

USING TWO LANGUAGES IN TEACHING AND LEARNING MATERIALS TO FACE THE ASEAN ECONOMIC COMMUNITY (AEC) ISSUES

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ABSTRACT

English language is extremely important in international communication. It is used in diplomacy, business, cultural exchanges and education. As one of international languages, English is taught in almost every part of the world. Few years ago, Indonesian' government were answering these globalization issues by designing the policies in education to promote bilingual schools. It will help them to face the issues in the world, especially the ASEAN Economic Community (AEC) issues. Unfortunately, this policy has been canceled by the new government. The purpose of this paper is to describe the effectiveness of bilingual education, using two languages in the classroom and/or in teaching materials to prepare the students face the AEC issues.

I. INTRODUCTION

AEC is the agenda of economic integration of ASEAN countries which aims is to eliminate or minimize the obstacles in economic activity across the region, including services and investments. This policy creates opportunities for all of ASEAN countries as well as China and India to be involved in one of the biggest economic market in the world. It will increase employment and improve the people's welfare (ASEAN, 2015).

Moreover, the policy will also increase the level of competition. Language as a communication tool will play an important role in this situation. Ability to communicate in international language will enhance the opportunity to involve and succeed in this AEC. Therefore, learning English as one of international language is necessary in order to be able to compete with other countries.

One way to improve the people's ability to communicate in English language is by using two languages (Indonesia and English) or bilingual education in teaching and learning process. These models have developed from a variety of contextual variables under the heading of context, content, language (communication), learning (cognition) and culture (Coyle, Hood and Marsh, 2010). Through this curricular model, students are expected to prepare themselves for globalization issues, obtain multiple perspectives for study, develop oral communication and build their intercultural communication.

II. BILINGUAL EDUCATION

Bilingual education is the education method which uses two languages in the teaching and learning process, the first language and second language (Rohmah, 2009). Therefore, teachers and students must be proficient to use of both languages. According to Benson (2005), bilingual education provides great opportunities for developing countries to enhance

the quality of education. Based on the research, it was found that Mozambique and Bolivia are working to implement bilingual programs to create higher quality educational system in those countries. This education system is seen as improved prosperity, which concern the strengthening of bureaucratic structures in low-income countries so that services will ultimately reach communities demands.

III. CODE-SWITCHING

Ringbom (1987, cited in Setati, Adler, Reed and Bapoo, 2002) explain, in a foreign language learning situation, the English language is not familiar in their environment. Students face the difficulties to communicate in English. Therefore, the teaching and learning process in bilingual school usually involves switching the language from one language to another in the ways to communication. This method is also called the code-switching. Code-switching is not a failure to teach English as a target language, it is a resource in the classroom. Nation (2003), explain that the first language as a medium in the teaching and learning process will help students to have opportunities to deeply understand the content.

IV. THE EFFECTIVENESS OF BILINGUAL EDUCATION

Bilingual education will help students to compete with other countries, because students will practice using English language more than other students that use the monolingual language in the schools. According to Brisk (1999), there are several advantages of bilingual education, such as the knowledge of the students will be increased, the students will be more sensitive and appreciative of culture, and their speaking ability of the second language will prepare the students for brighter future.

The students who are studying in bilingual schools have great ability in speaking English, because they are used to communicating with those two languages in their classrooms and gaining a lot of information from the books which are using the second language. As Kersaint, Thompson and Petkova (2009) state that students can improve their vocabulary through the languages of the subject, for example the language of science and mathematics.

V. CONCLUSION

In this AEC era, the ability to speak more than one language is extremely important for students to help them reach their future. Two languages which are used in bilingual teaching could open the huge work opportunities to students. Moreover, bilingual teaching helps them to communicate effectively, think more flexibly and creatively about many things.

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