CHAPTER II
LITERATURE REVIEW

This chapter presents: (1) the implementation of English as medium of instruction (EMI), (2) the concept of learning and teaching English, (3) bilingual learning, (4) English for young learners, and (5) previous related studies.

2.1 The Implementation of English as Medium of Instruction (EMI)

The word medium is used as a noun. There are more 'Medium' with different types of words and meanings, in general, adjectives. Bahiyyah (2019) said that the media could facilitate the teaching and learning process and have a massive opportunity as a learning tool. Therefore, it can be said that the media in this study is a mediator in the teaching and learning process, which is used as an instructional tool. As in the Cambridge dictionary, those are commands, messages, and information about doing or using something. Learning can also be referred to as teaching specific skills or subjects.

English as a teaching medium can be defined as application. Using English as a medium of teaching as the target terminology in the class is very important in language learning. Dickson (1996) argued that the importance of using English in class is that it dramatically increases students' exposure to the language. It is essential, especially in foreign language classrooms where the target language is not outside of school. The importance of studying EFL or L2 as a medium of instruction can advance children's communication skills and assist in

the development of high English language skills (Ismail & Shaban, 2017). Thereupon, Broughton (1980) claimed that students have an excellent opportunity to imitate and produce new words as the target in the class. The teacher can demonstrate the use of every day; later, students can see and consider the teacher as an example of how to apply words. In addition, EMI allows students and teachers to read English books more widely, contributing to success in obtaining a new language. EMI is used for core science and mathematics.

1.1.1. The Benefit of English as Medium Instruction.

In this period of development period, many learning developments must be improved to absorb the knowledge being taught easily. Then, in the implementation of learning, there must be several benefits that are felt, particularly those that are assumed, as well as learning using the teacher's instruction media. Ibrahim (2001), in his paper, described some advantages of EMI in Indonesian education.

a. Bilingualism Shows Cognitive Advantages

Many people think that someone capable of two or more languages has one load and cognitive barriers to students. However, this has no basis. On the contrary, research has found that bilingualism and creative thinking are related to one another. According to Baker and Jones (1998), based on psychological tests, it has been concluded that children who have bilingual

skills are better at fluency, originality, flexibility, and thinking elaboration than those who only speak one language. High creativity is one factor that influences the development of high-level cognitive function in bilingualism (Bialystok et al., 2009). This is because bilinguals have a wide range of words and a large selection of words.

Then, in the cognitive shutter, another thing can be used as an EMI utility, namely metalinguistic awareness. According to Ramirez et al. (2013), metalinguistic awareness is the ability to separate oneself from the content of speech to reflect and manipulate language structure. Altman et al. (2018) discovered a relationship between vocabulary size and metalinguistic awareness skills in early learners. They discovered that when comparing bilingual learners from various dominance groups to monolingual learners, bilingual learners had more metalinguistic awareness. In this idea, one's bilingual ability allows that person to be more sensitive in analyzing language. Their spontaneous of this will be higher than other students, especially in vocabulary learning. Hence, the use of EMI can affect a person's language skills as well as bilingualism.

b. The Role of English in Indonesia Motivates Students and Teachers to Do It.

In today's era, English is increasingly playing a role in social, academic, and even capable professional goals that make students and teachers compete in improving their skills. According to Ismail and Shaban

(2017), EMI would assist young learners in expanding their understanding, particularly in math and science. In brief, EMI can add great motivation to its users in the world of education.

c. EMI Features more Exposure to English and more Opportunities to Acquire It.

In EMI, students and teachers will not apply English as a subject but as a medium. In this statement, English is used for academic tasks, including listening to reading (getting information). Therefore, teachers and learners are more likely to use words that are essential conditions in implementing L2. Krashen (1982) believed that a subconscious process and conscious processes (learning) explain language development. Understanding serves as a monitor of what the acquired system has produced only. EMI gives students and teachers more opportunities to get information like in the comments, discussions, presentations, interactions, and reading the text a lot.

d. Literacy and Strategy Skills Acquired in the Transfer of Native Languages to Second Language.

EMI makes teachers and students learn more about the textbook that can help them in acquiring the language. Baker (1996) stated that English as a medium instruction has standard functions in terms of analysis, synthesis, evaluation, and all of the parts of higher-order thinking. According to Muttaqin and Ida (2015), EMI will help young learners develop better-

thinking skills. In a line of this, reading skills can be acquired in one's native language, which is transferred to a second language. Ismail and Shaban (2017) argued that EMI encourages young students to read literature, mainly English. In conclusion, students whose schools implement EMI usually have more adequate literacy skills.

1.1.1. The Threat of English as Medium of Instruction

Besides the advantages, there are some discourages in the practice of English as the medium instruction. Ibrahim (2001) shared several threats from EMI, including:

a. Dilemma between Instructions and English.

In conducting EMI, children in Indonesia are usually more comfortable applying L1 than L2. If this is forced into action, there will be problems. Children learn more quickly in their home language (Baker & Jones, 1998). The main problem that occurs when forcing students to use L2 is academic failure.

b. Unsupported Environment in Indonesia.

In Indonesia, English is only used as a foreign language rather than a second language. This is because many Indonesians rarely use English in their daily life. The readiness of schools and the environment in Indonesia must be considered in implementing English in the classroom (Muslich, 2010). If not pay attention to such things, hence using English as an introduction, learning

will be difficult. Therefore, most of them make Indonesian people obstructed in mastering and studying them. If EMI learning continues, students and teachers only get learning in class, while outside can be used as pressure.

c. Lack of English Proficiency among Learners and Teachers.

In Indonesia, many educated people have studied English from a predetermined age to the last level of education. However, it is unmistakable that instruction ensures abilities. One reason is that they only apply it in cognitive circles without having a daily life. In this case, there are many negative impacts, namely academically, socially, and psychologically.

In treatment, someone who is not proficient in a second language will find it difficult to express themselves, leading to feelings of annoyance, thoughts, and distrust of themselves. In addition to reducing self-confidence, destructive perceptions for students can occur when the teacher's English proficiency is poor. A person's attitude towards a language depends on who and how the language is used (Holmes, 1998). Karvonen (2017) found that one of the main problems in using English as the language of instruction in Indonesia is that teachers do not have sufficient language proficiency and competence to teach English. Teachers who are lacking in English have great potential to do so.

In the academic aspect, low knowledge between teachers and students can cause learning to be inefficient. When speaking English, someone with low abilities will easily misunderstand and understand the meaning of the

explanation. On the student side, his low communication ability will make them not dare to submit an explanation. Koksal and Tercan (2019) suggest that students' lack of English proficiency will negatively affect the relationship between learners and others in their community. In the end, class students are a place to develop cognitive skills, not social ones.

d. Reduces Nature Classroom Communication Context.

There are several types of language that are carried out in bilingual schools. According to Baker (1996), 2 things that can make students successful in bilingual success are BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive / Academic Language Proficiency). BICS occurs because of contextual support in the classroom, especially at home. However, the success of BICS does not guarantee student achievement, CALP is also very much needed. This type is more directed to formal and technical concepts. In its application, the medium of instruction is used to deliver material. That causes a reduction in communication in the classroom. Besides, it makes difficulty in obtaining parlance.

e. The Limitedness of Classroom Discourse

Learning activities use classroom communication between teachers and students and between students. Understanding class discourse is essential for reading comprehension and critical thinking (Olaussen, 2016). These are usually academic, like reading books, taking notes, and asking questions for only a few students. A situation like this will not make them develop a social

language function that includes effective communication. It makes the teacher limited to formal activities.

2.2 The Concept of Learning and Teaching English

New era globalization demands many people to master English as International words. Subsequently, it is strengthened by Rao (2019), saying that this is very useful in business, commercial, fashion, culinary, technology, sports, culture, and education. In Indonesia, English has been established as the EFL taught in Indonesia's schools. The differences between EFL and L2 are usage. Nomenclature has a function to communicate used in day-to-day activities in an area (Klein, 1990). As in this country, Indonesian at Palembang people, that speech is called the second language. Pointedly, each region has a first and second language depending on the rules of each area.

In teaching a foreign language, the teacher invites to explain linguistic communication and provide learning opportunities. According to Aufa (2018), there are three forms of learning English:

1.2.1. Learning English as L1

The implications for foreign language teacher learning are at the earliest stage that they carry different ways of teaching with the application of other learning. This stage is the earliest stage that is also implemented a way to develop learning skills and abilities in their language. In this case, Klein

(1990) stated that teachers exchange the terms second and foreign refers to the teaching of English related to the curriculum which has significant differences. Some children will find it easier to learn vocabulary than others. The context of foreign words is where students do not have a basis for outside communication their class. They can get through language groups, media opportunities, books, or occasionally tourist.

1.2.2. Learning English as L2

At this stage, children learn L2 better than adults. Children can learn 2nd speech effectively because their brains are still very fluent in mastering L1. Ellis (1986) explains that while the experts did the mapping, the teachers were more focused on teaching different learning differences from L1. With this difference, students find it easier to learn L2 and minimize errors.

1.2.3. Learning English as a Foreign Language

Each student can use a different spoken language. Children become sensitive to cues in their L1 since infancy because the nomenclature taught is terminology that they carry by paying attention to certain cues that are used as information in meaning. The combination between the ability of children both L1 and L2 can affect student achievement in foreign speech. And also usually children will learn a L2 by transferring knowledge from L1. Ellis (1986) explained that there are two things related to transfers; negative and positive

things. Therefore, if there is no similarity in one language to another, the transfer will tend to be negative and this will be an error and if it has similarities it will be the opposite.

2.3 Bilingual Learning

Most of the world's activities require communication. People begin communicating when they are young. Since birth, the environment affects what language a person wants to use later when a person is older. First, a person learns to acquire their L1 (Pransiska, 2017).Furthermore, when a person is old enough, it is time to learn another language. People who can speak two languages are called bilingual. The ability to apply two languages in everyday life is called bilingualism. Currently, the term is applied to many individuals in the world, with one or more other people being bilingual or multilingual with existing competences (Wei, 2000). Likewise, it is associated with the process in the classroom which cannot be separated from the communication between teachers and students as implementing activities by applying the L1 or even applying another language.

Bilingualism can also be measured by the fact that in word usage. Apart from that, what supports the measurement is the role of the terms in a certain place. Baker (2011) added that bilingualism can be measured by language skills and language use; the definition of bilingual is determined by language ability

because this ability consists of listening and reading skills, also called receptive skills, and productive skills, like speaking and writing skills. The communication tools used by individuals also have different purposes from one form to another. In other words, people have many different roles in society and each one requires the use of appropriate language. The use of language in several domains can affect the use of bilingualism with language skills (Fishman, 1972, as cited in Holmes, 2008). Pointedly, domains are family, friendship, religion, education, and employment.

2.3.1 Benefits of Bilingual

Knowing two languages at an early age presents challenges for both the learner and the teacher. According to Pransiska (2017), various studies suggest that treating bilingual children provides many benefits and advantages. Various methods, methods and special attractions are applied so that learners can receive knowledge well from the teacher, especially applying new languages. According to Baker (2006), there are several benefits that can be felt when knowing bilingual, including:

a. Cognitive Benefits

Bilingualism has been connected to a number of cognitive gains. Cognitive function refers to the brain's ability to obtain information. Individuals who are raised in a bilingual environment have better competence

than only in one language (Pransiska, 2011). In the cognitive aspects related to the brain's mechanism for obtaining information. Pointedly, being bilingual significantly from an early age changes the makeup of the human brain.

b. Social-Emotional Benefits

Children who know how to be bilingual make friends using their L2 because they can converse in more than one language. This can create new networks in a global world. Not only that, children also learn new cultures through another language. In other words, if someone learns a language, it means that they also learn the culture too. Children are bilingual, and it is easier to make friends than others in a cultural setting (King & Mackey, 2007). Hence, children have attitudes and respect for other cultures and groups as well.

c. Academic Benefits

Speaking more than one language can open up great opportunities for children to continue their education and provide a more proper education in the future. When they were introduced to English from the very beginning, especially in kindergarten, it brought positive things which could affect their

lives in the future. As concluded by Jafar, the early years of young children are proven to be effective for bilinguals who are going to learn another language to engage in the language learning community (as cited in Pransiska, 2017). In even better education, most requirements are for at least one reason: at one stage, it was the language, especially the test of English, which was globalized and could not be denied. When children are introduced to L2, especially English, it will give positive things impact on a child's future (Thordardottir, 2011). Not only that, this too encourages students, especially at an early age, to learn two languages in preparation for future competition in the job market. Hence, to master a different L2 is a grip for children in the future.

2.4 English for Young Learners

Applying English to young learners is very important to do from an early age. This includes more than just teaching language skills. Ana (2018) claimed that age is very important to encourage the development of intelligence, physical, emotional, and social. Harmer (2007) classified three age groups of learners, like children, adolescents, and adults. Hence, there is a large share of young learners.

Early age is very vulnerable to absorbing knowledge, and as much as possible, teachers must make a good impression in the class. McKay (2007) defined that young learners who study English as a foreign language or L2 at the

age of six or seven years informal school and usually taught in elementary school between seven and thirteen years. Harmer (2007) stated that two categories of young learners, namely young learners (five until nine years old) and very young learners is about two until five years old. As Suyanto (2008) argued that young students in Indonesia are between 6 years and 12 years old. People of different ages have different needs, competencies, and cognitive skills. In studying spoken languages, age plays a vital role in this regard (Scott & Yetreberg, 2000). Pointedly, it is well known that children can learn quickly and more effectively than other age groups.

In teaching young learners, a teacher has many choices when choosing a strategy for teaching. Teachers must know how to effectively create classroom conditions and improve student skills as needed. Harmer (2007) suggested that when searching for knowledge, children not only focus on what is taught, but also learn many things, including taking information from around them. Children usually respond well to activities that focus on life and their experiences. Along with that, the teacher must know what should be done in presenting knowledge in accordance with the student's situation. Paul (2003) stated that in preparing learning for young learners, there are several steps that the teacher must take, including:

1. The preparation stage, including the core lesson targets. It's about how these targets are connected to previous and future targets, the equipment and searching materials we need, and the activities used.

2. Material from familiar to unfamiliar, from things those students often hear to things that are specific.

3. Varying the focus. In this case, there is a core activity that can be alternated with change of focus.

4. Varying each learning style. In this case, each child has a different acquiring style.

5. Move from one target to another, key to target success is when the results are applied directly to the person concerned.

Subsequently, in making children motivated to learn, one of the things that plays a role is the acquiring environment. Children respond with both when asked by the teacher to use their imagination.

2.4.1 The Importance of Teaching English for Young Learners

When English was declared the lingua franca, in many countries around the world English was adopted as part of education. Students from a young age and elementary level begin to learn English (Jenkins, 2015). Indonesia is one of the countries that started the English language subject at the basic level. According to Oktaviani and Fauzan (2017), many elementary

schools in Indonesia teach English as local content. Hence, there are lots of interesting things to get in learning English.

One of the main reasons for teaching EYL is how comfortable they age with new words. Most parents want their children to learn English at a young age so this is important in that academic and business careers in the future. Pinter (2011) described some benefits of knowing English at an early age including; Communication skills that can be developed in children's basic communication, motivate to learn language in a fun way, and be able to get to know other cultures that can train children's cognitive. Moon (2003) added that English acquiring on primary school makes students own global awareness and intercultural skills. In other words, children have more chance to know various countries with existing cultural differences. In conclusion, the most important task of the teacher is to make students interested in acquiring L2, especially if the school applies EMI which is done as acquiring content.

2.5 Previous Related Studies

There are several previous studies which are similar to this study about the implementation of EMI in subjects. The first previous research was done at three schools, such as 1 elementary school and 2 junior high schools which implement bilingualism in Semarang and involve six teachers consisting of teachers of mathematics and science subjects as participants. That has been done by Ibrahim (2001) entitled "The Implementation of EMI (English Medium Instruction): Its

opportunities, its threats, its problems, and its possible solutions", which aimed to determine whether or not EMI could be an effective manner to upgrade students' proficiency and whether or not it could be opportunities and threats for the usage. Eventually, using EMI as a medium for teaching content subjects made it possible for students and teachers to get more exposure and opportunities to use it rather than teaching English as a subject. It was also very effective in the development of a second language while taking full advantage of bilingualism. Behind this, there are risks to its users, such as misunderstanding between instruction and language, the environment that doesn't support the use and limited knowledge between teachers and students. The similarity between the previous and present study was that they both sought to know the opportunities and menaces of using EMI in Indonesia. On the other hand, there is the difference between both of the researchers. This research is going to be conducted on young learners.

The second was conducted by Yuliasih (2019), which aimed to explain "Mathematics and science teachers' perceptions of the use of English as a medium of instruction" and the application of EMI by non-English lessons in the classroom and explain their perceptions of its use within the context of local education in Semarang. It used a purposive sampling technique. EMI has implemented based on the four main principles of CLIL application and teachers' perceptions of EMI are based on the three perceptual dimensions examined in this study. Eventually, teachers had a positive perception of EMI. EMI can help

students' knowledge at school and in the home environment, which is beneficial for their future life. However, there were some of them who claim to be less familiar with the communication tools that must be applied so that more efforts must be developed in terms of communication skills. The similarity between the previous and present study was that they were both to investigate math and science teachers' perceptions of the use of English as a medium of instruction in terms of benefits and threats, and the site was a primary school. Meanwhile, this research is going to be conducted at SD Angelly Kids Prabumulih and the previous research used teachers at a primary school in Semarang.

The third was from Erliana (2018) entitled "Secondary high school English teachers' perception toward English as a medium of instruction", who explored the benefits of using English rather than a regional language as the medium of instruction according to the views of teachers in EFL classes at two secondary schools in Palangkaraya. 7 EFL teachers from various schools are exposed to being participants. The data showed that there are several positive aspects to using English as the medium of instruction, such as students can listen to the teacher speak and imitate the way he speaks English very well, and it can encourage students to learn EFL faster. Then, for teachers, this can correct self-pronunciation as well as make evaluations of English usage. And then there are some dangerous EMIs in this research. The similarity between the previous related study and the present one was that both were designed to explore the

views of teachers based on EMI. Meanwhile, this research was conducted on primary school teachers at SD Angelly Kids Prabumulih and the previous research used teachers at secondary high school in Palangkaraya.

The last was conducted to see EMI as an applied approach in the faculty at Indonesian universities. It was chosen because it was the first officially initiated international class by having several policies, one of which is using English as a means of teaching. This research was conducted by Muttaqin and Ida (2015). This research aimed to describe the use of L2 in teaching content subjects to students and the interaction between students and teachers in universities in Indonesia, as well as the benefits of its application according to students. Most of the findings were at the intermediate level. Class interactions were mostly conducted in English. Learners and lecturers use English in class when understanding content. They were aware of the advantage of interacting more through the use of international words in this program. This can be concluded by the existence of several data results, including students showing a level of excellence that is not highly motivated, the opportunity to practice English in the EMI class, and cognitive/academic progress. The similarity between the previous and present study is that they both seek to find out the perceptions of the advantages of EMI. The difference between both of them is in the sample. The previous study was conducted with students in the faculty of Economics & Business as participants,

but the present study is going to use teachers at Angelly Kids Primary School in Prabumulih.