



## **The Implementation of Bilingual Education System (Indonesia – English) in Frater Private Junior High School Maumere**

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### **ABSTRACT**

*This study concerns with the plan of implementation of bilingual education system which uses two languages (Indonesia – English) as medium of instruction in Frater Private Junior High School Maumere. Kind of bilingual education system which planned is immersion program. Model used in this bilingual class is cooperative teaching. In bilingual class, there is a cooperative team teaching includes an English teacher and a teacher from certain subjects. Teaching material in this bilingual model involves in English and Indonesia.*

**Key words: Implementation, Bilingual Education System**

Some definitions of bilingualism mostly appear through some terms of language such language ability and language use. In this design, it focuses on the term of language use. Bilingual is simply about two languages. It is clearly explained by Grosjean (1992:51 in Cantone 2007: 3) that bilinguals are ‘people who need and use two (or more) languages in their everyday lives. In addition Genesee (1989 in Cantone, 2007:3) says that “a general terminology of bilingual acquisition could be the ‘simultaneous acquisition of more than one language during the period of primary language development”. To use both languages, someone should understand them. The first is his or her mother tongue and the second is the other language as his or her target language. Those are used changeable in communicative activities.

‘Bilingual in education mostly becomes a great label of a school that uses it nowadays. It gives a great value of its school in the view of society. Mostly, many schools use Indonesian and English as a bilingual program of education system. It occurs in all aspects of education system of that school. Administration, curriculum, instruction, and assessment systems are involved in both languages. In addition, a good bilingual atmosphere of that school should be



involved through bilingual language use in communication. Some good facility such language laboratory, student and teacher books, will encourage the implementation of that kind of bilingual education system.

The requirements of bilingual education system especially Indonesia and English education system tend to be a result of some requirements of language user nowadays. Such kinds requirements are involved in several current issues as, first, globalization era involves an era that must be faced by many countries in the worlds includes Indonesia. In this era, all aspects includes education must adapt with globalization atmosphere which is quick accessible. Through education, the government designs an international education system, which is supposed to educate Indonesian's students to be able to compete with another in this era. To reach this goal, bilingual education system is offered to be implemented in many schools nowadays.

Second issue is economy society of association of south Asia nations. It becomes the current issue, which is essentially emphasis on the preparation of human beings resource to be able to compete in it. That human resource relates to the international language used in the world transactional. Therefore, English is the basic requirements of such kind of transactional. Bilingual education system offers a new design which focuses more on learning English as an international language in school.

Third issue is many international scholarships which offered freely to those who are good in English. Language ability refers to receptive and productive skills of English. Receptive skill deals with listening and reading while productive skill deals with speaking and writing. As a student, we may join the bilingual education system as one way to reach that goal.

The fourth issue, many literatures studies are written down in English. All book courses are involved in English, therefore, students emphasized to learn English as to read many literature books. Bilingual education system is one alternative offered by many school nowadays. As result of all these, the writer offers a program of implementation of bilingual education system in SMP Frater Maumere.

A kind of Bilingual Education system which is offered in this school is immersion bilingual education. This bilingual system designed to let the students learn English until they are good in it. After that they may begin to learn in both languages; namely their first or mother tongues, Indonesia and foreign language, English.



NTT province is a province which labeled as an isolated area that required some improvements especially in this globalization era. In this era, all aspects includes education must adapt with globalization atmosphere which is quick accessible. Thus we need many bilingual education systems to reach that goal. Sikka regency is an isolated area in this province, does not have any bilingual school yet. Therefore, this bilingual education is a good solution above this. SMP Frater is a school offered by the writer to implement this education system. This school is a favorite junior high school in this regency, which has students with good academic and economy background, and supported by good facilities of this school. Considering all the issues and reason above, thus the writer is going to solve the problem by writing this article under the title “The Implementation of Bilingual Education System (Indonesia – English) in SMP Frater Maumere”.

Aim

## **THEORETICAL FRAMEWORK**

### **Definition of Bilingual**

Bilingual is simply about two languages. It is clearly explained by Grosjean (1992:51 in Cantone 2007: 3) that bilinguals are ‘people who need and use two (or more) languages in their everyday lives. In addition, Genesee (1989:162 in Cantone, 2007:3) says that a general terminology of bilingual acquisition could be the “simultaneous acquisition of more than one language during the period of primary language development”. To use both languages, someone should understand them. The first is his or her mother tongue and the second is the other language as his or her target language. Those are used changeable in communicative activities. Valdés & Figueroa: 1994 (In Backer, 2001:3) suggest that bilinguals are classified by: 1) Age (simultaneous/sequential/late). 2) Ability (incipient/receptive/productive). 3) Balance of two languages 4) Development (ascendant – second language is developing; recessive – one language is decreasing). 5) Contexts where each language is acquired and used (e.g. home, school).

### **Bilingual in Education**

Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model. According to Haan (2016:2-4) there are three kinds of bilingual education system such as:

### **Transitional Bilingual Education**



This kind of bilingual education system in the early period is focused to teach the immigrant students. The main goal is to let the students learn because medium of language used is national language such English. Because the medium of language used is English, thus, for those students who could not use English yet is taught by using their own mother tongue to whole of the subjects, while the instruction which used English as national language is given step by step until they master it well. This program will end if the students has already mastered English or national language well and can join the class by using that language.

### **Restoration Bilingual Education**

Restoration bilingual education is bilingual education which partially focused to revitalize language and original culture of the students. Language and culture which are mostly lost will be revitalized by using this kind of bilingual education system.

### **Immersion Bilingual Education**

Immersion bilingual education is a kind of bilingual education system in which many students learn in one foreign language until they master that language well. After mastering that language well, then they may learn in two languages namely that foreign language and their national language.

### **The Benefit of Bilingual Education system**

Lee (1996:2) supports the notion that bilingual children do indeed display cognitive advantages when compared to monolinguals. Such kind of education system is useful in enriching the knowledge and order of thinking. As Peal and Lambert (1962 in Lee, 1996:5) found that, bilingual children scored significantly higher than monolinguals on most of the measures of verbal and nonverbal intelligence, in particular on those tests requiring mental manipulation and reorganization of visual symbols, concept formation, and symbolic flexibility. Peal and Lambert concluded that the bilingual children outperformed their monolingual peers due to their enhanced mental flexibility and strong concept formation skills. Thus, Peal and Lambert's research suggested cognitive advantages to being bilingual, calling into question the validity of earlier studies and supporting the claims linguists had been making for years. Moreover, research appears to suggest a positive relationship between bilingualism and a wide range of other cognitive measures, including enhanced ability to restructure perceptual solutions (Balkan, 1970 in Lee, 1996:8), stronger performances in rule



discovery tasks (Bain, 1975 in Lee, 1996:8), greater verbal ability and verbal originality, and precocious levels of divergent thinking and creativity (Cummins & Gulutsan, 1974 in Lee, 1996:8). Bilingual education system will enhance the competency of the problem solving, systematic inquiry learning, greater speaking and order of creative thinking.

## **PROJECT DESIGN**

### **Vision**

The big vision of this bilingual education program is to reach the implementation of bilingual education system that orients on the globalization, focuses on improving the implementation of good quality of education, good national and international competition, produces the good quality of human resource to answer the needs of community development nowadays and the future.

### **Mission**

Dharma: 2007 (in Astika: 2009) says that students need 7 years to be fluently in mastering English specially in learning certain subject. Based on the theoretical concept above, thus, the writer formulates a mission of this program namely: “in era of 7 years later, this bilingual education system will enrich students to be able in mastering English as well as in learning all subjects”.

### **Target objectives**

Target objectives that are designed to be reached in this bilingual education system are:

1. To adapt student's education with globalization atmosphere which is quick accessible.
2. To prepare of human beings resource to be able to compete in association of south Asia nations economy society
3. To prepare students to reach many international scholarships which offered freely to those who are good in English language ability
4. To let the students learn English as to read many literature books which are written down in English
5. To enable people to communicate with the outside world.
6. To provide language skills which are marketable in aiding employment
7. To deepen understanding of language and culture.



## **Design of Bilingual Program**

### **Bilingual class**

To reach the goal of bilingual education system, thus, all subjects such English, Mathematics, Science namely Biology, Physics, Chemic, Social Science such Geography, History, Economy, culture and Art, Computer, Citizenship, must be taught by English and Indonesia. According to Dharma 2007 (in Astika: 2009) the implementation of bilingual class through some steps such at the first year, it will be used English as medium of language as much as 25 percent and 75 percent through Indonesia. At the second year, the medium of language is 50 percent for English and 50 percent for Indonesia. This model called as *bilingual immersion education*, because students are not directly taught fully by using English but through step by step. Portion of English goes up time by time until both languages are equal in student's language ability. This model assumes the knowledge and skill of the teacher in teaching the continue level in order that we can decide the proportion of English and Indonesia in teaching is equal.

In doing concept of this bilingual class, there are some requirements, which should be considered such as 1) substantial of the lesson must be match with the cognitive level and the ability of English of the students 2) school must create a conducive learning environment to support the use of language that is meaningful orally or literally. c) the instruction should emphasize the exercise of solving the problem and students are supported to work together through interesting and testing themes.

### **Model of Bilingual class to be developed**

Bilingual education school includes new development in Indonesian education system. This development needs an improvement in the form of facilities and tools of education, system of school management, good quality of the teacher that can master information and technology. Conventional education system depends on the black board, lime, and limited by static of classroom. Because of all these reason, thus this bilingual education system will be designed with a model of instruction that can reach the demand of



technology and an effective and competitive instruction. This model can be represented as follow:

This model shows that, in bilingual class, there will be two teachers such English teacher who has a responsibility to teach the concept of language, and mathematics teacher that has a responsibility to teach the concept of mathematics. Teaching material in this bilingual model involves in English and Indonesia. In the implementation, concept of mathematics must be taught at the first in Indonesia and some words in English that he masters it well. After that, English teacher teaches the concept of language to understand the mathematics learning material in English. Because students have been taught the concept of mathematics, they have had knowledge about the concept or topic and this knowledge can help them to understand that material in English. With this model, English teacher will help the weakness of mathematics teacher such lack of knowledge of English, and he or she does not need to teach concept of mathematics. In such condition nowadays, many teachers of all subjects cannot teach the bilingual class by his or her self. The guide of English teacher is still being required in this model. This model will help the students to understand the substantial of the subject and English together. The success of this model of course depends on the many factors. However, we must pay attention to the cooperation of both these teachers. It must be begun from the 2013 curriculum, syllabus design, selection, or adaptation of teaching material, and process of teaching and learning in the classroom. Every stage of the development of this model must be evaluated by considering context of learning (learning needs) and goal of learning (target needs) such in the following:

Model of Co- teaching.

Model co-teaching (Liu, 2008 in Astika, 2009) is developed in China in bilingual schools. Teachers who are included in this model are English native teacher and local teacher. The implementation of instruction in the class, both of them cooperate from the design of learning until the implementation and evaluation. This model gives the good success. In Indonesia, to have English native teacher is quite difficult. But this condition can be solved by including English teacher in its school with considering administrative problem and school management. According to Liu (2008 in Astika 2009), nowadays, co-teaching or team teaching is more popular because some researches show that this system produces good



quality of instruction and can develop teacher's skill which participated in this bilingual program. This system has been implemented in many west countries but also in Asia.

There are some things that should be cared in the implementation of teaching team (Liu, 2008 in Astika 2009). In teaching team, teachers who are participating in this program have a same status and responsibility. They design the planning of instruction, evaluation and responsible for the students in the class together. English teacher in the class cannot be considered as assistance of all subject teachers, but he considered as source of knowledge, facilitator, and a teacher who has the same status. In other words, both teachers complete each other based on their own responsibility in teaching and learning process. This model will be successful if both of the teachers have a skill and good relationship, professional and believe each other, preparing time to implement their goals of instruction. Teachers who are teaching must have enough experience of teaching. They need to understand their own role in the classroom. If not, this problem will affect quality of team working and can be considered as a competition among teachers in the team that cannot improve their motivation as teachers of bilingual schools. Strategy of teaching that would be provided such:

#### Preparation

In this stage, course teacher and English teacher discuss how to teach effectively. It focused firstly at level of student's ability of the whole students that would be taught and their strength and weakness, aspect that should be cared, discipline etc. Teachers in team must decide the goal of instruction, topic in a semester. Preparation requires several meetings in order that teacher understand what are the goals of instruction and characteristics of teaching in team and develop teacher's confidence. Model of this instruction requires to be discussed orderly in a semester to plan the preparation of teaching. Thus, it is important to make a schedule and design unit of lesson such as

1. What would be taught?
2. Material of source of learning would be used
3. Role and responsibility of each teacher.
4. How to evaluate students?
5. How to help the poor students and those who need a help?





These problem need to be discussed deepest so that role and responsibility of each teacher becomes clear. Every teacher has an authority to give an opinion, and positive contribution in designing lesson plan. Each teacher in a team needs to be aware of how important tolerance, the differences and look for the way to make a design of learning which will be useful for the students.

### Implementation

In implementation, model of team teaching needs administrative and manager support. Teacher will need more times, program will have an effect on facility of teaching, teaching schedule and financial support in supply of tools and source of learning. “The success of teaching team will depend on the school management that should follow some steps as the following (Liu 2008 in Astika 2009):

1. Create a conducive working condition to the teacher in team to plan the lesson.
2. Divide load of working proportionally for the teacher in team.
3. Create the activity that can improve good relationship among teachers in team.
4. Build a good and strong awareness to the important cooperation in solving education problems in model of teaching team so that creating a good condition to support the success of the program.”

Without persistent support of the school management, the support of model team teaching can change to become a frustration and the implementation will produce ineffective instruction. According to Elena: 2006 (in Astika 2009) affectivity of someone can be developed through support of the others. Everybody can be believed that he or she has a skill and ability to finish the task and get the success. This support can improve the effort of someone to reach the goal not to give up when she or he got the challenge. According to Lee, 2008 (in Astika: 2009), from his research of team teaching, the secret of the success depends on the open heart of the teacher and the way to avoid the problem in team. They do their roles sometime as an assistance and main teacher with guiding to the goal and direction of learning. They believe that, every teacher must be ready to listen and receive the other critics, suggestion, learn the emerge problem and look for the solution. In the process of planning bilingual school, the orderly meeting among English teacher and other teachers must be done. Thus, all teachers in team teaching should build a continuous commitment and provide time to plan the bilingual class.



## Facility

### Book

To implement concept of bilingual education, there are some requirements the students must fulfill. One of them is the supply of student and teacher's books that are written down in both languages. And in addition, those books also must be suitable with school's needs

### Rapport Book

Students report's book is written down in English and Indonesia. The name of subjects, grades, and rank are written down in both languages. The first page is used for Indonesia and the second page used for English. This will help the parents understand their students' progresses by looking at their book reports in Indonesia handwriting.

### Laboratory

Language laboratory certainly required letting the student's learn English. They may learn to improve their language ability such listening, speaking, reading, and writing skill by a program such Ellis program, and etc.

### Free Wi-Fi internet

This is one facility that would be used to support this bilingual program. Student may reach much knowledge of each subject by using free Wi-Fi internet. It will help them to be able to compete in this globalization era with the quick accessible knowledge and science.

### Administration

Teaching material of bilingual education system must be presented in English. Thus, bilingual class includes a form of teaching content-based instruction (Dudley-Evan & St John, 1998 in Astika, 2009) because teaching materials are constructed based on the syllabus. In the context of bilingual school, teaching by using medium English includes one form of ESP (Hutchinson & Walters, 2006 in Astika 2009). The other form of content-based instruction is immersion program in which process of teaching and learning by using English at all. The advantages of this bilingual class is teaching material is written down in English and relevant to the curriculum or student's need. Thus, the instruction will be meaningful and can be the factor to support student's learning motivation.

### School official

School official in this bilingual system will join the entrance test when they are going to work in this school. The test will be used to reach the all education system work well under



bilingual education system. Of course, in fact, many school officials get a difficulty in learning English. Thus, they will be given a chance to join English intensive course regularly until they master it well.

#### Teacher

Teacher of bilingual education required in this education system is teacher who masters two languages involves English and Indonesia. Teacher of each subject must be a bilingual who is able to teach in both languages namely Indonesian and English. All of them must join the entrance test before working in this school. At least they have a language ability of speaking, reading, writing and listening.

#### Bilingual teacher intensive course

Material of learning used in this bilingual education system is English and Indonesia. The demand of using English as medium of language in all subjects above supports school to design a program of teacher training. This program will let those teachers. They are sent to the certain course institution to join English intensive course for several months with a hope that after joining the course, they will be ready to teach by using English and Indonesia.

#### Bilingual teacher Workshop

School will invite some experts or masters of English education to give some workshops to the teachers regularly. In addition, school may cooperate with English language center of certain university to have a basic English workshop.

## CONCLUSION

#### Conclusion

Bilingual education school is a kind of school that uses two languages as a medium of instruction. Frater Junior high school Maumere is a school which is planned to be implemented this kind of education system. Kind of bilingual system which is planned is immersion program. Model used in this bilingual class is *cooperative teaching*. Cooperative team teaching includes an English teacher and a teacher from certain subjects.

To anticipate problems encountered in the implementation of this system thus there are some following ways such, first, If the teachers and school official do not come from English study program, thus, school will let them join English intensive course and English education workshop routinely. Second, school will change the teacher's payment by adding the use of English as a component of payment. School will give routine tests two times for a year.



Those teachers who have good English language ability would be appreciated by incentive payment. Third, school will make a language survey to the students' parents at home about what language used in the house. It is used to prepare students when they are in grade 9<sup>th</sup> to join the national examination. It will be solved by let them learn Indonesia in the bigger portion than English. Fourth, bilingual school does not mean that we forget our national language; Indonesia. Thus, school will make a "committee of Indonesian" which has members of many teachers to decide the goal and direction of instruction that uses media of language is Indonesia.

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