

CHAPTER II

LITERATURE REVIEW

This chapter discuss about teaching, young learner, teaching strategi for young learner, teaching problems and previous studies.

A. Teaching

Defining teaching is quite complex. Brown states that "Teaching involves showing or helping someone learn how to do something, giving instructions, guiding their study, providing knowledge, and facilitating understanding." (Brown, 2000:7)

Teacher is an important element in the teaching and learning process, because weather or not the teaching and learning process is successful depends on the teacher. Teacher's responsibility for the success of learning is in the teaching and learning process. According to Brown, teachers have some roles in the classroom, the first Teacher as Controller. Teacher as controllers determine what the students do. When they should speak, and what the language forms they should use(Brown,)

The second, teacher as director. When students are engaged in either rehearsed or spontaneous language performance, teacher as director should keep the process flow, smoothly, and efficiently. The third, teacher as manager. Manager is someone who does not only plan the lesson, modules, and courses, and who structure the larger segments of classroom time, but also allows each individual player to be creative within those parameters. The fourth, teacher as facilitator. A teacher facilities the process of learning,

making the learners easier to study, helping them clear away roadblocks to find shortcut to negotiate rough terrain. The fifth, teacher as resource. The implication of the resource role is that the students take the initialization to come to the teacher. The teacher is available for advice and counseling when the student faces it (Brown,2001:167).

B. Young Learner

1. Definition of Young Learner

Accordingly, divided into four bases on their age, they are first, pre-school student ages 2-4 years normally still at a kindergarten school. Secondly, Primary students ages 5-7 years and thirdly, Intermediate students ages 8-10 formally at elementary school and the last Early adolescent student ages 11-14 formally at junior high school (Curtain & Dahlberg: 2004).

The most significant features of young learners are their propensity to be active, some of which are more active than others. Teachers should be concerned about children who are very passive or active in their actions. Another characteristic of children that is most noticeable is their high level of activity, it is their tendency to be curious. Undoubtedly, you have noticed how sensitive children are to the many items in their world and how fast their focus moves from one aspect to another.

C. Teaching Strategy for Young Learner

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities (Isaac & Stone: 2010).

Strategies are steps or action taken for the purpose of winning a war, other definition of strategy is an effort to achieve of succes goal. In an education context, the strategy is a plan, method, or series of activities designed to achieve a particular educational goal. Teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. It can be concluded that teaching strategies are a plan prepared by the teacher to achieve certain educational goals (David, 1976).

Teaching English for young learners is not easy as teaching English to adult learner. It is completely different. According Cameron, Teacher needs to demonstrate progressively the potential to provide essential info rmation to young learners. Educating young learners must give additional consideration to learning in the learning process (Cameron, 2001:23).

It is not as simple as what the scientist had imagined, the teacher must have a sense of patience, imagination, humor, a high spirit, and become the

mother of the young learners. In addition, teachers need skills to analyze learning task using a language that is more acceptable for children to convey a message. As a result, teaching English to young learners need the skills of a good teacher so that young learners can understand the material, keep up with the task, learn the language, and manage it.

Teaching strategies for primary level of students by Bonnie Piller and Mary Jo Skillings California State University, San Bernardino USA: demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration, read and say. The first strategy is demonstration. includes the use of real objects, performing actions, using gestures, and facial expressions. It is used for presenting words like toy or hat. Demonstration is a teaching strategy where the teacher shows the students how to perform a task or process. It involves visually displaying steps or procedures, often accompanied by verbal explanation, to help students understand and replicate the activity. Demonstration can be used for sentence patterns that stand for concrete ideas. For example, saying “I am looking at my watch”, or “I am cleaning the chalkboard” while performing these actions. The teaching strategy includes the teacher doing the demonstration and students practicing with feedback from the teacher. Demonstration is important. Demonstration builds connections between new knowledge and what the child already knows.

The second strategy is choral drill. Choral drill is a repetitive and rhythmic strategy where the teacher and students say words or phrases together in unison. It is commonly used to practice pronunciation,

intonation, and memorization of language structures. The children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns, and vocabulary lists. Children repeat the melody and rhythm. Choral Drill presented speaking a loud and verbatim memorization. Choral drill is also a powerful way to cause over-learning to occur. Over-learning, that is, continuing to recite after something is memorized, creates deeper memory traces that make for longer retention.

The third strategy is look and say. Look and say is a strategy where students learn to recognize whole words by sight rather than phonetically. The teacher shows a word, says it aloud, and the students repeat it while looking at the word. The technique of students listening to the teacher and looking at the object or print, then repeating a word or sentence after the teacher. Children either watch as the teacher points to the words on the chalkboard or individually point to the print on a page or in a textbook.

The fourth strategy is pictorial Illustration. Pictorial illustration involves using images, pictures, or visual aids to explain concepts, vocabulary, or stories. Visuals can make abstract ideas more concrete and aid in memory retention. The use of blackboard drawings, diagrams, sketches, match-stick figures, photographs, maps, and textbook illustrations. These are used for presenting words and structures that stand for concrete ideas.

The fifth strategy is verbal Illustration. Verbal illustration is a strategy where the teacher explains a concept or word using descriptive language and examples. It involves creating mental images through detailed verbal

descriptions. Teachers at each level used verbal Illustration. Sometimes this was simply giving a phrase or sentence that showed the typical use of the word in context, as in “the sky is blue”.

The sixth strategy is association. Association involves linking new information with familiar concepts or experiences to facilitate learning. This strategy helps students remember new vocabulary or concepts by connecting them to something they already know. Association was used for presenting vocabulary items. Teachers used Association for synonyms, antonyms, and simple definitions. For example, blossom - flower (synonym) diligent - hardworking (synonym) fresh - stale (antonym) lad-means a boy (definition).

The seventh strategy is questioning. Questioning is a teaching strategy that involves asking questions to engage students, check their understanding, stimulate critical thinking, and encourage active participation. It can be used throughout the lesson to assess and reinforce learning. Questioning is another strategy that is used in lessons at all levels. It is used in the introduction. The questioning section of the lessons appeared to be for the purpose of developing thinking processes for concept formation.

The eighth strategy is Narration. Narration is the strategy of telling a story or giving a detailed account of events to convey information, teach concepts, or illustrate a point. It engages students by appealing to their imagination and interest in storytelling. Narration strategy is the process of teaching and learning by telling stories or in familiar English because storytelling helps enrich children's vocabulary. Children can learn vocabulary by

understanding the contents of the story. The context of storytelling helps develop vocabulary. Apart from vocabulary, children will learn many other things including the customs of local storytelling and the moral messages that have been sent. Students begin to learn the stylistic conventions found in traditional fairy tales, such as standard beginnings, language repetition, show repetition, flat characterization, and moralistic ending. So that the repetition of the story reader (teacher) is needed to create an understanding of the story plot.

The ninth strategy is read and say. Read and say is a method where students read words, phrases, or sentences and then say them aloud. This technique helps with reading fluency, pronunciation, and comprehension. In general, children learn better when they are actively involved in learning. However, in view of their diverse learning styles and preferences, children showed different results. For this reason well- designed lessons can be effective in solving problems related to the teaching process.

D. Problems in Teaching Strategies

According to Jian and Pane (2020), Teaching English to the young learner using a certain method provides a problem to Teacher. Same teaching method all the times makes teachers difficult to match it with the teaching topics and sometimes less attracted young learners in learning English.

Teaching English to young learners is not easy, teachers must be able to adapt to students' characters, students' interests, and use

interesting strategies to teach English. According to Songbatumis (2017), the challenges faced in teaching English such as different foreign languages and related to students, teachers and school supplies. As Abrar in Pratiwi et al 2021 state there are seventh problems faced by teacher in teaching English to young learner;(1)limited time, (2)differents characters of students,(3)low attention of student,(4) bricking students,(5) the position of English in the national curriculum,(6)limited teacher,(7) unsupported facilities. This is also faced by English teachers at SDN Mrican 1, based on observations made by researchers, there are several problems when teachers teach English.

E. Previous Studies

There is previous studies related to this research. This research aims to find out the teaching strategies used by English teachers in encouraging student participation in class. The teacher had difficulty implementing the strategy maximally. This research uses a descriptive method. The instruments used to collect data, namely observation, documentation, and interviews. The most significant strategy that teachers often use to encourage young students' participation is: verbal illustration, demonstration, look and say, and questioning (Astuti, 2021).

Others previous study aims to carried out to find out how teaching vocabulary is applied by teachers such as materials used by teachers, media used by teachers, techniques used teachers used, problems and solutions faced in its implementation teaching and learning process. MI Kedungharjo in the academic year 2015/2016. The researcher used descriptive qualitative

to analyze the data. The problems of implementation teacher's strategies derived from three aspect they were: (A) the problem from the teacher itself such as: (1) the teacher have problem to motivate the students to learn vocabulary, (2) the teachers have a problem in manage the classroom. (B) the problem from the students such as (1) classroom environment and (2) students feel hard to learn English, (C) the problem from the school such as: less of media especially LCD (Liyaningsih, 2017).

The third studies is 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. The result showed that there were eight strategies applied by teacher in teaching English. They are; listen and repeat, listen and do, questioning and answer, in-pair, cooperative learning, and games (Wulandari., et al 2020).

The fourth studies is to aims teaching and learning vocabulary is an integral part of a foreign language learning because it is a basic sub-skill for someone who wants to learn a foreign language. This descriptive qualitative study as a case study is designed to explore the Qur'an Learning Center teachers' perspective on the strategy used to teach vocabulary to young learners. The result of this study revealed that teachers believe that teaching strategy is essential for teaching vocabulary to young learners (Deni., et al, 2020)

The fifth studies, there are several factors that must be taken into account

to achieve the aim of teaching English for young learners. These factors include the teaching of English to students, the learning method for young students, the management of the English and the environment and consideration when designing materials (Mulyadi, 2021).

The sixth studies, This research is to describe the problems faced by teachers in teaching English to young learners and explaining their strategies in teaching English to private elementary school students. This research used qualitative descriptive. The research shows that there are nine problems teachers face when teaching English young learners. Namely limited time, diverse student characters, students lack focus, students fight, the position of English is in national curriculum, large number of students and classes, facilities, less supportive learning media, and the fact that English is not a communication tool (Pratiwi, et al. 2021).

Seventh studies, This study aims to identify the challenges faced by English teachers and their strategies in teaching English to young students in rural area. This qualitative research uses direct observation in the field classes and interviews with English teachers in an elementary school in Ponorogo. The results of this study are; (1) English learning in remote areas is constrained by status English as local content created is less supportive conditions for teachers to teach English; (2) most teachers comes from a non-English educational background, which affect their competence; (3) there is no learning curriculum in accordance with existing learning conditions; and (4) it Parents' socio-economic status has a significant influence students' motivation and achievement in learning English send in

(Pramesty,. et al. 2022).

Eight studies, The purpose of this research is to determine the challenges of teachers in teaching English to the younger generation student. This research used qualitative research. The results show that there are several challenges faced by teachers in teaching English young learners such as teaching listening, motivating students to learn English, and deficiencies textbooks to facilitate students' needs (Brobrikit,. et al. 2020)

Ninth studies, the purpose of this research is to find out the difficulties faced by English teachers when teaching young students. This research used descriptive qualitative. From the result, there are many difficulties they face when teaching, namely lack of facilities, lack of knowledge in using IT, limited time, and lack of student motivation in learning. Methods and strategies to overcome difficulties in teaching English, namely by using games, increasing vocabulary, and English songs for children (Hulu, 2024).