

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter highlights some theories functioning as the basis of the research and also presents some relevant studies conducted previously by other researchers. The explanation of the theories is presented as follows.

#### A. Teaching English to Young Learners

Teaching is a process of giving lesson or process of knowledge transformation from the teacher to students. Foster (1976:51) explains that:

Teaching is one aspect of education an interaction between a teacher, a person who can induce intelligent behaving and learning, a person who is inquiring intelligent behavior. Teaching will be treated as a subcategory of subcategory of education.

Based on the definition above teaching is helping the students to do something new. Therefore, in teaching and learning process, students are able to understand about what have been given by the teacher.

English young learner is a young learner who learns English. They can be students of elementary school who get English material as local content. Generally they are beginner learners, but the teacher cannot generalize them by giving the same task or activity. Young students mean they are students aged 6-12 years. They can be divided into two groups, namely younger group (6-8 years) and the older group (9-12 years). Based on their class level, they can be called as children of lower classes, for the students of first, second and third grade, and upper classes for the students of fourth, fifth, and sixth grade.

Scott and Ytreberg (Suyanto, 2010:15) divide them into groups of level one or level beginners (5-7 years) and level two (8-10 years). Level two groups can also be regarded as originating if they are just getting started at that age.

In this globalization era, English is an important language that can help the children to enrich their potential in their life later. Sooner they start learning English better. As a result, it is found that most people believe that children are better than adult when attempting to learn a second language. Steiberg (1993:203) said that seems to be backed up by common observation, since young second language learners do seem to pick up another language rather quickly. It is also assumed that learning at early stage, learner will have initial grasp of English in primary school. Therefore, it will be a strong foundation for them in learning later.

According to Scott and Lisbeth (1990: 4) young learner means children who learn English when they are still young. Young learner English is a reliable and consistent measure of how well child is doing in the skills of listening, speaking, reading and writing. Generally teacher may not aware about what young children need in learning the second language. Therefore, it is important for teacher to concern about them as students who are still young in order to help them to be successful in learning.

Teaching beginners is considered by Freeman, Harmer and Rodgers to be the most challenging level of language instruction. According to Brown (2001: 98), he states that since students at this level have little or no prior knowledge of the target language, the teacher becomes a central determiner in

whether students accomplish their goals. This can also be the most tangibly rewarding level for a teacher because the growth of students' proficiency is apparent in a matter of a few weeks.

The points that should be paid attention by the EYL (English Young Learner) teachers in teaching English are:

### **1. The characteristics of Young Learners**

Generally children like doing any kinds of activities as long as they feel happy. Children will choose the activities they like to do according to their own characteristics. The teacher of the children may be one of the signs of their development. Scott and Ytreberg (1990: 1-4) state that there are many characteristics of young children, they are:

#### *1.1. Five to seven year olds children*

- a) They can talk about what they are doing.
- b) They can tell you about what they have done or heard.
- d) They can use logical reasoning.
- e) They can use their vivid imaginations.
- f) They can use a wide range of intonation patterns in their mother tongue.
- g) They can understand direct human interaction.

- i) They understand situations more quickly than they understand the language used.
- j) They use language skills long before they are aware of them.
- k) Their own understanding comes through hands and eyes and ears.
- l) Young children sometimes have difficulty in knowing what is fact and what is fiction.
- m) Young children love to play, and learn best when they are enjoying themselves.

### *1.2. Eight to ten year olds children*

- a) The children ask questions all the time.
- b) They rely on the spoken word as well as the physical world to convey and understand meaning.
- c) They have definite views about what they like and do not like doing.
- d) They have a developed sense of fairness about what happen in the classroom and begin to question the teacher's decisions.
- e) They are able to work with others and learn from others.

Using the body movement in the process of learning is suitable to the characteristic of the children because children like to do physical movement. They like to move from one place to another place. They like to go around without thinking whether they disturb their surrounding or not. They do not

like to keep staying in one place which forces them not to do something. Geoffrey Broughton states that young children are physically active.

Besides children also like to imitate and mime. They will give attention to other people and try to imitate merely like other people are doing and saying. This is the way how children learn and develop their knowledge. This is supported by Broughton et al (1980: 169) rivers that children love to imitate and mime, they are uninhibited in acting out roles and they enjoy repetition because it gives them a sense of assurance and achievement. According to the points of explanation above, children like to be involved in something active. To make them active, the teacher should be able to make the circumstance of learning process which is suitable to the characteristics of the children. It may give motivation to the students to learn effectively, so hopefully the goal of the learning can be achieved well.

## **2. The Teacher of English Young Learners**

One of the important factors in the success of learning English in elementary school is the English teacher. According to Akhyak (2005 : 3), teacher is someone who influences students in the process of teaching and learning. Therefore, the teacher must bring the student to the goal which wants to be achieved by both teacher and students. Teacher is the important factor because she or he introduces foreign language to the students in which they have never known in their whole life. In this case, the role of the teacher is difficult and complex.

The teacher teaches English as the first step and gives the basic of English either academic or psychology. The selection of interesting teaching method or technique and appropriate to the age and the characteristics of young learner will not guarantee the success of teaching and learning if the teacher does not have ability to do it. Moreover, she or he does not have enough knowledge in English. It will cause the material taught wrong. Based on the explanation above, we can say that the teacher of the young learner must fulfill the criteria of English young learner teacher and know the duty of English young learner teacher.

The teacher's job is to help learners to learn. This relates both to the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happened in the classroom, such as: what is taught, the resources used, the type of activities, classroom management, assessment, feedback, etc. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and become active learners. Lindsay and Knight (2006:3) explain that as an effective teacher, they must:

- a. Understand learners' language needs and respond to them positively.
- b. Design lesson which reflects the learners' need and develop their communicative skill.
- c. Monitors and correct sensitively.
- d. Provides feedback and encouragement when appropriate.
- e. Tell learners not to worry about making mistake.

- f. Encourages good learning habit inside and outside the classroom.
- g. Keeps track of progress, gaps in learning ability, and repeat error.
- h. Creates an 'input-rich environment' in the classroom.
- i. Encourages learner to read English texts or listen to the radio in English.

### 3. **Systematic Teaching of English to Young Learners**

New South Wales Department of Education and Training (1999:27) stated that teacher should select activities to develop the knowledge, skill and understanding which are relevant to the identified needs of students and to the task at hand. Teachers also should provide opportunities for regular engagement in purposeful classroom activities.

Additionally, the present review focuses on the relationship between teachers' classroom behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

According Cotton (2001:1) there are seven purposes of teachers' classroom. A variety of purposes such as:

- a. To develop students' interest, enjoyment and motivate students to become actively involved in lessons,
- b. To evaluate students' preparation and check on homework or seatwork completion,
- c. To develop critical thinking skills and inquiring attitudes,
- d. To review and summarize previous lessons,
- e. To nurture insights by exposing new relationships,

- f. To assess achievement of instructional goals and objectives,
- g. To stimulate students to pursue knowledge on their own ability.

Haydon and Hunter (2011: 232) also said that here were two-teacher behaviors measured during the instructional activity:

- a. Teacher redirection,

Teacher redirection was defined as when the teacher responded to students who were misbehaving in an attempt to get them on-task. Redirections included statements such as: “don’t sit there you need to sit in your seat,” “stop talking and pay attention.”

- b. Praise statements.

Praise statement was defined as a verbal comment indicating approval of social or academic behavior. Examples included specific teacher praise statements: “great answer,” “excellent answer,” “you are paying attention well,” “I like the way you are staying on-task,” and “I like the way you are raising your hands.”

Haydon and Hunter (2011: 233) also were measured three student target behaviors, they are:

- a. On-task behavior

Student on-task behavior was recorded when a student was sitting in his seat, had eye contact with the teacher while verbally responding to the teacher’s explanations, questions, or nodding his head to indicate listening.



b. Correct responses

Students' correct responses were defined as when a student provided a specific desired response after a teacher explanation or question. Examples of correct responses are to increase the students' understanding: (1) "What is the colour of the sky?" and the students answer "the colour of the sky is blue." (2) "Ok class, which picture that show public place?" and the student chooses the picture which suitable with the teachers' clue.

**B. Strategy of Teaching English to Young Learner**

Strategy is a way to be done media implementation by someone more effective and efficient. Suyanto (2008) states that strategies is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

According to Djamarah and Zain (2015:10) in language teaching planning, a teacher must know the strategies of teaching because it will determine the success or failure of English language teaching. English is as a foreign language which can be learned successfully if there is a good planning involves here using some suitable strategies there are many methods that can be used in teaching languages.

A strategy is usually seen as one activity or procedures used within a plan for teaching. According to the description above, strategies that are done by teachers and students in the classroom, which is suitable with the method used.

In teaching learning process, strategy is presented by the teacher to give motivation and facilitation for the student in learning English. Every teacher has different strategies to present the material to the students. They can choose a strategy which is suitable with material and situation of the class. Appropriate strategies will arise on motivation of students in learning. So, the students will be active and interested in learning.

Aminuddin (2010) said that English teaching in primary schools is very different from teaching at the next levels. Teaching English in primary school is more difficult than in the teaching of English in secondary schools. In the teaching of English in primary schools, it takes certain strategies that aim to create an atmosphere of learning be fun for children.

Teacher need to have some variation in teaching strategies, some variation of it could do with a teacher to develop some of the existing strategies. The important thing is that in its development the teacher can adapt to the needs and conditions.

Suyanto (2007:8) defines some teaching strategies that can be used to teach English to children they are:

1. Listen and Repeat

In this technique, teachers say something and the students just listen. Then teachers and students speak again asked to repeat what was said by the teacher. By listening the teacher's explanation, the

students will be understand. Especially in speaking class, the students will know well about how to pronounce the vocabularies. Listen and Repeat was a strategy used by the teacher to help the students become more easily to understand or memorize vocabularies by immitating their teacher directly. Listen and repeat was a strategy that was very enjoyable and made the students easier in comprehending the material.

## 2. Listen and Do

In the process of learning, the teacher gives a few sentences in the form of instructions or orders to the children. Then the teacher asks the children to listen carefully to the command line and the child responds to carry out the dictates of the teacher in the phrase. Listen and Do was teacher's strategy to enrich students' vocabulary. Here, the teacher applied the strategy in order to give comprehension to the students about command line and other new vocabularies. Hence, the students knew what should be done when the teacher said certain sentences.

## 3.Question and answer

This strategy was usually used in daily activity in classroom. It can be applied in listening and speaking activity. Teachers ask questions and the students answer it. Those teachers give example before. This strategy was to increase students knowledge, skills and understanding developed during question and answer section. The

teacher used this strategy to make the students always remember the material and to assess the students' achievement in the classroom.

#### 4. Substitution

It includes listening, speaking, vocabulary, and grammar structure. Teachers can use flashcards, posters or real media to make students easy to understand with the material. The instructional activity will be fun if it is accompanied with real examples, or even jokes. The teacher was demanded to be creative, innovative, and wise in choosing and using teaching media. This kind of strategy was powerful in the context of teaching English to young learners.

#### 5. Listen and identify

Teachers give the sound of a vowel or consonant which has almost the same voice. Example: eat and it, pen and pan, pig and big, etc. This strategy was used to make the students be able to identify two words which had almost the same or similar pronunciation, but were different in meaning. It was very good to be applied, especially in teaching elementary school students, because it could improve their knowledge earlier. Since learning English was not easy for young learners, the teacher had to convey the materials using such a strategy which was easier to be understood by the students. Thus, all of this classroom activity would be very fun and interesting to the students.

#### 6. In – pair

It includes question-answer that do in-pair activity in interaction and communication with others. This strategy the students were ordered to make a group containing of two students. This strategy was pretty effective in building the students' confidence and developing their ability in English especially speaking ability. By working in pair, they would know what aspect that should be improved.

#### 7. Cooperative learning

Students divided in groups. Between members of groups can learn with others to do exercise from teacher. And teacher must active and give attention more. , this strategy was helping students to have discussion and share their ideas. It was purposed to ease students in doing their tasks from teacher because they were given chance to chat and ask their friends within a group.

#### 9. Outdoor Activity

Learning is not always to be in the classroom, wherever we are, we can always learn. One child was among the characters they have higher concentration levels are short, so they quickly get bored with something they get. In this case the teacher can encourage children to leave the classroom and into the open to learning with nature.

In this activity, what is needed is a clear instruction from the teacher to the child. Children can be directed to a group to identify

objects that they encounter. Then they wrote and they find the vocabulary in English. A teacher can distinguish different types of tasks.

Young learners, those attending preschool and kindergarten, will not have any personal reason for studying English. It is simply another subject that they have to study at school or that their parents have told them they need to learn. At this point in their lives, they may not know or comprehend how important these classes can be. They might view your classes as simply another fun daily activity and that is just fine. Even at this early age, you can encourage them to develop an interest in learning English which will stay with them long after they have finished your classes.

Cameron (2001) proposed some tips how to understand and teach young learners better. Those tips are explained as follows:

#### 1. What Young Learners Want

Students at this level are just starting their academic careers. School may be intimidating for some of the students in your class so, in order to encourage everyone to participate, it is important to make your lessons relaxed and fun. YL Students will be learning very basic material but you can design creative lessons that get students moving around and speaking with one another. Young learners are generally very enthusiastic about songs, especially if they can sing along, and

active games. Be sure to provide lots of encouragement and positive feedback. You want to create a safe, stress-free environment that everyone can enjoy learning in.

## 2. How Young Learners Behave

Keep exercises fun and short because these students have short attention spans and are easily distracted. Overacting and projection will help keep the focus on you. Teach students how to behave in a classroom by asking them to be quiet while you are talking and raise their hands if they have questions or want to answer a question. This may not be directly related to ESL but it is important that students learn good behavior early on; it will make their transition to primary school easier. Teach them to respond to basic classroom English phrases such as “Please sit down.” because these are expressions that they will hear repeatedly throughout their study of English. For students at this age, you are responsible not only for starting to teach them English, but also for preparing them for their next level of education. Students will perform better in their classes if they behave well and have a good understanding of basic principles.

## 3. What To Focus On

The primary focus of these lessons will be on communication and laying a solid foundation for further English coursework. Students should practice the different sounds of the English language and learn

material such as the alphabet, numbers, colors and shapes. You will introduce vocabulary words gradually and may choose to study some simple structures that relate to everyday life too. It could be that reading and writing never enter into your classes but a focus on speaking and listening will help students become more comfortable and confident with English.

#### 4. More YL Tips

There are many other things you can do to ensure that students succeed in class. There is no need to assign homework at this stage but be sure to track individual and class progress so that students can visually see what they have learned and how they are doing. Encourage students to try their best and create a constructive learning environment where students do not need to worry about making mistakes. Create activities and exercises that are entertaining. Help students learn how to interact with one another as well as how to speak English. Students will also feel more comfortable if you stick to a regular schedule so if you decide to make changes, implement them over a period of time rather than all at once. Constantly review and avoid introducing too much new vocabulary at a time. Students may not remember material from one day to the next so repetition is important. The more students are exposed to certain material, the faster they will learn it. This is how native speakers learn English, by



listening to people around them and expanding their range of vocabulary gradually.

These learners can be a real pleasure to teach because they do not feel stressed by their studies and approach everything with youthful innocence. You play an important role in helping them develop into lifelong learners. Foster a love of learning by creating lesson plans that appeal to them, suit their maturity level, and focus on what will help them excel in future English courses.

### **C. Teaching English at Al-Badar Islamic Elementary School**

Al-Badar Islamic Elementary School is a school which aims to train and teach many skills for the children especially in English. In this school the students get many skills from the teaching English process. They know that English is very important for them. The students are also easy to study English, because the teacher explains and gives more knowledge in English, then students give response and try to understand what the teacher teaches in the classroom.

On the other hand, the activities of children at school also influence the success in English learning. There are some activities that children can do in the classroom like studying in group, listening English song, memorizing the vocabularies, etc. The teacher has some strategies to reach the learning goal. The students are active and respect about teacher's explanation although some of them are making noisy. The teacher also uses concrete media related to the material. For example the teacher follow the student for

study with beautiful song and game, they also give some short story with English for named the animal. By using this strategy the student easier to memorize of English vocabularies.

Sometimes there are factors which affect students in teaching learning at Al-Badar Islamic Elementary School. One of them is the difficulties in developing their motivation when the class situation is bored. Hence, the English teacher at Al-Badar Islamic Elementary School has many strategy to develop the students' interest and greater students' motivation toward learning English process. The students to be active because of the strategy applied by the teacher is more given good effect for the students.

#### **D. Previous Study**

Previous studies are results of research that has been conducted by other reseachers before. In this part, the reseacher shows some related researches which also talk about teaching English in Elementary school. The first previous study was conducted by Hidayah (2010) it was conducted to investigate the teacher method applied in Elementary School. The respondents of this research were students in SDN Setonorejo 1 Kras Kediri. The approach of research was qualitative approach. By investigating the teaching method, it is especially in implementing of using TPR (Total Physical Response) method.

From the previous study, this present study is different from the previous study. The difference are about the aspect of being searched and the subject of the research. In the previous study the researcher investigated

teachers' method that used TPR (Total Physical Response) and the researcher tried to know how students' responses when they were taught using TPR method. In this present research, the researcher tries to investigate the teaching strategies in practice English in teaching process. On the other hand, this present study uses descriptive qualitative design. So, if the previous study tried to know the effectiveness of using TPR method in teaching and learning at Elementary School, but this present research will try to investigate by describing what various strategies that can be applied in teaching at Islamic Elementary School.

The next study comes from Armadani (2013). It has attempted to investigate the effect of developing English material in kindergarten at Padu Perintis Karangany Trenggalek. The researchers tries to know about media which is used by the teacher and to investigate the students' response. From the second previous study, this present research has difference in subject of the research. In second study the respondents in this research were teacher in kindergarten school. In this present research, researcher tries to investigate the teaching strategies in different level especially in Islamic elementary school.