CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher is going to discuss some topics related to literature, namely: English for young learners and warm-up activity. Each topic will be presented below:

2.1 English for Young Learners

Young learners are children from five or six years old who are in the first year of elementary school to twelve years old. They have different needs, interests and abilities from adult learners. The other hand, young learners have their own way of learning, they are more interested if there is something interesting in learning such as singing or playing. Young learners get bored easily when learning is not appealing to them. Moreover, English is learnt as a foreign language and it is rarely used in their daily life. In addition, learning English is highly recommended to be taught from an early age (Damar, Gursoy, & Korkmaz, 2013), since those young learners are easier in learning English because they have a lot of time to learn, and have a good memory than learning in old age. However, young learners in elementary school are not identical in every age. There are several points of differences in the level of intellectual development of each elementary school age which refers to the opinion of Piaget (Prastowo, 2014):

1. Two-Four Years: At this age, students are marked by the start adaptation to symbols, imitation activities, and games.
2. Four-Seven Years: At this age, the development of learners' memory has begun to be steady, but the ability of deductive and inductive thinking is still weak.

3. Seven-Eleven Years: At this age, learners able to thinking deeply, classify, and control their perception.

4. Eleven-Adult: At this age, learners are already thinking more abstract, idealistic and logical way.

2.1.1 Characteristics of Young Learners

Teacher must understand the young learners’ characteristics in order to create good environment in learning. Here are some characteristics for young learner students (Sabilah, et al, 2009):

1. Development stages
   In this stage children learn is listening and observing, but children usually do not reproduce they have heard instantly.

2. High curiosity
   This is a naughty period in adult eyes. Children are highly curious. Children want to know the effect of each action.

3. World of constant surprise and revelations
   The world is full of surprise and revelation for children. For example when a child sees a spider builds net to trap insects he thinks it is something extraordinary but for an adult it is a common thing. In that case a teacher must also go into the world of children and consider it also extraordinary.

4. Children love repetition
For examples, children interest to watch Tom & Jerry cartoon, they will ask to watch it more than twice. From that, children can learn language which they heard. The other hand, children can learn language by drilling.

5. Center of his / her small world

Educator cannot introduce abstract idea to children. Children need an example and explanation based on their world.

6. Accept of second language on faith

Believe on his/her teacher: Teacher as a perfect person in children’s eyes. It means teacher must be careful in teaching something, because children really believe what their teacher says.

7. Short attention span

Children are a person who cannot pay attention in a long time. They are fast to get bored.

8. Hands-on activities use of five senses

To make children have long term memory, teacher must give real media in learning process. For example, the topic is about color. Teacher can ask students to go outside the class and point the leave is green, and flower is pink.

9. Use of five senses

As a foreigner learning, use of five senses would help retaining what has been learned in a long-term memory.

10. Languages are learned with the heart and love
The teacher must teach with love although it is not easy to do. For young children, the learning process of foreign language must be a living emotional experience.

2.1.2 Teaching English for Young Learners

In Indonesia, English is a part of curriculum. English subject in elementary school as a local content differs from junior, and senior high school (as cited in Aini, 2013). While teaching English for young learners is more challenging than that of adult, since young learners are fast to get boring and not focusing on following the learning process. Besides that, teacher often complains about how long time consuming it is to create learning media and teaching scenarios (Musthafa, 2010). That is because young learners need interest’ activity in learning. Then in the process of teaching English to young learners, there are three the kinds of language learning resources for young learners that must be considered, such as (Sukarno, 2008):

1. Learning resources as main materials which are order and learn as interesting activities which young learners usually do in daily lives.

2. Learning resources must be an appropriate material for children’s aptitude, which are needed for teaching young learners. Ideal teachers to young learners are those familiar with games and songs in English. In addition, teacher can give interest materials for their learners.

3. Teacher must be clear difference between resource and technique. Resources are covers like; songs, stories, poems, and games.
2.1.3 SD Negeri Mojorejo 01 Batu

SD Negeri Mojorejo 01 Batu is located in Jl. Raya Mojorejo No.86, Junrejo district, Batu-east Java. This school is one of favorite school in Junrejo district. The accreditation of this school is A. In this elementary school uses the latest curriculum that is K-13 and apply a full-day school system where are the student activities taking place from morning to evening. SD Negeri Mojorejo 01 Batu also accepts students with special needs who are placed in different classroom.

2.2 Warm-up Activity

It will not be a successful class if the teacher cannot attract the students at the beginning of a class. So, the teacher should try a lesson with interesting activity. One of interesting activity is warm-up. Warm-up activity is short activity in the beginning of lesson and usually takes about five to ten minutes. Warm-up activities are different with other activity like ice breaking, energizer, filler, and cooler. The differences are in purpose, and time of implementation while the similarities are game or singing can be used for all types of activities. The aim of warm-up activity is getting students’ right mood before starting a new project or task. A variety of warm-up activities help to motivate students to feel more ready in learning activity (Savas, 2016). Unfortunately, not all teachers are using warm-up activity in every meeting of lesson. Usually teacher only use warm-up activity in a first meeting of new course to make it familiar to each other. They are ignoring the other advantages in using warm-up activity. They need to be able to
pick up on their student’s current interest so they can use them to motivate the children.

2.2.1 Principles of Warm-up Activity

The following is the diagram that displays some of the principles of warm-up activity taken from Velandia (Velandia, 2008).

![Figure 2.1 Principles of Warm-up Activity](image)

2.2.2 Warm-up Activity for Children

Children differ from adult, and the warm-up activity used for them is different too. Many kinds of activities for warm-up are good, but game is better for young learners. Young learners are like both of learning and playing. Playing a game is the way to attract their interest and attention. The aim of game is not only for fun but for make them to be creative. Therefore, play has some benefits such as in social, emotional, cognitive, and physical development cannot be achieved from other way (Whitebread, Basilio, Kuvalja & Verma 2012).

2.2.3 The Function of Warm-up Activity

The function of warm-up activity is to engage in exercise or practice especially before entering lesson for preparing students to do something enjoyable.
and interesting (Estalkhbijari & Khodareza, 2012). Well-prepared warm-up activity offers more than having fun in learning, but it makes teachers’ setting good atmosphere for the students. The other functions of warm-up activity are: set the tone of the lesson, get students to begin thinking and focusing on English, provide a transition into the topic, and allow the teacher important opportunities to assess character and ability. It means to maximize learning outcomes through warm-up activity teachers should prepare well. Then, the use of warm-up activity is very beneficial for both parties; between the teacher and the student. For the teacher is easily to get students’ attention to follow the activities. While for students, using warm-up activity in learning can help them to set mood.

2.2.4 The Types of Warm-up Activity

There are three different categories of five-minute activities in warm-up activity for elementary school level (Arroway, 2018);

1. **Music with Movement**

   In this section students try to combine between music and movement. For example, students dance in short time or do a penguin gymnastic exercises. Besides fun, students also get more energetic to follow the next activity.

2. **Sing with movement**

   In this section students can do fun activities by combining music and movement. For example, students singing “If You’re Happy and Know It” when they sing they also do the movements like clap hands, and stomp feet.

3. **Words with Movement**
In these section students combines body movement with language for example, students playing a game “Blind Man's Bluff”. There are some steps to play such as: students prepare card with lists of questions. It’s easiest if questions have one clear answer, like: “What are five times three?” and “What’s the capital of Indonesia?” or students can prepare list of question based on the topic in the last meeting. Then, one student puts on a blindfold and holds a question list, while the others wander freely about the room. When the “blind man” touches a “wanderer,” the blind man removes the blindfold and asks the wanderer a question from the list. If the wanderer answers correctly, the blind man puts the blindfold on and tries to catch another wanderer. If the wanderer does not answer correctly, he or she becomes the next blind man.