

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related theories and review of related researches. Review of related theories divided by English language teaching, and bilingual class. Bilingual class divided by language situation, the definition of bilingual, the history of bilingual class, the characteristics of bilingual class, requirements for implementing bilingual class, language learning strategies in the implementation of bilingual class, and types of bilingual programs.

#### **2.1 Review of Related Theories**

##### **2.1.1 English language Teaching**

English language teaching is the processes carried out through teacher (teacher) cooperation language learners (students) which in this case are located in schools. According to Rahim (2006:22), English language teaching is the teacher conveys English material with appropriate teaching methods and the students must acquire the ability to use it as a tool to communicate and learn to think in the language. It means that the characteristics of English language teaching is that students must acquire the ability to use it as a tool to communicate and learn to think in the language.

The teacher must provide good learning in English language teaching. Besides that, the teacher must be followed by making appropriate teaching materials to improve English language teaching. According to Rivers (1981:8), the benefit of English language teaching are :

- a. To increase student knowledge through the study of other languages.
- b. To improve students' understanding of language functions
- c. To accustom students to be able to keep up with the times.
- d. To provide experience to students.
- e. To give students a conversation so that students can communicate with others who speak the same language.

## **2.1.2 Bilingual Class**

### **2.1.2.1 Language Situation**

In this world, there are many languages. Through linguistic research historically comparative, there is a grouping of languages according to various the family. Introduced Indo-German, Hamit, Semitic, Austria, another family in Asia and Oceania, and African and American language family. Each language has a territory usage. However, throughout history, there have been regional changes in those languages. A regional language there is widespread, some are narrowed, some are even missing and become another language area. False one reason is the movement of people from one geographical area to another. Simultaneously with

the population movement, regional movements also took place language (Tarigan, 1988:225).

Given such circumstances, besides there is a clump relationship between the languages, contact relations also occur. That contact relationship not only happens in modern times, which has that equipment make it easy for relations between residents and between countries but also happened in the past. In a situation like that already described, it can be understood that bilingual easy to happen, not only in the present but also in the past.

#### **2.1.2.2 The Definition of Bilingual**

Understanding bilingual in the Big Indonesian Dictionary (1996) can use two languages well and is related to or contains two languages (Indonesian Big Dictionary second edition, 1996:30). According to Hurlock in the sower education journal (2007:3), bilingualism is the ability to use two languages. This ability is not only in speaking and writing but also in the ability to understand what other people are communicating verbally and in writing.

People who can speak in two languages are called bilingual, while those who can speak more than two languages are called multilingual, namely: 1) Involving or using 2 languages (bilingual education), 2) someone bilingual can speak two languages extremely fluently, usually because they learn both languages are a child (Woolfolk, 2004). In such circumstances, we talk about

bilingualism and bilingualism. The definition of bilingual itself is relative. The following opinions of several experts:

1. Popularly speaking, the ability to speak two languages with the same or almost as good, technically referred to the knowledge of two languages at any level (Rado, 1976: 16).
2. The use of bilingual by the speech community. There are several types of bilingualism, for example, someone whose parents speak a different mother tongue or live in a speech community or someone who has learned a foreign language through formal teaching. Bilingual speakers are not always those who are destined to be translators or interpreters, because expertise moves between two languages even though they are obtained separately, and so also that people who are equally fluent in two languages and all situations (taking) are rarely found (Hartmann, 1972: 47).

This research is focused on the use of 2 languages, namely Indonesian and English. According to Sugianto (2014), bilingual classes are learning in which subject matter, teaching, and learning processes, and assessments are delivered in Indonesian and English. In another sense, bilingual class is the process of teaching-learning using two language systems, namely Indonesian and English. Meanwhile, according to Chodijah (2000), bilingual classes are classes that can build English-speaking communities naturally in the classroom or school environment.

### 2.1.2.3 History of Bilingual Class

Along with the development of public awareness that English is one of the international languages, the rise of educational institutions offering superior English content has become one of the advantages of schools. Among them by applying the bilingual class method in learning. A moment comes to mind about the history of developing bilingual classes, and the following will explain the history of bilingual classes.

Modern research on the acquisition of children's language began in the latter half of the eighteenth century when the German philosopher Dietrich Tiedemann noted his observations of the psychological and linguistic development of his young children. At the end of the nineteenth century, Francois Gouin observed his nephew and from there he composed what came to be known as the Serial Method of teaching foreign languages. Only in the second half of the twentieth century, researchers began to analyze children's language systematically and tried to uncover the nature of the sociolinguistic process that allows every human being to achieve easy control over unusually complex communication systems. A few decades later, important steps were taken, especially in generative and cognitive models, to explain the acquisition of certain languages, and to investigate universal aspects of acquisition (Brown, 2007: 26).

The methodology of teaching a second language and foreign-language experiences continuous development along with developments that occur in the disciplines of language, education, and psychology (Effendy, 2005: 1). More

recently, developing countries like Indonesia are following in their footsteps intending to create future generations who are competent and able to participate in world competition. Indonesia since the 2006/2007 school year has implemented a bilingual teaching model on learning. This is manifested in the policy of renewing the quality of education. The policy of the bilingual learning model is not new, at the beginning of independence bilingual teaching was carried out, namely the Dutch-Indonesian language (Putri, 2009/2010: 3).

In this case, students learn science subjects such as mathematics and natural sciences using English. Therefore, it is not surprising to see that bilingual education in Indonesia has been recognized as a prestigious educational institution that has a special assessment and certification system. Indeed, this type of achievement will provide many opportunities and benefits for students for their future.



#### **2.1.2.4 Characteristics of Bilingual Class**

In implementing foreign language learning, educational institutions use various methods of language learning including using the direct method, the grammar-translate method, and the dual-language method commonly known as bilingual. And all of these methods have special characteristics in their application. The following are the characteristics of bilingual class as follows.

In the application of bilingual, there are at least four aspects that can be conveyed to students. This method can convey the contents of language, meaning,

understanding, and culture from which the language originated. Also, according to the National Association for Education, bilingual learning means learning conducted in two languages by the teacher or students for various purposes of social activities and learning. Furthermore, the concept of bilingual is defined as an approach to learning in the classroom with the aim of 1) Learning English, 2) Appointing academic achievements, 3) Cultivating immigrants in new societies, 4) protecting minority language groups and cultural heritage, 5) facilitating English speakers to learn a second language, 6) develop national learning resources, or 7) combinations of the above objectives (Noerdjanah, 2011: 5-6).

Bilingual class is not only a language learning method that immerses (changes) the original language into a second language, further than that, bilingual is also a maintenance of language understanding and culture of a language.

#### **2.1.2.5 Requirements for Implementing Bilingual Class**

Bilingual schools are established to maintain and preserve the diverse languages and cultures of students, this school focuses on learning English with long-term goals. For a bilingual program to work effectively, it must be implemented well, consistently and applied for 5-6 years. At that time the results of achieving students' English proficiency will be effective.

English is one of the languages used in scientific communication internationally. The use of English in learning or communicating science, including one of the objectives of learning English is known as learning English

for special purposes (English for Specific Purposes, ESP). In this case, learning English is closely related to the characteristics of science that are learned by students. Therefore, the characteristics of the field of study become an important part in the development of bilingual learning models (Noerdjanah, 2011: 5).

Moreover, bilingual education does not only pay attention to aspects of students' language abilities. Academic, cognitive, emotional, social and physical aspects are also important requirements. Besides, a comfortable learning environment is the most important requirement in implementing bilingual classes.

#### **2.1.2.6 Language Learning Strategies in the Implementation of Bilingual Class**

According to Wahab (2008: 129), In teaching and learning, four basic strategies need to be considered as follows:

- a. Identifying the specifications and qualifications for the behavior and personality changes of students as expected.
- b. Choosing a teaching and learning approach system based on the aspirations and outlook on the life of the community.
- c. Selecting and setting procedures, methods, and teaching and learning techniques that are considered appropriate.
- d. Establishing norms and minimum limits of success or criteria of success standards to be used as guidelines for evaluating the results of further teaching and learning activities.



The method of implementing bilingual can be done in many ways. Each student has a different opportunity to accept this bilingual method, there are several types of opportunities that students have as revealed by Singgih (2006: 94-95) in his book, namely:

- a. *Simultaneous bilingualism*, refers to students who have broad opportunities to learn and use both languages from the start.
- b. *Receptive bilingualism*, refers to a student who has broad opportunities to learn a second language but the opportunity for use is limited.
- c. *Rapid successive bilingualism*, refers to a student who has little chance of a second language before he goes to school but has many opportunities to learn and use it in school.
- d. *Slow successive bilingualism*, refers to students who have little opportunity to use a second language and their motivation to use is also low.

This means that, the more opportunities for a child to use a second language, the better the bilingual learning system he experiences. With this opportunity opening, children feel less depressed, and have freedom, both emotionally and cognitively, in learning two languages at once.

When in the school environment, teachers and students communicate using native and foreign languages. More clearly, the bilingual application model creates an active, communicative learning environment and a comfortable environment for students.

According to Kaufeldt (2008: 173), the following are strategies for teachers who teach the following English:

- a. Speak more slowly than usual and use short sentences.
- b. Use hand movements and facial expressions to emphasize what is meant.
- c. Prevent regional expressions and dialects.
- d. Simplify difficult statements.
- e. Include nouns and phrases in English with pictures.
- f. Give questions that are tailored to the student experience.
- g. Limit the material according to the first language knowledge (native language)

Parents also need to remember to balance the use of both languages. If at school the student has more opportunities to learn and use one language, at home he must be given savings to learn and use another language. The rich experience of both languages is an important factor for the formation of good bilingual development.

An equally important aspect of second language learning in schools is the teachers who teach. As stated by Papalia (1993) in Singgih in his book *From Children to Old Age: Psychology of Developmental Psychology* which reveals as follows:

Teachers who teach in bilingual schools should be teachers who understand both languages fluently. So, they can teach in both languages without significant difficulties. Also, the number of students in the class must be small class (Singgih, 2006: 97-98).

Moreover, a good and consistent application model will make the bilingual method successful in improving students' English proficiency. An active and enjoyable learning environment also encourages students to master the foreign languages provided, besides that collaboration between teacher and parents is very important.

#### **2.1.2.7 Types of Bilingual Programs**

According to Amanto (2007:3), In general, there are three types of bilingual programs that have been known so far, namely: transitional bilingual programs, bilingual maintenance, and bilingual enrichment. All three have different learning designs. In the transitional bilingual program, students learn content areas using the mother tongue first. Thus, for example, students learn social knowledge or natural or other knowledge in Indonesian first. Then students are introduced or trained in foreign languages, for example, English. When their mastery of English is seen as adequate as a means of communication, then they learn material areas of study (content areas) using English. In this new class, all subject areas are presented in English.

Unlike the transitional bilingual program, in the bilingual maintenance program, students learn content areas during their education all use native languages. Furthermore, to increase mastery of their field of study, students learn academic abilities in their field of study in English. In this pattern, students are not intentionally provided with English language skills as a skill to deepen their

mastery of the field of study in English in the future. Meanwhile, in the bilingual enrichment program, some or part of the subject matter is taught to enrich the mastery of the field of study. In the bilingual program mode, enrichment of this kind of subject matter is taught both using the mother tongue and in English.

## 2.2 Review of Related Researches

Many researchers was conducted the research about Bilingual class, in this review of related researches the researcher present the results of the study about Bilingual class, there are :

1. The title of the research is *Using Bilingual in Islamic Religious Education Learning in Class X of SMAN 1 Sooko Mojokerto*, by Zahrotul 'Aini (2013). The focus of this research is the efforts of Islamic Religious Education teachers in improving bilingual abilities for Learning Islamic Religious Education in class X SMAN I Sooko Mojokerto. The results of the study are the efforts of Islamic Religious Education teachers in improving bilingual abilities for learning in class X SMAN 1 Sooko Mojokerto in the form of preparation, implementation, and evaluation of learning.
2. The title of the research is *The Implications of Bilingual Class Management Against Quality Improvement of Students Junior High Schools 6 Surabaya*, by APIP (2008). The focus of the study is how the results of the implications of bilingual classroom management on improving the quality of students in Junior High School 6 Surabaya. The results of the study are the management of

bilingual classes, the quality of students in Junior High School 6 Surabaya will increase by 0.711 or if the management of bilingual classes is improved, the improvement in student quality by 0.711%.

3. The title of the research is *Bilingual Learning Management for Improving School Achievement*, by MuhammadKhoirul Anam (2011). The focus of this research is the management of bilingual learning conducted at MA Ma'arif NU Blitar. The results of the study are the existence of a bilingual learning process starting at the time of the preparation of the design of school learning programs, the existence of bilingual learning organization is carried out by using a delegation system and the division of tasks by the abilities of teachers and students in their respective fields, the movement or implementation of bilingual learning refers to the standards competencies and indicators of student ability, the existence of a bilingual learning supervision process in the form of direct or indirect supervision, depending on the activity.

