

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the result of reviewing some theories that are relevant to the problem. These review are expected to serve important background information to support the study and the discussion of findings.

#### **A. Teaching English in Kindergarten**

The main point why English is important to be taught in kindergarten is that young learner can produce better result. A general belief holds that children learn a foreign language better than adults. Therefore teaching English to young children has become especially important in recent years. Many countries begin at the primary level, and students are studying the language at younger and younger ages (Jenkins, 2009). There are two major reasons for an early start in English: (1) the value of English for education and employment and (2) the benefits of early language learning. The Benefits of Early Language Learning Early studies of second or foreign language learning argued that there was a “critical period” (Lenneberg, 1967; Penfield & Roberts, 1959), or a “critical” or “sensitive period” (Oyama, 1976), prior to puberty in which children could acquire native-like proficiency in a foreign language. That perspective found ready acceptance among adults who thought children could “pick up” a language easily, often remembering their own frustration at not having mastered another language. While there is

evidence for the benefits of acquiring another language naturally (for example, when two parents each speak a different language to a child), there is little evidence to support the critical period hypothesis for learning a foreign language (Garton, Copland, & Burns, 2011; Nikolov & Mihaljevic Djigunovic, 2011; Pinter, 2006).

### **1. The Characteristic of Kindergarten Students**

There is a big difference between what children of five can do and what children on ten can do. Some children develop early, and some later. Some children develop gradually, others in leaps and bounds. But it can be pointed out that what characteristics of the young language learner (5-7 years old) based on Scott (1990: 2) are:

- They know that the world is governed by rules. They may always understand the rules, but they know that they there to be obeyed, and the rules help to nurture a feeling security.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands, eyes, and ears. The physical world is dominant at all times.
- They are very logical-what you say first happens first.
- They have a very short attention and concentration span.

- Young children sometimes have difficulty in knowing what fact and what is fiction.
- The young children are often happy playing and working alone but in the company of others.
- The children love to play and learn what they are enjoying themselves.
- Young children are enthusiastic and positive about learning.

## **2. Strategy in Teaching English**

Strategy in teaching is teacher's plan or style used to teach so the teacher can achieve the goal. There are some experts that define strategy. Oxford (1989) defines language learning strategies as "the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information". Cohen (1998) defines language learning strategies as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language.

Teaching strategies especially for kindergarten students should be enjoyable, interesting, repetitive and understandable. There are some

strategies that can be applied in the Kindergarten classroom as stated by Moon (2000:3) pointed out that strategies for young learner learns foreign language:

- Through being motivated. It depends on the teacher's style. If the teacher motivated them they would learn fast or quicker.
- By listening and repeating.
- By imitating the teacher. They want to please the teacher. They feel embarrassed when they make mistakes.
- By doing and interacting with each other in an atmosphere of trust and acceptance,
- Through a variety of interesting and fun activities for which they see the purpose.
- Through translating sentences into their own language.

Other teaching strategies for young learner stated by Bonnie Piller and Mary Jo Skillings (2017), those are:

- Demonstration

Demonstration includes the use of real objects, performing actions, using gestures, and facial expressions. It is used for presenting words like toy, bracelet, or hat. Demonstration can be used for sentence patterns that stand for concrete ideas. For example, saying «I am looking at my watch», or «I am cleaning the chalkboard» while performing these actions. The

teaching strategy includes the teacher doing the demonstration and students practicing with feedback from the teacher. Demonstration is important. Demonstration builds connections between new knowledge and what the child already knows.

- Choral Drill

In Choral Drill the children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns, and vocabulary lists. Children repeat the melody and rhythm. Choral Drill presented speaking aloud and verbatim memorization. This occurred in unison or in the form of echo recitation. The purpose was for transfer to the long-term memory. Current brain research supports the idea of speaking aloud. Speaking generates more electrical energy in the brain than just thinking about something (Bower, 2003; Perry, 2004). Choral drill is also a powerful way to cause over-learning to occur. Over-learning, that is, continuing to recite after something is memorized, creates deeper memory traces that make for longer retention (Banich, 1997)

- Look and Say

Look and Say is the technique of students listening to the teacher and looking at the object or print, then repeating a word or sentence after the teacher. Children either watch as the

teacher points to the words on the chalkboard or individually point to the print on a page or in a textbook.

- Pictorial Illustration

Pictorial illustration is the use of blackboard drawings, diagrams, sketches, match-stick figures, photographs, maps, and textbook illustrations. These are used for presenting words and structures that stand for concrete ideas.

- Verbal Illustration

Teachers at each level used Verbal Illustration. Sometimes this was simply giving a phrase or sentence that showed the typical use of the word in context, as in «the sky is blue».

- Association

Association was used for presenting vocabulary items. Teachers used Association for synonyms, antonyms, and simple definitions. For example: (1) blossom -- flower (synonym) and (2) diligent -- hardworking (synonym)

- Questioning

Questioning is another strategy that is used in lessons at all levels. It is used in the introduction. The questioning section of the lessons appeared to be for the purpose of developing thinking processes for concept formation. The Questioning strategy resembles the strategies described in the classic work of Hilda Taba (1967), in which she postulates that thinking can

be taught. In Taba's inductive thinking model, questioning is used for concept formation, interpretation of data, and application of principle.

In addition, conducting lessons with physical activities gives considerably high results in developing language skills comprehensively. Playing games has a significant role in the second language acquisition process. With the help of games children can also learn social skills: sharing, working as a team and helping each other. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser. There will be expected that with the help of games and physical response teacher is able to create environmentally friendly atmosphere in language learning and to get students' attention. Also Schneider and Crombie (2003) announced a motto of multi-sensory techniques that is 'Hear it, see it, say it, write it, act it out' and make learning as active as possible. It is not refutable repeating the most effective factor in getting success in learning procedure. In general, children learn better when they are actively involved in lessons. However, in the view of diverse learning styles and preferences children display different results. For this reason properly designed lessons may become efficacious in solving problems related to teaching process.

### **3. Media in Teaching English**

Media are for transmitting or delivering messages and in teaching-learning delivering content to the students to achieve effective instruction. Dewdney & Ride (2006) said that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more communication complex. That means media for learning process provide the tolls to engage learners powerfully in learning activity. So, media are any kind of tools that help teacher teaching learning process. Hamalik (1994) said that the using of media in the process of teaching and learning can increase willingness and new interest, increase students motivation in the process of teaching learning and even bring psychology effects for the students.

#### 1) Kind of Media

There are some kinds of media. Suyanto (2010:102) stated that media can be categories into three, those are:

- Audio Media

It is media that rely on the ability of sounds only. It is common to teach listening or pronunciation. Example: radio, tape recorder, cassette, and language laboratory. One of activities that use audio media, the teacher can ask the students to listen the broadcast which use English the the teacher ask them to repeat the vocabularies.

- Visual Media



Suyanto (2010:102) stated that visual media are a media that involve sense of sight. Visual media has function to send a message from sender to receiver due to interest, clear, and illustrate the fact. The example of visual media are: flash card, real object, educational game tools, picture, chart, blackboard, and textbook. The teacher tends to use this media because it is cheaper than audio media. Besides, the teacher can make the media easily by them self. The students are also easy to remember the materials through the media because they directly see the materials.

- Audio Visual Media

Djamarah and Zain (2010:124) said that audio visual media are media that include sense of hearing and sight. This media is more interesting than other media because it includes audio and visual media. The example are: video, film, TV, etc (Arsyad, 2009:30). So, here, in this media, the teacher combine audio and visual media in learning process to achieve the goals. But, the teacher have to control the students so they won't get the wrong focus on the interesting media instead of the lesson.

#### **4. Material**

Material refers to any knowledge that the teacher gives to the student. Teacher can adapt the materials from the book or creating the

materials based on the curriculum. Many schools use ‘topic-based planning’, it means that a topic is chosen for a term and all the activities in all areas of the curriculum will be related to that one broad topic. Topic-based learning is beneficial and meaningful because all new learning experiences are deeply rooted in the same theme and children can see the links between various learning tasks and areas of learning. This is conducive to a holistic approach to learning. It is popular among teachers who have freedom to plan their own materials. The difficulty from the perspective of teacher is this type of planning is very time-consuming and without a clear linear outline, it is difficult to ensure that all objectives are covered by the end of the year (Pinter, 2006).

## **5. Assessment**

Assessment is the process of gathering information from multiple ways in order to know how deep students understand the material that the teachers gave. Erwin (1991) states that Assessment is the systematic basis for making inferences about learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase student’s learning development. Then, Palomba and Banta (1999) state that assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student’s learning development.

There are some ways of assessments are used in Kindergarten. Nipissing-Parry Sound Catholic District School Board (2001) stated that there are some types of assessments in Kindergarten, those are:

- Diagnostic assessment. It is used to determine what the students currently know and can do and to identify strengths and weaknesses so that suitable instruction can be provided. Methods of diagnostic assessment used in Kindergarten include:

T running records

T inventories

T surveys

T “Ready to Learn” checklists

- Formative assessment. It is the on-going assessment of student learning used to inform and improve performance and instruction. Methods of formative assessment used in Kindergarten include:

T observation

T student journals

T portfolios

T self and peer reflection

T questions and answers

T discussions

T “Ready to Learn” checklists

- Summative assessment. It provides a cumulative description of student achievement and assists students, parents and teachers to plan further

instruction and learning activities. Methods of summative assessment used in Kindergarten include:

T performance-based tasks

T learning logs

T conferences

T checklists

Note that some assessment strategies may fall into both formative and summative categories, depending on how the data will be used.

In Kindergarten, assessment data on a student's progress are gathered using a variety of strategies in the context of daily classroom experiences. A range of assessment strategies will help the teacher to develop accurate profiles of each child's growth and to plan appropriate programs.

## **B. Bilingual**

Bilingual refers to a person or community that is able to speak two languages. In this case, the languages means English and Bahasa Indonesia. There are some definitions about bilingual based on the experts;(1) Jendra (2012: 68) stated that bilingual is people who are not monolinguals but speak two languages every day. (2) Spolsky (1998: 45) bilingual is person who has some functional ability in second language. This may very strong command of both languages. The last, (3) Grosjean in Baker (2001:20) defines there are two contrasting views of individual bilinguals; (a) there is a fractional view of bilinguals, which evaluates the

bilingual as “twomonolinguals in oneperson”, (b) holistic view which argues that the bilingual is not the sum of two complete or incomplete monolinguals, but that he or she has a unique linguistic profile.

### 1. **Bilingual Education for Kindergarten Students**

In general terms, ‘bilingual education’ refers to models of school education where instruction is given in two languages and content matter is taught in two languages as well. Bilingual Kindertgartens are the first part of an educational program which is aimed at achieving functional multilingualism (Council of Europe 2001). To fully accomplish this goal, it is necessary to continue successful foreign language programs in primary and secondary education. For young kindertgarten, the most important characteristic of bilingual instruction is that students are taught to read and write in both their native tongue and a second language – either starting at about the same time (simultaneous alphabetization) or consecutively (transitional models). Besides, bilingual Kindertgarten provides further factors which have been identified as beneficial for the child learner (e.g. Burmeister 2006, Met & Lorenz 1997): The young age of the learner, a long exposure to the L2, a high intensity of the language program, the active use of the L2 and also the specific pedagogic strategies used in bilingual programs have been found to advance the children's language attainment: data from the ELIAS project have shown for the first time that the teaching principles used by L2 teachers have a significant effect on the children's language learning, that is, children show the best results when teachers provide a high quantity and

quality of language input, when they ensure comprehension by visualising and contextualizing everything they say and when they explicitly encourage the children's language production.

## 2. Types of Bilingual Education

There are some types of bilingual education. Krashen (1997) stated that there are several different types of bilingual education program models:

- Transitional Bilingual Education.

This involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only.

- Two-Way or Dual Language Immersion Bilingual Education.

These programs are designed to help native and non-native English speakers become bilingual and biliterate. Ideally in such programs in a U.S. context, half of the students will be native speakers of English and half of the students will be native speakers of a minority language such as Spanish. Dual Language programs are less common in US schools, although research indicates they are extremely effective in helping students learn English well and aiding the long-term performance of English learners in school. Native English speakers benefit by learning a second language. English language learners (ELLs) are not segregated from their peers.

- Dual language program

It has students study in two different ways: (1) A variety of academic subjects are taught in the students' second language, with specially trained bilingual teachers who can understand students when they ask questions in their native language, but always answer in the second language; and (2) Native language literacy classes improve students' writing and higher-order language skills in their first language. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. In this type of program, the native language classes do not teach academic subjects. The second- language classes are content-based, rather than grammar-based, so students learn all of their academic subjects in the second language.

- Late-Exit or Developmental Bilingual Education.

Education is in the child's native language for an extended duration, accompanied by education in English. The goal is to develop literacy in the child's native language first, and transfer these skills to the second language.

### 3. **Teacher's Role in Bilingual Classroom**

There are some roles that bilingual teacher have to do in the classroom. According to Gusti (2009), bilingual teachers have three types role to do:

- As apprentice



As apprentice, teacher has duty to design and to control teaching learning process, to give explanation about language problems, and frequently to develop the students' English skill.

- As material designer

Teacher has duty to make lesson plan, to choose material which is suitable with syllables, to modify material in order to be appropriate with level of students' skill, or to give new material when there is no material to be taught.

- As evaluator.

In this case, teacher has duty to evaluate the effectiveness of teaching material and result of students' learning.

#### **4. Student's Role in Bilingual Classroom**

There are some roles that the student's has to do in the bilingual classroom. Mouly (1968: 329) found five roles of learner which are effective for the majority of the students:

- Learners should make efficient use of study time.

The students must make a habit of scheduling their study period and getting to work promptly.

- Learners should emphasize understanding

The practice of organizing, outlining, and synthesizing generally pays off in increased understanding, greater retention, and greater transfer.

Effective learning class for a critical attitude and the ability to digest rather than merely to accumulate. The students should also strive to increase their vocabulary, comprehension, and reading speed.

- Learners should get acquainted with the library

Ability to skim several sources for additional information is an important contributor to scholarship.

- Learners should make periodic reviews of the material

Learners should learn to take functional notes in connection with class and library work as well as their basic texts.

- Learners should become ego-involved in the learning

Commitment to meaningful goals is an essential aspect of a functional education.

Students have the role to emphasize understanding in teaching-learning process. What they do during teaching-learning process should aim to support their understanding in learning.

## **5. The Advantages of Bilingual Program**

Learning more than one language is an asset to individuals, families, and our entire society. Early childhood teachers can share the benefits of bilingualism with families and their communities, find ways to support children's home languages, and encourage families to keep their language strong. Developing the child's home language provides the foundation for reading and writing, preparing children to be biliterate. Researchers have found many benefits to apply bilingual program.

The applying bilingual program in order to develop their students' English skill in both English or non-English students. The aim of bilingual based on Ferguson, Houghton, and Wells in Garcia (1996:15) are same having to do with the enrichment of the elite through bilingualism, other with the assimilation or the preservation of language minorities, yet others with societal integration, increased world communication, understanding and pluralism. Garcia (1996:31) stated that the advantages of bilingual program are students who are bilingual have been shown to have increased cognitive advantage, such as more divergent and creative thinking, greater metalinguistic awareness and cognitive control of linguistic processes and increased communicative sensitivity. In addition to cognitive advantages, bilingualism can bring about greater understandings among groups and increased knowledge of each other. 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.

Furthermore, the advantage of applying bilingual program was stated another expert. Baker (2002) stated that there are some advantages of using

bilingual program, those are; communication, cultural, cognitive, character, curriculum and career advantages. This study is going only discuss cognitive, social emotional, and career/academic advantages.

- Cognitive benefits

Being bilingual has connected to a number of cognitive advantages. Cognitive function refers to the mechanism of brain acquiring information. Children who are raised in bilingual environment have been found to be better competence than their monolingual peers at focusing on a task while tuning out disruption. Their capability to concentrate is better than no bilingual. The result is strongest in people who learned a second language before five and in those who are most capable in their second language. This finding implies that being bilingual from an early age significantly alters the brain's structure of the human. However, as Rueda 'work (1983) using analytical orientation in language test found that cognitive advantages may be shared by below average ability children and not just average and above ability children (Baker, 2011: 160). In addition, being bilingual makes mechanism of cognitive more flexible, which is applied to a temporal domain (efficient switching between preparatory intervals of different duration), and extends to the cognitive control processes in social categorization tasks (Marzecova, Bukowski, Correa, Boros, Lupianez, Wodniccka, 2013).

- Social-Emotional Benefits

Bilingual children have benefit to able to make new friendship conveniently. They also can make good companionship using their second language because they can speak more than one language. This is an important skill in making new networking in this global world. They also can learn new culture through language. People say, learn a language means we learn the culture as well. As King and Mackey (2007: 8) stated that bilingual children are more simply to make friends from other languages and culture groups, both within their language school programs and. They also have positive attitude and respect about other culture and groups as well. It implies that bilingual children could be multicultural and they appreciate people from other countries and culture more.

- Academic and Career Benefits

Speaking more than one language could open a big chance for children to enter their favorite university. Entering good universities need requirements for passing language tests especially English test. When they are introduced to English from early years especially in Kindergarten, it will give positive impact later on. As Jafar (2011) did in her research in Jordan, she found that kindergarten years proved to be effective for bilinguals who were to learn another language in order to engage in the mainstream community, and to learn a third language as well. Related to vocabulary development, Thordardottir (2011) found strong relationship between amount of exposure to a language and performance. Her research

is on 5-year-old Montreal children that acquiring French and English. She said that “Children having been exposed to both languages equally scored comparably to monolingual children in receptive vocabulary, but greater exposure was required to match monolingual standards in expressive vocabulary.” It implies that being bilingual give impact to vocabulary development, however, this relationship was different for receptive and expressive vocabulary. Encouraging children learn the second language also open a competitive on the job market in the future. Many workplaces and company want their employees who are proficient in multiple languages. Mastering different language is an asset for children in the future.

### **C. Previous Study**

In this section, the researcher presents the previous studies related to the focus of this research. There are some studies here been conducted on bilingual school. The first previous 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 other previous study was conducted by 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.

From those previous studies, the researcher can conclude that there are some differences among her research with the previous study, those are: (1) The



different is about the subject of the study. the first previous study's subject is students in a kindergarten school in Taiwan. Then, the second previous study's subject is kindergarten bilingual schools in Israel. Then, here this study's subject is Happyfeet Bilingual Kindergarten in Tulungagung. (2) The focus of the study is also different. The first previous study was focused on the features of teacher-pupil talk in a bilingual kindergarten English class which indirectly talked about teacher's strategy in teaching English. Then, the second previous study was focused on how majority-language teachers coping with additive education view their roles in a bilingual framework, how they perceive issues of culture and language in young bilingual children, and how they understand the term 'bilingual education' in an L2 non-additive context. Besides, here in this study is focused on teaching English at Happyfeet Bilingual Kindergarten with includes strategy, media, material and assessment.