CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research questions, research purposes, research significance, research framework, and previous studies.

A. Background of the study

This study explores the student-teacher interaction in the technology-based English lessons of bilingual and regular programs in one of the junior high schools in eastern Bandung. This study identifies the process of the student-teacher interaction in bilingual and regular programs in the technology-based English learning in junior high school. This study finds out the types of media as an emergency remote teaching that the teacher applied in the classroom to interact with the students. Because the coronavirus (COVID-19) was announced a worldwide pandemic in March 2020 and social distancing was embraced in many places to contain the issue (Ferri, 2020), many countries decided to close schools cross country to prevent the spread of the virus, fundamentally affecting the learning of millions of students. Because of the COVID-19 pandemics, ordinary teaching methods should be modified or changed to online learning or using technology.

According to the minister of education of Indonesia (2020), "Every single school must implement online learning or school-from-home during this pandemic." For this reason, the minister of education of Indonesia has instructed all schools to close on March 12th, 2020 (Masdiana, 2020). Based on UNICEF surveys of 34 provinces in Indonesia, more than 60 million students starting from elementary school until senior high school implement online learning to decrease the spread of the COVID-19 pandemics (Karana, 2020). Nevertheless, English learning still can run despite the school-from-home policy of utilizing technology in an emergency remote teaching, such as: using google meet, google classroom, zoom, and other media.

In this emergency, UNESCO proclaimed that technology could help stop the spread of the virus by avoiding direct interactions by online learning (Ferri, 2020). In addition, UNESCO also provided the educational media platforms that can be used for

online learning as an emergency remote teaching according to the needs of each educational institution to support the process of learning (Clark, 2016). Based on the preliminary observation at one of the junior high schools in eastern Bandung, this school implements the technology-based and uses google classroom and google meet as English learning media. However, these media cannot be accessed by anyone, except certain parties, such: the head of the curriculum, subject teachers, homeroom teachers, parents of the student, and their students. With this media access restriction, a few parties can access data from this school's media technology. Hence to minimize the leakage of personal data and misuse of personal data by irresponsible parties. Therefore, the privacy of the parties concerned is guaranteed safe.

In addition, this school implements three categories of programs: a) bilingual program, b) regular program, and c) tahfidz[1] program (Gustiyanto, 2020). Therefore, the programs above making this school have their uniqueness. This school generally focuses on one program and has the same goals. However, it has different objectives for each program. For example, the targets of the bilingual program are for the students to finish school in two years and be fluent in English when interacting with the native speakers or tourists, and then use English in daily life. Meanwhile, the regular program targets can communicate in English well and interact using English during the class. On the other hand, the tahfidz program is different from the other programs, because this tahfidz program focuses on memorizing the Qur'an correctly and adequately, learns religious rules, and studies da'wah as a media of interaction or communication (Gustiyanto, 2020).

Based on the categorization of the school programs, the bilingual and the regular programs are chosen to be the participants of this research. There are several reasons for these decisions: 1) the numbers of bilingual and regular students are almost the same, around 26-28 people each program, while the tahfidz program only has 5-8 students. 2) When observing the technology-based interaction of the students with their

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[1] Tahfidz is a program that focuses on memorizing the holy verses of the Koran. Shofyan. (2019)

teacher the bilingual and the regular programs were very enthusiastic, which makes the researcher excited to take data from these two classes. 3) When observing the tahfidz program, a few students participated in the English learning process; only two out of six students. So, there is limited data regarding the interaction between students and teachers in this program.

Several studies are relevant to the current study. The first is an article by Tirado (2018). This article reveals the impact of the bilingual program at Spanish university on students' usual score average. However, it is different from current study which focuses also on non-bilingual program, chooses junior high school students as the participants, and emphasizes on the use of the technology as the emergency remote teaching during the COVID-19 pandemics. The second is a research by Ferri (2020). This research explains the advantages and disadvantages of online learning as an emergency remote teaching that is implemented in different countries around the world, for instance in Malaysia and Ghana. This research also discusses the way to access e-learning platforms to increase students' knowledge. However, the focus is different from the current research, which include the process of learning English that uses the e-learning platform, and the current research also shows the media that is used by the teacher in the English learning process. The third is a research by Celik (2016). This study informs the approach of language understanding in a monolingual and bilingual program. This study only focuses on the way or the strategy of learning a language in monolingual and bilingual programs. Which is different from the current research, that focuses on the interaction process of the students in bilingual and regular programs to their teacher in English learning.

B.   Research Questions

From the description above, this research is focused on answering the following questions:

1. How is the student-teacher interaction in the technology-based English lesson of the bilingual program in junior high school?

2. How is the student-teacher interaction in the technology-based English lesson of the regular program in junior high school?

3. How does the teacher use teaching media to interact with the students in the technology-based English lessons?

C.   Research Purposes

The purposes of this research with consideration to the research question above are:

1. To find out the student-teacher interaction in the technology-based English lesson of the bilingual program in junior high school.

2. To find out the student-teacher interaction in the technology-based English lesson of the regular program in junior high school.

3. To find out, the teacher uses teaching media to interact with the students in the technology-based English lessons.

D.   Research Significance

Theory and practice are the two significances expected in this research. Theoretically, this research aimed to enrich readers' knowledge of a case study using technology, especially about student-teacher interaction of English lessons in the bilingual and regular programs. Practically, for English teachers, this study is to provide and become an alternative and creative option in increasing the interaction between teacher and students.

E.   Research Framework

The bilingual program has run since 1971 and keeps a complimentary room model from the 1st grade through the 3rd grade. On occasion, bilingual programs well plan or design and positively impact student accomplishment both in English skills and in other educational center courses compared to English involvement (Tirado, 2018). In view of Greene's (1998) meta-analysis, the bilingual school

program is fundamentally more adequate in enhancing English Learning (Tirado, 2018). Meanwhile, the regular program is frequently used to illustrate the educational experience of typically increasing children (Webster, 2020). A regular program implies the regular curriculum provided in the required full-time day sessions in the district schools. Regular programs usually take up standard school time without any acceleration (Webster, 2020). Usually, it takes three years to complete the school term (Webster, 2020).

Based on the explanations of the bilingual and regular programs, reciprocal interactions are created between each program and the teacher. Classroom interaction is the activity implemented by the teacher and the learner toward teaching and learning in the classroom (Welsh, 2011). The types of classroom interaction are students and teacher interaction, each student interaction, and students-content of interaction (Chaudron, 1998). Classroom interaction conceals classroom behaviors, for example, turn-taking, a questioning and answering, negotiation of meaning, and feedback (Chaudron, 1998). In addition, as indicated by Brown (2001), interaction is essential to communicative competence. At this point, student-teacher interaction can work when the student interacts with the teacher, and the student receives input or responses and produces output (Rukmana et al., 2014).

F. Previous Study

Related to the topic of this research, some previous researches focusing on the student-teacher interaction in the technology-based English lesson of bilingual and regular programs are found like the research by Heikonen (2017), Cheng and Tsai (2019), Jong (2020), and Celik (2016). Heikonen (2017) revealed the strategies used by student-teachers in classroom engagement with children during teaching practice times are surprisingly understudied. The fundamental strategic used by students and teachers in classroom interaction, as well as the various features of these strategies, are investigated in this study. The information was gathered from 31 student-teachers during their teaching practicum through stimulated recall (STR) interviews that focused on challenging and empowering critical situations from their video-recorded lectures. The findings revealed that in difficult classroom

occurrences, student-teachers primarily used reactive behavioural strategies. Student-teachers generally used proactive cognitive and behavioral strategies in empowering circumstances. The use of proactive cognitive methods was often linked to good meaningful experiences, paving the way for a wider range of proactive strategies to be used in the classroom. However, this study is different from the current study. Because this study focuses on the types of interactions between teachers and students that are carried out during online learning.

Cheng and Tsai (2019) analyzed the interaction activities of students with their teachers during a virtual class. By using observation and interviews to the 24 students from elementary schools are the participant of this research. The focus of this research is the way students interact with their teachers during class, as well as the steps a teacher takes to motivate students to dare to express their opinions, not to feel ashamed, and to be confident and also to teach how to have a good attitude for a student when interacting with teachers. The results showed that students' motivation to interact in general increased significantly to reduce exam anxiety. Meanwhile, this research is different from current research, which tells the student-teacher interaction of technology-based English learning in bilingual and regular programs in junior high schools.

Jong (2020) showed the perspectives of the students in a bilingual education program about the sense of belonging in their school. This study used a qualitative approach, and the participants have experienced monolingual attitudes in the Two—Way Bilingual Education (TWBE). There are six small group interviews with twenty middle school students to communicate their experiences of a sense of belonging to a place through a culture of care, peer connections, and local area-building activities. The study infers that TWBE programs are particularly arranged to participate in rehearses that help students' sense of belonging through these practices, create, open up, and support identity options for bilingual learners in middle school. This research is different from the current research, which focuses on showing the interaction of students and teacher in an online classroom of a bilingual program and regular program in terms of the English lesson that employs

the technology as an emergency remote teaching and to reveal the students' experience of learning English.

Celik (2016) explored the strategy of language learning in a monolingual and bilingual program. This study only focuses on the way or strategy of learning a language in monolingual and bilingual. This study was conducted to around 524 university students at Yüzüncü Yıl University and Bülent Ecevit University Çaycuma Vocational School. To collect the data, the researcher analyzed this study with descriptive statistics and standard tests. As a result of this study, the bilingual program is more active in using a language learning strategy rather than the monolingual program. On the other hand, the current research focuses on classroom interaction, specifically the interaction between student and teacher in the technology-based English lessons of bilingual and regular programs at one of the junior high schools in eastern Bandung, Indonesia.