

CHAPTER I

INTRODUCTION

1.1 Background of Study

Recently, Indonesia has great concern for high quality of education. This is supported by the fact that more parents are interested to enroll their children in International schools or in the so called “National Plus” schools (ASNP:2000). Due to the increasing demand, in Indonesia, bilingual learning becomes popular issues with the implementation of a pilot program for international schools at Junior and Senior High Schools, although the existence program is not long lasting because several factors were not well prepared. However, in these days many schools are still implementing bilingual programs by naming it National Plus school. Advancing into the year 2002 represents a significant milestone in the development of education in Malaysia with reference to the implementation of the teaching of English in Science and Mathematics (Foong: 2001) cited in Mansor & Badarruddin: 2011).

Jubilee School is a National Plus School that in addition to the National Curriculum advocated by the Ministry of Education and impart the Cambridge International Curriculum for CIPP, IGCSE and A’ Level Examinations. Jubilee National School Students are taught using a bilingual approach, whereby each subject is taught using the Indonesian and English languages. Profile of SMA Negeri 21 Jakarta inform too that Curriculum 2013 and Cambridge Curriculum are adopted for every class have RSBI and International Class with suitable portion.

The existence of National Plus schools based on UU No.20 Tahun 2003 about National Education System, PP No. 19 Tahun 2005 about National Education Standard, and

Peraturan Menteri Pendidikan Nasional No.22 Tahun 2006 about Content Standard..In year 2000, National-Plus school association formulated national plus schools criteria. One of those criteria is the deliverance of the lesson that should be done in English, especially for Mathematics and Sciences subjects.

Content and Language Integrated Learning (CLIL) education is used for the learning and teaching of both content and language which a subject teacher who is teaching your subject through English or a language teacher working in a bilingual setting. Dale and Tanner (2012: p.3) defined that CLIL is a way of teaching where subject content- for example, history, science or physical education- is taught in another language (often English).

In United State, English subject for immigrant students should take bilingual program in their schools, English language as second language, while English language subject for Indonesia students have role as foreign language. The different role and function in using English language for Indonesia is a problem which ending get failure. Coleman (2011) states that using English language as medium of instruction for mainstream subject for schools in Indonesia had been provened appear difficult in comprehending the content subject and difficult in communication with teachers.

The decree No. 14/2005 about Teacher and Lecturer Chapter IV Verse (1) and Government's Regulation number 19/2005 about National Education Standards, chapter 28 Verse (3) writes that there are four competences for teachers, one of them is Social Competence, which means the teachers' ability, as part of community, in communicating and socializing effectively with the students, their teachers, educational staffs, students' parent, and surrounding communities. One of the social competence components that

teachers should have is communication. communication is an essential part in Mathematics (Tumudi: 2008: p.55). Communication is a way of sharing concepts or thoughts, development of ideas, and also classification of meaning. Mathematics is communicated in three major ways which are symbols of communication, writing communication, and oral communication.

In order to reach better communication in teaching Mathematics using English language as the medium of instruction, it is very important to notice the structure of English language and also the Mathematics terms. Communication skills in English is divided into 4 (four) components (Rizaali: 2009: p.109) which are Reading, Listening, Writing, and Speaking.

Bilingual program in Indonesia school, especially for mathematics and science are taught through bilingual teaching. Richard-amato (2003: p.357) mentions that content teachers must have the competence in English language skills to convey the lesson and materials in classroom activities with the goal is to enable students to function speaking, listening, reading, writing effectively.

This research investigated communication needs of students in a bilingual class. This research is urgent to be done because as the writer knows, no analysis needs seems to have been done for English communication needs of students in a bilingual class. Mathematics teachers are teaching on bilingual program in classroom which the criteria is the deliverance of the course that should be done in English, especially for Mathematics course. This research to determine students' communication needs of bilingual program interrelated of the existence of International schools or "National Plus" schools. Beside that, this research has aim for help the students in bilingual school to be active to communicate in their daily

interactions with teachers ,especially in international schools or National Plus more throughly in order to improve their learning, for the bilingual students also can help to understand subject matter and language better.

Some researches has been done on needs analysis in the past.A communication needs analysis was conducted for non-native speakers in an undergraduate physics lab. Jacobson(1986) analyzed terms of the strategic competence that students need in order to successfully carry out the work required in the lab. Four specific skills are identified: (a) evaluating and selecting information needed for a specific purpose, (b) synthesizing information from more than one source, (c) applying information to new or different situations, and (d) establishing working relationships with others in the lab. Then the needs analysis of bilingual program at “National Plus” schools such as Mathematics Teachers’ Performance in Teaching Using English at Secondary National Plus Schools was done by Hidayat. D. & Daniel. S. (2011) but this study focuses on teacher performance in form of teachers’ preparation, reading the materials, and making Lesson Plan in English. Coleman (2011) wrote a report on teaching Other Subjects through English in Three Asian Nations but, just focus on and snapshot the process of teaching learning in classroom, the available and the ready of teacher bilingual, infrastructure from government so, the background of students based on their social economic.

By Considering that students may not have problems in communication on bilingual class, the researcher was interested to investigate students communication needs in order to help suitable materials and program at school, and during their learning. This study entitled “English Communication Needsof Students in Learning Mathematics in a Bilingual

Class”the researcher identified the English linguistics of students to communicate in bilingual class.

1.2 Research questions

The main concern of this study was formulated through the following questions:

1. What are the English communication needs for students to learn mathematics in a bilingual class?
2. How do the English teacher fulfill the students’ needs to facilitate them to gain success in the bilingual class?

1.3 Purposes of the study

The purposes of the study were aimed:

1. To find out the communication needs in English as foreign language for students in learning mathematics in a bilingual class.
2. To inform the English teacher to fulfill the students’ needs to facilitate them to gain success in the bilingual class.

1.4 Significance of the study

The study gives benefits both practically and theoretically. Practically, for English teachers, this study can give information on material of instructional and a new language teaching program based on English communication students’ needs in bilingual class.

Theoretically, this study also can give beneficial for developing a completely new curriculum for bilingual program of classroom in the future.