

## **CHAPTER I**

### **INTRODUCTION**

This chapter contains the background of the research problem in the form of the researcher's interest in the research topic and the description of the problem, the research rationale in the form of a description of the research, urgency or novelty compared to previous studies, research questions, the objectives, and benefits of the research.

#### **1.1 Background**

Enforcement of English as an international language and one of the key ways to communicate in many parts of the world. However, this is a problem for countries that need to use English as their mother tongue. Even with all the virtues, language is beneficial to improve in the future. Therefore, bilingual means that learning and using a foreign language in various situations can provide better opportunities. This requires the implementation of bilingualism in schools from an early age by using English as an introduction after the mother tongue. However, bilingualism in schools requires support and participation from all parties so that each school makes various efforts to realize the excellent quality of English learning.

Bilingualism is a phenomenon in which an individual has proficiency in two languages. An American linguist, Leonard Bloomfield (1930), states that bilingualism is characterized by "The native-like control of two languages." This means a bilingual individual can speak, listen, read, and write in both languages and switch between them as needed. Some experts define bilingualism more specifically in terms of the individual's level of proficiency in each language. For example, a highly proficient bilingual may have native-like fluency in both languages.

The Indonesian government has implemented bilingual (Indonesian - English) in Sekolah Berstandar Internasional (SBI) and Rintisan Sekolah Berstandar Internasional (RSBI) as the language of learning instructions. This can be seen from the explanation of the National Education System

Law 2003 No. 20, paragraph 3 of article 50, which states, "The Indonesian government administers at least one education unit at any grade to be improved as an international standard unit of education." Implementing bilingual programs is one of the efforts of developing countries as a form of globalization. However, the government revoked SBI in 2013 because its implementation deviated from its original purpose. (Jayanti & Sujarwo, 2019; More, 2011; Rosarians, 2013) In contrast, a less experienced bilingual may only have partial knowledge of one language and a more limited vocabulary in the other. Bilingualism is a complex phenomenon encompassing many language skills and abilities. It is generally characterized by proficiency in two or more languages and the ability to use them interchangeably.

## **1.2 Research Rationale**

This study evaluates the implementation of the bilingual and the English teacher challenges, to continue to retrieve the bilingual. Since the education system increasingly prioritizes English language skills because of their usefulness, bilingualism has become an essential alternative to improve students' language skills. However, to date, there still needs to be research that evaluates the implementation of the bilingual on students and the teacher challenges that maintain the bilingual class in a junior high school that the researcher choose as a sample. Therefore, this research needs to be considered a standard in developing a bilingual for students to be better at both languages. The researcher hopes this research will be useful for the education system and guide teachers to develop more effective learning methods for students in various countries, particularly Indonesia.

In this case, many opposing views and research data show that bilinguals have many weaknesses that make them ineffective (Dwi Jayanti, Anton Sujarwo 2019). In fact, implementing bilingualism in education, it is not the program that is the weakness but the supporting factors that need to be improved. So if the performance of bilingual education is one crucial factor that has a deficiency, it will also impact the entire system, for

example, the lack of competent educators.

Although, unfortunately, many schools cannot support the implementation of bilingual education, on the other hand, there undoubtedly be schools that can meet the criteria. In this case, the government expects to take its role as the part that pays attention again and regulates the classification of each school and strives to be the qualifications to implement bilingual education. So that there is no more criticism due to causing gaps and social jealousy among parents (Margana, 2013). However, the government still needs to be more active in developing bilingual education, especially in not big cities or urban areas.

### **1.3 Novelty/Urgency of Research**

Implementing a bilingual in education can have an impact depending on learning methods and media. In this case, the professional teacher's role can be one determining factor for student success. However, this is an obstacle due to the need for teacher qualifications, making learning less effective. In addition, the different characteristics or personalities of students and their motivation are also factors for the success of the bilingual (Dian Safira and Arsan Shanie 2022). Therefore, each part of the determinants of student learning success factors must be balanced so that learning can run efficiently.

Recently, bilingual education has been reluctant to be implemented in schools after it was abolished by the government. Although it is still applied in some schools, in some remote areas of small towns it is rarely found. The implementation of bilingualism is one of the steps that Indonesia needs to catch up with the impact of globalization from neighboring countries from the English language crisis in schools. We need steps to fix this, one of which is by implementing bilingual education as early as possible. Even though the level is small, it takes habituation to be able to run it efficiently in order to get good results. Even a small and slow portion is better than nothing. So in addition to knowing how bilingual education is

implemented in English learning at junior high school and the difficulties of teachers in implementing it, the researcher also hopes that this research provides knowledge and makes it useful in the future to be used as an evaluation of the bilingual education at school.

#### **1.4 Research Questions**

The researcher is interested in raising the topic of bilingualism in junior high school because its use limits in some areas, even though its application is essential for students' intelligence, development, and understanding in communicating English. The researcher will explore the topic by studying through research on the enactment of bilingual (Indonesian - English), especially during English lessons.

The research questions for this study are:

1. How is implementing bilingual (Indonesian - English) as instruction in English learning at classroom?
2. What are the teacher's perception about implementing bilingual in English learning in the classroom?

#### **1.5 Aims of the Research**

The aims of this study are, the first to know how to implement bilingualism in the classroom, specifically using bilingual (Indonesian - English) in instruction. The second, researcher aims to know the teacher's challenges about implementing bilingualism in instruction at classroom. After that, this research is expected to provide knowledge about bilingual education and make it useful data in the future in improving and evaluating bilingualism in education.