CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical basis including these points: The Characteristic of Young Learners in Language Learning, English for young learners, Teaching techniques in English for Young Learners, The Curriculum of Elementary School, English Syllabus for Young Learners, English as a local content subject at the Elementary School, and The Underlying Theories of Syllabus Development

2.1. Language Learning Theories

Mackey (1965) proposed two main theories of learning to be commonly adopted in language learning, associative, and cognitive theories. Brown (2001) and others use the term 'behaviorism' for Mackey' first theory. The two theories differ in their fundamental doctrinal approach towards the field, on their interpretation of the observed thing and events. According to Mackey (1965), associative theories are concerned with response, while cognitive theories with knowledge. He adds that associative theories maintain that learning is done by trial and error, whereas cognitive theories claim that learning occurs by insight, interpretation, and by solving the problems. In other word, an associative theory considers learning as chain of response, while cognitive theory sees it within a central mental organization.

Furthermore, in his monitor theory, Krashen (1981) claims that consciously learnt knowledge as a quality check on speech originating from

acquired knowledge. It takes place before one speaks or writes or after (self-correction).

Theoretical assumption of language learning is implicitly viewed as an intellectual activity involving rules of learning, the memorization of rules and facts related to first language meaning by means of massive translation practice. The process oriented objective may be offered in contrast to linguistically oriented or product-oriented objective may be revealed in how much emphasis is placed on vocabulary acquisition and grammatical or pronunciation is treated in method (Stern, 1983).

To conclude, it is worth mentioning that with respect to language theory, theorists are concerned with a model of language competence and language use. And, with respect to learning theory, the theorists are concerned with an account of conditions, which are believed to promote successful language learning.

2.2. The Characteristic of Young Learners in Language Learning

The learning world of young learners is different from the world of adult learners including learning a language. In accordance with the characteristics of young learners in learning a language, language teacher has to know more and pay attention accurately to young learners' characteristic, for the teacher to easily selects instructional materials and teaching techniques properly.

General characteristics which always adhere to young learners are they love to play in learning and they like to think what they are doing is real work/object. Suyanto (1999) calls the young learners as follow: they are learning something by doing, they can talk about what they have done or heard, they can argue for something, and also they understand situation more quickly. He also

states that they have a very short attention and concentration span, they are often happy and playing and working alone, they are able to work with adult, and they learn English by using it. Moreover children learn best when they are motivated by being interested in the activities and being involved in activities which are relevant to them.

Furthermore, Piaget formulated stages of cognitive development, identifying the type of schemata people use and the age at which they use them to organize and interact with their environment. Piaget's stages are summarized in Table 2.1 as follows

Stages	Approximate age	Nature of schemata
Sensor motor	0-2	Sensations and motor actions
Preoperational	2-7	Illogical operations; symbolic representation; egocentric, self-centered
Concrete operations	7-11	Logical, reversible operations, de-centered, object-bound
Formal operations	11-adult	Abstract-not bound to concrete objects

Scott and Ytrberg in Suhirman (2000) states a few general characteristics of young learners at the age of 8 to 10 as follows: (1) their basic concepts are formed, (2) they can tell the difference between fact and fiction, (3) they ask questions all the time, (4) they rely on the spoken words as well as the physical world to convey and understand meaning, (5) they are able to make some decisions about their own learning, (6) they have definite views about what they like and don't like doing.

Based on the general characteristics of young learners which are expressed above, Scott and Ytreberg in Suhirman (2000) suggest some cases which deal with language learning process for young learners as follows: (1) Words are not

enough but they should be included with movement and involved the senses and need to have plenty of objects and pictures to work with, (2) Play with the language. It means that the teacher has to let the learners talk to themselves, make up rhymes, sing a song, tell stories, etc, (3) Language as language means that spoken word is often accompanied by other clues to meaning-facial expression, movement, intonation, etc, (4) Variety in the classroom indicates that since concentration and attention spans are short, variety is a must, variety of activity, variety of pace, variety of organization, and variety of voice, (5) suggestion is routine. Young learners benefit from knowing the rules and being familiar with the present situation and activities, (6) Cooperation not competition expresses that the teacher has to make room for shared experiences-young learners are an invaluable source of language work and create atmosphere of involvement and togetherness cooperation, (7) It is given while asking questions and giving responses not in independent explanation. And finally, assessment can be applied in the form of asking questions or doing activities.

In accordance with the characteristics of young learners stated above, it is better to employ more specific attention in teaching English for them. It means that some factors that potentially support the instructional, such as a qualified English teacher, selected materials, technique of material presentation, teaching and learning facilities (syllabus, books, teaching media), and the environment where they learn should be considered and prepared as well as possible. Evaluation of young learner's language comprehension should be really related to their characteristics and the teacher has to avoid making judgment about success and failure of their language knowledge. It might be wise if the evaluation is

conducted to know how the students use the language in order that they have a good impression and are always interested in learning English.

2.3. English for young learners

The elementary students are young learners at the age of six to twelve or thirteen. Some learners develop early and some later. Young learners are the beginning students of foreign language study, especially in Indonesia, the teacher is the crucial factor that should be primarily considered, since English for Young Learners, and the class has to be conducted appropriately. Beside that, the instructional material is to be adjusted with young learners' atmosphere, and the classroom should also be managed in an amusing environment.

The assumption about age and language learning is that children are better than adults in learning language, foreign language learning in school is started as early as possible, it is easy to attract children's attention and interest than adults and basically children learn language like adults (UR, 1996). Furthermore, UR states there are three sources for children to learn in the classroom, namely pictures, stories, and games. Children like clear, attractive, and colorful pictures. Children like listening to the stories, and like reading the books with interesting pictures. Learning a language by doing is a pleased activity for children (recreational time out activities).

Young learners are at the restless period, so that everything is expected from the teacher to direct them. It is suggested that teaching English to young learners should not be so complicated lessons. The teaching and learning process should be amusing. Some theories on teaching English to children inform that young learners would prefer the teaching mostly using the actual object or which

make them involved in the process of the teaching and learning through playing games and listening to story. In addition, Halliwell (1992) states that children have a very strong sense of play and fun. She says games are more than a fun extra. They too provide an opportunity for the real using and processing of language while the mind is focused on the task of playing the game. They are a central part of the process of getting hold of the language.

Kasbollah (1993) clarifies that perhaps one of the important things to do is to select the material that meets the need of the learners. She additionally states that it is worth considering the influences that make the material effective and meaningful for the elementary school students. The material that consists of pictures, games, songs, stories and reading texts (if possible) must be of students' interest. The consideration is based on the aim that the teaching of English at the elementary school to develop their interest in learning foreign language, and to develop their skills of understanding verbal and non verbal expression in simple English. However, the introduction of vocabularies, for instance, should be presented through games or song that covers familiar words for children. Additionally, whatever the material, the most important things is how to use the material to help the children in learning language (Moon,2000)

Heinich (1998) believes that in the process of mental growth, children integrate the differentiation into generalization and abstraction. One of the educational objectives is to help learners work on generalization. Instructional media do not only provide the necessary concrete experiences, but also help children integrate prior experiences, and relate concrete to abstract. In fact, one of the key reasons for using instructional media is to improve the relationship

between concrete and abstract learning experiences. Thus, instructional media appears to be primary tools in the process of teaching English for young learners.

2.4. Teaching techniques in English for Young Learners

The main purpose of teaching English to pupils of elementary school is just for introducing them the language itself. The teacher must be skillful in managing the teaching and learning process in which the students will not easily get bored. This needs knowledge about teaching techniques.

Before thinking about techniques of teaching, one thing the teacher should know is that teaching the very young children should be mostly focused on listening and speaking, since the students of the elementary school are still in the process of learning to read and write. Listening is the skill that children acquire first. When the children start to learn a foreign language, it is going mainly through their ears and what the children hear is their main source of the language. Of course, the teacher should also give them as much visual back up as possible through facial expressions, movements, mime and pictures.

Montessori (1965: 123) states that the special importance of the sense of hearing comes from the fact that it is the sense organ connected with speech. Therefore, to train the child's attention to follow sounds and noises which are produced in the environment, to recognize them and to discriminate between them, is to prepare his attention to follow more accurately the sounds of articulate language. In this case the teacher must be careful to pronounce clearly and completely the sounds of the word when she speaks to a child, even though she may be speaking in a low voice.

It is a must for the teacher to be able to produce exact pronunciation. The teacher must be able to be a good model, besides an ability to enter the children's world; the teacher must also have enough background knowledge of English, especially English for young learners (EYL).

Besides the teacher has to avoid teaching structure. It is very important to remember, since teaching structure can make the very young students get some burden and it can make them hate English. Marchantlay (1980:27) states that the children are generally much less interested in the structure of language than adults. The structure can be given integrated with other language skills.

The role of a teacher to select the suitable techniques of teaching is very important. She has to be able to treat the students as well as possible so they will feel comfortable sitting in the classroom. The teacher has to know the world of children, their favorite play, their favorite character, etc. by knowing the world of children; the teacher can create such a situation that the students do not feel strange, moreover they feel comfortable. This view is supported by Clibborn (1999) who states that language is best learned in the context of familiar situation and daily needs, when the meaning can be caught and when the children respond naturally and it should take place in a supportive and encouraging environment.

2.5. The Curriculum of Elementary School

The curriculum, according to Hass and Parkay (1993:3) is : "All of the experiences that individual learners have in program of education whose purpose is to achieve broad goals and relates specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice." Elementary School as an educational institution for young children is fun and

challenging time for your child. It is a time to build friendships and discover new subjects and special interests. The elementary school curriculum is usually a general education that exposes your child to arts, music, math, and literature. As he learns and takes classes in each subject, he will find out the subjects that stimulate him the most. In Elementary School, your child will learn core subjects and develop fundamental skills. Language skills are taught from first to sixth grade through spelling, writing, and reading. Many school programs will observe the progress of your child and place him in language courses that are appropriate to his learning style and progress.

The English Language curriculum in school will help pupils become independent lifelong learners, creative thinkers and problem solvers who can communicate effectively in English. To achieve this, there will be many curricular and co-curricular activities for pupils to use English in a variety of situations and contexts. Pupils will read widely, learn how to analyze and evaluate language and the media, and respond creatively to problems and new technology. The position of English teaching in elementary school is to support some objectives, especially in providing the foundation of knowledge, at least motivation to know more, a foreign language, in this case English as an international language. Some conditions, however, such as the non English speaking environment, the low educational background of the parents, etc, unable the students to acquire English intensively. Therefore, English in elementary school is introduced to the students without any demand. The most important thing is that they love English and are motivated to learn it more for their further learning.

Since the children are still in their first learning to read and write a foreign language, so the curriculum of English at Elementary School should guide English to be introduced as simple as they can. The topic must be varied, interested, and appropriate with characteristic of young learners.

2.6.　English Syllabus for Young Learners

Yembise, in Suhirman, (2000) mentions that the term syllabus is widespread in Britain, while curriculum is much more used in America. Nunan (1988) clarifies that curriculum is a large and complex concept, which has been variously defined by different people, involved in the sphere of education in some (principally American) contexts. It is synonymous with syllabus, and is often intended to refer to a course of study. In the present context, syllabus is used to refer to selecting and granding of contents, and curriculum is used more widely to refer to all aspects of planning, implementing, evaluating, and managing an educational program.

According to Dubin and Olshtain (1986), curriculum for language teaching describes the broadest context in which planning for language instructions take place either for national level or school level. Whereas, Robertson (in Yalden, 1985) defines it as follows:

The curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils, both in and out of the school and community through classroom instructions and related programs. Syllabus is a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation it self.

Dubin and Olshtain (1986) elaborate further by stating that a syllabus is a document which describes what the learners are expected to know at the end of the course, what is to be taught or learned during the course, when it is to be taught, at what rate of progress, how it is to be taught, and how it is to be evaluated.

In relation to the definition, Yalden (1985) mentions that a syllabus in language teaching must be explicit for the teachers, and at least should be partially produced by teachers with the help of experts when it is needed and they are available.

Kasbolah (1993) used the term 'syllabus' for a guideline of a particular subject (i.e including english in the elementary school), while curriculum is broader. She further states that a syllabus can be viewed as the control of the learning process by institution and or the teacher. It functions to make the teaching-learning process efficient.

In Indonesia, a curriculum is defined as guidance for the achievement of national educational goals. It is worked out into a syllabus for implementation of the school programs as seen through the working syllabus. The form of syllabus formally is a general course outline of a subject or a GBPP.

The 1994 curriculum for elementary school does not provide a specific syllabus for local content subject. A qualified teacher or curriculum expert is expected to be able to design an appropriate syllabus, which is applicable to young learners needs.

Language learning (english learning) for young learners would take into account the curriculum design that can reflect learners' knowledge development

and comprehension. Brumfit (1991) states that subject-matter learning gives students the opportunity to learn about language (English), to consider language as an object of study, and to reflect on their own thinking process and problem-solving strategies. Language learning across the curriculum is enhanced when children recognize in more explicit ways how linguistic choices are expressed in different genres and how various disciplines reflect various ways of knowing.

Due to the development of young learners' personality which is different from adults personality, and the characteristics of native language that are different from the characteristics of English, the instruction of English at elementary school must be prepared as well as possible in order for the leaners to have good motivation to learning English.

The preparation of speaking English teaching programs for young learners should consider the students need and interest. The topics or themes that want to be taught should come from the curriculum and be related to the student needs and interest. Finn in Suhirman (2000) expresses the superiority of learning language skills focused on things that interest the learners which deliver good curiosity and high motivation to explore and think and change their minds, such as: to consider and evaluate different points of view, to decide on their questions and how to resolve them, to read and reread, to write and revise.

Based on the elaboration about syllabus for young learners, Kasbolah (1993) suggests that the elementary school teachers have to plan and develop a syllabus for English for their students. The schools have to ask a group of teachers to develop an appropriate syllabus containing clear objectives, teaching and learning strategy, instructional material, and instructional evaluation. Since the

Minister of Education and Culture (the Minister of National Education) has not

designed the syllabus for English for elementary school, the English teachers are

expected to develop it.

2.7   English as a Local Content Subject at the Elementary School

The 1994 primary education curriculum has been established to change the

1984 curriculum. In this new curriculum, additional subjects are offered as local

content subjects for each elementary school in each region or province in

Indonesia as far as it is in line with the objectives of the instructional and national

education.

The idea to introduce English earlier as one of the subjects taught at

elementary school is officially stated in the 1994 primary education curriculum.

Based on the Decree of the Minister of Education and Culture No. 0487/TJ/1992

about Elementary School, it is mentioned that additional lessons can be added as

long as they are compatible with the enviromental condition and without

subtracting the current national curriculum and without disgressing the purposes

of national education.

To develop the 1994 primary education curriculum, The Minister of

Education and Culture authorizes the decree No. 060/U/1993 dated February 25,

1993, determines that English can be taught at elementary school as a local

content compulsory subject but it is a local content subject and all of its

instructional components, such as: syllabus, method of teaching, instructional

materials, teaching staff and other teaching equipment are entirely decentralized to

local education authorities in each region.

Since The National Department of Education does not provide the English Curriculum nationally, each region or province has the authority to make a Basic Course Outline (GBPP) for every local content of selected subject. The National Department of education of East Java Province has established a course outline (GBPP) for several local content subjects for elementary school, and one of them is English. The decree is based on SK Kakanwil Dikbud Propinsi Jatim No. 1702/104/M/94/*SKJ* for East Java. In east Java Curriculum, the English teaching is started from grade one. In the English General Course Outline (GBPP) which was released by the National Department of Education of East Java Province it is stated that the objectives of teaching English at Elementary School, is the students are expected to master language skills which include listening, reading, speaking and writing in terms of a simple pattern with more or less 500 words suitable with the learners' interest. In terms of objectives, the objectives in the East Java curriculum are arranged based on grade. In East Java Curriculum, the objectives are elaborated in each skill of each grade. For instance, the objective of writing skill of Grade 4 is the student are expected to write sentences or short paragraphs and complete the sentences by using pictures. In terms of use, the objective is the students are able to express their ideas, opinions, experiences, and messages in the form of the simple and right oral and written English.
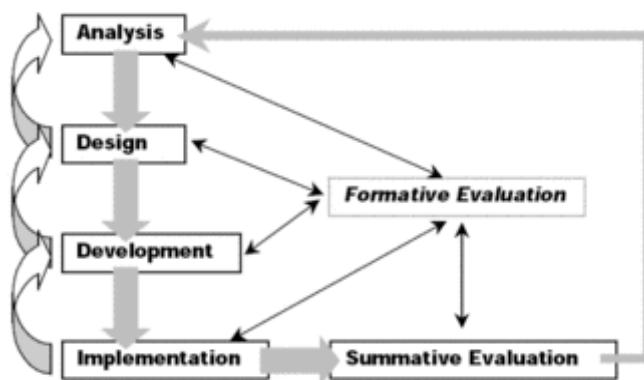
The description of materials is also different between East Java Curriculum and other province. The description of materials in the former is presented in each grade per year, while the latter is presented in each term (four months).

2.8 The Underlying Theories of Syllabus Development

Hutchinson and Waters (1989) elaborate the importance of having a syllabus, which can be listed as follows: (1) As a complex entity, language cannot be learnt at once. Therefore, this complex entity must be broken down into manageable units to provide a practical basis for the division of assessment, textbooks, and learning time, (2) A syllabus can also give moral support to the teacher and learner because it makes the language-learning task appear manageable, (3) A syllabus specifies the types of textbooks, manuals, and authentic materials to look for, and it provides a visible basis for testing.

2.8.1 Developing a Proposed Syllabus

Steven J. McGriff proposed an Instructional Systems Design (ISD) model. Most of the current instructional design models are spin-offs or variations of the ADDIE instructional design model; :(1) Analyzes, (2) Design, (3) Developing, (4) Implementation, (5) Evaluation.

The ADDIE instructional design model is the generic process traditionally used by instructional designers and training developers. The five phases— Analysis, Design, Development, Implementation, and Evaluation—represent a

dynamic, flexible guideline for building effective training and performance support tools:

2.8.1.1 Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified.

2.8.1.2 Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

2.8.1.3 Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written and graphics are designed. If the learning is involved, programmers work to develop and/or integrate technologies.

2.8.1.4 Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.

2.8.1.5 Evaluation

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and provides opportunities for feedback from the users which were identified.