

Integrating Child Rights Education and English Language Teaching

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ABSTRACT

There are some purposes of the study in this article. 1) It describes children's rights education, 2) It describes integrated English learning, 3) It develops a framework for integrating English learning and children's rights education. This type of research is literature study with some procedural steps. The first is collecting data from various journal articles on children's rights, Integrated Language Learning approaches, and textbook studies. The second step is placing the object of study in a multidisciplinary context. The third step is conducting analysis early on, and throughout the study, to find patterns. The last one is analyzing the data inductively. The validity of the data was tested by triangulation of sources and theory. Data analysis is carried out inductively and continuously and simultaneously with data collection. The result shows that there is opportunity for integrating child rights education and English teaching and learning.

Keywords: *Integrating, Child Rights Education, English Language Teaching.*

1. INTRODUCTION

The national education system has a legal basis in the form of the National Education System Law No. 20 of 2003. One of many values that founded the law is the value of human rights. The fulfillment and protection of human rights is very important considering that every human being has the same position in supporting the survival of the nation and state. Every human being has the same position under the law[1]. That is why human rights must be upheld and should not be denied.

Something that cannot be denied from these human rights is the child rights. The child rights actually also exist within the framework of human rights, but there are things that are more specifically emphasized because children are human beings who develop and grow as humans with various different characteristics based on age restrictions[2].

Children as subjects of education should be given an active role and guidance to be ready to run their lives to face challenges in the future. Education must provide opportunities and provide direction to every child so that they can explore their potential and take advantage of their environment for self-development while

respecting each other regardless of ethnic, cultural, economic, social and religious background[3]. Every child must be guided to have the character of respecting other children as they respect themselves. This is where the need for teachers, parents, and educators to teach children to respect the rights of others[4]. To achieve this goal, child rights education is not only necessary for teachers, parents, and educators, but also for children who interact with one another.

Cases of neglecting children, bullying, verbal and physical violence still appear in schools and in children's play areas. These children do not get their rights other than because of the ignorance of the perpetrators of violence and rights violations, it can also because these children consider it not a violation of their rights to be educated properly according to values and ethics as well as educational theory.

Statistically, the number of violations of children's rights is still high. As recorded in the PPA symphony, the number of cases of violence against children was 4,859 with a total of 5,048 child victims from January to August 2020[5]. This data is of course data on reported cases so that the actual number of cases could be even higher.

Starting in 2002, the state has drafted a law on child protection and revised it several times, until the latest revision of Law No. 35 of 2015 which mandates a program to protect children while in school. Schools have also started initiating child-friendly schools. Based on the child profile in 2020, there are 43,987 child-friendly schools spread across 34 provinces[6].

Based on the Article 54 of Law No. 35 of 2015 concerning Child Protection, it can be stated that in an education unit, children must be protected from physical, psychological, and sexual violence by educators, staffs, fellow students. This article only focuses on child protection. While protection is usually more directed to regulations, Standard Operating Procedures, or handling cases when cases occur. Something more important and will have a long-lasting impact is education.

Education will provide students with an understanding of the rights and their obligations which is to respect the rights of other students. The teacher's roles in the classroom is certainly very important. Teachers should not only teach which means transferring information and increasing students' knowledge, but also training them and instilling values in them in all aspects of education. One of them is to instill the values of politeness and respect for the rights of others. This of course can be done by the teacher by integrating education on the values of tolerance or respecting the rights of others by internalizing it in learning activities which also aim to increase knowledge and train English language skills.

2. METHOD

This is qualitative literature research. The steps taken in this study: (1) collect data from various journal articles on children's rights, Content and Language Integrated Learning approaches, and textbook studies; (2) placing the object of study in a multidisciplinary context; (3) placing the researcher as the main tool (key informant) in data collection.

3. DISCUSSION

Content and Language Integrated Learning (CLIL) is popular and increasingly known nowadays. The acronym CLIL was proposed by David Marsh, Jyväskylä University, Finland. He stated that subject matter and language teaching can be taught simultaneously and give successful result [7].

Wolf also support this statement. He explained that CLIL approach can be successful when the teaching learning process also fokus on reading comprehension

and writing [8]. In the CLIL approach, communication skills are taught in an integrative way. Teacher should integrates reading, listening, speaking, and writing activities. Those four language skills will bring benefits to learners in understanding the content when performing language learning processes. Besides, the language skills can be achieved through the content, issue, or materials discussed. It can help student's language competence, whether linguistics, discourse, and actional competence also vocabulary.

It also has other advantages to the student. The figures and text can be used as the source for activities and contribute to the develop their critical thinking.

The material in CLIL is also discussed orally. This means that there is also integration between language skills. The opportunities given to students in discussing the material will also support writing skills. This assumption is supported by Mercer in Dale[9] which states that when a teacher encourages students to explain and give reasons for their ideas using words such as "because", "but", and so on, they develop a better understanding. Encouraging students to speak helps them understand the content and also helps them to write better. When they talk about their ideas before they write, students also produce higher quality writing. They also write better if the teacher gives them as many text models as they need to write and if they talk about how the text is organized.

CLIL offers the opportunity to enable students to use other languages naturally. At CLIL, language learning and are mixed other subjects in one way or another. It means that in the classroom there are two main objectives, one is related to subjects, topics, or themes, and the other is related to language. That is why CLIL is sometimes called dual focus education. In this case, the CLIL material is not only used to develop students' understanding of the subject matter but also becomes a model for students in several aspects of language including grammar, vocabulary and mechanics.

Grammatically, the texts provided by teachers at CLIL offer a variety of grammatical constructions that students need to make sentences. The more variety the students have, the easier it will be for them to write the text. They just need to recall the concept of grammatical feature in their mind and apply it in their writing. Something even more advantageous is that the grammar that students learn is actually used in the text. By teaching the grammar that students really need to compose a text, teachers can provide a meaningful learning process for students.

In addition to grammar, these texts contain vocabulary terms that are useful for students to compose a text. At CLIL, teachers offer hands-on instruction on techniques or procedures to develop a broad and diverse vocabulary. Vocabulary terms are also related to students' previous knowledge and experiences. The background knowledge of the students on content area can develop the vocabulary, and the vocabulary in a content context can develop their content knowledge. By doing writing assignments, students can practice and make repetitions so that they can get used to new words and understand how they can be used properly.

In CLIL, texts also provide useful mechanics for students to compose. The teacher can explain to students, based on the text model, the mechanism used by the author to make the text readable. The teacher can also compare the mistakes that are usually made by beginners, so that students know these mistakes. For this reason, it is assumed that CLIL can improve students' writing skills.

To make an effective learning, there must be procedure carried out by the teacher. This procedure is very important because it guides the teacher from some deviations in carrying out the teaching and learning process. Unsystematic procedures will be counterproductive to the objectives of teaching and learning activities. To create a systematic guide, Darn (2006) states a three-step design of CLIL lessons. Namely language identification, language categorization, and follow-up tasks. The following is an explanation of these stages. 1) Language identification, 2) Language Categorization, and 3) Follow-up.

In the language identification step, students are proposed to explore and reproduce the text with their own words. However, they need guidance to compose a text with the correct grammatical structure and proper vocabulary. To introduce grammatical structures and vocabulary, several activities will be carried out in this step such as using matching and filling in gaps, marking word stresses and parts of speech, and drilling problematic lexis.

This is done because simple and complex language is needed to be used by the learners. In this step, no language assessment involved. However, it is better idea that the teacher identify the useful terms or syntax in the text and categorize them based on their functions. Sometimes, students need the terms for comparison and contrast, expressing location, and describe process. They may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and assigned phrases can also be given

attention as well as subject-specific and academic vocabulary. Several activities can be performed in this step. Students are guided to view the full text and categorize the grammatical structure of sentences by adding language to the chart. Students can be guided to categorize language by type (specific subject, academic) or by function (describe location, measure). Students can also be guided to classify sentences into structures that are typical of this type of text (present and present perfect passives).

In the follow-up activities, there was a slight difference in the type of task between the CLIL lessons and the skills-based ELT lessons. A variety of assignments should be assigned, taking into account the learning objectives and the learner's style and preferences. This is very important because these tasks will be meaningful for students, especially to describe their understanding of the subject matter.

The assignments that are designed for production should be oriented to the subject, so content and language can be recycled. Because content must be focused, more language support than usual in ELT lessons may be required

3.1. CLIL Strengths and Weaknesses

Based on the above discussion, the researcher can draw some of the strengths and weaknesses of CLIL. In terms of strength, CLIL integrates skills, each skill involved in CLIL can provide reinforcement to other skills [10]. The large variety of material presented in CLIL provides opportunities for students to be used as models in productive activities [11]. In the teaching and learning process, students can compare the results of their writing with the model and can identify some shortcomings in their writing [12]. Teachers can explain the grammar needed for students' productive processes without having to explain things that are not necessary. Vocabulary terms can provide language exposure to students so that terms can be used in writing texts [13].

This approach also has some drawbacks. In certain cases, this approach is more challenging to be applied because students must learn two things simultaneously, the language used and the content of the subject. According to Puffer there are dimensions beyond the level of sentence. There are cohesion and coherence, arrangement of the discourse, paragraph organisation, genre, style, and register awareness. Those areas of writing have little or no effect on the CLIL experience [14].

3.2. Child Rights Education

Previous studies on children's rights were mostly related to law, policy, philosophy, and politics. Several previous articles examined the position of the CRC as a product of the United Nations with a western perspective and dominated. Therefore, there needs to be decolonization efforts by researchers so that the CRC also accommodates other parts of the world [15], [16]. Studies were also conducted regarding the need for integration in the implementation of the CRC in national law. This is because there is often tension in the field of legislation when international agreements must be included in the legal products of a country [17].

Sloan examines the role of fathers in determining the legal rights of children in adoption [18]. Cassidy conveyed that children's participation rights are often overlooked in policy making [19]. This can be seen in his study of the participation of children in policy making in 11 countries on 5 continents.

In addition to related policies, Cassidy also conducts studies in the domain of philosophy on child rights, especially in the field of participation [19]. In another study, Cassidy discussed the concept of children in relation to civic education to promote human rights through Philosophy with Children (PwC). The study opens a space for children so they can get involved in politics, and explore questions that are relevant to their lives in society. These activities will not only prepare children in the field of politics, but also will facilitate their political involvement as children [20].

Many studies on education and facilities for the fulfillment of child rights have also been carried out. Krappman said that the general tendency of society to see children not as whole human beings so that children's voices about their rights are not considered [21]. This is contrary to the CRC which provides opportunities for children to be able to voice their rights which can be done through education [22]. In this case, Conrad uses Philosophy with Children (PwC) as a method.

Another study was conducted by Jerome who said that children's rights education can be viewed from three perspectives. The first perspective is the legal perspective which sees child rights education as

implementation. The second perspective is a hermeneutic perspective that examines texts related to children's rights. The third perspective is a radical perspective that examines the education of children's rights as an educational political struggle [23].

A study on human rights education was also conducted at a university in Scotland. This study shows that some prospective student educators feel unprepared to engage with human rights education. In conclusion, this issue should be addressed in the education of prospective teachers. Education of the Child rights makes a positive contribution in reducing students' social inequalities. Child rights education should be integrated into some aspects of education. It can be integrated in the curriculum, in the teaching learning process, in the teaching materials and also in teacher training [24].

Buliung researched and suggested the need for school bus travel management in order to increase the duration of interaction of children with special needs with their friends as their educational rights [25]. It indicates that child rights education is very urgent to be implemented in the school environment.

3.3. Integration Alternative

Research on the use of English textbooks for integrated learning has previously been carried out by many researchers on different issues from the studies conducted by researchers. Ramesh Nair discussed several things, including ethnic diversity, while Marcus Otłowski discussed ethnic and gender diversity [26].

Firman Parlindungan more specifically discusses Indonesian culture in English textbooks [27]. Xiang & Yenika-Agbaw discuss English textbooks not only in the cultural aspect but also in the political aspect [28]. Astrid Nuñez-Pardo examines English textbooks from the point of view of a comparison between cultures where one side is superior and the other is inferior [29].

Another study discusses sexism in English textbooks [30]–[35]. Other writings on English textbooks recommend that textbooks should provide an equal description of the roles of women and children in society. The description also does not position their role inaccurately in social life [36]–[38].

Another study is about moral values that can be found in an English textbooks. The moral values usually occur in the narratiev text and are usually concerred with the value of goodness, justice, and honesty [39]. From previous studies, researchers see that learning can be integrated with multicultural education, issues of sexism

values[40]. From this, the researcher can draw the conclusion that children's rights education can be integrated with learning English which is sourced from the English textbook. Furthermore, the framework for integrating children's rights education and learning English can be seen in Figure 1.

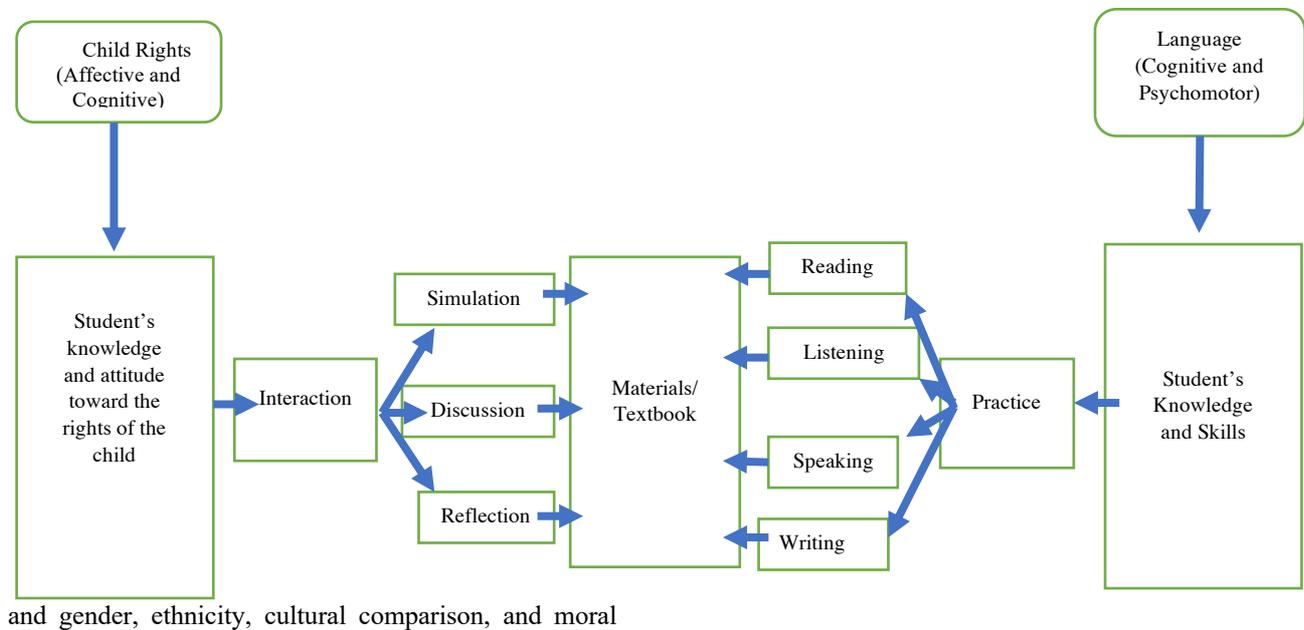


Figure 1 Integration of Child Rights Education and English Language Teaching

The diagram above shows that the value of child rights is in the domain of knowledge and attitudes. Knowledge and attitudes can be obtained in several ways. Knowledge can be achieved by remembering, understanding, analyzing, and evaluating. Affective competence can be achieved by accepting, appreciating, carrying out, living, and practicing. To carry out activities to achieve cognitive and affective competence towards the value of child rights on the diagram, it is carried out through interaction with simulations, discussions, and reflections. The student awareness on their own conditions also improve their critical thinking[41].

In language skills there are two domains, namely cognitive and skills that can be developed. The achievement of cognitive and psychomotor competence can be conducted through practicing reading, listening, speaking, and writing. Students can carry out reading, listening, speaking, and writing activities collaboratively in interaction with other students.

4. CONCLUSION

Children's rights education is potentially integrated with English language learning. This is because in

English learning materials in the form of textbooks have themes, situations, illustration, and expressions that can be connected to the issues of children's rights. By utilizing existing learning resources, teachers can educate their students about the awareness of their rights as children and the rights of other children that they must respect. It is enough for the teacher to analyze the parts of the learning material so that it can be directed to children's rights education.

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