

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides some theories relate to this research, those are teaching English to young learners, the teaching and learning process, the component of teaching and learning process, and bilingual education.

#### **A. Teaching English for Young Learners**

Teaching English to young learners is guiding and facilitating young learners in aging 5-10 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitude values, skill, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign language learners. In language learning context, it is believed that children will learn a foreign language more effectively under certain condition. Therefore, there is information that can be consideration for English teachers for young learners before they teach their young learners in English class. It is about the definition of young learners and the characteristics of young learners.

##### 1. The Definition of Young Learners

Young learner is a student in elementary school which has aging 6-12 years old<sup>13</sup>. Whereas according to Scott and Ytreberg, young learner is

---

<sup>13</sup>Ibid., 15.

a child who has aging 5-10 years old<sup>14</sup>. They categorized young learner into two categories. There are level one (5-7 years old) and level two (8-10 years old)<sup>15</sup>. The other category of young learners is “very young learners”<sup>16</sup>. Very young learner category is student of kindergarten or preschool.

In teaching English to young learners, the maturities of students are not only influenced by their ages or the degrees but also it is influenced by their environments, cultures, interests, and parents. Hence, the young learners teachers use their comprehensions about young learners’ aspect to do the program or activity in the class.

The aim of teaching English for young learner who stands in elementary school is to grow the student’s interest in English lesson<sup>17</sup>. For catching the aim of teaching English for young learners, the teacher has to understand young learner’s characteristics. Moreover, teacher could choose the appropriate strategy and material to teach them.

## 2. The Characteristics of Young Learners

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do *x*, at the age of seven they can all do *y*, or that at the age of ten they can all do *z*. But it is

---

<sup>14</sup> Wendy Scott & Lisbeth H. Ytreberg, *Teaching English To Children* (New York: Longman Group, 1990), 1.

<sup>15</sup> Ibid.

<sup>16</sup> Suyanto, *English for.*, 15.

<sup>17</sup> Ibid.

possible to point out certain characteristics of young children which teacher should be aware of and take into account in the teaching process.

According to Scott and Ytreberg, there are some general characteristics of young learners based on the category of young learners:<sup>18</sup>

- a. The characteristics of young learners aging 5 to 7 years old are:
  1. They can talk about what they are doing.
  2. They can tell about what they have done or heard.
  3. They can plan activities.
  4. They can argue for something and tell you why they think what they think.
  5. They can use logical reasoning.
  6. They can use their vivid imaginations.
  7. They can use a wide range of intonation patterns in their mother tongue.
  8. They can understand direct human interaction.
  9. They know that the world is governed by rules.
  10. They understand situation more quickly than they understand the language used.
  11. They use language skills long before they are aware of them.
  12. Their own understanding comes through hands, eyes, and ears.
  13. They are very logical.
  14. They have short attention and concentration span.
  15. They are often happy playing and working alone but in the company of others.
  
- b. The characteristics of young learners aging 8 to 10 years old are:
  1. Their basic concepts are formed. They have very decided views of the world.
  2. They can tell the difference between fact and fiction.
  3. They ask questions all the time.
  4. They rely on the spoken word as well as the physical world to convey and understand meaning.
  5. They are able to make some decision about their own learning.
  6. They have definite views about what they like and don't like doing.

---

<sup>18</sup> Scott & Lisbeth H. Ytreberg, *Teaching English to*, 1-4

7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
8. They are able to work with others and learn from others.

In short, teaching English to young learners is the process of guiding and facilitating young learners in aging 5-10 years old in English lesson. The aim of this process is to make learners comprehended more about their foreign language. Before teacher teaches his learners, he has to know well about the characteristics of young learners. Those are very logical, preferring game and playing, and often asking question or more critical. Therefore, teacher of young learners has to be more creative to make his teaching and learning process successful and comprehended.

## **B. The Teaching and Learning Process**

The terms of teaching and learning are two different event but both of them have the closely related each other. Moreover, teaching and learning interacts each other. Here the more explanation about teaching and learning process:

### **1. The Teaching Process**

The definition of teaching from Brown , "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand"<sup>19</sup>. Whereas, according to Brown, "Teaching is guiding and facilitating, enabling the learner to learn, setting the

---

<sup>19</sup> H. Douglas Brown, *Principles of Language Learning and Teaching Second Edition* (New Jersey: Prentice-Hall, 1987), 6.

conditions for learning”<sup>20</sup>. Moreover, according to Hamalik, there are three definitions of teaching<sup>21</sup>. The first, teaching is extending the knowledge to students in school. The second, teaching is inheriting culture to young generation through institute. The last, teaching is giving guidance to students.

From the definitions above, teaching is a process of giving or transferring knowledge to someone by guiding and facilitating them in formal or informal situation. In teaching process, teacher has the important position. Teacher’s job is to help learners learn. This related both to the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happens in the classroom, what is taught, the used resources, the type and order of activities, classroom management, assessment, feedback, correction and so on<sup>22</sup>.

“The teacher is the most important factor in the transformed classroom”<sup>23</sup>. According to Kessler, “Success at the school level relies on the collegiality among teachers”<sup>24</sup>. Moreover Kessles said that “the teacher has a key role in reforming the classroom”<sup>25</sup>. There are some teacher’s roles carried out by foreign language teachers<sup>26</sup>:

---

<sup>20</sup> Ibid.

<sup>21</sup> Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: PT Bumi Aksara, 2007), 44-52.

<sup>22</sup> Cora Lindsay & Paul Knight, *Learning and Teaching English A Course for Teachers* (New York: Oxford University Press, 2006), 3.

<sup>23</sup> Carolyn Kessler, *Cooperative Language Learning* (New Jersey: Prentice-Hall, 1992), 170.

<sup>24</sup> Ibid., 171.

<sup>25</sup> Ibid., 170.

<sup>26</sup> Ibid., 164-171.

a. The Teacher as Inquirer

From the affective teaching, we know that a successful teacher understand children, their language, and how they learn. Teacher knows that their competency rests on exploring the underlying process of how teachers teach and students learn. Teachers' knowing why they are doing something is more lasting than simply knowing what they are doing<sup>27</sup>. From this vantage point, teachers can begin to provide sensitive and sound programming and can articulate this to students, colleagues, and parents. Teachers know how children learn and how they acquire a first and second language. Teachers are also aware of the cultural and linguistic differences of their students, viewing these individual differences positively<sup>28</sup>.

b. The Teacher as Creator

The successful of teaching and learning process in the classroom depends on the good organization and on the students knowing exactly what to do<sup>29</sup>. Lot of time can be wasted if the teacher omits to give students vital information or issues conflicting and confusing instruction. The main aim of the teacher as creator is to tell the students what they are going to learn about<sup>30</sup>. Give clear instruction about what exactly there is, get the exactly going and

---

<sup>27</sup> Ibid., 164.

<sup>28</sup> Ibid., 165.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid., 166.

give feedback when it is over<sup>31</sup>. In teaching and learning process, teacher also makes planning and programming for the learner, teacher reflect on what they know about the students and what would be appropriate in terms of approach and resource.

c. The Teacher as Observer

Watching and listening to students are natural activities in every teacher's day. Such activities can be formal and informal, planned and unplanned. Observation is the basis of decision making about each learner's progress<sup>32</sup>. It also provides the rationale for specific programming. Observation is an integral part of the teaching process. Teacher has to observe, reflect, and intervene in the whole aspects of teaching and learning process. When teacher listens and observes, teacher find out learner interests, strengths, needs, and feeling. Hence, teacher is able to assess what second language learners know about language and culture.

d. The Teacher as Facilitator

The role of facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role<sup>33</sup>. Effective facilitators are prepared to intervene and to assist in the problem-solving process. They support and encourage the learner's desire to learn. The teacher-facilitator can be seen roving about the room, helping students and groups as needs arise. During this time the

---

<sup>31</sup> Ibid.

<sup>32</sup> Ibid., 167.

<sup>33</sup> Ibid., 169.

teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes<sup>34</sup>. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources<sup>35</sup>.

e. The Teacher as Change Agent

Change agent means changes that affect the way teachers and students perceive one another and themselves ultimately affect the social climate for learning<sup>36</sup>. According to Kessler, teacher has a key role in reforming the classroom. It is shown when teachers allow the classroom to become a place of inquiry, where questions are explored in meaningful contexts and teachers and students collaborate to seek answers, furthermore teachers have a redefined role as teacher-researcher<sup>37</sup>. Teachers also take over control of their classrooms and become experts themselves. They trust their intuitions, take risks, and believe in themselves as part of the decision-making process.

All in all, teaching process is an activity that has aim to help someone in adding and transferring knowledge by guiding and facilitating. Teacher is one of aspects of successful teaching and learning

---

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid., 170.

<sup>37</sup> Ibid.



process. In teaching process, teacher has to fulfill his roles toward his students such as becoming an inquirer, a creator, an observer, a facilitator, and a change agent. When teacher could fulfill his roles well, his teaching process can be categorized into successful teaching.

## 2. The Learning Process

According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction<sup>38</sup>. Whereas according to Brown, "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice"<sup>39</sup>. In other opinion according to Lindsay and Knight, learning is an informal process- picking up words from the TV, magazines, books or friend; or it can be a formal process – attending lessons and taking part in classroom activities where language and skills are introduced and practiced<sup>40</sup>. Learning may also happen without the learner being aware of it.

The other definition of learning comes from Hamalik. He says that learning is a process or an activity and it is not a result or a goal<sup>41</sup>. Learning is not only remembering but it is an experiencing. Simply, the definition of learning can be described as:<sup>42</sup>

- a. Learning is acquisition or "getting".
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, cognitive organization.

---

<sup>38</sup> Brown, *Principle of language.*, 6.

<sup>39</sup> Ibid.

<sup>40</sup> Lindsay & Paul Knight, *Learning and Teaching.*, 1.

<sup>41</sup> Hamalik, *Proses.*, 27.

<sup>42</sup> Brown, *Principle.*, 6.

- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e. Learning is relatively permanent, but subject to forgetting.
- f. Learning involves some practices, perhaps reinforced practice.
- g. Learning is a change in behavior.

Learning is a process of making meaningful associations between existing knowledge or experience and new material will lead toward better long-term retention than rote learning of material in isolated pieces. The aim of learning is to change behavior based on the knowledge that we get.

In learning process, learners become the important role. The successful learning depends on the learner-self. Learners also become the key of successful teaching and learning process. Gerena & Ramirez-Verdugo quote from Coyle that "... learners have been found to be a critical aspect to successful educational programs"<sup>43</sup>. Moreover, Lindholm & Borsato said that "the factors that lead to academic success of successful student include motivation, a belief in academic competence, a school environment that is safe and supportive, family support, and a peer group that values education"<sup>44</sup>.

Learning involves the total human being. Currently it is fashionable to divide the learning human into three parts: the cognitive,

---

<sup>43</sup> Gerena & M. Dolores, "Analyzing Bilingual", 122.

<sup>44</sup> Kathryn J. Lindholm-Leary & Garaciela Borsato, "Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College", *Center for Research on Education Diversity & Excellence*, 10 (2001), 7.

the psychomotor, and the affective<sup>45</sup>. These are frequently called the three domains of learning:

- a. Cognitive Learning: It means pertaining to the recall or recognition of knowledge and the development of intellectual abilities and skills.
- b. Psychomotor Learning: It means pertaining to the manipulative or motor-skill are.
- c. Affective Learning: It means pertaining to interests, attitudes, and values, and the development of appreciations and adequate adjustment.

In conclusion, learning process is a process of getting knowledge of subject or skill by study, experiences or instruction from teacher. Learning aims to change behavior better based on the knowledge that learner get. In learning process, learners become the important role. It is because the development of knowledge depends on awareness of the learners. Therefore learners also become the one of the aspects in successful teaching and learning process.

### 3. The Description of English Skill

For more than six decades now, research and practice in English language teaching has identified the “four skills” as of paramount importance. Four skills are listening, speaking, reading, and writing. Language skills are often categorized as receptive and productive<sup>46</sup>.

---

<sup>45</sup> Vernon S. Gerlach & Donald P. Ely, *Teaching and Media A Systematic Approach Second Edition* (New Jersey: Prentice-Hall, 1980), 41.

<sup>46</sup> David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), 24.

Receptive consists of listening and reading skill, whereas productive consists of speaking and writing skill. Here more explanation of them:

a. Listening

According to Nunan, Listening is an active, purposeful process of making sense of what we hear<sup>47</sup>. Moreover according to Brown, "listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain"<sup>48</sup>. Listening is good for students' pronunciation, in that students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.

Listening skill can be categorized into two kinds. The kinds are extensive listening and intensive listening<sup>49</sup>. Extensive listening is listening which the students often do away from the classroom, for pleasure or some other reason. The example is listening to MP3 players. Furthermore, Intensive listening is different from extensive listening in that students listen specifically in order to work on listening skill, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories.

---

<sup>47</sup> Ibid.

<sup>48</sup> H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy Third Edition* (New York: Pearson Longman, 2007), 301.

<sup>49</sup> Jeremy Harmer, *How to Teach English New Edition* (New York: Pearson Longman, 2007), 134.

b. Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning<sup>50</sup>. Teaching speaking depends on there being a classroom culture of speaking and that classroom need to become talking classroom. In other words, students will be much more confident speakers (and their abilities will improve) if this kind of speaking activation is a regular feature of lessons.

c. Reading

Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>51</sup>. Reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. The aim of reading is comprehension. Reading skill is divided into two kinds. There are extensive reading and intensive reading<sup>52</sup>. Extensive reading refers to reading which students do often away from the classroom. Students may read novels, newspapers and magazines. Extensive reading should involve reading for pleasure. In other side, intensive reading refers to the detailed focus on the construction of reading texts which takes place usually in classroom. For the

---

<sup>50</sup> Nunan, *Practical English*, 48.

<sup>51</sup> *Ibid.*, 68.

<sup>52</sup> Harmer, *How to*, 99.

example, teacher may ask students to look at extracts from magazines, poems, and so on.

d. Writing

According to Nunan, "Writing is the mental work of inventing ideas, thinking about how express them, and organizing them into statements and paragraphs that will be clear to a reader"<sup>53</sup>. Writing is also a process and a product.

### C. The Component of Teaching and Learning Process

Kessler stated that "Keys for structuring a successful cooperative learning classroom are found in creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time"<sup>54</sup>. Brown also state that the goals, materials, abilities of teacher in interacting with their students, and assessments of students, teacher, and program are the influential interacting factor in learning and teaching process<sup>55</sup>. Furthermore, Hamalik said that "*Proses pengajaran itu berlangsung dalam situasi pengajaran, di mana di dalamnya terdapat komponen-komponen/ faktor-faktor yakni: tujuan mengajar, siswa yang belajar, guru yang mengajar, metode mengajar, alat bantu mengajar, penilaian, dan situasi pengajaran*"<sup>56</sup>. The last theory is from Sanjaya. He said that "*Proses pembelajaran terdiri dari beberapa komponen yang satu sama*

<sup>53</sup> Nunan, *Practical English.*, 88.

<sup>54</sup> Kessler, *Cooperative.*, 165.

<sup>55</sup> Brown, *Teaching by Principles.*, 150.

<sup>56</sup> Hamalik, *Proses.*, 54.

*lain saling berinteraksi dan berinterelasi, komponen tersebut adalah tujuan, materi pelajaran, metode/strategi pembelajaran, media, dan evaluasi*<sup>57</sup>.

Here the more explanation of the teaching and learning components:

#### 1. The Material of English Teaching

Material is something that teacher uses to attain some competences in teaching and learning process based on the objective of the teaching process. The process of reviewing potential materials beyond this that teacher might design by teacher-self, is one that ideally takes place in concert with conceptualizing the syllabus<sup>58</sup>. In certain context, material is the prime of teaching and learning process<sup>59</sup>. There are many different ways of approaching the process of reviewing materials and taking a final decision. According to Brown, the following criteria as a set of guidelines<sup>60</sup>:

- a. The material should correspond to learners' needs. It should match the aim and objective of the language program.
- b. The material should reflect the uses (present or future) that learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.
- c. The material should take account of students' need as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
- d. The material should be a clear role as a support for learning. Like teachers, they should mediate between the target language and the learner.

---

<sup>57</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media, 2006), 56.

<sup>58</sup> Brown, *Teaching by.*, 157.

<sup>59</sup> Sanjaya, *Strategi.*, 58.

<sup>60</sup> Brown, *Teaching by.*, 154-158.

Moreover according to J. Brown, 1995 in D. Brown's book, there are five major categories to consider in choosing a textbook: reputation of author and publisher, fit to the curriculum, physical characteristics (layout, organization, and so on), logistic factors (price, auxiliary aids, workbooks) and teachability (especially the usefulness of a teacher's edition)<sup>61</sup>.

## 2. The Objective of English Teaching

Objective is the next main component in teaching and learning process. It is because the plot of teaching and learning process is located in this term<sup>62</sup>. Objective usually refers to aims and purposes within the narrow context of a lesson or an activity within a lesson<sup>63</sup>. In other opinion, objective is specific statements that describe particular knowledge, behavior, and skill. The objective of teaching and learning process should fulfill the criteria<sup>64</sup>:

- a. The objective should contain clearly the behavior of students which will be changed.
- b. The objective should be formulated specifically, simply and clearly.
- c. The objective should be reached short in time.

## 3. The Strategy, Method and Technique of English Teaching

Strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for

---

<sup>61</sup> Ibid., 158.

<sup>62</sup> Sanjaya, *Strategi.*, 57.

<sup>63</sup> Brown, *Teaching by.*, 155.

<sup>64</sup> Hamalik, *Proses.*, 90-91.



controlling and manipulating certain information<sup>65</sup>. In other definition, strategy is the teacher's approach to using information, selecting resources, and defining the role of the students<sup>66</sup>. It includes specific practice used to accomplish a teaching objective. Moreover, strategy is divided into two kinds. Those are expository approach or deductive approach and inquiry approach or inductive approach<sup>67</sup>.

a. Expository Approach

Expository approach is the more traditional approach<sup>68</sup>. Expository approach happens when teacher presents all information to the students. The sources of information most frequently used are the textbook and other reference materials, audiovisual materials, and the personal experience of the teacher.

b. Inquiry Approach

Inquiry approach is the modern approach. Here the teacher assumes the role of facilitator of learning experiences and arranges conditions in such a manner that students raise questions about a topic or event<sup>69</sup>. The conditions for inquiry are thus established. The resources for finding the answers or solutions are factual information and raw data which have not been organized in any particular fashion. The examples of resources are textbooks, statistical data, documents, tape recording or passages from publications pertaining to the topic.

---

<sup>65</sup> Brown, *Principles of*, 79.

<sup>66</sup> Gerlach & Donald P. Ely, *Teaching and Media*, 14.

<sup>67</sup> Ibid.

<sup>68</sup> Ibid.

<sup>69</sup> Ibid.

Furthermore, method is also used by teachers when they have determined the strategy that they will use in teaching and learning process. Method is defined as a systematic plan for presenting information<sup>70</sup>. According to Brown, method is described as an overall plan for systematic presentation of language based upon a selected approach<sup>71</sup>.

There are some kinds of teaching method that are used in teaching English:

a. Grammar-Translation Method

Grammar-Translation Method is developed in the 18th century and is introduced as a way of teaching modern language to school children. The method itself comes from the way individual learner studies classical language such as Greek and Latin. This method is done mainly by studying the grammar in detail and translating texts from the original into the learner's language<sup>72</sup>.

b. Direct Method

Direct Method is developed in the early 20th century in order to overcome the problems connected with grammar-translation. The direct method moves away from translation and introduced the idea of lessons being conducted only in the target language<sup>73</sup>. The meaning of words and structures is communicated "directly" through mime and

---

<sup>70</sup> Ibid.

<sup>71</sup> Brown, *Teaching by.*, 14.

<sup>72</sup> Lindsay & Paul Knight, *Learning and Teaching.*, 15.

<sup>73</sup> Ibid., 16.

gestures, and practiced in question-and answer exchanges between the teacher and learners. Learners are not taught grammar rules but work them out for themselves.

c. Audiolingualism

Audiolingualism is developed in the 1950 and 1960 when it is believed that learning a language is similar to learning new habit. Language is described in terms of the way it was structured-individual sounds and letters, words, structures, and sentence types. Learners are expected to learn grammar of the new language not by learning rules but by producing the language accurately by responding to stimuli<sup>74</sup>.

d. Communicative Language Teaching Method

The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the late 1960<sup>75</sup>. CLT refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These are some principles of CLT: learners learn a language through using it to communicate, authentic and meaningful communication should be the goal of the classroom activities, and fluency is important dimension of communication<sup>76</sup>.

---

<sup>74</sup> Ibid., 18.

<sup>75</sup> Jack C. Richards & Theodore S. Rodgers, *Approach and Method in Language Teaching* (New York: Cambridge University Press, 2001), 153.

<sup>76</sup> Ibid., 172.

e. Cooperative Language Learning Method

Cooperative Language Learning is an approach designed to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities. In CLL, group activities are the major mode of learning and are part of a comprehensive theory and system for the use of group work in teaching<sup>77</sup>.

f. Content-Based Instruction Method

Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus<sup>78</sup>. In CBI the activities of the language class are specific to the subject being taught, and are geared to stimulate students to think and learn through the target language.

g. Task-Based Learning Method

Task-Based learning focuses on the process of communicating by setting learners tasks to complete using the target language<sup>79</sup>. In Task-Based Learning method, the learners acquire language as they try to express themselves and understand others. The tasks can range from information gap to problem-solving tasks. The advantage of TBL is that learners are given the opportunity to use the full range of skill and

---

<sup>77</sup> Ibid., 201

<sup>78</sup> Ibid., 204.

<sup>79</sup> Lindsay & Paul Knight, *Learning and teaching*, 23.

language they have at the same time, rather than in discrete units, as they sometimes do with the CLT model.

h. Total Physical Respond Method

Total Physical Respond (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity<sup>80</sup>. The general objective of TPR is to teach oral proficiency at a beginning level. Imperative drills are the major classroom activity in TPR. They are typically used to elicit physical actions and activity on the part of the learners. Other class activities include role plays and slide presentations.

In teaching and learning process, technique is also the important one which could influence the process. Technique is the specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well<sup>81</sup>. Technique is the way and mean adopted by a teacher to direct the learners' activities toward an objective<sup>82</sup>. Technique is also the tool of the teacher. The effective teacher should prepare and select the appropriate technique for reaching an objective of the teaching and learning process. There are some kinds of technique in teaching<sup>83</sup>:

---

<sup>80</sup> Richards, Jack C. & Theodore S. Rodgers, *Approach and Method.*, 73.

<sup>81</sup> Brown, *Teaching by.*, 14.

<sup>82</sup> *Ibid.*, 187.

<sup>83</sup> Gerlach & Donald P. Ely, *Teaching and Media.*, 189-194.

- a. Lecture: It implies a formal presentation while telling and explaining are more descriptive of informal presentation. It can involve extensive preparation or can develop spontaneously.
- b. Discussion: it includes all those activities which tend to develop an interchange of ideas between the teacher and the learner and among learners themselves.
- c. Demonstrations: It is always accompanied by telling or explaining. A demonstration is used to show how something works. It usually tends to be highly expository since it is dominated by the teacher.
- d. Role-playing: It does not have to be an elaborate undertaking. The classroom can become a realistic environment.
- e. Gaming: it is an activity which has some rules. The idea behind gaming in the classroom is that when students assume an active role in the process of learning and are responsible for the consequences of their actions.
- f. Drilling: It involves the teacher saying a word or structure, and getting the class to repeat it<sup>84</sup>. Drilling aims to help students achieve better pronunciation of language items and to help them remember new items.

---

<sup>84</sup> Jeremy Harmer, *How to Teach Pronunciation* (New York: Pearson Longman, 2000), 16.

g. Song: it is a string up of words which have tone<sup>85</sup>. It is a technique which aims to bring students into interested condition in teaching and learning process.

#### 4. The Evaluation of English Teaching

Evaluation is the last component in teaching and learning process. According to Kourilski in Hamalik's book, Evaluation is the act of determining the degree to which an individual or group possesses a certain attribute<sup>86</sup>. Evaluation is divided into two kinds. Those are evaluating students and evaluating systems<sup>87</sup>:

- a. *Evaluating Students*: It includes a decision about whether a student should be advanced to the next unit of course or to the next course. It sometimes involves a decision concerning a grade or credit for a course. The end result of this process is that some kind of judgment is made concerning student's qualities and abilities.
- b. *Evaluating Systems*: It refers to the evaluating of teacher's own teaching or teacher's teaching system. The teaching system includes the objective of teaching and learning process, the material used, and the technique, media used. This evaluation aims to know that the program is successful or not.

---

<sup>85</sup> Suyanto, English for., 114.

<sup>86</sup> Hamalik, *Proses.*, 145.

<sup>87</sup> Gerlach & Donald P. Ely, *Teaching and Media.*, 78.

Furthermore, there are two kinds of the evaluation way<sup>88</sup>:

- a. Formative Evaluation: The evaluation that happens during the course. It is to manage the process of learning as appropriately as possible for their participants.
- b. Summative Evaluation: It refers to evaluating of participant or the content of system which happens in the end of the process. This evaluation aims to summarize overall learning at the completion of the course.

In summary, the component of teaching and learning process consist of the material used by teacher, the objective of the process, the strategy used in the process, and evaluation of the process. The material should correspond to the learners' needs and be clear. While the objective of teaching and learning process should be formulated specifically, simply and clearly. Likewise, strategy should be chosen effectively based on learners' need in that time. In order to make learner enjoy and can acquire knowledge fully. Moreover, evaluation consists of formative and summative evaluation. Before teacher teaches his students, he should prepare those components well and clearly. In order to make his teaching and learning process is successful.

---

<sup>88</sup> Angi Malderez & Martin Wedell, *Teaching Teacher Process and Practice* (London: Continuum International Publishing Group, 2007), 167-168.



#### D. Bilingual Education

Almaguer and Esquierdo also stated that bilingualism is complex and multidimensional and being able to speak two languages has an array of implications<sup>89</sup>. Bilingualism is a person who can produce meaningful sentences in target language. Bilingual education is neither a single uniform program nor a consistent “methodology” for teaching language minority students<sup>90</sup>. According to Creese and Blackledge Bilingual education is the use of two or more language of instruction at some point in a student’s school career<sup>91</sup>. Bilingual education program models promote the development of two languages for bilingualism and biliteracy, other programs may incorporate the students’ first language merely to facilitate a quick transition into English<sup>92</sup>. Bilingual program happens when children learn English while also develop proficiency in their native language.

Therefore the aim of bilingual education is to ensure that a child who is proficient in his/her mother tongue, acquires the same level of comfort and expertise in the other language. Dhillon and Wanjiru also stated that “For learners in multilingual primary schools early intervention in English language acquisition provides not only an extra language for communication, but also represents a vital tool for achieving academic goals and subsequent

---

<sup>89</sup> Isela Almaguer & J. Joy Esquierdo, “Cultivating Bilingual Learners’ Language Arts Knowledge: A Framework for Successful Teaching”, *International Journal of Instruction*, 6 (July, 2013), 3.

<sup>90</sup> Carlos J. Ovando & Mary Carol Combs, *Bilingual and ESL Classrooms* (New York: Mc Graw Hill, 2012), 169.

<sup>91</sup> Angela Creese & Andrian Blackledge, “Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching”, *The modern Language Journal*, 94 (2010), 103.

<sup>92</sup> Ovando & Mary Carol C, *Bilingual and ESL.*, 9.

social mobility”<sup>93</sup>. In addition bilingual education has goal as helping language minority students to acquire proficient English skill.

Some studies state that bilingual program is good for children. One of the study shows that bilingual could improve the cognitive skill of the learners<sup>94</sup>. Bilingual students are more aware of what language they are hearing and using than monolingual students. If bilingual students use both languages regularly, their brains get a lot of exercise. This exercise could improve problem solving, phonological awareness and linguistics awareness. The other study also shows the advantages of bilingual education. Bilingual individual or society has access to more than one language and they are being more sensitive to the needs of the people they are talking to<sup>95</sup>. Bilingualism also could improve understanding of cultures and the similarities and differences among or between cultures. Furthermore, bilingual students could improve not only their language skill but also their understanding of the behaviors that go with the language.

Basic characteristics of bilingual education program include the continued development of the student’s primary language, acquisition of the second language which for many language minority students is English, and instruction in the content areas utilizing both primary language (L1) and second or foreign language<sup>96</sup>.

---

<sup>93</sup> Dhillon & Jenestar Wanjiru, “Challenges and Strategies”., 14.

<sup>94</sup> Gerena & M. Dolores, “Analyzing Bilingual”., 121.

<sup>95</sup> Una Cunningham, *Growing up with Two Languages: A Practical Guide for The Bilingual Family* (New York: Routledge, 2011), 67.

<sup>96</sup> Ovando & Mary Carol C, *Bilingual and ESL.*, 9.

Bilingual education has two varieties. Those are transitional bilingual education and maintenance bilingual education. **Transitional bilingual education** is generally perceived as a remedial program, a lower track for slow students<sup>97</sup>. Transitional bilingual education uses native language to assist the students in continuing their academic studies while learning the English language and culture. Moreover students who are not yet proficient in English receive instruction in their native language in all subject areas as well as instruction in English as a second language, but only for a limited number of years (typically two to three), with a gradual transition to all-English instruction<sup>98</sup>. The goal of transitional bilingual education is to help transition student into an English only classroom as quickly as possible. The second variation is Maintenance bilingual education. The maintenance model generally referred to as developmental bilingual education, places less emphasis on exiting students from the bilingual program as soon as possible<sup>99</sup>. Students in bilingual classes receive content-area instruction in both languages throughout their schooling, or for as many grades as the school system can provide<sup>100</sup>. With the maintenance approach, also known as the developmental approach, the student has the best of both worlds. The student is able to retain their native language and culture, use this familiar knowledge to continue academic instruction while learning the English language and culture.

---

<sup>97</sup> Ibid., 40.

<sup>98</sup> Ibid.

<sup>99</sup> Ibid., 42.

<sup>100</sup> Ibid.

Moreover, Gerena and Verdugo quote from some studies of Coyle & Marsh, 2001; Lasagabaster & Ruize de Zarobe, 2010; Lyster, 2007; Maljers, 2007 that better teacher preparation as a key component of successful and effective bilingual and CLIL programs<sup>101</sup>. Teacher preparation includes teaching materials or resources, teachers with adequate ability in the foreign language and training in either subject-content teaching methodology or foreign language teaching methodology, the way of how assessment will be carried out, and the way of how teacher treats the learners appropriately<sup>102</sup>.

---

<sup>101</sup> Gerena & M. Dolores, "Analyzing Bilingual", 122.

<sup>102</sup> Sophie Loannou-Georgiou & Pavlos Pavlou, *Guidelines fo CLIL Implementation in Primary and Pre-Primary Education* (Cyprus: British Council, 2011), 34-35.