CHAPTER II
REVIEW OF RELATED LITERATURE

It is crucial to include the review of related literature in this study. Thus, the researcher will explain briefly about teaching English to young learners, classroom management, classroom management difficulties, and the ways to overcome classroom management difficulties.

2.1 Teaching English to Young Learners

EYL (English for Young Learner) students are young learners who learn English in early age. They are children in elementary school level who get English lesson as an extracurricular subject. Elementary school students are usually children at the age of six to twelve years old. Scott and Yteberg (2002) divided them into two main groups, that are Level One (five to seven years old) and Level Two (eight to ten years old). In addition, Suyanto (2009) categorized young learners into two groups, namely Younger Group (six to eight years old) and Older Group (nine to twelve years old). Based on their grade, there are Lower Classes (first, second, and third grade students) and Upper Classes (fourth, fifth, and sixth grade students). At those levels, they have different ability and skill in learning English.

English subject becomes an essential part in young learners’ education. It is important to teach English for young learners. Sukarno (2008) explained that teaching and learning of English in elementary school prepares students’ English language competencies in the golden age. It is the age where children can learn anything easily. Besides, it is the situation that is called as Critical Period.
Cameron (2001) told that Critical Period Hypothesis is the term given to the children who can learn a second language foremost effectively before puberty. It happens because the children’s brain is still able to utilize the mechanisms that assist mother tongue acquisition.

The young age gives a great advantage to young learners who can learn a new language easily. However, it is a challenging thing for teachers of EYL. Teaching young learners are different from adults. As asserted by Halimi (2010), young learners have very different needs, interest, and abilities from adult learners. Teachers of EYL have to understand young learners’ characteristics. Moreover, the teachers should have a special skill in order to get an effective classroom environment during teaching and learning process. Effective classroom environment will assist the students to gain the knowledge easily.

2.1.1 Characteristics of Young Learners

In teaching young learners, teachers should understand the characteristics of young learners first. By the reason, teaching young learners is quite different from teaching middle school students and adults. Halimi (2010) stated that teaching English as foreign language to young learners requires absolute cognition of young learners’ development, needs, and characteristics. These are brief explanations about young learners’ development, needs, and characteristics, as follows:

2.1.1.1 Young learners’ development

According to Halimi (2010) young learners are constantly developing cognitive and metacognitive skills. Cognitive development relates to the mental
processes of perception, memory, judgment, and reasoning. Moreover, metacognitive strategies include the followings: connecting new information to previous knowledge, electing thinking strategies deliberately, and planning, monitoring, and evaluating thinking processes.

2.1.1.2 Young Learners’ Needs

Teachers of young learners must consider their particular emotional, social, and physical needs. Halimi (2010) mentions some points about young learners’ needs, they are: affirmation of their abilities and interests, to believe that they contribute to the class, to feel a sense of belonging, that they matter to others, self-confidence, safety, trust, and acceptance, interaction with others, to connect new information to their lives, to learn in an orderly, clean, and well-lighted environment in which their work is displayed.

2.1.1.3 Young Learners’ characteristics

Another thing that should be understood by teachers of EYL students is characteristic of young learners. Suyanto (2009) mentioned some characteristics of young learners, those are:

1. They have egocentric attitude, it means that children like to put something in which they had learned or done with themselves.
2. The young learners at the age of five to seven years old have difficulty in distinguishing something which is concrete and abstract.
3. They are active and imaginative.
4. They tend to be bored easily.
5. Children’s life is full of color and pleasure.
6. They love story as same as game.
7. Younger group prefers to work individual than work with their friends.
8. Young learners at the age of eight to ten have awareness and readiness in learning language.
9. They love to talk about what they all have.
10. They learn by doing.

In addition, this study focused on first grade students. As mentioned by GCSID – Curriculum Guides and Developmental Characteristics in Wahyuni (2013), there are several characteristics of first grade students: physical development (enjoy testing muscle, sloppy, noisy, engage in oral activities) and social and emotional development (moody, competitive, sensitive to criticism, have strong need for love and attention from parents and teachers, determine what is “good” and “bad” based on parents’ and teachers’ opinions).

2.1.2 Characteristics of EYL Teachers

Generally, in order to face the challenging situation when teachers teach EYL students, they should have some characteristics of EYL teacher. Suyanto (2009) mentioned some characteristics of EYL teacher, those are:

1. The EYL teachers should be friendly and fun
2. Generally, the EYL teachers have a high spirit and they should be creative.
3. The EYL teachers should be skillful in storytelling.
4. The EYL teachers are humorist.
5. In teaching EYL, the teachers use a simple language.
2.2 Classroom Management

Teacher is the one who has authority in arranging what the class will be like. Hence, all teachers should create a classroom atmosphere that is comfortable for students and help them learn successfully. According to Eggen and Kauchak (2010), all of teachers’ thoughts, plans, and actions assist to create an organized learning environment in which all students feel safe and can be productive. Teacher as a controller has big authority in arranging the classroom management preparation. By the reason, it will affect the goal on teaching-learning process.

Managing the class is one of the teacher’s duties that should be considered. Brown (2000) asserted that classroom management is the way that the teacher manages the classroom physically. Furthermore, Halimi (2010) mentions that classroom management includes deciding on a good desk arrangement, grouping students for learning tasks, correcting errors properly, giving clear instructions, eliciting information from students, and managing student behavior, all of which help the teacher have well-organized and effective classroom.

The explanation above shows that classroom management refers to the way how teacher manages the class in order to achieve the goal of teaching. It is important for teachers to have big efforts to apply how classroom management will be run. Before that, teachers should know the goals of implementing the classroom management rules. Santrock (2010) mentioned that effective classroom management has two main purposes: to assist students spend more time on learning and less time on non-goal-directed activity, and prevent students from developing academic and emotional problem. In relation to the previous explanation, it is crucial to bring effective classroom management in the teaching
and learning process. By the reason, it will assist teachers to maximize their instructional time and their student’s learning time. Then, well-manage classroom will keep students to be busy with active and appropriate challenging tasks; they will have activities which attract and motivate them to learn eagerly.

After recognizing the definition and the aim of classroom management, there is the main aspect of classroom management that will need to be implemented, namely the elements of classroom management. Those are the rules that are generally applied in managing the classroom. The elements of classroom management are as follows:

2.2.1 Teacher in Classroom

The physical presence of the teacher in classroom roles is an important thing in classroom environment. It means that the way how the teacher acts or does something, the personality and styles will bear students’ direct perception. Therefore, as mentioned by Harmer (2007), the teacher should pay attention on several things below before entering the class:

a. Proximity

Teachers should be conscious of how close them to their students, they should note this when assessing their students’ reactions, if necessary, modify the students behavior. It means that the closeness between teacher and students is required to notice. Sometimes several students are comfortable if the teacher stands or sits next to them, and otherwise.

b. Appropriacy

It is important to consider what kind of effects such as physical behaviors that teacher behaves in a way which is appropriate to the students. It denotes
the way how the teacher acts should be appropriate with the situation that he or she teaches. For instance, some teachers are even happy to sit on the floor, and in certain situations this may be appropriate. However, in others it may well lead to a situation where students are put off concentrating.

c. Movement

Most successful teachers move around the classroom to some extent. It deals with the teacher’s movement. It is better if the teacher not only stand in one place when transferring the material; for instance, in front of class only. The teacher should move around, it will gain the students’ interest and work more closely with smaller groups.

d. Awareness

In order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. Awareness means assessing what students have said and responded appropriately.

2.2.2 Desk Arrangement

Arranging the position of seating is important in classroom management. Commonly, there is one chair in front of students, it is usually used by teachers. The students are seated in front of the teacher in orderly rows. Harmer (2007) categorized the desk arrangement into several parts, they encompass:

a. Orderly rows

Seating students in orderly rows is somewhat restrictive, but there are advantages of this arrangement. The teachers have a clear view of all the students and the students can see the teacher, in whose direction they are
facing. It makes lecturing easier, enabling teachers to maintain eye contact with the people they are talking to.

b. Circle and Horseshoe

In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably sit at the open or end of the side. In a circle, the teachers’ position is near to the position of the board.

c. Separate Table

Separate table is seating students in small groups at individual tables. In some classrooms, they might see the teacher walking around. The teacher checks the students’ work and helps if they have difficulties, or explains something to the students at that table in the corner.

Figure 2.1 (Desk Arrangements)

2.2.3 Grouping Students

In an interactive English classroom, students will deal with various activities that can help them to learn the language. Different activities will need
different grouping arrangements to make the students interact with each other. Halimi (2010) stated that there are two grouping arrangements, they encompass:

a. Pair Work

Putting students in pair to do an activity or exercise is very useful and efficient in language teaching. It is because, all students are actively involved and have more opportunities to speak English. Besides, the students are often less shy when they are talking to a friend rather than the whole class. Using pair work is simple to organize and easy to explain.

b. Group Work

The benefits of putting students in groups (usually groups of 3-5 students) are the same as those pair work. However, some activities are better suited to groups, such as working on a project, playing game, doing a role play involving more than two students, etc.

2.2.4 Giving Instruction

In teaching English, teachers should consider about the way of giving instructions. In teaching and learning process, young learners learn English for the first time. Teachers should give an understandable instruction to young learners in order to assist them understand what the teacher wants. According to Slattery (2002), the things that teachers should do while giving instructions are using gestures and demonstrating what teachers want them to do. In addition, Pollard (2008) says that before giving instructions, teachers should make sure the students are listening. Then, teachers can explain instructions carefully and precisely. After that, teachers can check whether students understand or not.
2.2.5 Managing Students’ Behavior

Part of good classroom management is helping students manage their behavior. When all students are cooperative and in control of themselves, the whole class is productive and all students can learn (Halimi, 2010). It denotes that if one student cannot manage their behavior such like trouble-maker, he or she will disturb the other students. It will make the process of teaching and learning interfered.

2.3 The Difficulties in Managing Class

Young learners, especially first grade students are experiencing the changing phase from kindergarten to elementary school students. There has been no similarity between kindergarten and elementary school, but when children enter elementary school level, it means they have to encounter an excessively real learning process. The changing phase of young learners becomes a challenging situation for the teacher. Hence, a good classroom management is needed. Good classroom management helps teachers manage young learners’ behavior; this is the key for teachers in overcoming the challenging situation. In applying classroom management, the teacher might face some difficulties. There are several difficulties in managing class that are stated by some experts:

Mulyadi (2009) divided the difficulties in managing class into two groups they are, individual and group problems. Individual problems are appeared because there is a need to achieve group acknowledgement and self-esteem. In addition, group problems are appeared because certain groups are easy to be interfered in showing their power. Besides, Dreikurs and Cassel (in Rohani, 2004) mentioned some points related with individual problems, they are:
1. Attention-getting behaviors. In this case, the students want to get someone's attention by doing bad behavior. For instance, making funny expressions (active), or making slow-moving so the students will get extra help (passive).

2. Power-seeking behaviors. Sometimes, students in class will show off their power to the others. Therefore, they will be the arbiter of class. For instance; they always do debate or put excessive emotion out, become angry or weep (active), or always forget on the important rules (passive).

3. Revenge-seeking behaviors. The purpose of these behaviors is to hurt someone else, for example saying bad words, hitting, biting, pinching, etc.

4. Showing incapacity. It is refusal in doing anything; because the students are sure that failure has become their part of life.

Then, Johnson and Bany (in Rohani, 2004) stated that there are six categories of group problems. They are:

1. The class is lack of cohesiveness, for example the diversity of gender, tribe, social-economic, etc.

2. The class gives negative reaction toward one student, for example giving the other class member because his/her voice is out of tune.

3. Giving support to the one that makes funny expressions like clown or uproar in the classroom

4. A group that does not want to do the task

5. Low-enthusiasm, for example delivering protest to the teacher because they regard that the task is not fair
6. The class is lack-adaption on the new situation, for example schedule disturbance.

In addition, Charles (in Wahyuni, 2013) classified students misbehavior into thirteen types, those are:

1. Inattention- daydreaming, looking out the window, and thinking about things irrelevant to the lesson.
2. Apathy- a general disinclination to participate, as demonstrated by sulking, not caring, being afraid of failure, and not wanting to try or do well.
3. Needless talk- chatting during instructional time about matters unrelated to the lesson.
4. Moving around the room- getting up moving around without permission, congregating in parts of room.
5. Annoying others- provoking, teasing, picking at, and calling names.
6. Disruption- shouting out during instruction, laughing, drumming the desk, and singing which out of lesson.
7. Lying- falsifying to avoid accepting responsibility or admitting wrong-doing or to get others in trouble.
8. Stealing- taking things that belong to others.
9. Cheating- making false representation or wrongly taking advantage of others for personal benefit.
10. Sexual harassment- making others uncomfortable through touching, or sex related language.
11. Aggression and fighting- showing hostility towards others, threatening them, shoving, pinching, wrestling, hitting, and bullying.
12. Malicious mischief - doing intentional damage to school property or belonging of others.

13. Defiance of authority - talking back to the teacher, hostilely refusing to do as the teacher request.

2.4 The Ways to Overcome Classroom Management Difficulties

There are some ways proposed by experts to overcome problems in managing class. Santrock (2011) has three ways to solve student’s misbehavior which can be done by teacher. Those are:

a. Minor Interventions

Minor interventions will be implemented if the difficulties that are caused by students’ misbehavior do not disturb class activities and learning. There are several things that can be implemented such as by giving head shake or hand signal when students make noise, teachers can move closer to the students when they make troubles, or giving a choice by telling them if they start misbehaving, they can get a negative consequence.

b. Moderate Interventions

This ways can be applied when the students abuse privileges, disturb class activity, and interfere other students’ work. One way that can be applied such as revoking a privilege or isolating students who caused disruption.

c. Using others as Resources

There are a lot of people who can help teachers to make students do appropriate behavior such as parents, principal, counselor and mentors. Teachers can implement parent-teacher conference to overcome students’
misbehavior. Teachers can telephone the students’ parents or discuss with them face to face. Another way is by enlist help of principal or counselor. Involving the principal and counselor to give detention and warning to the students will assist teachers to save the time.

Besides, Weinstein, Rogmano, and Mignano in Wahyuni (2011) stated that there are three type of steps that can be used by the teacher in dealing with students’ misbehaviors. The first, in dealing with minor misbehavior, the teachers can use three type of interventions, such as: using non-verbal intervention (facial expression, eye contact, hand signal, moving closer student who misbehave), using non-direct verbal intervention (state the student’s name, use humor, incorporate student’s name into lesson), and using direct verbal intervention (reminding students about the rule, giving a choice between behaving appropriately and receiving penalty). In dealing with more serious behavior, if minor interventions are not enough to convince students that teacher serious about the behavior expectations, the teachers can use some treatments, such as penalties or penalizing the group for individual misbehavior. In dealing with chronic misbehavior, the teachers can use some actions. The first, the teacher and student define the problem. Then, everyone brainstorms possible solutions. Next, the teacher evaluates solutions. After that, the teacher decides what solution that will be used. Then, the teacher determines how to implement the decision. The last, the solution taken by student and teacher are evaluated.

In addition, another expert gives three ways in overcoming students’ misbehavior, Kapalka (2009) mentioned three ways, such as:
a. Give Effective Single-Action Commands

Teachers can choose some commands which they usually have difficulties obtaining compliance. Those commands should be direct, because simple commands require a single action such as “Return to your seat,” “Put away the toys; play time is over,”. Teachers cannot use complex commands that call for more multiple actions.

b. Give Effective Warnings

Warning is an announcement of a consequence. It does not make something scarier (desperately hoping more impact). Giving students a warning accurately can get a choice of outcomes. Warning does not sound scary but it sounds more believable. It can minimize disruption.

c. Construct A Behavioral Contract

A behavioral contract is a basic thing of giving consequences following students’ behavior. Teachers can give positive consequence for positive behavior, and negative consequence for negative behavior. In short, teachers will give reward to the students who do appropriate behavior and punish those that are not.

In short, teaching English for young learners is not an easy thing. They have different needs, interests, characteristics, especially first grade students. At that grade, they are experiencing the changing phase from kindergarten to elementary school level, teachers should put a big struggle to teach them. Teaching English for the first time need a special skill such as classroom
management. Teachers should create a classroom atmosphere that is comfortable for students and help them learn successfully.

In implementing classroom management, teachers might face some difficulties in managing class. The difficulties include minor, serious, and threatening misbehaviors. Those difficulties will disturb the classroom environment if teachers cannot handle students correctly. Therefore, teachers can apply some ways in overcoming students’ misbehaviors, such as by using some interventions.