

CHAPTER II

LITERATURE REVIEW

This chapter discusses the reviews of related literature used in this particular study. It covers overview of the theory of teaching English to young learners, successful of language learning, and the factors that contributing to the student's success of language learning.

A. Teaching English to Young Learners

Young learner education's purpose is to stimulate children's development in all aspects optimally. The child's development, such as physical, social-emotional, intellectual, and language. Language development is particularly crucial as it lays the foundation for effective communication and literacy skills. By providing a rich and engaging learning environment, educators can foster a love for learning that encourages curiosity and exploration in young learners. These development aspects will affect each other within the process.²⁵

The children's maturity could not be measured by their age. There are some factors affecting maturity, like gender, culture, environment, and parents' involvement. Thus, the young learners' teacher should be wise to decide on the appropriate activity through teaching and learning in English. Teaching English to Young Learners (TEYL) is the process of transferring English knowledge to learners between the ages of 3 and 15 years old.²⁶ Teaching young learners needs a certain activity to ensure the learners' language development.

The principle of TEYL is outlined in several aspects. First of all, the learning should be simple and easy to understand. Second,

²⁵ Nunan, D. (2016). *Teaching English to Young Learners*. In *Handbook of Research in Second Language Teaching and Learning* (pp. 68-81). Routledge.

²⁶ Ibid, p. 85

the learning activity can be challenging to bring the current skills out. It means the activity may not be frustrating and may not be too easy. Third, it is good to have as many listening and speaking activities as possible. This aimed to encourage the learners' self-confidence. The last is avoiding writing activities due to their harder ability and not having joy in learning.²⁷

Furthermore, Nunan's theory defined the challenges of teaching English to young learners.²⁸ These challenges are possibly faced by the teacher through teaching, such as involving cognitive development, motivation, attention, multilevel groups, and assessment. Cognitive development states the children's maturity in progress should be a consideration in deciding the learning style and activity. This stage involves the learner's psychological and social factors affecting the development. The learners' motivation may decrease over time. The factors decreasing the motivation are unclear learning objectives, the weaknesses of learners' material understanding, the learners' effortlessness, and the out-of-context material in world life. Young learners' attention means that they find it difficult to focus for a long time. They need to engage in interactive learning.²⁹

Besides, multilevel groups are defined as the diversity in the classroom. That is a usual challenge in having multiple learners. This challenge involves the learners' personality, motivation, aptitude, and attitude. The teacher should consider the learning activities and learning styles to accommodate learners' inclination to become effective learners. The assessment of teaching young learners should be immediately delivered. It could be oral feedback

²⁷ Nurhadi, A. (2012). Teaching English to Young Learners (Pengajaran Bahasa Inggris Pada Anak Usia Dini). *Educate*, 1(1).

²⁸ Nunan, D. (2016). *Teaching English to young learners*. In *Handbook of Research in Second Language Teaching and Learning* (pp. 84-87). Routledge.

²⁹ *Ibid*, (pp. 90-95).

on their tasks or performance.³⁰

B. Successful Language Learning

Depending on the expert, learning a language successfully may refer to different things. Some people think it is about speaking the language accurately and fluently, while others think it is more about being able to communicate effectively in everyday contexts. Numerous researchers also argue that learning strategies, confidence, and motivation are critical components of success.

Success in language learning refers to learning specific aspects of the course, language development, applications to work or study, and achieving learning goals.³¹ Success in language learning is a combined factor of the learning process in several components, such as grammar and vocabulary, and language skills, such as speaking, listening, reading, and writing. Furthermore, the ability to master the language will continue to achieve good achievements while in school, such as winning several competitions for the concrete use of the language itself, such as in the world of work. This mastery not only enhances communication abilities but also opens doors to career opportunities where proficiency in a second language is highly valued.

Ultimately, the benefits of effective language learning extend beyond academic success, fostering personal growth and global understanding. In the end, language mastery that is considered successful refers to a person's proficiency in using the language in everyday interactions, and cultural understanding becomes an important benchmark in the journey of language mastery. English language acquisition success is easily achieved by

³⁰ *Ibid*, (pp. 102-106).

³¹ Zhang, Y., Yang, F., Yang, H., & Han, S. (2024). Does Checking-in Help? Understanding L2 Learners' Autonomous Check-in Behavior in An English-Language MOOC Through Learning Analytics. *ReCALL*, 36(3), 343-358.

those who have multiple intelligences, such as strong visual and existential intelligence, because they will strive to create mental images and connect language concepts with personal experiences and beliefs.³²

In addition, Gordana defined that the development of productive skills such as speaking and writing, in addition to receptive skills such as listening and reading, are positively influenced by the combination of musical, existential, logical, and verbal intelligence, which together facilitate a more comprehensive approach to language acquisition. By recognizing and utilizing these diverse intelligences, educators are expected to be able to implement learning strategies and activities that support students in gaining proficiency in language.³³

Conteh also emphasizes that successful language learning occurs when new input is presented in several ways. [9] That is understandable (comprehensible input), received in a supportive emotional context (low affective filter), processed and integrated through appropriate interactions and learning strategies, and can be measured through formative assessments that provide immediate feedback. In other words, "successful language learning" is an integrated process in which students feel comfortable in the learning environment, are able to understand and process new information, use appropriate strategies, and show significant improvements in language skills, especially in academic and information literacy contexts.

English learners as a foreign language in Indonesia have unique characteristics.³⁴ They try to learn English using various

³²Ognjenović, G. Ć. (2024). The Relationship Between Multiple Intelligences and Success in Learning English as A Foreign Language. *Facta Universitatis, Series: Teaching, Learning and Teacher Education*, 013-024.

³³ Gordana, V. (2021). *Multiple Intelligences and Language Acquisition: Integrating Diverse Learning Strategies* (p. 52). Belgrade: Educational Research Institute.

³⁴Muslimin, A. I., & Suhartoyo, E. (2024). *Exploring the Dynamic Interplay of Personality*,

approaches and try to survive all obstacles. In addition to the approach, they also try to find some effective strategies that are used to improve understanding in the language and solve complex concepts so as to improve their skills in speaking in the real world. Furthermore, a supportive learning environment is characterized by motivation from teachers, family, and peers that will increase self-confidence, and involvement also contributes greatly to success, such as achieving superior achievements and winning English Olympiads.

C. Factors Contributing to the Success of Language Learning

Success in language learning is influenced by various interrelated factors, both from internal and external aspects of the learner. These factors include the learner's attitude, motivation, and cognitive abilities, as well as the quality of instruction, available resources, and social support. A holistic approach that addresses these interconnected elements can significantly enhance the language acquisition process and lead to more effective communication skills. As studies in the field of second language acquisition have developed, researchers have identified a number of factors that significantly contribute to a student's success in learning a foreign language. Understanding the factors that contribute to students' success is important not only for researchers but also for educational practitioners in designing a more effective and adaptive learning approach to the needs of learners.

Factors of successful language learning have been explored by some experts. Based on the findings of Getie (2020), these factors include social context, learner personality, learning conditions, learning process, and learning outcomes.³⁵ Social factors include

Language Learning Strategies, and Environment in Indonesian EFL Learners' Success. *International Journal of Arabic-English Studies*, 24(1), 119-134.

³⁵ Getie, A. S., & Popescu, M. (2020). Factors Affecting The Attitudes of Students Towards

influences from parents, peer groups, and communities, while personality factors include self-confidence, courage to take risks, and anxiety levels. In addition, the learning environment, such as classroom atmosphere, teacher-student interactions, and the quality and availability of teaching materials, is also very important. The direction of students' attitudes (both positive and negative) towards the target language is influenced by the integration of all these elements. Therefore, creating a learning environment that supports them emotionally, socially, and academically is very important to improve students' attitudes and motivation in learning a foreign language.³⁶

Additionally, Alharbi's study (2022) shows that the quality of teaching, classroom atmosphere, and learning environment are the main factors that influence students' attitudes and success in learning English. Teachers who do not provide clear directions, do not encourage the use of English in class, and only focus on completing the syllabus without considering students' needs tend to reduce students' learning motivation. On the other hand, a relaxed, interactive learning atmosphere and teachers who pay attention to students' interests and feelings can increase students' self-confidence and integrative motivation, which ultimately has a positive impact on their learning achievement. Therefore, the success of language learning is not only determined by the teaching material but also by the method of delivery and the teacher's approach in creating meaningful learning experiences.³⁷

Furthermore, based on the research findings of Le and Le (2022), success in learning English as a foreign language is greatly

Learning English as A Foreign Language. Cogent Education, 7(1), 14–15.

³⁶ Ibid, p.16.

³⁷ Alharbi, B. (2022, August). Saudi English for Specific Purpose Students' Attitudes Toward the Learning of English language: An Investigative Study. In *Frontiers in Education, Frontiers Media SA*, 7, p. 998531.

influenced by various internal and external factors that shape students' attitudes towards learning. Internal factors include students' interests, self-confidence, vocabulary knowledge, anxiety, willingness to take risks, curiosity, and awareness of the importance of English in their future. Meanwhile, external factors include teaching materials, learning content, a dense curriculum, and factors related to teachers such as personality, teaching methods, communication, and teacher attitudes towards students. This study shows that good interpersonal relationships between teachers and students, appropriate teaching materials, and relevant learning strategies are very important for building positive student attitudes, which in turn will have an impact on their success in learning English.³⁸

Conteh's theory of language learning combines the aspect of Krashen's innatist monitor model with interactionist characteristics. It is integrated into the five factors, including learner personality, social context, learning conditions, learning process, and learning outcomes. These factors should be on the teacher's consideration based on the unique situation and each class condition. Moreover, giving attention to the affective aspects of language learning is used to draw up the course or lesson development. The planning is expected to gain successful learning.³⁹

³⁸ Le, X. M., & Le, T. T. (2022). Factors Affecting Students' Attitudes Towards Learning English as a Foreign Language in A Tertiary Institution of Vietnam. *International Journal of TESOL & Education*, 2(2), 168-185.

³⁹ Conteh-Morgan, M. (2002). Connecting the Dots: Limited English Proficiency, Second Language Learning Theories, and Information Literacy Instruction. *The Journal of Academic Librarianship*, 28(4), p. 3-4.

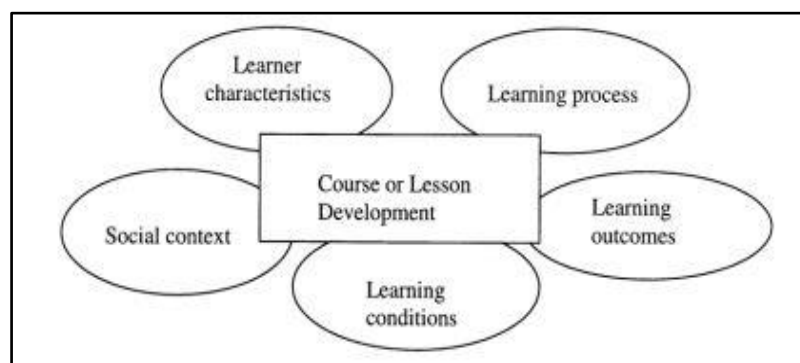


Figure 1: Factors Contributing to Language Learning by Conteh (2002)

The most dominant factor contributing to language learning is the learner's characteristics. Learner characteristics focus on students' attitudes. The personality is defined by such things as students' self-confidence, risk-taking, and anxiety.⁴⁰ In addition, the learner characteristics are outlined by Conteh, such as the student's age, Learning Experience, language competency, ability to use technology and sources, and the students' learning motivation. Although this factor is the most dominant, the learner characteristics contribute to the affective factors.

Moreover, language is shaping society's communication.⁴¹ Although language is learned by individuals, its implementation is in the social context. Conteh's theory outlined the social factors, including the classroom learning environment, the interaction among the students, the interaction between the students and teachers, and the students' perception of the teachers' learning.⁴² The social factors are wider, such as the learners' parents, learners' peer group, and learners' community. Furthermore, Conteh suggested certain activities like icebreakers, welcoming smiles, and nice introductions will decrease the students' anxiety and fears.

⁴⁰ Getie, A. S., & Popescu, M. (2020). Factors Affecting The Attitudes of Students Towards Learning English as A Foreign Language. *Cogent Education*, 7(1), p. 5

⁴¹ Spolsky, B. (1989). Communicative Competence, Language Proficiency, and Beyond. *Applied Linguistics*, 10(2), 138-156.

⁴² Conteh-Morgan, M. (2002). Connecting the Dots: Limited English Proficiency, Second Language Learning Theories, and Information Literacy Instruction. *The Journal of Academic Librarianship*, 28(4),

Creating a good atmosphere will keep the students comfortable during the learning process.⁴³

The following factor that contributes to language learning is the learning condition. These factors include the physical classroom condition and the learning components. The physical classroom condition is related to the size, temperature, and support and functioning of equipment. The learning components are defined as what the teacher does to enhance learning, such as clear learning objectives, well-designed materials, new information transmission, and the point of entering new materials. Teachers' language instruction, like slow and clear explanations, real-world communication, and restatement of the ideas, may enhance the students' comprehension. The principle of learning by doing (student-centered learning) reflects the student's critical thinking and effectively develops the student's learning.

Recalling the definition of the learners' characteristics, the learning process is conjointly integrated. The learners' prior knowledge and language background determine the way of the learning process. For example, learners who can use technology will prefer learning through media, such as using PowerPoint to have material presentations. The learners' trend on visual learning style will select the concept map and naturally enhance the learning development. Referring to the learning style, there are three types of it specifically: metacognitive, cognitive, and socio-affective.⁴⁴ In short, the teacher should conduct the students' needs analysis. Then the findings give suggestions for learning styles and learning methods. Teachers possibly combine the learners' prior knowledge and the aspects of the learning process to get the right input.

⁴³ Ibid, p. 6.

⁴⁴ O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G. L. O. R. I. A., Russo, R. P., & Küpper, L. (1985). Learning Strategy Applications with Students of English as A Second Language. *TESOL Quarterly*, 19(3), 557-584.

After doing and/or combining the factors affecting language learning mentioned above, then the learning outcomes can be assessed. The assessment of learning outcomes can provide valuable insights into the effectiveness of the teaching strategies employed. By evaluating students' progress and understanding, educators can refine their approaches to better meet the diverse needs of their learners. Conteh defined the post-instruction evaluation as a summative assessment.

The summative assessment is done to measure the student's proficiency in the last of learning. When the teacher uses this assessment, it means he loses the moment to re-explain and repeat certain materials. Therefore, summative assessment is not effectively conducted in one-shot learning. The classroom assessment, or formative assessment, provides a better alternative and is suitable for one-shot learning. Formative assessment presents the feedback directly to instruction. The teacher can adjust the teaching-learning materials and overcome the students' learning difficulty.