in the classroom. It is essential for teachers to convey messages in a form that will be easily interpreted by students. Second communication is the basis of all competent teaching. Most aspects of a teacher’s role depend upon the availability of competent communication skills. The first-order principles support and enhance the second
and third-order principles. In essence, it means that good communication enhance a teacher’s task of information, organization and control, class management, motivation and reinforcement, and the encouragement of independent learning.

The second-order principles are concerned with information control. These are aimed at the organization and delivery of subject matter for productive learning. Efficient information control allows for the proper formulation and transmission of messages between teachers and students. The principles at this level involve the function of lesson planning and preparation, demonstration and explanation, assigning work tasks, questioning, feedback and correctiveness, and evaluation. This second-order category deals with teacher efforts at maximizing student understanding of subject matter. The key aim is not just to teach facts, but to aid the comprehension of facts and ideas.

The third-order principles refer to aspects of a teacher’s role that are concerned with the social organization of class group. They are concerned with class management, motivation, prompting independent learning, and control of social and interpersonal relationship in the classroom. The aim is to ensure that students are attentive and sufficiently motivated to participate in learning.

Rosenshine and Furst (1973) in William and Burden (1997: 47) identified nine key factors contributing to effective teaching:

1) Clarity of presentation
2) Teacher enthusiasm
3) Variety of activities during lesson
4) Achievement-oriented behavior in classrooms
5) Opportunity to learn criterion material

6) Acknowledgement and stimulation of student ideas

7) Lack of criticism

8) Use of structuring comments at the beginning and during lessons

9) Guiding of students answers

From those explanations, it can be concluded that in effective teaching, there should be:

1) Communications

2) Information Organization (explaining, demonstrating, presentation, questioning, stimulating, and structuring comment)

3) Class Management (feedback and reinforcement)

2. The Definition of Learning

Learning has always been a primary interest to teachers responsible for having children master the academic curriculum of the school. It is of even greater concern to the modern teacher interested in the child’s all round growth, for the principles of learning apply just as surely to emotion or personal adjustment as to the multiplication tables. Learning is a part of the larger and much more significant process of adjustment to environmental demands (Mouly, 1968: 297).

Learning is active and purposeful. Learning is an active process, not a spectator activity (Marks, Purdy, and Kinney, 1958: 19). A search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is
a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble and Garmezy, 1963: 133 as stated in Brown, 1994:7).

According to Brown (1994: 7) there are some domains of learning:

1) Learning is acquisition or “getting”
2) Learning is retention of information or skill
3) Retention implies storage systems, memory, cognitive organization
4) Learning involves active, conscious focus on and acting upon events outside or inside the organism
5) Learning is relatively permanent but subject to forgetting
6) Learning involves some forms of practice, perhaps reinforced practice
7) Learning is a change in behavior

According to Silberman (1996: ix) when learning is active, students do most of the work. They use their brains, studying ideas, solving problems, and applying what they learn. Active learning is fast-paced, fun, supportive, and personally engaging. Often, students are out of their seats, moving about and thinking aloud.

3. Bilingual Teaching

The model teaching happened in International Standardized School is called as bilingual transitional education (Lee, 2008: 85). It is called as bilingual transitional education because the students are not taught in English fully but gradually. The portion of using English in teaching is the longer the time the greater the amount, while the portion of using Indonesian is the longer the time
the less the amount. This model assumes that the teacher’s knowledge and English teaching skill has reached advanced level in order to determine the proportion of using English and Indonesian in teaching.

To do the concept of this model in bilingual teaching, there are some requirements that must be fulfilled, such as: (a) the content of the subject material must be suitable with cognitive development of the students and students English skills; (b) the school must create good environment that can encourage the use of good language in written or oral; and (c) the learning must emphasize problem solving training and the students are motivated to do teamwork in interesting and challenging theme.

In bilingual class, the material is presented in English language. Bilingual class is one of models teaching of content-based instruction (Dudley-Evans & St John, 1998: 34). In International Standardized School, teaching English as medium of instruction is one of ESP’s programs (Hutchinson & Waters, 2006: 125). The other type of content-based instruction is immersion program. In immersion program, teaching learning process occurs in English fully.

4. Teacher’s Role in Bilingual Classroom

According to Gusti (2009) in www.gurupembaharu.com, bilingual teachers in International Standardized School are ESP’s teachers who have three types role to do:
a. As apprentice

As apprentice, teacher has duty to design and to control teaching learning process, to give explanation about language problems, and frequently to develop the students’ English skill.

b. As material designer

Teacher has duty to make lesson plan, to choose material which is suitable with syllables, to modify material in order to be appropriate with level of students’ skill, or to give new material when there is no material to be taught.

c. As evaluator.

In this case, teacher has duty to evaluate the effectiveness of teaching material and result of students’ learning.

Those three roles can be done well if English in this case is the first language or second language and the teacher has no difficulty in using English because they are native speaker.

In teaching learning process, International Standardized School teacher must have two types of language knowledge, namely knowledge of technical vocabulary in certain subject and knowledge of grammar in English. Implementing technical vocabulary may not be difficult for teachers who have background in what they teach. What all the teachers must do is developing knowledge of grammar and skill in using English properly to be general requirement (non-pedagogies) or to teach subject material (skill-pedagogies). However, teaching certain subject in English cannot ignore the use of grammar
although the way of teaching grammar in certain subject is not similar with teaching grammar in English for general purposes.

5. Students’ Role in Bilingual Classroom

Mouly (1968: 329) has proposed five roles of learner which are effective for the majority of the students:

1. Learners should make efficient use of study time. The students must make a habit of scheduling their study period and getting to work promptly.

2. Learners should emphasize understanding. The practice of organizing, outlining, and synthesizing generally pays off in increased understanding, greater retention, and greater transfer. Effective learning class for a critical attitude and the ability to digest rather than merely to accumulate. The students should also strive to increase their vocabulary, comprehension, and reading speed.

3. Learners should get acquainted with the library. Ability to skim several sources for additional information is an important contributor to scholarship.

4. Learners should make periodic reviews of the material Learners should learn to take functional notes in connection with class and library work as well as their basic texts.

5. Learners should become ego-involved in the learning. Commitment to meaningful goals is an essential aspect of a functional education.
Students have the role to emphasize understanding in teaching-learning process. What they do during teaching-learning process should aim to support their understanding in learning.

6. The Characteristics of Good Bilingual Learner

Stern (1974) in Anthony (1991: 149) explores the topic of the good language learner that is those who progressed well in learning another language, by means of student/teacher interviews, battery of personality tests and classroom observations. On the basis of these they have drawn up a list of positive strategies and personality traits.

a. Positive strategies:

1) A personal learning style or positive learning strategies
2) An active approach to the learning task
3) A tolerant and outgoing approach to the target language and its speakers
4) Technical know-how about how to tackle a language
5) A methodical flexible approach, developing the new language into an ordered system and constantly revising this system
6) Constantly searching for meaning
7) Willingness to practice
8) Willingness to use the language in real communication
9) Self-monitoring and critical sensitivity to language use
10) Development of the L2 more and more as a separate reference system and learning to think in it

b. Personality traits:

1) An element of insight and self-awareness;
2) Frustration tolerance;
3) A low anxiety level (self reliance);
4) A high level of achievement and motivation (perfectionism, goal consciousness);
5) A social (integrative) orientation;
6) Task orientation (professionalism, technical know-how);
7) Cognitive flexibility (adaptability, lack of rigidity)

Based on Foster, Rado, and Lewis (1983: 228-229) good learners, are those who achieved well in both languages described as:

a. Having an active interest in language, that is being linguistically aware
b. Having a strong ethnic language family background
c. Accepting their bilingualism positively
d. Judging their language skills in the ethnic language as quite good
e. Having a sympathetic orientation to the ethnic culture
f. Matching parents’ retention of ethnic identity to some degree
g. Achieving well at school
h. Demonstrating good study skills, motivation and study habits in the ethnic language and in English
i. Showing interest in reading bilingually, viewing films and TV in the ethnic language.

j. Being active in clubs and sport

k. Favoring tertiary education and the higher professions

l. Are well known by teachers

m. Having intellectually oriented parents who think critically and judge living conditions in more abstract terms

n. Having parents who are acquainted with the school

The inventories of strategies and characteristics are not intended to be exhaustive. Nevertheless, they could serve as a useful reference list when exploring ways of promoting bilingual learning.

E. Teaching Instructional/Instructional Media

1. The Definition of Instructional Media

According to Smaldino (1996: 9) a medium (plural, media) is a means of communication and source of information. Derived from the Latin words meaning “between”, the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer program and instructors. These are considered *instructional media* when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.

Reisers and Gagne’s (1983: 5) define instructional media are the physical means by which an instructional message is communicated. By this definition, a
printed text, an audiotape, a training service, a TV program, an instructor’s talking along with many other physical means are all considered media. Meanwhile, Briggs (1970) in Sadiman (2007: 6) writes media is all of physical means that can provide function to encourage students to learn.

Asosiasi Pendidikan Nasional (National Education Association/NEA) has its own definition of media. Media is a form of communication whether in printed form or audiovisual and its devices. Media should be able to be manipulated, observable, audible, and readable. Whatever boundaries given, there is similarity between those boundaries that media is all of things that can be used to deliver message from the sender to the receiver in order to stimulate thought, feeling, attention and interest of the students to build a learning process.

2. The Kinds of Instructional Media

There are many kinds of instructional media usually used in teaching and learning process. According to Smaldino (1996: 9), there are six types of media used in learning and instruction as follows:

a. Text

The most commonly used medium is text. Text is alphanumeric characters that may be displayed in any format-book, poster, chalkboard, computer screen, and so on.
b. Audio

Audio includes anything you can hear—a person’s voice, music, mechanical sounds (running car engine), noise, and so on. It may be live or recorded.

c. Visuals

Visuals are regularly used to promote learning. They include diagrams on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoons, and so on.

d. Motion media

Motion media are media that show motion, including videotape, animation, and so on.

e. Manipulatives

One set of material often not considered media are real objects and models. Manipulatives are three-dimensional and can be touched and handled by students.

f. People

The sixth and the final category of media is people. These may be teachers, students, or subject matter experts. People are critical to learning. Students learn from teachers, other students, and other adults.

According to Newby (1996: 17), the kinds of instructional media with attributes and examples will be described in the following table:
<table>
<thead>
<tr>
<th>Instructional Media</th>
<th>Key attributes</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real objects and models</td>
<td>Actual item or three dimensional representation</td>
<td>A living animal. A plastic model of the human eye.</td>
</tr>
<tr>
<td>Text</td>
<td>Written words</td>
<td>Biology textbook Written material from an electronic encyclopedia.</td>
</tr>
<tr>
<td>Video</td>
<td>Moving pictures</td>
<td>Instructional video on the procedures to insert memory chips in a computer. Video on how to seek shelter during a tornado.</td>
</tr>
<tr>
<td>Audio</td>
<td>Sound</td>
<td>Audio CD of an inspirational speech. Audiotape of directions for completing a process.</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Combination of various media forms</td>
<td>Computer program on comparative culture that incorporates pictures, textual descriptions, native music, and short</td>
</tr>
</tbody>
</table>
videos of individuals speaking different languages.

3. The Teaching Material in Bilingual Education

The following guidelines represent some of the many considerations teachers should bear in mind when evaluating, selecting, adapting, or developing materials for bilingual exceptional children:

a. Know the specific language abilities of each student.
b. Include appropriate cultural experiences in material adapted or developed.
c. Ensure that material progresses at a rate commensurate with student needs and abilities.
d. Document the success of selected materials.
e. Adapt only specific materials requiring modifications, and do not attempt to change too much at one time.
f. Try out different materials and adaptations until an appropriate education for each student is achieved.
g. Strategically implement materials adaptations to ensure smooth transitions into the new materials.
h. Follow some consistent format or guide when evaluating materials.
i. Be knowledgeable about particular cultures and heritages and their compatibility with selected materials.
j. Follow a well-developed process for evaluating the success of adapted or
developed materials as the individual language and cultural needs of
students are addressed. (Hoover & Collier, 1989:253)
CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

In this research, the writer used the qualitative descriptive method. Descriptive research involves describing and interpreting events, condition, or situation of the present. Meanwhile, qualitative research is a research method based on naturalist paradigm that has some characteristics. Firstly, the realities are multiple and holistic. Secondly, the knower and known are interactive and inseparable. Thirdly, hypothesis is bounded by time and context. Fourthly, the causes and effect are impossible to be distinguished. Fifthly, the inquiry is value-bound (Lincoln and Guba, 1985: 37). The writer reported a qualitative method in the form of case study, because the study discussed is related with the activity or process of teaching and learning in the classroom.

Based on those theories the writer of this research used qualitative method in the form of naturalistic inquiry. The writer focused on the implementation of bilingualism in the teaching learning activities at International Standardized School. In this research, the writer was the research instrument because in collecting the data, the writer had to interact with the respondents directly and find the meaning of the interaction result.

To describe the students’ and teacher’s attitudes toward the implementation of bilingualism in the teaching learning activities at International Standardized School, the writer used analytical descriptive
method. Brumfit and Michell (1995: 1) in “Research in the language Classrooms” say that descriptive research will aim at providing as accurate account as possible of what current practice is how learners do learn, how teachers do teach, what classroom do look like, at the particular moment in the particular place.

According to Seliner and Shomany (1989: -), descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation. Elliot and Kratochwill (1999: 34) state that descriptive study is a research in which the investigator examines and reports things the way they are in an effort to understand and explain them. That is why the research is qualitative descriptive research. Qualitative descriptive research is a method choice when straight descriptions of phenomena are desired.

B. Description of Setting

The writer observed the implementation of bilingualism in the teaching-learning activities at International Standardized School by involving herself directly in the teaching and learning activities of the fourth grade students of SD Negeri SBI Gemolong in the 2009/2010 academic year. The school is located at Gemolong, Sragen, Central Java. The writer conducted the research from Maret to Mei 2010.
C. Source of Data

According to Lofland as quoted by Moleong (2004: 112), sources of data in qualitative research are words and events, while the additional data can be documents or others. The research data in this study were collected in the form of information about the implementation of bilingualism in the teaching-learning activities in SD Negeri SBI Gemolong in the 2008/2009 academic year. The implementation was viewed from the use of the Indonesian and English language as the instructional language used by the teacher in teaching and by the students. It was also viewed from the communication between the teacher and the students and among the students themselves in the teaching-learning process. The writer observed whether they could communicate well by using Indonesian and English language as the instructional language in daily teaching-learning process and whether the students could reach the understanding of each material taught by bilingual language.

The sources of the data in this research included events, informants, and documents.

1. Event

The event is in the form of teaching-learning activities in the classroom. It was conducted in the fourth year of SD Negeri SBI Gemolong.

2. Informant
The writer took two teachers of International Standardized School in SD Negeri SBI Gemolong, who conducted Mathematics and Science classes as the key informants to be interviewed. The writer also took some students of International Standardized School in SD Negeri SBI Gemolong to be interviewed as informants.

3. Document

The documents in this research are all those concerning the implementation of Bilingualism in the teaching-learning activities at International Standardized School in SD Negeri SBI Gemolong, such as lesson plan, the syllabus model, and instructional materials.

D. The Technique of Collecting Data

The techniques of collecting the data which were applied in this research are as follows:

1. Interview

Moleong says that interview is a conversation with certain purposes which is done by two parties, the interviewer and the interviewee (2002: 135). Additionally, Allison, et al. (1996: 25) says that interview is a face to face situation in which the researcher set out to elicit information or opinion from a subject.

By this technique, the writer made an interview with the teachers of Mathematics and Science in International Standardized School class. The topic of the interview was about the implementation of Bilingualism.
used in the teaching-learning activities at International Standardized School in SD Negeri SBI Gemolong in the 2009/2010 academic year. The interview was conducted from April to May 2010.

2. Observation

Alison, et al. say that observation is observing and recording of events or circumstances in which the writer is present (1996: 26). Johnson and Christensen (2000: 147) define two different types of observation. First is laboratory observation and second is naturalistic observation. Laboratory observation is the observation done in the laboratory or other setting set up by the researcher, while naturalistic observation is the observation carried out in the real world. In this study, the writer used naturalistic observation. The writer also did a class observation. The observation was conducted from May to June 2010.

3. Document Analysis

According to Sutopo (2002: 69) written documents are sources of research, which often have important role in qualitative research. Further, he explains that document is used in research because of some reasons: document is source of research, which is stable, rich and supported; it is as evidence to a testing and it has natural characteristic so it is appropriate to qualitative research.
E. **Trustworthiness**

Qualitative research does not use the term of validity and reliability to check the data. It concerns to the trustworthiness of the research. Meanwhile, in this research the trustworthiness technique used is triangulation. It is the use of the other aspects to check or compare the data (Moleong: 2000: 178). Based on Denzin (1978) in [www.wikipedia.com](http://www.wikipedia.com) methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents. The purpose of triangulation in qualitative research is to increase the credibility and validity of the result. The data sources of triangulation that the writer took are the headmaster of SD Negeri SBI Gemolong, and some students of the fourth grade. The techniques of triangulation that the writer used are interview, observation, and questionnaires for the students at the fourth grade.

F. **Techniques of Analyzing Data**

The data in this research were analyzed by using descriptive qualitative method. The writer used an interactive model of analysis involving collecting the data, reducing the data, presenting the data, and drawing conclusion (Sutopo, 2002: 95). After the writer collected the data, she reduced and presented the data. In reducing the data, the writer excluded meaningless data, so she got the important points of finding. It was followed by presenting the data; it means that the writer presents the data systematically and logically, so the meaning of every
event is clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

1. Reducing the data

Not all of the obtained data of the research are important. It means that the important information must be taken and unimportant information must be ignored. In the process of the data reduction, the writer selected, focused, simplified, and abstracted the data in the field note. The data reduction was done during the research activities. In this case, the writer reduced the information during the research activities if the data were unimportant or did not support the data the writer needed.

2. Presenting the data

Presenting the data means describing the data in the form of description or narration. As the second component in analyzing the data, this technique was used in arranging the information, description, or narration to draw the conclusion. By presenting the data, the writer considered what she should do; she could analyze or take the other action based on her understanding.

3. Drawing conclusion

The third activity is drawing conclusion. In this study, conclusions were drawn continuously throughout the course of the study. The writer accumulated and formulated her interpretations as she went along.
She recorded not only what she would see each day but also what she interpreted based on those observations.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research finding presents and discusses the answer of the research problems. The finding is the description of the implementation of bilingualism in the teaching learning activities at the International Standardized School, to what extent the teacher and students can communicate by using bilingualism in the teaching learning activities, and what the strengths and weaknesses of using bilingualism in the teaching learning activities are. The data which have been obtained from the field are reported based on the observation, the interview with the teacher and the students, survey, and the document analysis.

1. The Implementation of Bilingualism in the Teaching Learning Activities

The implementation of bilingualism in the teaching learning activities will be observed in five points, (1) the objectives of bilingualism in the teaching learning activities; (2) the teacher’s role; (3) the learner’s role; (4) the syllabus model; (5) the roles of instructional material.

a. The Objectives of Bilingualism in Teaching Learning Activities.

The main purpose of carrying out International standardized school is to improve the quality of national education, especially to get international acknowledgement and to have international competitiveness ability. Thus, the graduates of International Standardized School are expected to have international standard, such as continuing their education abroad, having capability to work in

commit to user
international institutions and/or other countries, and having capability to achieve medal in international competition.

To reach International Standardized School purpose, some subject matters such as Mathematics and Science must be conducted in English as the instructional language. Since it is not easy to use English fully as the instructional language, the teaching-learning activities are conducted in bilingual education system. Bilingual program in Indonesian context is using L1 (Indonesian language) and L2 (foreign language “English”) to learn subject matter content, in this case Mathematics and Science.

“Memang di SBI itu dituntut untuk menggunakan bahasa pengantar bahasa Inggris saat mengajar matematika, IPA dan bahasa Inggris. Tapi karena masih awal, jadi belum mungkin menggunakan bahasa Inggris secara penuh. Jadi masih menggunakan dua bahasa dalam mengantarkan suatu materi. Tapi tetep guru diharapkan dapat mengajarkan materi dengan jelas, baik saat menggunakan bahasa Indonesia atau bahasa Inggris.” (Interview with the principal SS on Friday, April 30th 2010)

Even the graduates are expected to have international standard; consequently the instructional language should be English. The headmaster stated that International Standardized School teachers are required to use English in teaching material, but it is impossible to use English fully. To make it easier, the teaching learning activities are conducted in bilingual system. This statement is also supported by teacher AN who teaches Science subject matter.

“Selain itu juga menggunakan dua bahasa dalam proses belajar mengajar, khususnya pelajaran matematika dan IPA. Bahasa Indonesia sama bahasa Inggris. Kalo pakai bahasa Inggris thok, masih belum memungkinkan. Apalagi muridnya kan masih siswa sekolah dasar. Salah satu yang membedakan sekolah regular dan SBI ya itu.” (Interview with teacher AN on Monday, May 30th 2010)
The teaching model which is carried out in the bilingual program in this school is bilingual transitional education. This model shows that teachers, in delivering the materials, use partial English rather than full English. The longer time teacher uses English, the greater amount of vocabulary the students will get. This statement is in line with teacher AS’s statement (Mathematics teacher). She said that “Saya masih bilingual ya, tapi penggunaannya 20% Bhs Indonesia - 80% bahasa Inggris. Awalnya sih fifty-fifty. Tapi lama kelamaan penggunaan bahasa Inggris dibanyakin. Biar anak mambiasakan menggunakan bahasa Inggris.” (Interview with teacher AS on Thursday, April 29th 2010).

The objective of bilingualism in teaching learning activities is not only to reach International Standardized School purpose, but also to help students to acquire English in any aspect. The students are expected to be able to comprehend the topic from the subject matter being taught by using English while also improving their English skills. “Siswa bisa dibekali penguasaan bahasa inggris, tidak hanya dibidang bahasa saja, tapi juga bidang math dan science. Sebenarnya kalau bisa semua pelajaran, hanya saja yang lebih diutamakan adalah math dan science sendiri.” (Interview with teacher AN on Monday, May 30th 2010).

Teacher AN stated that by using English in teaching learning activities, the students are able to comprehend the topics that they learn not only in English subject matter but also in other subject matters, in this case Mathematics and Science. It assumes that in facing globalization era it is not enough to learn
English solely for its linguistics aspects. Teacher AN’s statement is in line with teacher AS’ statement (Mathematics teacher). She stated that:

“Untuk mengenalkan bahasa-bahasa Internasionalnya. Biar mereka bisa mengenal dari dini. Mungkin dengan menggunakan bahasa Inggris, anak dapat memperdalam bahasa Inggris tidak hanya pada mata pelajaran bahasa Inggris saja, tapi juga mata pelajaran math dan yang lain.” (Interview with teacher AS on Thursday, April 29th 2010)

What the teacher AN and AS said is also supported by headmaster statement.

“Kalo di SBI pembelajarannya anak diharapkan dapat berpikir secara global, sehingga siap memiliki daya saing secara internasional. Lha itu dibuktikan prosesnya menuju ke arah internasional. Khususnya penggunaan bahasa Inggris dalam proses belajar mengajar bahasa Inggris, matematika dan IPA. Tapi karena belum memungkinkan untuk menggunakan bahasa Inggris secara penuh, maka kami masih menggunakan sistem bilingual.” (Interview with the principal SS on Friday, April 30th 2010)

It is clear that the objective of bilingualism in the teaching learning activities in International Standardized School is not only to make students to have international standard but also to get more international opportunities.

**b. The teacher’s role**

In the teaching learning activities, the teacher acts as the facilitator and motivator. As the facilitator, teacher acts closely with his/her students in democratic and fun learning. The teacher also has to provide the suitable source and suitable instructional media in delivering materials, and does not make him/her as the only one learning source for the students. As the motivator, teacher acts to motivate the students to expand their creativity and to show their achievement.
(Interview with teacher AN on Monday, May 30th 2010)

From the quotation above, teacher AN said that there is no difference between the teacher in International Standardized School and teacher in regular school, but according to Gusti (2009) taken from www.gurupembaharuan.com, there are three roles that the bilingual teacher has to do. First is as an apprentice. Teacher has duty to design and control teaching learning process, to give explanation about language problems, and to frequently develop the students’ English skill. When the students get problem in translating or understanding some materials, teacher should help them to find the answer.

The activities below show the example of teacher as an apprentice.

“Teacher gave quiz for students. The task was conducted in English. When teacher read the task, she spoke slowly to make students understand and get what the teacher said. After finishing the quiz, teacher asked students to answer each question. When students got language problems, the students would raise their hand and asked the teacher. The teacher helped the students to overcome the problem” (Observation on the science classroom on Monday, April 26th 2010, with teacher AN)

The second role is as a material designer. Teacher has duty to make lesson plan, to choose material which is suitable with the syllabus, to modify material in order to be appropriate with the level of students’ skill, or to give new material when there is no material to be taught. This statement is supported by teacher AS’s statement:

“Aku kadang ngasih handout sederhana untuk anak-anak. Sebelumnya juga membuat lesson plan agar tau tujuan dan apa yang akan kita ajarkan nantinya.”
“Saya masih mengadopsi materi-materi yang saya dapat serta mengembangkannya, apakah sesuai dengan standard ISI atau tidak.” (Interview with teacher AS on Thursday, April 29th 2010)

The third is as an evaluator. Teacher has duty to evaluate the effectiveness of teaching material and result of students’ learning. This role was shown by teacher AN by giving quiz every meeting. It is done to know the result of students’ learning.

“Tiap pembelajaran itu kan selalu ada evaluasinya. Jadi tiap pertemuan saya sering ngasih kuis sama anak-anak. Biar saya tau sejauh mana pemahaman mereka tentang materi yang sudah saya ajarkan. Ya saat evaluasi itu saya berperan sebagai evaluator” (Interview with teacher AN on Monday, May 30th 2010)

In International Standardized School it is not enough for the teachers to just have the roles as the motivator and facilitator. They should be the facilitator and motivator for their students, but in bilingual program, teachers as the most determining elements who have a direct contact with the students in the teaching and learning process must have English mastery to conduct their instructional process. Teachers who teach Mathematics and Science, must change their mind set from teaching only using Indonesian language into teaching using both Indonesia language and English. Therefore, English is their new and immediate challenge.

“Mungkin sama. Hanya yang membedakan hanyalah cara kita mengajari anak-anak. Cuma bagaimana menyampaikan saja. Kita kan mengajar harus ada unsur bahasa Inggrisnya, ya. Jadi mau tidak mau kita yang bukan lulusan bahasa Inggris harus ekstra keras menyampaikan materi dalam bahasa Inggris. Apalagi banyak tiap study selalu ada kosa kata yang tidak bisa disampaikan.”(Interview with teacher AS on Thursday, April 29th 2010)
c. The student’s role

In the teaching learning activities, the students are required to be active in the classroom. They are actively engaged to try to make them to understand each other, even when their knowledge of the target language is not sufficient. The students reach individual understanding by actively paying attention to the teacher’s explanation, asking questions, and presenting material after discussing.

“Kalo disekolah kami, siswa itu diharapkan untuk menjadi seorang Thinker, enquirer, behavior, attitude n akhlak mulia” (Interview with teacher AS on Thursday, April 29th, 2010). What the teacher AS said is related to what the students are expected to be. Being a thinker means the students have to think about the material which will be given. When the teacher gave information about the next meeting, the students should read or search the topics. By doing this activities, the students are expected to ask question when they get difficulty in understanding material.

In term of the use of the language in the classroom, the students often used Indonesian language in asking question. When they got problem in understanding the material, they would ask the teacher by using Indonesian language. “Kalo tanya sama bu guru, aku masih pakai bahasa Indonesia, mbak. Tapi kalo jawab pertanyaan harus pakai bahasa Inggris. Kan soalnya bahasa Inggris.” (Interview with student MR on Thursday, June 10th, 2010).

What student MR said is in line with what teacher AN said. She stated that:
“Kalo anak belum bisa menggunakan bahasa Inggris 100% ya. Jadi mereka kadang menggunakan bahasa Indonesia, tapi jika ungkapan-ungkapan lain seperti ingin meminjam buku, ingin ke kamar mandi, mereka biasa menggunakan bahasa Inggris. Kita juga ada hari khusus bahasa Inggris. Jadi pada hari itu anak harus menggunakan bahasa Inggris. Kalo seandainya mereka bertanya dalam bahasa Indonesia, biasanya guru tidak akan menjawab. Dari situ diharapkan agar anak mau belajar lebih tentang penggunaan bahasa Inggris” (Interview with teacher AN on Monday, May 30th 2010)

When the researcher was observing the teaching-learning activity, the researcher noticed that the teachers tried to make the students to be active in the classroom. They gave the students some guidance and directions, and the students tried to understand what the teacher meant. It was not easy for them to show such expressions as asking questions, communicating with their friends, etc. They had to understand the material by asking the teacher or consulting with the dictionary. The students should know the language form and meaning or content knowledge.

“Kalo kesulitan, sebelum tanya ke teacher aku buka kamus dulu.” (Interview with DF on Wednesday, June 16th 2010)

d. The syllabus model

Basically the International Standardized School uses the same syllabus as regular school because they have and use the same curriculum. Both of them implement the KTSP curriculum and fulfill content standard. The difference lies in the “X” factor which the International standardized school has to fulfill. In SD-BI Gemolong the syllabus used is adopted from IB curriculum and one of the members of OECD. Moreover, the languages used in the syllabus of the International standardized school are Indonesian and English. The teacher is required to design two syllabi, in Indonesian and in English. Both of the syllabi
are implemented in the lesson plan. Such fact is based on an interview with the headmaster.

“Kita menggunakan dua bahasa. Pedoman silabuskan ada standarnya. Tp kita kembangkan sendiri sesuai dengan plus-X nya. Silabus itu kan dibaca orang lain juga. Kita kan memiliki sister school, jadi nanti akan dilihat dari pihak sekolah tersebut.” (Interview with the principal SS on Friday, April 30th 2010)

What the headmaster said is also supported by the teacher AS’s statement

“Untuk silabus nasional kita pakai bahasa Indonesia, untuk silabus yang internasional kita pakai Bahasa Inggris. Untuk patokan silabus nasional, kan kita sudah tau ya pasti pakai bahasa Indonesia. Karena disini kita masih menggunakan kurikulum nasional. Karena ada plus-nya itu, makanya kita juga buat silabus yang berpatokan pada Negara OECD.” (Interview with teacher AS on Thursday, April 29th 2010)

Based on the analysis of document that the researcher did, the form of the syllabus and the lesson plan were arranged slightly differently from that of regular school. The syllabus and the lesson plan in regular school contain basic competence, indicator, main materials, learning activities and completed with the worksheets and scoring system, but the syllabus and the lesson plan in International Standardized School were designed based on the modification of another curriculum from one of the members of OECD which has been acknowledged internationally. When the teachers designed the National syllabus, the language that they used is Indonesian. However, when they designed the International syllabus, the language that they used is English. They had to do it because in the end the syllabus and the lesson plan will be shown to the sister school like what the headmaster said above.
e. The roles of instructional material

In the teaching learning activities, the roles of instructional material are important. The teacher explained the material in many ways. During the teaching learning activity, the teacher also applied some activities showing her creativity. They used texts, pictures (diagrams and figure), visual aids (animation film, power point) which dealt with the topic being learned. “Kadang saya menggunakan LCD sebagai alat pembelajaran, saya juga menggunakan worksheet, juga alat-alat lainnya.” (Interview with teacher AN on Monday, May 30th 2010).

The complete facilities that the International Standardized School has make the teacher easier to convey the material or the topic to the students. It is in line with what the teacher AS said “Tergantung materinya ya. Kadang saya cukup menggunakan worksheet saja, tapi saya juga kadang menggunakan fasilitas yang ada seperti LCD buat presentasi materi. Sebenarnya enak kok ngajar disini. Fasilitasnya lengkap.” (Interview with teacher AS on Thursday, April 29th 2010).

Since it is an international standardized school, the material should be arranged in English for some subject matters, in this case Mathematics and Science. Based on the observation the researcher did, the teacher used English when she gave the students some materials or note. To make the students understand, the teacher also gave some vocabulary that she never taught before. She would write the words down on the whiteboard, so all the students would see the words.
Besides, the teacher took the material not only from national text book but also from international text book. When the teacher presented the material, she should not ignore ISI standard. Therefore, she had to be careful in presenting the material. The material should be based on the KTSP curriculum and ISI standard even though the material was taken from other sources such as International text book and internet. Dealing with this statement, the teacher AN stated that

“Sebenarnya sama saja kita juga menggunakan materi yang disebutkan dalam KTSP. Tapi kalo di SBI kan ada unsur X-nya, jadi kita ada penambahan materi, tapi itu Cuma sedikit. Waktu tahun lalu sekolah menggunakan buku paket my pals yang diterbitkan dari luar negeri. Kalau materinya sama dengan KTSP, saya menggunakan buku itu dalam KBM, tapi kalo ternyata pada semester tertentu materinya beda dengan KTSP, biasanya saya akan menyelesaikan dulu yang dari KTSP, kemudian saya akan memberikan materi dari my pals. Itu pun tidak semua materi dari buku my pals”. (Interview with teacher AN on Monday, May 30th 2010)

From the quotation above it is clear that the special quality of bilingual class is that the material presented in English and had relevance with the curriculum used or students’ academic need. In such a way the teaching is more meaningful and it can be factor to encourage students’ motivation.

2. The Communication in the Teaching Learning Activities Between Teacher and Students

Communication is very crucial in teaching learning activities. Communication activities are types of learning activities that engage learners in authentic communication. Teacher and students both act as sender and receiver. When the teacher is explaining or presenting the material, the teacher acts as the sender of information to transmit the message to the students, and the students act as the receiver who accept and interpret the message. They send and receive
message back both on two sides. Teachers and students changed roles as well. They could be senders that formulate messages, encode messages, and transmit the messages, and also as the receivers that decode and interpret the messages.

The communication in the teaching learning activities between teacher and students is observed in two points: (1) Interaction between teacher and student; and (2) Interaction among students.

a. Interaction between teacher and student

Understanding communication in bilingual classroom is not a simple task. Classroom communication in general has been described as a problematic medium, since differences in how, when, where, and to whom things are communicated cannot only create slight misunderstanding, but also seriously impair effective teaching and learning.

Based on Ornstein and Lasley II (2000:39) there are two interaction patterns in teaching learning activities, verbal and nonverbal communication. Using English to communicate during the lesson was not an easy thing for the teacher. It was because of the limited language mastery of the teacher. They used bilingual to teach or to deliver material. They concerned more on the mastery of the concept of the material but did not ignore the use of English. When teacher did verbal communication, she focused on language as the main instrument of communication in teaching. In bilingual teaching situation, teacher made verbal interaction with the students through one-way or two-way communication.

What teacher AN said is also supported by teacher AS’s statement

“...jadi saat berinteraksi dengan mereka sebisa mungkin saya lebih menekankan pada isi materi tanpa mengabaikan penggunaan bahasa Inggris juga. Untuk membuat anak-anak menyukai pelajaran, saya juga ngasih beberapa permainan di saat-saat mengajar. Tapi permainannya masih dalam konteks materi. Anak lebih suka seperti itu.” (Interview with teacher AS on Thursday, April 29th 2010)

The main teaching-learning process was usually done using English as in the opening, giving material, and closing. But when there were some students still who had not yet understand about the material, the teacher then explained it using Indonesian language. In asking questions, teacher still also used Indonesian language in order that the question could be answered well.

When observing the Science class, which was conducted on Thursday May 20th 2010, the researcher found that the teacher made verbal communication by explaining the concept of the material, giving definition, giving instruction, giving example, comparing three problems, and making conclusion. When the teacher made those verbal communications, the language used was English. But sometimes she emphasized in Indonesian. During teaching learning process, there were two feedbacks that the teacher did. First was feedback for grammar mistakes. When the teacher realized that the students made grammar mistakes, she would help those students, even though the researcher found that the teacher sometimes also made grammar mistakes. The second was feedback for misunderstanding meaning of language. The teacher gave both of the feedbacks in
written from because the assessment toward the result of students’ learning is in written. It also happened in oral form, where the teacher during teaching learning activity made dialogue to ask the students to finish their task.

b. Interaction among students

Student-student interaction plays a more important role for educational success than teacher-student interaction because student-student interaction influences students’ educational aspirations and achievement, develops social competencies, and encourages taking on the perspective of others. If the student-student interaction is to be a successful instructional strategy, teachers must control two important aspects, namely how learning goals are structured and how conflicts among students are managed.

“Iya. Saya menciptakan interaksi antar siswa dengan membentuk kelompok. Saat membentuk kelompok tersebut, saya akan memberi siswa sebuah permasalahan. Lalu mereka saya suruh menjawab masalah tersebut dengan berdiskusi antar teman. saya pun menggunakan bahasa Inggris saat memberikan instruksi-instruksi tersebut. Saya berusaha untuk tidak menggunakan bahasa Indonesia saat berinteraksi, hanya saja jika kepepet ya saya pake bahasa Indonesia.” (Interview with teacher AN on Monday, May 30th 2010)

From the quotation above it reveals the teacher created interaction among students by making group. When the students were divided into some groups, the teacher gave them exercises to do. The pattern of communication that occurs in student-student interaction may still be shared by teacher and students. In this research context, teacher chose to control the structure and content of interaction among students based on her instructional goals, the nature of her classroom events, and the type of student-student interaction she hoped to promote.
It was not difficult to divide the class into some groups. Even the students seemed happy by doing this activity. When the students interacted to each other, they were not aware of the structural or grammatical features of the English. In other word, they lacked of using English in their daily conversation because they still used their mother tongue in the interaction among them. It is also supported by teacher AN’s statement. She stated:


3. The Strengths and Weaknesses of Bilingualism in Teaching Learning Activities

a. The Strengths

There are some strengths in the implementation of bilingualism in the teaching learning activities in International Standardized School. First, bilingual education makes the students know another language (English) and learn it in their subjects matter (Mathematics, Science, and English). In this research context, the students learned Mathematics and Science in English. The teacher gave them material, tasks, and homework in English. It seems that the students are prepared to reach the goal of International Standardized School which is to improve the quality of national education, especially getting international acknowledgement and having international competitiveness ability.
Second, in bilingual education, the students have better skills in learning English than other schools which only use one language as the medium of instruction. During teaching learning activities, the teachers always gave the students material, either tasks or note, in English. They also tried to make communication with their students in English. It showed that they were making every effort so that in the future the students are able to communicate in English fluently and help them to cope with global competition and cooperation.

Third, teachers in bilingual education are required to be creative and open minded. It means that the teachers should avoid delivering the materials in conventional techniques. In International Standardized School, where the researcher did the research, the teachers delivered the materials in English, so they attempted to make the materials interesting. Before the teacher gave the explanation about the topic they taught, they asked the students to make a simple experiment or a simple practice about the topic. It was done to make the students understand the concept of the topic that they had just learned. By doing this, the teacher expected the students to become active and enthusiastic in the teaching learning activities. In choosing and giving materials, the teacher must be careful. Although the materials were taken from internet or international source, such as My Pals text book from developed country (Singapore), they must be suitable with the curriculum used and the students’ need.

b. The Weaknesses

Besides the strengths, there are also some weaknesses in implementing bilingualism in the teaching learning activities in the International Standardized
School. First, bilingualism creates students’ confusion towards the lesson. When the teachers taught some materials in English, there were some students who still did not understand what the teachers were teaching. It can be seen from the result of the survey that the researcher took 20 students randomly, 45% of the respondents understood the material delivered in English, while 55% did not understand. It made the teachers to have to explain twice or three times until the students understood.

Second, bilingual education produces the low learning achievement of the students. For the students who have the difficulty of understanding the material delivered in English, they should study hard by themselves to make a good mark in any test or exercises. Based on the observation that the researcher did, when the teacher gave a simple quiz in English, where the material had been given from the last meeting, most of the students got bad mark. Actually, the students understood the concept of the material for the quiz but they just did not know how to answer the question in English.

Third, teachers of bilingual class should be a bilingual person, who masters Indonesian language and English well, but in fact the teachers still lack of using English in communicating with the students. The teachers did not pay attention to the language the teacher and the students used. The teachers concerned more on the concept of material rather than on the language. It can be seen from the observation, that the teachers did not correct the students’ utterances when the grammar was not correct. It is not appropriate since the objective of this program is to produce the outcomes having international
standard. If the students are expected to have international standard, they should pay attention to their language.

**B. Discussion**

In the research finding, the researcher discusses some research findings concerning with the implementation of bilingualism in the teaching learning activities in International Standardized School, SD Negeri SBI Gemolong, which was observed from many dimensions. In order to justify the research finding, the researcher discussed it with the other relevant references.

In International Standardized School, teachers are required to use English as the instructional language. It is not easy for the teachers to use English fully in delivering materials, so the teaching learning activities are conducted in bilingual program. The bilingual program is using L1 (Indonesian language) and L2 (foreign language “English”) to learn content of subject matter, in this case Mathematics and Science. In this research context, the teaching model which is carried out in the bilingual program is bilingual transitional education. When the teachers taught the materials, they used partial English rather than full English. It is in line with Krashen (1997), who states that bilingual transitional education shows the use of language partially. The longer time teachers use English, the greater amount of the vocabulary the students get.

Bilingual teaching in some subjects matter, Mathematics and Science, has purpose to prepare the students to have International standard and global competitiveness ability. During the teaching learning activities, teachers taught the materials in English. They also gave the students tasks and note in English.
What teachers did is in line with the vision and mission of International Standardized School which is stated by Haryana (2007: 41), that is, to create Indonesian’s smart citizens who have internationally-competitive ability.

In terms of the communication done in the classroom, the teachers realized that it still needed improvement. What the teachers mean in delivering the material or giving some tasks should be interpreted well by the students. This case can be seen from the observation that in the teaching-learning activities, the students still had different perception from what teachers meant. The way teachers explained the material had not been understood well by the students. Teachers often repeated their explanation by using Indonesian language in order for the students to be able to understand it well. In asking questions, students still used Indonesian language. It was difficult for the students to speak in English to ask questions. But teachers always required the students that they answer the teacher’s question in English although in interaction among students, they always used their mother tongue. It can be related to Johnson’s statement (1996: 99), who states that it is important to remember that the ways in which teachers organize the patterns of communication often depend on the pedagogical purpose of the lesson. It means that teacher may have decided to exert greater control over the pattern of the communication during this portion of the lesson in order to ensure that the students understood what she perceived as necessary, e.g., vocabulary to carry out the follow-up writing activity.

In terms of syllabus model, all syllabi and lesson plans have been written in Indonesian and English. The syllabus written in Indonesian was based on the
national standard, while the one written in English was based on International standard which was adopted appropriate with the KTSP curriculum and ISI standard. What the teachers taught is based on the syllabus. The syllabus in International Standardized School was the same as that in the regular class, but the languages used were Indonesian and English. The curriculum, either in International Standardized School or in regular class was the same, that is KTSP. The difference was that in international Standardized school there is the “X” factor which is adopted from one of the members of OECD. The researcher found that the teachers selected the materials in the syllabus which were suitable with the content area of subject and adjusted to the students’ need and interest. It is in line with Haryana’s statement (2007: 41), who states that there are the “X” indicator as key, plus operation indicators, namely (1) Adaptation, which contains elements between SNP and one of the members of OECD and/or other developed countries which have certain excellence in educational field, believed to have reputation of quality which is internationally acknowledged and also the graduates have international competitiveness ability, (2) adoption, which increases certain elements which do not exist in the eight element of SNP by keeping contrive toward educational standard of OECD’s member and/or other developed countries.

During the teaching-learning activities, the teacher was not the one who presented the material, but the students were also required to be active in the class. The teacher tried to make the students to be active in the teaching-learning activities by guiding them to ask, answer and develop their comprehension to the
material being taught. The teachers also gave reinforcement and feedback to increase and motivate students’ learning. It is line with Silberman’s statement (1996: ix) that is when learning is active; the students do most of the work. They use their brains, studying ideas, solving problems, and applying what they learn. What the teachers did above is also as facilitator and motivator. It is in line with the teachers’ role, that is as facilitator and motivator. All teachers should aim to enhance to optimum achievement of learners. A teacher should apply the most efficient methods, strategies, procedures, and principles so that learners will develop to their maximum capabilities.

From the observation that the researcher did, it can be concluded that it is not easy to carry out International Standardized School, especially in using two languages as the medium of instruction. It must be seen from any side (school, teacher, students, and parents, even the government) to make it better. It is like what Astika (2009) said that when the government wants to make the better education, especially in carrying out International Standardized School, the government does not ignore any side that has relation each other in doing the program. After knowing the best ways in carrying out International Standardized School, it is hoped that it will not be a terrible thing but an achievement of Indonesian government in educational field.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In this chapter, the researcher comes to the conclusion of this research, which answer the problem statements. The first point is based on the research finding and the discussion, that one way to implement international standardized school is by implementing bilingualism in the teaching learning activities. It aims to prepare the students to have international standard and global competitiveness ability which is in line with the vision and mission of international standardized school. The teaching model which is carried out in the bilingual program in International Standardized School is bilingual transitional education, in which the teachers use partial English rather than full English in delivering materials.

In the bilingual program, the teachers have the roles not only as the motivator and facilitator but also as apprentice, material designer, and evaluator. As bilingual teachers, they have a direct contact with the students in the teaching learning activities and must have English mastery to conduct their instructional process. In the bilingual program, the students are required to be more active than those in regular school. The teachers help the students by giving guidance and directions.

In designing the syllabus, the teachers are required to design two syllabi, in Indonesian and English. When the teachers design the National syllabus, the language that they use is Indonesian. However, when they design the International syllabus, which is appropriate with KTSP curriculum and content standard, the
language that they use is English. The syllabus is designed based on the modification of another curriculum from one of the members of OECD which has been acknowledged internationally.

In delivering the material, the teachers arrange it in English. The teachers use English when they give the students materials, notes, or tasks. Teachers also give them some vocabulary that they never taught before. The teachers take the material not only from national text book but also from international text book. The material that is taken from international text book or internet is based on the KTSP curriculum and content standard. The material is presented in English and has relevance with the curriculum used and students’ academic need.

The second point in concluding the result of the research is in terms of the communication done in the classroom. In delivering material the teachers use two languages but the main teaching learning activity is usually done by using English as in the opening, giving material, and closing. If the teachers use English and the students still have not yet understood about the material, the teachers then explain it using Indonesian language. In asking questions about the materials the teachers use English and the students will answer it in English. It is not easy for students to answer the teacher’s questions in English. There are still mistakes that the students make, either grammatical or misunderstanding meaning of the language. If the teachers realize it, they help the students and correct it.

There are some strengths of implementing bilingualism in the teaching learning activity. The first strength is bilingual education makes the students know another language (English) and learn it in their subjects matter (Mathematics, Science, and English). The second is in bilingual education the students have
better skills in learning English than those in other schools which only use one language as the medium of instruction. The third is teachers in bilingual education are required to be creative and open minded.

Besides the strengths, there are also some weaknesses in implementing bilingualism in the teaching learning activities in International Standardized School. The first is bilingualism creates students’ confusion towards the lesson. The second is bilingual education produces the low learning achievement of the students. The third is the teachers of bilingual class should be bilingual persons, who master Indonesian language and English well, but in fact the teachers still lack of using English in communicating with the students.

B. Implication

Based on the conclusion above, it can be implied that implementing bilingualism in the teaching learning activities at International Standardized School is not easy to do. No matter how the material is delivered in English, the teacher should explain it well to the students in order that the students do not misunderstand about the material they learn. There are some implications that have to be paid attention. The first is the professional development of bilingual teacher and English teacher. It is clear that the Mathematics/Science teachers should have training to increase their English skill. All they need is a kind of training that can help them increase their English skill. The second is support from the managerial and administrative parts/staff of the school. Bilingual program gives extra teaching responsibility for English teachers who usually have already got the maximum teaching load. In International Standardized School, sometimes
English teachers have to teach other subject matters (Mathematics and/or Science) which they do not master well. So, they have to learn the content knowledge of those subject matters. It is the same case with the Mathematics/Science teacher. Although they have maximum teaching load, they also have extra load to learn the material in English.

C. Suggestion

After analyzing the data and making conclusion, the writer has some suggestions for the school, the teachers, the students and the other researchers in order to make the implementation of bilingualism in the teaching-learning activities keep on improving. Those suggestions can be described as follows:

1. To the school
   a. The principal and the staff should design appropriate teaching model to help the teachers who teach the material in English.
   b. The school should provide training program not only in improving reading skill and speaking skill but also in improving language form and meaning or content knowledge.
   c. Bilingual program needs two teachers, for example English teacher who has duty to teach language problems, and Mathematics/Science teacher who has duty to teach the content knowledge. This model is called co-teaching/team teaching. By doing this teaching model, the problems of Mathematics/Science teachers, namely lack of English mastery, can be gradually solved by English teachers who have mastered English skill.
However, the English teachers should not teach the concepts of Mathematics/Science.

2. To the teachers
   a. The teachers should improve their English mastery and fluency especially in vocabulary and pronunciation.
   b. The teachers should improve their way of communicating using English with the students during the teaching learning activities, not only related to the materials but also related to various topics like daily activity. Teachers should make the students to get accustomed to using English in daily activity.
   c. The teachers should join training program that can improve their English skill, not only in reading, speaking, writing, and listening skill but also in language form and meaning or content of the knowledge.

3. To the students
   a. The students should be more active in the teaching-learning activities in order to develop their language and to enhance understanding.
   b. The students should be braver to ask questions and give suggestions to the teachers dealing with the teaching-learning activities conducted in the classroom.
   c. The students should not be worried about mistakes they will make in communicating using English.
   d. The students should increase their motivation in learning and in developing their language.
4. To the researchers

a. This study discusses the implementation of bilingualism in the teaching learning activities. It is expected that the findings of this study will be used as the resource of the future research on the similar problems.

b. The researcher also hopes that the result of the research can be a reference for other researchers who will implement some techniques to improve the use of English in the teaching learning activities, especially in Mathematics and Science subject matters, in International Standardized School.