



**EFL TEACHERS' ATTITUDES TOWARD LIMITED ENGLISH
PROFICIENT STUDENTS IN BILINGUAL EDUCATION**

**A Case of the Seventh Grade Students of SMP Negeri 1 Tayu, Pati in the
Academic Year 2018/2019**

A final project
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for the degree of Sarjana Pendidikan
in English
by

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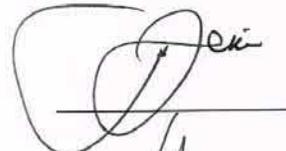
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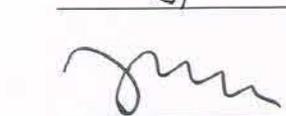
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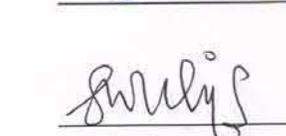
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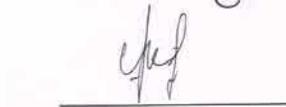
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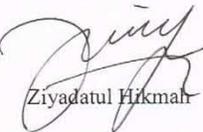
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Ziyadatul Hikmah

MOTTO AND DEDICATION

“If you can’t change your fate, change your attitude”

This final project is dedicated with full of love and gratitude to:

Sri Nur Hidayati, My mother

Mohkamat Tur, My father

My heartbeat and soul

My family and My all best friends

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Walaa tamsyi qiil ardhi mara khaan, those verses in Surah Al Isra : 37 make me feel nothing without the Almighty of this world, Allah SWT. All praises to Allah, for the blessing and mercy that given to me during my study and the completion of this final project.

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I place on record my heartfelt for all of the people that pump up my heartbeat after all this time. The first are *Simbah, Bulik Yun, Pakde Ali, budhe Zulaikhah, Budhe Wiji, Pakde Qurnen, Mbak Wulan, Mbak Linda* even all of my big families for taking care of me during my study in this university and giving support materially and morally. The second are my longlasting life learning; *Kontrakan Ijo Squad* (Bekti Elika Aji, *Mba Eli, Chindi, Ellen, Ninda Budi, Devi*), *Gagego Squad, Lawalju Bertuan '15, PPL Mbangkong Squad, KKN ISONE MYDO Squad*, and all of my friends in English Education Department '15.

ABSTRACT

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Keywords: Teachers' attitude, LEP student, learning motivation.

This study was about EFL teachers' attitudes toward limited English proficient students in bilingual education. The aims of this study were to find out EFL teachers' attitudes toward LEP students in bilingual classroom and also the impact that had been given to them in learning process. This study used descriptive qualitative design. This study had been conducted in two bilingual classes of SMP N 1 Tayu, Pati; that were VII A and VII B. There were two EFL teachers as the sample of this study. Therefore, the object of this study was four students who had limited English proficiency. The data of this study were gained from two kinds of methods. Those were observing in the classroom learning and interviewing both of respondents; teacher and student. The results showed that the attitudes of each teacher had different category. It leads to positive and average attitudes and this also contributed to the learning motivation toward LEP students itself. Most of LEP students are helpful and motivated. However, the rest felt like he has lack of self-enthusiasm in learning English subject.

Keywords : *Teachers' attitude, LEP student, learning motivation.*

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CHAPTER I

INTRODUCTION

This chapter consists of background of study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, limitations of the study and the outline of the report.

1.1 Background of the Study

Prior to Indonesian independence, English has never been used as a medium of Indonesian discourse by Indonesian people due to the lack of native speakers of English (Lowenberg, 1991). Different from other ASEAN countries which had set English as a second language or additional language in curriculum, after its independence day, Indonesia concerned on spreading Indonesian as its national language and have converted people to become bilingual of regional language and Indonesian (Ho & Wong, 1997).

In 1989, Indonesian government specialized English as a compulsory subject in curriculum. The 1994 curriculum specifies English lesson for 180-minute periods per week in middle schools and for up to 11 hours per week at senior high schools (Hill & McNamara, 2003). Nevertheless, the presence of English that is a foreign language still requires sufficient places and opportunities to enable learners to have good English skills since a successful second language learning will take place if there is a sufficient target language exposure (Krashen, 1982).

As it is predicted by Lauder (2008) that the demand for English in the future of Indonesia will increase even if the state policy makers do not meet the need, the private sector will take place to fulfill the need. Responding to the needs of place and opportunity of English use in educational field, many schools emerge adopting bilingual principles which refer to the presence of two languages in a community possessing the same language. Indonesian bilingual schools apply the use of English and Indonesian as a media of instruction to provide more opportunities for students to use English. Regarding the language policy, common type of bilingual programs in Indonesia is two-way or immersion programs. It concerns on the progress of both minority and majority language (Lindholm-Leary, 2001). Nizamia Andalusia School is one of bilingual schools establishing the two-way bilingual program in Jakarta, Indonesia. It applies English to supply students with international language to encounter globalization era.

Bilingual education programs are similarly effective in their impacts on student achievement suggests that it could be more productive to shift the focus from the language of instruction to the quality of instruction. Instruction should be of adequate intensity, provided by teachers qualified to teach limited English proficient students, and supported by appropriate teaching and learning materials, regardless of the language of instruction. A 'bilingual learner' is, in its broad sense (and in this document), a student who uses their first language (L1) at home/in the community and is learning through a second language (L2), for example English, at school. Their learning may take place in a variety of educational contexts. They may be learning all

subjects through the L2, or, if they are on a ‘bilingual education’ programme, they may be learning only some subjects through the L2. Bilingual education programme is one of the most critical events supporting the rights of minority language speakers. It also encouraged experimentation and uses of new pedagogical techniques (Crawford, 1989; Nieto, 2009)

Teaching is the process in which the individual develops talents (obtained during the education phase) in proportion to their capacity (Karsli, 2007: 17). The most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person working in educational institutes who enables students to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Gundogdu, Silman, 2007: 259).

In the education system, a condition of being a good educator is knowing the communication process well. The teacher who tries to understand students’ emotions such as interest, fear, and worry, supports students’ social activities, appreciates, approves of and compliments them for activities he/she finds of value will make the students feel that they are being thought of, loved and aided, and that the teacher is working for their good. Students of such a teacher will, taking the teacher as a role model, in turn be considerate of others, running to the aid of others, maintaining good relations and positive attitudes (Basaran, 1994).

In our day a modern teacher surpasses this definition as well. The teacher has gone beyond just teaching class, giving lectures, making exams and giving grades;

the teacher also takes on the roles of organizing, managing, counselling, observing and evaluating. The teacher also has an important role in influencing the society, creating a sound foundation towards the future of society and ensuring the continuation of such actions (Temel, 1988: 21). Teaching is much more than saying and explaining (Gundogdu, Silman, 2007: 264). One of the most basic principles of teaching abilities is supporting of the student by the teacher and for the teacher to put for their positive expectations in order to motivate the student to learn (Yavuzer, 2000). While the positive behavior of the teacher allows him/her to create a positive relationship with students, it also allows for the teacher to dwell on the positive behavior of students as opposed to the negative, taking on a reinforcing role as well (Yavuzer, 2000).

Teacher attitudes, for the purpose of the present study, are defined as how accepting teachers are of learners from culturally and linguistically diverse backgrounds and how willing they are to accommodate these learners' instructional needs. It includes the beliefs teachers hold regarding the learning needs of students from culturally and linguistically diverse backgrounds, appropriate teaching strategies, and the role of the teacher. The importance of teacher attitudes lies in their influence on teachers' motivation to engage their students, resulting in increased student motivation and performance (Karabenick & Noda, 2004).

For a teacher, being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success. While working towards

providing students at a certain development level information, experience and behavior on a certain topic, teachers become role models for students by way of their own behavior and attitude. Positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes. For example, if the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable (Gecer, 2002).

In this research, researcher will observe whether students whose teachers displayed positive attitude and behavior will state that these in turn had a positive effect on their character development and academic performance and vice versa.

1.2 Reason for Choosing the Topic

The reason I choose the topic about teacher's attitude toward LEP student in bilingual education because one of the major challenges facing educators and policymakers today is the large and growing number of limited English proficient (LEP) learners in Bilingual Education in Indonesia. School districts are required by federal law to provide special assistance to LEP students. Bilingual education is common educational programs offered by school districts to help LEP students (Zehler et al. 2003). Bilingual education helps limited English proficient students develop language skills in their native (non-English) language. Skills in students' native language may facilitate their development of skills in English. Bilingual education supports cultural inclusion and diversity. While there is considerable variation in how these programs

are implemented in the classroom, a defining feature of bilingual education is the use of the student's native language for at least some of the academic instruction; other programs such as EFL classes teach only in English.

LEP students seem to have possibility participating in Bilingual Education tend to be placed in a self-contained classroom with classmates who share the same home language and a dedicated bilingual education teacher who can teach in that language in order to construct two way communication in teaching-learning process. The teacher as a professional should know the art of communication, understanding others and ability to learn from the experiences.

This research investigated the ability of EFL teacher in managing their behaviours toward not only regular students, but also LEP student. It is very important because the teacher must consciouss whether their attitudes will give direct impact toward the students. Moreover, the students' learning motivation is influenced by many factors, one of them come from the teacher itself.

1.3 Research Questions

In order to focus on the study, the writer will limit the discussion of this study by presenting these following problems:

- a) How are EFL teachers' attitudes toward Limited English Proficient students in bilingual classroom ?
- b) What is the impact to the Limited English Proficient students in learning process ?

1.4 Objectives of the Study

Based on the statement of research questions, the objectives of this study can be stated as follows:

- a) To find out EFL teachers' attitudes toward Limited English Proficient students in bilingual classroom.
- b) To find out the impact to the Limited English Proficient students in learning process.

1.5 Significance of the Study

This research has two objectives, they are to describe EFL teachers' attitudes toward bilingual programs and how their teaching practices toward Limited English Proficient (LEP). In addition, to motivate the low level students to improve their academic ability in English language achievement. By conducting this research, the writer has three significance, they are theoretical, practical, and pedagogical. It also gives the significance for the students, teacher, and the readers.

Based on the objectives, theoretically, this study will provide explanation about how EFL teachers' attitude in giving instruction toward their students. moreover, it also investigate what the impact toward the student's learning motivation. Practically, it will guide the English teachers to behave toward not only regular but also LEP students in the bilingual classroom. For the English teachers, this study also would give the point of view about obstacles commonly faced by the teachers when they are facing LEP students in the classroom. By conducting this

study, it would give information for the readers about the problems that commonly occur faced by the teacher in behaving during teaching-learning process due to becoming the center of learning instruction program. Not only in using the theory but also in direct practice. Subsequently, it will give the knowledge about the situation and atmosphere in the classroom.

1.6 Limitation of the Study

The limitations of this study are:

1. This study focuses on the EFL teachers' attitudes toward limited English proficient students in bilingual education. It means that the researcher want to know the teacher's behaviour while doing teaching-learning in the classroom.
2. This study focuses on the student's proficiency toward the English subject of SMP Negeri 1 Tayu, Pati, Central Java.

1.7 Definition of Key Terms

1.7.1 Bilingual Education

The National Association for Bilingual Education (NABE) (2005) defines bilingual education as “approaches in the classroom that use the native languages of English Language Learners for Instruction.” The main goals of bilingual instruction include teaching English, nurturing academic achievement, helping immigrants' acculturation to a new society, preserving the minority groups' cultural and linguistic heritage, enabling English speakers to learn a second language, and any combination of these goals.

Bilingual education has an instructional program whose goal is to develop literacy and academic skills in the students' native language with the expectation of helping the learner develop proficiency in his or her first or native language as well as his or her ability to become competent in the comprehension, speaking, reading, and composition of the English language. The emphasis of bilingual education programs is the mastery of English language skills, mathematics, science and social studies, as building blocks of the academic expectations for all students to enable limited English proficient students to participate equitably in school (Texas Administrative Code, Chapter 89, Subchapter 89.1201, section (b), 2007). Additionally, Cummins (2000) asserts that some form of bilingual education is implemented in virtually every country. Prior to this assertion, Cummins and Krashen (1981) proposed a framework whose main theoretical point underlined the ability to transfer skills and knowledge between anyone's native language, and any other additional language(s). Under the condition of "quality education in the primary language," Krashen (1996) describes how the knowledge acquired through one's first language serves in understanding the second language, particularly in regard to the comprehension and literacy of, in this case, English. Additionally, the definition of bilingual from the Oxford Advanced American Dictionary is person who is able to speak or write equally well in two languages.

1.7.2 Limited English Proficiency (LEP)

A category used by governmental agencies to associate learners whose native language is not English and who are in the process of acquiring English as their

second language. The No Child Left Behind (NCLB) Act of 2002 refers to LEP students as anyone aged three to twenty-one years of age who is enrolled in public K-12 school and whose native and home language is one other than English. The term is also defined by LaCelle-Peterson and Rivera (1994), broadly refers to the students whose first language is not mainstream English. ELL students include those who may have very little ability with the English language (frequently referred to as LEP) compared to those who have a high level of proficiency. LEP is the official term found in federal legislation and is the term used to define students whose first language is not English and whose proficiency in English is currently at a level where they are not able to fully participate in an English-only instructional environment (Olson & Goldstein, 1997). According to the Law Insider Dictionary (2013), LEP means individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.

1.7.3 Attitude

The mind of the individuals is expressed in his behaviour through attitude. Attitude is considered as a predisposition to behaviour. Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group, a custom or an intuition (Anastasi, 1982). Attitudes are thought to be derived from experience, rather than innate characteristics which suggest that they can be modified". This definition includes beliefs, feelings and behaviours as dimensions of attitudes. It is through experience and maturation in the teaching process that teachers

consolidate their feelings and beliefs consciously and unconsciously about a person, object or event (Van den Aardweg and Van den Aardweg 1988:26).

Furthermore, according to Young (1951) an attitude is a learned and more or less generalized and effective tendency or predisposition to respond in a rather resistant and characteristic manner usually positively or negatively in reference to some situation, idea, value, material object or class of such objects or person or group of persons. Attitude is important to understand human behaviour. To define what exactly an attitude is, many attempts have been made in literature generally it is, a complex mental state involving beliefs. It involves some knowledge of a situation. However, the essential aspects of the attitude are found in the fact that some characteristic feelings or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated. Subjectively, then, the important factor is the feeling or emotion; objectively it is the response, or at least the tendency to respond. The Concise Oxford Dictionary of Current English (1990:70) defines attitude as “a settled opinion”. This settled opinion includes the individual’s behaviour, which displays his/her attitudes towards the thing or the person concerned. Attitude is, then, seen as a settled “behaviour or manner of acting” reflecting individuals’ feelings or opinions. This definition suggests that individuals’ beliefs are crucial in determining their behaviours.

1.8 Outline of the Study

This study consists of five chapters. Each chapter contains different explanation related to the topic which is discussed.

Chapter I introduces the subject matter of the study. In this chapter, the researcher explains the general background of the study that consists about how EFL teacher's attitude toward LEP students in bilingual classroom. Teacher attitudes, for the purpose of the present study, are defined as how accepting teachers are of learners from culturally and linguistically diverse backgrounds and how willing they are to accommodate these learners' instructional needs. It includes the beliefs teachers hold regarding the learning needs of students from culturally and linguistically diverse backgrounds, appropriate teaching strategies, and the role of the teacher. That's why the aims of this research are to investigate the ability of EFL teacher in managing their behaviours toward not only regular students, but also LEP student. It is very important because the teacher must consciouss whether their attitudes will give direct impact toward the students. Moreover, the students' learning motivation is influenced by many factors, one of them come from the teacher itself. This study focuses on analyzing students' speaking anxiety used by English teacher of SMP N 1 Tayu, Pati. Through this study, the researcher hopes that it has theoretical, practical, and pedagogical significance in investigating EFL teacher's attitude toward LEP students in teaching-learning process.

Chapter II discusses about review of related literature. It deals with review of the previous study, review of the related literature, and theoretical framework. In this

chapter describes several previous studies which had been conducted before. This present study is conducted based on theory of the Teacher's Attitude (Frank, 1990; Fulton, 1989; Goodlad, 1990; & Handler, 1993) There are two kinds of Teacher's attitude, such as Positive Attitude theory that is stated by (Youngs & Youngs, 2001) and also Negative Attitude Theory comes from (Smith & Smith, 2000). Based on the output, in this case manner that is controlled by the teacher, it is clear enough whether teacher's attitude is important during the teaching-learning process. However, in this study, the researcher will focus on how Limited English Proficient (LEP) students obtain their teacher's attitude while transferring knowledge, explaining the material, giving feedback, etc. Beyond that, teachers become role model for the students. If manner is appropriate enough to the students, the good character of the students will be pursued. As a result, LEP students are the "special learners" that required an extraordinary treatment from the teacher. According to the theory of (Normazidah et.al, 2012; Trawiński, 2005) that LEP students are having difficulties in learning English. Based on that theory, there are seven factors that impact the learners in having poor English proficiency. From this circumstances, the teachers play the important role to change the LEP students' mindset that learning English is not difficult as long as they have motivation to keep learning. This is also supported by the theory of (Sakiroglu & Diklitas, 2012; Alazzi, 2013) if students are strongly motivated, they will enjoy learning the 1 language, need to learn the language and attempt to learn the language. In the last part, the researcher formulates the theoretical framework of this study.

Chapter III deals with methodology of the study, which presents research design of the study. This study will use qualitative study. The participants of this study are the teacher and also the students of grade seventh in SMP N 1 Tayu, Pati. There are two classes that will be the participant of this study. There are some instruments which used by the researcher such as classroom observation and semi-structured interview. In this chapter, the researcher also explains the triangulation of this study.

Chapter IV explains about analysis and discussion of the research. It concerns on general description, result of the study, and interpretation of the data. This chapter discusses the research finding based on the research questions that formulated before and also after the researcher have done conducting the study.

Chapter V or the last chapter delivers suggestion and conclusion based on research finding. The researcher will discuss the research finding first, after that the researcher makes conclusion and some suggestions for the readers, teachers or the next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of related literature which consists of review of previous study, review of theoretical study containing definition of bilingual education, definition of LEP Students, relevant theories of attitudes.

2.1 Review of Previous Studies

The number and variety of language-minority have escalated tremendously in the past several years. Macias & Kelly (1996) found that there were 3,184,696 students classified as having limited proficiency in English, almost a 5 percent increase in just one year. The same report indicated that students of limited English proficiency represent 7,3 percent of all public school students, and that far fewer than 50 percent of these students were enrolled in bilingual education. As a result, over half of all students whose native language is other than English spend most or part of their day in monolingual English classrooms. This situation is reason enough to propose that all teachers, not only bilingual/ESL teachers, need to be prepared to work with language-minority students.

There are many factors that affect student's weakness of English language learning. Muhammad (2007) conducted a study on the investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language found difficulties of language learning, differences in learners' and target language cultures, the difference

in social status of the speakers are the factors that affect to the students' weakness of language learning. In addition, a study of problems encountered by Arab EFL learners showed that learners preferred to use Arabic rather than English for communication in both outside and inside the classroom, the lack of the target language exposure as spoken by its native speakers, the shortage and weakness of the contribution in their language teaching context, and lack of their personal motivation (Loae, 2011).

Additionally, there were similar reasons for the limited effectiveness of EFL learning and teaching in Indonesia. Mbato (2013) observed those reasons in his study. First, EFL learning mostly occurs in the classroom context, with English learners having limited exposure to English for communicative purposes. Second, the only source of learning is from the teachers and learning materials provided in class. Third, students learn English because it is a compulsory part of school curriculum, and subsequently may not be motivated to learn.

As schooling systems continue to see increasing enrollment of learners from linguistically diverse backgrounds, Walker et al. (2004) found that teacher attitudes toward LEP student "will significantly deteriorate" . This deterioration in teacher attitudes may also be exacerbated by the lack of preparation of general education teachers to teach linguistically diverse students, and the accountability of teachers for the academic achievement of LEP student, among other factors. In response to this need and concern, the primary purpose of this study was to examine the relations between pre-service teachers' beliefs about second language learning and their views

of LEP student. Teacher attitudes and expectations of linguistically and culturally diverse student populations have implications that may influence students' performance. Thus, it is essential that this issue be addressed.

Furthermore, the other factors influencing teachers' attitudes toward LEP students are presented on this study. Byrnes and Kiger (1994) found that teachers' attitudes toward LEP students in their classrooms were comprised of three factors: language politics, LEP students intolerance, and language support. Teachers' scores on these three factors were statistically significantly correlated with their reported willingness to include an LEP students in their classroom. Common societal attitudes about language, such as "English should be the sole language of government" and "immigrants must speak English to be considered American," make up the language politics factor. The LEP students intolerance factor included items such as, "Having a LEP students in the classroom is detrimental to the other students' learning" and "LEP students often used unjustified claims of discrimination as an excuse for not doing well in school." Language support was signaled by items such as "The government should spend additional money to provide better programs for LEP students" and "Regular-classroom teachers should be required to receive training to meet the needs of LEP students."

Considering the environment factors that will affect students' academic achievement on the learning process. Almuammria (2015) performed a study about the impact of the environment in enhancing the academic achievement of the students. The researcher tried to focus on the secondary level because it is in the

middle of studying years and consider the age of adolescence, associated with behaviors that some teachers may overlook; consequently, this requires the presence of a specialist or social worker. The researcher showed that there are a range of factors affecting academic achievement such as: learner factors, family factors and school factors.

Based on the study above, it is found the need for direct contact between the parents and the school and the participation of parents in providing feedback and support for the school. The role of the school is to inform the parents about their children's behavior within the school as well as the participation of parents of students in religious, national and cultural events. The study also recommended the need to consider the family and the school as one unit that is a complement for each other and this integration and cooperation help to achieve the educational and the scientific goals.

Language used during the instruction in the classroom has a powerful impact on students' second language acquisition. Shultz (1975) suggested that the language used by teachers sent the message that English was, somehow, perceived as the predominant language. Based on the observations that is conducted before, it implied that a premeditated decision made by teachers as to what language to use or emphasize most often can convey a powerful message about the goals of the instructional program. Supporting the maintenance of students' first language as strongly as possible does not mean that teachers have the right to decide to reduce the amount of help students get to develop their second language (or the other way

around). Furthermore, supporting students' second language acquisition does not imply walking away from using their first language as a means to increase proficiency in the second language (Cazdem, 1978). Given that children construe meaning and arrange schema contextually, language proficiency is directly related to the learner's frequency of language use during instruction.

Additionally, the decisive things that should be considered by teacher while teaching in the classroom is about nonverbal actions. In Frymier's (1993) study concerning the effect of positive teacher behavior on the student's motivation level, the author has concentrated on certain behaviors for teachers such as giving feedback for student works, complimenting, wanting to listen to students and being interested. The results of the study show that teachers' nonverbal actions such as smiling, having a relaxed stance, various gestures and facial expressions come first in improving the learning experience for students whereas the topic of the class itself comes in second.

Furthermore, teachers' knowledge has significant impact toward their attitude while teaching LEP students. Durgunoğlu and Hughes (2010) found that teachers with strong knowledge about concepts and techniques in teaching LEP students reported more favorable attitudes toward LEP students than those with weaker knowledge. In addition, demographic characteristics such as gender, age and ethnicity influenced attitudes, with younger, female or Latino teachers generally having more positive attitudes toward ELLs than older, male or non-Latino teachers

However, teacher also has difficulties in overcoming LEP Student. Forlin et al. (1996) found an inverse relationship between positive teacher attitudes towards inclusion and the severity of the disability. This relationship appears to be especially true when teachers are asked to deal with students who have speech and language difficulties (Dockrell et al. 2006). Marshall, Stojanovik, and Ralph (2002) explained this phenomenon by stressing the importance of communication in a classroom and emphasizing the difficulties in overcoming this type of problem. Gandara, Maxwell-Jolly, and Driscoll (2005) supported the validity of this claim about the frustration that comes with the difficulty of overcoming language barriers that teachers experience when communicating with English language learners, in case LEP student.

Occasionally, theories and research studies show teachers' attitudes are not influenced by gender and location. Annamalai (2000) studied "Attitude of teachers towards teaching". In this investigation an attempt has been made to find out the attitude of the teachers towards teaching. ATAI scale was used to measure the attitude of teachers towards teaching. The results show that men and women teachers did not differ in their attitude towards teaching. Location of the school, age and level of teaching did not have any influence upon the teachers' attitude towards teaching. Subsequently, a study conducted by Sudhakar and Dayakara from Academy of Indian Psychology in 2017 investigated attitude of teachers towards teaching profession. There were also hypotheses to address the research question:

Hypotheses 1: There is no significant difference between Male and Female teachers of secondary schools to their attitude towards teaching profession.

Hypotheses 2 : There is no significant difference between Rural and Urban teachers of secondary schools their attitude towards teaching profession.

From the data, it was found that both of 2 hypotheses were accepted. It is meant that there was no significant different between Male and Female teachers' attitude; others shown that there was no significant different between Rural and Urban teachers' attitude toward teaching proffesion. Moreover, level of teacher attitude towards teaching profession was found to be positive.

In contrast, another study explained the differences between male and female attitude toward English language teaching. Patterns of gender are clearly an affective part of the educational construction, as gender has always been associated with language teaching and learning. Mishra (2005) conducted a study to find out the attitude of teachers of secondary schools of Sambalpur District of Orissa. The sample included 250 teachers (125 men and 125 women). The major findings were: (i) the teachers having low experience were found to have higher degree of positive attitude towards teaching profession than the teachers having high experience, (ii) the female teachers were found to have more positive attitude than the male teachers, and (iii) the trained teachers were found to have more positive attitude towards teaching profession.

Teachers' own language learning background may also affect their attitudes toward LEP, choice of teaching strategies and feelings of empathy toward their LEP

students. Vélez Salas et al. (2005) found that pre-service teachers who reported themselves as bilingual showed more supportive attitudes toward LEP than those who considered themselves monolingual. Consequently, Ellis (2004) found that English as a second language (ESL) teachers in Australia with some language learning experience showed empathy toward their LEP students, whereas teachers who were themselves highly competent bilinguals chose different teaching strategies and used their own language learning experience to help support and inspire their LEP students. Coady et al. (2011) also found that teachers in Florida with at least an intermediate level of proficiency in another language rated themselves as better prepared to meet the needs of LEP students.

Bilingual teachers were more supportive of LEP students than monolingual pre-service teachers. In addition, the findings generally in line with Ellis's (2004) finding that even some language learning made teachers more sympathetic toward the challenges facing LEP students in terms of the effort and the motivation required to learn or master a second language. Combined with the finding of Coady et al. (2011) that teachers with at least an intermediate level of proficiency in another language were better prepared to teach LEP students, our finding suggests that having no experience with foreign language learning or taking a small amount of a foreign language may not help pre-service teachers gain sympathy for LEP students, whereas gaining intermediate or advanced proficiency in a language other than English may help.

Researchers have identified many other predictors of teachers' attitudes toward LEP students among general education teachers. Byrnes, Kiger & Manning, (1997) performed a study that teachers with the following experiences were found to demonstrate more positive attitudes toward LEP students than those who did not have or had less of the experience: earning a graduate degree, coursework related to cultural and linguistic diversity or specifically to teaching LEP students, direct personal contact with diverse cultures, and more experience teaching ELLs (Byrnes et al., 1997; Flores & Smith, 2009; Youngs & Youngs, 2001).

On the other hand, preparing teachers for a diverse student population through coursework does not always seem to result in more positive attitudes toward learners from culturally and linguistically diverse backgrounds. Irvine (2003) found that teacher education programs superficial coursework regarding diversity can actually result in more stereotypic beliefs or negative attitudes. Similarly, Garcia and Guerra (2004) and McDiarmid and Price (1990) found that multicultural coursework did not change teachers' negative attitudes or beliefs. In addition, secondary social studies teachers in a large school district in Florida found the university preparation and school district professional development provided to them to include LEP students in their social studies classes was inadequate.

Additionally, coursework can vary in effectiveness. Bernhard, Diaz, & Allgood, (2006); DeCastro-Ambrosetti & Cho (2005); Friend, Most, & McCreary (2009); Karathanos (2009); Pappamihel (2007) have found positive effects of coursework, in a pilot study, found that teachers who took courses with diversity

issues embedded in them improved their attitudes toward teaching learners from culturally diverse backgrounds. Other positive benefits of professional development included more use of LEP students L1 in the classroom and improved LEP students achievement in classrooms of teachers who participated in a two-year professional development course focused on strategies to teach LEP students.

Teachers' attitude considerably correlated positively on students academic performance. Akinfe et al. (2012) studied teacher characteristics as predictor of academic performance of students in Osun State. The study used a survey design in investigating the perception of SS3 students on teacher characteristics in relation to students' academic performance. Using purposive sampling, 16 secondary schools were selected (10 public and 6 private) and 100 SS3 students randomly drawn from each school giving a sample size of 1600 students. Findings revealed that students' academic performance correlate positively and significantly depending on teachers' attitude to teaching and learning in the classroom ; knowledge of subject matter and teaching skills.

Moreover, teachers are being good role models in shaping character development or manner precede classes because their views on life and behavior guide the student. Ulug et al. (2011) conducted a qualitative research about the effects of positive and negative attitudes and behaviours of teachers on the personality development and performance of students. For this purpose 353 university students were chosen randomly and asked questions about the attitude and behavior of their teachers during primary school, middle school, high school and

university and how these affected their personality development and success. The students were also asked to explain with examples. The study findings show that while teachers' positive attitudes have positive effects on students' performance and personality developments, negative attitudes have a negative effect on both the performance levels and personality development of students. This in turn clearly shows that especially teachers surpass the boundaries of the classroom in individuals' educational lives and its evident how effective they can be during the whole life of the student. Teachers are the second-highest determining factor in the development of individuals, after the parents. It must not be forgotten that children take on role models while learning and that is why perhaps the behavior and attitude of teachers, which they spend the most time with apart from their parents, has an effect on their personality development and thus whether they will be successful or not. In short, when education understanding is mentioned, education which gives the child confidence, questions him/her and gives him/her responsibility should come to mind.

This research is different from other previous studies because in this study the researcher discusses about the issue that happen in bilingual education in Indonesia especially in LEP students. Most LEP students always feel lack of confidence when they learned English. Therefore, this study explained the essential part of EFL teacher in giving instruction toward low level students in Indonesia's bilingual school. As we know that English is not the native language of Indonesian students. This study discussed how teacher and students work together to create a good balanced of learning English subject. In this study, the researcher also wants to show the readers about how teacher should behave in the classroom when she got LEP student

inclusion. effective using a small group discussion in speaking class. Another thing that makes this study different from previous study is to know the motivation of LEP students in learning English while they have lack of proficiency. Additionally, this study also uses different research methodologists from the previous studies.

2.2 Theoretical Reviews

Theories that relevant to this study are presented here. They are about Bilingual Education, Limited English Proficiency, EFL Teacher, and also Attitude. These theories are presented here as guidance of conducting this present study.

2.2.1 Relevant Theories of Bilingual Education

2.2.2.1 Bilingual Education Program Models

There following are several different types of bilingual education program models:

a. Transitional Bilingual Education.

This involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like mathematics, science, and social studies while they are learning English. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only. In a transitional bilingual program, the student's primary language is used as a vehicle to develop literacy skills and acquire academic knowledge. It is used to develop literacy and academic skills in the primary language.

b. Immersion Bilingual Programs:

Immersion is a type of bilingual education in which subjects are taught in a students' second language. The students are immersed into a classroom in which the subject is taught entirely in their second language (non-native language). There are different facets of immersion in schools. There is total immersion in which the whole class is taught in that second language. Partial immersion is when about half of the class time is spent learning that second language. The third type of immersion within schools is called two-way immersion, also known as dual immersion. Dual immersion occurs when half of the students in class natively speak that second language while the other half do not. Dual immersion encourages each group of students to work together in learning each other's language.

c. Two-Way or Dual Language Immersion Bilingual Education

Dual Language or Two-Way Immersion education refers to programs that provide grade-level content and literacy instruction to all students through two languages, English and a partner language. These programs are designed to help native and non-native English speakers become bilingual and biliterate. There are four main types of dual language programs, these programs refer to how a student would best learn with Dual Language Immersion based on their previous language skills, such as :

- Developmental, or maintenance bilingual programs. These programs enroll students who are native speakers of the partner language to learn English.
- Bilingual immersion programs. This program enrolls both native English speaker and native speakers of the partner language.

- Foreign language Immersion. This program primarily enrolls students who speak English as their native language.
- Heritage language programs. These programs enroll students who primarily dominant in English, but a close relative (parents, grandparents) speak the partner language.

There are two basic models for Dual Language Immersion The first model is 90/10 model. The two-way bilingual immersion program has 90% of the instructions in grade K-1 in minority language which is less supported by the broader society and 10% in the majority language. This proportion gradually changes in the majority language until the curriculum is equally divided in both languages by 5th grade. The two-way bilingual immersion program is based on the principle of clear curriculum separation of the two languages of instruction. Teachers do not repeat or translate the subject matter in the second language but strengthen concepts taught in one language across the two languages in a spiral curriculum in order to provide cognitive challenge(Thomas & Collier. 1997). The languages of instructions are alternated by theme or content area. This type of immersion is required to develop the dual language proficiency, as social language can be mastered in couple of years, but a higher level of competency is required to read social studies texts or solve mathematics word problems, roughly around 5 to 7 years (Collier, 1987). The goal of gradually increasing the majority of the language is for instruction to become 50% of English and 50% of the partner language. The second model is the 50/50 model. In

the 50/50 model English and the partner language are used equally throughout the program.

d. English as a Second Language:

This program entails learning English while with people that speak the same language as you. ESL is a supplementary, comprehensive English language program for students trying to learn the language to better function in American society. People are learning English as a second language because English has assigned communicative status in that country. Singapore, India, Malawi, and 50 other territories use English as part of the country's leading institutions, where it plays a second-language role in a multilingual society. ESL is different from EFL (English as a foreign language). ESL is offered at many schools to accommodate the culturally diverse students, most often found in urban areas, and helps these students keep up with subjects such as math and science. To teach ESL abroad, a bachelor's degree and ESL teaching qualification is typically required at minimum.

Another form of Bilingual Education is a type of Dual Language program that has students study in two different ways: 1) A variety of academic subjects are taught in the students' second language, with specially trained bilingual teachers who can understand students when they ask questions in their native language, but always answer in the second language; and 2) Native language literacy classes improve students' writing and higher-order language skills in their first language. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. In this type of program, the native language classes do

not teach academic subjects. The second-language classes are content-based, rather than grammar-based, so students learn all of their academic subjects in the second language.

Dual language is a type of bilingual education where students learn about reading and writing in two languages. In the United States, majority of programs are English and Spanish but new partner languages have emerged lately such as Japanese, Korean, French, Mandarin, and Arabic. The concept of Dual Language promotes bilingualism, improved awareness of cultural diversity, and higher levels of academic achievement by means of lessons in two languages.

2.2.2 Relevant Theories of Limited English Proficiency (LEP):

2.2.2.1 Characteristics of a beginning LEP student:

The student may:

1. Remain silent
2. Be actively listening as he/she silently translates
3. Not following directions
4. Depend on body language, gestures or paralanguage (words or phrases such as “huh?” “unh-unh,” and “uh-oh” usually accompanied by a facial expression and/or a gesture)
5. Misinterpret body language or gestures
6. Begin to imitate the verbalization of others by using single words or simple phrases
7. Have limited school experiences

8. Exhibit extremes of behavior: frustration, nervousness, fear, and self-consciousness
9. Construct meaning from text primarily through non-print features (e.g., illustrations, graphs, maps, tables)
10. Be able to generate simple texts that reflect their knowledge level of syntax (these texts may include a significant amount of non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language)

2.2.2.2 Factors Affecting Low English Proficiency

In the order to fully comprehend the present understanding of Limited English Proficient (LEP) students, here are presented factors affect LEP students in their English performance which proposed by several experts. Normazidah, Koo, & Hazita (2012); Trawiński (2005) also presented the factors that impact the learners to have poor performance in English language learning as followings:

1. English is regarded as a difficult subject to learn.
2. Learners' learning depends on the English teachers as authorities.
3. There is a lack of support to use English in the home environment and the community.
4. Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms

5. Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.

6. Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.

7. Lack of motivation for learning or the negative attitude towards the target language.

Furthermore, Chang (2010) indicated that reasons cause students' weakness for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions. teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.

For a long time, motivation is generally involved by English as Second language teachers and researchers have been attempting to sustain students' motivation in learning English by knowing their English learning motivation types and factors which influence their supporting motivation in the long process of English learning is still in requirement of investigation in the Bilingual education context (Lei, 2012). If students are strongly motivated, they will enjoy learning the language, need to learn the language and attempt to learn the language (Sakiroglu & Dikilitas, 2012). Moreover, motivation has usually been considered to be the key concept in the learning of second language (Klimova, 2011).

2.2.3. Relevant theories of Attitude

2.2.3.1 Attitude of Teacher

The teachers' work mentality would express their attitudes towards work, the way they see the work, as an accomplishment or a compulsory duty. The satisfaction with work is an important part of the professional life, and it has consequences both at the personal level and at the organizational level. The work satisfaction could be defined as a positive emotion derived from the personal opinion of an employee about his/her work. (Constantin, 2004).

The teacher is a mentor, a planner, a promoter, a model, and a supervisor, but he is an individual too. He feels, he observes, he thinks, and he also has a lot of attitudes about different things connected to himself and his life (Haq, 2006). A good teacher can shape a student's life. Teacher and learner connection is important for the success of both teacher and learner. A teacher must display brilliant sympathy, determination, care, morality as a being. Usually, teachers respond by, with admiration, approval or disapproval in reacting to learners (Derk, 1974). To effectively educate pupils at any level, teachers must evaluate the students' requirements and how best the info should be presented (Chen & Howard, 2010)

Additionally, Gupta (1996) describes that the task of teachers is central to education. Teachers must transmit to new generation cultural heritage of society – the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. Attitude of teachers largely depends upon their personal

characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviours which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern.

The mind of the individuals is expressed in his behaviour through attitude. As he develops, he is trained and unconsciously governed by the environment to take certain attitudes towards certain subjects. Moreover, enthusiasm and excitement motivate students to have a strong desire to learn a subject (Alazzi, 2013). This is because teaching is an intensive psychological process which requires teachers to have ability to maintain productive learning environments, motivate students, make sound decisions and create personal relationships with their students so as to make positive impacts on the lives of their students (Watson,2003). Similarly, the trend come with certain attitudes as they (students) enter the classroom. If the student has favourable attitude he may surprise the teacher by his ability to learn than what was expected from him. If he has negative attitude, he may strongly resist learning in spite of the through and honest efforts of the teachers and all such efforts, prove to be futile.

Teachers become models for their students when they use their social and emotional competencies (Yavuzer & Gundogdu, 2012). The best rules of teaching skills are helpful for the learner and for the instructor to set for their supportive beliefs in order to inspire the learner to study (Yavuzer, 2000). While the constructive attitude of the teacher lets him/her to build a helpful connection with learners, it permits for the lecturer to develop helpful attitude towards learners as opposite to the bad, taking on a supporting part as well (Yavuzer, 2000). For a teacher, being able to

cooperate with the learner and show helpful attitude such as understanding their views, show attention, asking queries, raises the learners' inspiration and achievement. While in work to give pupils at an improvement level data, practice and attitude on a certain subject matter, instructors convert hero out of learners by method of their individual actions and behavior. Encouraging behavior may lead to achievement while bad behavior lead to disappointment and as an outcome achievement can lead to optimistic ego-behavior while disappointment leads to harmful ego-behavior. For example, if the instructor involves in belittling remarks to a pupil due to his/her bad result, the bad effects of this will be expected (Gecer, 2002).

Teachers must therefore be sensitive not to the cover whole of the course but to the knowledge that has taken place in the transaction. Sebastian (2016) admits that education is relevant only if we take care of our students. Teachers cannot pay any attention to the learners who do not keep pace with the teaching-learning procedure. Some learners do feel ignored in the whole transaction of the system. This group of learners needs to be taken greatest care and tackled in a way that will create well output from them. In the process, they will tend to understand themselves in an apt manner and improve positive attitudes towards themselves. Teacher's attitude towards learners also affects instruction style and its influence on learners' character as well as knowledge. Teacher's attitude towards the students is also vital in shaping classroom environment, attitudes exist of two types, positive and negative. The personal side of teaching contains teachers' attitudes in three common parts of

attitude about teaching and learning, attitude towards pupil and attitude towards self (Sprinthall & Sprinthall, 1990).

a. Teacher's negative attitude theory

A theory of teacher's negative attitude is also influenced by several factors. Smith and Smith (2000) cited four themes to explain teachers' negative attitudes about inclusion: training, class load, support, and time. Current research is consistent with their findings. This subsection addresses the following perceived problems of inclusion as identified in the literature:

- (a) lack of time,
- (b) increased workload,
- (c) damaging effect on quality of education for other students,
- (d) difficulty in communication,
- (e) feelings of being unprepared to help the students, and
- (f) lack of administrative support.

Not having enough time is an issue that many teachers face. Researchers have shown that this lack of time often leads to decreased effectiveness as a teacher (Bateman, 2008; Williams & Coles, 2007) This effect is especially true of teachers who are responsible for the instruction of students with diverse educational needs, as these students tend to place higher demands on class time and management (Lopes, Monteiro, & Sil, 2004).

Closely related to the time concern is teachers' perception that an increased workload comes with each student included in the classroom. D'Alonzo et al. (1997) found that teachers were very concerned with the increased amount of paperwork that

went hand-in-hand with inclusion. Additionally, Reeves (2006) discussed the increase in workload that is caused by having to modify lesson plans for several students. It should be noted that the increased paperwork is more closely associated with the inclusion of special education students than the inclusion of ELLs.

The quality of learning environment also influenced by the inclusion of the low level students in the mainstream classroom. D'Alonzo et al. (1997) found that 70% of responding teachers cited a belief that the overall quality of education in their classroom would decrease for all students as a result of inclusion. Van Reusen et al. (2001) listed a possible explanation for this belief when they reported that many teachers believe the learning environment of the classroom is negatively influenced by inclusion. In a similar vein, Derwing et al. (1999) noted that some teachers prefer not having ELLs because they are afraid that the class test scores will be lower and reflect poorly on them.

Another common problem mentioned by teachers is a feeling of not being adequately trained to handle the needs of students whom they consider lazy, culturally deprived, and intentionally disobedient (Sims, 2006; Tsovoli, 2004). Kamens et al. (2003) stated that many general education teachers have neither the skills nor the expertise needed to work effectively with a diverse set of learners. Evidence of this can be found in a report from the National Center for Education Statistics (2002), which claimed that nearly half of the teachers surveyed had worked with an ELL, but few had received more than eight hours of ELL specific professional development. This lack of efficacy can often cause a teacher not to support inclusion (Scruggs & Mastropieri, 1996; Wilson & McCrary 1996). Platt,

Harper, and Mendoza (2003) provided evidence of this attitude by documenting qualitative responses of Florida educators whose opinions about the practice of including ELLs were largely driven by whether or not a teacher had the personal expertise necessary for effectively instructing ELLs.

In addition to not being adequately trained, many teachers also believe that they lack the necessary support from their school administration (Derwing et al., 1999; Kamens et al., 2003; Treder et al., 2000). Additionally, Kniveton (2004) noted that many teachers are not provided with the resources, such as training or instructional tools, they need to be successful. For teachers, the result of these problems is an increased amount of job-related stress (Lee- Tarver, 2006), and subsequent negative attitudes about inclusion.

b. Teacher's positive attitude theory

In order to present the theory of positive attitudes that is accomplished by EFL Teacher. Frank (1990); Fulton (1989); Goodlad (1990); & Handler (1993) also correlated five factors to teachers' positive attitudes :

- (a) demonstrating caring and kindness
- (b) sharing responsibility
- (c) sensitively accepting diversity
- (d) fostering individualized instruction
- (e) encouraging creativity

The importance of developing a caring and respectful relationship between teachers and students is supported by several researcher. Larson and Silverman

(2000) and Noddings (1984) has emphasized it in their study. They support students' needs for both communication and care in order to achieve a personal relationship with their teachers. Noddings (1984) believes the entire school curriculum should be built around the ethic of care. She contends that with this construction, caring will become an integral part of a committed, reciprocal relationship between the teacher and student.

Sharing responsibility between teacher and student is one of the essential things in the classroom. Carlson and Hastie (1997) believe teachers' and students' agendas need to overlap and be in support of each other, and the end result would be a positive learning environment. This way of learning is a challenging way of constructing freedom in the classroom. The strength in a constructivist based classroom is in the lessons and activities of the students. Zimmerman (1990) and Claxton (1996) believe that the learning process should be organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly. Richardson (1999) states student-directed learning and curricula have become focal points for all constructivist-based teaching and learning practices.

It is critical for students to feel positive about themselves as individuals in order to gain the self-confidence to try new things. Verbally praising a shy or friendless child can be a turning point for their self-esteem and confidence level. A child may be born with a talent but someone, such as a teacher, needs to realize and believe in it or it may not ever be nurtured. A teacher has the ability to reinforce, support, and appreciate the work and play of her students. Teacher training programs

need to provide teacher candidates with knowledge and experiences with diversity, including cultural diversity. Nel (1992) stated that it would seem the trend toward more pluralistic attitudes in teachers needs to be translated into a strong and clear commitment to multicultural education, which ultimately could result in positive effects on specific classroom behaviors and attitudes. Teachers need to take the initiative to fully understand the meaning and future implications of effectively working in culturally heterogeneous classrooms. An appropriate start in teacher training programs would be to have teacher candidates research their own ethnic and racial identity. Helms (1994) expressed that personal experiences may facilitate the development and adoption of a tolerant and pluralistic orientation.

When designing lesson plans, it is not easy to compete with video games, computers, television, sports, and music. When provided with motivating activities and lessons, students become active and independent agents of their own learning. Learning should become an open adventure that does not lead down one straight and narrow path, but instead many roads should be provided that lead to a variety of destinations. Students have the right to travel with an encouraging facilitator or teacher waiting at each road block or challenge with a smile and an optimistic attitude that encourages them to continue their learning adventures. All children need a form of individualized instruction and to be actively involved in their learning. Teachers may resist the extra work required with individualizing, but research supports its importance. This is especially an issue for students with special needs.

When providing daily instruction for students with special needs, the curriculum content, materials, abilities, and teaching methods require thoughtful

consideration. Research suggests effective teachers think and behave in certain ways with children who have disabilities. McNergney and Keller (1999) observed a large number of teachers and conducted interviews. Overall, their results revealed effective teachers, and especially those who teach children with special needs, should pay attention to students' progress and actively involve them in learning activities, while offering guidance and praise for effort and accomplishments.

When given the opportunity to be creative, students will take their learning to higher levels and become actively engaged in lessons by contributing ideas and insights. Teachers should capitalize on students' intrinsic motivation, cognitive learning styles, and skill levels. This type of environment will be most conducive to fostering learning. Also, incorporating Howard Gardner's intellectual strengths, or multiple intelligences, into daily lesson planning can provide direction for teachers to offer students diverse opportunities for creative ways of learning or knowing in the classroom. The eight intelligences identified by Gardner (1997) are verbal-linguistic, logical-mathematical, visual-spatial, bodilykinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner's notion supports the continued argument that education needs to accommodate students' unique ways of learning and creativity needs to be a partner in the learning process.

2.3 Theoretical Framework

In this research, the researcher concerned to observe EFL Teacher's attitude toward not only regular students, but also LEP student in bilingual education. As we know

that one of fundamental factors of the students' success comes from the teacher itself. Each of teacher's attitude provide a powerful impact on the academic achievement and motivation toward the students .

This present study is conducted based on theory of the Teacher's Attitude (Frank, 1990; Fulton, 1989; Goodlad, 1990; & Handler, 1993) There are two kinds of Teacher's attitude, such as Positive Attitude theory that is stated by (Youngs & Youngs, 2001) and also Negative Attitude Theory comes from (Smith & Smith, 2000). Based on the output, in this case manner that is controlled by the teacher, it is clear enough whether teacher's attitude is important during the teaching-learning process. However, in this study, the researcher will focus on how Limited English Proficient (LEP) students obtain their teacher's attitude while transferring knowledge, explaining the material, giving feedback, etc. Beyond that, teachers become role model for the students. If manner is appropriate enough to the students, the good character of the students will be pursued.

As a result, LEP students are the "special learners" that required an extraordinary treatment from the teacher. According to the theory of (Normazidah et.al, 2012; Trawiński, 2005) that LEP students are having difficulties in learning English. Based on that theory, there are seven factors that impact the learners in having poor English proficiency. From this circumstances, the teachers play the important role to change the LEP students' mindset that learning English is not difficult as long as they have motivation to keep learning. This is also supported by the theory of (Sakiroglu & Diklitas, 2012; Alazzi, 2013) if students are strongly

motivated, they will enjoy learning the 1 language, need to learn the language and attempt to learn the language.

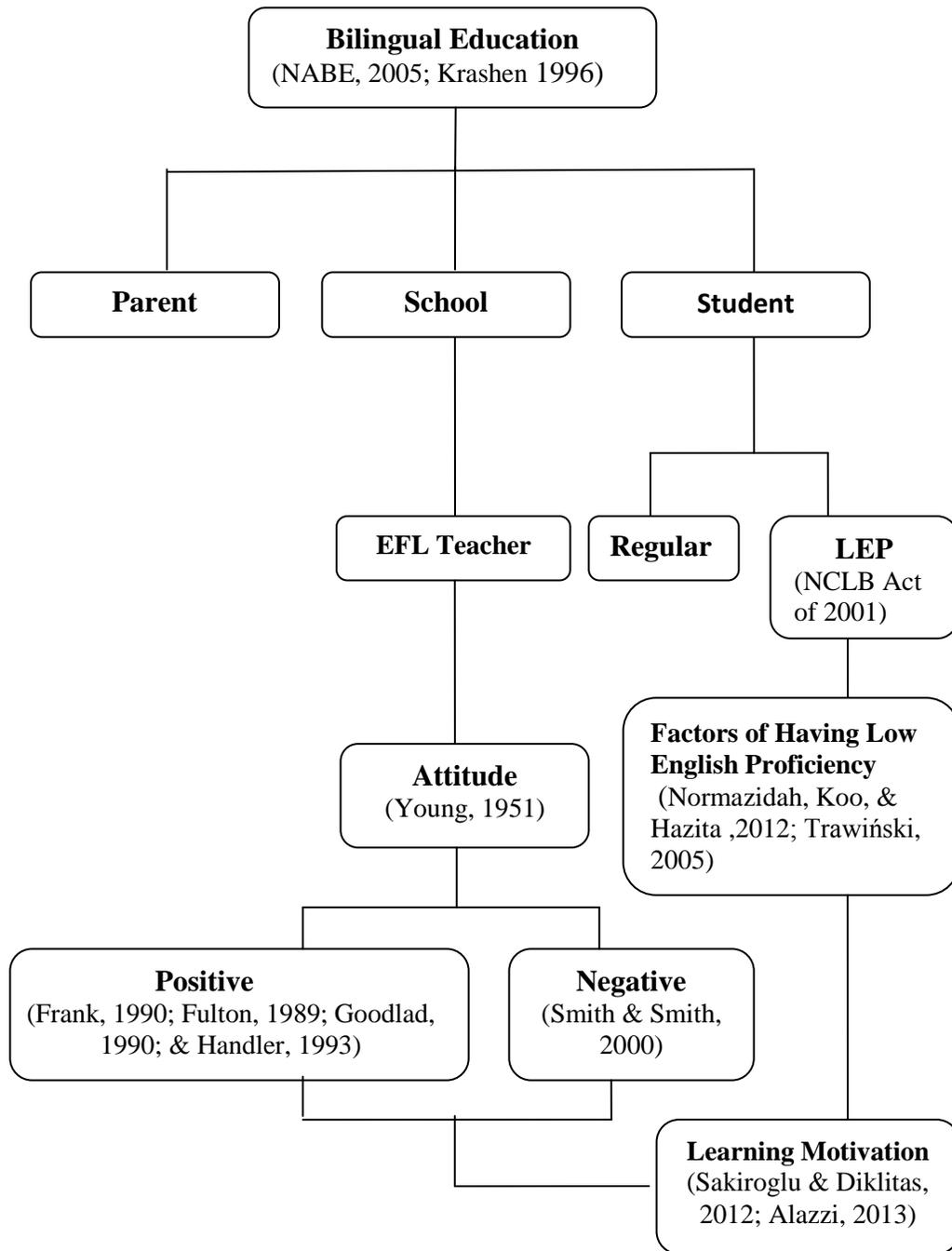


Figure 1. Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In chapter five, the researcher present conclusions of the analysis results based on chapter four. Moreover, the suggestions are also delivered for the lecturers, teachers, students, and for the future researchers theoretically, practicality, and pedagogically for having the better education system.

5.1 Conclusions

In this section, the writer give the conclusion of the whole study which had been obtained from the analysis results. First of all, we already know that the teacher's attitudes are quite important for students' learning motivation. As we know that in teaching-learning process in bilingual education, the good English proficiency among teacher and student are really needed. Afterwards, that is why there must be a good relation between both parties to make the discussion on the teaching process going well. In this case, teacher takes role in managing an effectiveness of classroom learning.

The first result of this study stated that during the teaching-learning process, the attitudes of each teacher has different category. The first teacher leads to the positive way. Furthermore, the second teacher is categorized as having positive to average attitudes. The data finding stated that both of the teachers manage the English subject in the classroom well. However, between teacher A and teacher B has their own way to treat students especially to those who has limited English proficiency.

The communication principle, specifically the language use by the teachers, becomes one aspect that stood out the most differentiating one teacher to another. The first teacher is flexible by switching language into *Bahasa* too often or even not using English as classroom instruction language at all while another teacher stricts in using English in the classroom. Besides, those teachers also give space towards their students by allowing them using their first language (*Bahasa*) all the time in the classroom in order to make everything easier.

The second result also showed that the teachers' attitudes contributes to LEP students' learning motivation. It clearly indicates that students' willingness on studying English is mostly influenced by the teacher's manner toward them. They have various response about their EFL teacher's attitudes in the classroom. Most of them are helpful and motivated. However, another LEP student felt that he does not want to learn English much because of the lack of self-enthusiasm.

5.2 Suggestions

The researcher try to give some suggestions for EFL Teacher and future researchers who are related to the attitudes of EFL teachers in order to engage students' learning motivation.

For EFL Teacher, this study is not intended to criticize the English teachers. It is expected that the result would be taken positively. As we know that being a teacher is closely related to other people. She becomes a role model for her students. She has to treat them fair and aware of each students' need. Teacher literally cannot

let her students staying confused. As long as teacher is able to re-explain the material, it is totally fine to do it. Teacher also need to check students' understanding regularly in order to ensure their readiness on moving new chapters. Using an English as a predominant language is good as long as all of the students get the point. It will probably be fair whether the teacher conveys the material with comparison between L2 (60%) and L1 (40%). They still can catch up the meaning of particular points with *bahasa* if they do not understand the English version. However, English is still more frequent used than *bahasa*. Teacher also have to realize on each student level of English proficiency. Not all students have an excellent performance. Low level students should be considered as a student who needs different treatment but not discriminate each other.

Furthermore , for other researchers who are interested in the same issues, this research should be developed more. Considering the limitation of this study, by extending the other scope of the unit of the analysis, particularly in English language teaching, it helps widening the insights of how EFL teacher's attitudes circulate into the limited English proficient (LEP) student's learning motivation in bilingual education. However, it is completely acceptable whether involving other students from any stage such as young learners or primary students becomes the next respondents on future research. Another possibly to enhance this study also find out ESL teachers to teach the same bilingual classroom and monitor the way they treated their students.

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