

The Implementation of Bilingual Education in Senior High School in Indonesia

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Abstract

In Senior High School, bilingual learning is very good to be implemented. The implementation of bilingual education programs in Indonesia's senior high school has seen substantial advances. Since the ISS program was terminated, the phenomena of private schools offering multilingual programs has become much more widespread. The knowledge needed to administer multilingual programs in these schools is lacking, though. The study's goal is to determine how bilingual education is being implemented in senior high schools, particularly in Indonesia. The data was collected by references research by collecting the data from some relevant journal related to bilingual in education in senior high school in Indonesia. A qualitative descriptive approach or a literature review was the method adopted in this research. Where the theories and opinions contained in this study are the results of studies from scientific articles and scientific journals that are relevant to this research. The result shows that, there are three types of bilingual using in senior high school namely ; (1) Full-English, (2) English Dominant and (3) Full- Indonesian.

Keywords : *Bilingual, Implementation, Senior High School*

INTRODUCTION

The scientific study of bilingualism and multilingualism is an enigmatically fascinating topic. Since there is still so much about bilingualism and multilingualism that is unknown and still

has to be learned, bilingualism is truly remarkable (in the etymological sense of the word). The knowledge we do have about bilingualism may not be that extensive.

The development of the times or often called globalization for now is

unavoidable, various sectors ranging from industry to education have also made changes in such a way as to balance the changing times globally so as not to be left behind by other countries and nations. In the world of education, especially in Indonesia, there have been many changes to adjust the curriculum to suit the changing times. Until now, the Indonesian education curriculum has been changed 10 times, and the last one implemented to date is the 2013 curriculum (K13).

Bilingual education research continues to be influenced by traditional research questions (such as the cognitive benefits and drawbacks of bilingualism for children, bilingual assessment, bilingual classroom interaction, and language in education policy), but one significant area of focus at the moment is how newly established minority communities react to the lack of respect given to them and their languages. In many contexts, mainstream education ignores the social realities of cultural and linguistic diversity (e.g., Hornberger and King 1996).

Education curriculum modifications are not a bad thing; rather, they are a sign of a desire to grow in the field of education. This is due to Indonesia's continuing low level of educational quality. As a result, the government has worked hard to raise

education standards in Indonesia in conjunction with each educational institution.

Schools that use bilingual programs in their instruction are one example of the efforts undertaken to raise the standard of education. Because English is seen as an international language that must be learnt as early as possible to build a habit, bilingual programs, especially English programs, are crucial to be implemented by many educational units. Finding schools with bilingual programs, using the usage of two languages to teach a curriculum area has been more popular in Indonesia in recent years. According to evidence from four additional experts, Cummins (2000) in Santoso (2006) argues that there is a trend for bilingual program pupils to outperform those in monolingual program.

A type of imparting instruction used in bilingual classes is called a bilingual program. It is the method of performing teaching and learning via the use of languages. According to Salkind (2008), bilingual education program is one that uses two languages as its main medium of instruction. It indicates that a bilingual education program uses two languages as the primary medium for the teaching and learning processes.

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RESEARCH METHOD

The method used in this study is qualitative descriptive approach or a literature review. Where the theories and opinions contained in this study are the results of studies from scientific articles and scientific journals that are relevant to this research. The sources used in this journal research come from other research results, such as theses, article Journal, internet sources, and other relevant sources. The researchers do the assessment, collecting data, finding the result and make a conclusion.

DISCUSSION

Definition of Bilingual

Bilingualism, according to Walner (2016), is the capacity to converse fluently in a language other than your mother tongue. The phenomenon of bilingualism

is intricate and multifaceted. The process of bilingualism involves a number of variables that greatly heterogeneously affect the bilingual experience and may change its outcomes (Bialystok, 2008). Although the definition of bilingualism does not include the same concepts, it can be measured along a continuum of skill level and frequency of language use. It is connected to social, psychological, and linguistic issues and requires a multifaceted approach to understanding.

Depending on how we approach this phenomena, there are many various ways that scholars and educators understand the term "bilingualism." Other researchers have also attempted to provide an answer to this question. Grosjean (1998) defines bilingualism as the regular use of two languages, while Haugen (1953) claims that bilingualism is a condition that an individual experiences when they begin to possess the capacity to make meaningful statements in two languages.

Those that communicate bilingually do so in two or more languages. Multilingualism and bilingualism are frequently found in clusters, each of which may be found in a particular area. Speaking one or more languages is referred to as bilingualism by Myers (2006:2). They converse in their

two languages in various situations, with various audiences, and with various goals. Most bilingual or multilingual people alter their speaking style by using language when conversing with monolinguals or bilinguals. This is due to the requirement that speakers be able to adapt to any kind of communication, whether monolingual (conversation must be performed in just one language) or bilingual (talk must be conducted in two languages).

Anywhere, for any number of reasons, people can learn another language. One of the well-known ones is that states closer to Mexico have higher rates of Spanish-English bilingualism than states farther from Mexico because of the cultural blending of two immigrants (Walner, 2016). The majority of us have this experience in America, but we may also learn two languages simultaneously by making an effort and using them in our daily lives, whether it be at home, at school, or even in our surroundings. Children and adolescents can also experience bilingualism. Due to these events, linguists attempt to clarify what exactly bilingual implies because it appears to be a rare and complex phenomenon.

Definition of Bilingual Education

Bilingual education has numerous descriptive definitions. Paulston (1978),

one of the texts listed, emphasizes that bilingual education involves teaching pupils to be fluent in two languages. For the same student population, bilingual education is the use of two languages, one of which is English, as the medium of instruction, in a well-organized program that covers part or all of the curriculum and includes the study of the history and culture associated with the mother tongue, according to Baker (1998). The children's self-esteem and genuine pride in both cultures are developed and maintained through this curriculum.

In several nations, bilingual education is defined differently. Bilingual education, for instance, was valued throughout Latin America as high-quality instruction given in two languages. The rich gladly enrolled their kids in schools that, in addition to the core curriculum, gave them the chance to learn at least two languages, which was seen by many as a must for both social and professional success. Bilingual students are frequently stigmatized as being not only pupils who are themselves substandard but also as children whose English is subpar (Brisk, 2006).

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According to Dharma in Astika (2009), a bilingual class is introduced

gradually, with up to 25% of the first year's instruction taking place in English and the remaining 75% in Indonesian. In the second year, English and Indonesian are evenly shared between the two languages. In the third year, English is used for instruction 75% of the time and Indonesian 25% of the time. The term "bilingual transitional education," according to Lee (2008: 85), refers to the fact that children in this tiered bilingual class increasingly learn more English while receiving less instruction in their mother tongue.

In Indonesia, bilingual education was implemented in 2004 and gained popularity for roughly 8 years before 1300 schools were designated as international standards schools in 2012. People all across the world are attempting to learn English since it has emerged as the language of choice in the present globalization era. Due to chances for job and further education, socioeconomic progress, or keeping up with science and technology advancements, there is a sharp rise in the number of people who need to study English. The Association of Southeast Asian Nations (ASEAN) formally adopted English as its working language in 2009, and English is widely used as an international language in Southeast Asia (Kirkpatrick, 2012b).

Indonesia as one of the ASEAN countries has taken English as its most important foreign language. Seen from the concentric circles model of the spread of English (Kachru, 1988), it belongs to the expanding circle of countries where English traditionally has the status of a foreign language. The teaching of English has been implemented over time from the level of primary (not compulsory) up to higher degree levels.

Based on the journal that is written by Roikestina Silaban in her journal titled "*The Implementation of Bilingual Education Program At SMK N.1 In Sidikalang Academic Year 2018/2019*":

- Full English

Full English refers to the use of only English in the classroom. Full-English usage was used in a variety of contexts, including the introduction, explanation, instruction, asking questions, and answering. Even though the language employed are not quite well-arranged, the teacher only used English to teach. When the teacher began the teaching and learning process, full-English was used. In this instance, the instructor made an effort to draw the pupils' attention to the lessons they had already studied.

- Dominant English

Dominant English refers to the use of English as the primary language of

instruction. Compared to Indonesian, English is used more frequently as a second language. Similar to full-English, dominant English is used in a variety of contexts, including introductions, explanations, and instructions. The teacher greeted the pupils before beginning the introduction. The students then gave him an affirmative response in English by stating good. When the conditions were right, the teacher instructed the students to start studying the material. The teacher initially did a quick exercise to get the students' attention and introduce them to the material they would be learning. The teacher spoke in two languages in this occasion, with English dominating over Indonesian. The use of the language of dominance, English, serves to provide further explanation, increase student comprehension, and draw their attention to the explanations.

- Full Indonesian

The term "whole Indonesian" refers to the teaching of the language as a complete. However, the teachers only used this sort of instruction on a few times. It is not because the teacher did not understand the speech in English that she said it in its entirety in Indonesian. When she posed a query to the class, the teacher made the statement. This served as a hint so that the pupils might respond to a previous

question from the teacher. Additionally, it was designed to aid the pupils in comprehending the contents covered. The goal of using this form of application in instruction is to give pupils a greater understanding of the subject matter. On the other hand, it may be said that this style is employed to persuade or emphasize students regarding the information provided. However, it was frequently used when delivering classes with vocabulary or terms that were not extremely challenging for students, especially for new materials.

CONCLUSION

The conclusions that can be drawn from the above discussion, In Senior High School, bilingual learning is very good to be implemented. The implementation of bilingual education programs in Indonesia's senior high school has seen substantial advances. After the ISS program was terminated, the phenomena of private schools offering multilingual programs became substantially more widespread. The knowledge needed to administer multilingual programs in these schools is lacking, though. At the Senior High School level, the Bilingual learning system of course has a very good impact on the future education of these students, where nowadays most people want to apply for jobs, language skills are the main point in the assessment. even when you want to continue to college, if you want to get a scholarship abroad, the language is the main point too.

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