

## **CHAPTER II**

### **LITERATUR REVIEW**

This chapter describes some literatures related to the research. The literatures focuses on english young learner, challanging in English Young learner, challaginges in English young learner, strategies in English young learner and relate previous study.

#### **A. English for Young Learner (EYL)**

##### **1. Definition English for Young Learner (EYL)**

According to Nunan (2011) "young learners are from around three years old of ages to fifteen". In addition, Phillips (2003) states that "young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age." Furthermore, Linse (2006) also states that young learners are children between the ages of 5-12. Moreover, the definition of young learners is mainly based on the years spent in the primary or elementary stages of formal education to the transition to secondary school. This is why the ages of the young learners could be varied from one country to the others. Some psycholinguists say that one of the factors to be successful in language learning is a young age

##### **2. Characteristic Young Learner**

Young learners have their own characteristic, which is really different from the adult learners. The characteristic covers their ways of thinking, their attitude, their aptitude, etc. They also have their way of learning a language. This, of course, influences the ways of teaching them. A teacher should know and understand their students to give the best quality in teaching English and do not make them to feel bored. If teachers do not know the characteristics of their students, they will have difficulty in teaching and learning process.

There are some characteristics of young learners. According to Nunan (2011) identifying the young learners characteristics as follow:

- a. children are pre-school or in the first couple of years of schooling,
- b. they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet,
- c. they have lower levels of awareness about the process of learning,
- d. they have limited reading and writing skills, even in their first language,
- e. generally they are more concerned about themselves than others,
- f. they have limited knowledge about the world,
- g. they enjoy fantasy, imagination and movement.

### **3. Challenges in Teaching English For Young Learners (EYL)**

Nunan (2010) suggests five main challenges that might be encountered by English teachers of young learners. Those challenges are in terms of cognitive development, motivation, attention, multilevel groups, and assessment. The first challenge is cognitive development. Nunan explains that young learners are in the middle of their psychological and social development from infancy to adulthood. This kind of thing should be very considered by the teachers in designing the tasks and materials. He suggests that introducing the formal grammar and applying inductive teaching to young learner would not be a good decision. In contrast, they should create the tasks and materials which suit the students based on the stage they are at.

Motivation is the second challenge that the English teachers of young learners perhaps face. It is explained that maintaining the students' motivation is crucial. The students will be highly motivated once they know what they are expected to be able to do after learning certain materials as well as the things they could relate to the material.

The next challenge is to gain the students' attention. Getting the students attention is the first thing that the teachers should be able to do as children's attention period is limited. Sustaining the learners' attention during the instruction is very important that they are learning in order to perform it (Dick, 2015). In this case, teachers have to vary the activities in

order to maintain the students' attention. Thus, including a variety of learning style into the activities are likely to be a wise decision.

Another problem in teaching English to young learners is in terms of multi-level groups. Diversity in a group of students will lead to a serious problem. The diversity includes different motivation, different learning style, different first language, and especially different proficiency. Therefore, teachers must be able to deal with children with those differences. To deal with the difference of proficiency level, they have to design materials and tasks which are varied in difficulty.

The last but not least is in terms of assessment. Nunan (2010) reveals that assessment is needed in order to know how well the learners have done while the most important assessment is the assessment for learning process since assessment is an integral part of learning process. It is in line with what Halliwell (1992) states that teachers gave more attention on the implementation of content goals rather than on attitude goals which should be prioritized in primary school English teaching. At this point, teachers of EYL should be very competent in assessing the students. Teachers have to be able to develop the students' language instead of focusing the assessment for testing them only.

#### **4. Strategies in Teaching English For Young Learners (EYL)**

One component to determine the success of English teaching and learning process is teaching strategy. A good English teacher prepares what is best for the students through certain learning strategy especially strategy that can enhance students' motivation in learning English (Nguyen & Terry, 2017). Besides that, the use of correct English teaching strategies and in accordance with the characteristics of students is able to support the teaching and learning process so that learning objectives can be achieved (Intarapanich, 2013). Teaching strategies that generates significant learning and creates motivation, interest and enjoyment in young children is a challenge in contemporary education (Remer & Tzurriel, 2015). So, it can be said that the existence of teaching strategy is very important in determining the success of teaching and learning process.

According to Hit, Ireland and Hoskisson, “Strategy is an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage.” The terminology of strategy originally came from literature on war. In that perspective, business is interpreted as a battle and competitors are enemies, while the government plays a role in making and implementing various rules (Sampurno 2003: 03).

Meanwhile, according to Milles and Snow cited in Kuncoro (2005: 88-89) revealed that the success of an organization in using a strategy to be able to adapt to the environment of its competitors can be through several strategies include

1. The Prospector Strategy is a strategy that prioritizes the success of the organization in innovating, always creating new products and new market opportunities.
2. Defensive strategy (Defender) is a company with a defensive strategy usually attaches importance to the stability of the target market.
3. Strategy Analyzer (Analyzer) is a strategy of analysis and imitation. Organizations that use this strategy will analyze new business ideas before the organization enters the business.
4. Reactor strategy is an organization that reacts to environmental changes and makes a change only when there is pressure from the environment that forces the organization.

In general, the definition of learning strategy is something that uses a systematic strategy that is carried out effectively to get an achievement and also success in learning activities.

Especially in the world of education, this strategy can be interpreted as a design and method in achieving its goals. A learning strategy is a plan, in which there is a series of activities specifically designed. For more details, the following is the definition of learning strategy according to experts :

1. Taba (1962)

Learning strategy is a sequence or pattern of teacher behavior to manage all learning variables consciously and systematically.

2. Suparman (1997)

The learning strategy is a combination of several series of activities, how to organize student subject matter, materials, equipment and time used for the learning process in achieving the objectives of the learning activities that have been determined.

## **5. Learning English language**

Learning English is developing English language skills contextually and adapting to the context, conditions and daily situations of students. This is to produce a form of learning English that is more in touch with the language needs of students.

According to Todd (2000:6): "A language is a set of signals by which we communicate. Human beings are not the only species to have an elaborate communication system".

Meanwhile, according to Todd (2000:7) also that: "A language is an abstraction based on linguistic behavior of its users". Humans use language to communicate in their social environment. Every language community is different in using the language, especially English. Because of geographical location and different social environment.

According to Siahaan (2008:1): "Language is a set of rules and used by human as a tool of their communication". The use of language begins with the rules that apply in accordance with the customs and culture of their respective regions. If the community does not follow the rules in the language, there will be ineffective communication and it will not run smoothly, there will even be misunderstandings between them. Therefore, in communicating to run well, people who communicate must use the rules of the language they use in accordance with the applicable rules.

## **6. English for Kindergarten**

Kindergaeten is the one type of formal education path is Kindergarten. Kindergarten according to Helmawati (2015: 49) is formal education for children aged 4-6 years. Meanwhile, according to Maimunah (2012: 355) Kindergarten is a level of formal education after play group.

From some of these opinions, it can be concluded that Kindergarten is a place to introduce something or learning for children aged 4-6 years. In Kindergarten there are usually two groups, namely group A with the age of 4-5 years and group B with the age of 5-6 years. Learning in Kindergarten is carried out to develop and stimulate six aspects of children's development, namely moral religious values, language, physical motoric, cognitive, social emotional, and art (DEPDIKNAS, Standar Kompetensi Pendidikan Anak Usia Dini. Taman Kanak-kanak dan Raudhatul Athfal. 2003). All aspects of development are properly stimulated according to the child's developmental stage.

According to Maimunah Hasan (2009: 15), "kindergarten is a form of education that focuses on laying the foundation in several directions, namely physical growth and development, intelligence and socio-emotional language and communication."

Kindergarten is a form of early childhood education unit in formal education that gives educational programs for children aged four to six years. Based on some of the definitions above, it can be concluded that Kindergarten is an early childhood education that aims to foster the overall growth and development of children from birth to six years, which includes physical and non-physical aspects, by providing stimulation for physical, spiritual, motoric, intellectual development. appropriate thoughts, emotions, and social skills so that children can grow and develop optimally and connect family education with school education.

Moser and Reikerås (2014) argue that toddlers' corporeal exploration requires a minimum level of appropriate motor competency and skills to ensure meaningful inter- action and experience. The period

from two to seven years of age is generally recognised as a time when a number of fundamental movement skills are acquired, leading to the development of a large repertoire of various movement skills (Chambers and Sugden 2006), a process that is strongly influenced by opportunities for practice (Gallahue and Ozmun 2006). Bar-Haim and Bart (2006) point out that although children's motor abilities are a rather obvious background factor in the development of social participation, they have been relatively neglected in research literature. The research that has been done on movement skills in relation to social-emotional adjustment has, according to Bart, Hajami, and Bar-Haim (2007), primarily been done in clinical populations. Several studies indicate that children with severe coordination problems have poorer social functioning than their peers (Schoemaker and Kalverboer 1994; Smyth and Anderson 2000; Dewey).

## **B. Previous Studies**

### **1. Strategies Implemented in Teaching English for Young Learners in Primary School**

Teaching English to young learners is not an easy task. Teacher needs to use appropriate learning strategies so the students are engaged and motivated in teaching and learning process. The current study aimed at identifying the teaching English strategies used by fifth grade English teacher and the problems encountered by teacher in teaching English for young learner. This study was a descriptive qualitative research and conducted in SD Suta Dharma Denpasar Bali. In collecting the data, classroom observation and interview were conducted. The result showed that there were eight strategies applied by teacher in teaching English. They are; listen and repeat, listen and do, question and answer, in-pair, cooperative learning, and games. Furthermore, the problems experienced by teacher were lack of media of teaching English and lack of knowledge of strategy in TEYL. The problems occurred because the teacher has a limited knowledge on how to teach English for young

learners and the lack of resources of teaching media available in school.

## 2. Challenges in Teaching English to Young Learners

The consideration of English to be introduced at the earlier age has been arisen, especially in Indonesia. EF EPI in 2018 shows that Indonesia is in the 51st place out of 88 countries which indicates as having a low English proficiency. Likewise, in Asia, Indonesia is placed in the 13th place out of 21 countries which also categorizes Indonesia of having a low proficiency. Thus, it is crucial to teach English as early as possible. However, teachers of EYL all over the world, including Indonesia are facing some challenges in carrying out their profession. In Indonesia, specifically, the challenges or problems come from the status of English in Indonesia, teachers' pedagogical competency, and parents' socio-economic background.