

EXPLORING TEACHERS' TECHNIQUE IN TEACHING ENGLISH OF BILINGUAL CLASS AT SMP NEGERI 1 KOTA TERNATE

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ABSTRACT

This study aims to determine the teacher's technique in teaching English in bilingual class written by students of the English language education study program at Khairun University. This study uses a qualitative descriptive method in data collection and analysis. The instruments used were observation and interviews. The results of this study involved 1 subject, namely an English teacher, especially those who teach in bilingual class. From the results of this study, there are several teaching techniques that are used and some that are not used by the teacher to teach in bilingual class. Of the 8 techniques proposed by Amidinah (2015), there are only 3 techniques used during the learning process in the classroom. Those are panel discussion techniques, assignment techniques, and also question answer techniques. While the techniques that are not meant are lecture methods, discovery and simulation techniques, Inquiry techniques, travel technique and also experimental techniques. So the reason behind those techniques that do not occur in this teaching process is because they are adapted to the conditions and learning materials taught by the teacher in the classroom. where for travel techniques require students to study outside the classroom, experimental techniques are present if the material taught by the teacher is related to observing an object, lecture techniques only focus more on the teacher, while for discovery and simulation techniques only focus on understanding concepts, meanings and relationships, through an intuitive process to draw a conclusion from the learning material.

Keywords: Teachers' Technique, Teaching English, Bilingual class

INTRODUCTION

As an activity that cannot be separated from learning activities, it is teaching activities. Learning leads to student activities while teaching leads to teacher activities. Teaching is basically an effort made by adults or educators to transform something to students or immature people where both are active with the aim that students have and master knowledge, are capable and skilled and have thoughts to always do good. So teaching is a process of conveying something knowledge such as the definition of teaching expressed. According to Sardiman (1994: 47), stated that teaching is conveying knowledge to students.

Bilingual teaching was a model of the use of two languages to deliver the curriculum materials with the aim to strengthen students' competency in a foreign language. By using this model, there are two main things the students obtain, the mastery of science and literacy in two languages. SMP Negeri 1 Kota Ternate is one of the schools which applies a bilingual class program. This school has two different classes that are regular classes and bilingual classes. In regular classes the teaching learning process adopts the curriculum standard which decided by government. Meanwhile, bilingual classes still adapt the curriculum standard determined by government as well, as applied in the regular classes. Bilingual classes are given additional subject to support the bilingual classes and are taught by two languages (Indonesian and English). However, in the 3 teaching process of bilingual classes teachers must pay attention to the teaching technique used when teaching in bilingual classes whether it is in accordance with the techniques that should be used in bilingual classes or not. Therefore, to solve the problem above, the researcher try to find solution by finding teaching techniques to enhance

the process of teaching to be more effective and can be used by teachers to teach students in bilingual classes.

Teaching is the process of delivering or transferring knowledge. It is relevant with Brown (2007:7), said that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". According to Sardiman (2011: 141-142), stated that in connection with several functions possessed by teachers, there are several main techniques which are basic skills and knowledge for teachers, they are:

- a) Teachers must be able to understand and put maturity. As educators, they must be able to set themselves as role models where teachers must be able to give examples of good behavior, be open, and avoid all disgraceful acts and behavior that can bring down the dignity of educators.
- b) The teacher must know the students themselves.
- c) Teachers must have the ability to provide guidance. In teaching, it will be more successful if it is accompanied by guidance activities that are mostly centered on intellectual abilities, teachers need to have knowledge that allows them to help and determine and increase the level of development of students or students.

Teaching Techniques in Bilingual Class The kinds of teaching techniques in bilingual class classifies by Amidinah (2015), into eight types. They are:

1. Lecture Method (Conventional)
2. Discussion Techniques Types of discussion:
 - 1) Informal discussion
 - 2) Formal discussion
 - 3) Panel discussion
 - 4) Symposium discussion
3. Question and Answer Technique
4. Assignment Technique (Individual/Group)
5. Discovery and Simulation Techniques
6. Inquiry Technique
7. Travel Technique

The definition of bilingual class is learning in which the subject matter, teaching and learning process, and assessment are delivered in English. In another sense, the bilingual class is a learning process and the assessment uses two language systems, namely Indonesian and English. According to Chodijah (2000), a special education consultant for English language learning, said a bilingual class is a class that is able to build an English-speaking community naturally in the classroom and school environment. Bilingual class learning, of course, a special and careful design or planning is needed so that the learning process in the classroom takes place optimally. Learning design can actually be interpreted from various perspectives, such as disciplines, sciences, systems, and processes. As a system, learning design is the development of a learning system and its implementation system, including facilities and procedures to improve the quality of learning (Wiyani A. N, 2017:21).

Learning activities are activities that must be followed and applied in a school. Not only the role of educators, curriculum, facilities and infrastructure of learning methods and materials are important to note, but a conducive environment and 6 atmosphere is also very much needed in the teaching and

learning process in the classroom. Law No. 20 of 2003 concerning the National Education System Article 50 Paragraph 3 confirms that, "the government and/or local governments shall organize at least one educational unit at all levels of education to be developed into an international standard education unit.

In this study, researchers are interest to explore what it deeply are related teaching technique that has been used by the teacher in implemented English teaching process in bilingual. It can help researcher to know how the teaching process the bilingual class at SMP Negeri 1 Kota Ternate and what the teaching technique which interest to use by the teachers to teaching English in bilingual class. That is way, research wanted to "Exploring Teachers' Technique in Teaching English of Bilingual Class at SMP Negeri 1 Kota Ternate"

RESEARCH METHOD

Qualitative descriptive method applied in this research to answer questions of this research. There are some instruments used to collect data.

a. Observation

Data collection was carried out by direct observation 3 times in a bilingual class with 1 teacher teaching in front of the class. so when the teacher enters the class, the researcher also enters the class. But, the researcher just stays on the back of the students and observes when the teacher teaches in the class. Then the researcher observed the way the teacher taught and saw what techniques were used during the learning process, then the researcher recorded them in the observation list.

b. Interview

Research instrument is very important to obtain the result to collecting the data. The interview will be made to get important information about the setting and the problem. Creswell (2014: 239), stated that "in qualitative interview, the researcher conducts face-to-face interviews with participant, 7 telephone interview or engages in focus interview. In this research, the researcher conducted the data face-to-face with the teacher as participant in this research, the researcher and the teacher meet in the school and then the researcher interview the teacher and the researcher also used recorders to record the interview so when researcher analyzing the data no word was missed.

The steps taken by the researcher using the qualitative analysis of the interactive model are as follows: 1. Observing the teacher's technique in teaching English in the bilingual class of SMP Negeri 1 Kota Ternate by using the observation list that has been made, 2. Conducting interviews with English teachers, especially teachers who teach in bilingual classes about what teaching techniques teachers use in teaching English at SMP Negeri 1 Ternate City according to the interview guidelines that have been made, 3. Categorize categories that have been compiled and linked with other categories so that results were obtained in a systematic and interconnected arrangement, 4. Reviewing the relevance of the data again by reviewing the systematic arrangement of the discussion and its relevance, 5. Completing the data by reviewing the contents of the data in the form of observations and interviews in the field, 6. Making answers, meaning that the results of data studies are then used as answers after being analyzed. 7. Compile a report, after describing the answers in detail, then compiling it in the form of a report.

RESULT AND DISSCUSION

Based on the observation and interview data that had been carried out by the researcher, it was concluded that from the three stages of observation at the first meeting which was held on November 2, 2022 the teacher used panel discussion techniques and assignment techniques. For the second meeting which was held on November 9, 2022 the teacher used a panel discussion technique and also a question and answer technique. At the last meeting which was held on November 16, 2022 the teacher still used the same technique, namely the panel discussion technique and also the question and answer technique. It can be concluded that of the three series of observations above, the most widely used technique is the panel discussion technique. This is reasonable because According to the teacher the panel discussion technique is a technique that is very suitable for use in the learning process because the material being taught is also very suitable for this technique

Teaching Techniques in Bilingual Classes. The teaching technique used by the teacher when teaching bilingual classes is the panel discussion technique. Where when the teacher starts learning, the teacher requires students to form small groups, each group consisting of 4-5 people with 1 person appointed as a moderator. This is in accordance with the opinion of Wina Sanjaya (2006), the panel discussion technique is the discussion of a problem that is carried out by several panelists who usually consist of 4-5 people in front of an audience. This opinion is also in line with the opinion according to Mel Silberman (1996), panel discussion is a discussion conducted by a small group of students to present their views in front of the class.

According to Djamarah (2006), the advantages of the question and answer technique include: First, questions can attract and focus students' attention, even when students are noisy, sleepy again, stiff and lost sleepiness, secondly, it stimulates students to train and develop thinking power and includes memory power, and third, it develop courage and students' skills in answering and expressing opinions. while the weaknesses include: Students feel afraid, especially if the teacher is not able to encourage students to be brave, by creating an atmosphere that is not tense, but friendly, it is not easy to make questions that are in accordance with the level of thinking and are easily understood by students, time is often wasted, especially when students cannot answer questions for up to two or three people, and with a large number of students, there may not be enough time to give each student a question.

CONCLUSION

From the data analysis it can be concluded that based on the data obtained from observations and interviews, in the implementation of the learning process in bilingual classes it was identified that the teacher only used technique 3 namely the panel discussion technique, the question-and-answer technique, and assignment techniques. whereas if seen from the results of observations that have been made for 3 times, it is identified that of the three techniques above, the teacher uses the panel discussion technique more because the panel discussion technique is one of the very good techniques and adapts to the topic of material being taught in class.

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