

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some theories related to the topics relevant with the study. It comprised of the teaching English, preschool children, playgroup, and educative game.

2.1. Teaching English

English is taught in school in the world. In Indonesia English as foreign language has been taught since pupils come into secondary school up to university for the first time. But nowadays it can be started in playgroup although it is just a stimulus.

Gurey (1970) remarks that teaching a foreign language is a hard work; but the hard work will nearly always bring success, especially if a teacher persistently exerts himself to make his pupils do the work. Teaching a foreign language is different from teaching the other subjects. English, as foreign language will be considered unfamiliar for the learners after they have already know the first language acquisition. Second language acquisition start in the age of 3 or 4 years that is in that time the first language acquisition is still in progress. Research on language acquisition reveals that the first words that babies use has a strong sensory basis. Thus, the word that children learn first reflects their sensory mode of structuring the word. (Berk:1989)

2.1.1. Teaching English to Preschool Children

Teaching English to preschool children is different from teaching adults, because it needs patience and love-affection from the teacher.

Children have a greater immediate need to motivation by the teacher or the materials in order to learn effectively. More than anything else, children are curious. At the same time it is probably true to say that their span of attention or concentration is considerably less than adult. Children will often seek teacher approval: the fact that teacher notices them and shows appreciation for what they are doing is vital importance.

It is suggested that children need constant change of activity: they need activities, which are exciting and stimulate their curiosity, they need to be involved in something active (they will usually not sit and listen), and they need to be appreciated by the teacher, an important figure for them. It is extremely unlikely that they will have any motivation outside this consideration, and so almost everything for them will depend on the attitude and behaviour of the teacher.

The aim of the teaching English to preschool learners at playgroup level is just as stimulus and to get to know English as foreign language to them, in which English is used as a second language besides the first language (mother tongue) and also to develop their interest in learning foreign language.

There is a considerable debate whether young learners learn language better or more efficiently than other children or adults. In general the evidence is unclear. However, there are number of reasons for teaching

English at primary level. The first is the need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others. The second is the need to link communication to the understanding of new concepts. The third is the need for maximum learning time for important languages the easier you start the more time you get. The last is the advantage of starting with early second language instruction so that later the language can be used as a medium of teaching (these issues are surveyed by Singleton in Sabilah:2004)

2.1.2. Teacher's Role in Teaching English to Children

Allen and Vallete in Kasbollah (1993) said that the teacher is the main figure in the class because he/she is one who arranges all the class activity. Richard (1985) says that all the teaching elements are totally dependent on the teacher, as a source of knowledge and direction, the teacher's role is also seen as catalyst, consultant, guide, and model. The teacher is the one of the most elements, method instructional materials, teaching technique, condition of students and instructional media are complex instrument in the hand of teacher.

Kasbolah (1993) proposes some roles that should be obtained or fulfilled by a teacher are: choosing the methods and techniques appropriately, teaching material appropriately, sufficient knowledge (about linguistics and culture of the target language), and good instructional media.

2.2. Preschool Children

Gregore S (1988) states that by the end of the toddler period, children are independent in locomotion or activator power, and the preschool years begin. This is time when children benefit most from their independence and locomotion. The preschool years last from age three until children enter a formal school setting at the age of about five or five-and-a-half. There is several reason we use the term preschool to label these years. First, parents and society view this period as the time those children “get ready” for entering kindergarten or first grade, the beginning of what they consider formal schooling. The preschool years are critical; many professionals, such as early childhood teachers, view the events of these years as the cornerstone of later learning. Some parent, however, still think of this preschool period as a time in which children should be unburdened by learning and allowed to play and enjoy life, perhaps, as some feel, for the last time.

And Piaget says that preschool children are children who have age of two to seven years. He calls preschool thinking is the stage of pre-operational thought. A child uses word, imitation and play as means of thinking. Play is the young child’s a special resource for dealing with his experiences, making sense out the word, enjoying, communicating, and learning.

2.2.1. The characteristics of the Preschool Children

The characteristic of preschooler according to George S. (1988:220-223) consist of physical and motor development, cognitive,

language, and psychosocial development. Although children between the ages of 3 and 7 years that is during their early years in school, generally they have skills more than two years old. Particularly in their use of language, they still share some important characteristics. They are now aware of talking but they are still unable to conceive of language as a system than conforms to a set of rules that can be learned and applied, even though they are playing intuitively many of those rules.

Nor are they likely to have a commitment to learning a second language because of some advantages this might bring in the future, motivation that would be understood, if not embraced by older learners. And there is still only one medium through which they can learn language; since generally they are unable to read and write they are still wholly dependent on learning language through talking.

2.2.1.1. Physical Development

The physical development means ability to process and body skill including movements that control body movement, soft movement, and hard movement, moreover it accepts sensory stimulation (the five senses)

A noticeable difference between preschoolers and their infant and toddler counterpart is that preschoolers have lost most of their baby fat and take on learner, visible lankier. This “slimming down” enables the preschoolers to participate with more a confidence in the locomotors activities so vitally necessary during this stage of growth and development.

Both girls and boys continue to grow several inches per year throughout the preschool years. At the age three, the average boy weights about 16 kg and the average girl is about of 1 kg lighter.

2.2.1.2.Motor Development

Motor development is the development of body by purpose to develop the hard motorist ability of the children in physical exercises to their growth and their healthy. Preschool children are in age of rapid motor skill development. They are learning the use and test their bodies. It is time for learning what they can do and how they can do it as individuals.

Locomotion plays a large role in motor and skill development and includes activities of moving the body through space walking, running, hopping, jumping, rolling, dancing, climbing, and leaping.

Children use these activities to investigate and explore the relationship between themselves, space, and society and parents often demand quality preschools for four-year-old because the preschool years are considered a valuable time for learning and getting ready for formal schooling.

The concentration of motor development in small muscles of the arms and hands enables them to participate in fine motor activities of drawing, colouring, cutting, and pasting. Preschooler needs programs that provide action, activity, and play, supported by proper nutrition and healthy habits of plentiful rest and good hygiene.

2.2.1.3.Cognitive Development

Cognitive development is the ability to think logically, criticizes, giving reason, solves the problem, and find the relation of cause and effect. Preschoolers are the pre-operational stage intelligence. As Piaget (in Marrison, George S: 1988) states that there are characteristics of the pre-operational stage: children grow in their ability to use symbols, including language. The pre-operational child acts as though everything has reason or purpose, that is, she/he believes every act of his/her mother, father, and teacher or every event in nature happens for a specific purpose. This accounts for the child's constant and recurring question about why things happen, how thing work, until the adult get annoyed in trying to answer those question.

A pre-operational child's knowledge is based only on what they are able to see, simply because they do not yet have operational intelligence or ability to think using mental images.

Children enter on one thought or idea, often to the exclusion of other thought. The child cannot consider two dimensions, such as height and width, at the same time.

Children are egocentric. They believe everyone see what they see and think as he think. This egocentrism influences how they respond to things and how they interact with others. Is it not selfishness, but, rather, a lack of awareness.

2.2.1.4. Language Development

Language development means the ability in using language to understand the passive language and communicate effectively useful to thinking and learning. The preschool years are a period of rapid language growth and development. Vocabulary increases, and as children continues to master syntax and grammar, sentence length increase. During the preschool years, children's language development is diverse, comprehensive, and constitutes a truly impressive range of learning.

2.2.1.5. Psychosocial Development

Psychosocial development is the ability to recognize the natural environment, social environment, the society' roles, and appreciate the social variety and culture, moreover they can develop their concept, learning attitude, self control, and feel have each other.

During the preschool years, children are in the initiative development. They need to initiate activities, and teachers should respond to his need by providing opportunities whereby children can undertake activities that will help them develop a feeling of mastery over themselves and their environment.

During this stage, caregivers should avoid harsh criticism and restrictive care giving and teaching styles. In particular, over-protectiveness promotes hesitancy and fearfulness, which counteract and inhibit children's efforts to initiate.

During the preschool years, children are capable of initiating the majority of their action and need this initiative to become independent and

confident decision-makers. Of course, a great deal of risk-taking is involved in this process.

Caregivers can support children's initiative and decision with positive reinforcement. Children can also be encouraged to take risks within a safe environment characterized by limited freedom. This way an "open" classroom and "free play" activities provide the appropriate environmental support at this stage.

2.3. Playgroup

Directorate PAUD (2002) playgroup is the form of education service for children in the ages of three to six years old. It has function to help a child to put the basic of attitude, knowledge, and skill development that are needed by them in order to interact with their environment and to growth-development furthermore include the getting ready for formal schooling. And the goals of playgroup programs are to develop some potency of child since in the early age as the preparation to life and can be interaction to life and can be interaction with their environment, including getting ready for formal school.

Whereas according to PKB-T, 1994, playgroup is preschool education that is almost familiar from kindergarten. Generally, a playgroup educates children who are still very young, less than 5 years old.

According to PP No. 27 in 1990 a playgroup and a childcare centre are in out of school education zone. But the policy of education about it is to be the responsibility from the education and culture minister. And the policy

of child's prosperity effort is to be the responsibility from The Social Minister.

Thus, a playgroup usually keeps children in the beginning age of three to four year-old or one-year before a child enter to the kindergarten.

2.4. Educative Media

The children world is playing world. Educative Media help to stimulate and make the children comfort to learn. The interest of study will grow when children interest to something so that it can be motivated children to find something new. The children's learn naturally way, they have feeling to know, enthusiastic to learn something new. Frobel and Montesson said that "The better way to teach children with exploit playing as activity which nature in children development". The children must be given freedom to get happiness with their activity, but it is best for them to not neglected drift in their fantasy world except for the persistent protect of the related to concentrated real. The imagination has function in formation of every concept and children image to face the world.

2.4.1. The Description of Educative Media

Educative media are everything that can be used as media to play, which have education value and can develop their potential children ability. In the large sense educative games can be in the form of everything around us or something simple. For example: leaf, stone, land, sand, tree, paper, tin can, wood, string, cardboard, flour, our body self, etc. the games there are unlimited by thing only but it can be by activity such as applauded, singing, and telling story, because it can be others alternative

as media, so the importance of using educative media is aim, the teachers most understand what goal has fund by themselves so they can think what media or instrument game that is used to reach the goal.

2.4.2. The Requirement of Educative Media

There are some requirements of educative media. They are: contain of education value, endanger and easy for children, colourful and interesting shape, appropriate with the standard of children development, simple, cheap, and easy to get, durable, unbroken, and care easily, the measure and the form are appropriate with children's age, and the function is to develop the children's ability.(Direktorat jendral PAUD, 2003)

2.4.3. The Kind of Educative Media

The kind of educative media are process of decline, seesaw, gangplank, climbing instrument for out playing. Doll, mask and things that have imaginative function play and form pretend play. Cooking instrument, doll house with household furnishings. Beam for constructive playing. Water, sand for playing with nature material. Creative expression for art playing. (Al-Modiwirso, 1995)

2.4.4. The Characteristics of Educative Media

The educative media have some characteristics, those are free playing, in playing the children have many choices and they can choose how to use the material. The next is playing which is constructed, in playing the teacher prefer choose material and children can choose to find certain concepts. And the last is playing by instructions, in playing the

teacher teach how to do special task. For example: using beams to build house. (Gunarti, 2004)

2.4.5. The Model of Educative Media

Several models of educative media are doll from scarps of cloth, decoration from dried leaf and cord leaf, plastic flowers, paper lantern and newsprint, ball, and wood beam (block letter), various of cereals, second calendar, some colour carts, picture, number and letter.