

# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the study, statements of the problem, purposes of the study, significance of the study, scope and limitation, and definition of key terms.

### 1.1 Background of the Study

Language is the main tool to communicate in human life, both for individual interests and the social environment. Siahaan (2008:7) explains that language is a human inheritance that plays an important role in human life itself, as in thinking, conveying ideas, and communicating with others.

English is an international language used by most of the countries, also used to deepen and develop science. English is considered important that must be controlled by the Indonesian Nation because English has a position very strategic, in addition to being a communication tool as well as language association between nations. English is also a foreign language that is considered important for accessing information, absorption and the development of science, technology, and cultural arts also in English language teaching.

English language teaching is the processes carried out through teacher (teacher) cooperation language learners (students) which in this case are located in schools. According to Rahim (2006:22), English language teaching is the teacher conveys English material with appropriate teaching methods and the students must acquire the ability to use it as a tool to communicate and learn to think in the

language. It means that the characteristics of English language teaching is that students must acquire the ability to use it as a tool to communicate and learn to think in the language. To achieve communicative goals it is needed the right approach in the learning process. One of the right approaches is the communicative approach. Approach is the level of assumption or convictions regarding English language teaching. The process of English language teaching begins with activities at school, then practices together in an outside school environment the language that has been learned to the community, especially for students who are in bilingual classes.

Bilingual is an education system that uses two languages. The first language is English and the second language is the language commonly used in the area or country (Rhemawati, 2011:97). Bilingual is being able to pronounce a second language as if pronouncing a native language. Bilingualism is interpreted as fluency to speak two languages. The two languages in question are usually native language and foreign language (Singgih, 2006:10).

The bilingual class is learning that is subject matter, teaching and learning process, and the assessment is delivered in English. In another sense bilingual class is the process of teaching-learning and evaluators use two language systems namely Indonesian and English. According to Chodijah (2000), an education consultant specializing in English learning revealed bilingual classes are classes that can build English-speaking communities naturally in the classroom or school environment. Bilingual class is applied as a form of response to the demands of education in the era of globalization by giving birth human resources with global

insight, with the hope that students will be able to compete in the realm of education with knowledge and mastery English as an international communication too.

The bilingual teaching method is a method of using two languages to deliver curriculum material to strengthen students' competence in foreign languages. By using this model there are two main things obtained by students, namely mastery of science in two languages (Putri, 2009/2010:2). The application of bilingual classes in Indonesia is quite high, this is evidenced by many schools that embody bilingual classes as superior classes. This is considered good because it will produce many benefits. By applying this bilingual method, the school has prepared students to face the future.

However, Muhammadiyah Senior High School 1 Ponorogo is one of the schools that provides bilingual class facilities for grades X until XII. The implementation of the bilingual classes at Muhammadiyah Senior High School 1 Ponorogo is very beneficial for students because the demands for mastering the English language are increasingly high in various aspects of life. In learning English, students in bilingual classes at muhammadiyah senior high school 1 ponorogo are better at reading and language skills and have higher intelligence than students who use one language. This has been proven in research on college entrance examination results where statistical data show that bilingual students are better in academic terms. They also can plan and solve problems better.

For this reason, this study aims to determine and describe the implementation of English language teaching at bilingual classes, the problem

faced by the teacher in English language teaching at bilingual classes, the English teacher does if he or she faces the problem in English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo. The researcher hopes this study could inspire other teachers' bilingual class in English language learning at school because the bilingual class can help improve students' English skills.

### **1.2 Statements of the Problem**

Based on the background of the study, the statement of the problems of this research are:

1. How is the implementation of English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo?
2. What are the problems faced by the teacher in English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo?
3. What the English teacher does if he or she faces the problem in English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo?

### **1.3 Purposes of the Study**

Based on the problems mentioned above, the purposes of this study are:

1. To describe the implementation of English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo.

2. To describe the problem faced by the teacher in English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo.
3. To determine the English teacher does if he or she faces the problem in English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo.

#### **1.4 Significance of the Study**

1. For the students

The results of this study can be used as material efforts for the improvement of students English skills so that they can reach rankings maximully.

2. For the English teacher

The results of this study can be used as self-evaluation material, as well as efforts to improve quality as professional teachers in maximizing student achievement through bilingual classes.

3. For the school

The results of this study can be used as input to make decisions, to conduct coaching and to improve the ability of teachers, especially in the field of language development.

4. For the researcher

The results of this study can add knowledge and give experience to the researcher about English language teaching at bilingual classes.

### 1.5 Scope and Limitation

This research is focused on the investigation of English language teaching in bilingual classes.

The subject of this research focuses on investigating English language teaching at bilingual classes in grade XI at Muhammadiyah Senior High School 1 Ponorogo.

### 1.6 Definition of the Key Terms

*English Language Teaching* : is the teacher conveys English material with appropriate teaching methods and the students must acquire the ability to use it as a tool to communicate and learn to think the language (Rahim, 2006: 22).

*Bilingual* : is an education system that uses two languages. The first language is English and the second language is the language that commonly used in the region or country (Rhemawati, 2011: 97).

