CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on the theories which support to good practices in teaching English to young learners (TEYL). There are five main points which are discussed. They are explanation about TEYL and good practices in TEYL, the roles of the English teacher, the implementation of English teaching practices, and the language learning environment.

2.1 Teaching English to Young Learners (TEYL)

Teaching English to young learners (TEYL) refers to a more specialized area of teaching English which deals with young learners. Young learners themselves refer to children in the ages between 5-12 years old. Scott and Yterberg (1990) divided the children into two main groups. The first level is children with 5-7 years old and the second is children with 8-10 years old. Slatterly (2003) said there are two classifications of young learners. The first is young learners (YL); they were 7-12 years old. The second is very young learners (VYL); they were under 7 years old.

Pinter (2011) divides young learners into three groups. The first is children who start pre-school at about the age of three, the second is the group of children who start primary school at around the age of 5-7 and finish primary school 11 or 12, although in some countries it happens at around the age of 13 or 14. Cameron (2001) defines young learners as "those between five and twelve years of age".

Scott and Ytreberg (1990) understand young learners as "pupils between five and ten or eleven years old". Simply, related to our national education level young learner or children is students of elementary school. Cameron (2001, p.12) added that it was thought until quite recently that by the age of 5, first language acquisition was largely complete.

The important thing in discussing the concept of teaching English to young learner is about *age*. Age in teaching English to young learner concept plays crucial role concerning in what we teach and how we teach our young learners in the classroom. Young learner has special differences from adolescents and adults in terms of language learning needs, language competence emphasize and cognitive skill addressed. Therefore, understanding the concepts, principles, ideas and strategies in teaching English to young learner is very urgently needed for effective and joyful language learning in the classroom.

In order to provide effective English teaching practices, the English teachers should understand the young learners characteristics' well. After understanding and recognizing the characteristics of the learner groups teacher can determine the approaches and strategies in teaching English to young learners. Then in turn effective practices lead them to achieve their success in learning English.

TEYL gives significant effect for young learners not only increasing their interest in learning English in the higher level of education but also gives them English basic knowledge to make them able to respond the oral instruction, to

speak, to comprehend written texts, to write words, phrases, sentences, and paragraph in simple English.

2.2 Good Practice of TEYL

Good practice of TEYL deal with the capability of the English teachers to provide effective teaching and learning process for young learners (ISLA, 2006; Hofkins, 2007; Shin, 2007). Jones (2004) and Public School of North Carolina (2006) mention that the English teaching practices considered as effective if the English teacher is able to: (1) provide good planning, (2) use various kinds of materials, activities and assessment, (3) provide positive climate for students to develop their languages, (4) use meaningful teaching techniques based on real context to encourage students participation and (5) build good relationship with the students. As a result of providing good practices is the students are encouraged and they focused on their work.
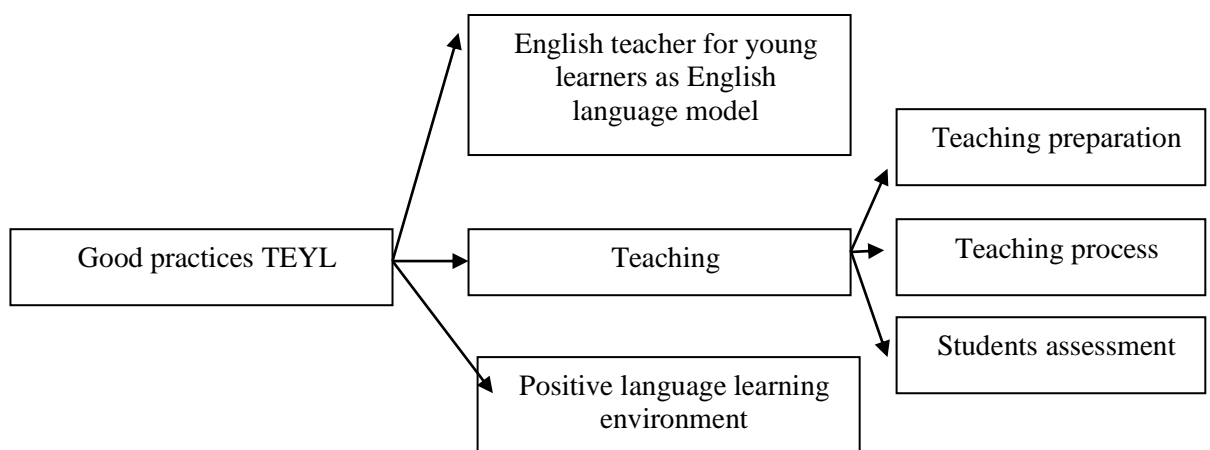
2.1 Chart of good practices TEYL

For detailed information about good practices in TEYL, it is discussed one by one on the following point started form English teacher for young learners,

teaching implementations (including teaching preparation, teaching process, and students assessment), and positive language learning environment.

2.2.1 English Teacher for Young Learners

In the field of TEYL, English teacher has important role for young learners. The main role of English teachers for young learners is as an English language model. Young learners rely on the teachers for their language models because the students pay all of their attention for the teacher's input. Therefore the English teacher should have clear pronunciation and articulation. In short, he should teach them well by utilizing good practices in order to give sufficient English basic knowledge as a modal to continue into higher level of education.

The English teacher for young learners has some important roles in English teaching practices. When the teacher can perform their roles well, which means being well-organized and well-prepared, the feeling of confidence of the students is developed. This feeling is a necessary component in the successful relationship between students and their teachers to support successful English language learning.

Understanding the teaching principles of teaching English to young learner is very important. So teacher of young learners must comprehend language learning principles before teaching their students in the classroom. These principles can bring teachers to the success of language teaching and learning in the classroom.
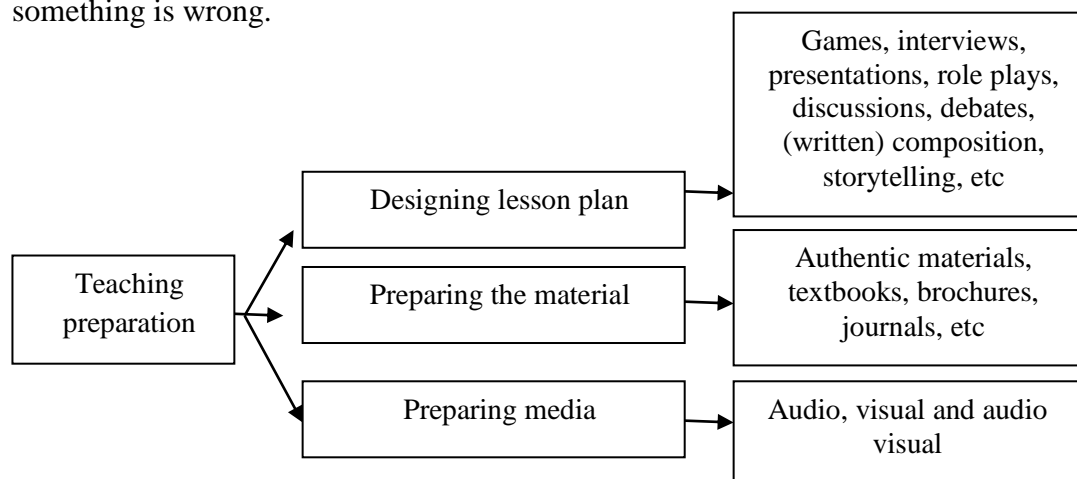
2.2.2 Implementation of TEYL

Teaching is a combination of art and science. As teachers mature and gain experience and confidence in the classroom, they develop an intuition about teaching. Experienced teachers integrate "best practices" into their own individual teaching style. Indeed, the art of teaching is the capacity to blend ones personality into these successful teaching practices to create a unique but effective approach to teaching (Hoopingarner, 2009, p.2). The question is how to make the best practices of teaching. Hoopingarner (2009, p.2) explained that the term "best practices" refers to the aspects of teaching that are under a teacher's control, including the classroom environment, classroom procedures, classroom materials, and behavior in the classroom (that of the teacher *and* the student, which the teacher influences through rules and directions). So teacher and learner play crucial effect in the process of English language teaching and learning.

The use of appropriate approaches, strategies and methods are also very urgent to be considered by English teachers as important aspect especially teachers of young learners. In short the implementation of TEYL involves three aspects i.e. teaching preparation, teaching process in the classroom practices and students assessment. Detail explanation of each item can be drawn as follows.

2.2.2.1 Teaching Preparation

There are many things should be prepared well before teaching process done. Hoopingarner (2009, p.5) said that Successful instruction does not happen spontaneously, by accident, or as a product of the teacher's engaging and bubbly

personality. Teaching effective lessons are carefully planned and deliberately executed. Churchill (1961) said, "He who fails to plan is planning to fail." That is especially true in language teaching. If the teachers do not have a clear plan, their lessons will lack direction and purpose, and their students will sense that something is wrong.

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                              ┌──────────────────────┐
                              │ Games, interviews,   │
                              │ presentations, role  │
                              │ plays, discussions,  │
          ┌──────────────────┐│ debates, (written)   │
          │ Designing lesson ││ composition,         │
          │ plan             ││ storytelling, etc    │
          └──────────────────┘└──────────────────────┘
┌─────────┐┌──────────────────┐┌──────────────────────┐
│ Teaching││ Preparing the    ││ Authentic materials, │
│ prepara-││ material         ││ textbooks, brochures,│
│ tion    │└──────────────────┘│ journals, etc        │
└─────────┘┌──────────────────┐└──────────────────────┘
           │ Preparing media  │┌──────────────────────┐
           └──────────────────┘│ Audio, visual and    │
                               │ audio visual         │
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2.2 Chart of teaching preparation

In short, at least there are three items should be prepared well before the teachers go to the classroom. Hoopingarner (2007) said in teaching preparation there are three things which should be prepared: (1) designing lesson plan carefully based on the students needs, (2) preparing the material, and (3) preparing media for the English teaching practices. Teaching preparation is the starting point to provide effective practices of TEYL. Good preparation of English teaching practice leads to successful, both for the teacher in teaching process and for the students in learning English. Therefore the English teacher should prepare seriously and carefully before he /she enters the classroom to teach the students.

The first teaching preparation that should be done is designing lesson plans. The purpose of planning the lesson is to provide well structured, interesting and enjoyable lesson for the students. It can help the students to achieve better progress and learn faster. Lesson plan also gives the whole map of the teaching and learning process to help teacher provide affective teaching practice. The principles of lesson planning are involving the aims of the lesson, providing various activities to make the students interested, being flexible according the situation in the classroom when teaching and learning process are done.

There are many ways to structure lessons effectively. One format that is useful for new teachers is PPP, which stands for Presentation, Practice, and Production. Under this format, the lesson is divided into three stages. As the lesson moves through the stages, the teacher's role shrinks, and the student's role grows. The lesson begins with teacher-fronted and teacher-controlled instruction, often with the teacher involved in direct instruction (the "presentation" stage). At this stage, visual cues and props, PowerPoint, media, etc. are useful tools to help the students understand and learn. Structured activities can be in the form of games, worksheets, and group work, or whole-class, teacher-led activities. The point of this stage is to get students using the lesson content actively. Finally, students apply the learning to communicative activities that require them to use the language that they were presented with and that they practiced. Again, this can be accomplished in a number of ways, including games, interviews,

presentations, role plays, discussions, debates, (written) composition, storytelling, etc (Hoopingarner, 2009, p.5-6).

After designing lesson plan, the second teaching preparation that should be done is preparing materials carefully for young learners that it should be linked to the interest and life experience of the young learners. Besides, the materials should be easily understood and designed based on young learners' characteristics. The English materials can be in the form of authentic materials, textbooks, brochures, journals, etc. to provide suitable materials for young learners, the English teacher must consider some indicators: the goal and the content refer to the topic that are discussed, the contents of the book are arranged in a good order, provide attractive materials, various activities, easy to get and use, and cover all language components and skills. The English teacher also can adapt, adopt or develop the materials based on students' needs.

The third teaching preparation that should be done to start teaching and learning process is preparing media. Media are used to help young learners learn English well. There are some functions of teaching media; such as helping the teacher to save the time, motivate the students' interest, encourage the students' activeness, help the students communicate in English and support positive language learning environment . The fact that English language is not used in the students daily life make young learners get more difficulties in learning a foreign language than learning the other subjects. Using media gives benefit for both the English teachers and learners, to simplify the teaching and learning process, to decrease Indonesian language usage, to encourage students' motivation, to

explain new thing easily, and to make same perception between teacher and students. In general, there are three kinds of media; audio, visual and audio visual. The English teacher for young learners must be selective and creative to select or make media to support the English teaching practices. Appropriate media help the English teacher and young learners be successful in English teaching and learning process.

In short the good English teachers should prepare at least those three items to make their teaching learning process run effectively and get the target of the study. Lack of one preparation will influence all the teaching learning process, even disturbing the result of learning target. So it's important to prepare all those items before running the teaching learning process.

2.2.2.2 Teaching Process

The most important is the process of teaching itself. Here the teacher should give opportunities to the students learn easier. Next the teacher should provide the lesson systematically, for instance, what kinds of language focus has to teach them based on their needs and interest. Finally the teacher should motivate students to be active in learning process that helps them to develop their skill in English. The importance of bringing those three elements into teaching practice is giving a chance for the students to rehearse their English, helping them to switch language they have been studying into language which they can use instinctively without having to think about it, helping them enjoy the lesson,

helping the students and the teachers know the progress of the teaching learning process and providing positive motivational effect on students to learn better.

In order to enrich children language, there are some activities that help them explore and practice English. They are using storytelling and retelling, using puppets as part of a listening activity and an interactive activity, describing unseen objects, motivating activities to make them talk, language based games, and making regular assessment to see the students' progress. It is also important for the young learners to do physical activities like singing songs, dancing, playing drama. Therefore the English teacher can choose the most appropriate activities according to the topic that they discuss.

In short the creativities of the teachers are important to make the class enjoy in learning English. The creativities are in the form of preparing many appropriate media, many methods, appropriate materials, and appropriate assessments.

2.2.2.3 Students Assessments

Hoopingarner (2009, p.25) said that testing is the attempt to bridge the gap between teaching and learning. Teaching is visible, measurable, and under the direct control of the teacher. None of this is true of learning, however. Assessment is used to try to measure learning. Besides that assessment also significant to identify students' progress, check students' particular skills, find out whether the objective of teaching have achieved, identify students' attitudes, find out students' interest and diagnose the problems.

The standards of monitoring and assessment deal with the process of the assessment in the classroom context, when the teachers give immediate and constructive feedback to support students as they learn and involve students in reflecting on, evaluating and improving their own performance. Hoopingarner (2009, p.25) mentioned that there are two forms of assessment. Summative assessment happens after teaching is done, and is intended to measure student achievement. A final exam is an example of summative assessment. There are many ways to conduct formative assessment. The simplest is to ask a student a question in class.

Furthermore there are many kinds of assessment (Scott &Ytreberg, 2001). They are teacher observation of writing, one by one questioning, teacher-led whole-class question answer, quick testing technique, one by one redrafting, peer review with teacher observing, self assessment, students oral presentation, formal diagnostic assessment, whole –class interaction, and end of year assessment. Teacher can do more than one assessment to assess the students.

2.2.3 Language Learning Environment

Educators have to be able to create a supporting learning environment that makes young learners be a part of the learning community members. Creating a supportive language learning environment can be done by establishing a welcoming early learning environment, as well as encouraging children to play and maximize that English exposure when teaching young learners. When young learners cannot understand what the teacher says, the English teacher can use

supplement verbal communication, use objects and pictures, repeat the same idea or instruction, check their comprehension, tell a story rather than ask them to read a storybook, and choose interesting books that use simply language.

The form of a positive language learning environment that is presented by dynamic classroom management and atmosphere for young learners make them feel secured and comfortable in learning. The effectiveness of English teaching practices are also determined by language learning environment. They can be encouraged to become independent and adventurous in the learning language. The physical surroundings also should be pleasant and familiar by decorating the wall using posters, pictures etc. Arrangement of the desks is also important in the classroom management. It is possible to arrange the desks different way for different lessons. Grouping the children is important to keep in mind that not all children take to pair and group work at once. Creating classroom language is very helpful for the students' progress in learning English (Scott & Ytreberg, 2001).

To provide joyful language learning environment there are some suggestions to do. First, school should be able to provide bright and colorful classroom, with windows so the children can explore many things from outside of the classroom, and enough space to do various activities. This is important as young learners tent to use their imagination and learn by exploring anything around them. The activities for English teaching and learning can be in form of drawing, singing, making things, playing games, dancing, etc. Therefore English teachers must provide cheerful and supportive condition. Second, good

relationship between the students and teachers also support positive language learning environment. It makes a good relationship between teacher and students. Besides English teacher has to be able to recognize the students, listen the students, respect the students, and be fair to create successful interaction with the students. All of those items would make significant influence in environment cheerful.

Next the classroom management consists of physical environment of the classroom and nonverbal communication. Physical environment consist of: (1) sight sound and comfort, (2) seating arrangement, (3) chalkboard use, and (4) equipment. Meanwhile verbal and nonverbal communication in teaching and learning process are explained as good voice, confidence body posture, charming face, facial and hand gestures, eyes contact with students, and style of dressing up. In short the English teacher should consider how to create positive language learning environment because it gives big influence for the students' success in teaching learning process.

2.3 **Teachers Design Teaching**

Teachers Design Teaching can be explained into some points. First the Definition, the teacher role, and the model of design. The definition of instructional design is the practice of systematically designing, developing and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion towards an efficient, effective, appealing, engaging and inspiring acquisition of knowledge. Wijayani (2017, p. 21) said Instructional

design is a development of learning system and its implementation included instrument and procedure to increase the learning quality (*pengembangan sistem pembelajaran dan sistem pelaksanaannya termasuk sarana serta prosedur untuk meningkatan mutu belajar*). Sanjaya (2017, p.22) said instructional design is a systematic process to solve learning problem through process of planning instruments of learning and its activities should be done, the planning of sources of study that is used and the planning of evaluation success of study. *(proses yang sistematis untuk pemecahan masalah pembelajaran melalui proses perencanaan bahan bahan pembelajaran beserta kegiatan kegiatan yang harus dilakukan, perencanaan sumber sumber belajar yang dapat digunakan setta perencanaan evaluasi keberhasilan belajar)*. In short Instructional design is a systematic process to reach the target of study.

2.3.1 The Role of Teacher in Design

Based on the government rules number 77 year 2008 (Wijayani, 2017, p.29) said that teacher is a professional educator who has the main function to educate, to teach, to guide, to point, to train, to score and to evaluate the students in the pre-education age on the formal education, elementary education and junior high school *(PP no 74 tahun 2008 : guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar dan pendidikan menengah)*.

First the teacher has to analysed development of students as the raw input before they in the process of teaching to determind the outcome. Then the

teacher designed goal of teaching to be competences must be mastered by the students. to know how the achievement the teacher has to designing evaluation of teaching. To make evaluation the teacher has to designing learning experience, strategy, media and sources of learning. And it the teacher must be designing material of teaching. In short the process can be drawn below;
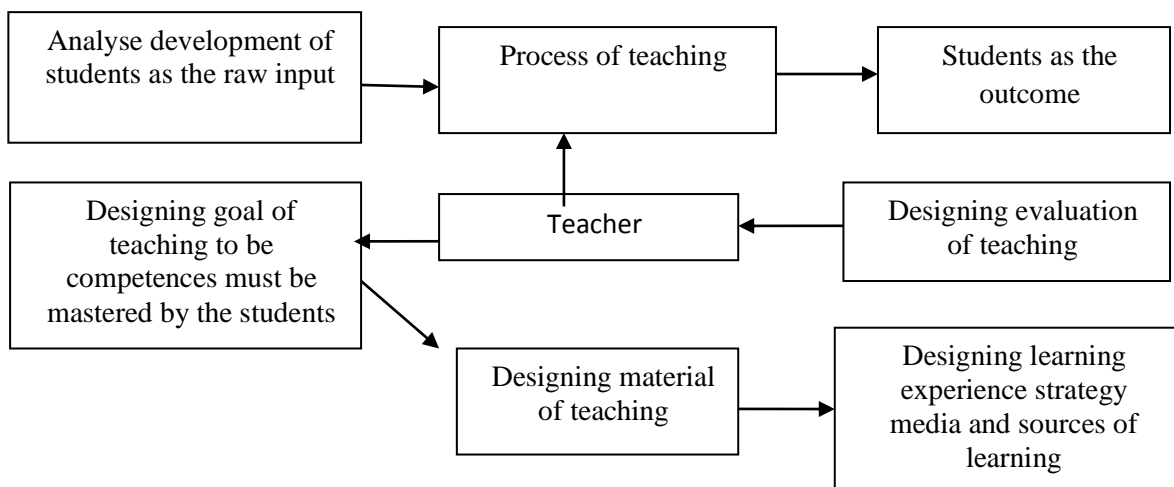
2.3 Model of teacher roles as the designer of teaching
(Wijayani, 2017,p. 30)

2.3.2 Model Design

There are many kinds of model design of teaching. Here the researcher gives some models that usually used by many schools in the world. In a brief explanation can be drawn belows:

a. Model Design of Teaching ASSURE

This design has some steps: (1) *Analyze learner*, (2) *State objectives* (an objective is a statement of what will be achieved, not how it will be achieved), (3) *Select methods, media, and material*, (4) *Utilities media and materials*, (5) *Require learners participation*, and (6) *Evaluate and revise* (Widayati,

2017,p.39), see https://en.wikipedia.org/wiki/ Model_design_of_teaching. This is the familiar model design that used in teaching learning process and formulated as class oriented.

b. Model Design of Teaching ADDIE

This design has some steps: (1) Analyze, (2) Design, (3) Develop, (4) Implement, and (5) Evaluate. In short the steps can be explained below; (1) *Analyze* refers to the gathering of information about one's audience, the tasks to be completed, how the learners will view the content, and the project's overall goals. The instructional designer then classifies the information to make the content more applicable and successful. (2) *Design* means begin to create their project. Information gathered from the analysis phase, in conjunction with the theories and models of instructional design, is meant to explain how the learning will be acquired. For example, the design phase begins with writing a learning objective. Tasks are then identified and broken down to be more manageable for the designer. The final step determines the kind of activities required for the audience in order to meet the goals identified in the analyze phase. (3) *Develop* means involves the creation of the activities that will be implemented. It is in this stage that the blueprints of the design phase are assembled. (4) *Implement* means allow the instructional designer to test all materials to determine if they are functional and appropriate for the intended audience. (5) *Evaluate* means ensure the materials achieved the desired goals. The evaluation phase consists of two

parts: formative and summative assessment. (Widayati, 2017,p.42-43), see https://en.wikipedia.org/wiki/ Model_design_of_teaching.

c. Model Design of Teaching *Dick and Carey*

This design has some steps: (1) *Identify Instructional Goal(s)*: A goal statement describes a skill, knowledge or attitude that a learner will be expected to acquire. (2) *Conduct Instructional Analysis* means identify what a learner must recall and identify what learner must be able to do to perform particular task. (3) *Analyze Learners and Contexts* means identify general characteristics of the target audience, including prior skills, prior experience, and basic demographics; identify characteristics directly related to the skill to be taught; and perform analysis of the performance and learning settings. (4) *Write Performance Objectives*: Objectives consists of a description of the behavior, the condition and criteria. The component of an objective that describes the criteria will be used to judge the learner's performance. (5) *Develop Assessment Instruments* means purpose of entry behavior testing, purpose of pretesting, purpose of post-testing etc. (6) *Develop Instructional Strategy*: Pre-instructional activities, content presentation, Learner participation, assessment. (7) *Develop and Select Instructional Materials*. (8) *Design and Conduct Formative Evaluation of Instruction*: Designers try to identify areas of the instructional materials that need improvement. (9) *Revise Instruction*: To identify poor test items and to identify poor instruction. And (10) *Design and Conduct Summative Evaluation*. (Widayati, 2017,p.47-48), see https://en.wikipedia.org/wiki/ Model_design_of_teaching.

Model Design of teaching as a human thinking of course has many variations. This is because each teacher has his/ her experience in handles students with their problems. Sometimes one model design of teaching is good to be implemented in certain class but it does not work with other classes. Therefore the teachers should be creative to make and to improve an appropriate models of teaching. However all of the models of teaching actually have one goal that is planning and creating the teaching learning process run more systematic, more effective and achieve the objective of study.