

CHAPTER II

LITERATURE REVIEW

In this section, the researcher will examine in detail the components discussed in the study. These components include the concept of Teaching English as a Foreign Language (TEFL), the concept of English for Young Learners (EYL), the use of songs in learning English, the concept of Total Physical Response (TPR) including how to evaluate it and factors that influence students in learning language English uses songs.

2.1 Teaching English as a Foreign Language for Young Learners

Discussing English in Indonesia, English as a foreign language is taught in formal educational institutions from elementary school to university. Besides, many private institutions or CRAM schools provide additional English classes outside formal school hours. Teaching English has its challenges as a foreign language is not as easy as teaching it as a first language in Indonesia (Songbatumis;2017).

Introducing English as a foreign language to young learners presents a significant challenge for teachers due to the stark contrast in teaching methodologies between young learners and adults. Proficiency in teaching this demographic is not universal, as young learners possess unique educational requirements. Mastery of foundational pedagogical principles is imperative for effective instruction, with one key strategy being the establishment of an engaging and enjoyable classroom ambiance tailored to the needs of young students

The characteristics of a teacher can also be important in TEFL. Teachers with good personalities, fun-loving, and enthusiastic features are needed in the classroom to generate students' interest in learning. Apart from that, a teacher's motivation also has a big influence on increasing young students' self-confidence and enthusiasm for learning. Teachers can show spirit by doing something together, like dancing or singing.

2.2 Concept of English for Young Learners (EYL)

English for Young Learners (EYL) is an English language learning strategy for young learners. According to Philips, the young learner means the first-year children of schooling five or six years old to eleven or twelve years of age or equivalent to elementary and junior high schools (Philips,1993)

EYL himself explains how best to teach English to young children. Another general concept of EYL is about finding the best way of learning for all young students' characteristics and learning models so that they can understand English lessons easily using their way.

Certainly, understanding the characteristics of young students is crucial for effective teaching. Here are some common characteristics of young learners that teachers should be aware of:

- “1. Children are at pre–school or in the first couple of 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 skills, even in their first language.
5. Generally, they are more concerned about themselves than others.
6. They have limited knowledge about the world
7. They enjoy fantasy, imagination, and movement.” (Nunan, 2011:3)

From this statement, the character of EYL students has a low level of backwardness awareness of themselves, limited reading and writing skills, and shared enjoyment of their fantasy

In the teaching and learning process, the teacher should indeed prepare media, methods, and techniques to convey information and facilitate learning among their students effectively.

2.3 The application of songs in learning English for Young Learner

Application of songs in English for Young Learners (EYL) is one of the media that many teachers in Indonesia use, because song has a significant impact on many aspects of human life especially for young learners at an early age for helping children build their confidence, develop their cognitive abilities, and improve vocabularies. It gives students a degree of fluency before they have succeeded in speaking.

Several aspects make the song very supportive for EYL, including (1) Lyrics, where there is definitely new vocabulary in each different song, which makes it easier for teachers to introduce new vocabulary to young students; (2)

Melody, by selecting a melody that is appropriate for a certain age, will make it easier for young children to remember how the song and its contents are, and finally; (3) An exciting and enjoyable learning atmosphere. Due to the recreational nature of young people, teachers can teach students through happy events. Music is fun and they know that singing is a simple music style. They learn quickly through fun song programs, and students can increase their speaking skills, listening, and vocabulary in a fun way.

2.4 The concept of Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method used for English as a Young Learner (EYL) developed by James Asher, a psychology professor at San Jose California State University. TPR requires students to coordinate physical movement with language use and aims to strengthen memory connections through repetitive and intensive tracing. In TPR classrooms, students respond to physical commands as a means of language acquisition. Richard and Rodgers (1986: 87) stated that Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Total Physical Response was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

Using songs as a media in conjunction with the Total Physical Response (TPR) method can be a highly effective and engaging way to teach young learners

a new language. Music has a natural appeal to children and can enhance the language learning experience.

Using TPR for EYL makes things easy for teachers, especially in increasing vocabulary. Early childhood children who have short periods of concentration really don't like monotonous lessons. Most at their age are happy or more interested in lessons that use songs and movements.

In this TPR method, Asher explained that the more often or intensively a person's memory is stimulated, the stronger the associated memory associations and the easier it is to recall. This recall activity is performed verbally with motor activity. (James J, The Learning Strategy of the Total Physical Response: A Review.)

