

CHAPTER I

INTRODUCTION

This chapter is divided into six parts. They respectively deal with the background of the research, the problems of the research, the objectives of the research, the scope and limitation of the research, the significance of the research, and the definition of key terms.

A. Background of the Research

Teaching English for young learners is different from teaching English for adults. Young learners are more enthusiastic, active and easily adaptive than adults. Similarly Musthafa states that teaching English to elementary school does not require the same English proficiency as teaching English at a more advanced¹. Therefore English teachers of young learners should be creative and active to choose teaching method in teaching and learning process. According to Fauziati, elementary school students are children who still like playing so the teacher is expected to be imaginative and creative in developing their teaching technique to make the English lesson more exiting². Teachers also consider in choosing the effective materials in teaching a language to young learners. It aims to make young learners more interested in teachers' subject. It is because young learners can

¹Bachrudin Musthafa, "Teaching English to Young Learner in Indonesia: Essential Requirements", *Educationist*, 4 (July, 2010), 120.

² Endang Fauziati, *Teaching English as a Foreign Language (TEFL)* (Surakarta: Era Pustaka Utama, 2010), 92.

easily get bored, if the condition of teaching English process is monotonous and not creative. So the activity of teaching learning should be appropriate with principles for teaching English for young learners.

Currently, English language is used to the instructional language in the process of teaching and learning activities in some area in Indonesia. There are some elementary schools which use English language as the instructional language. It called by bilingual program. Bilingual program is the program of education which involves teaching academia content into two languages, in native and secondary or foreign language with varying amount of each language used in accordance with the program model.

Moreover, currently many parents send their young learners to schools that offer bilingual program. They do this with as assumption that learning foreign language will be easier at an early age. Such as Copland, Suegarton and Burns' statement, "It is better to begin learning languages early"³. Hence, young learners have a better chance to be successful in acquiring foreign language. Moreover, Jurisevic and Pizorn picked up from Asia Society in 2009 which was said that "Foreign language learning in primary and pre-primary education is a rapidly expanding activity all over the world"⁴. Actually there are many other factors that will determine the success of language learners such as exposure, support, engagement, teachers' confidence, capabilities and sponsorship.

³ Fiona Copland, et. al., "Challenges in Teaching English to Young Learners: Global Perspective and Local Realities", *TESOL Quarterly*, 48 (December, 2014), 738.

⁴ Mojca Jurisevic & Karmen Pizorn, "Young Foreign Language Learners' Motivation a Slovenian Experience", *Porta Linguarum*, 19 (2013), 180.

Teaching for bilingual students is more opposed than teaching in monolingual education. Gerena and Verdugo stated that “Bilingualism and bilingual programs have been developed and teachers have begun the challenging process of the teaching content in a second language”⁵. It is not an easy task and problem free. Teachers of bilingual education have to be more aware of language, patient, and care to the students. They must have great competence in two languages and the whole compulsory subjects which they teach. Murcia said in her book that “It is impossible to implement any sort of bilingual program without qualified bilingual teachers”⁶. English teacher also should have interesting lesson, which can encourage the students, who will learn nothing if they get bored. So that, being teacher in bilingual program is not easy. The potential challenges of teachers concern the level of English they require⁷. They have to make the students understand about the content of the subjects and also their foreign language which they use as an instructional language. Therefore teachers and students of bilingual program certainly face the challenges in bilingual program process. Teaching English in bilingual class based on Dafouz & Guerrini, “In bilingual education teaching learning mode, students and teachers are faced with double challenge”⁸. The teachers certainly find some difficult things when they begin

⁵ Linda Gerena & M. Dolores Ramirez-Verdugo, “Analyzing Bilingual Teaching and Learning in Madrid, Spain: A Fulbright Scholar Collaborative Research Project”, *Gist Education and Learning Research Journal*, 8 (2014), 120.

⁶ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language Third Edition* (London: Thomson Learning, 2001), 351.

⁷ Copland, et. al., “Challenges in Teaching”, 741.

⁸ Emma Dafouz and Michele. C. Guerrini, *CLIL Accross Educational Level* (London: Richmond Publishing, 2009), 21.

to teach in bilingual program. The students also certainly find the challenges in teaching and learning process, such as the difference between the past and the present style, technique of teaching, workload, stricter evaluation system, hard work, lack of proper motivation and attitude etc.

In addition, some schools have implemented bilingual program to balance the global language era. Teachers of bilingual program are required to teach effectively in challenging environments: to make effective use of information and communication technology in their teaching, to cater to a variety of learning style, to make sure that young learners understand about the content of subject and the language that teachers use as an instruction. Murcia said that "Availability of Qualified staff members is the cornerstone of successful bilingual programs"⁹. A common problem in teaching English for young learners is teachers' low proficiency levels or their lack of confidence in their ability.

Teaching and learning process takes the important place in the successful education. Teaching and learning process is a transformation of knowledge from teacher to students. In teaching and learning process of foreign language, teacher has important role in the class. The ability of teacher influences the successful teaching and learning process. Moreover, in bilingual class, there are some factors that influence the successful teaching and learning process.

⁹ Murcia, *Teaching English.*, 351.

Some studies also stated that teachers in bilingual program faced some problems in teaching and learning process. The first study is from Deneme, Ada and Uzun which stated that in primary school education, the significance of parental support should not be underestimated, the teacher's experience contributed to the learning process of the learners¹⁰. The second study is from Dhillon and Wanjiru. They stated that the challenges which are faced by teachers are teachers did not feel fully prepared for teaching English at all levels by their college training course and little or no literacy boost pupils from their home environments¹¹.

In teaching local content subject, there are some factors that must be considered such as: the basic material, the availability of the qualified teacher, the availability of the facilities and the objective of the English teaching and learning process. In the teaching and learning process in elementary school, teacher plays a very important role in the classroom and the students would listen and do whatever their teacher asks them, so ideally each student has a positive response toward the culture of the language learning and the learning context of English. Teacher should build student's motivation to learn English well especially for those who have negative response toward English. A student who positively responds to the teaching of English has realized that

¹⁰ Selma Deneme, et. al., "Teaching a Foreign Language and Foreign Culture to Young Learners", *International Journal of Business, Humanities and Technology*, 1 (July, 2011), 159.

¹¹ Jaswinder. K. Dhillon & Jenestar Wanjiru, "Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya", *International Journal of English Linguistics*, 3 (2013), 22.

he has a certain need in it. One is being active to learn and practice English since he has an ambition to fulfill his/ her need¹².

Moreover, SDI Terpadu Al-Azhar is one of the good educational institute in Kota Kediri which implements bilingual program. SDI Terpadu Al-Azhar Kota Kediri has been implementing bilingual program since 2012. So there are 4 classes of bilingual in SDI Terpadu Al-Azhar Kota Kediri. Based on the result of current middle test of English lesson, almost students have the great values from the first grade till the fourth grade of bilingual class. Thus English teaching and learning process in SDI Terpadu Al-Azhar is successful.

Based on the consideration above, the researcher is interested in describing the teaching and learning process of English in bilingual class and finding the aspects which make English teaching and learning process successful in bilingual class. The researcher chooses SDI Terpadu *Al-Azhar* Kota Kediri as a subject of this research. It is because SDI Terpadu *Al-Azhar* Kota Kediri has been implementing bilingual program and has the successful English teaching and learning process. Moreover, SDI Terpadu Al-Azhar is one of good educational institution in Kota Kediri. SDI Terpadu *Al-Azhar* is an elementary school in Tamanan, Kota Kediri.

Based on the background above the researcher conducts a research entitled "*The Process of English Teaching and Learning for Young Learners in Bilingual Class of SDI Terpadu Al-Azhar Kota Kediri*".

¹² Kasihani KE Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), 29.

B. The Problems of the Research

In this research, researcher intends to know the teaching and learning process of English at SDI Terpadu *Al-Azhar* Kota Kediri. Based on the explanation above the study answers the following research questions:

1. What are the materials given to the students of bilingual classes of SDI Terpadu Al-Azhar Kota Kediri?
2. What are the objectives of English teaching and learning of bilingual classes of SDI Terpadu Al-Azhar Kota Kediri?
3. What are the strategies implemented by the teachers in English teaching and learning to bilingual classes of SDI Terpadu Al-Azhar Kota Kediri?
4. What are the evaluations used by English teachers in English teaching and learning to bilingual classes of SDI Terpadu Al-Azhar Kota Kediri?
5. What makes teaching and learning English for young learners in bilingual class of SDI Terpadu Al-Azhar Kota Kediri successful?

C. The Objectives of the Research

Dealing with the statement of the problems above, the objectives of the research are:

1. To know the materials given to the students of bilingual classes of SDI Terpadu Al-Azhar Kota Kediri.
2. To know the objectives of English teaching and learning of bilingual classes of SDI Terpadu Al-Azhar Kota Kediri.

3. To know the strategies which are implemented by the teachers in teaching and learning English to bilingual classes of SDI Terpadu Al-Azhar Kota Kediri.
4. To know the evaluations used by English teachers in teaching and learning English to bilingual classes of SDI Terpadu Al-Azhar Kota Kediri.
5. To know the aspects which make teaching and learning English of bilingual class of SDI Terpadu Al-Azhar Kota Kediri successful.

D. The Significance of the Research

A research should have significance to this world. Minimally, it has significance to the researcher or the institution where the researcher doing the research. The researcher hopes that it will be useful not only the researcher but also for school, teacher and public.

1. School

The researcher expects that this research will be useful for the school that is used as a subject of the research and the other schools which use bilingual program or want to implement bilingual program. The schools will know the description of teaching and learning process of English in bilingual class of SDI Terpadu *Al-Azhar* which uses bilingual program. So, schools know the way to improve and implement bilingual program to young learners effectively.

2. Teacher

For the teacher, researcher hopes this study can help the English teachers to improve the qualities in English teaching and learning process in bilingual class. Therefore, the teachers could teach the young learners better after knowing the description of English teaching and learning in this class. Moreover, the teachers could feel more motivated to increase their qualities in teaching English in bilingual class.

3. Public

While for public, researcher hopes that they will know the teaching learning process of English in bilingual class. By knowing it, they will have point of view about it because this school is a good elementary school which implements bilingual program for young learners.

E. The Scope and Limitation of the Research

In a research there must be one problem or more to be looked for the answer. It will confuse the researcher if there is no limitation and scope in his/her research. So, scope and limitation are needed to make research easier to do and solve the problems and make clear understanding of the problems.

This research aims to describe the process of English teaching and learning at SDI Terpadu Al-Azhar Kota Kediri and find the aspects that make the process of English teaching and learning successful. The analysis is focused on the activities of teaching English in bilingual class by the teacher, the material is used, the objective of teaching English, the strategies that are used by teacher in that class, the teacher's way to evaluate the students'

English achievements and the aspects that influence the success of English teaching and learning.

Furthermore, this research is limited to four classes of SDI Terpadu Al-Azhar Kota Kediri and to the process of teaching and learning English subject. The four classes are in the first, second, third and fourth grade of SDI Terpadu Al-Azhar Kota Kediri which uses bilingual program. In each class there is different English teacher. Then this research is focused on the process of teaching and learning English subject because the result of the process of teaching and learning English subject occupies the highest continuity in this school. So the researcher can investigate the components of the good teaching and learning process and analyze the aspects which make it successful.

F. The Definition of Key Terms

Giving the definition of key terms in this research is intended to avoid misunderstanding between the researcher and the reader related to everything about this research.

1. Teaching and Learning is a process of helping someone to learn how to get the skill of students by guiding, facilitating and arranging them in learning condition at the first, second, third and fourth grade of SDI Terpadu *Al-Azhar* Kediri.
2. Young learner is a learner in elementary school aging 7-12 years old who are learning English as foreign language.
3. Bilingual program is an educational program which uses two languages as an instructional language in teaching and learning process.