

THE IMPLEMENTATION OF BILINGUAL: A STUDY IN SMPN 3 JEMBER AS THE PILOT PROJECT OF INTERNATIONAL STANDARD SCHOOL

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Abstract

Penelitian ini bertujuan untuk mendiskripsikan fenomena bilingual dalam proses belajar mengajar di SMPN 3 Jember, terutama tentang pelaksanaan code switching, code mixing, dan style. Disain penelitian yang dipergunakan adalah diskriptif kualitatif dengan metode pengumpulan data menggunakan wawancara kepada guru pengajar kelas bilingual, observasi kegiatan proses belajar mengajar di kelas bilingual, dan angket kepada siswa yang berada di kelas bilingual.

Kesimpulan dari hasil penelitian ditemukan bahwa fenomena code switching, code mixing dan style memang terjadi, dan terutama dilakukan oleh guru. Guru kelas bilingual menggunakan code switching and code mixing ketika dia ingin menjelaskan atau mengklarifikasi sesuatu, dengan cara mengulang materi yang sama dengan dua bahasa. Style juga terjadi di situasi-situasi yang berkaitan dengan emosi.

Key Word: Bilingualism, Code switching, Code mixing, Style.

INTRODUCTION

The goal of the English teaching and learning process is to help the students to be able to communicate by using English. In fulfilling that goal, the teacher has to make the students get used to listen the language and make them familiar with that language. In the first phase of teaching learning process, the students do not directly understand when we talk to them by using English. In order to make them understand what we meant, we can mix or combine with the language that they usually use in daily communication, such as Indonesian. The combination between two languages or more than two languages is called bilingualism²⁰. In the teaching learning process, while explaining the material using English, sometimes the teacher moves to Indonesian or he/she mixes it. The phenomenon of moving to another language is called code switching

and if we mix between two languages we call it code mixing. In addition, the teacher also needs to know how the students use English when they speak, and it is called style.

The child who was born into bilingual, acquiring languages appears to be no more difficult than acquiring one.²¹ Based on that statement we can conclude that the environment is the most important thing when we want to learn foreign language or second language. Environment becomes the important thing because from it we learn the language. Family is the first environment that teaches us to speak our mother tongue. For the example, if we live in Javanese environment which is inhabited by Javanese people, we will be able to speak Javanese. Same with that, to make our students understand about English except the use of bilingual method we also have to create the English environment and we can create it at school

²⁰ James Food and Peter H. Salus. *Language and the Language Art*, (New Jersey: Prentice-Hall, Inc, 1984), 312

²¹ *Ibid.*, 314

especially the class environment. One of the schools that implement the bilingual class, specially English class environment is SMPN 3 Jember. Knowing that fact, the researcher was interested to know further about the phenomenon.

Based on the description above, the problem that the researcher wanted to answer is how the implementation of bilingual at SMPN 3 Jember as the pilot project of international standard school is. In a more specific, the problems of the research are whether or not the code switching, codes mixing, and styles appear in the teaching learning process in the bilingual class at SMP 3 Jember, and why they are happened.

REVIEW OF RELATED LITERATURE

The Definition of Bilingualism

There are a lot of definitions from the experts related to bilingualism. Bilingualism is the mastery of two or more languages. Bilingual education provides instruction in their native language for non-English speaking students.²⁰ Based on the previous statement, we can notice that bilingual is used to teach how to master foreign language; in this case the foreign language is English, which is taught to the students. The other expert defines bilingual as having or using two languages especially as spoken with the fluency characteristic of a native speaker, and the bilingualism as the constant oral use of two languages.²¹

Rather than to differentiate between those who speak two languages and those who speak more than two, we will refer to the phenomenon of using more than one language as bilingualism.²²

²⁰ Ornstein and Levine. *An Introduction to the Foundations of Education*. (Boston: Houghton Mifflin Company, 1985), 426

²¹ F. Josiane Hamers and Blanc, Michel H. *A. Bilinguality and Bilingualism*. (Great Britain: The Cambridge University Press.1989), 6.

²² Food and Salus. *Language and* page 312.

The Advantage of Bilingualism

English becomes the important language that is used to communicate, that it happens because English is the international language that is spoken by the people around the world. In Indonesia, English is one of the lessons that included in the curriculum. There are a lot of methods that are used to teach English, and now schools are trying to use bilingual class in applying it. There are advantages of using bilingual as the way to teach English. The children who are bilingual are constantly sorting out extra perceptual information – for every object and action they have two words, one in each language, they could use.²³ This ability enhances the ability of bilinguals to selectively pay attention to appropriate information and inhibit focusing on other information. The knowledge of two languages is greater than the sum of its parts.²⁴ Basically the idea they are striving towards is that the benefits from being bilingual go much further than simply knowing one language. One of the benefits of language acquisition is the increase of metalinguistic awareness, that is, a greater sensitivity to language in general and greater awareness of meaning and structure in language.

The Role of Bilinguals

A bilingual has an important role to help the students to master English. It can be said that because there were cases that showed bilingual have important role. The children who come from non-English cultural background may well be bewildered by the western classroom.²⁵ It means that the children who come from non-English cultural background will have difficulties if they follow the western class, which happens because they don't understand with

²³ Ellen Bialystok, *Cognitive Advantages to Bilingualism, Enhancing Effects on Children*, ([http://en, wikipedia. Org/Wiki/ English Learning and Teaching](http://en.wikipedia.org/wiki/English_Learning_and_Teaching), 1985).

²⁴ *Ibid*.

²⁵ Food and Salus. *Language and* page 315.

the language that is used to communicate. After they follow that class for a few times and the teacher tries to help them by bilingual to explain it, they will understand eventually with the topic that they are talking about. So, we can said that the role of bilingual in this case is helping the children who come from non-English cultural background to understand about the topic they are discussing in English classroom. That is the same with the bilingual used in the teaching learning process, it is hoped that if the students follow the bilingual class, it will make their English is better or they even can master it well.

Some Phenomenon in Bilingualism

In the bilingual situation there is phenomenon that happens. The phenomenon is code switching, code mixing and style.

Code Switching

Code switching which is the inevitable consequence of bilingualism or multilingualism.²⁰ The particular dialect or language one chooses to use on any occasion is a code, a system used for communication between two or more parties.²¹ It means that code is the language that we use to communicate with the other people. Code switching is the condition of switching from one code to another code. Anyone who speaks more than one language chooses between them according to circumstances.²² In other word we can say that code switching is the language that used to communicate is two and when s/he communicates s/he uses both of the languages by switching it or move to the second language after s/he uses the first language. For the example, in the teaching learning process the teacher explains to

the student about the English lesson but some of the students do not understand with the explanation, and to make them understand the teacher moves, or switches his or her explanation into Indonesian, but only when the students do not really understand the teacher's explanation in English.

There are two kinds of code-switching; situational and metaphorical code-switching. Situational code-switching occurs when the language used is changed according to the situation in which the conversants find themselves – they speak one language in one situation and another in a different one. No topic change is involved. When a change of topic requires a change in the language used we have metaphorical code-switching.²³

Code Mixing

Conversational code-mixing involves the deliberate mixing of two languages without an associate topic change.²⁴ It means that we use two languages when we speak at the same time without changing the topic that we converse. For the example, conversational code-mixing among Indonesian-English bilinguals:

Ibunya Andi, was pass away this morning.
Pagi ini! Cause what?

The example above shows the conversation that uses code-mixing. The code or language that used is two languages – Indonesia and English, but the topic that they converse does not change even they use two languages to communicate.

The purpose of code-mixing seems to be to symbolize a somewhat ambiguous situation for which neither language on its own would be quite right.²⁵ And to get the right effect the speakers balance the two languages against each other as

²⁰ R. A. Hudson, *Sociolinguistics*. (United Kingdom: The Cambridge University Press.1996), 51

²¹ Ronald Wardhaugh, *An Introduction to Sociolinguistics*. (Great Britain: Katerpriat Co; Ltd.,1988), 99.

²² Hudson, *Sociolinguistics*...

²³ Wardhaugh, *An Introduction to...*page, 102-103.

²⁴ *Ibid*, 104.

²⁵ Hudson, *Sociolinguistics*....page, 53.

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a kind of linguistic cocktail-a few words of one language, then a few words of the other, then back to the first for a few more words and so on.

Style

All of the social factors we have considered so far are related to variation according to the user of language. Another source of variation in an individual's speech is occasioned by the situation of use. There is a gradation of style of speech, from the very formal to the very informal one.²⁰ Based on the statement above it can be said that style is the varieties of language that used based on the situation and with whom we are talking to. For the example, if we are going for a job interview we will use the formal language because we are in the formal situation. On the other hand, it is different if we meet the old friend in the restaurant, the situation is informal and the varieties of languages that are used are informal languages; such as Javanese, Madurese, etc. In the teaching learning process the style probably will appear especially in the bilingual class. In the bilingual class does not only use one language but also another language. Furthermore, the style can be appearing if there are some situations that can make it happen. There are two kinds of style; they are formal and informal.²¹ The formal style divided into three; they are frozen, formal and consultative. And the informal style divided into two; they are casual and intimate.

RESEARCH METHOD

This study conducted qualitatively. In naturalistic observation, the qualitative researcher simply observes and records events as the naturally occur.²² No attempt is made to alter the situation in

any way, and because those are being observed are not aware of the observation, their behavior are not change by of the researcher's presence.

The subjects of this research were the students who were in the bilingual class and also the teachers who taught in the bilingual class, especially the science teachers. The sampling technique that was applied in this research was purposive sampling. Purposive sampling is a sampling method in which elements are chosen based on purpose of the study.²³ In this research, purposive method was applied to choose the place to do the research, and the researcher chose SMPN 3 Jember as the subject because that school is the first school in Jember that uses international standard curriculum and bilingual method in teaching learning process. And for the sample, the researcher also used purposive sampling method, and the researcher chose three classes, they were VIIB, VIIC, and VIIE class. The researcher chose that classes because they were the bilingual classes. And the samples of the teacher that the researcher chose were three teachers because they were the science teachers.

The research instrument in this research was the researcher herself. In this research, the researcher used three methods to collect the data, such as interview, observation and questionnaire. In this study, the data analysis was done by using Miles and Huberman.²⁴

RESEARCH RESULT

Code Switching

The researcher found that the code switching was appearing in the bilingual class. The class used two languages in the teaching learning process. The code switching was done by the teacher and

²⁰ George Yule, *The Study of Language*. (Great Britain: The Cambridge University Press. 1996), 244.

²¹ Hamers and Blanc. *Bilinguality ...*

²² Donald Ary, *Introduction to Research in Education* (Belmont: Wadsworth 2002), 440.

²³ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), 44.

²⁴ Miles and Huberman. *Analisis Data Kualitatif*. (Jakarta: Universitas Indonesia. 1992), 16-20.

the students. In addition, before the researcher joined in the class to do the observation, the researcher interviewed the teacher to know whether the teacher and students switched the language in the teaching learning process. Those data were verified by the result of the interview which was done earlier to the teachers. The verification mentioned that they admitted that the teacher and the students switched the language during the teaching and learning process.

Code Mixing

Code mixing was also appearing in this research, since it is automatically appear if the teacher and students switch the language. The teacher and students mixed the language between English and Indonesia, such as shown in the data display.

No	Content
1.	How many types "berapa macam"
2.	Tricongruent side "tiga sisi yang sama"
3.	What is the sum of the triangle? "pertanyaan saya tadi berapa jumlah sudutnya?"
4.	Half times B times H "setengah kali BH"
5.	Where you can get this? "darimana kamu dapat 50 cm?"
6.	Angle "apa" anjel?
7.	This is the formula "ini rumusnya, tidak boleh ditawar sudah"
8.	Angle DBE....."tidak boleh kita menggunakan ini" this is supplementary.
9.	How you can get this? "dapat dari mana?"
10.	What is the meaning? "adakah hubungan antara...., ada tu
11.	hubungannya?" Bukan kyu. er "but Q R " You said I love Indonesia
12.	How is the parameter? "berapa perimeternya"
13.	You have question for me? "ada pertanyaan buat saya?"
14.	Wait a minute "tunggu Pak Imam"
15.	Time is over "waktunya habis" back in your sit! "Kembali!"
16.	This can...."apa ya!" this can happen because.....
17.	"Ya! Apa akibatnya?" for water pollution?
18.	For the example like "apa"
19.	Do you understand! "karena terkontaminasi"
20.	The minus of ozone layer, "penipisan lapisan ozon"
21.	Green house effect, " efek rumah kaca bukan rumah hijau"
22.	The effect of carbon dioxide "cahaya masuk lalu dipantulkan lagi"
23.	Why Freon can make ozone hole? "kenapa"
24.	Any other answer? "ada jawaban lain, atau pertanyaan yang lain atau melengkap jawaban yang tadi"
25.	Have you get all? "sudah dapat semua?"
26.	"jangan nyontek ya!" do by yourself!
27.	OK! "Sambil nunggu, coba lihat nomer 3 dulu!" Which one of the angle?
28.	Now! Post test, I give you 10 minutes. "belajar dulu 10 menit"

Style

The researcher also found the style in teaching learning process in the bilingual class. For the example of style is; the teacher used the style when the teacher was angry to the students if they did not bring their book as shown in the data display in table 2 numbers 5.

Table 2: Data Display of Style

No	Content
1.	Number two Anisa, nomor dua, OK! Gak jadi , siapa? Hardian...Hardian terus yang lainnya!
2.	Bu! Miss! Bu! Miss!
3.	Kenapa itu bisa terjadi? Orang tidak sadar akan perbuatannya, membuang sampah sembarangan .
4.	Nggak kebalik bu? Oh ya sorry!
5.	Masak nggak ada yang bawa? Cari tau! Bedakan antara cahaya, sinar.
6.	Kalau nggak punya bukunya ya sudah! Sudah dikasih tahu kan kemarin!
7.	Ayo! Dapat bonus yang ngerjakan nomer dua, saya kasih bonus dua puluh!
8.	Siap-siap! Nomer empat! Yang lain juga ngerjakan! Langsung dijawab pake kertas satu lembar! Seperti biasa jangan nyontek!
9.	Yang masih ngobrol , saya suruh keluar!
10.	Nggak usah tip eks, tip eksan , dicoret saja kalau salah! Kalau masih noleh , saya coret!

In this research, the researcher found the phenomenon of code switching, code mixing, and style in the observation of the bilingual class. The code switching, code mixing and style were appeared in teaching learning process between teacher and students.

The phenomenon of code switching, code mixing and style mostly done by the teacher. The students also did the code switching; code mixing and style, but they were not doing it as often as the teacher.

DISCUSSIONS
The Phenomenon of Bilingualism
Code Switching

As presented in the research result, the researcher found the code switching in the teaching learning process in the bilingual class. Code switching is the evitable consequence of bilingualism or multilingualism.²⁰ Based on the statement above, the data that the researcher found in the field was appropriate with that statement. The code switching appeared in teaching learning process in the bilin-

²⁰ Hudson, *Sociolinguistics...*page 51.

gual class because in the class, the teacher and students were used more than one language to communicate and they were combined the two languages as bilingualism.

The data display shows the code switching, such as *how many types?* "**berapa macam?**", tricongruent side "**tiga sisi yang sama**". From that example it clearly shows that the code switching appeared in teaching learning process in the bilingual class. The code switching was appearing in teaching learning process because of the consequence of bilingualism, which it was because the teacher wanted to give clearer explanation to students about the topic that discussed in the class. The word such as tricongruent side is the unfamiliar word in English, since it is the mathematic word which is more difficult to be remembered quickly. In order to make the students understand about the meaning of the word, teachers switched the language into Indonesian. In the English for science there were many words with specific terms. The teacher will switch the language into Indonesian if there are some words in the English science that the students do not know or recognized.

Code Mixing

The code mixing is also found by the researcher in the observation in the teaching learning process. The conversational code-mixing involved the deliberate mixing of two languages without an associate topic change.²⁰ Based on that statement, the researcher found that the code mixing that appeared in teaching learning process in the bilingual class used two languages, that is between English and Indonesia.

In the data display of code switching and code mixing, the data no. 21 there is the code switching and code mixing sentence of **Green house effect**, "**efek rumah kaca**" and it is not "**efek rumah hijau**". As it is seen in that sentence,

the teacher used code mixing to give the right meaning in Indonesian about the words **green house effect**. The teacher wanted to give information about the right and appropriate meaning of it. The teacher said that because she heard her students often said "**rumah hijau**" and in order the students did not make mistake in getting the meaning of the words anymore. It is called code mixing. That is the same with the Hudson's statement that the purpose of code mixing seems to be to symbolize a somewhat ambiguous situation for which neither language on its own would be quite right. It means that the purpose of code mixing is to be used if there is some ambiguous situation such as the sentence of **green house effect** that often said by the students as "**rumah hijau**" in Indonesian.

Almost same with the example no.2 in the data display, the teacher also switched and used code mixing because she wanted to give the clearer explanation about the word of "tricongruent side". The word in English for science is a little bit different with the word in general English. For the purpose to make the students remembered the words, the teacher switched and mixed into Indonesian to make the students understand better. Besides that, the teacher also clarified her explanation by repeating the same meaning of word in two different languages.

Style

The researcher also found the style in teaching learning process in the bilingual class. The teacher always greeted the students by using English before the teaching learning process started, and the style of it is called frozen. The researcher also found that the teacher was angry to the students, and to express it, the teacher used Indonesia (see table 2 no. 5). The teacher was angry to the students because they did not bring their books even the teacher had reminded them the day before. Furthermore, the researcher also saw that the teacher also used Javanese

²⁰ Wardhaugh, *An Introduction to ...* page

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when she was angry to the students. The criteria of style that the teacher did was intimate style because she used Javanese and Indonesian to make the students knew that she was seriously angry to them. There is a gradation of speech style, from the very formal to the very informal.²⁰ The style of the teacher used in the situation of teaching learning process is informal style because she used English and Indonesian when she explained the material but she used Indonesian and Javanese when she was angry to the students. In addition, the teacher's style was intimate informal style because by using those languages would make the students realized that she was really angry to them.

Moreover, in the table 2 no. 8, 9, and 10, the teachers also used Indonesia to give a warning to the students. In no. 8; the teacher gave the warning to the students who were talking, and she would order them to go out if they were still talking. For no. 9; the teacher gave the warning to the students not to borrow stationaries (pen, pencil, eraser, etc) to their friends, because it made the class unmanageable in the situation of post-test. In no. 10; the teacher gave a seriously warning to one of the students not to see his friends' work or she would take his paper if he still did that.

The Aspect that Support Bilingual

There are important skills that support bilingual in teaching learning process; they are language productive skills that include of speaking and writing, and language receptive skills that include listening and reading.

Language Productive Skills Speaking

Speaking skill is the important language productive skill that is always used by the teacher and the students in teaching learning process. In the observation, the researcher found that the teacher used English to give explanation to the stu-

dents, and the students also used English when they spoke or gave the answer to the teacher's question. Nevertheless, when the students had to present their assignments in front of the class which they should explain it in English, the researcher found that sometimes in the middle of their explanations they forgot some words in English. Even sometimes, the other friends did not understand all of their explanations which they uttered in English. If that happened, they usually switched and mixed into Indonesian.

After the researchers observed the activity in the class, the researchers also gave questionnaire. The questionnaire was about the students' problems to speak English, and the researcher found that almost all of the students had difficulties to give the explanation in English because they sometimes forgot some words in English and they also rarely used English when they spoke with their friends and the teachers. The students only used English during the teaching learning process in the class. On the contrary, when they were out of the teaching learning process, they used Indonesian or Javanese to communicate with others. Nevertheless, spoken or oral language should be as natural and spontaneous as possible.²¹ Based on that statement the students have to practice their English to make their English better and easier to be understood by their friends.

Writing

In the teaching learning process, writing is the skill that is productively used by the teachers and students. In the field, the researcher found that the teacher and students always used it. Furthermore, the researcher also found that unlike in speaking, the students did not have any difficulties in writing their duties in English.

²⁰ Yule. *The Study of...* Page 244

²¹ Welty and Welty. *The Teacher Aid*. (New York: McGraw-Hill, Inc. 1976), 48.

Language Receptive Skills Listening

In the teaching learning process, the researchers found that the teacher gave a test by using dictation. She read the question and the students had to answer it in a piece of paper. From that situation, the students had to listen the teacher's questions carefully in order to answer it well. A good conversationalist is also a good listener.²⁰ It means that in order to be a good speaker we have to be a good listener too, and on the other way around. By giving dictation in post-test the teacher wanted to train the students' listening ability. Furthermore, if the students' listening ability is increasing, their speaking will be better too.

Reading

Reading is an active attempt, on the part of a reader, to understand a writer's message.²¹ In the field the researcher found that the students were often asked by the teacher to read the questions of the exercises and then they had to answer them. The conclusion that the researcher got from those activity is the students did not have any difficulties in reading the questions and answering them. Nevertheless, the students would ask the teacher if there were some difficult words that they did not understand.

CONCLUSION

After the researcher had observed SMPN 3 Jember, the researcher can conclude that the implementation of bilingual in teaching learning process can be done at SMPN 3 Jember especially for science class. Concerning about the phenomenon of code switching, code mixing and style; the researcher found that they appeared and the reason were because code mixing and code switching is the consequences of the bilingualism and they would appear ev-

erytime the person spoke two languages. The bilingual class at SMPN 3 Jember also used two languages in teaching learning process. Furthermore, the style appeared because there were situations which made it to happen; for example the teacher was angry to the students because they did not bring their books, there were unmanageable students, and there were some students who were cheating. Such situations made the teacher angry and the style appeared; since the teacher used Indonesian and Javanese to express her anger. So, the style can be appeared in teaching learning process if there is some situation that can make it happen.

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