

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to English teaching at Elementary School, Characteristics of Young Learners, Teaching Young Learners, Teaching English to Children, Bilingual and The Implementation of Bilingual Education.

2.1 English Teaching at Elementary School

In fact, many people must speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English is taught as compulsory subject even in Elementary school, the Junior and Senior High school, including the vocational school and now English is also taught for many kindergartens as local content.

For Indonesia learners, English is a foreign language, so that they find difficulty to learn. The other reason is that they have spoken their native language previously, which will interfere with their acquisition of the new language. It can be shown by the fact that the students like to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understand that the students always encounter problem dealing with vocabulary, structure, spelling, pronunciation and the like.

It is commonly agreed that teaching English in elementary schools has become of special importance nowadays. One reason for this is the coming up introduction of elementary EFL teaching in these schools during the academic

year 1425/1426 AH. Thus, teachers who are going to teach in this level should be well trained and aware of the nature of this stage, the characteristics of the learners and the individual differences among them. Teachers should also work hard to adapt styles of teaching to put up the needs and motivations of young learners. Variety is a must in teaching young learners so various and useful techniques, approaches, aids, activities and games are to be required in the classroom for developing the four language skills. Cooperation and communication among learners should be part of the learning process. In addition, it helps a lot if the teacher is patient, enthusiastic, adaptable and has a sense of humor to create a secure environment in classroom.

2.2 Characteristics of Young Learners

While there are commonalities across learners of all ages, young children differ from older children in many ways. Studies of young children show how learning changes across development. However, we now know that even very young children have a predisposition to learn in certain domains, and that young children are actively engaged in making sense of their world. Young children appear to be predisposed to acquire information.

These biases toward certain types of learning should pave the way for competence in early schooling. Children lack knowledge and experience, but not reasoning ability. Indeed, although young children are inexperienced, they reason with the knowledge they have. Precocious knowledge may jump-start the learning process, but because of limited experience and underdeveloped systems of logical thinking, children's knowledge contains misconceptions. Misinformation can

impede school learning, so teachers need to be aware of the ways in which children's background knowledge influences their understanding. Such awareness should help teachers anticipate children's confusion and recognize why children have difficulties grasping new ideas. Strategies for learning are important.

When children are required to learn about unfamiliar knowledge domains, they need to develop intentional learning strategies. Children need to understand what it means to learn, who they are as learners, and how to go about planning, monitoring and revising, to reflect upon their learning and that of others, and to learn how to determine if they understand. These metacognitive skills provide strategic competencies for learning.

The children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, et cetera. They also prevail to the children's ways of learning language. This, of course, influences the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them.

Characteristics of Young Learners:

1. Children are at pre-school or in the first couple of years of schooling.
2. Generally they have a holistic approach to language.
3. They have a lower level of awareness about themselves as language learners as well as about process of learner.
4. They have limited writing and reading skills even in their first language.
5. Generally they are more concerned about themselves than others.
6. They have limited knowledge about the world.
7. They enjoy fantasy, imagination, and movement.

Phillips states that in learning a language, young learners respond to the language, depending on what it does or what they can do with it rather than treating it as an intellectual game or abstract system (1995: 7). Brewster (1997: 6) supports it by saying that theories of the children's learning require that young learners be supported by moving from the abstract to the concrete and through being involved in activity. It can be understood that the children need activities that are more concrete rather than abstract and to be involved in those activities in order that they can learn the language well.

While, Brumfit (1997: v) gives a list of the characteristics which young learners share:

1. Young learners are only just beginning their schooling.
2. As a group they are potentially more differentiated than secondary or adult learners.
3. They tend to be keen and enthusiastic learners.
4. Their learning can be closely linked with their development of ideas and concepts.
5. They need physical movement and activity as much as stimulation for their thinking.

Most primary level learners will share these characteristics. Those opinions give the researcher some important notes about children's special characteristics in learning the language. They are as the following:

1. Children respond the language well through concrete things (visual things) rather than abstract things.

2. Children need physical movements and real activities to stimulate their thinking.
3. Children will be enthusiastic if they are taught using fun activities or being involved in activities.
4. Children love to play, and learn best when they are enjoying themselves.
5. Children learn well through something that is close to their culture.
6. Children like to work together.

Knowing the characteristics is essential:

1. They have short attention span.
2. They are very active
3. They respond well to praising.
4. They differ in their experience of language
5. They are less shy than older learners.
6. They are imaginative.
7. They enjoy learning through playing.

2.3 Teaching Young Learners

Generally, children are different from adults because of the characteristics that they have, that is playing. Playing is one activity that children like most as it can give pleasure to them. For children, playing games has its own meaning, e.g. enjoyment (Hurlock, 1972: 35). In other words, enjoyment is something that children can get from playing games.

Arthur (in Hadi, 2001) also says that playing is a serious occupation for children. Children do their activity because they are interested in it, or interest is

the major thing in doing any activity. Furthermore, interest adds enjoyment to life, e.g. if a child is interested in a certain activity, the experience will be more enjoyable for them. Hurlock states (1972: 40) that interest provides strong motivation to learn, as it is common knowledge that it is often the trigger of learning. Besides, because of the children's physical development, children like to move and do not want to sit all the time which can make get bored easily.

The characteristics of children cause teaching children is more difficult than teaching adults. Kurnia states (Hadi, 2001) that the most important thing that a teacher has to realize in teaching children is that children learn language through experiences in realistic communicative situations. Language learning occurs throughout the days as the result of independent and spontaneous activities. In other words, children acquire foreign language skills both systematically and occasionally when the occasion arises. It means that children acquire foreign language skills not only through strictly academic guidance, but also from numerous activities and situations as well, e.g. in accordance with Hurlock's statement which says that the activity that children like most is to play and it has value in children education (Hurlock, 1972: 290).

Related to those statements, according to Dunn (1983: 10-15), there are some factors that must be considered by teacher in teaching young learners:

1. Personal differences: Children have different abilities. One is good in reading, while the others have abilities in speaking, listening, or writing. The teacher has to realize it and does better ways to improve their abilities.
2. Physical movement: The natural character of children is moving. At that stage, they prefer moving around to keeping silent and sitting. Considering

this character, the teacher should realize that learning, for children, cannot be separated from physical movement.

3. Children's interest: One of children's characteristics is paying more attention to something interesting, such as bright colours, big and funny pictures. Based on that, the teacher should provide something interesting to motivate them to learn.
4. Children temperament: Children temperament is not stable. Their temperament such as, anger, sadness, happiness, and boredom run out quickly. Since children's temperament can affect their ability and mood in taking part in learning activity, teacher must be aware of this emotional development.

2.4 Teaching English to Children

There are some points that must be taken into consideration in teaching English to children because of their characteristics. Millie Almy (in Hadi, 2001) states that concerning the children's characteristics, the teacher should pay attention to:

1. Creativity in teaching children.

It has an important role in building children's motivation to learn since English is not their first language. The creativity includes:

- a. Creativity in making the lesson more attractive, one that can give fun to children.
- b. Creativity in the ways of delivering activity, ones that do not make children get bored easily.

In other words, the teacher must pay attention to planning activities and materials needed for them.

2. Children's own language.

It can be said that English teachers should consider those bilingual aspects in teaching English to children, because children may find difficulties in learning English, as it is the first foreign language that they learn.

3. Not to teach many things at one time.

It is because of the capacity of children's brain and their interest. Teaching many things causes their boredom to the lesson. Therefore, teachers are not expected to teach them many things at one time.

2.5 Bilingual

By Webster's dictionary is quoted Hamers and Blanc (2000: 6) "Bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of native speaker, a person using two languages especially habitually and with control like that of a native speaker. Bilingualism as he constant oral use of two languages". That is, bilingual means capable or can use two languages well, especially in discussions of everyday life, it is in the English language. While bilingualism is a choice use two or more languages by the same person.

Bilingual teaching is a model for the use of two languages deliver curriculum materials with the aim of strengthening students' competence in foreign language. By using this model, there are two main things that obtained by students, the mastery of science and speaking in two languages. Learning a

language is learning how to express intent in contextenvironment. The wider the social environment, the need for language acquisition in all its complexity will be growing anyway.

Until now a lot of countries that implement bilingual teaching. The goal is to accelerate the implementation of quality improvement education from various community groups that can simultaneously achieve alignment of national standards in science and language mastery. Indonesia since the school year 2006/2007 has been carrying out teaching model bilingual in learning Mathematics. It is a form of policy implementation quality of education reform. Model of bilingual teaching policy is not new, at the beginning of independence have implemented bilingual teaching, the language Dutch-Indonesian.

There are many models in this teaching, including at a schools use English for specific subjects and using the mother tongue in the other subjects. In the next model used two languages simultaneously in one subject, where students are facilitated by two the teacher. The teachers fully used English, while someone else entirely using native language. There are also other models where a teacher provides teaching materials in two languages. The other is from the students, how to incorporate students who have a mother tongue language English to students who speak another mother (<http://www.guru.pembaharuan.com>, February 15, 2009)

Definition of bilingual learning by Hamers and Blanc (2000: 321)

"Bilingual education is a system of learning or schooling in the planning and presentation of lessons conducted by at least in two languages ". By definition the least bilingual learning programapply one of three categories, namely:

1. Lessons are given in two languages
2. Lessons are given in the first language and students are taught language second until he can use to learn a second language.
3. Most of the learning is given in a second language and the first language is given in the next step, as the first language the next subject or the next as the language of instruction learning.

In learning both oral and written language, learners need lots of practice reading and writing through meaningful experiences. They also need to be given the freedom to learn from the mistake. Educators or teachers in this should give the time and practice learning opportunities for the development of reading wrote widely. For children's language fluency, the role of the teacher is demonstrated as reading and writing.

2.6 The Implementation of Bilingual Education

Definition bilingual in Indonesian dictionary (2004 : 67) able or ordinary wear two languages . Bilingual is the ability to use two languages .

Staton , Thomas F. (1978 : 256) argue that in the English language “bi” means two . Examples of vocabulary in English that use the prefix “bi” to describe the merging of two objects or things such as : bicycle , binoculars , and bilateral . So , bilingual learning in school is to learn to use two languages . This does not mean simply to learn English but used English and Indonesian to study a curriculum .

According to Nasution , S. (1982 : 44)Absorption process of English as a second language (English as a Second Language / ESL) will go through a series

of consistent absorption in children who learn it . First , there is a period where the kids still use their mother tongue in the application of second language situation .

Second , the children will be entering a period of non - verbal or silent .

Furthermore , they will start using telegraphic phrase or catch phrase second language . And the last is dare they start using the second language .

Raypro (1988: 35) will provide training (64 hours) to the teachers so that the teachers will be able to implement bilingual education process and to implement the following things:

1. Teachers can motivate students to dare to speak a second language. In addition, teachers along with the principal and administrative staff together create a good English-speaking environment.
2. Teachers give written assignments to improve students' mindsets and skills in writing and reading.
3. And implementing adaptation strategies to create access to the student's ability to write conceptual understanding.