
BILINGUALISM, IT IS A POWERING IN YOUNG LEARNERS IN PEMATANG SIANTRA TROUGH TEACHING AND LEARNING PROCESS

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ABSTRACT

Learning a language is influenced by a variety of factors. Learning English is important to children that will help them in achieving their full potential in the future. If they have the right techniques, they can learn English quickly and effectively. Applying a good technique is important that they have to learn English which is by practicing and using the language fluently. Learning must not be stressful for the children. The process should be simulating with a interesting technique by the teacher. So, their studies should make reading, listening, and speaking in English practice naturally. As a confidence to develops, the children can learn more and speak English improve their English. This paper will discusses about the way to teach the young learners in Pematang Siantar. These are purposed for children to be able to learn English effectively with the fun situation and variety program that children need in practicing a language. At the last, this paper discuss about how to guarantee the children learning English by using a simple techniques that can absolutely make the teachers' responsibility in teaching more fun and satisfying in the result of student, and the teaching process will be expected that the teachers will have an idea to be the most inspiring teachers that possibly can applying in teaching and learning process.

Keywords: Teaching English, Young Learners.

I. INTRODUCTION

A. The Background of Study

The relationship between language and school is important to understand by teacher because it is application of sociolinguistics to educational problems is absolutely essential as it can help us better understand the atmosphere of learning process, and help make necessary improvements in teaching through the development of a curriculum that would welcome the cultural and linguistic diversity of all students.

Also, development of the appropriate reading and writing programs could help educators reach the needs of students who speak non-standard varieties of the language. Language is an important component of education. School instruction is delivered through the use of language. It is crucial for children to be able to understand the language of schools. In fact, the language of home and the language of school do not always match especially English language for the children in Pematang Siantar, so, various teaching methods and literacy practices need to be a teacher to assure that all children receive equal access to education.

For that situation, Based on Halliday (1997) asserts that appropriate methodologies need to be culture- (and we would like to add language)-sensitive if they are to address classroom problems. The well-known controversy around the use of English in schools especially in Elementary school proves that the general public does not have sufficient knowledge and introduce English early to the student can built their literacy ability for their daily life in large

groups of people. Literacy means the ability to get some information to solve their problem in their live in other word it can prepare from the young to build their capacity to get and gain the information from many sources to success their future by applying the information that they get. How they can get much information? It will be a big question for us. It was well know that, many information of science it is provide in English language. English as a global language is needs to be learn for the student in their early age, because as young as a people learn a language it will be better for their future. Why is it so? Because language is a real subject for the students, without a good language ability, the students will difficult to understand others subject, which is explain by using language.

From the explanation, it is better if the young student gives English education as the way how to make the students have a good literacy ability it is better give them English subject to built them to be a bilingualism people. Why must teach English? English as a global language has provided so many theory of knowledge. By learning English, student will easy to develop their knowledge in the future. It can be done by teaching literacy, will help them to face the era in their future. Literacy ability can get from the teaching and learning process, but for more specific about literacy ability its self can be learn in English subject. So that's why, the writer does not agree if English subject must be stopped, because it is will be a power for the student in the future to face a global era, and English is a global language, it means that, by teaching English language and make them to be a bilingualism people can be said that we have prepare the students through the global era.

From the young learners of social situation researchers recognized the relevance of their work to education, and published articles aimed to the teachers and education (it can see, for example, Labov 1969; Trudgill 1975). From that the most continue to a social responsibility to knowledge about language variation and linguistic practice to the global situation, in teaching through teachers and to children (Edwards 1989a:321; Labov 1982).

II. RESEARCH METHODOLOGY

A. Definition of Bilingualism

Talking about bilingualism and bilingual language is a very important matter. In some aarea, however, it has been taken so simplistically that it may lead to serious misunderstandings, particularly in the determination of what bilingualism and bilingual education might mean for a specific community and what policies should be devised, adopted and enacted.

More studies need to be conducted so as to get a clearer depiction of the nature of language contacts that seek to understand language dynamism¹. More emphasis should be put upon the epistemological element of language policy in order to illuminate the panorama of likely endeavors in approaching the design and implementation of a bi or multi-lingual community.

B. Young Learners

Based on Cambridge YLE is children of primary school designed to get children age and older on the Kitten Garden to learning English. The YLE tests are broken down into three levels - Starters, Movers and Flyers – and are designed to make the process of learning will fun: Young Learners are teach by working towards certificates and also earning the 'shields' that records their progress.

Young Learners English is based around teaching children English as early in life as possible, and making the experience effective and enjoyable. English language is the skill that

can help children achieve their full potential in their future life and the sooner they start learning with proposed their future better life.

PTE Young Learners will provide fun English language learning with assessment for students aged six to 13, delivered by largest examining body. In this case, it was found that there are four different levels of young Learners, to suit children from pre-A1 to A2 level on the Common European Framework of Reference. The process of tests assess a young learner ability in using English language communicatively with an emphasis on their real-life context rather than on the knowledge of specific language items such as reading, listening, writing and vocabulary

PTE Young Learners integrates the four skills. This is important because when the children communicate in English, students will often required to combine several language skills to perform a task in their learning process.

C. Young Learners Bilingualism

The objective of this study was to provide empirical evidence concerning young, bilingual children's early knowledge of their two languages. Specifically, what is the optimal age for bilingual language exposure? Despite the widespread prevalence of children in bilingual contexts in Pematang Siantar there are few empirical studies of very young bilinguals. Parents of children at the beginning effortless with which young children can acquired multiple languages in their communication.

D. Consideration on Bilingualism

Basically, a bilingual children is a children who has good known of language and uses two languages, or, more specifically, one who can speaks, reads, or understands two languages equally well (Richards, J. Platt, & H. Platt, 1992). The term of bilingualism has been defined from different way of the perspectives. As of fact in the field situation of learning process, any disciplines like linguistics, psycholinguistics, and sociolinguistics propose, according to their particular domain, the definition for bilingualism. In general situation, bilingualism is characterized by the alternative of using two languages. The problem arises when a children wants to define the extent of language competence they must have to be called bilingual.

The best known definitions of bilingualism, according to Moreno (2009), come from Bloomfield (1933), who states that bilingualism is the native mastery of two languages; Haugen (1953), who argues that bilingualism is the use of complete and meaningful sentences in other languages, and from Weinreich (1952), for whom bilingualism occurs when “two or more language are used alternately by the same persons” (p. 1). It is clearly, that those definitions and others may be situated along a situation moving from a “radical” position to a more flexible one. For example, Macnamara (1967) describes a bilingual person as someone who, besides the skills in his or her first language (L1), has their basic skills in one of four modalities of the second language. This is the case of speakers of indigenous languages or speakers of languages that may get in contact, for example communities that live along country borders. This definition would cover a wide range of speakers around the world.

In addition to the concepts that shows above, the writer also recognize some variations of bilingualism, for instance, semi lingual like a concept introduced by Cummins and rejected by most scholars due to its discriminatory social connotations which refers to the limited learning of children of the two languages; and multi or plurilinguism, when a person more than two languages are in use. By seeing this broad variation of interpretation and definition of

bilingualism, personal status and social factors is a key element in establishing a more comprehensive for definition of the term.

E. Effect Bilingualism

Another case that two languages come into contact, inevitably they will affect both individuals life of society. From this point of view of people (a psychological perspective), and when the social conditions are not favorable to bilingualism (or to the bilingual individuals), a situation harmful to the individual's personality could arise. It can stated that a sense of social isolation, anomie, that causes anxiety (Beardsmore, cited in Moreno, 2009). Likewise also suggested that the limited competence and use of one of the languages may provoke avoidance of social activities. Conversely, it has been demonstrated that children who bilingualism may be can help them for improving intelligence test scores in their learning process (Lamber & Tucker, 1972) and may develop some of the individual's cognitive skills in learning process (Cummins, 1976).

The social advantages of bilingualism are quite evident. For instance, it is needed to establish of the number of diverse relationships to help the student increasing the understanding and knowledge among the student is crucial for the current world. When the children acquire the second language which is prestigious (socially recognized) is attained, and when that acquisition process is taken as a personal gain, in this situation we are talking about an additive bilingualism of a student in acquiring the language. Conversely, when the acquisition of a second language (L2) responds to a socio-economic need, and it was supposed the separation or gradual loss of the first language (L1), the children faced what is known as subtractive bilingualism (Moreno, 2009).

F. Consideration on Bilingual Education

In some situation where the teaching process (and by inference the learning) of a language which is the category of "foreign" language, that is the target language (TL) must taught within instructional setting and with very limited and particular purposes, bilingualism tends to be confused with bilingual education. Broadly defined, bilingual education encompasses the use of the two languages as a means of instruction (Brisk, 2005). Most of the people who is mean of bilingual education argue that only dual language programs that consist of instruction in both languages are equally distributed during the time are accepted as bilingual student in education. Based on Siguán and Mackey (1986) was stated that bilingual education is a system in which two languages are used in learning as the means of instruction, and one of those languages is normally the first language of the students. In The reality is that bilingual education can apply by following particular circumstances, it is also like the needs of the students and the availability of resources. However, in some programs of education are dis leadingly or called "bilingual", since these programs first language (L1) is the only means of instruction and the target language (TL) is seen like one more subject on the syllabus.

The application of bilingual education programs is no doubt, and a complex phenomenon that entangle not only linguistic factor, sociological factors, and cultural but also educational factors and political will.

III. RESULT AND DISCUSSION

For the purpose of this sociolinguistic research, the writer was designed the interview for the employee parents, as sociolinguistic analysis requires individuals' opinions that can the reflection of their attitudes toward languages. In this research parents, teachers, intellectuals, and

policy maker were selected. It is need because they form a socio-political management of education from the policy level to the operational level in situational context of children learning program.

A. Result

After analyze the situation of the student learning in bilingualism, it can be one declaration of Linguistic Rights that stated for the preservation of students, right to a linguistic identity as stated of Chacon (Chacón, 2004). Whatever the situation, it was clear that the issue of bilingualism deals with political decision because it also depends on the curriculum of the school which is manage by government, that do not always take social and cultural considerations into account when undertaking a project of such significance.

B. Discussion

After seeing the fact of the field of learning process, what really matters is that within our current world, where the context, who is the subject the introduction of bilingual and multilingual communications is an effective way to improve the student skill because it is also an asset for most societies around the world which has many languages. Nevertheless, the design and implementation of such communities must be a question of informed decisions drawn from several and diversified sources. It is the fact that education is dependent upon political determination, but it is not less true that linguistic, cultural, and social factors must be carefully intertwined, designed, tested and incorporated. It means that as a language teachers and the scholars' communities, who are the most authorized people because of their expertise and experience in the field of language teaching, should be have a major role to play.

The writer reassure that it is through serious and supported research projects carried out throughout the country that encompass, catalogue and analyze the diversity of our society, that a project and a process for establishing bilingual education models can attain the desired and proclaimed success. In this regard, a number of undertakings have been being developed in some regions especially in some major cities of the country. However, it seems to me that despite the fact that the goals of the Bilingualism National Plan: are quite clear: to have a bilingual literate society.

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