

CHAPTER II

REVIEW RELATED LITERARURE

In this chapter, the researcher presents the results of reviewing some literature are related with this research's topic. The related literature contains bilingual teaching, teaching English in modern boarding school, psychology of education and previous studies.

A. Bilingual Teaching

Most bilingual schools have English as teaching language. In many schools, some of them are also state schools, all the information is presented in more than one language, usually in English. Bilingual teaching means that in one or more subjects the information is presented in a different language than usual. Hamers and Blanc (2000) use the term "bilinguality" to denote an individual's use of two languages, and reserve "bilingualism" for the study of how two or more languages function in a given society.

In Indonesia, English bilingual education started to emerge with the establishment of 2003 Act No. 20 of the National Education System chapter XIV, article 50 (3) which states "The central government and or the local government establishes at least one unit in each educational level to be developed as an international standard class. The Bilingual Triangle by Wolfgang Hallet (1998) forms the first approach to this new field of teaching. This model shows that bilingual teaching is neither a translation of the usual content into another language nor an extended foreign languages class.

The aim of bilingual teaching is for the students to reach the ability of communicating with people of a different culture and language background about phenomena and issues that arise from cultural and social factors of the native language culture and society (field I). Phenomena and issues that arise from cultural and social factors of the target language culture and society (field I). Culture-independent, cross-cultural global and universal phenomena and issues (field III) (Woidt, 83).

1. Definition of Bilingual Program

Bilingual program can be looked as a program where the non native English learn English. bilingual cannot be only comperehended as an instruction where two languages are used. In general, definition of bilingual is considered as an interaction created by people who know thwo languages.

However, an easy way to understand a bilingual program is by differencing three concepts of it. The intended concepts are immersion, monolingual, and bilingual itself. Hong (2010) states that a program which utilizes only one languages is known as a bilingual program to improve students' proficiency in both languages.

By seeing the theoris in linking immersion, monolingual and bilingual generated by Baker (2001), Christian (1997) and Hong (2010), it can be known that an immersion program is a part of bilingual. However, not all immersion programs included into bilingual one.

2. The Principle of the Bilingual Method

This Method supports teacher to create the students to understand the meaning of convinced words. The time which saved is applied in giving pattern practice to the student. Though an average teacher of English can teach over this method without any intricate preparation. The Bilingual Method indorses both fluency and accuracy. It stimulates the theory as it lays stress on speech and pattern practice. It boosts accuracy as the meanings of new words are specified in the mother tongue of the learner. It does not involve any teaching aids and is matched to all kinds of engineering colleges at rural place.

Some of the Barriers in implementing the Bilingual Method as following the attention on the grammatical constructions not on the day-to-day conversation. Then the teacher must be skillful (fluent) in L1 and L2 and the last students become dependent on their mother tongue.

B. Teaching English in modern boarding school

According to Ichsana (2016: 65) The term teaching is basically an attempt to create conditions or environmental systems that support and allow the learning process to take place. On the other side, teaching is not only conveying subject matter, but teaching is a process of changing student's behavior according to the expected goal, Yamin (2017:84). Certainly, teaching activities cannot be separated from learning, where there is a unity of two unidirectional activities between teacher and students. Therefore, in the

teaching process, there are activities to guide students to develop both intellectually and motorically so that students have creative, innovative abilities and so on. One of them is teaching English.

English as a Foreign Language is part of the educational curriculum, particularly in state schools, Lusi et al (2008:3). English is taught in schools as a foreign language which is included in the curriculum set by the government. Meanwhile, the purpose of learning English is so that students understand and master the four skills. Yamin argues that teaching English is an acquisition process with the aim of achieving communication skills (2017: 86).

In accordance with the times, English has also entering in the world of Islamic boarding school to improve the quality of education for students. Awareness of making changes to Islamic boarding school education is an effort to improve or modernize Islamic education, so that many Islamic boarding schools are modernizing their education system, management and curriculum such as teaching foreign languages in the form of English to their students, Faizal (2016: 48). *In* the world of Islamic boarding school, English is taught a little differently from schools in general. Where, there is application in daily activities after learning English, so that students are required to memorize it.

1. Teaching English method in modern boarding school

Teaching methods are needed every teacher to achieve learning goals using certain variations. According to Affandi et al (2013: 16) the

learning method is a stage or method used for interaction between teachers and students to achieve learning objectives that have been set in accordance with the material and learning mechanisms. Learning method is used to realize the strategies that have been applied, so that the learning methods also play an important role in a learning strategy.

In general, many learning methods are used to achieve student learning goals such as lecture methods, discussion methods, demonstrations, simulation methods and so on. In the Islamic boarding school also applies several English teaching methods for students so that the learning delivered is not monotonous and boring. According to Yamin (2017: 85) an English learning method is the key to learning, if the teacher applies an inappropriate method, boredom will occur and the class will end.

There are nine main methods that every English teacher have to know, that are:

- a. Direct method
- b. Berlitz method
- c. Natural method
- d. Conversation method
- e. Phonetic method
- f. Practice-theory method
- g. Reading method
- h. Verbal speaking method

- i. Pattern-practice method
2. Teaching English media in modern boarding school

Media is a medium for learning resources that are quite diverse which functions to streamline the student learning process, Sudrajat (2015: 16). Learning media is a tool used by teachers to convey subject matter or messages to students. The use of appropriate learning media is able to carry messages or information that are instructional or contain educational elements to achieve learning goals well, Enik and Nila (2016: 29).

Learning media can be said to be something that must be in the learning process. The same in teaching English in modern boarding schools. According to Novi and Tyas (2017: 100), if language learning is equipped with media, the media can play a role in overcoming the problem of learning interaction with English as a second language. These roles include, media clarifies the concept of language and reduces the verbiage of language learning, media plays a role in deepening students' understanding of language teaching materials and learning resources, the media plays a role in demonstrating abstract understanding of language to real meaning, media plays a role in overcoming the limitations of space, time and students' memory, media plays a role in overcoming differences in student characteristics.

With the complete role of the media in the language learning process, it is hoped that can overcome the problems that exist in the

linguistic aspect. In addition, the role of the media can make it easier for students to master language skills which include listening, speaking, reading and writing.

According to Musfiqon (2012: 70) media can be divided into three types. First visual media. Visual media is often used by teachers so that it is very familiar in the learning process. This media can be in the form of images, diagrams, maps or others related to the sense of sight. The functions of visual media, among others, can facilitate understanding and strengthen memory, foster student interest and provide a relationship between the content of the subject matter and the real world.

Then Audio media. In this media, the one who has an active role is the sense of hearing. Where the material or message is in the form of sound or auditive symbols, either verbal or non-verbal, so that there is a common understanding between the recipient and the sender of the message.

The last, Kinesthetic media. The use of this media requires a touch between students and teachers or even with deep feelings so that the message conveyed can be well received. This media is not only physical, environment and atmosphere are also part of learning. So that the kinesthetic media emphasizes experience and atmosphere analysis in its application.

One of the positions of the teaching media is an effort to enhance the interaction between students and teachers, as well as the interaction

between students and their learning environment. Therefore, the main function of teaching media is as a teaching aid that supports the use of teaching methods used by teachers. Thus, the use of teaching media is expected to improve the quality of the teaching and learning process which ultimately improves the quality of student learning outcomes. So that students

C. Psychology of Education

Psychology is a science that aims to better understand and control the behavior of organisms as a whole, Shakir et al (2017: 20). Whereas education is a process with certain methods that a person does so as to gain knowledge, understanding, and how to behave according to needs, Ichsan (2016: 63). In general, psychology is needed in every field of life, including education, so that a branch of psychology that is related to education has emerged.

Educational psychology is the applied branch of psychology and is the combination of education and psychology, Shakir et al (2017:20). While, according to Long et al (2011:3), educational psychology therefore refers to an area of applied psychology that uses psychological theories and techniques to consider how we think and learn, and how we can address the learning needs of students. Educational Psychology can also be interpreted as a discipline that uses psychological concepts and principles in solving problems that occur in the world of education, Nurfarhannah (2018: 2). From some of these opinions it can be concluded that educational psychology is a branch of

psychology that aims to develop learning strategies, control student behavior with certain situations and overcome any problems that arise in the learning process.

Psychology provides a very large contribution to education so that the relationship between the two cannot be separated. This is because every educational activity, especially formal education, cannot be separated from psychology, such as curriculum development, teaching and learning processes, evaluation processes and counseling for students. As stated by Shakir et al that psychological, legal and technical principles are applied in the development of educational strategies, teaching-learning situations, these results and findings are applied in the field of education which focuses on humans both cognitive and behavioral aspects (2017: 20). Thus, in order for the goals of education to be maximally achieved, everyone involved in education must be able to understand every individual behavior and show his behavior effectively.

The scope of educational psychology includes topics that are closely related to the learning process proposed by Sriyanti (2011: 7). Learning problems, such as the nature of learning, the characteristics of learning, the form of learning and the factors that influence learning. Learning theory which includes behavioristic theory, cognitive theory and humanistic theory. The psychological aspects involved in learning include perception, attention, memory, intelligence and motivation. Learning difficulties.

Thus, educational psychology is used to create a learning environment that is fun and better. So that it cannot be ignored, because during the learning process - teaching runs in a conducive and fun way will have a good impact on student achievement.

1. Educational psychology for teacher

Teachers have more complex jobs in dealing with psychology than other professions, this is because teachers have a role to understand the character of each student. As revealed by Nurjan (2016: 6) that teachers should know their students and dive into the mental life of students at all times by paying attention to the psychological characteristics of men and women and social diversity. Nurjan also believes that every teacher must meet the requirements in guiding learning and the student adjustment process (2016: 7), as follows: teachers must have psychological principles that can explain student behavior, teachers must have techniques for learning students in order to master student behavior in certain situations, the teacher must analyze how to teach and learn with a variety of characters and styles while still achieving maximum targets.

One way to achieve learning goals is to understand the psychology of students. Student psychology is very decisive in achieving teaching and learning goals and their position is the same as an instrument in the implementation of the teaching and learning process, Ratnawati (2017: 50). Thus, the teacher has an important role in achieving student learning goals. Because in addition to being implementers and teachers of

teaching, teachers are also instructed to guide students according to the characteristics and psychology of students.

2. Teacher's role in teaching English

The teacher is a model in the learning process, so that the teacher has big duties and responsibilities. In this case the teacher not only carries out its function as a transfer of knowledge to students but also instills values to build students' enthusiasm for learning, especially in learning foreign languages. So that in general teachers have a role in teaching English, Brown (2001) includes: organizer, motivator, director, transmitter, facilitator, mediator, evaluator.

Besides having a complete role, Brown also revealed that teachers must also have pedagogical skills in teaching English (2001). This ability has 12 aspects, including: teachers are expected to have the ability to approach language teaching well, understand and use various language teaching techniques, can design and carry out teaching efficiently, monitor student understanding and make adjustments as needed, knowing the student's need for language knowledge, provide maximum feedback, stimulate interaction between students, teamwork and group work, use management principle that appropriate with the class, have clear and effective presentation skills, creatively adjust teaching materials from textbooks, audio visuals, and other hearing aids, can create innovative teaching materials when needed, use intrinsic and interactive techniques in constructing tests.

D. Peer Tutoring

1. Definition of Peer Tutoring

Peer tutoring as a cooperative learning are the form of peer learning. According to Topping (2005: 632) stated that the longest established and most intensively researched forms. Beside that, Harris said that peer tutoring as a learning system in which students teach the other students. So, the tutors must be the best students.

2. Role of Peer Tutoring

According to falchikoov (2011), some problem emerge from this, there are: first, identification with certain roles can act to imporve the experience of tutor. The second, there is dussconance of tutor,

3. Benefits of Peer Tutoring

According to Topping (2005), staed that peer turoting encourages the tutors to learn by teaching. Before that, the tutor will take time to look good material and souces to provide a good explanation. They also make time for revising their understanding about the content of tutoring. The tutor need to check some references and study more.

Mynard (2006) stated that when peer tutoring provides more opportunities for students. This is quite difficult to find in conventional teaching where the students have fewer opportunities to share their problem in mastering topic. They also explain the material in a way that is easy to understand.

E. Previous Studies

One of previous study about english learning in modern boarding school have conducted by Rusdianto (2016) with the title "*Model Pembelajaran Bahasa Inggris di Ponpes T'mirul Islam Surakarta*". His research describe about the English learning method in the modern boarding school especially in the modern boarding school of Ta'mirul Surakarta. The research shows the results that the boarding school uses method teacher center, students are directed by the teacher directly. In addition, behavioristic patterns are also used to improve English skills or proficiency. The emphasis is done simultaneously with army method pattern or student discipline by applying punishment and reward.

There is a difference between the research conducted by Rusdianto and this research. Where this research focuses on who provides the material, in this case it is the students who act as English tutors. So that, they who act as teachers, providing material directly to students.

Other previous study dari Rasuna Talib (2016) yang berjudul Psikologi dan Pembelajaran Bahasa. In his research, he explained the situation of language learning in the classroom, as well as the selection of the right method. The choice of this method is believed to have a close relationship with the learning psychology experienced by teachers.

There are similarities and differences between the research conducted by Rasuna Thalib and this research. Where, the same wants to explain about the psychology experienced by the teacher. However, this study focuses on

the feelings of a teacher when they make mistakes in teaching English. In addition, the teacher in this study referred to students who were assigned as English tutors.