

CHAPTER II

REVIEW OF RELATED TO LITERATURE

In this chapter, the writer tries to explain more theoretically related the theories dealing with the study.

2.1. Young learners

The adult world and the child's are difference. According to Slattery and (willis : 2001), young learner (YL) were 7-12 years old, very young learner (VYL) were defined as under 7 years old. Young tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and more interested in the physical and tangible. As (Scoot and Ytreberg : 1990) describe the kindergarten students understanding comes through hands, eyes and ears. The physical world is dominant at all times.

Philips (1993:5) in the introduction to her book "Young Learner" describes young learner as children from the first years of formal schooling (five or six years old) to eleven to twelve years of age. In this research the researcher focus on kindergarten students in five to six years old. Young children don't come the language classroom empty handed. They bring with them an already well established set of instincts, skill and characteristic will help them to learn another language (Haliwell: 1992).

2.1.1. Characteristics of Young Learner

Young children do acquire more than one language, either simultaneously or sequentially, depending on when the second language is introduced (Tabors: 1997). Some children become bilingual as two languages are spoken in the home setting over the same periods of time. For example, one parent speaks Creole to the child, the other English, and the child learns both languages simultaneously. For most children, though, the process of language acquisition occurs sequentially. But, when the students learn English the process of language acquisition occurs not sequentially.

Children with in level 5-6 years olds have not long attention. They begin more focus on material which taught by their teacher.

(Rukiyah: 2011) in her thesis describe the characteristic of young learner are:

1. Young learner are only starting their schooling so have expectations of life in school.
2. A young child's learning can be closely tied up with their development of ideas and concepts because it is so close to their initial experience of formal schooling.
3. Young learner needs physical movement and activity as much as simulation for thinking. They have a short attention span and have very little inhibition. They are usually very spontaneous so therefore an activity approach is in the form of games, song, and drama is recommended.

4. It is claimed that children' language learning more closely integrated with real communication because it depends on the students environment than adult language or teacher language.
5. There is suggestion that young children have more time for language learns than older learner as they are less involved in other responsibilities.

Beside Rukiyah in her thesis explain about characteristic of young learner, Harmer 1985 stated that Children (young learner) are by nature have some different characteristics that are different from adults. They like playing and moving, they absorb new things easily, but at the same time they forgot them quickly. Children feel easy dealing with one thing at a time and bored easily. It is because they have short span of attention or concentration. Children are new to English and have had any knowledge about language

2.1.2. Foreign Language Teaching and Learning in Kindergarten

Learning foreign Language is not as easy as teaching native language. In teaching foreign language, the learner may meet all kinds of problem dealing with vocabulary and how arrange the words into sentences that are quite different from those native languages. In line with this, Ramelan (1994:4) states:

“If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problem. The difficulties have to do with the learning of sound system, the learning of new vocabulary items, and the learning of unfamiliar ways of arranging the foreign words into sentences.”

Like any other learners of English as foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Consequently, the learners should have a great motivation.

In teaching foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form. According to Brown (1980: 8), teaching is guiding and facilitating learning, enabling, and setting the condition for learning.

Then, there are some factors that should be considered before teaching a foreign language such as English. Those factors are age, ability, aspiration and need. It can be concluded that the material which is going to be presented should be based on the learner age, ability, aspiration and need, native language and previous language experience.

2.1.3. The Kindergarten Students

The range age of kindergarten school students is between five to seven years old. They have different characteristic and motivations from the students of elementary, junior high school, senior high school and university. That makes teaching elementary school students is not the same as teaching adults because the students of kindergarten have low motivation in learning. In this case, the teacher has challenge to motivate the students in learning some new.

Nursyamsiyah (2011) in her thesis define, the general characteristics of students in kindergarten as follows are:

1. Children are not able to sit for a long time yet.
2. Learn a great by good deal and using their five senses.
3. Need simple explanation of one idea at a time and a lot of repetition.
4. They are literal-minded and accept words they hear to mean exactly that.

5. They often want to be like the adults they admire and will imitate their action.

Concerning those characteristics, a teacher needs to make his teaching more interesting like their daily world and motivate them to learn. The kindergarten school students still need a specific guide from teacher and people around them in order to follow the lesson well.

Based on the explanation above, they like to see how things operate and they are interested in learning something by making them being active in the classroom.

2.1.4. EFL Kindergarten Teacher

The teacher is important factor in teaching and learning process. He has great responsibility to guide EFL kindergarten students in learning English. Teaching young learner, in this case teaching kindergarten is not easy like people think. According to (Hall:25), teaching English to young learner is different in crucial ways from teaching teenagers and adults. English young learner need who that relate to children's specific needs.

Kasihani K.E. (2008) define the some characteristic of English young learner, they are:

1. Teachers should have good ability in English and want to improve their English.
2. Teachers should have good ability in controlling the English class.
3. Teachers should have effective personality such as: patients, generous, creative and high motivation.

4. Always improve their professionalism by following the activities that can improve the quality of their work.
5. The teacher should be innovative in teaching.

2.2. Teaching Implementation in the classroom

Teaching English to young children has numerous significant and unique challenges which are absent in teaching English to older and adults. Kindergarten students do not have the capability to sit down and give a teacher their full attention. This makes learning new vocabulary is difficult. It takes a dedicated and enthusiastic teacher to take on the dual task of educating and providing a healthy safe environment for young children. There are several methods in which teachers can adapt to teaching young children more fun, exciting and rewarding. Incorporating the following methods into lesson plan will maximize learning and enjoyment.

Rukiyah (2011) in her thesis state that one of the most imperative ways kindergarten teachers can achieve the maximum growth from each lesson is by becoming involved in and guiding children's play. By producing an environment in which the children are free to play with each other and with carefully selected materials. Teachers facilitate children's development and learning. By using games and keeping the classroom an educational playroom the teacher can better manage the difficult task of educating young learner.

Besides that, Jayne Moon in his book *Children Learn English* state, the teacher should do some activities in implementation of English Foreign Language teaching those are:

1. Using language creatively
2. Going for meaning
3. Using “ chunk “ of language
4. Having fun
5. Join in action
6. Talking their head of
7. Makes the students feel at home.

Based on Michelle Shelli Swafford statement, the teacher is sure that the kindergarten students have left the safety, comfort and familiarity of their own home and families. Besides that, it is best to plan short bursts of themed activity using a variety of teaching materials. The same theme, e.g. colors, can be taught in numerous ways. There are picture books, felt story boards, colors, activities, singing songs with actions and so on.

Sarah Philips in introduction of her book *Young Learner* 2010 define that “The kinds of activities that work well are games and song with action, total physical response activities, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value”.