CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter overviews related literature to be discuss. It includes English for young learners, the characteristic of young learners, the characteristics of young learners’ teachers, and the definition of classroom language.

2.1 English for Young Learners

Teaching young learners are different from teaching adult learners. Young learners only have short attention and more easily distracted by other people. According to Musthafa (2010) adults learners can generally learn from decontextualized abstractions. On the other hand, children learn and create knowledge based from direct experiences from what they can capture using their senses, and from what they experience directly. It means that young learners are students who stay in the first grade to the sixth grade of elementary school, it is important for the future teachers to know the definition about young learners. Young learners are usually aged about six to ten or twelve years.

2.2 The Characteristic of Young Learners

There are some characteristics of young learners based on their age according to Scott and Ytberg (1990). For, five to seven years old children have competence in using language:

a. They can talk what they are doing.

b. They can tell about what they have done and heard.

c. They can plan activities.
d. They can argue for something and tell you why they think what they think.
e. They can use logical reason.
f. They can use a wide range of intonation patterns in their mother tongue.
g. They can understand direct human interaction.

In addition, children of five are little children and children of ten are relatively mature children with an adult side and childish side. Based on Scott and Ytberg (1990) the characteristics of eight to ten years old are:
a. Their basic concepts are formed, they have very decided views of the world.
b. They can tell the difference between fact and fiction
c. They ask the question all the time.
d. They rely on the spoken word as well as the physical world to convey and understand meaning.
e. They are able to make some decisions about their own learning.
f. They have definite views about what they like and don’t like doing.
g. They have a developed.

In teaching foreign language for young learners teaching objectives and cognitive level should be related to their levels. Lefever (2006) describes that young learners at the transition level generally have the following characteristics. They are:

- Keen and enthusiastic
- Curious and inquisitive
- Outspoken
• Imaginative and creative
• Active and like to move around
• Interested in exploration
• learn by doing/hands-on experience
• Holistic, natural learners searching for meaningful messages.

In addition, the prospective teacher should know those characteristics to make the learning process more attractive and alive. Those characteristics are also important for the parents to know the ability of their children and to make the teachers know how to develop children ability. There are some characteristics for the young learners teacher that teacher should know.

2.3 The Characteristics of Young Learners’ Teachers

In learning process, children will enjoy the activities that makes them having fun with movements or gestures. If they enjoy and have fun with the activities it will be easier for them to remember the materials. Teachers for young learners should be able to provide learning which is able to accommodate students’ characteristics and their needs. Teacher for young learners also should love the children and show good attitude, because they would become the model for learners.

Based on Shulman (1987, as cited in Randal and Thornton, 2001) there are several categories of knowledge for teaching, they are as follows:

- Content knowledge
- General pedagogic knowledge
- Curriculum knowledge
- Pedagogical content knowledge
- Knowledge of learners and their characteristics
- Knowledge of educational contexts
- Knowledge of educational ends purposes and the historical philosophical issues

Moreover, Musthafa (2010) explains five requirements that should be fulfilled by teacher for young learners, they are as follows:

1. Teachers of young learners should know who children are.
2. Teachers of young learners should know how children learn.
3. Teachers of young learners should know how children learn language.
4. Teachers of young learners should know how children learn foreign language.
5. Teachers of young learners should be able to facilitate students’ learning.

Based on the explanation above, it can be concluded that characteristics of young learner teacher are different from teacher for adult learners.

2.3.1 The Rule of Young Learners Teacher

In teaching for young learners the teacher should know how to make students interested in learning the materials and enjoy with learning process. Therefore, the young learners teacher should know their roles in the class. According to Chodidjah (2002, as cited in Kasabollah, 2007) there 5 rules of being a teacher:

1. Do not speak too fast.
2. Use simple language to make young learners easy to understand.
3. Use English to speak to the students
4. Use gesture, body language, sign, and face expression if it is needed
5. Use props such as picture, puppets, picture in the wall, and realia

2.4 Classroom Language

Classroom language is one of the important tools in teaching for young learners. Classroom language also helps young learner to improve their language skill. According to Hall (2001) interaction between teachers and students in classrooms is one of the primary means by which learning is accomplished in classrooms.

Scott and Ytberg (1990) states that cooperation and communication will be easy in learning a language because it is the process of young learner to growing up the sooner can learn simple classroom language and meaningful expressions. They also state that classroom language is a tool for helping the students’ progress from dependence on the book and teacher to be independence. From those statements, it is clear that classroom language is important to be understood in order to make the student improve their English language. It means that teacher has an important role to teach and introduce the classroom language it could be started from teaching English for simple instruction, language of social interaction, and language of spontaneous situation which is used in young learners’ class.

2.4.1 Simple instruction

When a teacher conducts several activities in group or individual, she should know how to give the good instruction which is easy to understand by students. Clear instruction makes the students know what to do.
In teaching, using simple instruction has the positive impact on the learner's attitude, Salaberri (1995) states that simple instruction use of gesture, mime, actions, or any other linguistic. Moreover, he has some purpose in this instruction, there are:

1. Students will not be surprised when member of the class talks using English during the class.
2. They interpreted the messages and understand it from the context.
3. The target language has a true communicative value.

There are several of simple instructions according to Salaberri (1995) the following examples can use:

- Come in
- Go out
- Put your hands up
- Put your hands down
- Stand up
- Sit down
- Come out to the front class
- Stand by…
- Hold your (books/pens) up
- Show me your (pencil/rubber)

It means that a teacher should introduce simple instructions starting from the first meeting. Copland and Garton (2012) state that teachers cannot expect children to use English all the time. It is not only unnatural; it can also damage
children’s confidence. Teachers play a critical role in creating an environment to make children feel happy trying out their English skills. To encourage and praise children efforts, teachers need to have confidence in their own English speaking skills, whatever their level.

2.4.2 Language of Social Interaction

The definition of language of social interaction is a language that used in order to do interaction with the community or social environment. The purpose of these kind in the classroom is to conduct good social interaction among the students with their friends and students with teacher. Salaberri (1995) states that it is important to encourage social relationships, not only from a teaching point of view but also from their social experience and personal perspective. Furthermore, language of social interaction makes the students more communicative with their environment.

In short, Salaberri (1995) also give several examples of language of social interaction:

Firstly, in saying hello and goodbye:

- Good morning, everyone
- Hello, everybody
- Bye-bye everybody
- See you tomorrow

Secondly in requesting something:

- Can I help?
- May I go to the toilet?
- Shall I?

Thirdly, to get the learners attention

- Be quiet
- Stop talking!
- Silence please.
- Stop doing that!

Fourthly, for giving reinforcement

- Excellent
- Right. That’s right
- Very good
- I like that

2.4.3 Language of Spontaneous Situation

Language of spontaneous situation is used to express spontaneous communication in the class, it is related to the student immediate environment. Salaberri (1995) states that the aims of this language to feature the most common language spontaneous situation used in the class and for the teachers used this as another appropriate situations.

In short, Salaberri (1995) also gives the example of spontaneous situation, such as:

Situation:

- The teacher checks who is not present in class
- A member of the class arrives late
- The class or one learner has competed in something and won
Expression:

- What was the matter?
- Why are you late
- Congratulations!

2.5 The Reason in Applying the Classroom Language

Based on the Digital Library (digilib) of UMM, there are some previous studies explained about classroom instruction. They are from Amin (2013); in 1st grade, Jabar (2013); in 2nd grade, Rahman (2013); in 3rd grade, Amalia (2013); in 4th grade, and Nurrahman (2013); in 5th grade. All of them found similar reasons in applying the classroom instructions mentioned as follows:

1. To help the students understand the material easily
2. Classroom instruction stimulated the students interest to learn English
3. To make students familiar with English in early age so the will not be surprised when someone talking with English
4. To give some new vocabularies
5. Facilitate the students in communication by using English

Meanwhile, in Rifkatuzzahro (2015) which conducted the research in Little Camel Mojokerto had different reasons with those researchers. She divided the reasons into some phases of lesson activity. Firstly, in the presentation phase, the reason was to raise students’ concentration. Secondly, in the practice phase, it was to explain the activities and also to drill the students about the vocabularies. The last, in the production phase, the teacher used classroom language to present their works or to finish the duty based on the material.