

ABSTRACT

Riati. 2014. *The Implementation of Teaching Using English for Mathematics Textbook at Bilingual Class at SMPN 2 Gresik.* A thesis submitted as partial fulfillment of the requirements for Sarjana degree of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor I, Dr. Koirul Anwar M.Pd. Advisor II Dr. Yudhi Arifani, M.Pd

Key words: Bilingual class, English for mathematics, Implementation, Problem

The phenomenon of bilingual program that is currently as a trend in education worldwide is the reason researcher reviewed the use of textbooks in bilingual classes. In Gresik, there are many programs of bilingual classes at any levels of education. The researcher chose to investigate SMPN 2 Gresik because this school uses English for mathematics in their bilingual classes. This research aims to describe how the way teacher implements the English for mathematics textbook in seventh grade of Bilingual class program at SMPN 2 Gresik and analyze the problems faced by the students in the learning process.

This research is a qualitative descriptive. The subjects of this research were the mathematics teacher and students of VII A Bilingual Class Program at SMPN 2 Gresik. The data collection techniques include observations, interviews and document. Data analysis techniques include data reduction, data display, and drawing conclusions. There were three meetings during the observations.

From the finding of observation showed that: 1) In the implementation, teacher use code switching. 2) The language used by teacher in the learning process is English and Indonesian, it is about 50 %: 50 %. 3) The teacher gave instruction and stimulation about mathematical terms with English. To discover the problems faced by the students, the researcher conducted interviews with a snowball sampling method. From the results of the interview, showed that: 1) The students have difficulty with the teacher language used in a class, 2) The students did not understand the instructions that exist in the textbook and the teacher's explanations, 3) The students less of vocabulary about mathematical terms. Both of these results are reinforced from the documents analyze, that the textbook is written with full English. It makes the teacher and the students extra understand the language in the textbook and also comprehend the essence of math. It signifies that the teacher's role is crucial in the implementation of the English for a mathematics textbook published by Erlangga because many problems faced by the students during the learning process at school and at home.

The conclusion was code switching became the most activities that used by the teacher in teaching process. Commonly problems that faced by the students are difficult in undersanding the language, terms, and instruction of english for mathematics.

In line with the finding, the researcher suggests that the mathematic teacher of Bilingual Class Program should intensively remind the mathematical terms to the students. So, the teacher and the students can master both the content (English and mathematics) of English for mathematics as well.