CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts: the first part starts with the characteristics of English for young learner students, characteristics of English young learner teacher, teaching English to young learner.

1.1 Characteristics of English Young Learner (EYL) Students

Young children differ with older children especially in teaching learning process. Children are learning about their environment, young learner asks question all of the time, it necessary for teacher to be aware with the characteristics of young learners. The realization of known characteristics can helps the teachers understand the background of knowledge students.

Scott and Yterberg (2000) give a list on the characteristics of young learners:

a. Young learners basic concepts are formed. They have very decided views of the world.
b. Young learners can tell the difference between fact and fiction.
c. Young learners ask question all the time.
d. Young learners rely on the spoken word as well as the physical world to convey and understand meaning.
e. Young learners are able to make some decisions about their own learning.
f. Young learners have definite views about what they like and do not like doing.
g. Young learners have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decision.
h. Young learners are able to work with other and learn from other.

The researcher conclude, the teacher must know the characters student’s to easy create the atmosphere in the classroom, the teacher should teach like in real life because the children love
play and learn with what they think that it can help students easy to understand language and the activity in the class will be fun.

1.2 Characteristics of Young Learner Teacher

Teaching young learners as foreign language is not easy because it must be filled with attention and have a unique teaching technique for encourage the teaching learning. English teacher has to play the different role between teaching to young learners and adult. Based on Sabilah, et al.(2009) there are same characteristics of the teacher of young learners, as follows:

- Loving children
- Having excellent oral fluency
- Knowing child psychology
- Thinking like a child
- Mastering various teaching technique
- Being animated, lively and enthusiastic
- Having sense of humour
- Mastering non-verbal language
- Patient
- Being a special person

By knowing the above characters, the researcher concludes English teachers must have characteristics as educators, as well as guides for teachers in addition to deliver science related to the values of mental attitude and train for various skills for students and also can help the teacher created the classroom better.
1.3 Teaching English to Young Learners

According Brown (2000), teaching means showing or helping someone to learn how to do something but which make it different is the target of learner. Teaching English to young learners is different with teaching to adult learner. Related to this statement, Tyaningsih (2016), stated that the teacher should be noted that children have different ways of learning from adult, and, thus, childhood learning English is an appropriate way. Based on above idea, teaching the young learners is not easy because the teacher’s pronunciation must perfect to avoid mistake while student using English as communication in the future, and also the teacher must know about the uniqueness and characteristics language the children for better result in teaching English.

1.3.1 Teaching Technique

According to Brown (2000), technique is any of a wide variety of exercise, activities, or devices used in language classroom for realizing lesson objectives. The teachers have an important role in the teaching learning to deliver the material to the students. For encourage the activity in classroom the teacher should have technique and materials it will avoid monotonous the process of teaching learning.

Teaching technique helps the teacher create a fun and enjoy activity in classroom and can make young learners learn become pleasure and enthusiasm.

Brown (2001), classified kinds of technique into two classification, they are manipulative and communicative technique. Manipulative technique is the technique that is totally controlled by the teacher and it requires a predicted response from the students. Otherwise, communicative technique student’s responses are completely open-ended and therefore unpredictable. Those techniques are: 1) Games, 2) Role Play, 3) Simulation, 4) Drama, 5) Project, 6) Interview, 7) Brainstorming, 8) Information Gap, 9) Jigsaw, 10) Problem Solving and decision making. Based
on researcher there are some techniques which can be used to teach children effectively are: games, song, question and answer, storytelling, role play.

1.3.1.1 Games

According to Toth (1995) games support to build a context in which children’s attention is focused on the finish of a task without necessarily realizing that language item are being practice. By using games technique, young learners enjoy with the learning process that is why students will easy to remember the part of lesson.

1.3.1.2 Songs

Based on Sabilah et. al. (2009), music helps children develop cognitive skills, as well as enhance language skills, by singing song, children learn language appreciation, vocabulary and rhyme. This activity is needed because sing the song can help student to have a good pronunciation and easy to get vocabulary in the rhyme of the song to improve their listening and speaking skills.

1.3.1.3 Story Telling

Scott and Yterberg (2000) state that telling story to children of a level means that you can adapt the language to their level, you can go back and repeat, you can put it in all short of gesture and facial expression, and you can keep eye contact most of the time. The teacher should know the student’s language level to make young learners easy to remember the lesson. The teacher might give short story and repeat many times to make the students understand and remember the word. To get the student’s attention teacher can use facial expression.

1.3.1.4 Role play

In role play, the pupils are pretending to be someone else like the teacher, or a shop assistant, or one of their parents, etc. for young children, teacher should go from the structure on the more
open type of activity (Scott and Yterberg, 2000). Role play gives the student opportunity to show their understanding and also can get the experience to practice communication to each other.

### 1.3.1.5 Questions and Answers

Questions and answers is teaching technique which regarded as a direct communication. Hamiloglu (2012) concludes that the question and answer technique is an effective way to control communication in the classroom, question and answer can also improve and lead classroom conversation. The questions and answers can help the classroom alive because there are interaction between teacher and student.