

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature which covers (1) Teaching English as the foreign language to young learner, (2) The characteristics of English for young learners (EYL), (3) The characteristics of EYL teacher, (4) Teaching technique in EYL, (5) Using the English song for young learner, and (6) The problem of using song in teaching EYL.

2.1 Teaching English as Foreign language to Young Learners

In Indonesia, English as foreign language is taught in educational institution. Moreover, English is taught from kindergarten until senior high school. Teaching English as foreign language is not easy like teaching first language which is in Indonesia.

Cameron (2001:1) asserts that teaching English as a foreign language to Young Learner is not an easy thing because teaching between young learner and adult is so different. Not all teachers can do a good teaching. It is known that young learners have special needs in the learning process. Teachers need to know the basis for teaching to young learners. Teaching English as a foreign language to the young learner is one of challenging jobs because teachers should teach patiently, good in class management and make fun in the class. Harmer (1998) asserts that good teachers are teachers can care more about students' learning and

using teaching technique by themselves. Good teachers can also provide instructions that are easily understood by students.

A motivation in Teaching English as a foreign language to young learners is very important because children have different mood every day. Nunan (2011:9) asserts that motivation has two types: extrinsic and intrinsic. Extrinsic motivation is learning something from environments like parents, teachers, and school. Intrinsic motivation is to do or learn something from their own and without any influence from environments. In learning process, motivation from teachers is important for children because children consider their teachers as an angel. Children believe their teachers than their parents. Motivations from parents or teachers also make children confident in learning activities. Beside motivation, having fun and enthusiastic teachers are needed during the classroom because it can make students more interested in teaching and learning process. The enthusiasm can be shown by teachers by doing something together like dancing or singing a song together. The enthusiastic teachers are one of characteristics of young learner's teachers that are claimed by Sabilah (2004). Therefore, teachers should have motivation and enthusiasm in teaching young learners.

2.2 The Characteristics of English for Young Learners (EYL)

Each student has different characteristics that should be known by teachers as students have different need levels. If teachers do not know the characteristics of their students, they will have difficulty in teaching and learning process. The characteristic of young learners is different.

- “1. Children are at pre – school or in the first couple of the years of schooling.
2. Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.
3. They have lower levels of awareness about themselves as well as about the process of learning.
4. They have limited reading and writing skill, even in their first language.
5. Generally, they are more concerned about themselves than other.
6. They have limited knowledge about the world
7. They enjoy fantasy, imaginations, and movement.” (Nunan, 2011:3)

From that statement the characters of EYL students have lower level of awareness about themselves, limited reading and writing skill, and enjoy with their fantasy.

Scott and Ytreberg (1990) classify the characteristics of young learner into 2 groups, they are: age five to seven years old and eight years to ten years old. It can be seen in table 2.1.

Table 2.1 Characteristics of Young Learners

Five years to seven	Eight years to ten years old
<ul style="list-style-type: none"> a. Young learners can conversation about what are they doing. b. Young learners tell you everything what have they done or hear. c. Young learners can plan activities. d. Young learners are able to say for something and tell what they think. e. Young learners can use logical reasoning. f. Young learners can use bright imaginations. g. Young learners can use a wide range of intonations patterns in their mother tongue. h. Young learners can understand direct social interaction. 	<ul style="list-style-type: none"> a. Their basic concepts are formed. Young learners have a very wide world view b. Young learners can say the difference between fact and fiction. c. Young learners ask question every time. d. Young learners trust on the verbal word to convey and understand the meaning. e. Young learners are able to make several choices about their own learning. f. Young learners have certain views about what they like and do not like doing. g. Young learners have a developed

	<p>sense of fairness about what happen the classroom and begin to question's teacher choices.</p> <p>h. Young learners are able to work with others and learn from others.</p>
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In conclusion, they are many characteristics of young learners. From the theory above, young learners have several characteristics such as imaginations, movement, sing song, argue and talk anything, less knowledge in word, and they can learn and interact with other easily.

2.3 The characteristics of EYL Teacher

A teacher in EYL (English for Young Learner) must have good character to teach and form the individual child. If a teacher has a good character, students will feel comfortable in the process of teaching and learning. A good teacher for young learners should know the role and management classroom for example a teacher could be as a motivator, advisor, and facilitator. As we know that different teacher has different weaknesses and strengths. Sabilah (2004) asserts that the characteristics of being young learners teacher, include love children, excellent oral fluency, knowing child psychology, think like a child, mastery of various teaching technique, animated, lively and enthusiastic, humorous, using Non-verbal language, be patient in teaching, and special person. It is not an easy thing to teach young learners. Young learners need to be loved in every condition.

According to Harmer (2007), there are some things that need the attention of teachers that are personality, adaptability and teacher's roles. The first is personality, Good Personality must be owned by a teacher. As a teacher, we need to know that teaching young learners essentially needs to be natural. Teachers are also role model for their students. In addition, teachers need to pay attention and consider about their appearance in order to feel comfortable in teaching and learning process. "Teachers need to have dress sense - not always the same old boring suits and ties!" (Harmer, 2007). The second, adaptability means a teacher prepares his or her need to teach. When teachers prepare the lesson plans, not all of them are used completely. Teachers should handle unexpected thing quietly. Students' confidence will increase when they look at teachers who can handle unexpected thing, so the teachers confident will definitely increase. The other is teacher's role as students' stimulator. Teachers need to be able to stimulate students to do more and provide large information. Teachers cannot just simply dictate student in doing every single thing; however, teachers need to give guidance and lead students in learning English.

2.4 Teaching Techniques in EYL

In teaching learning process, teachers should prepare strategy, method, and technique. Sudrajat (2008) asserts that strategy is a plan devised by teachers with the aims of establishing efficient and effective learning. The method is a way to apply a plan that has been prepared in the form of real activities to achieve the

goals in learning activities. While teaching technique is a way to apply the method in detailed.

Many techniques can be used by teachers in teaching English for young learners, such as using games, storytelling, and song. Especially for grade 1, we know that since young learners have a minimum attention, teachers must have a way to attract student's attention. Shin (2009) asserts that young learners with 5 until 7 years old have the attention about 5-10 minutes long in activities; while young learners 8 until 10 years old have the attention 10-15 minutes long in teaching and learning activities. From that statement, teachers should have an interesting techniques or activities in order to make students feel joyful learning. Using song to young learners will assist teachers in learning process.

2.5 Using English Song for Teaching Young Learners

Students need various activities during learning process. Therefore, children will not get bored in the class. Using song is one of activities or fun learning activities. Cakir (1999) asserts that using song can help students to improve their English easily. Then, students will be more interested if teachers practice to sing a song before delivering material. Songs that are selected with simple word will easily help students to remember the lesson. Teachers can help students to remember the song by giving simple movements such as lifting hands up, shaking the body and others. Furthermore, the usage of movements can also boost motoric system. Using the song also can be used spontaneously when students are rowdy in the class and do not pay attention to teachers. In this way,

students will listen to teachers so they are not rowdy anymore. To make the song effectively used in class, teachers should do some steps. Isenberg and Jalongo (in Paquette, 2008) assert that several steps for teaching songs are as follows:

- a. In order to make students familiar with song, teachers play it for a couple days as the background of teaching activities.
- b. Teachers ask the students to sing a song together.
- c. Teachers use recording to sing songs and ask students to join.
- d. Using lined poster paper to create a song chart.
- e. Teachers make a wide track to help the children remember.

In conclusion, using song in teaching English for young learners is needed to help teachers in learning process. From the theories above, there are several steps to teach English song such as making students familiar with song, asking students to sing song together, and using recording.

2.6. The Problem of Using Songs in Teaching EYL

Teaching English using songs is very helpful in improving the children's English language skills. However, there are some problems that teachers have to deal with, such as difficult in pronunciations and students are not active or unwilling to sing a song. According to Cakir (1999), one of issues in teaching English using song is phonological activities on pronunciation difficulties. Sometimes sections of songs are difficult to hear because of some issues such as bad recording, instrumentation, and difficult word. In this case teachers have to improve the activities and find several songs with simple word.

According to Sophiya (2013), many teachers have difficulty in this field, such as students are too active and play in the classroom, easy to get bored, difficult to organize, lose motivation and concentration, and disagree with classmates. On the other hand, it is also found that students who are not happy and lack of spirit in learning English. This is because the teachers are less in mastering the learning techniques in the classroom. Several things mentioned above can cause problems in using songs in the learning activities. In addition, teachers usually use songs that are not in accordance with the age of the child. While in teaching English using songs, teachers should pay attention to several things such as the level of student's ability, the type of song, and the difficulty level contained in the song. Using English songs has to be in accordance with the level of student's ability to facilitate students to receive the song. The type of song is also very necessary to be considered by the teachers, however students do not have difficulty in following the song, because a good songs is not necessarily good for students for example pronunciation is too difficult for students. Teachers can give the song according to the theme of the material taught for example if the teachers teach with the theme of the "family", then the teachers can give the song "*finger family song*" or "*we are happy family song*". In the song selections, the teachers has to notice the songs' difficulty level. It is done in order to make the students understand the song vocabularies easier. Therefore, the students are able to obtain new vocabularies from the song right after the class is over. The vocabularies which are learnt by the students will be nomorous if the song are easy to be remembered and to be understood by the students.

In conclusion, there are several problems related to using song in teaching EYL such as phonological activities on pronunciation difficulties, students are too active and play in the classroom, easy to get bored, difficult to organize, lose motivation and concentration, disagree with classmates, and students who are not happy and lack of spirit in learning English.

