

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the literature review. This part consists of teaching English to young learners, English to young learners, motivation, the implementation of teachers in motivating young learners, the problems in motivating young learners, how to solve the problems in motivating young learners, learning English, and previous study.

2.1 Teaching English to Young Learners (TEYL)

In this sub-chapter, researchers will explain approaches, teaching strategies, teaching methods, teaching techniques, and teaching media.

2.1.1 Approach

Approaches are some assumptions related to learning, the nature of language, and teaching. Padilla (2021) says that the approach is assumptions, beliefs, and theories about the character of language as well as teaching. What this means is that this approach is more general than techniques and methods, as it deals with theories and beliefs about language, teaching, and learning without focusing on specific procedures.

2.1.2 Teaching Strategies

The teaching strategy is a strategy used by teachers in teaching English. A teaching strategy, according to Lawton & Sarode (2018), is a general plan for lessons that outlines the intended structure of the learner's behavior in terms of instructional objectives as well as the planned strategies and those that will be required to put the strategy into practice. The purpose of using strategies when teaching is to make it easier for

teachers to understand the material students. The strategy is also useful for students so that at the time of learning students are not easily bored. Several strategies can be employed while teaching English to young learners. These strategies include listen and repeat, listen and do, question and answer, in pairs, cooperative learning, game, etc.

2.1.3 Teaching Method

Teaching methods are some of the activities carried out by teachers in teaching. Teaching methods can also be interpreted as knowledge of how to teach used by teachers. Djamarah (2006) defines teaching methods as tools to achieve learning goals. By using an accurate and appropriate method, the teacher will be able to achieve the teaching objectives and the teacher will more easily reach the formulation he wants to achieve. Thus, the teaching method aims so that the lessons can be absorbed, understood, and utilized by students properly. According to Milawati (2019), the Grammar Translation Method is the easiest method for the English teacher to achieve their target language through the importance of vocabulary and grammar rules.

2.1.4 Teaching Techniques

Teaching techniques are derived in an applicative, practical, and real way in the classroom when teaching takes place. The technique used by the teacher depends on his ability to make tactics so that the learning process can run well. A teaching technique is a technique or application of methods used by teachers in the learning process. According to Hartina, Saliya, & Amin (2019), teaching techniques are the application of teaching

methods in the order of procedures that take place in the classroom. Teaching techniques that can be used to teach English to young learners are singing a song, playing games, Presentation, Practice, and Production (PPP), storytelling, etc.

2.1.5 Teaching Media

Teaching media can be interpreted as a tool in teaching. Using media in teaching can help teachers explain the material to students, and help students understand lessons more easily. Wirawan (2020) said that the use of media helps teachers connect students with culturally relevant events. The media in question is in the form of a link or key to transfer the teacher's concept of a particular material to students' understanding. Some of the teaching media that can be used by teachers in teaching English to young learners is video. According to Yudianto (2017), video media can help audiences, namely students who are weak and slow in capturing a message, to easily accept and understand the innovations presented, this is because video can combine visuals (images) with audio (sounds).

2.2 English to Young Learners (EYL)

In this sub-chapter, the researcher will explain the definition of young learners and the characteristics of young learners.

2.2.1 Definition of Young Learners

Young learners are students at a young age and usually, the age range is 6-12 years. According to Scott and Ytreberg (1990), young learners refer to students aged five to ten years. Reilly & Sheila (2003)

said that young learners are children who have not started compulsory education and have not started reading, which means children up to the age of seven. Hidayati (2009) also said that young learners are children up to the age of six years who have not started compulsory education and have not read. However, in Indonesia, most children aged 6 years have started school and are already able to read.

2.2.2 The Characteristics of Young Learners

Teaching English to young learners is certainly different from teaching English to adult learners. According to Cameron (2001), some differences in teaching foreign languages or English to young learners can be seen, namely that children are more enthusiastic as learners. They want to please the teacher more than their peers. Also, they will do an activity even when they don't understand why or how. However, they also lose interest more quickly and are less able to motivate themselves on tasks they find difficult. Usually, children do not easily use language to talk about grammar or discourse. Children often seem less shy than adults at speaking a new language, and their lack of inhibition seems to help them acquire a more native-like accent.

Scott & Ytreberg (1993) also explain several characteristics related to the characteristics of young learners, these characteristics are that they know that the outside world is governed by rules. They use language skills before they know it, they are also very logical, have short attention spans and concentration spans, and they like to play and learn best when they are having fun. Very enthusiastic and positive learners, also they are always

asking questions, relying on spoken words as well as physical words to convey and understand the meaning, they are also able to work with others and learn from others. Therefore, it can be said that the characteristics of young learners based on the above statement are that they like to play and they learn well when they have fun, they understand in their way and do what they think. Mukminin, Marzulina, & Hadiyanto (2022) also showed that the inconsistent characteristics of students caused their motivation in learning to be sometimes motivated in teaching, and sometimes to lose motivation.

2.3 Motivation

In this sub-chapter, the researcher will explain the definition of motivation and the kinds of motivation.

2.3.1 The definition of Motivation

Motivation is an encouragement or willingness in students to do something, either consciously or unconsciously. According to Saefurrohman (2004), motivation is a driving force within students that grows during the learning process. Meanwhile, according to Harmer (2007), motivation is an internal movement within a person that moves someone to do something and the goal is to achieve that something. William & Burden (1997) defines motivation as a set cognitive awakening that generates the desire to act so that as a result there is a continuous physical desire so that the person acts to do something, thus the goal can be achieved.

The word motivation plays an important role in the world of education. This is because motivation plays an important role in students. With motivation, students become enthusiastic and there is a willingness to learn. Many experts define the word motivation. As defined by Krause, Bochner, & Duchesne (2003) motivation is a movement made by a person: when someone motivates themselves or motivates others, it can be said that the person is developing intensive or setting conditions to start or stop a behavior. Myers (1996) defines motivation as a need or desire whose purpose is to encourage the behavior to achieve a goal. Furthermore, Brown (2001) also said that motivation is a factor of high or low one's goals.

From some of the definitions from the experts above, it can be concluded that motivation is an urge or desire for someone who consciously encourages them to take action or order to achieve a goal.

2.3.2 Kinds of Motivation

There are several kinds of motivation. According to Engkoswara & Komariah (2015) based on the goal, motivation is divided into 2 types, namely intrinsic motivation and extrinsic motivation.

2.3.2.1 Intrinsic Motivation

Intrinsic motivation is the desire to do something that comes from factors within the individual. According to Prayitno (1989) someone who carries out activities with the encouragement of intrinsic motivation, then the results of these activities to achieve a goal. For example, students who learn English aim to be good at speaking English, not to get a diploma or to get praise from their parents.

2.3.2.2 Extrinsic Motivation

Extrinsic motivation is a person's desire to do something that comes from external factors of an individual. Harmer (2007) says that some examples of extrinsic motivation are the need to pass exams, travel for the future, and expectations of financial rewards.

Meanwhile, motivation according to Ellis (1994) is divided into four types, namely integrative motivation, instrumental motivation, resultative motivation, and intrinsic motivation.

2.3.2.3 Integrative Motivation

Integrative motivation is the motivation that comes from a person's desire to learn a language whose purpose is to communicate with the native people of that language or to be part of that community. According to Gardner (2007), Integrative motivation is the motivation that encourages someone to learn a language because of the desire to communicate with the community of speakers of that language or become a member of that language community. Integrative motivation has a major influence on foreign language acquisition. Students who have integrative motivation will feel they have a strong desire to learn a language. They will tend to be involved in receptive learning rather than defensive learning, therefore they are more active during the learning process.

2.3.2.4 Instrumental Motivation

Instrumental motivation is a person's drive or desire to learn a language to obtain a job or social status in the upper strata of society. Apriliani (2020) says that instrumental motivation seems to be the main

force that determines success in the learning process of acquiring a second language.

2.3.2.5 Resultative Motivation

Resultative motivation is a motivation that arises because of the achievements that have been achieved by students because these students have English skills. According to Apriliani (2020), a student who experiences success in learning can become more, or it can be said in some contexts, less motivated to learn.

2.3.2.6 Intrinsic Motivation

Intrinsic motivation involves a desire or curiosity and can also flow as a result of these factors. For example, student interests, and the extent to which these students feel personally involved in learning activities.

The conclusion drawn from some of the statements above is that it can be said that four motivations must be seen as a complement. Not seen as an opposition or a district. Students can be motivated simultaneously integratively and instrumentally. Motivation can arise from learning or the cause. Motivation has a dynamic nature, meaning that it is not something that is owned by students, but something that varies from one to the next and this depends on the learning context or task.

2.3.3 The Strategy Used by the Teacher in Motivating

To motivate students, teachers must use several strategies. Here are some strategies teachers can use to motivate their students:

2.3.3.1 Motivational Strategy from Zoltan Dornyei

The motivational strategy developed by Dörnyei (2001) is also known as Motivational Teaching Practice (MTP). The components of the MTP unit are based on a motivational process from start to finish and evaluation of actions whereas decision-making starts from selecting a theme and building the material that covers it, (Dörnyei & Ushioda, 2010).

There are four aspects to this strategy. The first aspect creates basic motivational conditions. In this aspect, there are three conditions needed by the teacher to increase student motivation, namely first, proper teacher behavior and good relations with students. Second, the class atmosphere is fun and supportive. Third, cohesive study groups with appropriate group norms.

The second aspect, generate initial motivation. Motivation in students will not occur automatically, the role of the teacher is very important to actively generate positive attitudes in students when learning takes place. In this aspect, there are five things teachers can do to motivate their students. The first is to increase students' values and attitudes related to language. The second is to increase students' expectations of success in certain tasks and in learning English in general. The third is to encourage learning goal orientation. The fourth is creating relevant teaching materials for students. And the last is to make realistic beliefs in students.

The third aspect, maintaining and protecting motivation. After getting students' initial motivation, teachers need to maintain and protect motivation. This is because students naturally have a tendency to lose their goals, get tired, or get bored when learning takes place, and have disturbances in their initial motivation. There are eight maintenance of motivation or also known as executive motivation strategies. The eight areas of executive motivation include making learning fun, presenting tasks in a motivating way, setting specific learning goals, protecting learner self-esteem and increasing their self-confidence, enabling students to maintain a positive social image, creating independent learners promoting self-motivated strategies, and last is to promote cooperation among students.

The fourth aspect is encouraging retrospective self-evaluation. In this section, the teacher helps and evaluates their past performance positively and explains their past failures constructively. There are several ways teachers can do this. The first is promoting motivational attribution, providing motivational feedback, increasing student satisfaction, and offering rewards and grades in a motivational way.

2.3.3.2 Motivational Strategies from Eric M. Anderman and Lynley M. Anderman

Anderman Eric and Anderman Lynley (2014) said that to motivate students, teachers need to improve students' motivational skills, including:

2.3.3.2.1 Selecting academic assignments for students

To choose assignments, Anderman Eric & Anderman Lynley suggest teachers as follows: choosing assignments that are appropriate for student development, compiling assignments according to students' interests, choosing assignments that allow students to feel successful, and providing encouragement to students who complete assignments.

2.3.3.2.2 Use rewards effectively

For giving rewards, Anderman Eric & Anderman Lynley suggest several ways, namely giving prizes only for activities that were not previously carried out by students, making prizes that will be available to all students, giving awards for student improvement efforts, giving informative prizes, not assuming gifts as controls, considering whether the gift will be shown privately or publicly, using praise effectively, and considering whether the gift is appropriate as a reward or not.

2.3.3.2.3 Evaluating student progress

Anderman Eric & Anderman Lynley said that the type of assessment that teachers do in class can affect student motivation in different ways. Some students are motivated when they see exams as a challenge, but others can be intimidated by exams. Therefore, assessment can have a positive or negative impact on students.

2.3.3.2.4 Group students for instruction

The purpose of grouping students is to build cooperative learning between students.

2.3.3.2.5 Work with parents

Parents can influence students' learning motivation. therefore, teachers need to work closely with parents in encouraging students to learn.

2.3.3.3 Motivational Strategy from Sardiman

According to Sardiman (2014), there are several strategies to encourage student learning motivation in the school environment, as follows:

2.3.3.3.1 Giving a score

Score as a symbol of student learning outcomes can provide strong motivation to students because it can arouse students' desire to increase their grades, both test scores and report grades.

2.3.3.3.2 Reward

Giving rewards to students can motivate students to learn. However, this turned out to only be interesting for students who had an interest or talent in the work for which they were rewarded. However, giving rewards can also increase student motivation. Because children usually like to be rewarded.

2.3.3.3.3 Competition

Competition can be one way to motivate students in learning activities, be it individual competition or group competition.

2.3.3.3.4 Ego-involvement

Ego involvement means students' efforts to maintain self-esteem. Ego involvement can raise students' awareness to regard assignments as something important and make assignments a challenge.

2.3.3.3.5 Giving exam

Usually, students are very diligent in studying when facing exams, and giving exams to students can make students motivated to study hard.

2.3.3.3.6 Knowing the result

Knowing the results of their work, especially if students experience progress in learning outcomes, will make students continue to be active in learning. In addition, by knowing the results of students' work, they will remain enthusiastic to continue learning and hope that their results will improve.

2.3.3.3.7 Praise

Giving praise to students is a positive reinforcement for students. Giving praise can also motivate students to learn more.

2.3.3.3.8 Punishment

Punishment is a form of negative reinforcement. But giving punishment can also motivate students if the teacher gives it the right way.

2.3.3.3.9 Desire to learn

If there is a desire, then there is an element of intentionality in students to learn.

2.3.3.3.10 Interest

A learning process will run smoothly if accompanied by interest. In addition, interest can also be one aspect of supporting motivation.

2.3.3.3.11 Recognize goals

Goals that are recognized and accepted by students will be motivational tools. Understanding these goals means that students will have an effort to achieve these goals. So they will make students study hard.

2.3.3.4 Motivational Strategies from Barbara Gross Davis

According to Davis (2009), teacher motivation strategies aim to encourage students to become self-motivated learners. This is because not all students can be motivated by values, needs, or desires. The strategy put forward by Davis is:

2.3.3.4.1 Support student confidence by providing frequent, positive feedback that emphasizes if students are doing well.

- 2.3.3.4.2 Ensure opportunities for meaningful student success by assigning tasks where they are neither too easy and fail to challenge students nor too difficult and overwhelm students.
- 2.3.3.4.3 Communicating personal interests with students. This can be done by calling students' names, starting conversations before or after class, asking questions, and so on.
- 2.3.3.4.4 Using teaching strategies that can involve students actively
- 2.3.3.4.5 Help students find meaning and personal value in the material
- 2.3.3.4.6 Create a classroom environment that can accept every student's success, stumble, or failure in learning.
- 2.3.3.4.7 Helping students feel that they are worthy members of a responsible learning community.

Based on the explanation above, it can be concluded that to motivate students, teachers can build closeness with students to generate student motivation. Teachers can encourage the desire and interest of students to learn. Teachers can also give grades after giving assignments or exams to students. by knowing the results, students will be motivated to continue learning. During the learning process, the teacher can reinforce students by using rewards, praise, or punishment. Teachers can also work closely with parents to encourage students to learn.

After discussing the four concepts of motivational strategy above, the researcher decided to use the concept or motivational strategy of Sardiman (2014) as the main theory of motivational strategy. Then other concepts will be supported by theory.

2.4 The Implementation of Teacher in Motivating Young Learners

Implementation in Motivating is something that is thought and designed by the teacher to motivate their students. Fixsen et al., (2005) said that implementation is a specific set of activities designed to be incorporated into practice an activity or a program whose dimensions are known. In motivating students, the teacher must use several methods or strategies. Sardiman (2014) said that there are several strategies to motivate students during learning activities at school. The first few of these strategies are to give value, value is very important for students, and this can be a strong motivation for them to continue to be enthusiastic about learning. The second is to reward them, a reward can also be a motivation for students. Rewards can be in the form of additional value, giving prizes, and giving praise. The third is competition, competition can raise students' awareness thus they are more enthusiastic about continuing to learn. Individual and group competitions can improve student achievement. The fourth is ego involvement, the teacher can provide an explanation or provide awareness to students of the importance of the task and see it as a challenge so that they work harder risking self-esteem. The fifth is giving students an exam, if students know there is an exam, students will be motivated to learn. The sixth is knowing the results,

meaning that if students know the results of their work are progressing, then that will make students happy and students will be motivated to continue to study hard. The seventh is giving praise, giving praise to students when they can answer questions from the teacher, or giving praise when their grades increase will make students feel happy so they can be motivated. The eighth is punishment, punishment is a negative reinforcement for students, but if the teacher gives it correctly it will be a tool for motivation. So the teacher must understand the principle of punishment. The ninth is the desire to learn, meaning that there must be an intention to learn, and students, there must be motivated to learn, so students will achieve better learning outcomes. And the last is interest, interest means the desire of students to achieve something, so interest can be a tool for motivation. Not only that, Kusdianang (2016) said that telling stories can increase students' motivation in learning English, especially the speaking part. So, the teacher can also apply story telling when motivating.

2.5 The Problems in Motivating Young Learners

Problems are challenges that occur to the teacher when motivating young learners. According to Anisa (2022), problems are challenges or difficulties faced by teachers in the learning process. In motivating young learners, teachers must find some problems they face. According to Asmali (2017), the problems faced by teachers in motivating young learners to learn English are class management and a lack of expertise in teaching English to young learners. Examples include problems with suggested books, courses, and activities and a lack of technical equipment.

Another problems faced by English teachers is pronunciation. How to pronounce vocabulary in English is very important, as stated by Setyowati, Ambarsari, & Muthoharoh (2017) The importance of pronunciation in English is because mispronunciation of words in English can be fatal.

2.6 How to Solve the Problems Faced by Teacher in Motivating Young Learners

There are several ways that teachers can do in solving problems when motivating students to learn English. According to Asmali (2017), there are two ways to solve the problems faced by the teacher and to keep students motivated, firstly teacher should use more symbolic rewards in their class by giving stars or putting smileys on their faces or in their notebooks as responses or students' efforts to learn language English. Second, it is suggested that teachers include more games and songs.

2.7 Previous Study

Several previous studies examine related motivation. The first research from Ulfa (2018). The title of the research is Examining Teachers' Role in Motivating Students' Learning. The subjects of the study were English teachers at MAN Darul Ulum Boarding School. The research was conducted to find out how teachers encourage students and find out specific strategies used by teachers to motivate students in the learning process. The results of the study are that some of the efforts made by the teacher in building student motivation are categorized into four parts. The first part is to create basic motivational conditions, including a supportive and pleasant atmosphere, cohesive groups of students, and appropriateness

of teacher behavior. The second part is to generate initial motivation, this includes increasing students' success expectations, and L2 integrative values, increasing learners' goal orientation and making teaching materials appropriate or relevant to students. The third part is protecting and maintaining motivation, including making lessons fun for students, increasing student self-confidence, protecting student self-esteem, and promoting cooperation between students. The last part is encouraging positive retrospective self-evaluation.

The second research from Munawwarah (2018), the research takes the title *Teacher's Effort in Building Students' Motivation in Learning English*. The participants in the study were first and third-grade English teachers at Teuku Nyak Arif Fatih Bilingual School, as well as 10 students who had the highest scores in English. The study uses a qualitative design. The results of the study are several efforts that teachers can make in motivating students categorized into 4 parts. The first part is to create basic motivational conditions, this includes appropriate teacher behavior, a pleasant class atmosphere, and also cohesive group learning. The second part is to generate students' initial motivation, this includes L2 integrative values, increasing learning objectives, increasing students' expectations of success, and making teaching materials relevant to students. The third part is protecting and maintaining motivation, this includes protecting student self-esteem, making learning as interesting as possible, and increasing self-confidence in students. The last part is to encourage positive retrospective self-evaluation for students.

The third research is from Firdausi (2020), taking the title Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta. That research was conducted at SMP Muhammadiyah 5 Surakarta with one English teacher and 48 seventh-grade students as participants. The study uses a qualitative design. The results of that study are to create the basic conditions of motivation in students there are three strategies, namely the teacher maintains a good relationship with students, the teacher creates a pleasant atmosphere in the classroom during learning so that students are not easily bored when taught, and the teacher creates study groups for students. To build students' initial motivation, the teacher uses one strategy, namely the teacher makes teaching materials interesting and relevant to student learning. To maintain and protect student motivation, there are four strategies used by the teacher, namely the teacher makes appropriate assignments or homework for students, the teacher tries to protect students' self-confidence, the teacher motivates students by understanding that English is important, and the teacher trying to build unity among students. The last is to encourage a retrospective self-evaluation, three strategies are used by the teacher, namely, the teacher gives feedback to students, the teacher gives rewards and gives appreciation to students who are making progress when learning English, and the teacher uses assessment to motivate students.

The fourth study from Apriliani (2020), the title of that research is The Strategies of Teacher in Motivating Their Students in Learning

English at Singkut Muhammadiyah High School. The subjects of that study were English teachers at Muhammadiyah Singkut High School. The design of that research is descriptive qualitative. The results are strategies that can be used by teachers to motivate students, namely giving praise, giving suggestions, giving subtle ridicule, and telling stories about idols.

The fifth research from Utama (2020), the title of the research is Students Motivation in Thematic Learning at Elementary Schools. The research used the library research method. The data in this study took from various relevant literature. The results of the study are by applying thematic learning, students will pay more attention to learning and increase student learning motivation, thus thematic learning can be a guide for students in growing their motivation. In the current study, researchers will examine the implementation and problems in motivating young learners in learning English. The researcher took the title, namely The Implementation of Teacher's Problems in Motivating Young Learners in Learning English.