

The classroom actual teaching and learning process at biology bilingual program

Herman Resyadi^{a,1,*}, Nurfajriah Basri^{b,2}, Sri Rahayu Juniati^{c,3} Muhammad Yani^{d,4}, Evi Sohriani^{e,5}

^a Institut Agama Islam Negeri Bone, Jl. HOS Cokroaminoto, Kab Bone, 92713, Indonesia

^b Universitas Sawerigading Makassar, Jl. Kande, Kota Makassar, 90213, Indonesia

^c Universitas Muhammadiyah Sinjai, Jl. Teuku Umar, Kab Sinjai, 92615, Indonesia

^d Sekolah Tinggi Ilmu Pendidikan Taman Siswa Bima, Jl. Pendidikan Taman Siswa, Bima 84173, Indonesia

^e Universitas Negeri Makassar, Jl. A.P. Pettarani, Kota Makassar and Kode Pos, Indonesia

¹ hermanresyadi24@gmail.com *; ² nurfajriahbasri.unsa@gmail.com; ³ sriayu240320@gmail.com; ⁴ yanrasang03@gmail.com; ⁵ evisohriani5@gmail.com

* Korespondensi Penulis

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ABSTRACT

The objectives of this research were to find out the actual teaching and learning process and to what extent the use of English at Biology Bilingual program. This research employed the descriptive study which involved a lecture and one class of Biology Bilingual Program as the subject of the research. The data were collected through observation and video recording then analyzed by Classroom Discourse Frame. This research revealed that the teaching and learning process used both English and Bahasa Indonesia. It also reported that Lesson Frame, Lesson Support Frame, and Commentary Frame were used at the classroom activity. The language alternation was dominated by the lecture to clarifying and explaining the material and the Bahasa Indonesia was rarely used in the classroom teaching and learning process.

Tujuan penelitian ini adalah untuk mencari tahu proses belajar mengajar actual dan sejauh mana penggunaan bahasa Inggris pada Program Biologi Bilingual. Penelitian ini menggunakan metode deskriptif yang melibatkan dosen dan salah satu kelas di Program Biologi Bilingual sebagai subjek penelitian. Data dalam penelitian ini dikumpulkan melalui observasi dan rekaman video yang kemudian dianalisis dengan Classroom Discourse Frame. Penelitian ini menemukan bahwa proses belajar mengajar menggunakan bahasa Inggris dan Bahasa Indonesia. Lesson frame, Lesson Support Frame, dan Commentary Frame digunakan dalam aktivitas kelas. Pergantian bahasa juga didominasi oleh dosen untuk memberikan klarifikasi dan mengklarifikasi materi pembelajaran selain itu bahasa Indonesia jarang digunakan dalam kegiatan belajar mengajar.

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1. Introduction

Teaching is often defined as showing or helping someone to learn how to do something and causing someone to know or understand because teaching process as the facilitation of learning (Brown, 2000). However, teaching cannot be separated from learning because learning is a change in behavior. So, both of them must be simultaneous.

In attempt to actual teaching and learning in the classroom, lecturers should be able to create innovative or creative teaching. Innovative generally can be defined as refers to ability which signs the characteristics of a creative person in which creative people have more many ways of thinking divergent rather than convergent (Guilford, 1967). In teaching it is better for lecturers are recognized to use cognitive (head), Psychomotor (hand), and affective (heart) by processing these three components, lecturers will directly able to assist student's problem in learning process. In spite of this, especially in biology bilingual class program.

The research of actual teaching in language learning in the classroom has been conducted by some researchers in the past few times. Nursanti (2016) points out that bilingual English use in learning English are beneficial for the students. In addition, Planaz and Iranzo (2009) believes that the students used different languages for different purposes in the bilingual classroom. Moreover, Asrifan, Jabu, Atmowardoyo, and Chen (2017) describes that the students showed positive perspective regarding to the used of implementation of bilingual material in English course. It implied that the bilingual education was an essential key in language teaching and learning, it brought positive impact for both teacher and students. Therefore it is important to figure out how the teaching and learning process held in the classroom and how extent the bilingual is used. This research may contribute towards a better understanding on the use of bilingual in the classroom especially English and Bahasa Indonesia.

2. Method

2.1. Research Design

This research used descriptive study to describe the actual teaching and learning in Bilingual Program. Hancock (2009) defines that qualitative research is concerned with developing explanations of social phenomena. It is concerned with the social aspects of our world and seeks to answer question about why people behave the way they do, how people are affected by the events that go on around them, and how opinions and attitudes are formed. It is appropriate with this research that aims to find out the use of English in actual teaching and learning of the Biology Bilingual Program.

2.2. Research Time and Subject

This research was conducted in 2018, the researchers involved the lecturer and the fifth semester students of Biology Bilingual Program as subject of the research. Purposive sampling technique was used in this research. The subject was chosen because both the lecturer and students represented the other classes of Biology Bilingual Program.

2.3. Research Procedure

In collecting the data the researchers observed the participant directly to get more qualitative data. The researchers acted as the participant observation and the observation data was recorded using the field note and video recording.

2.4. Research Instrument

In this research, the researchers used observation as the instrument of the research. The observation is used to collect the data in the natural environment. Cowie (2009) defines observation as the conscious noticing and the detailed examination of participants' behavior in a naturalistic setting. In this research, the researchers acted as participant observation. The researchers used video recording to record the observation data because video recording can be effective for the research in single room specially focusing on the interaction (Asan & Montague, 2014).

2.5. Technique of Data Analysis

The researchers used Peddington's discourse bilingual models to analyze the data. The model is divided into four main parts, it could be seen on the frame below:

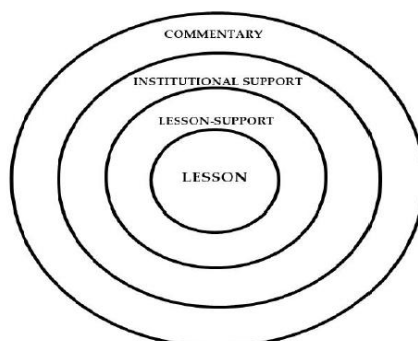


Figure1. Classroom Discourse Frames (Pennington, 1999)

3. Result and Discussion

3.1. Result

3.1.1 The Actual Teaching and Learning in the Bilingual program

This research focused on how the actual teaching and learning in the Biology Bilingual Program. The researchers found that the use of bilingual language depended on the communication purpose of the classroom. English and Bahasa Indonesia were the languages used in the Biology Bilingual Program.

a. Lesson Frame

The 'innermost layer' of Peddington's discourse model. This frame covers the activity conducted by the teacher and student in the classroom. It can be seen in the following extracts.

Extract 1: The lecturer explain about the classroom activity

Lecturer : *So you can continue your discussion last week y ee about learning tools. Kita membahas tentang bagaimana pengembangan perangkat special for lesson plan. Eee last week rahmayani ya, rahmayani, septiana, and for today 2 person maybe bertugas and for next week I mean next meeting, we continue for microteaching. Saya sudah sampaikan di beberapa pertemuan yang lalu bahwa pada saat 1 atau 2 org tampil menyampaikan RPP, yang lain ee dapat melakukan review terhadap RPP yang dikembangkan. kemudian nanti di pertemuan selanjutnya kita masuk pada strategi mengajarnya.*

Based on the extract 1 above, the Lecturer explains about the classroom activity "*Kita membahas tentang bagaimana pengembangan perangkat special for lesson plan*". The lecturer's statement showed the lecturer organized the activity for the classroom. "*...and for next week I mean next meeting, we continue for microteaching. Saya sudah sampaikan di beberapa pertemuan yang lalu bahwa pada saat 1 atau 2 org tampil menyampaikan RPP...*". The statement implied that the lecturer delivered the activity and the content of the lesson to the students. According to Peddington's discourse model, this extract is categorized in the Lesson Frame.

Extract 2 : the presenter explain about the materials

Presenter: *assalamualaikum wr. Wb, so, I am standing in here, I will show ee my lesson plan for senior high school in class eleven. So in Indonesia we say it RPP or Lesson Plan. Ehm, ee lesson plan ee I will take example from senior high school 1 Takalar*

As illustrated on the extract 2, the presenter starts to open the materials with greetings and materials purposes “*assalamualaikum wr. Wb, so, I am standing in here, I will show ee my lesson plan for senior high school in class eleven*”. The statement implied that the presenter acted as the source of the information and lead the classroom content. This is categorized as the Lesson Frame in Peddington’s Biology Bilingual Program.

b. Lesson-Support Frame

The lesson frame according to Peddington’s discourse model is clarifying talk, repairing miscommunication and maintaining discipline.

Extract 3: The lecturer asked a clarify talk to the presenter about the indicators lesson plan how to put the correct verb by using the alternation language.

Lecture : *describe aja yah ?*

Student : *describe*

Lecture : *describe ? verbnya verb one semua disitu yah ? yang dibawah itu yang di pake ?*

Student : *I think in the students be able to, so Sir ? (menunjuk kedepan)*

Lecture : *iya, dibelakangnya itu verb satu yah ? begitu yah ? itu intinya di ? yah udah salah, to describe , to bring, to eat, not griting.*

Student : *student be able to describe*

Lecture : *yah*

Extract 3 indicates how the lecturer asking questions in form of clarify talk. The lecturer asked the student as a presenter by the purpose of identifying the student’s understanding about the material she presented in front of the class. At first, the lecturer asked the student by saying “*describe aja yah?*” Then, the lecturer repeated the same questions with a few changes of phrases he used by saying, “*describe? verbnya verb one semua disitu yah? yang dibawah itu yang di pake?*” Grammatically, the lecturer’s utterances in the first and second questions were still incorrect although the student understood what the lecturer said.

While the lecturer used alternation language in the first question (“*describe aja yah?*”) in forms of tag switching, he preferred to use only English language in the second question. The tag switching which performed by the lecturer in the first question was in line with the theory suggested by Romaine (1995) who stated question tag is an insertion of tag from one language into an utterance in another language but does not violate the grammar of that language in which the tag is inserted.

c. Commentary Frame

Commentary frame is the last frame that the researchers found in the Biology Bilingual Program. This frame is the least tied to the lesson and most related to the world outside (Pennington, 1995). In this case it consists of reaction and opinions of the students in the class.

Extract 4: The lecturer is asking to students for give reaction and opinions of the students lesson plan.

Lecturer : *okey, the comment of learning objective, see the ee the basic competence. Analyzing the relationship digestion system between the structure, tissue ya, or urgent in the digestion system*

related to the nutrient in processes and That compare with the indicators of competence achievement, jadi silahkan cermati eee apakah sudah tepat penjabaran dari basic competencenya, kompetensi dasarnya ,,,,,, any correction for the indicators? Yang mana yang lebih dulu dijelaskan, apakah nutrisi dulu atau,, any comment?

Students 1: me , okey first thanks for the chance I want to see 3.7 in basic competence . there is not how to say penyakit? Disease in basic competence. There is no disease in there pint seven, ee tidak ada yang membahas tentang penyakit karna in my opinion in digested system we must explain about structure like a process, disease from the system so why in 3.7 in basic competence

Presenter : why in three point seven it not have disease eee topic. I mean it's all my mistake maybe I take all K13, so I will repair it after the class

Lecturer : I think the other can re-check the curriculum,, who have the curriculum for senior high school? You can check the outline. Yaa,, in three point seven.

In extract 4 there is present the lecturer's initiative to allow other students commentary. "**jadi silahkan cermati eee apakah sudah tepat penjabaran dari basic competencenya, kompetensi dasarnya ,,,,,, any correction for the indicators? Yang mana yang lebih dulu dijelaskan, apakah nutrisi dulu atau,, any comment?**" In terms of purpose, the extract was used by the lecturer to help the presenter recalled her mistake about the materials she presented. Besides that the students give the comment by saying "**ee tidak ada yang membahas tentang penyakit karna in my opinion in digested system we must explain about structure like a process.** Lastly, in terms of language use, it is clearly the presenter recognizes to overhaul again after the class running.

3.1.2 The Extent of English Language used by the Lectures and Students in Biology International Class Program.

Table 1. Types of Talk used by Lecturers and Students

Types of Talk	English				Bahasa				Alternation			
	Initiate	(%)	Respond	(%)	Initiate	(%)	Respond	(%)	Initiate	(%)	Respond	(%)
Lecturer	6	43%	4	14%	5	71%	2	29%	15	79%	8	57%
Student	8	57%	8	86%	2	29%	5	71%	4	21%	6	43%
Total (%)	14	100%	29	100%	7	100%	7	100%	19	100%	14	100%

From the table above, it can be seen that the lessons share three categories of language use:

According to the table 1, there are 43% of the initiating moves using English were performed by the lecturer, with 57% performed by student. Student's respond by using English is 86 %, with 14% performed by the lecturer. It showed 71% of the initiating moves using Bahasa Indonesia were performed by the lecturer, with 29% performed by student. Student's respond by using Bahasa Indonesia is 71%, with 29% performed by the lecturer. It also reported 79% of the initiating moves using Bahasa Indonesia were performed by the lecturer, with 21% performed by student. Student's respond by using Bahasa Indonesia is 57%, with 43% performed by the lecturer.

3.2. Discussion

Bilingual program refers to the use of two (or more) languages of instruction at some point in a student's school career. The languages are used to teach subject matter content rather than just the language itself (Cummins & Hornberger, 2008). It is also supported by some previous researchers which conducted by some researchers about the use of bilingual language in specific classroom (Asrifan et al., 2017; Nursanti, 2016; Planaz & Iranzo, 2009). It is suitable with this research which is aimed at finding out the actual teaching and learning in the Biology Bilingual Program of the State University of Makassar.

Some steps were conducted by the researchers which started by doing classroom observation and the data was recorded using video recorder. After that, the researchers did the transcription about the utterances in the classroom. The last step was the researchers did the data analysis using Peddington's discourse model which is consist of lesson frame, lesson-support frame, institutional support frame and commentary frame.

The result of the research showed that the institutional frame did not appear in the bilingual classroom interaction. Lesson frame in this research is dominated by person who act as source of information in this frame the main source is the lecturer and the presenter. In the lesson support frame the lecturer dominated did the clarifying talk to the students' language and the lectured did some comment to the students. In the commentary frame, the reaction and opinion did by the both lecturer and the students about the content of the materials which is delivered by the presenter.

In the classroom the interaction was students-centered and the lectured support or comments the unclear matters in the classroom activities. The language used mostly both the English and Bahasa Indonesia which is English as the language instruction and Bahasa Indonesia is used to clarify the unclear content which is delivered by the presenter.

4. Conclusion

The use of bilingual language in the Biology Bilingual Program dominated by the use of both English and Bahasa Indonesia which is used by the lecturer and the students in the particular purposes. Three frame were used in the classroom activity in Biology Bilingual Program namely; Lesson Frame, Lesson Support Frame, and Commentary Frame. The dominant language used is the English in context of response to the initiate of the lecturer and the students. The language alternation is also dominated in the classroom which used by the lecturer in clarifying and explaining the content of the materials. Bahasa Indonesia is rarely used in the classroom activity.

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