

CHAPTER I

INTRODUCTION

This chapter deals with introduction consist of background, research problem, objectives of the research, significance of the research, scope and limitation, and the definition of key terms.

A. Context of Study

Learning language is very important for a human being because language has big role in the communication process. Language is one of the human basic needs and it cannot be separated from their life. As social creatures, people need language to communicate and interact with the other to fulfill their needs. People create language by forming words which have meaning and can be understood to all people. People can express their ideas, share information and feelings directly or indirectly, in a form of spoken or written by using language. Language are naturally gotten by people since they were children. The children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language. Therefore, where people grow up decides their mother language.

Knowing how English opens the door and changes our life, it is necessary to make English as our bilingual language. Because beside of the advantages above, there are many social benefits to being bilingual. Being able to speak two or more languages provides the opportunity to travel or even move to another country if you choose to. It is another great way of learning about the world, widening your horizons and increasing your social development as you are able to interact with more people. Not having geographical limits is also a great reason to learn an extra language. You will be able to communicate more easily with people you meet and they will be able to understand you better.

Speaking bilingualism has obvious practical benefits in today's globalized world as it creates greater tolerance and open-mindedness. A wonderful advantage of being bilingual is that an individual has the opportunity to engage and be a part of two different and diverse communities without feeling excluded. Many people find expanding their knowledge fun or learn just because they like the sound of new words and a new language. But regardless of our reason for choosing to learn to speak English for the bilingualism has huge neurological benefits: it allows our brain to work in different ways, expanding our potential and intelligence. Studies have shown that learning a language actually helps the brain's development regardless of how old we are.

Dealing with this, English is necessary to be taught to people since they are in the age of young learner. Dozens of studies, often quoted in the press, have claimed that, among other things, learning languages in early childhood improves a whole host of cognitive abilities, making the brain more adept at switching

between tasks, focusing in a busy environment, and remembering things. Learning and using two languages, these studies imply, clearly make children's brains better. English is important to young learner because it is the golden age to acquire new things more easily. They can learn faster and easier, improve problem solving and creativity, enhance future career opportunities, connect with other cultures and build tolerance, prevent age-related mental illness.

But, young learners who are weak in English are found in many parts of the world, especially in the countries that English is not spoken as their mother tongue. Hashemi (2011), identified that students' weakness in English is due to the differences of social contexts and cultural environments. Souriyavongsa (2013) stated that there are many factors that cause difficulty in learning English. First, the majority of students stated that the English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy. Littlewood(1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of learning difficulties. This is because using L1

means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

To respond the phenomena, teachers have to be active and creative to teach English. She/he has to be active in take a part in the class because teaching young learner isn't easy. Because of that, the teacher has to use appropriate strategy, media, and material. The teacher has to be creative to match the strategy, media, and the material. Also there must be a movement from the school itself. The school can take a part to make the students easier to learn English such as give appropriate facilitation and use bilingual in the teaching learning process.

It is better if the school use bilingual. Bilingual education is consistent addition to bilingual and bicultural programs, using two languages in instruction, learning and communication, with an equal number of students from the two language groups integrated into all or at least half of the school day to fulfill bilingual, bilateral, academic, and cross-cultural competencies (Soltero, 2004). According to H. Douglas Brown (in Kasari, 2013) states that children who learn two languages simultaneously succeed in mastering both by using similar strategies. Basically when they learn two different languages, the key to their

success is when they can distinguish between two different contexts in each language. In addition, according to Lambert (in Kasari, 2013) that bilingual children more easily grasp the formation of concepts and have greater mental flexibility because they are accustomed to learning two languages and overcome their confusion at the beginning. Head of the State 5 Semarang Middle School, Suharto said that "We still maintain a bilingual system for learning. Because, this (bilingual) is one of the strengths, not the characteristic of *KRSBI* (International Standard School)." According to him, learning with bilingual system has many benefits so that it is retained, such as training the ability of students to speak English and is sometimes needed to explain certain subject matter. So that's why bilingual in a school is suitable with the objectives of the study especially to teach English teaching for young learners.

Any school can use bilingualism moreover for school of young learner called kindergarten. It means the kindergarten uses two languages in its communication, instructions, and activities. Although the students are at age 5 and 6, but it is suitable to use bilingualism. They will understand well, but students at bilingual kindergarten are not forced to mastering English like adult. As long as they understand the utterance of the teacher, they are hoped to answer it in English also, but it is no problem if they answer in Bahasa Indonesia or native language. The focus are listening and speaking. Students at bilingual kindergarten will be given many vocabularies so they will not be confused when listen the second language, also the vocabularies can be their prior knowledge in the future when they enter the Elementary School. They will not come with an empty head.

There are few bilingual kindegartens in Indonesia, some of them are in capital city because the citizen parents are more open minded about learning second language. One of the example of the schools is Zaien Bilingual Kindergarten in South Jakarta. In other hand, in a town like Tulungagung, there is also a bilingual kindergarten called Happyfeet Bilingual Kindergarten. This school was founded 6 years ago and it is kindergarten so the students are in the age of 5 or 6 years old. The researcher interested in this kindergarten because as a kindergarten, it has many students win an English olympiad. The olympiad was in the level of city (Tulungagung), East Java, and Java-Bali. One of the students that win many olympiad is Ade. He brings home 19 goblets from English olympiad. He is the first winner of Excellence event with the theme Gold Generation on February 23rd, 2020 as his achievement in East Java level olympiad and many first winners in Tulungagung level olympiad like Semarak Pesta Pelajar in 2019, Indonesia Berprestasi in 2019, Smart kids Competition in 2019, Indonesia Talent Show in 2020, Back to School in 2020,etc. He also got the Public Champion of MJ Education center in 2019. Besides, he ever joined the Festival Sains and Art in the level of Java-Bali but he had to fall in the final.

There are some studies that have been conducted on bilingual school. The first study was conducted by Yi-fen Ye and Chien-ju Chang in 2009 with the title "Teacher-Pupil Talk in a Bilingual Kindergarten English Class" which The results showed that (1) The teacher was dominant, leading the learning activities, while the pupils were passive, following the teacher's instruction. (2) Teacher and pupil talk during basal reading and writing activities consisted predominantly of

language skill practices and management utterances. (3) In contrast, during the story-telling activity, the teacher allowed more speaking time and pupils made greater contributions to classroom conversation. Then the second study was conducted by Mila Schwartz, Aura Mor-Sommerfeld and Mark Leikin in 2010 with the title “Facing bilingual education: kindergarten teachers’ attitudes, strategies and challenges” which focusing on two teachers in two kindergartens, this study shows some similarities and differences related to the individual and the personality as well to the bilingual pedagogy in the two settings. One teacher is more rigid in her views, while the other is more flexible. Concerning coping with bilingual pedagogy, they both understand that they must find various methodological strategies. Both of them lack professional training, but their levels of professional knowledge and development are markedly different. As noted, so far, one teacher has found her own strategies, but but the other seems determined to stay with ‘Hebrew only’. Furthermore, while one teacher stresses the cognitive advantages of early bilingual development, the other refers only to instrumental needs. The study also underlines the urgent necessity for professional support of majority-language teachers confronting bilingual education.

Based on the phenomena above that shows the importance of using bilingual system in teaching English to children, the researcher wanted to do a research in Happyfeet Bilingual Kindergarten in order to know how is the teaching English using bilingual, under the title "a Study on EFL Teaching At Happyfeet Bilingual Kindergarten Tulungagung in Academic Year 2019/2020".

B. Research Problem

Based on the background of the study, the problem is:

How is the English teaching at Happyfeet Bilingual Kindergarten?

it covers:

1. What strategies are used by the teacher in teaching English at Happyfeet Bilingual Kindergarten?
2. What media are used by the teacher in teaching English at Happyfeet Bilingual Kindergarten?
3. What material are used by the teacher in teaching English at TK Bilingual Happyfeet?
4. What assessment techniques are applied in teaching English at Happyfeet Bilingual Kindergarten?

C. Objective

Based on the research problem above, the objectives are:

To describe the study on the English teaching at Happyfeet Bilingual Kindergarten, with the focuses are:

1. To describe the strategy used by the teacher in teaching English at Happyfeet Bilingual Kindergarten.
2. To describe the media used by the teacher in teaching English at Happyfeet Bilingual Kindergarten.
3. To describe the material used by the teacher in teaching English at Happyfeet Bilingual Kindergarten.

4. To describe the assessment techniques applied in teaching English at Happyfeet Bilingual Kindergarten.

D. Significance

The researcher hopes that the finding of this study can give contribution for the teaching English in the school and can increase the reader's knowledge. By the information of this research, the readers who interested in teaching English can understand a good way, strategy, media, material and assessment using bilingual especially if the teacher want to teach young learner in the age of 5 and 6 years old or kindergarten students.

Besides, the researcher also hopes that the result of this study will give contribution to English teacher and the future researcher.

1. English teacher

To give information about how to teach English especially using bilingual, to increase her/his knowledge about strategy, media, material and evaluation in teaching English, to improve the English teacher's competence in teaching English.

2. Future researcher

The result of this research can be used as a reference in conducting further research in the same field.

E. Scope and Limitation

In order to make the research systematically, the scope and the limitation should be stated. Those are:

1.Scope

The scope of this research is a study on English teaching at Happyfeet Bilingual Kindergarten and focus on the strategy, media, material and assessment used by the English teacher.

2. Limitation

The limitation of this study is only focuses on strategy, media, material and assessment that used in teaching English at Happyfeet Bilingual Kindergarten, because the strategy, media, material, and assessment are important points in teaching English.

F. Definition of Key Terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpreting of the study. Therefore, the researcher presents some words related to the study, those are:

1. Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding someone, providing knowledge,

having objectives to make understand. In this case, teaching refers to the teacher's helping, instruction, guide to teach English in Happyfeet Bilingual Kindergarten.

2. Bilingual School

Bilingual school refers to a school uses two languages in its teaching learning activities. The two languages here are English and Bahasa Indonesia.

3. Strategy

Strategy in teaching is a technique used by the teacher in order to help the students to get easier in understanding the material. In this case, the strategy refers to a technique used by the teacher in Happyfeet Bilingual Kindergarten to help the students get easier in understanding the material.

4. Media

Media are for transmitting or delivering messages and in teaching-learning delivering content to the students. to make the material easy to be understood by the students. In this case, media is tools used by the teacher in Happyfeet Bilingual Kindergarten to make the material easy to be understood by the students.

5. Material

Material is a knowledge that the students learn. In this case, the material means the knowledge that the students learn from the learning activity.

6. Assessment

Assessment is the process of gathering information from multiple and diverse sources in order to have a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. In this case, assessment refers to the process done by the teacher to understand what students know and understand.