CHAPTER I

INTRODUCTION

Background of the Study

As cited, English has successfully overwhelmed Indonesian like tsunami as an imperialistic language. The meaning of imperialism here, however, differs from the conventional meaning as it is invited imperialism, not coerced imperialism. The influence of English in Indonesian is discussed in terms of modernization, globalization, economy, and history. The linguistic tsunami effects are overwhelming, staggering, and unstoppable. The data for this article were collected from various sources, and it was found that the number of English words (pure and modified) is indeed confounding. Virtually English words have penetrated all walks of life. Unfortunately, there is no way we can prevent English influence on Indonesian, it is simply inevitable and we cannot do anything about it (Sadtono, 2013).

English as a subject of the lesson in Indonesia has been started long time ago. Indonesia tried to include English into its educational system according to a decree of the Minister of

Education and Culture number 096 in 1967: English is stipulated as the first foreign language for all Indonesian students from lower secondary education to university levels. The main objective is to provide students with good command of English so that they are able to participate in various academic activities, most of which are conveyed in English (Septy, 2014). In a further explanation, the introduction of English in primary schools has been taking place in Indonesia since 1994 (Septy, 2014). As also happening in Surabaya, around 1990's many new schools appeared. These new schools were trying to put a different colour to the education world in Surabaya specifically. Those schools named themselves National Plus Schools, where they put a special load of time in introducing English to their students in the intra-curricular activities or definitely in their curriculum. Curriculum for a school becomes the main core in running the educational system. The teacher's roles are important to apply the curriculum.

The researcher's experience leads her to conduct the research. It is about the key factors of teaching English to young learners. As a teacher, the researcher had questions related to English in Indonesia's school such as "How to use English in the class?", "When would be the better time to introduce English in

Indonesian's class?", "Is the earlier the better?", "Won't English ruin the students' mother tongue?." While the experts stated that the early stage of human is crucial including the process on the introduction of foreign language. Language is a good example of an area in which children come to preschool with a great deal to offer. Teachers need to learn to recognize how much language children have and how to encourage its use and growth through meaningful conversations. The way children perceive, remember, comprehend, and make sense of their world is all tied up in language. Preschool programs can provide many opportunities to interact with peers and new adults and encounter a variety of new ideas. Through the child's own talk and interactions with others, their own ideas take shape, and they have the opportunity to explore what other people are thinking and go beyond their own personal experience (Clark, 2013).

Currently, the researcher is working in the Stepping Stones School Surabaya as the principal of the school. She has learned about the school since 2011. Once she had experience that the government representative doubt the school that the school is a full English school that made the license of the school almost unpublished by the government. The school was a school for early young learners. The students are from one to six years

old. This school was a full English School that the teacher should teach the students fully in English. When the students are 3 to 3, 5 years old, they are introduced to Mandarin, as their third language. The students have Bahasa Indonesia Subject when they enter the Kindergarten level that is when they are 4 years old entering Kindergarten A class. As the researcher had observation to know deeper about the school, the researcher found out that the students did not find any difficulties in using Bahasa Indonesia while they are in Kindergarten Level. From the observation, the researcher found out that the students' Bahasa Indonesia skill in speaking is good and polite. It refers to the formal Bahasa Indonesia.

From those observations here is one of the transcript examples of the recorded video of a short class activity when the researcher tried to record the Bahasa Indonesia Class in Kindergarten A. The class was conducted in Bahasa Indonesia that the students were able to use both Bahasa Indonesia and English properly, they spoke Bahasa Indonesia to the teacher and during the lesson but they used English when they spoke to their classmates. In a time during the lesson, there was a chance for the children to accomplish an individual task. During that time, the children had more opportunities to communicate with

their classmates that they sit around the table together. Here are the examples of the conversation they had in English:

Student A   : Shannon, no, you hurt me (to a friend near him). (then he spoke to the teacher):

Student A   : *Bu Ning, Bu Ning, Shannon itu lo, sakiti aku.* (Bu Ning, Bu Ning, Shannon hurts me).

On a different occasion, when they also at the process of accomplishing their task; another child:

Student B   : Hey, my eraser, that is my eraser. (to a friend next to her).

Student C   : (while doing his work, he was also counting loudly)

One, two, three, maybe four. Maybe this is three. What I said?

The phenomenon was that for early young learners' level when they are exposed to English fully at school from a year old to four years old, they did not find difficulties to speak in Bahasa Indonesia when they are more than four years old. There was no tension to mix up the English vocabulary to

Bahasa Indonesia context of speaking even they tend to use formal Bahasa Indonesia when they have to speak in Bahasa Indonesia. The students also are able to use English in a daily conversation with the teachers.

Those phenomena lead the researcher to conduct such research to find out the key factors of teaching English to young learners.

The Research Questions

In order to conduct the research, the researcher is trying to formulate the research questions as follows:

1. What are the methods of teaching English to young learners at the Stepping Stones School Surabaya?
2. What are the key factors underlying the methods of teaching English at the Stepping Stones School Surabaya?

The Purposes of the Study

Derived directly from the above mentioned problems, the objective of the present study was to determine the key factors

of teaching young learners at The Stepping Stones School Surabaya. Specifically, the objectives of the study would be:

1. To describe the teaching English to young learners at the Stepping Stones School Surabaya.
2. To describe the key factors underlying the methods of teaching English at the Stepping Stones School Surabaya.

Scope and Limitation

As reflected in the title of the study, the scope of the study would cover the essence of the two research questions that need to determine the methods of teaching English to young learners and to determine the key factors to support the methods of teaching English to young learners. Referring to the meaning of young learners that mostly define as children at the age between 0 to 6 years old so the research scope would be on teaching English to the children between 1 to 6 years old. Specifically this would be about teaching English to young learners at the Stepping Stones School Surabaya.

The limitation of the study would be referring to the method of teaching English to young learners that the researcher gets by understanding the educational system at the Stepping Stones School Surabaya. By understanding the school too, the researcher would identify the key factors of teaching English to young learners.

Theoretical Framework

Montessori Theory

Montessori education is driven by an ambitious aim: to aid the child's development into a complete adult human being, comfortable with himself, with his society and with humanity as a whole. Whereas the traditional approach to education, which prevails today, remains focused on the transmission of prescribed blocks of knowledge, the Montessori approach is focused on giving support to the natural development of the human being. This is done with the understanding that the fully developed human being is then better disposed to learning the things that he needs to become an integrated and contributing member of society.

The substance of the human being—the development of character and integration of the whole personality—are traditionally approached as values that must be *instilled* into the child. The result is children who are bored or stressed and a society with increasing levels of mental illness. Today, as it was a century ago, education is rightly seen as a means to tackle poverty, inequality, anti-social behaviour and other ills of society. Prior to birth, it is of course the embryo that guides its own development. The fundamental problem with traditional education is a lack of faith in the child to continue to guide his own development—and to guide the educators in supporting this task.

Montessori education begins with the understanding that the role of the adult is to help the unfolding of the child's inborn developmental powers. The child, from the earliest moments of life, possesses great constructive energies that guide the formation of his mind and the coordination of his body. The Montessori approach was developed without preconceived ideas as to how best to aid the child in his journey to adulthood. Instead, key Montessori ideas emerged from the observation of children in diverse cultures and in many countries:

1. That there are four key developmental planes in the journey to adulthood: 0-6 years old, 6-12 years, 12-18 years and 18-24 years. Each of these planes has its own goals: first, the development of the self as an individual being; second, the development of the social being; third, the birth of the adult and finding one's sense of self; the fourth, consolidating the mature personality and becoming a specialised explorer. The complete development of the adult human being requires that the specific needs of each of these periods be fulfilled.

2. That within each of these planes the child or adolescent has specific 'sensitivities' or 'windows of opportunity' to acquire a particular human trait, for example a sensitivity that guides the child to the acquisition of language in the first plane (0-6 years), or that guides the child to the development of a moral 'compass' in the second plane (6-12 years).

3. That in addition to these age-specific sensitivities, human beings have a number of behavioural tendencies that give each child the ability to adapt to his or her place and time. These human traits—for example, to explore, order, manipulate, imagine, repeat, work and communicate—have been crucial to human evolution and are active within the child (Movement, 2006).

Early Young Learners

As quoted from ECEC (Early Childhood Education and Care) of European Union that ECEC services should be designed and delivered to meet all children's full range of needs, cognitive, emotional, social and physical. These needs are very different from those of older, school-age children. Research indicates that the first years are the most formative in children's lives. The foundations of their main habits and patterns for their entire lives are established at this stage (Comission, 2011).

There is now a strong consensus on the many benefits of preschool. Studies have shown that attending a high-quality preschool program not only increases children's readiness for kindergarten, but also causes positive long-term improvements in participants' school performance and social outcomes. Among the documented results of preschool education are lower rates of grade retention, increased rates of high school graduation, and less likelihood of being convicted of a crime for both juveniles and adults. Preschools have the greatest impact on children living in poverty and those who do not speak English at home. High-quality preschool programs act like preventative

medicine: the initial investment more than pays for itself both financially and socially (Ruzzi, 2005).

Those theories supported the Stepping Stones School Surabaya to conduct an early young learners' education environment that they provide the classes for:

1. A year to two years old students (Toddler Class)
2. 2 to 2.5 years old (Jasmine Class)
3. 2.5 to 3 years old (Lotus Class)
4. 3 to 3.5 years old (Sunflower 1)
5. 3.5 to 4 years old (Sunflower 2)
6. 4 to 5 years old (Kindergarten A)
7. 5 to 6 years old (Kindergarten B)

The Brain Development Theory

As stated by Matthews that early experiences are critical to a young child's development including the language skills that develop early. There are 10 factors of infant development to be aware of (Matthews, 2005):

1. Relationships are primary to development.
2. Infants learn holistically.
3. Infants are active, self-motivated learners.

4. Language skills and habits develop early.

5. Environments are powerful.

6. Infants are individuals with differing temperaments.

7. Infancy has three stages.

8. Infants are developing their first sense of self through contact with others.

9. The learning context is as important as the learning content.

10. Adults exhibit strong emotions when charged with the care of infants.

From the research that there should be many factors and aspects provided to support the maximum growth of the brain in order for every young learner to grow better including the application of the language learning to early young learners. Based on what Matthews found it is also suggested that the early experiences contribute to brain structure and capacities. That early interactions also affect brain wiring, so it is very important to create such environment to support the early young learners to have their best experience in order to have a great effect to their brain wiring. It is also a matter of fact that a child's brain is two and half times as active as an adults, this is important to do something not to lose the chance. Another important aspect

is that the brain is programmed to learn language. Matthews further cited that there are four important findings in brain research:

1. Experiences physiologically change the brain by creating more connections.
2. Intelligence is not fixed at birth. Early experiences impacts learning and brain development.
3. There are critical, sensitive periods or windows of opportunity in regards to brain development.
4. Emotions affect learning.

At the Stepping Stones School Surabaya, it is important for every created activity to support the brain development of each child. For example, there would be monthly activities that provide varied experiences for each child.

Immersion/ Submersion Programs

As mentioned by Cummins immersions programs, as conceptualized within the educational research community, are a form of bilingual education that immerse students in a second language instructional environment for between 50 and 100 percent of instructional time with the goal of developing fluency

and literacy in both languages. Submersions programs, by contrast, provide 100 percent of instruction through the dominant language (students' L2) ((Cummins, 2009). At the Stepping Stones School Surabaya that the students' first language is Bahasa Indonesia, the school is a full English school that English becomes the students' second language, can be categorized to the immersion and submersion programs.

About the immersion program, Cummins said that it is explicitly aim to promote fluency and literacy in student's first and second language (L1 and L2). As Cummins cited the summary of eight core features of immersions programs:

1. The L2 is a medium of instruction.
2. The immersion curriculum parallels the local L1 curriculum.
3. Overt support exists for the L1.
4. The program aims for additive bilingualism where students "add" L2 proficiency while continuing to develop their L1.
5. Exposure to the L2 is largely confined to the classroom.
6. Students enter with similar (and limited) levels of L2 proficiency.

7. The teachers are bilingual.

8. The classroom culture is that of the local L1 community.

Definition of Key Terms

There are several terms that need to be clarified in this research. They are:

- Key factor is the important factor that brings a great influence to a process and determines the good effect; those defined functions, activities or practises that are critical to be done (Dix & Matthews, 2013).

- 'Early young learners', are the children under 6 years old.

- National Plus School is a school that runs national curriculum with the extensive hours/ programs of using and exploring English.

- The methods of teaching English are the aims of teaching English itself. The methods here have a narrower meaning than approaches. All methods are a pre-packaged set of specifications of how the teacher should teach and how the learner should learn derived from a particular theory of

language and a theory of language learning. For the teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher should be. For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adopt in the classroom (Karavas, 2014).

- Open Class Program is a program conducted by the Stepping Stones school when they invite parents to come to the class for observation toward the running of the class, the teacher's performance and preparation, and a day activity in the class when parents may see the children's involvement and progress during the class and give input to the process of learning in the class.

- Fun learning means for young learners a fun learning could be defined as a process of learning that give opportunities for young learners to physically move and to play, to give them opportunities to be active, creative and to practice the social skill (Adam & Rahman, 2010).

Significance of the Study

The research may bring the significance such as:

- A development of the curriculum of providing the system for early young learners.
- A development to rethink and redesign the educational system for early young learners in Surabaya specifically and in Indonesia in general.
- For the Stepping Stones School Surabaya as to look back and evaluate to improve the curriculum of the school and its implementation to the early young learners.

Thesis Organization

This research is a case study research where the researcher teaches and learns about the Stepping Stones School in Surabaya, where the school is the school for young learners. The researcher first learned about the school, knowing its methods and strategy to deal with young learners. The challenge and the questions bring a decision to do a research to answer those questions.

The researcher started to gather data focusing on the parents of the students that they are the meaningful witness of the students' progress that they have more time to observe the children and spend the time more with the children. Some

parents also had a chance to sit and follow a day lesson in the class while they are giving input and note for the teachers and the school. From the recorded interview and the parents' observation forms, the researcher would get the comprehensive data that can be used to answer the research questions.

There is one example of the research that parents are important for early young learners' process of learning when the role is not merely the school obligation that South African parents' belief is that the best way to acquire English, the dominant ex-colonial language, is to commence studying the language as early as possible (McKay and Rubdy, 2009) that drives English-medium education is currently the only option offered by South Africa's most sought-after schools. This situation exemplifies the manner in which the stated language-in-education policy is often undermined by prevalent social beliefs as to the value of particular languages. Parents as the part of the society become an important part on the development of an educational system especially for young learners.