**Chapter II**

**Review of Related Literature**

The review of related literature is aimed at giving a brief discussion on what is related to the focuses of this study. This chapter discusses the theories about young learner characteristics, learning activities, feedback, and learning environment for young learners.

1. **Teaching English for Young Learners**
2. **Young Learners Characteristics**

Many experts have conducted some researches about issues regarding of young language learners. Within their researches, they categorized young learners based on the age. Researchers and writers, such as Scott & Ytreberg (2004) and Ersöz (2007), put different age children into different category of young learners.

In their book "Teaching English to Children", Scott and Ytreberg divided children (as English young learners) into two main groups, the five to seven year olds and the eight to ten year olds. Both groups are in the beginner level.

The characteristics of young learners in age of five to seven year old, as described by Scott & Ytreberg (2004), are they can talk about what they are doing, they can tell you about what they have done or heard, they can plan activities, they can argue for something and tell you why they think what they think, they can use logical reasoning, they can use their vivid imaginations, they can use a wide range of intonation patterns in their mother tongue, they can understand direct human interaction.

Meanwhile for young learners in age of eight to ten year old, the characteristics are their basic concepts are formed, they can tell the difference between fact and fiction, the ask questions all the time, they rely on the spoken word as well as the physical world to convey and understand meaning, they have definite views about what they like and don't like doing, they have a developed sense of fairness about what happens, they are able to work with others and learn from others.

Ersoz A. (2007) has different category of young learners. She put young learners into category of very young learners (age of 3 to 6), young learners (age of 7 to 9), and older/ late young learners (age of 10 to 12).

The characteristics of very young learners are low concentration span but easily excited, high motivation; active involvement, love talking but problems in sharing, short memory: learn slowly forget easily, repetition and revision is necessary, limited motor skills (using a pen and scissors) but kinesthetic and energetic, learn holistically, love stories, fantasy, imagination, art, drawing and coloring.

Characteristics of middle young learners are low concentration span: wide variety of activities needed, short memory: frequent revision is needed, logical-analytical: asking questions, problems in sharing in group work, developing confidence in expressing themselves, developing world knowledge, limited motor skills (left-right), reasonable amount of input, love stories, fantasy, imagination, drawing & coloring.

Meanwhile the characteristics of older or late young learners are longer attention span but still children, taking learning seriously, world knowledge, more cooperation in groups and in pairs, developed social, motor and intellectual skills, learning strategies are used and developing.

According to Harmer (2007: 82), the characteristics of young learners, especially up to the age of nine to ten, are:

1. They respond to meaning even if they do not understand individual words.
2. They often learn indirectly rather than directly -- they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
3. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
4. They find abstract concept such as grammar rules difficult to grasp.
5. They generally display an enthusiasm for learning and a curiosity about the world around them.
6. They have a need for individual attention and approval from the teacher.
7. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
8. They have a limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes of so.

Generally, based on the descriptions above, the characteristics of language young learners can be concluded as having short concentration span, active learners, having short memory, egocentrics, having difficulty in learning abstract concept, learn indirectly.

1. **Facilitating Students’ Learning**

Good teaching is now understood to involve a process of facilitating learning rather than being the simple transmission of knowledge from the teacher to the learner. The statement implies that teachers also have role as facilitators of students' learning.

Rogers (1994) stated that all human beings have a natural propensity to learn; the role of the teacher is to facilitate such learning. This includes: setting a positive climate for learning, clarifying the purposes of the learner(s), organizing and making available learning resources, balancing intellectual and emotional components of learning, and sharing feelings and thoughts with learners but not dominating.

Teachers as facilitators mean that they have a role to help students to succeed in their learning. The foremost task of the facilitator is to develop a physical and social classroom environment where children would feel welcome, motivated and secure to express their wonderment, to share their opinions and intuitions and to appraise one another’s reasons and propositions (Canuto, 2015: 3).

Harmer (1992: 18) described what are needed in the process of teaching young learners. He stated that the classroom needs to be bright and colorful, with windows the children can see out of, and with enough room for different activities to be taking place. Teacher might expect the students to be working in groups in different parts of the classroom, changing their activity ten minutes or so. Because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs. A good primary classroom mixes play and learning in an atmosphere of cheerful and supportive harmony.

Based on the explanation above, the teachers can facilitate students' learning through the learning environment both in the form of physical and non-physical. Teachers should set the classroom environment as welcoming and comfortable as possible. Also, the teacher can provide the students' various activities that can help them to develop their proficiency.

1. **Teaching Activities**

Scott and Ytreberg (2004) in their book “Teaching English to Children” suggest some activities that can be used to teach young learners about English by dividing it to four different skills. Those skills should not be taught in isolation, but are integrated.

1. **Teaching Spoken Language**

Speaking and listening are both active uses of language, but differ in the mental activity involved and demands that they make on learners of language in terms of finding and sharing meaning. Listening can be seen as (primarily) the active use of language to access other people's meanings, whereas speaking is the active use of language to express meaning so that other people can make sense of them.

Some activities for listening skills are:

1. Listen and Do

Teacher gives the command and then students do it. This technique is TPR methods application. Example of this activities are through instructions, moving about, putting hand up, mime stories, etc.

1. Listening for information

The activities are often used to check what the pupils know, but they can also be used to give new information. For example: identifying exercises, listen for the mistake, putting things in order, questionnaires, etc.

1. Listen and repeat

The activities may give the students chance to get a feel for the language, like the sound, the stress, the rhythms, and the intonation.

1. Listening to stories

Educationalists and psychologists have shown that stories have vital role to play in the children development as well as in their language development. Teacher should make sure the children get the maximum benefit out of listening to stories in English by the creation of a friendly and secure atmosphere.

Some activities for speaking skills are:

1. Presenting new language orally

Children need to be given language before they are able to produce one. Teacher may give a model of the language in which the students later will follow.

1. Controlled practice

In controlled practice there is very little chance that the students can make mistakes, because after the teacher gives the model of how to say something, the students try out the new language as soon as they heard it. Telling the time can be included in the controlled activity.

1. Guided practice

The activities are often done in pairs or small groups. Guided activities usually give the students some sort of choice, but the choice of language is limited.

1. Dialogue and role play work

The activities can be done by putting students into pairs for doing the dialogues or the dialogue can be done between the teacher and the student. The teacher should present the dialogue in whatever way seems most suitable. She can use puppets or class mascot, or anything available in the class.

1. **Teaching Literacy Skills**

Very young learners, in range of age 5 to 7, are in the process of recognizing letters. They are in the process of learning to read in their first language too. Cameron (2001: 138) says that:

Young learners are still mastering the fine motor skills that are needed to shape and join letters, and so producing a written sentence takes a long time and because their attention span are also limited, they may only be able to write a small amount. If very young foreign language learners are starting to learn reading and writing, this should be at very simple level like tracing their names, or reading single words or simple sentences around objects in the classroom.

Some activities for starting off reading skills according to Scott and Ytreberg (2004: 53-57) are:

1. Reading a story from a book

At first the teacher read aloud the same book routinely. This way, the students will be familiar with the language written in English. It also can motivate the students to want to read themselves. The book that is used should have a large print and pictures, so that the students pay attention while they are listening.

1. Reading a class story

This activity is similar with Reading a story from a book. The difference is just that the story is a made-up of the teacher herself.

1. Reading text based on the child language

In this activity, the students are asked to bring their own text about what they want to say.

1. Reading familiar nursery rhymes or songs

Some nursery rhymes are produced in books, so the students can ‘read’ what they already know off by heart.

Some activities for writing skills still according to Scott & Ytreberg (2004: 69-82) are:

1. Controlled writing activities

Controlled activities are activities designed to practice and develop the language and concentration on the language itself. Example of controlled activities are straight copying, matching, organizing and copying, delayed copying, etc.

1. Guided writing activities

Guided activities are almost similar to controlled activities, but unlike in controlled activities, the learners are asked to complete a sentence using their own words. For examples are fill-in exercises, dictation, etc.

1. Free writing activities

In free writing activities, the students are using their own language. The teacher should be an initiator and helper. The teacher is also responsible for seeing the task can be done by the students. The more language the students have, the easier it is to work on free writing activities.

Based on the explanation above, the researcher concludes that teaching English for young learners is not easy. The teacher needs to have various ways in presenting the lesson and stimulating students' interest in English. Teacher should provide fun and meaningful activities for the students to learn, because young learners in their early age are tend to be playful. They mostly learn through playing.

Activities that are provided to the students should include movement and that involved senses. It is also better if the activities are varied since young learners have short attention span and easily get bored. In addition, the teacher may establish routines, so the students will be familiar with the activities.

1. **Feedbacks**

According to Ur (1991: 242), feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving his/ her performance. She also mentioned two component of feedback that is assessment and correction. In assessment, the teacher only gives students information whether they did good or not. Meanwhile, in correction, the teacher provides explanation why what they do is wrong, and why it is right.

Cameron (2001: 238) also stated that in order to the students to be able to improve their performance, the feedback given to the students should be specific and detailed enough. Gipps (1994) quoted by Cameron (2001: 238) said that feedback should also help learners to compare their current performance against the target performance and to close the gap between them.

From both statements, it means that a feedback should not only mention how the students performances, but also provide the information of how the right thing is done.

There are three types of feedback mentioned by Cameron (2001):

1. Corrective Feedback

Corrective Feedback aims to help pupils correct their language use toward the target language. It explains what correct responses are correct and incorrect responses are wrong. Students are shown a model of the correct responses. This type of feedback primarily concerned with accuracy. It is not necessary for the teacher to point out the errors made by the students; instead the teacher can repeat what the students said with the correct form. The students should be allowed to repeat the correct form.

1. Evaluative Feedback

In evaluative feedback, the teacher includes judgment on the students' performance. The teacher doesn't give guidance to the students how to improve their performance. The goal of this type of feedback is to measure students’ achievement with score or grade.

1. Strategic Feedback

Strategic feedback offers the students advice on what to do to improve their performance. For example, the teacher helps the students to pronounce a word. She tells the students how to pronounce it with their tongue. Also, to increase fluency in speaking a dialogue, the teacher might advise the students to do mental rehearsal during preparation stage.

In the early stages, some of this feedback will need to be done through the mother tongue, although rating scale or strategies for improving performance can be introduced to the children in the foreign language. If the same phrases are always used, the can work as feedback.

Beside those three types of feedback, Ferreira et al (2007) also mentioned another type of feedback namely positive feedback. Positive feedback is given when the students provide correct answer. In their study, they compiled four categories of positive feedback, those are:

1. Acknowledgement

It refers to any verbal or non-verbal signal the teacher uses to show the learners that he or she is listening and understanding. It can be realized by ‘wow’, ‘mm’, and certain non-verbal gestures and expressions (Sinclair & Coulthard, 1992).

1. Acceptance

It is realized by a closed class of items like ‘yes’, ‘good’, and ‘fine’, all with neutral low fall intonation. Its function is to show the learners that the teacher has heard or seen and the provided reply by the learners was appropriate (Sinclair & Coulthard, 1992).

1. Repetition

Ellis (1997) defines repetition as a kind of positive feedback in which the teacher repeats the student’s correct answer.

1. Rephrasing

Ellis (1997) cited in (Ferreira et al, 2007: 391) defines rephrasing as a positive feedback in which “the teacher accepts the student’s answer but aims to expand the student’s knowledge, to polish the utterance structure, or to show a new structure which rephrases the answer given by the student using different words, and in some cases, adds new information.”

1. **Learning Environment**

Learning environment refers to the diverse physical locations, contexts, and [cultures](http://edglossary.org/school-culture/) in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example.

Learning environment can be very affecting toward students' learning success. Psychologists who have closely studied and researched 'classroom management' have found that certain management practices have a clear impact on student achievement (Woolfolk, 2004). Because children’s experiences are limited by their surroundings, the environment we provide for them has a crucial impact on the way the child’s brain develops (Strong-Wilson & Ellis, 2007: 43). Therefore, it is important to decorate the classroom with as many object as possible, such as calendars, posters, postcards, pupils' drawings, writing, plants, and any other interesting objects that will adds characters to the classroom, but still leaves spaces to work. The teacher may also invite the students to bring object of their own.

1. **Creating Classroom Atmosphere**

Scott and Ytreberg (2004: 9) stated that having sense of humor, open-minded, adaptable, and patient can be helpful for teacher of young learners. Even if she doesn't have that personality, she could work on her attitudes and abilities.

Teacher can create a comfortable learning environment by helping the students feel secure. Teacher might encourage them to be more independent and adventurous in learning the language.

Some things that can be done by the teachers to create comfortable atmosphere in the classroom are knowing what she is going to do in the classroom in order for the students to follow along, being respectful to the students, accepting what the students are saying, even the mistakes, telling students not to laugh at each other, if one is making mistakes, establishing routines, giving the students the responsibility for doing practical jobs in the classroom, avoiding organized competition, avoiding giving physical rewards or prizes, and not giving students English names.

1. **Arranging Desk**

Scott and Ytreberg (2004: 13) mentioned 3 ways of seating arrangement in ordinary classroom called as arrangement A, B, and C.

In Arrangement A, desks are arranged in group of four. It lets students to do either individual or group work easily. The teacher also has spaces to walk around checking students' works. It is similar with seating arrangement stated by Harmer (2007) as separated table. Arrangement B can be work for individual and whole class work. Harmer called this arrangement as orderly rows. The teacher could have clear view to the students. Arrangement C works the same way as Arrangement B, but is more flexible.

Harmer (2007: 162) has two other common seating arrangements called as circle and horseshoe. These arrangements are suitable for small group of students. In horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/ or computer are situated. While in circle, the teacher's position is less dominating. With people sitting in a circle, there is far greater feeling of equality that when the teacher stays out at the front. With horseshoe and circle seating, the classroom is a more intimate place and the potential for students to share feelings and information through talking, eye contact, or expressive body movement is far greater than when they are sitting in rows, one behind the other.

1. **Grouping Students**

In doing the activities, students can be divided into pairs or groups. It may also possible to have individual activities, especially for young learner in kindergarten or under, because those children are not yet willing to cooperate and share.

Harmer (2007: 161-174) groups students into four kinds; those are whole-class grouping, individualized learning, pair work, and group work.

1. **Whole-class Grouping**

In whole class teaching, as it is clearly indicated by its name, the class is considered as a whole and the teacher teaches students within a common framework. This is the simplest approach for teaching. The teacher has only one lesson to prepare, so both time and effort is saved. The larger the group, more variety there is in the ideas, opinions and experiences which can contribute to the learning process (Tanveer, 2008: 4).

The advantages of whole-class grouping are reinforcing a sense of belonging among the group members, suitable for activities where the teacher is acting as a controller, allowing teachers to 'gauge the mood' of the class in general, students and teachers feel secure because the whole class is working in lockstep and under the direct authority o the teacher.

While the disadvantages of whole-class grouping are it favors the group rather than the individual, individual students do not have much of a chance to say anything n their own, many students are disinclined to participate in front of the whole class since to do so bring it the risk of public failure, it may not encourage students to take responsibility for their own learning, it is not the best way to organize communication language teaching.

1. **Individualized Learning**

Ur (1991: 233) defined individualized learning as a situation where learners are given a freedom to choose how and what they learn at any particular time, implying less direct teacher supervision and more learner autonomy and responsibility for learning. This can range from students doing exercises on their own in class to situation in which teachers are able to spend time working with individual students.

According to Harmer (2007: 161-162), the advantages of individualized learning are it allows teachers to respond to individual students differences in term of pace of learning, earning style, and preferences; it is likely to be less stressful for students than performing in a whole-class setting or talking in pairs or groups; it can develop learner autonomy and promote skills or self-reliance and investigation over teacher-dependence; it can be a way of restoring peace and tranquility to a noisy and chaotic classroom.

The disadvantages of individualized learning are it does not help a class develop a sense of belonging, when combine with giving individual students different tasks; and it means a great deal more thought and materials preparation that whole class teaching involves.

1. **Pair work**

In pair work, students can practice language together. It is very useful and efficient way of working in language teaching. Group work should not be attempted before the students are used to working in pairs first (Scott & Ytreberg, 2004: 15).

The advantages of pair work, as mentioned by Harmer (2007: 165) are dramatically increasing the amount of speaking time any one student gets in the class, allowing students to work and interact independently without the necessary guidance of the teacher, allowing teachers time to work with one or two pairs while the other students continue working, recognizing the old maxim that 'two heads are better than one' and in promoting cooperation, helping the classroom to become a more relaxed and friendly place, it is relatively quick and easy to organize.

The disadvantages of pair work are frequently very noisy and some teachers and students dislike it, students in pairs can often veer away from the point of an exercise talking about something else completely, often in their first language, not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are, the actual choice of paired partner can be problematic.

1. **Group works**

In group work, learners perform a learning task through small-group interaction (Ur, 1991: 232).

The advantages of group work, like stated by Harmer (2007: 166) are it dramatically increases the number of talking opportunities for individual students, personal relationships are usually less problematic; it encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class; it promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher; some students can choose their level of participation more readily than in a whole-class or pair work situation.

The disadvantages of group work are it is likely to be noisy, not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with peers; individuals may fall into group roles that become fossilized, groups can take longer to organize than pairs.

Based on the explanation above, the researcher can conclude that learning environment is very important in supporting students learning. Because young learners mostly learn from their surrounding, so the existence of supportive learning environment is vital in language learning process. Teacher, as the facilitator, has the responsibility to provide students with good learning as well as setting the learning environment that is suitable with students needs.

1. **Previous Study**

In this research, the researcher presented a related study that has been conducted by other researcher. The research chosen in this review of related study is "A Study on The Teaching of English at PADU Perintis Karangan Trenggalek" by Eva Armadani (2013).

In her study, Eva investigated the activities provided by the teacher, the material, and the media used to teach. First, in activity, she described the teaching and learning process that is divided into three stages: pre-teaching, whilst-teaching, and post teaching. Second, the researcher also investigated the material used in the classroom. Some materials are developed by the teacher herself because English is not included into curriculum obligation for Kindergarten. The teacher also used English magazine as the source to teach English. And third, she described the media used to teach the students.

In the related study above, Eva did not investigate about the feedback and learning environment set by the teacher to support students learning. She only described how the learning done in the classroom, not other factors that might support students through the practice done by the teachers. The factors, feedback and learning environment, are presented in this study.