

## **Chapter One**

### **Introduction**

In this first chapter, the researcher presents the important points of the chapter such as the backgrounds of the study, the reason why in conducting this research, identification of the research, and the limitation of the research. The research question is mentioned in the formulation of the research. The objective of the research highlights the aims of the research. Then, the researcher explains the benefits of the research in the significance of the research. At the end of the chapter, the researcher explains the organization of this research.

### **Background of the Study**

The consequences of the paradigm in the context of English in Indonesian education are due to the importance of English as an international language in the era of globalization. Furthermore, globalization triggers an increasement in the use of foreign languages such as English, Mandarin, Arabic, German, and other foreign languages. Some of the schools support their students to implement bilingual language in their schools' activities. Recognizing the importance of the bilingualism especially in improving the executive function of the brain, the Indonesian government through the National Ministry Education seeks to form a new concept of educational programs. The concept hopefully will maximize competence in the target language, especially English. Therefore, the Indonesian government has established a bilingual school as an innovative effort to overcome this problem with the final target that the bilingual school can become an RSBI or SBI school. Moreover, RSBI (International Standard School Stubs) and SBI (International Standard School) are designed as Pioneer International Standard Schools. The programs are advocated for implementation in Elementary Schools, Junior High Schools and Senior High Schools (Margana, 2015). The implementation of the bilingual program also refers to Law of the Republic of Indonesia

Number 2 of 2003 Article 50 Paragraph 3. It is clearly stated that the Indonesian government and local governments must organize at least one educational unit to be further developed as an educational institution.

Furthermore, the implementation of a bilingual school that has been manifested in a classroom or educational environment is one of the implemented programs to improve students' linguistic intelligence. Because learning languages also can build the learners' identities (Creese, 2006). Then teachers are required to be more creative in implementing the curriculum in the school context. Moreover, teachers will have less control over the curriculum that they obtain and use to teach the students, and also the time that they can allocate for teaching, therefore, implementing transitional bilingual and dual-language bilingual programs more challenging (Berliner & Glass, 2014). The schools that have a chance to implement this program must be a school with excellent in terms of language or at least they have a focus not only local and national language but also foreign languages. One of the examples is one of the Islamic schools in Yogyakarta has been implementing bilingual program since 2016. This Islamic school in Yogyakarta is one of the schools that has facilitated foreign languages competence for its students by implementing the bilingual school program developed by its educators.

Furthermore, the school has collaborated with Cambridge University. The University of Cambridge curriculum is called the CPCF (Cambridge Primary Curriculum Framework) and the final test is called the CPCT (Cambridge Primary Check Point Test). The bilingual student program at the end of each academic year participates in CPCT for three subjects, namely Science, Math, and English. After taking the CPCT, the student gets a certificate from the University of Cambridge. The reason for choosing the Cambridge curriculum, among others, is because the curriculum standard has received world recognition. The curriculum can foster and develop students' insight, understanding, and abilities, as well as provide

flexibility for school corporations to be able to innovate and develop unique programs that are in line with the school's vision and mission. Al Azhar Islamic Elementary School's close partnership with Cambridge has provided access to world-class resources and opportunities to create professional development and create a skilled workforce in the world of work.

Most importantly, by implementing Cambridge, schools will gain international recognition and make it easier for schools to provide a way for students to continue their education abroad. In addition, another reason is the instruction from the Al Azhar Islamic Boarding School Foundation, that schools under the auspices of YPI must start a bilingual program, either bilingual by class or bilingual by school. Therefore, it can be assumed that the reason parents send their children to this school is so that they use English and Arabic actively. In this Islamic school, educators and students are trained and required to communicate in English and Arabic. The school hopes that students will not only master religious subjects, but also be able to communicate in English and Arabic in the classroom. The target of the school to apply the habit of speaking English and Arabic is to make students able to recognize foreign languages, explore foreign languages, and master foreign languages vocabulary.

Implementing bilingual program is a complex process. Learning a second or foreign language is a long and complex process because learners are required to cover all the aspects of a new language such as the structure and culture of the target language (Brown, 2007). There are many obstacles in the learning process. The students should implement and use English and Arabic for some subjects on Monday until Wednesday in different weeks. Then implement and use full English and Arabic on Thursday and Friday in different weeks. The students who do not implement and use English and Arabic will be noticed by the teachers to be reduced in terms of their score at the end of the assessment. On the other hand, when the teachers give English or Arabic quizzes and the students who can answer correctly all the

quizzes will get reward from the teacher. It means that the students in the learning process should compete their score with other students.

Based on the statement above, students who do not use language learning strategies may have difficulties in learning English and Arabic. Based on the researcher's prior observation and informal interview there are some difficulties in learning English and Arabic such as speaking, listening, writing, and reading. These bilingual students have to learn language, but most of them have no idea about their language learning strategies. Some experts have studied language learning strategies (Oxford, 1990, as cited in Wharton, 2000) stated that learning strategy can be described as an action used by the learner to create their learning becomes more efficient and easier to adapt in different circumstances. Therefore, this study was conducted to investigate what are language learning strategies most frequently used by students in Islamic school with bilingual program and what are the factors affecting language learning strategies by students in Islamic school with bilingual program.

### **Identification of the Problem**

Implementing bilingual program in schools is not always the best options from some schools because a bilingual program it can be a good point or bad point instead. The schools that have implemented bilingual program also have several problems.

According to preliminary interview with some teachers and students in this Islamic School, the researcher found some problems in implementing bilingual in the classroom. Students were more comfortable with their first language then they felt difficult to learn English or Arabic that have different culture and accent comparing with their first language. The students did not confident enough to communicate using English and Arabic in the classroom because lack of capability and knowledge in grammar and pronunciation. In the

other situations, the students should compete with the other students in using English and Arabic for every course in the classroom to get a good score in English and Arabic.

In this problem of learning bilingual, the students should know how to learn language using the learning strategies and some of students have different language learning strategies in this bilingual program. Then, students need the language learning strategies because sometimes they face some difficulties to decide the strategies that suit on them since their knowledge on language learning strategies (LLS) are low.

Some factors also might affect students' preferences on language learning strategies. Both male and female students have different difficulties in learning English and Arabic. Therefore, there are some differences on their ways in learning English and Arabic. Male and female students performed different approach on their language learning process. The role of gender in language learning strategies quite being underestimated and neglected in research for a long period of time (Michonska-Stadnik, 2014).

### **Delimitation of the Problem**

From several provided problems, this study only focuses on investigating what language learning strategies (LLS) used the most by the students and how the gender factors affecting LLS. Students can learn languages more because they grow their interest in foreign language.

Students learn bilingual language and the students found some difficulties. The students' difficulties in learning the culture and the accent of the foreign language that different with their first language. The students need language learning strategies (LLS) to compete with the other students because they did not get a lot of exposure about the foreign language learning in previous school.

Furthermore, factors in affecting language learning strategies (LLS) are focused on the differences gender of the students, because the researcher need to know how differences gender may affect the language learning strategies (LLS) of the students in Islamic school with bilingual program. However, some teachers' problems are not included on this research. Therefore, other researchers might conduct the research that correlate student's language learning strategies and the teachers' teaching strategies.

### **Research Questions**

This research question based on the background of the problem:

1. What are the most frequently used language learning strategies by students in Islamic school with bilingual program?
2. How the gender factors affect the language learning strategies by students in Islamic school with bilingual program?

### **Objectives of the Research**

Based on all research questions, the objectives of the research, include:

1. To find out the language learning strategies used by students in Islamic school with bilingual program.
2. To find out the gender factors affect the language learning strategies by students in Islamic school with bilingual program.

### **Significance of the Research**

This research will give some significances and benefits to several people such as the students, the teachers, the parents, the institutions, and the researchers.

**For the students.** After knowing the result of this research, the students are hopefully interested to learn and implement bilingual language using the language learning strategies.

**For the teachers.** After knowing the result of this research, the teachers at the schools know the bilingual language learning strategies to their students and the teachers also can learn about the how the students should about the foreign languages.

**For the institutions.** After knowing this result, the institutions hopefully are able to increase the student's skill through bilingual program and make suitable language learning strategies for the students.

**Other researchers.** After knowing the result of this research, the researcher can give a general and a specific picture about bilinguals that use in the school. Furthermore, they can find out the references about bilingual, the beneficial, and the learning strategies through this research. Hopefully this research can be used as the reference with the same topic field of research.

