N THE EFFECTIVENESS OF BILINGUAL PROGRAM AT SCHOOL

Evi Nopiyanti

English Department, Languages and Art faculty
Indraprasta PGRI university
winola.vondro@gmail.com

Abstract

This article talks about bilingualism applied in Indonesia. In this modern era, education program has been developed to fulfill the society's need. For instance, English takes a part to make everyone all over the world have prestige degree in almost each of life aspects. School as an assimilation culture place, whereas culture is mixed together so that it enriches more knowledge and information, that makes language more being developed. That Children need process to achieve language acqusition. Meanwhile, principles and teachers are always keeping to explore the goal, weakness, strength and startegic to maintain the reason about effectiveness of bilingual program.

Key words: The effectiveness, bilingual program,school

Efektivitas Program Dua Bahasa (Indonesia – Inggris) di Sekolah

Artikel ini membicarakan tentang penerapan sistem dua bahasa di Indonesia. Di zaman modern ini, program pendidikan telah dikembangkan untuk memenuhi kebutuhan masyarakat. Misalnya, bahasa Inggris memiliki peranan penting untuk membuat setiap orang di seluruh dunia mampu menaikkan derajatnya hampir diseluruh aspek-aspek kehidupan. Sekolah sebagai tempat asimilasi budaya, dimana kebudayaan bercampur baur bersama-sama sehingga memperkaya pengetahuan dan informasi bahwa bahasa lebih dapat berkembang. Perlu proses untuk mencapai tahap pemerolehan bahasa. Selain itu, pimpinan dan guru-guru selalu memantau dan menggali tujuan, kelemahan, kekuatan dan strategi untuk mempertahankan alasan mengenai efektifnya program dua bahasa.

Kata Kunci: efektivitas, program dua bahasa, sekolah,

A. INTRODUCTION

The effectiveness understanding that I emphasize on my research focuses on finding out the effectiveness of bilingual program which is targeted to the students' outcome especially in English subject matter. How is bilingual effectiveness improved students' English knowledge and vocabulary? In this

case, students develop their English knowledge and vocabulary through the other lessons. For instance, teacher of civic uses English and Indonesian spoken language in to explain the materials then students compose the clue of the materials are discussing about, then it's written in English. So they get more knowledge and words in civics' terminology. I can say that other lesson gives important role in developing students' language acquisition especially students who study English in high level class and low level class. Teacher can combine interlink materials between different teacher's disciplines. Therefore, the effectiveness must be able to be measured the bilingual process in teaching learning.

In addition, I also derive the concept from the idea of the expert in education Creemers designed the component or the characteristics of quality, time and opportunity in improving the effectiveness of bilingual program.

How bilingual program can maintain the knowledge and vocabularies they have ever required from other lessons in the classroom? The concept of improvement itself, is followed the phases of the process of improvement mainly consist of preparation (how is the materials prepared before teaching using bilingual), diagnostic planning phases (how is lesson plan made to design the teaching learning process in the classroom), developmental phase (how is the activity in teaching learning process created), evaluation phase (how is the assessment done after teaching learning process). Bilingualism shuts doors. It nourishes self-ghettoization, and ghettoization nourishes racial antagonism. … Using some language other than English dooms people to second-class citizenship in American society.…Monolingual education opens doors to the larger world. … institutionalized bilingualism remains another source of the fragmentation of America, another threat to the dream of 'one people'. (1991: 108–109).

B. DISCUSSION

1. The Effectiveness of Bilingual Program

   The four basic language abilities are commonly regarded as speaking, listening, reading and writing. However, there are times when a person is not speaking, listening, reading or writing but still using language. As Skutnabb-Kangas (1981) proposes, the language used for thinking may be a fifth area of language competence. This may be simply termed inner speech and placed under the umbrella title of 'speaking'. It may alternatively be worth differentiating from actual speaking as it raises the dimension of the ability of bilinguals to use both languages as thinking tools. Cummins (1984b) expresses this notion as cognitive competence in a language. That is, the ability to use one or both languages for reasoning and deliberation. So far, it has been argued that deciding who is or is not bilingual is difficult. Simple categorization is arbitrary and requires a value judgment about the minimal competence needed to achieve a label of 'bilingual'. Therefore, a classic definition of bilingualism such as 'the native-like control of two or more languages' (Bloomfield, 1933) appears too extreme and maximalist ('native like'). The definition is also ambiguous (what is meant by 'control' and who forms the 'native' reference group?). At the other end is a minimalist definition, as in Diebold's (1964) concept of *incipient bilingualism*. (See the end of chapter for further terms and distinctions in bilingualism.) The term *incipient bilingualism* allows people with minimal competence in a second language to squeeze into the bilingual category. Tourists with a few phrases and business people with a few greetings in a second language would be incipient bilinguals. The danger of being too exclusive is not overcome by being too inclusive. Trawling with too wide a fishing net will catch too much variety and therefore make discussion about bilinguals ambiguous and imprecise. Trawling with narrow criteria may be too insensitive and restrictive. Who is categorized as a bilingual or not will depend on the

purpose of the categorization. At different times, governments, for example, may wish to include or exclude language minorities. Where a single indigenous language exists (e.g. in Ireland and Wales), a government may wish to maximize its count of bilinguals. A high count may indicate government success in its indigenous language policy. In comparison, in a suppressive, assimilationist approach, minority languages and bilinguals may be minimized (e.g. England).

The Office of Education identified three categories in which research might be directed (Education Division, U.S. Department of Health, Education, and Welfare, Proposed Research Plan for Bilingual Education, July, 1979):

a. 1. Investigation of various national needs for bilingual education;

b. 2. Research to improve the effectiveness of services for students; and

c. 3. Research and evaluation to improve the management and operation of the Title VII programs.

Under the rubric of efforts to improve services (B), the following research studies were specified: studies to determine and evaluate effective models of bilingual-bicultural programs; studies to determine language acquisition characteristics and the most effective method of teaching English (in a bilingualbicultural program); a 5-year longitudinal study [on the effectiveness of this title]; studies [on] methods of [identifying children needing services]; studies [on] teaching reading to Limited English Proficient (LEP) children and adults; studies of teaching about culture.

In fact the study did not result in an evaluation of a set of distinct program alternatives, about which much was known as a result of basic research. As noted later in this report, the study suffered from a key failing: *the programs that it was intended to evaluate did not generally exist in well-defined form, making their evaluation very problematic.* The analyses that

were eventually conducted were not a definitive evaluation, but, rather, an attempt to find characteristics of programs that showed evidence of being effective.

2. Bilingual on Kids

McGill University Professor Fred Genesee, a well-respected scholar in childhood bilingualism, found that infants are able to discriminate between the sounds of two languages from a very early age, months before they can produce any sounds. Studies show that even the babbling of infants is language specific. (1) An infant with a Spanish father and an English-speaking mother will use Spanish sounds with his father and English sounds with his mother. Research shows that the ability to hear different phonetic pronunciations is sharpest before the age of three. (2) Infants and toddlers

3. Bilingual By Choice

It can differentiate a wider variety of language sounds than older children. Under normal circumstances, children who are exposed to two languages from birth will learn to speak them with a native accent. Although everyone, at any age, should be encouraged to learn a second language, the biggest difference between children's and adult's bilingual development will be the ability to develop native-like pronunciation. Another early benefit is the development of metalinguistic awareness as children learn to differentiate early on the two language systems used and understand that there are two (or more) words to name one particular object. (3) Before their second birthday, Natasha and Sofiya made the connection that French and English represented two separate languages.

4. Language Delay

In her book *How Language Comes to Children*, psycholinguist Benedicte de Boysson-Bardies explains that, in general, "American mothers

encourage their child to talk and, above all, to name . . . . while French mothers do not watch for linguistic performances, feeling instead that the child ought to be happy and well behaved and should play a great deal." She adds, "Thus, too, German mothers expect their children to speak later than do Costa Rican mothers." (5) Of course these are generalizations but they point to the central role culture plays in children's language development. Parents around the world obviously have different expectations for their children. Because of the emphasis in our U.S. culture on "doing everything early," the term *language delay* is often misunderstood. There is such a wide time frame for reaching each language milestone that parents unwillingly find themselves comparing their children's development with other children around them. Even with the best intentions, it's difficult not to! However, according to the American Speech-Language-Hearing Association, only three to ten percent of children will experience language delays. (6) Here are the association's general guidelines for parents raising bilingual children: "Like other children, most bilingual children speak their first words by the time they are one year old (e.g., "mama" or "dada"). By age two, most bilingual children

5. Raising Kids in Two (or more!) Languages

It can use two-word phrases (e.g., "my ball" or "no juice"). These are the same language developmental milestones seen in children who learn only one language." (7) Most speech pathologists and pediatricians agree that parents should watch for the more serious symptoms to keep things in perspective. They include:

a. not babbling by 12 to 15 months

b. not understanding simple commands by 18 months

c. not talking by the age of two

d. not using sentences by the age of three

e. not being able to tell a simple story by the age of four or five (8)

In 2002, cognitive neuroscientist Laura-Ann Petitto and her colleague Ioulia Kovelman looked at different stages of brain development and matched them with four different time frames of bilingual language exposure. They concluded that early and extensive exposure to a second language is beneficial for brain development. According to Petitto, "This will occur without any of the dreaded 'language contamination' often attributed to early bilingual exposure." (9) Although it often is the most pressing issue for new parents raising bilingual children, there is simply no scientific data that proves that hearing and speaking two languages from birth will cause a language delay. As the American Speech-Language-Hearing Association stipulates, "Children all over the world learn more than one language without developing speech or language problems. Bilingual children develop language skills just as other children do." (10)

6. Early detaction

Parents and school society must think over the early detaction of language acquisition of children whereas to analyzed whether there's language missing occur to them. According to Professor Colin Baker, author of *The Care and Education of Young Bilinguals*, to get an accurate diagnosis, "Assessment of the child must be completed in both or all languages, using tests normed on bilinguals, and avoiding comparison with monolinguals in phonology, vocabulary, syntax, and fluency." (25).

7. The Approach of Methodological Research

In this research evaluation of the effectiveness of bilingual program using the case study as a methodological approach regarded qualitative for the type research. I consider what's make similar and differences about concept of bilingual program, concept of effectiveness, concept of teaching learning English based on the teachers and students' point of view. Before exploring the problem I concern to the design of main concept of case study as follow:
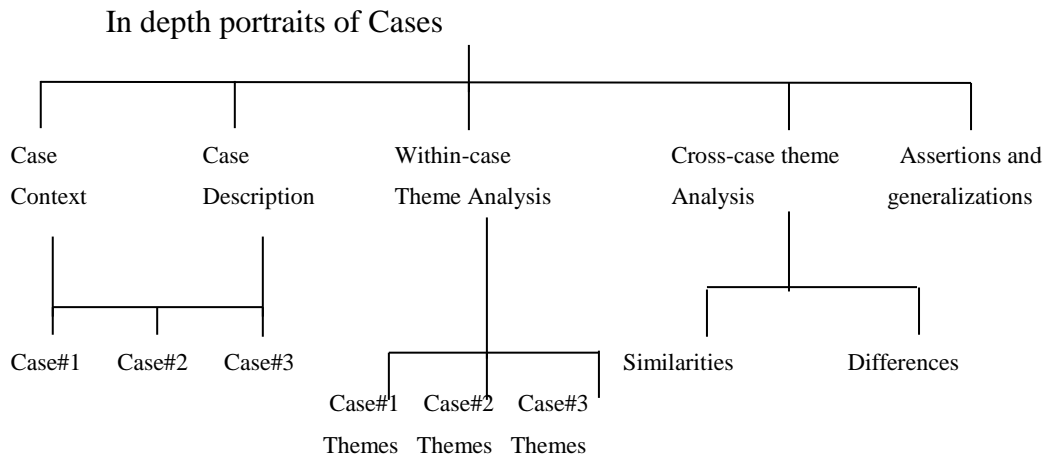
Figure 1. Templete for coding a case study (Using a multiple or Collective Case Approach)

The purpose of research is to evaluate the effectiveness of bilingual program on student's outcome especially in developing English. The English improvement is derived from the teaching learning process of subject matters except English. So in order to be more varieties in knowledge, so all subjects uses English as a second spoken language to explain materials besides Indonesian. From an applied perspective, bilingual education has generated research under two distinct sociological conditions: one in which the students are native speakers of the predominant language of the society and the other in which they are immigrants or are members of minority-language groups. For example, Canadian bilingual education programs are noted for their success in promoting the learning of French by English speakers through a method called immersion, in which English monolingual children begin their schooling experience exclusively in French, with the gradual phasing in of instruction in the native language. A wealth of research shows two key results: these students learn French at levels far beyond what they would have achieved in traditional French language instruction programs, and these students perform in English at a level comparable to their peers who are in monolingual English instruction. This situation has been characterized as additive bilingualism (Lambert, 1980), in which the second language is added without detriment to the native language. Useful

overviews of the Canadian research are Lambert (1992) and Swain (1992) and the references contained in those articles.

Bishop (1996) describes a methodology of narrative inquiry as a process based on a series of semi-structured interviews that are recorded and transcribed. Transcripts then serve as the basis for further inquiry through reflective discussion and collaborative validation. In this way, interviews form part of a co-constructed written record of the narrative. Bishop describes how participants repeatedly revisit the topic of inquiry through spiral discourse. Narrative inquiry therefore arises out of an autonomous and synergistic partnership that minimises the distance between researcher and researched. Narrative enquirymaytherefore be seen as an effective methodology for addressing cultural aspirations and identifying culturally-appropriate solutions because it recognises that the people and their communities are essential participants in the research process (Bishop, 1996). Their lived experience and their own ways of knowing and sharing knowledge bring validity to the research process (Te Hennepe, 1993; Cole, 1998). Narrative inquiry maintains and respects the integrity of storytellers and the knowledge and culture that they represent. It allows researcher and researched to co-construct narratives. Hence it offers an approach that might highlight how the research process and outcomes may be understood through the agency of key research participants rather than through the agency of the researchers alone.

C. CONCLUSION

Eventhough that bilingual system has been applied in some private schools mostly effective. There are some factors which makes principles changed their mind from old fashioned system into bilingual system is observed from: business oriented and prestige. I said based on the prove I have ever seen that schools has done mistakes in understanding what bilingual is? School may say all lessons shoud be conveyed in English and for certain lessons. We will then

go on to discuss a recent collaborative research initiative in the area of bilingual curriculum construction which foregrounds the importance of facilitating processes of the effectiveness among participants at school, significantly changes.

To apply bilingualism, I think we must put all participants, teachers, administrators, psychologists and researchers, were recognised as having different expertise, which would form the basis for the joint construction of the curriculum. In the circumstances, we felt it was necessary to create our own working definition of effectiveness which would reflect our mindset of bilingual. I therefore proposed the effectiveness as the process through which the participants in the research become conscious of their capacities, potential, knowledge and experiences in the area, so that they can assume responsibilities in the development of autonomy and full participation in decision-making. Benefit bilingual: Academic skills, higher SAT scores, access to more knowledge, self-esteem, a balanced cultural identity, global-mindedness, college preparation, college preparation, competitive advantage in the workplace, intercultural awareness.

REFERENCES

Baker, Colin. 1996. *Foundations of Bilingual Education and Bilingualism Bilingual Education and Bilingualism*.

Jim Cummins. 2001. *Language, Power and Pedagogy Bilingual Children in the Crossfire*. Multilingual Matters Ltd.

Meyer, Michael M. 1992. *The Case of Bilingual Education Strategies Assessing Evaluation Studies*. National Academies Press.

Roger Barnard, Ted Glynn. 2003. *Bilingual Children's Language and Literacy Development*. Printed and bound in Great Britain by the Cromwell Press Ltd.

Virginie Raguenaud. 2009. *Bilingual By Choice Raising Kids in Two*. Nicholas Brealey Publishing.