

## **BILINGUALISM: KEEPING SPIRIT BILINGUAL PROGRAM IN LOCAL UNIVERSITY**

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**Abstract :** English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become special interest. It is caused of the importance of English in many scope of human life. In this case, the writer tries to apply bilingual program in teaching speaking and there is conversation in this method, and conversation is part of speaking. It also gives students an opportunity to practice communication in different social contexts and social roles. Bilingual program would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a opportunity to practice and develop their communication skill.

Kata Kunci : Bilingualism, Bilingual Program

### **Intriduction**

#### **I. The students' problems of speaking**

Speaking is a complex process and involves constructing a message in a form that other people can understand and deliver the message using correct pronunciation, stress, and intonation. Speaking English usually seems much harder than learning to write and read it. The most important problem to English learners is the learner cannot speak English . In fact, it is like a vicious circle; they make mistakes, they become afraid of speaking, and thus they never get a practice which would enable them to correct their mistakes. Because of this, foreign language school increasingly emphasizes their speech oriented method but the learner has to make some efforts too. When students begin to learn a new language, they are always exposed to manage new language in its tallest and most explicit form. The patterns

that they are required to copy and later, to produce are either single word, or short sentences that are carefully and slowly spoken. The ability to convey and interpret messages in more natural speech is very important for those who want to master a foreign language in its real sense. In foreign language teaching, oral approach was first introduced as one of the methods to enable language learners to use the target language in their real communication. As writer by the proponents of oral approach, the goal of the first phase of language learning is to speak and to understand, in other words, to use the language orally. The introduction of the direct oral method by which the vocabulary and patterns of a language were first and directly impressed regarded as a fresh idea toward the improvement of learning method. It led not only to a quicker, more confident and more thorough learning of the language, but also to a greater enjoyment in learning.

Speaking is the important skill. The goal of speaking subject is in order to be able to speak and communicate in the class or outside class. The writers can know the competence of students in speaking skill if they can speak fluently and well. Furthermore, during the teaching learning process, some of students prefer to be listener rather than speaker, some students think that speaking English is very difficult so they are still afraid and shy to speak English even though they know that speaking English well is useful for their future.

By the lecturer, improve students' speaking skill is not easy. There are many difficulties that may be faced in apply, such as the students fail in understanding of the rule or the students misunderstanding by the questions given. The students are less of self confidence, less off experience to answer the question.

There are some factors that make the strategy has poor result or the failure of teaching speaking English, such as the lecturers' ability, the teaching material, the situation in classroom, and the media.

The lecturer should have the technique to develop the students' speaking skill, they can produce some sentences to express their ideas and communicate with other people. They must practice to speak English, so they can develop their speaking skill. Speaking is a way used to communicate with other person.

The writer wants to express the students' opinion openly to speak. When the students ask to someone, the students must speak orally, it is possible to write message but rare or in certain situation. The writer wants the students speak for many reason to be sociable, because the writer wants something, because the writer wants other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on.

To overcome this problem, it is needed an interesting strategy or method for the students. The lecturer must be able to lose negative image of students about speaking, make them brave and sure with their ability in speaking. The lecturer should be able to choose the method, materials, and strategy of learning correlated with teaching process. The important thing is to make the students happy in their learning.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because lack of motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in conversation. Many factors can cause the problem of the students in speaking skill from the students, interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied such as; discussion, role play, simulation, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the differences.

Based on the reason above, the writer chooses keeping spirit and always does the bilingual language eventhoug at class in teaching and learning or in the canteen on their meals.

## **II. The student's speaking in STKIP PGRI Nganjuk**

The ability of the students' speaking in STKIP PGRI Nganjuk, so far is so good but most of students still do not have confidence, shy and afraid to speak English. The writer tries to use any methods to improve students' speaking skill.

These methods chosen by writer because the writer assumes to solve this problem in class to make students brave to speak whatever of the methods. So that, the students prepare and want to learn before they study in the class.

One of the ways to improve the students' speaking skill is the lecturer can motivate the students to increase their speaking skill through giving task presentation group bilingually start from first semester. In this activity, students have to express their ideas together with their groups, so they are not afraid and shy to practice speaking English in front of the class. Finally it can develop the students' speaking skill.

Recently, due to the importance of English as an international language, a bilingual program is getting more popular. In this program, learners have to use English, in addition to Indonesian, as a means of communication. It is believed that the bilingual program can bring many benefits for students in encouraging them in learning English. This action also happens in a local university STKIP PGRI Nganjuk where students have to use English most of the time in the class and half time out of the class. The bilingual program seems to be compulsory to be used in the STKIP PGRI Nganjuk, especially for students in English Department because of several reasons, some of which are the goal of their study.

### **III. Bilingualism or Bilingual Education**

Children in bilingual communities should have the opportunity to be educated in two language : the language of the home and the language of other group in community. The reality is very different. There are the minority languages, often associated with low social-economic status and lack of educational achievement. For example, Sarnami-Hindi speaking children in Surinam where Dutch is the language of the classroom. In this case, there is called *a home-school language mismatch or switch*. If minority languages are introduced into the school, this can be done in different ways, depending, among other things, on the sociolinguistic and the political situation in the community concerned.

#### **A. Minority languages in the school**

Minority languages have had only a marginal place in the education system, but there are various exceptions. For example in the Russian after getting

independent, according to the new official policy, children should receive primary education in their mother tongue, which in most cases was not English or Hindi, the newly chosen national language. In Western Europe similar developments took place. The position of minority languages in the education system improved in the 70s, which found expression also in directives and resolutions of the EEC (1977) and the Council of Europe (1976). In many African countries, for example Sudan and Nigeria, an attempt was made to develop some form of minority language education. In the 30 years since UNESCO meeting in 1951 there has been a growing trend, worldwide, to enhance the role of minority languages in the school curriculum. There are first five arguments, concern the educational situation and the future of minority children:

1. The first language of the child must be used as the initial medium of instruction to ensure that academic progress is not hindered, while the majority language can be learned as a subject.
2. The minority child's general cognitive development will be retarded if he or she does not receive education in the mother tongue, and if the mother tongue is not further developed in the school.
3. Minority language teaching is a requirement for a healthy development of the child's personality and the development of a positive self-image.
4. As an extension of argument (c) it can be claimed that the use of the minority language as a medium of instruction will relieve the cultural shock which minority children can experience at the transition from home to the school.
5. Minority language education is necessary to develop the child's first language and this in its turn, is necessary prerequisite for the successful acquisition of the majority language.

In the 1980s the minority language teaching is considered a luxury. The following arguments against minority language teaching have been articulated:

1. The cultural identity of a country will be promoted when everybody is educated in the same majority language
2. The political unity of a country will be fostered if everybody is educated in the same national language.

3. The social unity of a country will be promoted if everyone is educated in the same language.
4. To ensure a positive socio-economic future, minority children should receive majority language education.
5. The linguistic situation is too complex, and there are not enough resources, financial and other, for organizing minority language teaching for a variety of minority groups.

#### **B. Types of bilingual education**

Using the following criteria, a number of different types of bilingual education can be distinguished:

1. Are both language used during the whole curriculum or only in a certain stages?
2. Do both languages function as media of communication in the classroom?
3. Is there a one-to-one relation between subject (like arithmetic or geography) and language, or are both languages used alternately as media of instruction for all subject except when the languages themselves are subjects?
4. Are both languages taught as subjects, and is the aim of the bilingual program literacy in both languages?
5. Do only minority children participate in the bilingual program, or majority language speaking children as well?

Although most proponents of bilingual education adhere to the maintenance view, the transitional model is most frequently applied, at least in the Western world, probably as a result of the strong assimilative pressure of mainstream society. In some developing countries the situation is different.

For example, the general practice in India is that children receive initial education through their native language, while Hindi and English are studied in secondary education. However, when their native tongue is not a regional language of wider use, then this regional language also has to be introduced in secondary education. As we noted above, Cohen (1976) gives a list of 17 characteristics of immersion education (a special bilingual education model for speakers of the dominant) :

1. All instruction is initially

2. In the second, third or fourth classes F1 (first language )are introduced in the children's F1
3. By the fifth year, content may be taught in F1
4. The teachers are bilingual
5. In the kindergarten, the children are permitted to use their F1
6. In the first year, the teacher requests that only F2 spoken in the class
7. In the early years there are no structured classes for F2
8. Students participate in immersion program only with consent of their parents.

C. Result of bilingual programs

On the first inspection, different program of bilingual education have produced rather different results, as following case-by-case account will demonstrate. It need to be emphasized that results indicate that bilingual education for children from low-status linguistic minorities can be profitable, but no predictions can be derived from these results, because of the many varying social situations. A point of considerable interest is the social and political attitude of the majority towards minority groups. If this attitude is too negative and too many segregative trends exist in the society, it may not be advisable to organize separate bilingual education for children from linguistic minorities. Bilingual program should not be organized to bring about kind of 'splendid isolation' for minority groups, which will often turn out to be dangerous isolation as well, but should guarantee that students from minority groups gain better educational and social opportunities, while at the same time maintenance of the minority language is fostered.

**IV. The implementation of bilingual program spirit in STKIP PGRI Nganjuk**

The implementation of bilingual program is considered essential in STKIP PGRI Nganjuk because it can develop students speaking ability. Being good in English in this era brings many advantages for students, such as :

1. continuing their study abroad,
2. joining competition for an international program,
3. getting scholarship from foreign countries,
4. following the students exchange program, an so on

Thus, application of bilingual program enables the students exchange program. The application of bilingual program in the STKIP PGRI Nganjuk will be worth while because the program motivates students to speak English. Unfortunately, some people think that bilingual program gives more assignments for students in the campus because it makes students work harder and have no time to rest. However, the statement is not totally correct. As a matter of fact, the application of the bilingual program improves the students' speaking ability, especially when they have speaking as a subject matter in the school. Another basis for the application of a bilingual program in the campus is the use of English increase the prestige and quality of the campus itself.

#### **V. Ways forward for bilingual learning**

The study demonstrated that the students can engage with tasks bilingually even though English is their stronger language. By using the full range of their linguistic and cultural knowledge they can develop deeper understanding of concepts, activate metalinguistic skills and generate new ideas that enrich learning. To fully exploit these advantages, students need additional support for mother tongue maintenance.

Studies have shown that bilingual individuals consistently outperform their monolingual counterparts on tasks involving executive control. The present paper reviews some of the evidence for this conclusion and relates the findings to the effect of bilingualism on cognitive organization and to conceptual issues in the structure of executive control.

#### **VI. The Link between Cognitive Advantages and Knowing Two or More Languages**

Despite the ongoing political controversy surrounding bilingual education, research continues to demonstrate the positive cognitive gains associated with bilingualism. Academic growth in a student's first language is linked to second-language academic success. Given this connection, and the cognitive advantages of balanced bilingualism discussed in this piece, including increased metalinguistic



awareness, it is clear that the knowledge of two languages has the potential to be much greater than the sum of its parts.

### **Conclusion**

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable.

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