

CHAPTER I

INTRODUCTION

This chapter gives information about the frame of this research. There will be a brief explanation about the background of this research, research questions, research purposes, significances of research, research framework, and previous research.

A. Background

This research is designed to discover young learners' difficulties in understanding teacher's instruction in the bilingual classroom. Young learners' difficulties is closely related to young learners' listening comprehension. Besides, listening plays a very necessary role in the process of learning a foreign language because it is influenced by several factors (Rost, 1994 cited in Hasan, 2010). First, listening is the main step for students in receiving information to reach an understanding of each learning. Second, the activity of interacting between the listener and the speaker aims to reach an understanding. Third, listening exercises help students to get more information about new forms of language (interaction pattern, rules of language, and vocabulary). In addition, listening comprehension provides the right conditions for language acquisition and development of other language skill (Krashen, 1995 cited in Hasan, 2010). However, many young learners experience the difficulties in developing English learning of four main language skills (listening, speaking, reading and writing) and most of them find that listening is more difficult than the other language skills. (Field 2008; Renandya and Farrell, 2011; Hasan, 2000; Lynch, 2009; Goh '2000; Underwood, 1989; Rost, 1994; cited in Siegel, 2012). The difficulty in concentrating and identifying unknown words is a common problems in listening comprehension.

Recently, there are a lot of education facilities (school, course institution and others) that provide foreign language education for children's language development, including providing bilingual programs. Bialystock (2016) proves that Bilingual education is an education program that has been specifically designed to achieve certain goals. Therefore, many schools in Indonesia have a bilingual program in the classroom, in which foreign language (other than Indonesia Language) is spoken by

teacher to deliver materials, to give explanation, assessment, questions, instruction and others.

From the limited interview on the teacher in an elementary school with bilingual program in Bandung. There are several points that are the reasons for this research, first, when the teacher delivers instructions to the student directly, the student re-asks the teacher about the information that the teacher gave. Second, students deliver answers that are not in accordance with the questions instructed by the teacher. Therefore, this research aims to find out several difficulties in understanding teacher's instruction face by young learners.

There are several researches relevant to the current research. First, research by Bialystock (2016) focuses on review of the effect and consequences of bilingual education for young children. This research centers on early education and the emphasis is on the American context. Second, research by Juhana (2014) focuses on the elaboration regarding to some points to be considered in teaching English to young learners. This research concludes that the effectiveness of the learning process depends on the teacher's understanding of the English learning methods that appropriate with young learners' need in bilingual education program. Third, research by Bachrudin (2010) focuses on essential requirements of teaching English to young learners in Indonesia. However, this research is dissimilar with previous researches. The previous researches have concentrated on how to build the effective teaching and learning processes in bilingual education program, this research centralizes on investigating the young learners' problem in understanding teacher's instruction.

B. Research Questions

The problems in the background are formulated into the following questions:

1. What are young learners' difficulties in understanding teacher's instruction in the bilingual program?
2. What are the teachers' strategies in giving instructions to young learners in bilingual programs?

C. Research Purposes

1. To find out young learners' difficulties in understanding teacher's instruction in the bilingual program.
2. To find out the teachers' strategies in giving instructions to young learners in bilingual program.

D. The Significances of the Research

Theoretical and practical significance are expected in the research. Practically, this research gives significance to:

a. Students

The outcome of this research are intended to build up young learners' listening comprehension in understanding teacher's instruction and encourage them to be more interested in learning English.

b. Teachers

This research are intended to guide all English teacher in building the effective learning and teacher communication skill with paying more attention to how students learn and what students need to achieve learning goals.

c. School Management

This research provides theories that can be contributed to school management to help bilingual programs for young learners run effectively.

Theoretically, the research is expected to enrich English teachers and future researcher knowledge about considering students' listening comprehension in understanding teacher's instruction.

E. Research Framework

Bilingual education is the teaching of academic content delivered through two or more languages that are adapted to a particular program model (Malarz, 2018). In addition, bilingual program is a program uses two languages as a tool of teaching students and it is part of the school curriculum.

Teachers' instruction is the holder of control to regulate the learning process in the classroom. Lince (2005) cited in Salazar and Larenas, (2018) states that teaching young learners attentively and convey instructions well are young learners teachers' job. In addition, in giving good instruction, the teachers of young learners need to adjust educational experiences to meet the developmental stages of the individual the learners.

According to Harmer (2001), cited in Juhana (2014) young learners learn from something they hear, something they see or something they touch. Therefore, just giving an explanation without combining it in an activity will make it difficult for them to understand the material. In other words, young learners learn through hands-on experiences and manipulation of the objects in the environment.

Bozorgian (2014) states that listening plays a basic role in communication. A process of listening and interpreting information based on visual cues is the process of listening comprehension (Rubin, 1994, p. 7 cited in Bozorgian, 2014). Listening is an important part in second language instruction for several values (Rost, 1994 cited in Hasan, 2010). First, listening is the main step for students in receiving information to reach an understanding of each learning. Second, the activity of interacting between the listener and the speaker aims to reach an understanding. Third, listening exercises help students to get more information about new forms of language (interaction pattern, rules of language, and vocabulary).

Listening is considered the most difficult of the four main language skills (listening, speaking, reading, and writing) for almost all of students. Field 2008;

Renandya and Farrell 2011; Hasan, 2000; Lynch, 2009; Goh, 2000; Underwood, 1989; Rost, 1994; cited in Siegel, 2012 state that there are several difficulties reported by L2 listeners: poor concentration ability; recognizing spoken forms of words; and interpreting information of spoken text.

In contrast, there are several suggestions to develop students listening comprehension in understanding teacher instructions (Hasan, 2010). First, teachers have to build up an effective learning process that makes it easy for students to understand the whole message of each learning process. Second, the teachers have to construct important strategies to assist students in identifying foreign vocabulary and delivering material that is appropriate to students' background knowledge to make it easier for them to interpret an item. Third, Effective learning activities are formed when the teacher conveys clear instructions and students understand the purpose of the assignment. In addition, teachers have to avoid boring learning activities that can reduce the level of interest in learning and listening comprehension of students.

F. Previous Research

There are several researches relevant to the current research; first, the research was conducted by Ellen Bailystock (2016). The purpose of the research was to examine research evaluating the outcomes of bilingual education for academic achievement, suitability for children with special challenges, and language and literacy levels. This research was conducted at primary school in US. This research concentrates on early education based on American contexts. This research showed that there are lots of proof for pure benefits in many domains and no evidence for harmful effects of bilingual education, but it cannot be denied that bilingual education provides advantages in learning other languages.

Second, the research was carried out by Juhana (2014). This research purpose is to find out some points to be considered by teachers of young learners in teaching English as a foreign language. This research added to the knowledge about the teachers of young learners need to have base knowledge of who young learners are and how they learn language as well as characteristic of young learners. This research showed that

with appropriate comprehending, teachers can decide the significant teaching strategies to build up the right environment for teaching English to young learners.

Third, the research was carried out by Bachrudin (2010). This research aimed to discuss the profile of the English teacher needed by submitting five main requirements: understanding the nature of the child; know how children learn; know how children learn languages; know how Indonesian children learn English; and knowing and being able to facilitate children who are learning English as a foreign language in Indonesia. This research was conducted in Indonesia. This research showed that the training program aims to improve teachers' ability and to create certified teachers. It means that training program helps teachers to develop communication skills using English well, and the ability to act as role models for their students.

Forth, Joseph Siege (2012) investigated second language learner perceptions of listening strategy instruction. This study reports an investigation into the perception of listening strategy instructions held by English students at the university in Japan. Research design of this research is case research. Interview and questionnaire suggest explicit listening strategy instruction positively viewed by learners. The findings of this research shows that students have a positive outlook about LSI, because it improves their listening ability and they have the positive potential to learn L2.

