

**ENGLISH TEACHING AND LEARNING IN BILINGUAL
NATURAL SCIENCE CLASS
(A Study at the Tenth Grade of MAN Demak in the Academic
Year of 2018/2019)**

THESIS

Submitted to Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



By:

TSANIYATUNNISWAH

1503046104

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2019**

A THESIS STATEMENT

I am the student with the following identity:

Name : Tsaniyatunniswah
Student Number : 1503046104
Department : English Language Education

State that the thesis entitled:

**ENGLISH TEACHING AND LEARNING IN BILINGUAL NATURAL SCIENCE
CLASS (A Study at the Tenth Grade of MAN Demak in the Academic Year of
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Semarang, 10th July 2019

The Writer,


Tsaniyatunniswah
NIM. 1503046104



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Website: www.walisongo.ac.id

RATIFICATION

Thesis with following identity:

Title : **ENGLISH TEACHING AND LEARNING IN BILINGUAL
NATURAL SCIENCE CLASS (A Study at the Tenth Grade of
MAN Demak in the Academic Year of 2018/2019)**

Name of Student : Tsaniyatunniswah

Student Number : 1503046104

Departement : English Language Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of the requirements of gaining the Bachelor Degree in English Language Education.

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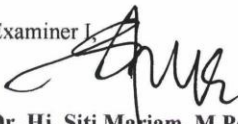
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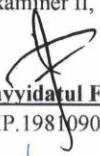
NIP. 19781103 200701 2 016

Examiner I,


Dr. Hj. Siti Mariam, M.Pd

NIP. 19650727 199203 2 002

Examiner II,


Savvidatul Fadlilah, M.Pd

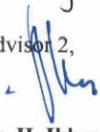
NIP. 19810908 200710 2 001

Advisor 1,


Dr. Siti Tarwiyah, M.Hum.

NIP. 19721108 199903 2 001

Advisor 2,


Dr. H. Ikhrom, M.Ag.

NIP. 19650329 199403 1 002

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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Name of Student : **Tsaniyatunniswah**

Student Number : **1503046104**

Department : **English Language Education**

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah session.

Wassalamu'alaikum Wr. Wb.

The Advisor I



Dr. Siti Tarwiyah, M.Hum.
NIP. 19721108199903 2001

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To:

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Wassalamu'alaikum Wr. Wb.

The Advisor II



Dr. H. Ikhrom, M.Pd.
NIP. 19650329 199403 1 002

ABSTRACT

Title : **English Teaching and Learning in Bilingual Natural Science Class (A Study at the Tenth Grade of MAN Demak in the Academic Year of 2018/2019)**
Writer : Tsaniyatunniswah
Student Number : 1503046104

MAN Demak is one of schools which has an excellent class namely bilingual natural science class. The objectives of this research are to explain learning objective, learning materials, methods, learning media and learning resources, learning assessment, and the appropriateness of learning process and learning assessment in bilingual natural science class based on process standard and assessment standard on 2013 curriculum. This research was qualitative method within descriptive study. The data were collected by observation, interview, and documentation. The data was analyzed using data reduction, data display, and conclusion drawing/verification. The findings of this research showed that (1) the objective of English teaching and learning in Bilingual Natural Science Class was to improve the student's skill in the use of foreign language academically and can be used practically in society with keeping hold on his faith, taqwa, and akhlaq, (2) the materials were covered in two kinds of textbook namely teacher's handbook "English 4 success" and English handbook from government based on 2013 curriculum, (3) several teaching methods were Grammar Translation Method (GTM), Direct Method (DM), Audio lingual method, cooperative learning method, problem solving method, and Communicative Language Learning Method (CLL). (4) the learning media were Whiteboard, board marker, laptop, LCD, picture, some text, and, audio, while learning sources were teacher's handbook, internet, native teacher and library, (5) the assessment of English teaching and learning were summative and formative assessment and it used test and non-test assessment, then (6) the English teaching learning process and the assessment in bilingual natural science class were based on process standard and assessment standard on 2013 curriculum although the implementation have not maximal enough. The result of this research can hopefully be used for reflection for English teacher and school to improve the quality of English teaching and learning process in the class.

Keywords: English Teaching and Learning, Bilingual Education

MOTTO

“You never fail until you stop trying.” – Albert Einstein”

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ

Artinya, "*Barang siapa yang bersungguh sungguh, sesungguhnya kesungguhan tersebut untuk kebaikan dirinya sendiri*"

1

My Family is My Supporter

¹ Qs. Al-Ankabut:6

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved father and mother who always support me emotionally and materially with pray, guide, love, and patience.
2. My beloved older sister and my younger sisters who always support me to reach my dream
3. Mrs. Ema, Mr. Jamasri, all teacher and all of the Students of MAN Demak especially the tenth grade of bilingual natural science class.
4. All of my dearest friends in English Language teaching

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the thesis. I couldn't stay patient and in control in writing this final project from the first page to the last page.

I realize that I cannot complete this thesis without the help of others. Many people have helped me during the writing this thesis and it would be impossible to mention all of them. I wish, however, to give my sincere gratitude and appreciation especially to:

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2. Dr. H. Ikhrom, M.Ag., as the Head of English Language Education Department.
3. Dr. Siti Tarwiyah, M.Hum., as my first advisor and Dr. H. Ikhrom, M.Pd., as my second advisor who guide and help me during the consultation.
4. All lecturers in English Language Education Department who have given me a lot of knowledge and insight in all these years of my study especially for Mr. Agus Prayogo who guide and help me during the consultation.
5. The big family of MAN Demak who has given permission for doing the research.
6. My beloved parent (Moh. Masruhin and Siti Solekhah), my older sister and her husband (mbak Dayah and mas Dani), and my

younger sisters (Nunung, Fadil, and Hanin) who always support and pray for me.

7. My beloved sister Endang Puji Lestari who always support and give motivation to finish this project.
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Last but not least, those who cannot be mentioned one by one who have supported me to finish this thesis. The writer realizes that this thesis is far from perfection. The writer needs some suggestions from the readers to make it perfect. Hopefully this thesis will be useful for the readers and other researchers who conduct the same research. Aamiin.

Semarang, 10 July 2019

Researcher,

Tsaniyatunniswah
NIM. 1503046104

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CHAPTER I

INTRODUCTION

This chapter contains about the caused why researcher decided to research English teaching and learning in bilingual natural science class, questions of the research, objectives of the research, and significances of the research.

A. Background of the Study

This study aims to investigate the English teaching-learning process in Bilingual Natural Science Class of MAN Demak. English is taught as a foreign language from elementary school up to university levels in Indonesia. The goal is to equip the school graduates with an international language so that they can compete with other school graduates from other countries. All Indonesian schools and teachers work hard to improve their learners' competency achieve the government's education goal. One of methods to reach students' language competence is the establishing bilingual class.

Bilingual class is a type of educational program in which students receive classroom's instruction in two languages. The term Bilingualism itself may refer to the use of a second or foreign language in school, or it may refer to an education scheme in which the students receive educational instructions in at least two languages with one of these being

students to use various strategies to foster their understanding. Bilingualism does not mean that the role of the first language is neglected and ignored. Further, there are four benefits of English teaching and learning in bilingual class; namely academic skill, access to more knowledge, self-esteem, and create balanced cultural identity.¹

Bilingual programs in Indonesian's schools are a particular program which is commonly designed for the selected students, and it is supported by expert teacher². There are several different forms of bilingual education program models, and the implementation of these programs in education systems varies. In North America, the bilingual education program has been established in education systems, including post-secondary institutions. Content and Language Integrated Learning (CLIL) programs, similar to a bilingual education model, have been popular and dominant modes of instruction in European countries. Accordingly, in Asia, bilingual education is known as English Medium of Instruction (EMI) and occurs at several developmental levels within the education system.

¹ Andi Asrifan, Analysis of English Students' Learning Style in Bilingual Class, *International Journal of Literature and Arts*, Vol. 3, No. 4, 2015, P. 36

² Miao Li, The Effectiveness of A Bilingual Education Program at A Chinese University: A Case Study of Social Science Majors, *International Journal of Bilingual Education and Bilingualism*, 2016, P. 13

The use of bilingualism has an essential role in teaching and learning L2, said Muhammad Aslam Sipra. Moreover, the use of bilingualism does not decrease the motivation level of students' learning English. The use of bilingualism in EFL class does not reduce students' exposure and capacity to communicate well in L2; rather it substantiates English language learning, and it is an immense source of motivation for the EFL learners. It has no adverse effect on learning as long as it is used with considerable restraint.³ In shorts, the establishment of English-Indonesian bilinguals in Indonesia is an urgent issue which contributes to dragging Indonesia to be one of the prominent countries.⁴

MAN Demak is one of the formal secondary schools run by the government of Indonesia which implemented the Bilingual Education Program. According to Andika's opinion, as "State" Islamic Senior high school like MAN Demak, it should become a pioneer and example of successful English Teaching and Learning for other senior high schools (private high schools).⁵ The Bilingual Natural Science Class program of MAN Demak has been begun from the year 2012. The two

³ Muhammad Aslam Sipra, Contribution of Bilingualism in Language Teaching, *Journal Canadian Center of Science And Education*, Vol. 6, No. 1, 2013, P.63

⁴ Margana, Establishing English-Indonesian Bilinguals in Indonesia: From Theory to Practice, *Ra Journal of Applied Research*, Vol.1 Issue 10, 2015, P.366

⁵ Andika Cahya Ari Wibowo, Student-Teacher Interaction, *Journal Vision*, vol.3 number 2, 2014, P. 26

languages which are established by MAN Demak are Indonesian and English. In addition to the application of K-13, in Bilingual class contains English Language learning that is applied daily so that students can communicate fluently in English.

About the above issues, the writer thinks that MAN Demak has taken an appropriate action to create Bilingual class because it will generate qualified and competitive Indonesian students who are superior in terms of handling the global communication practices. Based on the explanation above, this research focuses on analyzing English teaching and learning process in bilingual natural science class in MAN Demak in terms of learning objective of the English teaching and learning in bilingual natural science class, learning material, teaching methodology, learning media, and learning resources, assessment, and the appropriateness learning proses and assessment based on process standard and assessment standard on 2013 curriculum.

B. Questions of the Research

The problem of this research is focused on:

How is the English teaching and learning in Bilingual Natural Science Class of MAN Demak?

- a. What are the learning objectives of English teaching and learning in Bilingual Natural Science Class of MAN Demak?

- b. What are the learning materials of English teaching and learning in Bilingual Natural Science Class of MAN Demak?
- c. What are the teaching methods of English teaching and learning in Bilingual Natural Science Class of MAN Demak?
- d. What are learning media and learning resources of English teaching and learning in Bilingual Natural Science Class of MAN Demak?
- e. How is the assessment of English teaching and learning in Bilingual Natural Science Class of MAN Demak?
- f. How is the appropriateness of teaching learning process and the assessment based on process standard and assessment standard on 2013 curriculum?

C. Objectives of the Research

- 1. To explain the learning objectives of English teaching and learning in Bilingual Natural Science Class at the tenth grade of MAN Demak in the Academic Year of 2018/2019.
- 2. To explain the materials that delivered in English Teaching in Bilingual Natural Science Class at the tenth grade of MAN Demak in the Academic Year of 2018/2019.
- 3. To explain the methods applied in the English teaching-learning process in Bilingual Natural Science Class at the tenth grade of MAN Demak in the Academic Year of 2018/2019.

4. To explain learning media and learning resources to teach English in Bilingual Natural Science Class at the tenth grade of MAN Demak in the Academic Year of 2018/2019
5. To explain the learning assessment applied in the English teaching-learning process in Bilingual Natural Science Class at the tenth grade of MAN Demak in the Academic Year of 2018/2019.
6. To explain the appropriateness of the teaching-learning process and the assessment based on process standard and assessment standard on the 2013 curriculum.

D. Significances of the Research

The result of this research, hopefully, will give a contribution to English teaching and learning and will be beneficial in many sides, such as for; students, teacher, and the next researcher. Here are the benefits for each of them:

1. For the teacher

The result of this research can hopefully be used for reflection for the English teacher to improve the quality of English teaching and learning process in the class.

2. For the school

The result of this research can be used to improve the quality of English teaching and learning process in MAN Demak, especially in bilingual natural science class.

3. For the student

The result of this research will help the student increase their knowledge about English teaching and learning process in the class.

4. For the English Department in Education and Teacher Training Faculty

The researcher hopes this research can be inspiration and reference for future research for the English department and give a contribution to other researchers from this topic.

5. For the researcher

The result of this research will help the researcher to attain some experiences and knowledge about English teaching and learning process in Bilingual class and to get knowledge about research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of English teaching and learning, components of teaching and learning (learning objective, teaching method, learning material, learning media, learning resources, and learning assessment), process standard and assessment standard based on 2013 curriculum, general concept of bilingual class, and the last is review of previous research that was used for comparison in observing this research.

A. Literature Review

1. General Concept of English Teaching and Learning

a. English Teaching and Learning

English plays a crucial role in our educational system and social life. English is a big key in the modern world. Its importance as an international language can be denied by none. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.¹

English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools

¹ Patel and Praveen M. Jain , *English Language Teaching*, (Jaipur: Sunrise Publishers & Distributors), 2008, P. 6

and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject (*muatan lokal*).

The term “English teaching-learning” rests on two words, “teaching,” and “learning”. These words are interconnected to each other and they involve human beings. Teaching is a set of events, outside the learners who are designed to support the internal process of learning.² Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts, and processes. It includes design, content selection, delivery, assessment, and reflection. Teaching consists of getting students involved in the active construction of knowledge.

While learning has been defined as a process of attaining knowledge so that there will be a change of habit to the learners or students. Learning is a students’ activity in understanding learning material of English skills so that they can express their ideas based on their context and situation. Viewing of this definition, students and learning materials have their roles. The student’s roles can be a resource person, a guide, an evaluator, a friend, an instructor, an organizer and so on, while learning material functions as material to be studied in the process of learning, so it makes

² Sequeira, *Introduction to Concepts of Teaching and Learning*, (India: National Institute of Technology Karnataka), P.3

students use the English skills as their function for communication.³

Language teaching has undergone a fantastic change in the last decades: from teacher-centered classrooms to individualized learning, from grammar-translation method to communicative approach and from the chalkboard to the Internet, we have come a long way. English language teaching (ELT), as a second or foreign language, is usually portrayed in the professional literature as being primarily concerned with the mental acquisition of a language.

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. The aim of teaching a foreign language is fourfold. Firstly, teaching foreign languages has a unique practical value. Learners are supposed to have a useful command of the language in familiar situations; to be effective communicators in social, cultural, educational spheres, and everyday situations. Secondly, the aim has an educational character. Learners are supposed to get acquainted with a new culture and be involved in the cross-cultural study. Thirdly, the aim is valuable from the cultural point of view. Learners are supposed to adopt an appropriate

³ Idris HM Noor, Improving Learning and Teaching English in Implementing the 2013 English Curriculum at Junior Secondary School, *International Journal of English Language Teaching*, Vol.5, No.3, pp.70-89, 2018, P. 73

system of communication in modern society, to show their positive attitude to the target language and traditions of the target culture, to be brought up as tolerant, hard-working, active, outgoing and helpful people. Fourthly, the aim has a developmental dimension. Learners are supposed to be able to provide problem-solving activities and to develop their speech abilities.⁴

b. Components of Teaching and Learning

English is regarded as a foreign language in the countries where English is largely treated as an academic subject in the school's system and is not widely used outside the classroom. In contrast, English is regarded as a second language in countries where English is widely used and is perceived as essential to success. In regards to the ideas above, it can be concluded that English is still regarded as a foreign language in Indonesia.⁵

As a foreign language, English has been taught the main subject in Indonesian's school. English curriculum development has been changed according to government regulation. Curriculum plays an essential role in successful teaching and learning. The curriculum is defined as a set of planning which aims to manage the objective, content, and

⁴ Alla Anisimova and Liubo Koshova, Modern Aspects of English Language Teaching: Theory & Practice, European Journal, 978 – 966 – 8736 – 05 – 6, 2010, P. 7-8

⁵ Lalu thohir, Motivationing a Foreign Language Teaching and Learning, *Jurnal Vision*, Volume 6 Number 1, 2017, p. 36

instructional material and the technique of the teaching and learning's implementation to achieve specific objectives.⁶ The relevance of those learning components is the appropriateness and suitability of the relationship between the parts in the mental and physical process done by teachers and learners to achieve the objectives stated. The relevance of the learning component also suggests the importance of each component.

According to Wina Sanjaya and Dian Andayani, they stated four components of the curriculum system, among them, are; learning objective, learning material, teaching methods and strategies, and teaching-learning evaluation.⁷

1) Learning Objectives

Learning objectives are related to the direction or expected results. Educational objectives are classified into four aspects, namely National Education Objectives, Institutional Objectives, Curricular Objectives, and Instructional Objectives or Learning Objectives. The National Education Objective is the most general objective. The objective of general education is usually

⁶ Idris HM Noor, Improving Learning and Teaching English in Implementing the 2013 English Curriculum at Junior Secondary School, *International Journal of English Language Teaching*, Vol.5, No.3, 2018, P.72

⁷ Wina Sanjaya and Dian Andayani, *Komponen-Komponen Pengembangan Kurikulum*, (Jakarta: Raja Grafindo Persada, 2012), P. 46-59

formulated based on the philosophy of the nation which formulated by the government in the form of legislation. Institutional Objectives are objectives that must be achieved by every educational institution. In other words, this objective can be defined as the qualifications that must be possessed by each student after they have finished the program in a particular educational institution. Curricular objectives are objectives that must be achieved by each field of study or subject matter. Then instructional objectives or now more popular with learning objectives, are the most specific objectives. It can be defined as abilities that must be possessed by the students after they study specific topics in a particular field of study in one meeting.

Before the teacher carries out the teaching and learning process, the teacher needs to formulate the learning objective that must be mastered by the students after they have finished the lesson. According to Bloom's Taxonomy of education's Objectives, learning objectives that must be formulated into three domains, they are cognitive, affective, and psychomotor domains.

2) Learning Material

The learning contents of the curriculum are related to the knowledge or subject matter, which is usually provided in the contents of each subject and activities of

the students. Both the material and the activity are directed towards achieving the specified objectives. The textbook is one of the learning material. A few essential characteristics of proper textbooks are:⁸ the words and structure are carefully graded, no difficult words and new words are given in good text book, the size of text book should be handy for the students, the binding should be proper and strong, the subject matter should be printed on good quality paper heading and subheading should be printed on title page in bold form, clear and unambiguous instruction should be given along-side the test, practice, and exercise.

3) Teaching Method and Strategy

Learning strategy is defined as a general pattern and sequence of teacher-student actions in realizing teaching and learning activities to achieve determined objectives. Strategy refers to a plan of operation achieving something, while the method is a way in achieving something. Strategies that can be used depending on the objectives and curriculum material.

4) Learning Evaluation

Evaluation is an inseparable part of curriculum development. Evaluation is a component to see the

⁸ M.F. Patel And Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publishers & Distributors, 2008), P. 69

effectiveness of achieving objectives. Evaluation as a tool to see the success of achieving objectives can be divided into two types, namely tests and non-tests at a test. Based on the number of participants, the test can be divided into individual tests and group tests. Then the test was arranged into two ways. Those are teacher-made tests and standardized test. From the implementation, tests can be divided into written tests, oral tests, and practice tests.

While non-test is an evaluation tool that is usually used to assess aspects of behavior, including attitudes, interests, and motivation, there are several types of non-test as evaluation tools, including interviews, observations, and rating scales.

In the second opinion, according to Syaiful Bahri, educational interaction process in teaching and learning consists of seven components which suitable with their functions until the learning objectives are achieved optimally. Those components are⁹

1) Learning Objective

Objectives have an essential meaning in interactive educational activities. Objectives provide clear and definite directions where the learning activities will be carried out by

⁹ Syaiful Bahri Djamarah, *Guru dan Anak Didik*, (Jakarta: PT RINEKA CIPTA, 2005), P. 17-20.

the teacher. The teacher can select which activities should be done and which activities should be abandoned. The achievement of learning objectives can be seen from students' mastery of the material which was given during interactive educational activities.

2) Learning Materials

Materials are substances that will be conveyed in the process of educational interaction. Therefore, before the teaching-learning process begins, the teacher should learn and prepare the learning material to be delivered to the students. Subject matter should be mastered by the teacher. There are several forms of materials of learning, they are (a) printed materials such as books, workbooks, worksheets, or readers, (b) nonprint materials such as cassette or audio materials, videos, or computer-based materials, and (c) materials that comprise both print and non print source such as self access materials and materials on the internet. In addition, materials not designed for instructional use, such as magazine, newspapers, and TV materials, may also play a role in the curriculum.¹⁰

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 1996), p. 65-66.

3) Teaching and Learning Activities

Teaching and learning activities are the core of activities in the teaching-learning process. Everything that has been programmed will be carried out in teaching and learning activities. All teaching components will proceed in it. The core components are a human, teacher, and students doing activities with their tasks and responsibilities to achieve the learning objectives. Interactions in the classroom are usually interactions between teachers and students and interactions between students and students when the lesson takes place. The optimal students' learning activities determine the quality of interactions that occur in the classroom.

4) Method

A method is a manner that is used to achieve the intended objective. In teaching and learning activities, the teacher needs the methods for learning objectives. The teacher seldom uses one method, but always uses more than one method because every method has advantages and disadvantages. It requires the teacher to use various methods.

5) Tools of Learning

Tools of Learning are everything that can be used in order to achieve learning objectives. The tools are not only a complement, but also as a helper which facilitates the effort to achieve objectives. There are two kinds of tools, namely non-material tools and material tools. Non-material tools in

the form of orders, prohibitions, and advice. While the material tools are in the form of a globe, blackboard, limestone, pictures, diagrams, paintings, slides, and videos. Realism flows assume that perfect learning can only be achieved if near-realistic audiovisual materials are used. Therefore, there is a tendency from the teacher to provide as much learning material as possible by providing an explanation as real life as possible with the experience of the students.

6) Learning Resources

There are so many sources of learning, such as at school, on the lawn, in the city center, and the countryside. The use of learning resources depends on teacher creativity, time, costs, and other policies. Everything can be used as a learning resource in order to achieve the objectives.

7) Learning Evaluation

Evaluation is an activity to obtain the data of students' success in learning and the success of the teachers in teaching. The evaluation is carried out by the teacher using a set of data instruments such as a performance test, a written test, and an oral test. Therefore, evaluation refers to the act or process of determining the value of something. From the conception, the objective of the evaluation is to collect data that proves the progress of the students in achieving the expected objectives.

The last opinion, Wina Sanjaya presented the implementation of the teaching and learning process at least consists of 5 main components. It is based on the Government Regulation which stated that the planning of the learning process includes syllabus and lesson plan for implementing learning which contains at least learning objectives, learning materials, teaching methods, media and learning resources, and assessment.¹¹

1) Learning Objective

Learning objectives are formulated in the form of competencies that must be achieved or mastered by the students. In formulating learning objectives, the teacher's task is to describe basic competence becomes the indicators of learning outcomes. The indicator of learning outcomes is a statement of the behavior which is observable and oriented towards learning outcomes.

Learning objectives based on the 2013 curriculum, are not only oriented to knowledge and skills but also attitudes. Therefore, teachers need to add orientation to each or some learning activities by achieving specific values, such as honesty, self-confidence, hard work, mutual respect, and soon. In particular, high school graduates are expected to be able to:

¹¹ Wina Sanjaya, *Perencanaan dan Desain Pembelajaran*, (Jakarta: Kencana, 2011), P.60-62

- a. Demonstrate English-language behavior that reflects the attitude of believers, behaves honestly, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and shows attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world association.
- b. Having factual, conceptual, procedural, and metacognitive knowledge about social functions, structure of meaning (sequence of meanings or what we know with the structure of text), and linguistic elements of various English-language texts that have the potential to develop human, national, state and civilization insights regarding the causes of phenomena and events, and applying procedural knowledge to the specific field of study according to their talents and interests to solve problems.
- c. Having skills in processing, reasoning, and presenting in concrete and abstract realms related to the use of various texts in English which are studied independently in school and acting effectively and creatively, and can use methods according to English rules.

There are several reasons why goals need to be formulated in designing a learning program. First, a precise formulation of objectives can be used to evaluate the effectiveness of the learning process. Second, learning objectives can be used as guidelines and guidelines for student learning activities. Third, learning objectives can help in designing learning systems. Fourth, learning objectives can be used as controls in determining the boundaries and quality of learning.

2) Material or Content

The material or content of the lesson is related to the subject matter that must be mastered by the students according to the learning objectives. Learning material must be explored from various learning sources according to the competencies that must be achieved. The material should be designed based on context and the students' condition. Learning material may not be all authentic, but they should relate to the students' contexts. The teacher and students need to use not only authentic materials but also non-authentic ones.¹²

The material should fulfill the requirements that are relevant to the pupils' needs, presented in a way which will

¹² Idris HM Noor, Improving Learning and Teaching English in Implementing the 2013 English Curriculum, *International Journal of English Language Teaching*, Vol.5 No.3, 2018, P.82

interest all, providing a basic understanding for the weak but a stimulus to stretch the ablest, sufficient to fill the allocated time. It involves consideration of the choice of subject matter and difficulty of tasks, readability of texts, and clarity of instruction and approaches to setting and marking assignments.¹³

A textbook is the area in which the language material is presented prescribed for teaching and learning English. Criteria of the Selection of Good Textbook are¹⁴ According to the age, the subject matter should be well graded, and the textbook should cover the objectives of the English teaching, exercise work and practical work should be given to the students at the end the chapter. In short, learning materials should be arranged from easy to difficult ones or from the simple to the complex ones, and some exercises in each topic.

3) Teaching Methodology

The methodology is the systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". Method may also be defined as: "The process of planning, selection and grading

¹³ Colin J. Smith and Robert Laslett, *Effective Classroom Management*, (London: Routledge, 2002), P.28

¹⁴ M.F. Patel And Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), P. 68

language materials and items, and techniques of teaching."¹⁵ According to Diane Larsen-Freeman¹⁶ there are several types of English teaching methodology namely; The Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-based, Task-based, and Participatory, Learning Strategy Training, Cooperative Learning, and Multiple Intelligences.

Grammar-Translation Method are used for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose. The Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language. In the Audio-Lingual Method, new vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition.

The Silent Way only the learner can do the learning, and the teacher only give the helping in the teaching and learning

¹⁵ Patel, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur, Sunrise Publishers & Distributors, 2008), P. 73-86

¹⁶ Diane L. Freeman, *Techniques and Principles in Language Teaching, Second Edition*, (New York: Oxford, 2008), P. 11

process. Desuggestopedia, the teacher, is the authority in the classroom. In order for the method to be successful, the students must trust and respect to the teacher. Community Language-Learning, teachers, consider not only their student's feelings, but also have some understanding of the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn. Language learners and teacher build an intense atmosphere of warmth and become closer.

Total Physical Response initially, the teacher is the director of all student behavior. The students are imitators of the teacher nonverbal model. Communicative Language Teaching, during the activities, the teacher acts as an adviser, answering students' questions, and monitoring their performance. The teacher might be a communicator engaging in the communicative activity along with students. Students are, above all, communicators.

Method 2013 curriculum prioritizes the scientific approach (observing, asking, gathering information, associating and communicating), supported by several other innovative approaches, such as problem based learning, discovery learning, explorative learning, project-based learning, and soon, all of which are more or less refers to the meaning of 'natural, according to human nature': students'

center, authentic, contextual, and meaningful to the lives of students' daily activity.

Learning strategies and methods must be designed under the objectives to be achieved. In teaching and learning, it is suggested that a teacher should understand kinds of learning material and teaching methodologies, especially in teaching four skills and the aspects of language.

4) Media and Learning Resources

Media in the learning process can be interpreted as a tool to facilitate the achievement of learning objectives. Learning media or the teaching aids are some of the equipment helping the course of the English teaching-learning process and helping the students in comprehending the learning materials. According to *Panduan Pengembangan Media Pembelajaran Sederhana 2013 curriculum*, several types of learning media are a picture, maps and globe, graphic, whiteboard, flannel board, display, realia, poster, chart, and herbarium.¹⁷ While learning resources are all things that contain messages that must be studied following the subject matter. Learning media and learning resources should be an integral part and must be following the overall learning process. Learning resources are related to everything that allows students to gain learning

¹⁷ *Panduan Pengembangan Media Pembelajaran Sederhana*, Kemendikbud, 2017, P.4

experiences. It includes a physical environment¹⁸ such as a place to study, materials and tools that can be used, personal such as teachers, library officers, and media experts, and anyone who influences both direct and indirect for success in learning experiences.

5) Learning Evaluation

Evaluation is not only to measure the success of each student in achieving learning outcomes but also to gather information about the learning process carried out by each student. Evaluation in the teaching-learning process usually uses an assessment rubric. Assessment for learning has been defined as the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.¹⁹ Assessment is a central element in curriculum design: it is the critical link between learning outcomes, content and teaching, and learning activities. The teacher's task for learning assessment is to design instruments. The instrument should consist of some criteria. The criteria should be clear because those become foundation what should be done by the students to learn the learning material.

¹⁸ *Panduan Pemanfaatan Lingkungan Sekolah Sebagai Sumber Belajar*, Kemendikbud, 2017, P. 1

¹⁹ *Leadership guide, Pedagogy, and Practice: Teaching and Learning in Secondary Schools*, 2004, P. 2

According to Douglas Brown, at least there are three kinds of assessment:²⁰ First is informal and formal assessment. Informal assessment can take some forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Whereas formal assessment is exercises or procedures specially designed, they are systematic, planned sampling techniques constructed to give the teachers and students an appraisal of students' achievement. Second is formative and summative assessment. Formative assessment is evaluating students in the process of performing their competencies and skills to help them to continue that growth process. While the summative assessment is aimed at measuring, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction.

The last is Norm-Reference and Criterion-Reference Test. In the norm-referenced test, each test-taken score is interpreted in relation to a mean (average score), median (Middle score), standard deviation (extent of variance in the score), and percentile rank. Criterion-Reference tests, on the other hand, are designed to give test-takers feedback, usually in the form of grades, on a specific course or lesson objectives. Classroom test involving the students in only one

²⁰ H. Douglas Brown, *Language Assessment; Principles and classroom practice*, p.5-7.

class, and conducted to a curriculum, is typical of criterion-referenced testing.

The other components that should be available in the English teaching-learning process are students and teacher. In teaching and learning activities, students are the subject and object of those activities. While the teacher plays diverse roles in English Language Teaching, some of the roles where a teacher performs when dealing with the students are as facilitator, assessor, manager, and evaluator.

Based on the description above, the writer can infer that teaching-learning process is a matter of practice. Learning components consist of several items that should be interconnected to each other in order to be effective teaching and learning. According to three opinions above, the researcher agrees with Wina Sanjaya's opinion that the main components of teaching-learning activities are learning objectives, learning material, teaching methodology, media and learning resources, and evaluation. The researcher does agree with Wina's opinion because those components were suitable with the content standard of the lesson plan that should be prepared by the teacher before doing teaching and learning in the class.

2. Process Standard and Assessment Standard based on the Curriculum of 2013

Curriculum is a set of plan and arrangement about purpose, content, and material of instruction together with the

implementation guidelines of learning activities to achieve the purpose of specific education.²¹ The curriculum of 2013 is competency and character-based curriculum. The Characteristics of the 2013 Curriculum is designed with developing a balance between spiritual and social attitudes, knowledge, and skills, and then applying in various situations in the school and community.

a. Learning Process based on Standard Process on 2013 Curriculum

According to the Decree issued by *Kemendikbud* (2013a), Teaching and learning process in the standard of the process of the 2013 Curriculum is the implementation of the lesson plans. The teaching and learning process includes three sub-themes; introductory activities, core activities and closing activities:²²

1) Introductory Activities

In the introductory activities, teachers must: prepare students' psychology and physics to involve in the process of teaching and learning; motivate students to learn contextually about the materials benefits and their applications in everyday life, by giving example and comparison of local, national and international; ask

²¹ Abdul Muin, Et al, *Implementation of Authentic Assessment of Curriculum 2013 at Public Elementary Schools in Pabelan*, P. 223

²² Permendikbud, tentang Standar Proses Pendidikan Dasar dan Menengah Nomor 65 Tahun 2013

questions that are linked knowledge prior to the material to be learned; explain the purpose of learning or the basic competencies to be achieved, and; convey the material and learning activities explanation in line with the syllabus Those activities was based on the “*Permendiknas*” no. 41 the year 2007 about Standard Process, which is focused on the build-up the students’ motivation in learning (English) and encourage them to involve in the teaching and learning process actively²³

2) Core activities

The core activities use learning models, learning methods, learning media, and learning sources that are referred to the subjects’ and students’ characteristics. The selection of thematic approaches, integrated thematic, scientific, inquiry, discovery produce work-based learning and problem solving (project based learning) adapted to the characteristics of competence and level of education. There are five important aspects in the core activities; the use of learning models, approaches and methods, the use of learning media and sources, attitude, knowledge, and skills.

3) Closing activities

²³ Nur and Diani, The Implementation of Teaching English Based on Curriculum 2013, Volume: 1, 2016, P. 82-83

In the closing activities teachers must; make summary about the teaching and learning process, give feedbacks to the process and result of the teaching and learning, follow up assignments are given to continue the process, and inform the future materials for next meetings are shared.

There are fourteen teaching and learning principles in the 2013 curriculum advised to meet;

- 1) Learners are stimulated to search rather than given information.
- 2) From teacher as the only sources of learning to varied sources of learning.
- 3) From textual approach to scientific approach.
- 4) From content based-learning to competence based-learning
- 5) From partial learning to integrated learning
- 6) From learning which ends up with sole answer to multi-dimensional answer.
- 7) From verbal learning to learning with facilitates applicative skill.
- 8) The improvement of balance between soft and hard-skill.
- 9) Learning which priority culturally session and improvement of learners as long life education

- 10) Learning which implement *ing ngarso sung tuladha, ing madya mangun karsa, tut wuri handayani*. It is appropriate with the learning process in the class.
- 11) Learning which is not only conducted at school but also at home, and students' community.
- 12) Learning which implement the principle that anyone is teacher, anyone is student, and anywhere is class.
- 13) Learning which use information and communication technology
- 14) Recognition the differences of individual students and their cultural background.²⁴

a. Assessment based on Assessment Standard on 2013 Curriculum

Educational assessment as a process of collecting and processing information to measure student achievement of learning outcomes include: authentic assessment, self-assessment, portfolio-based assessment, quizzes, daily tests, midterm test, final exam, the exam level of competence, the quality level of competency exams, national examinations, and schools / madrasah examinations, which is described as follows.

²⁴ Salinan Lampiran Permendikbud, Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah nomor 103 tahun 2014

- 1) Authentic assessment is an assessment conducted comprehensively to assess the input, process, and output learning.
- 2) Self-assessment is an assessment conducted by the learners reflectively to compare their relative position with established criteria.
- 3) Portfolio-based assessment is an assessment conducted to assess all of entity of students' learning process, including the individual assignment and / or groups and / or outside the classroom, especially in attitudes / behaviors and skills.
- 4) Deuteronomy is a process that is carried out to measure competence of learners achieving a sustainable manner in the learning process, to monitor the progress and improvement of student learning outcomes.
- 5) Daily test is an activity that is conducted periodically to assess the competence of learners after completing the Basic Competency or more.
- 6) Midterm test is an activity that is conducted by educators to measure student competency achievement after carrying out 8-9 weeks of learning activities. Coverage replicates midterm

covers all indicators that represent the entire basic competence in the period.

- 7) Final exam is an activity that is conducted by educators to measure the student achievement of competencies at the end of the semester. Repeat coverage includes all indicators that represent all of the basic competence in the semester.
- 8) Competency Level Examinations are an activity carried out by the unit of measurement to determine the educational attainment level of competence. Competency Level Examinations coverage includes a number of basic competencies that represent core competencies in the competency level.
- 9) Competency Level Quality Examination an activity measurements made by the government to determine the achievement level of competence. Competency Level Quality Exam coverage includes a number of basic competencies that represent core competencies in the competency level.
- 10) National Examination is an activity measurement was achieved certain competencies of learners in order to assess the achievement of the National

Education Standards, which is implemented nationally.

- 11) School / Madrasah Examination is a measurement of the achievement of competence in activities outside, the competencies tested on the exam, conducted by educational units.²⁵

Curriculum 2013 requires the use of authentic assessment. Authentic assessment is an essential measurement to the learners' learning outcomes in the aspect of attitude, skill, and knowledge. The term of assessment is the synonym of scoring, measurement, testing, or evaluation; meanwhile, the term of authentic is the synonym of original, real, valid, or reliable. Moreover there are several assessments can be used by the teachers in the classroom. It can be in the forms of written or oral test, observation, self-assessment, attitude measurement, and assessment of a task, project, and portfolios.

Assessment should be carried out through three approaches, namely assessment of learning, assessment for learning, and assessment as learning. Assessment of learning is an assessment carried out after the learning process is complete. National Exams, school/madrasah examinations, and various forms of summative assessment are an assessment of learning. Assessment for learning is

²⁵ Permendikbud No. 66 tahun 2013, *Standar Penilaian Pendidikan*.

carried out during the learning process and is usually used as a basis for improving the teaching and learning process. Assessment for learning is used to improve the learning process, known as a formative assessment. Various forms of formative assessment, such as assignments, presentations, projects, including quizzes, are examples of assessment for learning. Assessment as learning has a function similar to assessment for learning, which functions as a formative and is implemented during the learning process. The difference is that as learning assessment involves students actively in the assessment activities. Students are given the experience to learn to be an assessor for themselves. Self-assessment and assessment among friends are examples of as learning assessment.²⁶

There are nine assessment techniques²⁷ that can be selected by teachers to assess student learning outcomes, namely: test, observation, self-assessment, peer assessment, performance assessment, portfolio assessment, project assessment, product assessment, and journal assessment. Each assessment technique has different usage. There is no best assessment technique that can be used to assess all aspects of competency, because each assessment technique

²⁶ *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan*, Kemendikbud, 2016, P.6-7

²⁷ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014)

has strengths and weaknesses. Test is more suitable for assessing aspects of knowledge. Observation, self-assessment, peer assessment, and journal assessment are more suitable to assess aspects of student's attitudes. Portfolio assessment and product assessment techniques more suitable to assess aspects of skill, meanwhile performance assessment and project assessment can be used to assess aspects of knowledge and skills.

The principle of assessment have to increase student's study, and assessment is a valuable instrument to make teaching decision. Besides, higher-order thinking questions may encourage students to think deeply about the subject matter so that the instrumented assessment of higher-order thinking can give stimulation as assessment for learning to develop student's higher-order thinking. According to Earl, assessment for learning is the assessment that is designed to provide information for teachers to modify the learning activities, differentiate and understand the way students approach learning. In this study, to train high order thinking skills of students, assessment for learning is needed to improve learning in the classroom. To develop the ability to think critically, five lessons can be taken, namely: (1) determine the learning objectives, (2) teach through inquiry, (3) practice, (4) review, refine and improve understanding, and (5) practice feedback and assess learning. According to

Krathworl, indicators to measure high-level thinking skills include: analyzing, evaluating, creating. Thus, HOTS is a thinking skill that not only requires the ability to remember, but also other higher capabilities include the ability to analyze, evaluate, and create.²⁸

3. General Concept of Bilingual Education Program

a. Definition of Bilingual Education Program

A high number of scholars has debated the term bilingualism because they have different perspectives in defining it, which somehow leads to being controversial. Bilingualism can be defined as instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum.²⁹ According to Cambridge Assessment International Education (Cambridge)³⁰, the term 'bilingual' or 'bilingualism' refer to individuals or groups who routinely use two or more languages for communication in varying contexts. Besides, the Bilingual program is an education program for children

²⁸ Merta, et al, The Development of Higher Order Thinking Skill (Hots) Instrument Assessment In Physics Study,

²⁹ Pacific Policy Research Center, Successful Bilingual and Immersion Education Models/Programs, *Kamehameha Schools Research & Evaluation Division*, 2010, P.2

³⁰ Cambridge Assessment International Education, *Bilingual Learners and Bilingual Education*, 2017

whose native language is not English.³¹ Carmen and Hernandez stated that Bilingual Education (BE) can be understood as an education system in which students switch between two different languages intending to become familiar with the languages they are learning.³²

In designing English teaching in a bilingual class, it is essential to consider some of the variables such as the target students, the teacher, the material, and also the whole school. Popular wisdom claims that very young children from stable middle-class backgrounds learning prestigious languages are the ideal recipients for bilingual interaction. However, this assertion is not fair because all people in all of the ages can learn English quickly based on their effort. The bilingual class also needs a competent teacher. Ideally, the bilingual class should rest on specialist teachers with fluent competency or having been educated in a country where the language of instruction is spoken. However, native speaker competence is not an absolute necessity, if adequate levels of ability are present in the teacher.

³¹ Andi Asrifan, Analysis of English Students' Learning Style in Bilingual Class, *International Journal of Literature and Arts*, Vol. 3, No. 4, 2015, P. 36

³² Carmen Cuadrado Sáncheza and Purificación Sánchez Hernández, An Analysis and Comparison of the Vocabulary of Teaching Materials: Exploring Bilingual Programmes in Secondary Education, *Science Direct Journal*, 173 (2015) 61 – 65, p. 62

In creating materials, there are few specific design English teaching materials available, and most schools have to adapt and improvise from monolingual products in order to suit their specific bilingual teaching issue. Teachers can provide access to high-quality bilingual books in different languages in the classroom. To promote reading in two languages, bilingual books may be incorporated into existing literacy activities. Teachers can promote writing in both languages with activities that involve individuals other than the teacher to review the work in another language. Bilingual education cannot succeed unless the whole school is involved in fostering the use of more than one language on the premises. All personnel should equally promote a positive approach to multilingualism at all times, particularly avoiding subtle negative feedback to pupils on the part of teachers and staff who might value more the dominant language.³³

In short, English teaching in the bilingual program is language teaching that uses of two languages (instruction) in the teaching and learning process in the class. The two languages here are the first language and the target language which will be learned. In English teaching in the bilingual program there are some requirements that must be fulfilled, such as; the content of the subject material must be suitable

³³ Ofelia Garcia, *Bilingual Education in the 21st Century*, (UK: Willey-Blackwell), 2009, P.139-151

with cognitive development of the students and student' English skill, the school must create a good environment that can encourage the use of proper language in students' written and oral skill.

b. Models of Bilingual Education Program

In terms of the types, many scholars classify the types of bilingualism differently as each scholar utilizes different perspectives leading to different categories of bilingualism³⁴. Bilingualism is divided into three types, namely compound bilingualism (Type A) coordinate bilingualism (Type B), and sub-coordinate bilingualism (Type C).

- 1) Type A (compound bilingualism) is defined as a person who learns the two languages in the same context and activates them concurrently, leading to a fused representation of the languages in his brain. This type is featured by one unit of concept with two units of sound images (one for each language). Such bilingual speakers conceptualize one embedded set of meanings from the two languages but have the capability of expressing themselves with the sound images (words) from both languages.
- 2) Type B (coordinate bilingualism) refers to a person who learns languages in different environments which lead him/her to the lexical items of the two languages in different ways with each word holding its specific meaning. In other words, the bilingual develops and maintains the different conceptual systems of the two

³⁴ Margana, Establishing English-Indonesian Bilinguals in Indonesia: From Theory to Practice, *RAJAR*, Volume 1 Issue 10 Nov 2015, p. 367-368

languages which have been learned. It is featured by separate signs (images of sounds and units of meanings) for each language. Type B bilingual speakers have two sets of units of concepts in their mind and two sets of corresponding sound images or words (one for each language).

- 3) Type C (sub-ordinate bilingualism) is concerned with the mastery of their first language to establish the meanings of the lexical items of the target language. It is featured by the unit of the concept of the first language which corresponds.

According to Baker³⁵, there are two models of bilingual education, namely additive bilingual education and subtractive bilingual education.

- 1) Additive bilingual education

Additive bilingualism is used to refer to positive cognitive outcomes from being bilingual. In additive bilingualism, language minority members are proficient (or becoming proficient) in both languages, have positive attitudes to the first and second language, with ethno-linguistic vitality in the language community. When a second language and culture have been acquired with little or no pressure to replace or reduce

³⁵ Colin Baker, *Foundations of Bilingual Education and Bilingualism*, (Australia: British Library Cataloguing in Publication Data, 2001), P. 114-115

the first language, an additive form of bilingualism may occur. On the other hand, this type of bilingualism may cause loss of assimilation across culture and local cultural awareness, which is likely potential to decrease the pride of their first language.

2) Subtractive bilingual education

Subtractive bilingualism hence refers to the adverse affective and cognitive effects of bilingualism (e.g., where both languages are ‘under developed’). When the second language and culture are acquired (e.g., immigrants) with pressure to replace or demote the first language, a subtractive form of bilingualism may occur. On the other hand, subtractive bilingualism is defined as the way of learning the target language by substituting the first language. In this context, the target language is exclusively used in any communication practices to form advance bilinguals. In contrast with additive, the primary purpose of subtractive bilingual education is to become monolingual in the second language by abandoning the native language.³⁶

The type of establishing bilingual program is different in every institutional education. It follows the regulation from

³⁶ Ella Masita, Bilingual Education: A Way to Promote English Literacy, *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 36361, p. 33

the policy maker, government regulation, even based on the vision and mission of the institution.

B. Previous Research

The research about English teaching-learning and the bilingual programme is not new research. Beforehand, there has been much research discussing English teaching-learning in many fields. Therefore, the researcher referenced previous research related to the same topic.

An International Journal of Bilingual Education and Bilingualism Vol. 367-0050 Written by Miao Li³⁷ Entitled “*The effectiveness of a bilingual education program at a Chinese university: a case study of social science majors*”. The quantitative and qualitative study conducted the study. The Participants were 53 undergraduate students enrolled in their third year of an Early Childhood Education program at a university in northwestern China. Miao Li explained that both quantitative and qualitative results suggested that the bilingual education model successfully enhanced students’ level of English proficiency, students in a bilingual course performed better on post-tests than pre-tests concerning their English proficiency, suggesting a positive effect of bilingual education programming at social science majors Chinese University.

The strong point in the research is that the bilingual education program was effective in supporting students’ course content

³⁷ Miao Li, The Effectiveness of A Bilingual Education Program at A Chinese University: A Case Study of Social Science Majors, *International Journal Of Bilingual Education And Bilingualism*, 2016

knowledge. English proficiency has been improved because the instructor used English as the medium of instruction. The weakness point from the research is the mastery of subject knowledge in the bilingual education program was questioned because the researcher most focuses on language proficiency. The semi-structured interview with the instructor only obtained the information on language distribution in the research. It will be better provided that the researcher adds observation and questionnaire data.

The similarity of the previous research with this research is the use of bilingual instruction in the teaching and learning process in the class. However, the participant and the research design of this research are different from each other. The objective of the previous research is also different from the research. In the previous research, it is aimed to examine the effectiveness of a bilingual education program in social science majors in Chinese education at tertiary level, while the writer wants to describe the English teaching and learning process in the bilingual education program at the secondary school level.

An Indonesian Journal of English Education entitled “*A Brief View on Bilingual Schools in The Capital of Indonesia*” written by Annas Surdyanto in 2018. The research aimed at providing the portraits of bilingual schools in the capital of Indonesia and critically revealing the Ministry of Culture and Education policy on bilingual schools. The research employed a qualitative case design and took place at five bilingual schools. The data were taken with a semi-structure interview, school document, observation, and related

literature. Ten teachers were participating. The researcher showed descriptions of bilingual schools regarding the curriculum, the teaching and learning activity, the assessment, the accessibility, the teachers, the students, and the role of the environment.

The strong points from the research are the researcher found out some missing alignments between the policy and bilingual school principal, uncontrolled curriculum development, the Teacher Training Program towards bilingual school teachers, and the establishment of a standardized test. In the other hand, the researcher did not clarify the name of 5 bilingual schools as the participants from the research. The similarity between the previous research and this research is the research design and the focus research setting of places. That is the bilingual school which implemented a bilingual program for the teaching instruction. Nevertheless, the limitation of the study, the participants, and the purposes both of them are different.³⁸

“EFL Class for Irregular Migrants in Educational Program at Rumah Detensi Imigrasi Semarang” is a Journal written by M. Risya Islami UIN Walisongo Semarang.³⁹ The research employed a qualitative design. The subject of the research is irregular migrants in the EFL class of educational program at *Rumah Detensi Imigrasi Semarang*. The number of irregular migrants is 72 people. This

³⁸ Annas Surdyanto, A Brief View On Bilingual Schools In The Capital Of Indonesia, *Indonesian Journal of English Education*, 5 (1), 2018

³⁹ M. Risya Islami, Efl Class For Irregular Migrants In Educational Program At Rumah Detensi Imigrasi Semarang, *Jurnal Vision*, Volume 5 Number 2, 2016

research describes an EFL class for irregular migrants in the educational program.

The researcher finds some research these are in the teaching-learning process of EFL class, the teacher used some approaches in teaching such as Grammar Translation, Reading, and Communicative approach. The materials delivered to the students are vocabularies, speaking, grammar, and writing skill. The irregular migrants need those materials in order that they can use them in daily activities and later in the destination country. The similarities between the previous research and this research are the purpose is to describe the materials in teaching English as a foreign language, and both of them are using qualitative design. The differentiation is the participant and the research setting. This research will take the tenth grade in Bilingual natural science class of MAN Demak.

The last previous research is *“Designing Bilingual Scenarios to Promote English Language Learning at a Public School in Monteria”* written by Yanilis Romero & Milton Pájaro Manjarres in 2016.⁴⁰ An action research methodology was carried out in this research. This research study examines the assumptions of creating bilingual scenarios to promote English language learning for 384 students of the ninth, tenth, and eleventh grade of a public school in Monteria Colombia. The findings of this research suggested that the creation of bilingual scenarios within the school facilitated the promotion of

⁴⁰ Yanilis Romero & Milton Pájaro Manjarres, *Designing Bilingual Scenarios to Promote English Language Learning at a Public School in Monteria*, *English Language Teaching*, Vol. 9, No. 4, 2016

English language learning because the students felt the need to use the target language in different contexts and situations and also because they felt that they were an essential part of the teaching-learning process.

The strong point from the research is the population in collecting the data. The population involved in this study included 384 students of ninth, tenth, and eleventh grade from Antonia Santos High School in Monteria, Colombia. Observation rubrics were used to analyze the language lessons systematically among colleagues. Besides that, surveys and interviews were applied to parents, coordinators, and teachers of other subjects. The weakness point from the research is an action research design, but it was conducted during the two years of implementation of bilingual scenarios within the school.

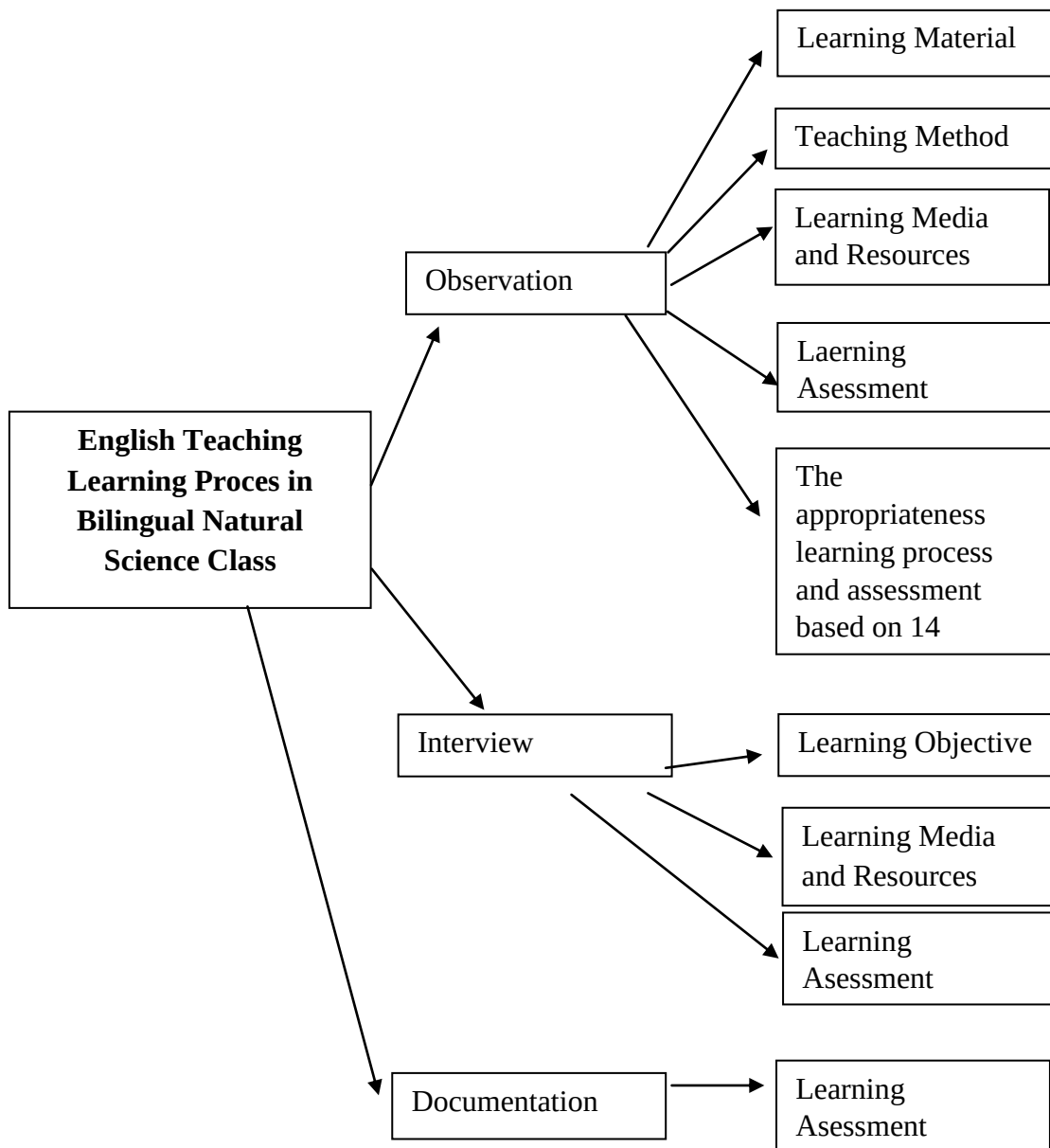
The similarity is that the target of the research is the implementation of bilingual instruction in the language learning process in the class. The differentiations both of the previous research and this research are the research design and the object of the research. The previous research used Grounded Theory in action research and took the ninth, tenth, and eleventh grade while this research used qualitative design and take the tenth grade of bilingual natural science class.

C. Conceptual Framework

The purpose of this research is to investigate the English teaching-learning process in Bilingual Natural Science Class of MAN Demak. English Teaching and learning is a pocess that includes many

variables. Teaching is deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to a teaching plan. Meanwhile learning can be defined as the relatively permanent change in an individual's behavior (knowledge, skill and attitude) that can occur at any time or place as a result of consciously.

To create an effective English teaching and learning process, it needs a complete components. Learning components consist of several items that should be interconnected to each other in order to be effective teaching and learning. This research conducted the theory from from the number of scholars like Wina Sanjaya, Douglas Brown, Richard, Colin Baker, and also 2013 Curriculum theory about English Teaching and Learning in Bilingual Education.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research is an investigation undertaken in order to discover new facts and to get additional information.¹ There are two kinds of research, namely Qualitative and Quantitative research. This research follows qualitative methods. Qualitative research is research which is done in a natural condition (natural setting). There are many research methods, and they are histories method, descriptive method, correlation method, experiment method, and queasy method.

The objective of this research is to get a clear description of English Teaching and Learning Process in Bilingual Natural Science Class. So, this research was designed in the form of a descriptive qualitative study. The objective of the descriptive method is to describe systematically the facts about the object that is being analyzed. This research combines library and field research. Library research is to get secondary data, and field research is for getting primary data from participant directly. Therefore, the researcher visited the setting to do observation.

¹ A.S. Hornby, *Oxford*, P.897

B. Research Setting

The researcher selects MAN Demak as the setting of this research because it is one of the schools that implement the Bilingual program in senior high school. MAN Demak is located at Diponegoro Street No. 27 Demak (59571) Telp/Fax (0291) 681219. The subject of this research is the tenth grade in the academic year of 2018/2019. This research will be conducted four meetings in the tenth grade of Bilingual Natural Science Class of MAN Demak. The sources of data in this research are as follow:

1. The English teaching and learning process in the tenth grade of MAN Demak that will be observed by the researcher.
2. The chief of the bilingual program who gives information about the history and the profile of bilingual natural science class.
3. The teacher who teaches English in the tenth grade of Bilingual natural science class.
4. The school's documentation (the data of the students, and students' textbook).

C. Methods of Collecting Data

To reach the objectives of the research, the researcher will use the following methods to collect data. In collecting data, the researcher used:

1. Observation

During the learning activity, the researcher did an observation to record the whole activity starting from preparation before learning activity until the learning process done in the class. Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted.²The researcher uses non-participatory observation because the researcher does not participate in the activity of the research object. The researcher will observe the teaching methodology, learning material, learning media, and learning evaluation, which is used by the teacher.

2. Interview

The interview in this research used direct questions and answers between the researcher and the source. The researcher will interview the headmaster to get information about the history of bilingual natural science class, vision, mission, and the development of students. The researcher also wants to interview the teacher who teaches English in the bilingual class to answer the learning objectives and evaluation in the teaching learning process.

² David Nunan, *Research Method in Language Learning*. (USA: Cambridge University Press, 1992); p.93.

3. Documentation

Documentation is a record of past events.³ To get more information, the researcher needed lesson plan to check the assessment. Some lesson plans to check the learning objectives and some pictures of the activity in the classroom. At the end of the learning process, the researcher analyzed the result of research observation and interview compared with documentation taken to ensure that the data is comprehensive and valid.

D. Instrument of the Research

1. Learning objective

To get information about the objectives, the researcher interviews with the teacher of the bilingual natural science program.

2. Material

The material can be observed when the teacher delivers in the opening of the activities. The researcher needs to pay attention to the documentation of students' handbook

3. Teaching method

To know what the methods used by the teacher, the researcher observes and analyzes the strategy on the teacher manner.

4. Learning media and learning resources

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandun5g: Alfabeta, 2009), p. 240

The researcher observed what types of media are utilized in the teaching learning process and what kinds of learning resources in English teaching and learning. The researcher also checks the learning resources on the documentation of lesson plan.

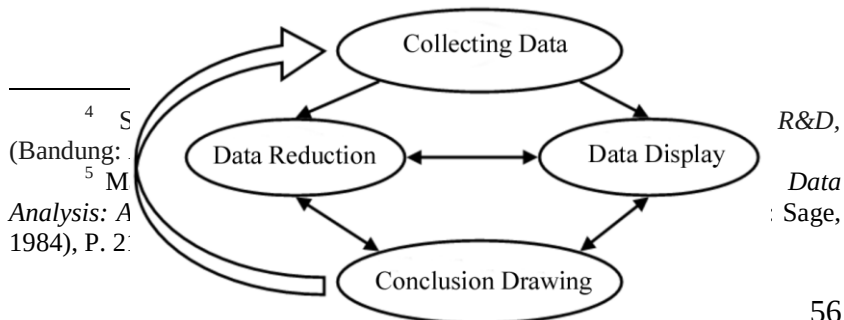
5. Assessment

To get information about assessment, the researcher observed in learning process, interviews with the teacher, and asks the documentation of the students' assessment.

E. Methods of Analyzing Data

Bodgan stated that *“Data analysis is the process of systematically searching and arranging the interview transcript, field note, and other materials that you accumulate to increase your understanding of them and do enable you to present that you have discovered to others”*⁴

According to Miles and Huberman⁵, there are some steps to analyze qualitative data which is shown in the figure below:



1. Data Collection

The data which is needed to conduct the research was collected to gain information, such as a history of the Bilingual program. The researcher collects the data such as the schedule of the English Teaching and learning, the teacher in Bilingual Natural Science class.

2. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appears in written-up field notes. Data reduction means summarizing, choosing, and focusing on the primary data as a theme. The data that got from the field is so many. So, it needs to be reduced. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

3. Data Display

The second primary flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. After reducing the data, the next step is data display. In qualitative research, the data can be displayed in a flowchart and short explanation. The most common form of display for qualitative data has been through a

narrative text. Displaying data helps the researcher to understand what is happening and to do some things if further analysis or caution is needed.

4. Conclusion drawing and verifying

The third stream of analysis activity is conclusion drawing and verification. To get credible data, the researcher must find the fixed data. If the conclusion that found in the first is the same as the last conclusion, so the data is credible. The data that presented preliminary conclusion is still tentative and will be changed if do not found the evidence that supports substantial data collection on the next stage.

The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning. However, maybe no because as has been stated issues and problems in the qualitative research is still tentative and will be developed after research in the field.

F. Research Procedure

The researcher collects the data by observing, documenting, and also interviewing the teachers and the chief of the bilingual program. The research procedures are as follow:

1. Permission

Before doing the research, the researcher has to get permission from the target school to conduct research. The

researcher asked permission from the headmaster and the English teacher of Bilingual Natural science class.

2. Observation

After getting permission to do the research, the researcher does observation. The researcher joined the class to observe the activity there. The observation will conduct four times in the English teaching learning process.

3. Interview

The interview is used to get new information about the English Class for Bilingual Natural science class. In order to record the data, the researcher uses a tape recorder in the interview process. The transcription of the recording is needed to make the study is valid and reliable.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Profile of Bilingual Natural Science Class of MAN Demak

Bilingual Natural Science Class is one of the excellent programs at MAN Demak. Bilingual Natural Science Class began in 2012. This program received the Decree (SK) by the Headmaster of the MAN Demak about the appointment of the chief. Nowadays, the bilingual class in MAN Demak is only opened for the natural science program. From five classes of natural science class in every grade, there were only two classes bilingual class, namely MIA 1 and MIA 2. This excellent class offers a program that can be in-depth, supporting students' competencies in the improvement of quality in the field of language and natural science life skills. Bilingual program at MAN Demak also limit the quota system, when there are students who are not accepted at this program, they will get the opportunity to enter in the regular program.

The two languages which were used in the bilingual class of MAN Demak are Indonesian and English. Numbering time of English teaching at the tenth grade was four hours in a week. Each hour was 45 minutes. English teaching and learning process in the class more dominant with the second language, but it is acquired without detriment to the first language. According to the observation in the class, the researcher found the model that was

used in the bilingual class of MAN Demak is additive bilingualism model. The term additive bilingualism refers to the situation where a person has acquired to the two languages in a balanced manner. That is, even while learning a second language, one's first language skills and culture remains valued. Bilingual Natural science class of MAN Demak as the excellent class also offered various programs to improve the quality of human resources. They were:

1. Enrichment of natural science subject

This program was held in order that students can complete relatively faster than the regular class. This matter created balanced competition between friends in the class, so that created homogeneous learning to speed up the process of comprehending natural science subject that was needed by the students.

2. Native speaker

English teacher from native speaker has the concept of training students in order to be able to practice English from native speakers directly. Thus, native speakers are needed to improve the students' skill in English. MAN Demak cooperated with AMINEF (American Indonesian Exchange Foundation) in inviting the native speaker. There was some native speaker who taught from the academic year of 2012/2013 until 2018/2019. They were Miss. Julie (Netherland), Miss. Nathalie (USA), Miss. Naomi

(France), Miss. Elisabeth (Australia), Miss. Saori (Japan), Mr. Bonie (Brazil), Mr. Daniel (Switzerland), Mr. Matthew (USA), and Miss Sabrina (USA).

3. English Holiday Program

This program carried out intensively by the school to improve the English language skills of the students during the semester vacation period. This is done to train students' English language skills become a daily habit, which was interesting and exciting. Activities that were done:

- a. Two weeks of English learning at MAN Demak.
- b. Field orientation in Borobudur-Jogja
- c. English course in Kampung Bahasa Pare Kediri

The bilingual program at MAN Demak cooperates with other institutions with the MoU (Memorandum of Understanding), such as UIN Walisongo Semarang, UGM Yogyakarta, UNDIP Semarang, Semarang State University, ITS Surabaya, and ITB Bandung. Many graduates from the bilingual class were accepted in various local state University and abroad. Like as one of the students who got a full scholarship to Japan through the OISCA program. In this case, it can be concluded that the objective of the bilingual class was achieved namely the students can compete with other school graduates from other countries.

B. Findings

1. Learning objectives

Learning objectives have an essential role in the teaching and learning process. Before doing the teaching and learning process in the class, it should formulate the learning objectives. The general objective of English teaching and learning in Bilingual Natural Science Class was to improve the student's skill in the use of foreign language academically and can be used practically in society with keeping a hold on his faith, taqwa, and akhlaq (see appendix 7).¹ Then the specific objective of English teaching and learning process at MAN Demak is students are ready to compete with various competitors in university even in the other countries. On the other hand, by having excellent competence of using English for communication, the students can compete with the other job seekers in the global market and they are expected to be able to communicate using English to support their jobs.

2. Learning material

Material is one of the critical things in teaching and learning. Learning material is a crucial point that supports the teaching learning process in order to reach the goal of English language teaching and learning. The teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason.

¹ Interview with Mrs. Emma Setiyana as teacher of bilingual natural science class

There are two kinds of the textbook (see appendix 9&10) which was used by the teacher in English teaching and learning process in the class. First, the English teacher used the textbook which was arranged by English teachers in MAN Demak, namely "English 4 Success Integrated with Character Education". The textbook contains character education which emphasizes on the Qur'anic verse and Hadits. A semester consists of four units. Every unit has a different theme to be taught. In the textbook consist of four skills, which were listening, speaking, reading, and writing, which was designed integrated. The themes were taught to the tenth-grade students based on the textbook, which were as follows:

a. Unit 1: Simple past tense vs. Present perfect tense

The textbook provided some dialogs, which consisted of simple past tense and simple perfect tense sentences. It also presented examples of affirmative, negative, and interrogative sentences.

b. Unit 2: Historical recount

The second unit was about recount text. "The Battle of Surabaya" is one of the texts which were provided in the textbook. This material still connected with the previous material, simple past tense. In this unit also discuss the use of simple past tense in the text, especially in recount text.

c. Unit 3: Legendary narrative

In this unit consisted of several narrative texts, such as Malin Kundang, Batu Badaun, Sangkuriang, the Golden Touch, and Batara Guru Sahala. In this unit also presented about simple past perfect tense which related to the language feature in narrative text.

d. Unit 4: I live Islamic song

The last topic is Islamic song by Maher Zain entitle Insyallah. There were some worksheets in this unit, such as blank word and practice in writing.

The second textbook is English handbook for the tenth grade. The teacher used “Buku Guru Bahasa Inggris” 2017 revision edition. The book consists of 202 pages and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. In the even semester, this book consisted of nine chapters. Among them were:

a. Chapter 1: The Wright Brothers

In the first chapter in even semester was about simple past tense vs. Simple present perfect tense.

b. Chapter 2: My Idol

The second chapter was about social function, text structure, and language feature of recount text, which related to the simple experiences.

c. Chapter 3: The Battle of Surabaya

In this chapter still connected with the previous material, recount text. The text that was provided was about a historical event like the battle of Surabaya,

d. Chapter 4: B. J. Habibi

The next chapter also still connected with recount text but in a different topic. The topic in this chapter was about biography. The example of the text was B.J Habibi biography.

e. Chapter 5: Cut Nyak Dien

The fifth chapter was also recounting text about Cut Nyak Dien biography.

f. Chapter 6: Issumboshi

The next chapter in this textbook provided a narrative text related to the legend. The topic of the story was about Issumboshi.

g. Chapter 7: Malin Kundang

Chapter 7 provided the narrative text about Malin Kundang.

h. Chapter 8: Strong Wind

The topic of the story in chapter 8 was Strong wind.

i. Chapter 9: You Have Got A Friend

The last material in this textbook was a song. The student's activity in this chapter is listening to the song entitled "You've got a friend".

The English teacher used two of those books as the material in the English teaching learning process in the class. The topic of those textbooks was similar to each other. The teacher combined two of them in presenting the learning material in the class

3. Teaching Methods

Senior High school students have different characteristics with young learners. Adult teachers' challenge is to choose appropriate methods to teach her students. In the teaching and learning process, the teacher implemented several methods. The method selection in the teaching and learning process influenced the success of the learning objective. Selecting a fault method would impede teaching and learning process. The methods which were used to teach English in bilingual natural science class at the tenth-grade students were as follows:

a. Communicative Language Learning Method

Many activities can be applied to this method. It was like role play and simulation. The teacher used this method to teach "legendary narrative?" material. The teacher prepared some pictures and some pieces of a story about Malin Kundang, Batu Badaun, and Sangkuriang. The teacher asked the students to discuss with their group to match the picture with the pieces of the story according to the sequence events. The teacher asked students to do

role play and share their work in front of the class. The other activity which used communicative method was the performance from the students where they were cast to be one character in the story of the Malin Kundang in front of the class. They make a dialog simulation like in the Malin Kundang's story.

- b. Grammar-Translation Method, in this method, emphasized to teach grammar, structures, and vocabulary. Activity which used the Grammar Translation Method was students read the story about Malin Kundang and Batu Badaun. The text was from the handbook for the tenth grade. After reading the text, the teacher and the students discussed the text. By translating the text, students understood the meaning of the story and got the new vocabularies. It could be conducted very well because of the students more enthusiastic in translating the text, and the teacher just gave a correction. So the teaching and learning process had gone clearly.
- c. Audio Lingual Method usually was used for the listening section. The material which used audio lingual method is "song". The teacher provided an Islamic song by Maher Zain. The audio-lingual method was implemented when the students listen to the audio, and then they have to answer the questions on the textbook. After doing the listening section, teacher and students discussed the

answer, and the teacher made the correction and gave an explanation for the fault.

d. Cooperative Learning

Cooperative Learning was applied through the teacher made five groups. Each group consisted of eight members. The teacher gave some directions for all groups that they would perform the Malin Kundang's story in front of the class. Each student in the group was cast to be one character in the story. The other activity that used cooperative learning method was paraphrasing song lyric of "InsyaAllah" by Maher Zain. The teacher provided song, and students were asked to paraphrase the lyrics by their own words in pairs. Through the procedures, the students could make interaction with their friends. Group working influenced the way of thinking of students to do their job.

e. Problem Solving

Besides using cooperative learning, the teacher used Problem Solving. The students should solve the problems by building interaction between students and teacher or student and student. Such as teacher gave them the question "Please show the beginning of the conflict in the story and give solution to the conflict when you were Malin Kundang's mother!" Who should be blamed? Malin Kundang or his mother?" The students were given

time to discuss with their group. After discussing they could explain their opinions and the teacher gave time to debate.

f. Direct Method

The teacher used a direct method for every meeting. The direct method was used to drill some expression sentence. The teacher asked the students imitated sounds by following her pronounce, so that language learners become automatic in producing the sounds. When the students spoke with incorrect pronunciation, the teacher gave correction directly.

Methods	Sample of learning	Teacher	Students
CLL and cooperative learning	Matching game “legendary narrative”	Teacher divided the students into five groups. Teacher provided some of picture and some pieces of story (Malin Kundang, Batu	Students matched the picture with the pieces of the story based on the sequence of events. Students looked for the sequence of

		Badaun, and Sangkuriang). The teacher asked to match the picture with the pieces of story based on the sequence event.	generic structure of the text.
GTM	Discussion and quizzes “legendary narrative”	Teacher asked the students read the story of Malin Kundang, Batu Badaun, and Sangkuriang. Then invited them by translating the text. After that teacher gave quiz to the students orally. Teacher asked the students to answer the question on the textbook related to the text individually. Then	The students read the text, translated the text, and answered the question on the textbook individually.

		the teacher invited to discuss it together and give correction	
Problem solving	Discussion “Malin Kundang’s story”	Teacher provided some questions related to Malin Kundang’s story. “Please show the beginning of conflict in the story and give solution to the conflict	Students discuss in group 10 minutes, then they explained their opinion and opposed the other group opinion.

		when you were Malin Kundang's mother! Who should to be blame in this story? Malin Kundang or his mother?"	
CLL	Project in group "Legendary Narrative"	Teacher divided the students into five groups. The students were asked to make dialog conversation based on Malin Kundang's story.	The students were cast to be one character in the story of the Malin Kundang in front of class. They made a dialog simulation like in the Malin Kundang's story.
Direct method	Drilling expression and vocabulary	Teacher drill the students' pronunciation by repeating some words.	The students repeated teacher's pronunciation
Audio-lingual	Listening "Islamic Song"	Teacher played Insyallah song by Maher Zain. Then	Students filled in the blank word individually. Then

		students were asked to fill in the blank word and answered the question on the textbook. Teacher asked the students to paraphrase lyric of the song in pairs.	they discussed the song in pairs.
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4. Learning Media and Learning Resources

To create conducive English teaching and learning process, the teacher needs not only good methods but also a new teaching media. For teaching, English teacher used some tools. In bilingual natural science class of MAN Demak, the teacher used power point slide to explain the materials. It could facilitate in teaching and learning process, so that teaching and learning process could be held well. On the other side, the teacher also used a whiteboard to support the teaching process. She used a whiteboard to explain the activity which would be done and wrote the exercise.²

For teaching a legendary narrative, the teacher used a slide of power point to show the cronological pictures in the

² First Observation In Bilingual Natural Science Class

Malin Kundang's story. Then the teacher gave some pieces of pictures and some pieces of the story. Showing pictures made students can comprehend the direction easily. Then for doing listening section in teaching Islamic song, the teacher used audio. The speaker was also available to be used in the classroom.

Meanwhile learning resources that were used in English teaching and learning process in the class were two of teacher's handbooks, internet to access the song "InsyaAllah by Maher Zain", story of Malin Kundang and the picture. Native teacher and Friends were also as learning resources because in the learning process students interacted and shared each other. Miss Sabrina as native teacher gave an authentic sources in teaching pronunciation. Miss Sabrina gave correction to the students' pronunciation.

5. Learning Assessment

Focus of the learning assessment is to measure the capabilities of the students in mastering and understanding the material delivered by the teacher. Learning assessment in bilingual natural science class of MAN Demak carried out through several techniques. To assess knowledge skill, based on the observation, Mrs. Emma assessed the students' assignment, daily test, and quize. In every meeting, teacher always gives homework. She gave a test in the end of

learning topic. She also carried out midterm test and summative test in the end of topic in one semester.³

In attitude aspect, Mrs. Emma used observation, and peer assessment. In every meeting, she wrote a note about students' attitude and who active in the class. The teacher said, in the end of semester, teacher provided some indicators checklist that should be answered by the students. The last assessment was students' performance. The teacher assess the students' practice in the topic legendary narrative by giving project in group to make conversation dialog in front of class, and group presentation in matching game.

6. The Appropriateness of Learning Process and Learning Assessment Based on Process Standard and Assessment Standard on 2013 Curriculum

a. Learning Process Based on Process Standard on 2013 curriculum

The learning principles based on process standard on the 2013 curriculum are:

- 1) Learners are stimulated to search rather than given information. It is appropriate with the learning process in the class.

Sample of learning	Activity
Matching game “Legendary narrative”	Teacher asked the students to match some pictures with some pieces of

³ First observation until the third observation

	story Malin Kundang, Batu Badaun, and Sangkuriang based on the sequence of events. They were asked to analyze the generic structure of the text before the teacher gave explanation.
Homework “find out examples of narrative text”	Students were asked to find out some examples of narrative text, then were asked to write an example of the story based on their own words.

- 2) From teacher as the only sources of learning to varied sources of learning. It is appropriate with the learning process in the class.

Sample of learning	Activity
Fill in the blank word “InsyaAllah” song	Teacher used worksheet on the handbook.
Dialog conversation “Malin Kundang”	Miss Sabrina as Native teacher become learning source in this learning process. She corrected the students’ pronunciation. Sometimes She drilled the students’ pronunciation.
Discussion of Generic	Teacher asked the students to

structure	discuss with their friends about the sequence events of narrative text. Based on the observation, there were students (Fiya, Anin, Ana, and Naili) who were asked by the teacher to explain the generic structure and language feature of narrative text in front of class. This case, friend was as learning sources.
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3) From textual approach to scientific approach.

Based on the observation it is appropriate with the learning process in the class.

Sample of learning	Activity
Writing and practicing dialog conversation “Malin Kundang”	After the teacher explained the cronology of Malin Kundang story, the teacher asked the students to write dialog converstaion about Malin Kundang by their own words and practice in front of class.
Pharaphrase song “InsyaAllah” by Maher Zain	Teacher asked the students to listen carefully, then answer the questions, and pharaphrase the lyrics by their own words in pairs.

- 4) From content based-learning to competence based-learning. It is appropriate with the learning process in the class. Teacher not only focus on the content learning but also three domains of learning.

Sample of learning	Activity
Matching game in group	Teacher not only asked the students to finish the work but also teacher divided the students into some groups in order that the students cooperated and communicated with their friends.
Problem solving question about “Malin Kundang”	Teacher divided the students into some groups in order to discuss the problem. Problem solving question also build a tolerance between students to respect on the other opinion.

- 5) From partial learning to integrated learning. It is appropriate with the learning process in the class.

Sample of learning	Activity
Translating the text “Malin Kundang and Batu Badaun”	Teacher asked the students to prepare a dictionary, then guided the students to read and translate together.

Students' homework	Teacher invited the students to discuss their work and gave more explanation to the students who have not understood.
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- 6) From learning which ends up with sole answer to multi-dimensional answer. It is appropriate with the learning process in the class.

Sample of learning	Activity
Debate about "Malin Kundang" conflict.	Teacher provided some questions related to Malin Kundang's story. Who should to be blame in this story? Malin Kundang or his mother?. There were pro and contra team. Mrs. Emma gave opportunity to the students to present their opinion. Everyone has different perception to face this conflict and Mrs. Emma as a mediator.

- 7) From verbal learning to learning with facilitates applicative skill. It is appropriate with the learning process in the class.

Sample of learning	Activity
Matching game	Before Mrs. Emma explained the

	material, she provided real picture and pieces of story. It made students understand easily because they got real examples.
Practice dialog conversation	After students read and understood the text, they were asked to write doown (dialog conversation) based on the story by their own words.

- 8) The improvement of balance between soft and hard-skill. It is appropriate with the learning process in the class.

Sample of learning	Activity
Matching game, dialog conversation, and debat discussion.	Mrs. Emma divided the students in several groups and choose who becomes leader. This method was formed in order to train the students' communictaion, students' leadership, and students' time management in teamwork.
Debate discussion	Teacher lead the debate and gave opportunity for students to express their opinion. All of students expressed their opinion respectfully.

- 9) Learning which priority culturally session and improvement of learners as long life education. It is appropriate with the learning process in the class.

Sample of learning	Activity
Homework “narrative text”	Teacher asked the students to find out example of narrative text, besides legendary text. Teacher asked to find out on the internet and on the other books in library. The students were asked to read and write by their own words.
Answering quize and question.	Mrs. Emma reminderd to the students when they will answer the question or ask the questions, they must rise their hand first. The students expressed their opinion to Mrs. Emma respectfully .

- 10) Learning which implement *ing ngarso sung tuladha, ing madya mangun karsa, tut wuri handayani*. It is appropriate with the learning process in the class.

Sample of learning	Activity
In learning process	Based on the observation, Mrs. Emma saw good behavior, gave encouragement and support to the students. Mrs. Emma gave more explanation and remedial to the students who have not understood with the material.

- 11) Learning which is not only conducted at school but also at home, and students' community. It is appropriate with the learning process in the class.

Sample of learning	Activity
English Club	English teaching and learning at MAN Demak not only conducted in the class, but also in extra-curricular English club. Mrs. Emma is one of the tutor in English Club of MAN Demak. She always reminder the students to join on the English Club.

Homework	Students sometimes held discussion the homework together at home in order to get more explanation from their friends. ⁴
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12) Learning which implement the principle that anyone is teacher, anyone is student, and anywhere is class. It is appropriate with the learning process in the class.

Sample of learning	Activity
Homework	Teacher asked the students to go to library to find out some example of narrative text.
Students' presentation	(Fiya, Anin, Ana, and Naili) were asked by Mrs. Emma to explain the generic structure and language feature of narrative text in front of class.

13) Learning which use information and communication technology. It is appropriate with the learning process in the class.

Sample of learning	Activity
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⁴ Interview with Mrs. Emma Setiyana

Students' homework	Mrs. Emma asked the students to find out some references on the internet about structure of song (Intro, Verse, Chorus, Reff, Interlude, Bridge, and Ending) in order to find out more information.
Lecture	Mrs. Emma used power point to explain the material like showed the picture and played short film.

- 14) Recognition the differencies of individual students and their cultural background. It is appropriate with the learning process in the class.

Sample of learning	Activity
In the learning process	Mrs. Emma guided and explained to the students who have not understood about the material individually. She invited the students to ask the difficult material.

b. Learning Assessment based on Assessment Standard on 2013 Curriculum

Based on observation and interview, learning assessment in the English teaching and learning in

bilingual natural science class was appropriate with the assessment standard based on 2013 curriculum. The teacher assessed the students' psychomotor domain by giving project in group (dialog conversation), group presentation (matching game), and written test (write dialog conversation and write example of narrative text by their own words). While in cognitive domain, the teacher gave daily test with multiple choice questions (formative and summative test on the handbook), quiz, and fill in the blank word question. Besides that, to assess the affective domain, the teacher used observation, self-assessment, and peer assessment that consisted of several indicators. The instruments used in observation are check list or rating scale with rubric. The teacher used the rating scale to determine the position of students' behavior in a range of attitude.

C. Discussion

1. Learning Objective

The learning objective of English teaching and learning in bilingual natural science class of MAN Demak was appropriate with senior high school students' level and it was measurable. The learning objective was "to improve the student's skill in the use of foreign language academically and can be used practically in society with keeping hold on his

faith, taqwa, and akhlaq. The word “academically” indicated the cognitive domain, “practically” indicated the psychomotor domain, then “keeping hold on his faith, taqwa, and akhlaq” indicated affective domain. So, this objective not only oriented to knowledge and skills but also attitudes.

This objective was in line with the objective of teaching learning 2013 curriculum based on *Sisdiknas* (educational government) rule, that is “Improving the quality of education by balancing soft skills and hard skills through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to advance and develop”. Based on the above comparison, the learning objective in bilingual class was not only oriented to knowledge and skills, but also attitudes. It can be concluded that learning objective in bilingual natural science class was accordance with the 2013 curriculum. It was also in line with Bloom’s Taxonomy of education’s Objectives. Bloom’s theory also said that learning objectives must be formulated into three domains, they are cognitive, affective, and psychomotor domains.

2. Learning Materials

In English teaching and learning, the materials that were used by the teacher were authentic and non-authentic material. Teacher used handbook from school “English 4 Success” and handbook from government based on 2013 curriculum. The materials which were on those textbooks

were appropriate to the students' condition and also appropriate with the curriculum. The materials were designed based on the learning objective and students' need. In developing material, the teacher used some strategies which were based on the Richard and Harmer theory. They re-organized the sequence of the tasks from natural to complicated degree of complexity and based on the lesson.

3. Teaching Methods

As researcher found, the methods used in English teaching-learning process in bilingual class were Communicative Method, direct method, Audio Lingual Method, GTM, problem solving method, and cooperative method. The methods were appropriate to the characteristic material and characteristic students. In practice, the teacher has been using the methods well. The teacher combined the several methods in every meeting, but there were some principles of using method which not involved. For example almost all of the teaching-learning process, the teacher just used CLL, whereas for GTM just in low duration and sometimes the teacher just used cooperative learning method. The researcher will analyze the method used in the class:

1) Grammar Translation Method (GTM)

GTM means teaching foreign language by translating it into students' native language. This method help students to

create a better understanding of the language they had learned by analyzing grammar and translation into the target language.

2) Direct Method (DM)

In the implementation of this method, the teacher asked the students to imitate what has been spoken by the teachers, then the teacher pointed the students randomly to imitate the pronunciation. This method is appropriate for senior high school students. Miss Sabrina as a native teacher facilitated teaching pronunciation.

3) Communicative Language Learning Method (CLL)

This method created the students' bravery to communicate actively. CLL method facilitated English teaching and learning.

4) Problem Solving

Problem solving method created high order thinking skill for students. It is appropriate for senior high school students.

5) Cooperative Learning Method

Cooperative learning involved learning in groups rather than alone. In the learning process, this method trained the students to cooperate and create a good relation with the other students.

4. Learning Media and Learning Resources

Media is a tool in teaching and learning process that has significant roles. One of the benefits of using media is teacher

can give clear explanation and it can be understood by students as good as possible. Those media above made the students easier to understand the material and they looked not bored. The use of learning media above is in line with Wina Sanjaya's theory. Meanwhile learning resources which were used by the teacher was in line with the principle of 2013 curriculum. It was mentioned that learning resources it not only the teacher, but also all of things can be used as source of learning.

5. Learning assessment

In English teaching and learning, the assessments that were used by the teacher were appropriate to the students' need. In practice, the teacher has been using the assessments well. The teacher not only assess cognitive domain and psychomotor domain, but also affective domain. It was in line with assessment standard based on 2013 curriculum's theory.

The researcher found the teacher gave the students assignment, quiz, presentations in group, group projects and also homework at the end of the learning process. While in the learning process, the teacher also observed the attitude from each student. In addition self-assessment, and peer assessment to add information about affective domain from the students. The teacher also carried out daily test and summative test or mid term test.

Assessment approach that has been used in 2013 curriculum is a criteria reference assessment (PAK). PAK is an achievement of competency assessment based on minimum completeness criteria (KKM). KKM is the criteria for the minimum passing grade that was determined by the educational unit taking into account the characteristics of essential competencies to be achieved. In MAN Demak, KKM that was set for all of the subjects is 3.0 or 80. For the students that have not been able to reach the criteria for the minimum passing grade, remediation will be carried out, and for the students that have been able to reach the criteria for the minimum passing grade, the teacher conducted enrichment.

6. The Appropriateness of English Teaching Learning Process and Learning Assessment Based on Process Standard and Assessment Standard on 2013 Curriculum.

In 2013, Indonesian government published new curriculum which is popular as 2013 Curriculum. Ideally, the English teachers must have some competences in order to apply the curriculum. They must be able to develop the materials which are suitable with the learning objective, to select the appropriate methods, and to manage the class.

Due to the above facts, based on the observation, interview, and documentation, learning process and learning assessment in bilingual natural science class was almost accordance with 2013 curriculum. English teaching-learning

process was in line with process standard and assessment standard on the 2013 curriculum.

D. Limitation of the Study

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of the research were:

1. The research was limited by time. Qualitative study needed a long-time period in order to gain representative data. When the same research conducted for a longer time, it is possible that the researcher could get a different result.
2. The researcher observes the tenth grade bilingual natural science class in the academic year of 2018/2019. The researcher realizes the result of this study cannot describe ideally the methods, materials, media and source, and assessment delivered in English teaching and learning in bilingual natural science class.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of finding and analysis, it can be concluded in several main topics as follow:

1. Learning objective of English teaching and learning in bilingual natural science class have fulfilled three domains of cognitive, psychomotor, and affective.
2. Materials of English teaching and learning in bilingual class at the tenth grade of MAN Demak applied were teacher's handbook from school and teacher's handbook from government based on 2013 curriculum. Materials which were used by the teacher were authentic and created material.
3. Method of English teaching and learning in bilingual natural science class at the tenth grade of MAN Demak were Grammar Translation Method (GTM), Direct Method (DM), cooperative learning, problem solving method, and Communicative Language Learning Method (CLL). Those methods can be used based on the characteristic of material, and it also facilitated the students' learning well.
4. The teacher used auditive media (song), visual media (pictures, power point), and audiovisual media (short motivational film). Then learning resources which were

used by the teacher were two kinds of textbooks, native teacher (Miss Sabrina), internet, and library.

5. Learning assessment in bilingual natural science class of MAN Demak applied were summative assessment and formative assessment. The teacher assessed knowledge, attitude, and performance of the students by some of techniques like daily test, quize, observation, and project in group.
6. In the English teaching and learning process in Bilingual natural science class, the teacher has made maximal efforts to implement the learning process as the curriculum command according to the set of rules of the curriculum, standard of process and standard of assessment based on 2013 curriculum. There was an aspect in the teaching and learning process who have not implemented well.

Curriculum is a set of plans and arrangements regarding the content, teaching materials, and the methods that used as a reference in the implementation of teaching-learning activities. Those are a tool to achieve educational goals. Without the curriculum, the educational goals will not be achieved. Whole teachers, schools, and authorities are critical factors in determining the success of the implementation of a curriculum.

B. Suggestion

Based on the problems which have been explained in this final project, researcher suggests:

1. For the teacher
 - a. The teacher should increase the understanding about 2013 curriculum by seminars, workshops, and learn books of 2013 curriculum. In addition, the teachers should implement the 2013 curriculum professionally so that the learning process will be more qualified.
 - b. The teachers should increase their understanding about learning method to create students' HOTS.
2. For the school

The school management should have prepared the corresponding school environment for students to learn better and for teachers to teach more creatively.
3. Next researcher

Actually, qualitative study needs a long time periods in order to gain representative data. So that, the next researcher have to prepare much time to do research.

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APPENDIX 1 (Observation Note)

Aspect	Indicator	Note
Learning material	Material is based on the learning objectives	
	Material is based on the students' need	
	Material is based on the students' level	
Teaching method	Method is based on the characteristic material	
	Method is based on the characteristic of students	
	Method facilitates students' learning	
	Method is according to the students' level and the teaching/learning situations	
Learning media and resources	Learning media is based on the characteristic material	
	Media is based on the students' level	
	Media can facilitate students' learning	
	Learning resources is based on the materials' need	
Assessment	Assessment is based on the learning objectives	
	Assessment uses clear instruction	
	Assessment uses appropriate scooring rubric	

APPENDIX 2 Observation Note 1

Aspect	Indicator	Note
Learning material	Material is based on the learning objectives	Legendary narrative is based on the learning objective
	Material is based on the students' need	Students need to learn about narrative material
	Material is based on the students' level	Senior high school students was appropriate to know the legend story especially Indonesian story
Teaching method	Method is based on the characteristic material	Cooperative and coomunicative language learning is appropriate to teach narrative text
	Method is based on the characteristic of students	Cooperative and CLL method was appropriate with students' character.
	Method facilitates students' learning	Those methods helped students to comprehend the material.
	Method is according to the students' level and the teaching/learning situations	Those method was appropriate with the students' level.
Learning media and resources	Learning media is based on the characteristic material	Power point, picture, and pieces of story was appropriate with the material.
	Media is based on the students' level	Those media was based on the students' level.
	Media can facilitate students' learning	Power point facilitated on the students' learning.
	Learning resources is based on the materials' need	Material was taken from handbooks and internet.
Assessment	Assessment is based on the learning objectives	Teacher assessed the students based on the learning objective.
	Assessment uses clear instruction	Teacher explain the instruction clearly.
	Assessment uses appropriate scooring rubric	Students used some criteria in scooring rubric

APPENDIX 3 (Observation Note 2)

Aspect	Indicator	Note
Learning material	Material is based on the learning objectives.	Material “Legendary narrative” is based on the learning objectives.
	Material is based on the students’ need	Students need to learn narrative text.
	Material is based on the students’ level	The story of Malin Kundang is appropriate with senior high school students
Teaching method	Method is based on the characteristic material	The teacher used GTM method to explain language feature of narrative text.
	Method is based on the characteristic of students	Students listened and understood the story precisely.
	Method facilitates students’ learning	Through this method, students were easier to understand the meaning of the story.
	Method is according to the students’ level and the teaching/learning situations	GTM is appropriate in teaching narrative text for senior high school students.
Learning media and resources	Learning media is based on the characteristic material	The teacher provided some texts and quizzes.
	Media is based on the students’ level	The students were interesting with the media above.
	Media can facilitate students’ learning	Media above facilitated the students’ learning.
	Learning resources is based on the materials’ need	Teacher took the story and quizzes from the teacher’s handbook.
Assessment	Assessment is based on the learning objectives	The instrument of knowledge skill is appropriate with the learning objective.
	Assessment uses clear instruction	The teacher asked the students to answer the quizzes.
	Assessment uses appropriate scoring rubric	Teacher provided appropriate score for the students’ work.

APPENDIX 4 (Observation Note 3)

Aspect	Indicator	Note
Learning material	Material is based on the learning objectives	Students write down and practice in front of class was based on the learning objective
	Material is based on the students' need	Those activities was based on the students' need.
	Material is based on the students' level	Those materials was appropriate with students' level.
Teaching method	Method is based on the characteristic material	CLL and Cooperative learning method was appropriate with the material.
	Method is based on the characteristic of students	CLL and Cooperative learning method created students' creativity.
	Method facilitates students' learning	CLL and Cooperative learning method facilitated students' learning.
	Method is according to the students' level and the teaching/learning situations	Those methods was suitable with learning situation.
Learning media and resources	Learning media is based on the characteristic material	Internet and paper provided by the teacher was appropriate with the material.
	Media is based on the students' level	Those media was appropriate with senior high school students.
	Media can facilitate students' learning	Those media facilitated students' learning.
	Learning resources is based on	Environment and

	the materials' need	friends were appropriate as the learning resources in this material.
Assessment	Assessment is based on the learning objectives	Teacher assessed the students' performance.
	Assessment uses clear instruction	Students understood with the teacher's instruction.
	Assessment uses appropriate scooring rubric	Teacher provided some indicators in assessing students' performance.

APPENDIX 5 (Observation Note 4)

Aspect	Indicator	Note
Learning material	Material is based on the learning objectives	Islmaic song was appropriate with learning objective.
	Material is based on the students' need	Listening a song was needed by the students.
	Material is based on the students' level	Islamic song "insyaAllah" by Maher Zain was appropriate with senior high school students.
Teaching method	Method is based on the characteristic material	Audio lingual method and direct method were appropriate with the material.
	Method is based on the characteristic of students	Those methods were suitable for the tenth grade of MAN Demak.
	Method facilitates students' learning	Audio lingual method and direct method facilitated students' learning.
	Method is according to the students' level and the teaching/learning situations	Those methods ere suitable with the learning objective.
Learning media and resources	Learning media is based on the characteristic material	In listening section, the teacher needed an audio and provided a song, and some of paper.
	Media is based on the students' level	Those media above were suitable with senior high school students.
	Media can facilitate students' learning	Those media facilitated students' learning.

	Learning resources is based on the materials' need	Teacher got the song form the internet.
Assessment	Assessment is based on the learning objectives	Tecaher assessed students' listening comprehension by filling in the blank word and paraphrase in pairs.
	Assessment uses clear instruction	The teacher's intructions were clear.
	Assessment uses appropriate scooring rubric	Tecaher provided some criteria to assess the students comprehension.

APPENDIX 6 (Interview Guideline)

1. What are the learning objectives of English teaching and learning in bilingual natural science class?
2. What are the methods used in English teaching and learning in bilingual natural science class in The Academic Year 2018/2019?
3. What English language textbooks are used in teaching English in bilingual natural science class in The Academic Year 2018/2019?
4. What teaching aid is used in teaching and learning English in bilingual natural science class in The Academic Year 2018/2019?
5. Are there tapes, films and visual aid for use in English lesson?
6. How do you assess the result of learning process?
7. How many times of evaluation in The Academic Year of 2018/2019?

APPENDIX 7 (Transcript of Interview)

Researcher: What are the learning objectives of English teaching and learning in bilingual natural science class?

Teacher : Emmm, Ok... there are general and specific objective mbak... The general objective is to improve the student's skill in the use of foreign language academically and can be used practically in society with keeping hold on his faith, taqwa, and akhlaq. While the specific objective of English teaching and learning process at MAN Demak is students are ready to compete with various competitors in university even in the other countries. , and also can compete with the other job seekers in global market.

Researcher: What are the methods used in English Language Teaching in bilingual natural science class in The Academic Year 2018/2019?

Teacher : I use several methods in every meeting, as you see in the class. Sometimes I use CLL with Cooperative learning, sometimes I use audio lingual and diret method. It based on the material and the situation in the class.

Researcher: What English textbooks are used in teaching English in bilingual natural science class in The Academic Year 2018/2019?

Teacher : There are three kinds of textbooks, first is English textbook from government based on 2013 curriculum, second is teacher handbook which were arranged by English teacher's of MAN Demak (English 4 succes integrated with Character education), and the last is modul pengayaan peminatan. The last one is for addition, and it is focused on grammar.

Researcher: What teaching aid is used in teaching and learning English in bilingual natural science class in The Academic Year 2018/2019?

Teacher : As you can see mba Niswah, every meeting I bring laptop, prepare some pictures, and I always write down on the whiteboard to give more explanation to the students.

Researcher: Are there tapes, films and visual aid for use in English lesson?

Teacher : Of course, the last material in every semester is song. So the teacher certainly uses audio to sing a song. Sometimes I play a short film to give additional explanation and some motivation.

Researcher: How do you assess the result of learning process?

Teacher : There are three assessment point, they are cognitive, affective, and psychomotor aspect. I assess cognitive aspect by giving daily test, quize, and homework.

Then for affective aspect, every meeting I do an observation. Self- assessment and peer assessment sometimes were needed. In psychomotor aspect, I assess students' presentation and group project.

Researcher: How many times of evaluation in The Academic Year 2018/2019?

Teacher : Maybe for about 4 times in this semester, there 3 daily test, mid term test, and final test.

APPENDIX 8 (Documentation of the Research)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan :	MAN DEMAK
Mata Pelajaran :	Bahasa Inggris wajib
Kelas/semester :	X IPA 1 / dua
Materi pokok :	Lagu (song)
Alokasi waktu :	3 X 45 menit

I. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

II. Kompetensi Dasar

No	KD	Indikator
	Spiritual	
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1. Berperilaku mensyukuri kesempatan dapat mempelajari lagu dengan menunjukkan sikap sungguh-sungguh dalam belajar.
	Sosial	Santun
2.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Berperilaku santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman dalam mempelajari lagu. Peduli 2.1.2. Berperilaku peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman dalam mempelajari lagu.
	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Jujur 2.2.1. Berperilaku jujur dalam melaksanakan komunikasi transaksional dengan guru dan teman dalam mempelajari lagu. Disiplin 2.2.2. Berperilaku disiplin dalam melaksanakan komunikasi transaksional dalam lagu. Percaya Diri 2.2.3. Berperilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman dalam mempelajari lagu.
	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	Tanggung Jawab 2.3.1. Berperilaku tanggung jawab dalam melaksanakan komunikasi fungsional dalam mempelajari lagu. Kerjasama 2.3.2. Berperilaku kerjasama dalam melaksanakan komunikasi fungsional dalam mempelajari lagu. Cinta Damai 2.3.3. Berperilaku cinta damai dalam melaksanakan

No	KD	Indikator
		Komunikasi fungsional dalam mempelajari lagu.
3.	Pengetahuan	
	3.g. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	3.g.1. Mengidentifikasi fungsi sosial dari lagu. 3.g.2. Mengidentifikasi kosakata dan tata bahasa dalam lirik lagu, dan parafrase. 3.g.3. Mengidentifikasi ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4.	Ketrampilan	
	4.g. Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	4.g.1. Membaca, menyimak, dan menirukan lirik lagu secara lisan. 4.g.2. Menanyakan hal-hal yang tidak diketahui atau berbeda. 4.g.3. Mengambil teladan dari pesan-pesan dalam lagu. 4.g.4. Menyebutkan pesan yang terkait dengan bagian-bagian tertentu. 4.g.5. Melakukan refleksi tentang proses dan hasil belajarnya.
III. Tujuan Pembelajaran		
	1. Spiritual	Setelah proses pembelajaran, peserta didik bersyukur kesempatan dapat mempelajari bahasa Inggris sebagai bahasa Internasional secara konsisten.
	2. Sosial	Setelah mengamati dan mendiskusikan lagu, peserta didik berperilaku santun, peduli, jujur, disiplin, percaya diri, tanggungjawab, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional secara konsisten.
	3. Pengetahuan	Setelah mengamati dan mendiskusikan lagu peserta didik dapat menjelaskan fungsi sosial dari lagu, mengidentifikasi kosakata dan tata bahasa dalam lirik lagu, dan mengidentifikasi ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
	4. Ketrampilan	Setelah memahami dan mendiskusikan lagu, peserta didik dapat:

- 1). Membaca, menyimak, dan menirukan lirik lagu secara lisan.
- 2). Menanyakan hal-hal yang tidak diketahui atau berbeda.
- 3). Mengambil teladan dari pesan-pesan dalam lagu.
- 4). Menyebutkan pesan yang terkait dengan bagian-bagian tertentu.
- 5). Melakukan refleksi tentang proses dan hasil belajarnya.

IV. Pendekatan dan Metode Pembelajaran

1. Pendekatan : scientific
2. Metode : diskusi, tanya jawab, dan penugasan.

V. Sumber / Media Pembelajaran

Sumber : Buku paket siswa Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2 diterbitkan oleh Kemdikbud.

Media : Laptop, LCD, white board, board marker.

VI. Materi Pembelajaran :

Lagu.

- Fungsi sosial : Mengembangkan nilai-nilai kehidupan dan karakter yang positif.
- Parafrase :
 - ~ Guru meminta siswa untuk memperhatikan bait-bait lagu yang ada dalam kolom di sebelah kiri.
 - ~ Guru menjelaskan makna satu bait lagu dengan menggunakan kata-kata yang berbeda namun memiliki arti sama.
 - ~ Guru meminta siswa mengerjakan paraphrasing.
- Unsur kebahasaan :
 - ~ Kosakata dan tata bahasa dalam lirik lagu.
 - ~ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

VII. Langkah-langkah Pembelajaran

NO	TAHAPAN	ALOKASI WAKTU	DESKRIPSI KEGIATAN	KET
1.	Kegiatan Pendahuluan	10 menit	• Memberikan salam. • Menanyakan kepada siswa tentang kesiapan untuk belajar. • Menanyakan kehadiran siswa. • Mempersilakan salah satu siswa memimpin doa. • Tanya jawab mengenai materi yang telah di	

NO	TAHAPAN	ALOKASI WAKTU	DESKRIPSI KEGIATAN	KET
			sampaikan pada pertemuan sebelumnya.	
			• Menyampaikan tujuan pembelajaran.	
2.	Kegiatan Inti	65 menit	Mengasosiasi • Siswa menganalisis lagu berbahasa Inggris dan mencoba menangkap kata-kata yang ada di dalamnya. • Secara berkelompok siswa mendiskusikan lagu berbahasa Inggris yang mereka dengar dan mencoba memaknai lagu yang didengarkannya tersebut. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang kosa kata, tata bahasa dalam lirik lagu, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. Mengomunikasikan • Siswa mendemonstrasikan penggunaan paraphrase di depan kelas. • Siswa menuliskan permasalahan dalam menggunakan lagu berbahasa Inggris dalam jurnal belajar (learning journal).	
3.	Kegiatan Akhir	15 menit	• Klarifikasi / kesimpulan siswa dibantu oleh guru menyimpulkan materi. • Evaluasi untuk mengukur ketercapaian tujuan pembelajaran. • Siswa melakukan refleksi tentang pelaksanaan pembelajaran. • Mengucapkan salam.	

VIII. Penilaian Proses dan Hasil Belajar

1. Sikap Spiritual

Teknik Penilaian : Observasi

Bentuk Instrumen : Lembar Observasi

Instrumen :

156

No	Sikap/Nilai yang diamati	Skor			
		1	2	3	4
1.	Berdoa sebelum dan sesudah melakukan pembelajaran lagu.				
2.	Mengucapkan syukur atas karunia Allah sebagai tanda telah dipermudah mendapatkan informasi pembelajaran lagu.				
3.	Memberi salam sebelum dan sesudah menyampaikan pendapat atau presentasi dengan bahasa yang baik dan benar.				
4.	Mengungkapkan kekaguman secara lisan maupun tulisan terhadap Allah saat melihat kebesaran-Nya melalui isi lagu.				
5.	Merasakan keberadaan dan kebesaran Allah saat mempelajari ilmu pengetahuan melalui isi lagu.				
	Jumlah Skor				

Keterangan :

1: Kurang

2: Cukup

3: Baik

4: Baik sekali

Petunjuk Penskoran :

Skor akhir menggunakan skala 1 sampai 4

Skor maksimal $4 \times 5 = 20$

Perhitungan skor akhir menggunakan rumus:

Perolehan skor $\times 4 =$

Skor maksimal

Peserta didik memperoleh nilai:

Sangat baik : apabila memperoleh skor 3,34-4,00

Baik : apabila memperoleh skor 2,66-3,33

Cukup : apabila memperoleh skor 1,66-2,65

Kurang : apabila memperoleh skor kurang 1,66

2. Sikap Sosial

Teknik Penilaian : Observasi, Penilaian sejawat

Bentuk Instrumen : Learning Journal

Kisi-kisi

a. Sikap Santun

Teknik Penilaian : Penilaian sejawat

Nama Peserta Didik :

Kelas :

Materi Pokok :

Tanggal :

Petunjuk

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

No	Pernyataan	Penilaian			
		1	2	3	4
1.	Menghormati orang yang lebih tua dan menyayangi sesama teman.				
2.	Tidak berkata-kata kotor kasar dan takabur.				
3.	Tidak menyela pembicaraan orang.				
4.	Mengucapkan terima kasih saat menerima bantuan dari orang lain.				
5.	Tersenyum, menyapa, memberi salam kepada orang yang ada di sekitar				

Petunjuk penskoran :

Skor akhir menggunakan skala 1 sampai 4

Skor maksimal $4 \times 5 = 20$

Perhitungan skor akhir menggunakan rumus :

Perolehan skor

$$\times 4 =$$

skor maksimal

Peserta didik memperoleh nilai :

Sangat Baik : apabila memperoleh skor 3,34-4,00

Baik : apabila memperoleh skor 2,66-3,33

Cukup : apabila memperoleh skor 1,66-2,55

Kurang : apabila memperoleh skor kurang 1,66

b. Peduli

Teknik Penilaian : Penilaian sejawat

Nama Peserta Didik : . . .

Kelas : . . .

Materi Pokok : . . .

Tanggal : . . .

Petunjuk

4= selalu, apabila selalu melakukan sesuai pernyataan.

3= sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan.

2= kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1= tidak pernah, apabila tidak pernah melakukan.

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Mendengarkan pembicaraan anda dengan penuh kepedulian.				
2.	Menunjukkan sikap ketertarikan terhadap materi pembicaraan anda.				
3.	Merеспon pertanyaan anda				
4.	Membantu anda ketika mempunyai kesulitan-kesulitan				

c. Jujur

Teknik Penilaian : Observasi

Nama Peserta Didik : . . .

Kelas : . . .

Materi Pokok : . . .

Tanggal : . . .

Petunjuk

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan.

2 = kadang-kadang apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan.

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Tidak menyontek ketika mengerjakan tes.				
2.	Tidak mengambil karya orang lain tanpa ijin.				
3.	Menyampaikan hal-hal secara jujur berdasarkan data atau informasi yang akurat.				
4.	Mengakui kesalahan dan kelemahan yang ia miliki.				
5.	Perani meminta maaf jika melakukan kesalahan terhadap orang lain.				

d. Disiplin

Teknik Penilaian : Observasi

Nama Peserta Didik : - . . .

Kelas : - . . .

Materi Pokok : - . . .

Tanggal : - . . .

Petunjuk

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan.

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Masuk kelas tepat waktu.				
2.	Mengumpulkan tugas tepat waktu.				
3.	Memakai seragam sesuai tata tertib.				
4.	Mengerjakan tugas yang diberikan.				
5.	Tertib dalam mengikuti pembelajaran.				

e. Percaya Diri

Teknik Penilaian : Observasi

Nama Peserta Didik : - - -

Kelas : - - -

Materi Pokok : - - -

Tanggal : - - -

Petunjuk

4 = Selalu, apabila selalu melakukan sesuai pernyataan.

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan.

2 = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1 = tidak pernah, apabila tidak pernah melakukan

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Berani berpendapat, bertanya, atau menjawab pertanyaan.				
2.	Mampu membuat keputusan dengan cepat.				
3.	Tidak mudah putus asa.				
4.	Tidak canggung dalam bertindak.				
5.	Berani presentasi di depan kelas.				

f. Sikap Tanggung Jawab

Teknik Penilaian : Observasi

Nama Peserta Didik : - - -

Kelas : - - -

Materi Pokok : - - -

Tanggal : - - -

Petunjuk

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1 = tidak pernah, apabila tidak pernah melakukan.

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Melaksanakan tugas individu dengan baik.				
2.	Menerima resiko dari tindakan yang dilakukan.				
3.	Tidak menyalahkan /menuduh orang lain tanpa bukti yang akurat.				
4.	Menepati janji				
5.	Mengembalikan barang yang dipinjam				

g. Kerjasama

Teknik Penilaian : Observasi

Nama Peserta Didik : - - -

Kelas : - - -

Materi Pokok : - - -

Tanggal : - - -

Petunjuk

4 = selalu, apabila selalu melakukan sesuai pernyataan.

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang kadang tidak melakukan.

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1 = tidak pernah, apabila tidak pernah melakukan.

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Kesediaan melakukan tugas sesuai kesepakatan.				
2.	Aktif dalam kerja kelompok.				
3.	Memusatkan perhatian pada tujuan kelompok.				
4.	Tidak mendahulukan kepentingan pribadi.				
5.	Mencari jalan untuk mengatasi perbedaan pendapat diri sendiri dengan orang lain				

h. Cinta Damai

Teknik Penilaian : Penilaian sejawat

Nama Peserta Didik : - - -

Kelas : - - -

Materi Pokok : - - -

Tanggal : - - -

Petunjuk

4 = selalu, apabila selalu melakukan sesuai pernyataan.

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan.

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan.

1 = tidak pernah, apabila tidak pernah melakukan.

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Tidak membedakan teman yang satu dengan yang lain.				
2.	Tidak memiliki rasa dendam terhadap orang lain.				
3.	Tidak iri hati dengan milik orang lain atau teman.				
4.	Berusaha untuk tidak keras hati dan mudah emosi.				
5.	Tenang ketika menghadapi masalah dengan teman.				

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Skor maksimal $4 \times 5 = 20$

Perhitungan skor akhir menggunakan rumus:

Perolehan skor $\times 4 =$

Skor maksimal

Peserta didik memperoleh nilai:

Sangat baik : apabila memperoleh skor 3,33 - 4,00

Baik : apabila memperoleh skor 2,66 - 3,33

Cukup : apabila memperoleh skor 1,66 - 2,65

Kurang : apabila memperoleh skor kurang 1,66

REKAPITULASI LEMBAR PENGAMATAN SIKAP

Mata Pelajaran :
Kelas / Semester :
Tahun Pelajaran :
Waktu Pengamatan :

Indikator perkembangan karakter peserta didik

1. BT (belum tampak) jika sama sekali tidak menunjukkan usaha sungguh-sungguh dalam menyelesaikan tugas.
2. MT (mulai tampak) jika menunjukkan sudah ada usaha sungguh-sungguh dalam menyelesaikan tugas tetapi masih sedikit dan belum konsisten.
3. MB (mulai berkembang) jika menunjukkan ada usaha sungguh-sungguh dalam menyelesaikan tugas yang cukup sering dan mulai konsisten.
4. MK (membudaya) jika menunjukkan adanya usaha sungguh-sungguh dalam menyelesaikan tugas secara terus-menerus dan konsisten.

JURNAL CATATAN GURU

Petunjuk pengisian jurnal (diisi oleh guru):

1. Tulislah kelas dari peserta didik yang diamati.
2. Tulislah materi pelajaran yang diobservasi.
3. Tulislah identitas peserta didik yang diamati.
4. Tulislah hari/tanggal pengamatan.
5. Deskripsikan kejadian-kejadian yang dialami oleh peserta didik baik yang merupakan kekuatan peserta didik maupun kelemahan peserta didik sesuai dengan pengamatan guru terkait dengan sikap spiritual dan/atau sikap sosial.
6. Tulislah dengan segera kejadian yang diamati.
Kelas :
Materi :

No	Nama Peserta Didik	Hari/Tanggal	Kejadian



1. Pengetahuan

- a. Teknik Penilaian : Tes tulis
- b. Bentuk Instrumen : pilihan ganda
- c. Kisi-kisi :

No	Indikator	Butir Instrumen
1.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat merespons teks lagu.	No 1
2.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat menentukan ungkapan yang tepat.	No 2
3.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat menentukan ungkapan yang tepat.	No 3
4.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat merespons teks lagu.	No 4
5.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat mengucapkan teks lagu.	No 5
6.	Disajikan teks lagu dalam bentuk tulisan, siswa dapat memparafrasekan teks lagu tersebut.	No 6
7.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat melengkapi teks lagu sambil mendengarkan lagu tersebut.	No 7
8.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat mengucapkan teks lagu.	No 8
9.	Disajikan teks lagu dalam bentuk tulisan, siswa dapat memparafrasekan teks lagu tersebut.	No 9
10.	Disajikan teks lagu dalam bentuk rumpang, siswa dapat merespons teks lagu.	No 10

d. Pedoman penskoran : Setiap jawaban benar di beri skor 1 (satu).

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

2. Keterampilan

- a. Teknik Penilaian : Unjuk Kersa
- b. Bentuk Instrumen : Berbicara
- c. Kisi-kisi : Menyusun teks lagu
- d. Cara penilaian



No	Aspek yang Dinilai	Kriteria	Skor
1.	Kesesuaian materi dengan tujuan penyampaian teks lagu.	100 % isi sesuai.	5
		80 % isi sesuai	4
		60 % isi sesuai	3
		40 % isi sesuai	2
		20 % isi sesuai	1
2.	Pilihan kosakata	100 % pilihan kosa kata tepat	5
		80 % pilihan kosa kata tepat	4
		60 % pilihan kosa kata tepat	3
		40 % pilihan kosa kata tepat	2
		20 % pilihan kosa kata tepat	1
3.	Pengucapan	100 % pengucapan tepat	5
		80 % pengucapan tepat	4
		60 % pengucapan tepat	3
		40 % pengucapan tepat	2
		20 % pengucapan tepat	1
4.	Kelancaran	100 % lancar	5
		80 % lancar	4
		60 % lancar	3
		40 % lancar	2
		20 % lancar	1
5.	Penampilan	100 % penampilan baik	5
		80 % penampilan baik	4
		60 % penampilan baik	3
		40 % penampilan baik	2
		20 % penampilan baik	1

e. Pedoman Penskoran

$$NA = \frac{\text{Skor Perolehan} \times 4}{\text{Skor Maksimal}}$$



Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		Sikap
	Pengetahuan	Keterampilan	
A	4	4	SB
A-	3,66	3,66	
B+	3,66	3,66	B
B	3	3	
B-	2,66	2,66	C
C+	2,33	2,33	
C	2	2	K
C-	1,66	1,66	
D+	1,33	1,33	
D-	1	1	

NA = Skor Perolehan x 4
 Skor Maksimal

Demak, April 2019

Mengetahui
 Kepala Sekolah Aliyah Negeri Demak

Guru Mata Pelajaran



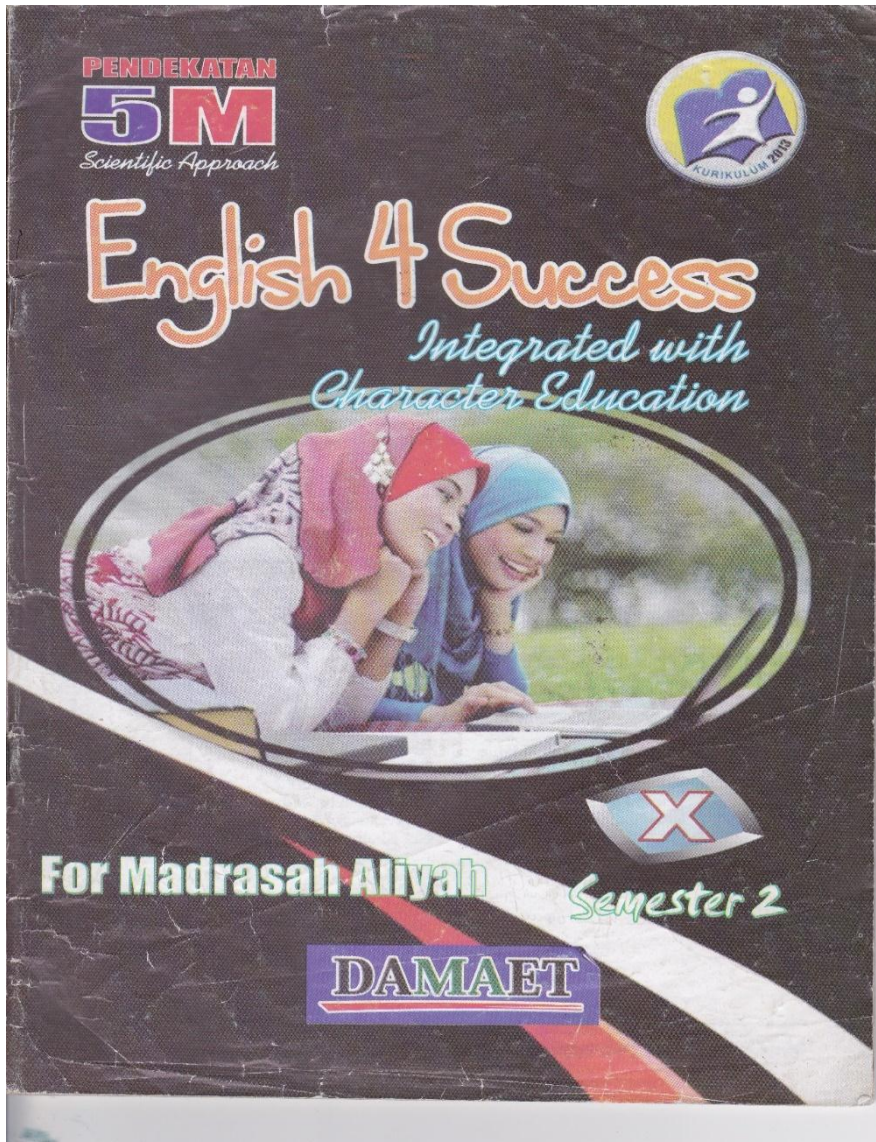
Drs. H. M. Soleh, M.Ag
 NIP. 1992031001

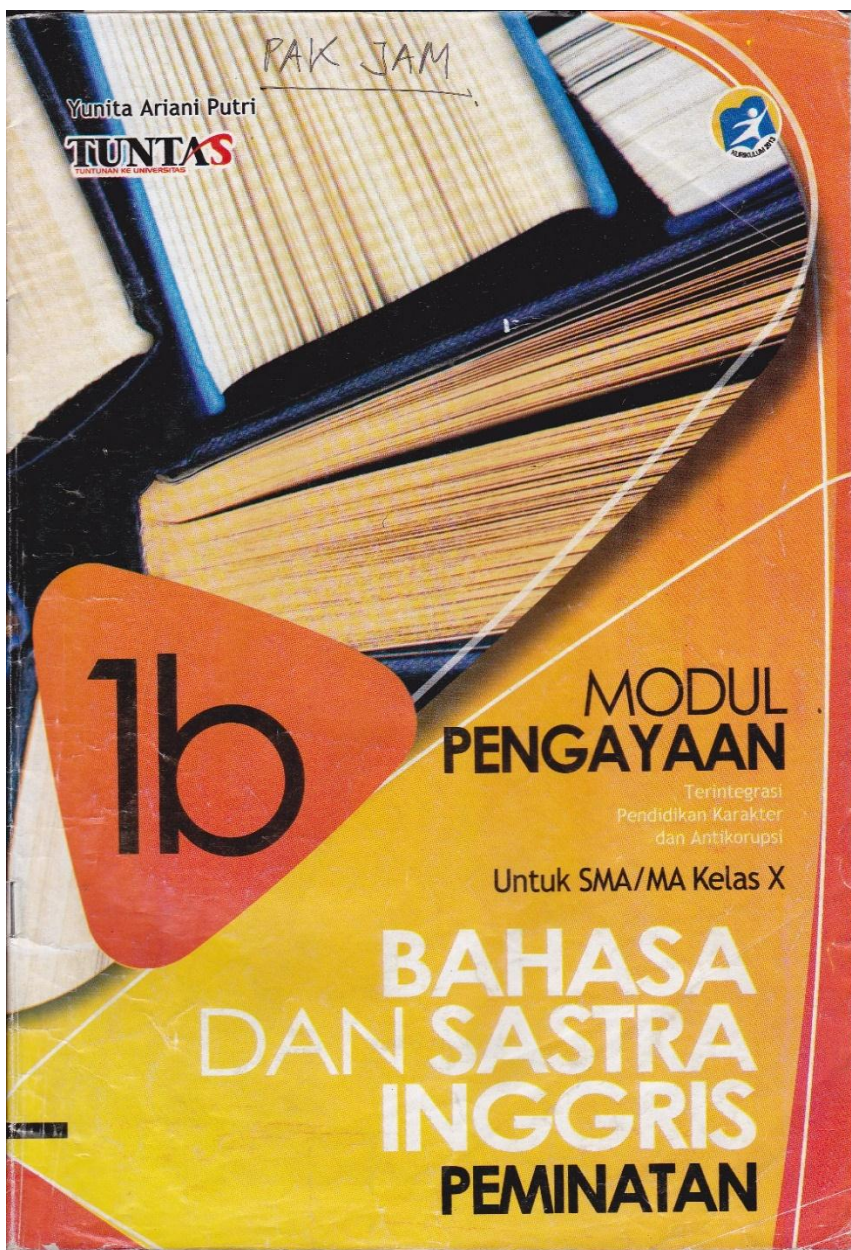
E. Setiana
 Emma Setiana, S.Pd
 NIP. 19790612200501 2003

APPENDIX 9 (The Picture of the First Textbook)

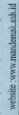


APPENDIX 10 (The picture of textbook 2)





APPENDIX 11 (Students' Name)



KELAS: X IPA 1

[illegible]

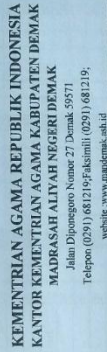
22	8041	0033358286	Ni'matul Jannah	L
23	8042	0026439823	Nuaf Maulana Negrinho	L
24	8043	0033954004	Ridaul Maghfiroh	L
25	8044	0033398705	Rifki Diah Novita Sari	L
26	8045	0022966357	Siata Nuriyah	L
27	8046	0033851474	Siti Nur Rohmah	P
28	8047	0033397112	Sifa'atul Izzah	P
29	8048	0036677813	Tadzkirotun Ni'mah	P
30	8049	0040210565	Valda Rosadah	P
31	8050	0033358295	Windatul Khususah	P

Mengetahui
Kepala MAN DENIAK

Demak, Juni 2019
Pembimbing Akademik

Drs.H.Suprpto,M.Pd
NIP.196404081992031002

Hana Maulida,S.Pd



BULAN: JANUARI 2019

No	NTS	NISN	NAMA	L/P	Tanggal																															Jumlah
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1	8051	0027470821	Akmal Alfito Gymnastiar	L																																
2	8052	0032993511	Aida Nur Hidayah	P																																
3	8053	0029837006	Alif Rahma Fitriani	P																																
4	8054	0033439874	Alfira Nurul Ainil	L																																
5	8055	0036269684	Alvin Yusuf Rizq	P																																
6	8056	0033911414	Ayumul Syarifatus Saaiyah	P																																
7	8057	0033239997	Aysha Wulandari	P																																
8	8058	0033951881	Dewy Xenni Fitriani	P																																
9	8059	0032595651	Evi Candra Nuzul	P																																
10	8060	0040231205	Fairda Muslita	P																																
11	8061	0020477158	Farras Wahid Habibi	L																																
12	8062	0033251022	Fikri Mukti Alim Alamun	L																																
13	8063	0033398922	Fitri Yandis Kuswati	P																																
14	8064	0032990469	Via Aullya Lestari	P																																
15	8065	0015041140	Hidayatun Nisa	P																																
16	8066	0040210112	Ida Nasya Azmah	P																																
17	8067	0033431470	Ika Atta Aszla	P																																
18	8068	0036331082	Iryad Muhammad Aziz	L																																
19	8069	0033905202	Jullita Dwi Angar Wati	P																																
20	8070	0032993323	Marevyah	P																																
21	8071	0032993455	Moh. As'Adul Khojoli	L																																
22	8072	0032993406	Moh.Ausaf Khojoli	L																																

APPENDIX 12 (The Letter of Research Permission from University)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B -2696/Un.10.3/D.1/TL.00/03/2018

27 Maret 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Tsaniyatunniswah

NIM : 1503046104

Yth. Kepala sekolah MAN Demak
di Demak

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Tsaniyatunniswah

NIM : 150304610

Alamat : Desa Ringinharjo Kec.Gubug Kab. Grobogan

Judul skripsi : English Teaching and Learning in Bilingual Natural Science Class
(A Study at The Tenth Grade of MAN Demak)

Pembimbing :

1. Siti Tarwiyah, M. Hum

2. Dr. H. Ikhsom, M.Ag

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 8 April 2019 sampai dengan tanggal 22 April 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,

Dekan Bidang Akademik

TAH SYUKUR

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 13 (The Letter of Research done from School)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DEMAK
MADRASAH ALIYAH NEGERI DEMAK
Jalan Diponegoro Nomor 27 Demak 59571
Telepon (0291) 681219; Faksimile (0291) 681219
Website: www.mandemak.sch.id

SURAT KETERANGAN

Nomor : 1144/TL.00/05/2019

Yang bertanda tangan dibawah ini:

Nama : Drs. H. Moh. Soef, M.Ag
N I P : 19650629 199203 1 001
Jabatan : Kepala MAN Demak

dengan in menerangkan bahwa :

Nama : Tsaniyatunniswah
NIM : 150304610
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan penelitian di MAN Demak pada tanggal 15 April s.d. 11 Mei 2019 dengan judul "English Teaching and Learning in Bilingual Natural Science Class)A Study at The Tenth Grade of MAN Demak)".

Dasar surat Dekan Fakultas Sains dan Teknologi Universitas Islam Negeri Walisongo Semarang Nomor : B.2696/Un.10.3/D.1/TL.00/03/2019 Perihal : Mohon Izin Riset . Tanggal : 27 Maret 2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Demak, 25 Mei 2019

Kepala



[Signature]
Moh. Soef

APPENDIX 14

CURRICULUM VITAE

Name : Tsaniyatunniswah
Place and Date Birth : Grobogan, October 8th 1996
Student's Number : 1503046104
Major : English Language Education
Religion : Islam
Address : Ringinharjo, Gubug, Grobogan
Email : tsaniyatunnisw4h@gmail.com
Phone Number : 082221444936

Educational Background

1. TK Pertiwi 1 Ringinharjo
2. SDN 1 Ringinharjo
3. MTs Sabilurrahman Ringinharjo
4. MAN 2 Grobogan

Semarang, July 10th 2019

The writer,

Tsaniyatunniswah