CHAPTER II

REVIEW OF RELATED LITERATURES

The chapter discusses about previous study, Teaching Strategy, Kind of Strategy, English for young Learners, Elementary school students, Evaluation, media for young learner.

A. Previous Study

There are previous studies related to this study. First is a study was conducted by the title "The use of circle games as a strategy to improve the student's mastery in English vocabulary (An Action Research In The Case of Elementary School Student's of SDN 01 Banyumanik Semarang in the Academic Year 2007/2008) used by Kurniawan Yudhi Nugroho 2201403001. The result of Kurniawan's study showed that the student's progress in mastering vocabulary related to noun during the activity was really good. The achievement of the students in learning vocabulary trough this way was improved. It was supported by the significant result of the test. The average achievement of the students was 68% at the pre-test, 89% at first cycle, 94% at scond cycle and 83% at the post test. The main factor that affected this improvement was the students really interested in learning English trough cyrcle game.[1]

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[1]Kurniawan Yudhi Nugroho 2201403001 " *The use of circle games as a strategy to improve the student's mastery in English vocabulary (An Action Research In the Case of Elementary School Students of SDN 01 Banyumanik Semarang in the Academic years 2007/2008).* Faculty of languages and arts semarang state university 2007

Second is a study was conducted by " A study on the teaching of English in fourth grade of Islam Muhammadiyah Kuala Kapuas in academic year of 2006/ 2007 used by Benedikta Risty Widiani (2007). The result of Benedikta's thesis showed that the aim of teaching was bad. It was indicated by three was no English Curriculum yet Used to teach English in Sd Islam Muhammadiyah Kuala Kapuas. The absence of curriculum also influenced the content of teaching it self. Then, the materials of teachig were also fairly implemented, because it was fully adopted from the textbook. Moreover, the media or any visual aids were also good. The method of teaching was also good or fairly implemented because the teacher used not only lecturing method but also supported by media.[2]

The third a study was conducted by "Teachers' strategy in teaching English at fifth grade of Min Model Pahandut of palangka raya in academic years 2010-2011 Used by Dewi Anggreini (2011). The result of Dewi's thesis showed that the aim of teaching English using some various of strategy and method. Most teachers use the strategies in teaching and learning activities to aid students understanding. From those strategies which have been applied, students had got high score. They got motivation from the teacher, so that they like English because of the teacher is very kind and enthusiastic about teaching them. Besides, the teacher was angry with the student. A teacher always uses games to

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[2] Benedikta Risty Widiani (2007) *A study on the teaching of English in fourth grade of SD islam Muhammadiyah Kuala Kapuas in academic year of 2006/2007.* The study program of English Education of Department of Language and Art Education of the Faculty of teacher Training an Education of the University of Palangka Raya.

make students happy and not bored. Teachers teach the English materials are supported by the media and evaluation to enchant their score in English[3].

Based on previous studies above, there was differential that they researched commonly, it is called teaching English for Elementary school. The first is Kurniawan's study researched about " the use of circle games as a strategy to improve the student's mastery in English Vocabulary. He only used one strategy to improve English Vocabulary. The second is Benedikta's study researched about a study on the teaching of English in Fourt grade of SD. She only focused on teaching of English didn't use strategy. The third is Dewi's study about the teacher strategy in teaching English of fifth grade at MIN. She is focus on teaching of English using strategy, media and evaluation.

In the previous study is about the stategy in teaching English to improve the knowledge for young learners. Because used strategies is effectives to suggestion the learners and give motivation more. The principles of teaching language (English), methods of the foreign language, strategy, method, and technique, some strategies to teach English for young learner.

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[3] Dewi Anggreini (2007) *teachers strategy in teachig English at MIN Model Pahandut Palangka Raya in academic year of 2010/2011..* The study program of English Education of Department of tarbiyah in Islamic state collage of Palangka Raya: Thesis, palangka raya, STAIN2011

B. Teaching Strategy

1. Definition of Teaching Strategy

Teaching Strategy is a contract between a student and a teacher. This implies that teacher and students have an agreement and some distinct obligations to each other. There is also an agreement to give the teaching obligation your best shot, and to expect the same from all the learners. Good teaching is hard work and every class meeting is a performance. [4] Teaching is a process to give guidance or help the students to do learning process.[5] From the teaching learning process, a teacher is supposed to develop students' skill, change their attitudes, and guide them to do something and make them understanding about knowledge that has been tought.

From the definition above, it can be known that teaching is a process of guiding and helping learners to learn something, giving instruction, and providing knowledge that all of them are given by a teacher. Teaching has three roles, namely planning for learning and instructional, facilitating of learning and evaluation of learning.[6]In teaching learning process the teacher must make the planning before they teach the students, and they have a role facilitator for the students, and also evaluate how the students' ability in the lesson that have been given by the teacher.

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[4] John A. Lott, What is teaching
(http://kb.osu.edu/dspace/bitstreem/1811/34658/I/lott_what_is_teaching_2008.pdf)

[5] Syaiful basri djamarah, strategi belajar mengajar, jakarta: Rineka cipta, 2002,p.45

[6] Suryo subroto, proses belajar mengajar disekolah, Jakarta: Rineka Cipta, 1997. P.18

2. The Theory of Teaching Strategy

In addition, Brown states: Strategies are specific methods of approach a problem or task, modes operation of operation for achieving a particular end, planned designs for controlling and manipulating certain information[7]. According to Good and Brophy in Good et. al.(2009), teachers of EFL at elementary schools should be able to select the following general aspects of effective teaching to achieve best practice[8]:

1. Appropriate expectations. Teachers need to form accurate and appropriate expectations for student learning. Expectations that are too high or too low lessen student achievement. In addition to stating appropriate expectations for student performance, teachers must work to help students over time to exceed present expectations and help students realize the growth they have made.

2. Proactive and supportive classrooms. Students learn best in classrooms where academic and social goals are clear and where caring communities are afforded. Students need to know that wrong answers are no issue if we learn from our errors and misconceptions. Supportive classrooms allow students to take intellectual risks. In supportive classrooms focus is placed on learning, not simply on "knowing" or right and wrong answers.

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[7] H. Douglas Brown, *Principles of Language, p. 113.*

[8] Good, Thomas L*., Wile, Caroline R. H., and Florez, Ida R..* 2009. Effective Teaching: An Emerging Synthesis. In Saha, Lawrence J. and Dworkin , A. Gary (Eds). *International Handbook of Research on Teachers and Teaching*: *Part Two* (pp803- 816)*.*

3. *Opportunity to learn*. Classroom learning is best when most available time is used for academic work in which students are highly engaged. Students can not learn material that they do not study or develop skills they do not see or practice. Although this point seems obvious, in too many classrooms students do not get to read original documents, to explain their answers, to challenge the thinking of teachers and peers and so forth. What students are assigned to learn and their degree of involvement in work are the strongest known predictors of student achievement.

4. *Curriculum alignment*. Content is aligned to create a visible and coherent plan for achieving curriculum goals. Teachers carefully differentiate between more and less importance content.

5. *Coherent content*. Content is organized and explained in sufficient depth to allow student to learn meaningfully.

6. *Thoughtful discourse*. Questions are planned and allowed that involve students in sustained discussion and exploration of key ideas. Thoughtful discourse allows for various opinions to be raised and to explore alternative explanations for historical and contemporary events. Thoughtful discussion goes beyond defining what "is" to explaining why, addressing issues of value, and considering future implications.

7. *Scaffolding students' ideas and task involvement*. The teacher actively supports student learning activities and strives to help students understand concepts more fully. In many classrooms, discussions focus mainly on

what we know or just found. Just as teacher scaffolding can help students to understand at a higher level, good scaffolding can help students to move from the present to the future – "So we know what we found in the experiment, how can we use this information?"

8. *Practice/application*. Students need ample opportunity to apply and practice new learning. Distributed practice with concepts in diverse contexts enhances longterm retention of learning. Critics of current teaching methods often scorn the fact that teaching in schools, at best, prepares students for acts of "near transfeThat is, students can use extant knowledge to solve problems that are similar to what they have studied.

9. *Goal-oriented assessments*. Test, quizzes, and papers need to focus on importance curriculum goals. Such assessments help students to focus upon importance content and allow them to practice applying importance information. Oddly, teachers sometimes believe that preparing students for the test is unfair or wrong. Students need to know that their daily activities are importance and that they serve as advance organizers for showing what knowledge teachers think is importance and how students can best display that knowledge.

The nine principles of effective teaching outlined above pertain to all grades. However, the ways in which each principle is applied, the relative importance, and the potential impact of each often varies for students of different ages.

According to Slameto[9], he conveys that being the effective teaching process must consider toward:

1. Mastering the subject or instructional material.

2. Loving to the subject.

3. Asking and developing the students' personal experiences and knowledge.

4. Giving the various teaching methods.

5. Improving own knowledge to master the material.

6. Preparing the self and material before going to the class.

7. Giving the praise and expressing the admiration. Generating the students' interets and motivation in learning process.

3. Importance of Strategy

To learn strategic teaching techniques, and to foster the ability of students to engage in strategic learning, it is importance to define some terms. In fact, one of the principles of strategic teaching is to define terms. Below are terms that are relevant to this process[10].

Strategy teaching describes instructional processes that focus directly on fostering student thinking, but goes well beyond that. Strategic teaching and strategic learning are in exorably linked. A strategic teacher has an

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[9] Ibid., p. 95-96

[10] Bob Kizlik,Artcle*Information about Strategic Teaching, Strategic Learning and Thinking Skills*,Updated December 25, 2013

understanding of the variables of instruction and is aware of the cognitive requirements of learning. In such an awareness, comes a sense of timing and a style of management. The strategic teacher is one who:

1. is a thinker and decision maker;

2. possesses a rich knowledge base;

3. is a modeler and a mediator of instruction.

Variables of instruction refer to those factors that strategic teachers consider in order to develop instruction. These variables, as the name implies, change, and therefore the teacher must be aware of the nature of change as well as the actual variables themselves. These variables are:

1. Characteristics of the learner;

2. Material to be learned (curriculum content);

3. The criterial task (the goals and outcomes the teacher and learner designate);

4. Learning strategies (goal directed activities in which learners engage).

In teaching content at the elementary, middle, or secondary level, the strategic teacher helps guide instruction by focusing on learning strategies that foster thinking skills in relation to the content. In connecting new information to what a student already knows, learning becomes more meaningful, and not simply retained for test-taking purposes. There are numerous strategies that teachers can develop that accomplish this purpose. To give one information is not difficult, but to help one be able to develop the tools to both know what

information is relevant and the means to acquire it, is perhaps the most importance function of any social studies teacher.

C. Kind of Teaching Strategy

According to Bonnie Piller and Mary Jo for the major part of the teaching English for young learner instructional time the following Ten strategies were are[11]:

1) **Demonstration**

Demonstration was used for vocabulary development of these words; *dancing, write, together,* and *boxing.* This strategy was not limited to use in kindergarten; in fact, *Demonstration* was seen at all levels through Class V. *Demonstration* was, however, relied on more frequently in kindergarten and progressively used less through the class levels.

2) **Strategy Choral Drill**

In *Choral Drill* the children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns, and vocabulary lists. Children repeat the melody and rhythm. Sometimes it is in unison with the teacher and sometimes in an echo pattern. The technique differs from *Choral Reading* in that this is for oral language development. Print is not connected to the activity. An additional difference is in the frequency of use. *Choral*

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[11]Bonnie Piller and Mary Jo Skillings. *2005. English Language TeachingStrategies Used by Primary Teacher in One New Delhi, India School*.http://www.teslej.org/wordpress/issues/volume9/ej35/ej35cf/html 21-03-2013

Reading is likely to be used once or perhaps twice in the daily routine, while *Choral Drill* was used for nearly half of the instructional time in kindergarten. This poem was heard:

School is over,

Oh, what fun!

Lessons finished,

Play begun.

Who'll run fastest,

You or I?

Who'll laugh loudest?

Let us try. (Children laughed loudly).

Choral Drill presented speaking aloud and verbatim memorization. This occurred in unison or in the form of echo recitation. Haskell and Mayer said the purpose was for transfer to the long-term memory. Current brain research supports the idea of speaking aloud. Perry and Bower Speaking generates more electrical energy in the brain than just thinking about something. Banich and Ridley Smith Choral drill is also a powerful way to cause over-learning to occur. Over-learning, that is, continuing to recite after something is memorized, creates deeper memory traces that make for longer retention.

3) **Strategy Look and Say**

Look and Say is the technique of students listening to the teacher and looking at the object or print, then repeating a word or sentence after the teacher. Children either watch as the teacher points to the words on the chalkboard or individually point to the print on a page or in a textbook. The *Look and Say* strategy started from the beginning of the reader: A is for *Arm*, A is for *Apple*, A is *Art*, A is for *Ant*, A is for *Astronaut*, *An ape is an animal*. B is for *Bee*, B is for *Bird*, B is for *Birthday*, B is for *Butterfly*, B is for *Bunny*, *A boy on a bus*. The teacher read one phrase while the children listened, then the children pointed to the appropriate picture and repeated the phrase. This continued until they completed the new page for the week: L is for *Ladder*, L is for *Lamb*, L is for *Lady*, L is for *Lamp*, L is for *Leg*, *A leaf on a log*. This exercise of starting from the first page of the reader and continuing to the current lesson was repeated three times. The teacher varied it only slightly by changing the rhythm and the volume.

4) **Strategy Pictorial Illustration**

Pictorial illustration is the use of blackboard drawings, diagrams, sketches, match-stick figures, photographs, maps, and textbook illustrations. These are used for presenting words and structures that stand for concrete ideas. In Class I, illustrations in the reader are used for the words *cake, snake, gate, face, table, chair,* and *crayon*. After children are guided in reading a story called "Good Morning," which presents two children greeting each other when arriving at school, the comprehension questions

require the matching of illustrations. Children need to identify Edi's yellow bag and Ani's pink bag.

5) **Strategy Verbal Illustration**

Teacher at each level used *Verbal Illustration*. Sometimes this was simply giving a phrase or sentence that showed the typical use of the word in context, as in "the sky is blue." Often verbal illustration was used with pictorial illustration to link new knowledge to existing knowledge that had an analogous relationship. An example of this was a lesson to a group of class V children presented by a guest teacher from a local newspaper. To help the children to understand the concept of advertising and the influence of advertising, she framed the concept in a context that she believed the children would understand.

6) **Strategy Association**

Association is used for presenting vocabulary items. Teachers used *Association* for synonyms, antonyms, and simple definitions. For example, the following words were presented through *Association*:

Blossom — flower (synonym)

Diligent — hardworking (synonym)

fresh — stale (antonym)

lad – means a boy (definition)

This process of bringing ideas or events together in memory or conceptualizing is a strong strategy for English learners. However, it appeared that the teaching strategy went beyond helping children to make memory connections and actually was an approach to developing deeper understanding by giving examples and non-examples. Children were not left to trial and error in developing the new concept. Teachers, in a well-crafted manner, would name the concept and several synonyms for it and then sometimes present a definition. This led to an accurate communication of the concept and eliminates the possibility of confusion.

7) **Read and Say**

For the strategy of *Read and Say,* students read a paragraph written on the blackboard and responded orally to a set of written questions. Sometimes the passage and follow-up exercise were written on what was called a roll-up board. The roll-up board is heavy paper that can be written on and then rolled up and stored. The students read the exercise written on the roll up board and wrote responses in their notebooks. After writing the questions in their notebooks, they filled in the blank, matched A with B, or completed the sentences. After a given amount of time, the teacher asked children to read their written responses and lead a discussion relating to their responses. During the week of observations, this strategy was observed at levels V. Clearly, the focus was on comprehension of the passage. Discussion centered on understanding and finding meaning in the passage.

8) **Narration**

The technique of *Narration* was observed on one occasion. *Narration* could also be called *Storytelling*. The teacher reported that her purpose was to motivate the children to read the passage that would be assigned and then to write a response. The researchers were told by the principal that this particular teacher was very adept at *Narration* and used it frequently. She mentioned that other teachers also use *Narration*. The story told was a fairy tale with the moral that it is not good for children to be greedy. While motivation was mentioned as the goal, it could also be deduced that comprehension was a consideration. The teacher observed stopped twice during the story to monitor for understanding. She asked:

Do you like the story?

Do you understand?

9) **Strategy Questioning**

Questioning is another strategy that was used in lessons at all levels. It will used in the introduction.[12] A teacher used this example:

The title of this lesson is "Beautiful Birds". can you give the names of some birds which you find near your house?

Do you like to watch them?

Do some of them sing?

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[12] *Ibid.*

10) **Strategy with Games**

Teacher use to teach English to young learner, is games. Games are very useful in English teaching, because in games young learner will interact with one another. Through this interaction, language skill is used especially speaking and listening. According to Hadfield, a game is activity with rules, a goal, and element of fun. A game is an structure activity, usually undertaken for enjoyment and sometimes used as an educational tool. Game are distinct from work, which is usually carried out for reuncreation, and from art, which is more concerned with the expression of ideas.

Callois state: game is defined as an activity that must have the following characteristics: first, Fun: the activity is chosen for its light-hearted character. Second, Separate: it is circumscribed in time and place. Third, uncertain: the outcome of the activity is unforeseen cable. Fourth, non-productive: participant is not productive. Fifth, governed by rules: the activity has rules that are different from everyday of life. The last is fictitious: it is accompanied by the awareness of a different reality.[13]

D. English for Young Learners

Teaching of English for Young Learners is considered to be a complex activity in primary education. Hence; teachers' knowledge and their beliefs about what is importance to teach, how students learn, and how to manage student

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[13] Hadfield and caillois, Teaching English to Young Learner Using Games. http://yentervai.blogspot.com/2014/07/13teching-English-to-young-learners.html

behavior and meet external demands is very importance. Teachers' daily experiences in their practice context also shape their understandings and their understandings shape their experiences.

In relating the model of teaching and teachers' work to do in EYL classroom, McCloskey[14] strongly proposes seven instructional principles for teaching English for Young Learners. These principles are effective promotes young learners learn because teachers have to offer learners enjoyable, active roles in the learning experience. They also should help students develop and practice language through collaboration. A use multi-dimensional, thematically organized activity is also part of their responsibility. Besides providing comprehensible input with scaffolding, teachers have to integrate language with content. The other principle teacher should meet is to validate and integrate home language and culture of the students. And the last principle is providing clear goals and feedback on performance.

The discussion on principles of creating model of effective teaching EYL by correlating psychological theories and the teacher responsibilities and the students characteristics is very significant to this presents study to collect the data expected. As educators, teachers EYL must continually reflect on their teaching and update their practice to address the needs of students. Therefore; the data I try to find out focuses on these kind students and effective ways done by teachers

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[14]McCloskey, Mary Lou . 2002. *Seven Instructional Principles for Teaching Young Learners of English*. Paper presented in TESOL Symposium San Diego. *Georgia State University*

to arrange their learning in the form of best practices. Best teaching practices are a core of an ideal teaching environment.

Children, as curious, active learners, are significantly reinforced when they construct and retain new knowledge which increases the likelihood they will remain actively engaged in their education[15]. Therefore; to achieve an effective teaching teachers requires expertise in both behavioral and constructivist approaches. First, effective teaching requires the flexible implementation of a variety of methods depending on the instructional goal and the needs of the students. Good and Brophy have argued that any teaching method is useful in certain situations and that no one method is optimal for all purposes. Secondly, behavioral and constructivist theories complement each other. Maximizing the opportunities for children to construct knowledge requires careful attention to the antecedents and consequences in the general learning environment, in student-teacher interactions, and within curricula and instructional strategies.

E. Elementary School

Elementary school students are categorized as young learners that have different characteristic from adult learners. They usually consist of students at the age of 9 to 12 years old, where the element of fun becomes a part of their world. To give further comprehension about them, Harmer states some general Characteristic of children, as follows:

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[15]*Good, Thomas L., Wile, Caroline R. H., and Florez, Ida R.*. 2009. Effective Teaching: An Emerging Synthesis(pp803- 816).

1. They respond to meaning even if they do not understand the words.

2. They often learn indirectly than directly.

3. Their understanding comes not just from the explanation, but also from whatthey see and hear and crucially have a chance to touch and interact with.

4. They generally display an enthusism for learning and curiosity about the worldaround them.

5. They have a need for individual attention and approval from their teacher.

6. They are keen on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom.

7. They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes.

Based on the points stated by Hammer said above, I assume that Elementary School students are very enthusiastic in finding out, understanding and learning everything. It seems that they like learning something that involves a new thing and the elements of fun such as a game, where they can laugh, talk, and feel happy during the class and the most importance thing that they can enjoy.

F. Media for Young Learners

Media meant as human, material or things to made building a good condition that can make students get knowledge, skill, or attitudes. From the definition teacher, books, and school all of media[16]. Media are the things that can manipulate, by watching, listening, reading, and speaking with their instrument

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[16] Azhar Arsyad, *Media Pengajaran, p. 3*

used in teaching learning process, it can influenced the activities of instructional program. Kaplan said "pointed out that teachers must come to terms with technology and do so in terms of their educational philosophy".

From the definition above can be concluded that media are something that use to distribute a message and can give stimulant of the think, feel, and student's need in their learning. Media that are used by a creative teacher can develop the students' creativity to study hard and to increase their ability so it is suitable with the purpose of teaching. Media used by the teacher at SDIT Al-Furqan Palangka Raya that suitable with the material.

Media that is not projected realita, models, graphic materials, Slide, aktive Audio, Video computer-based media bassisted Instructional (Computer Based Learning) Tool kit Multimedia lab.

Instructional Media

1. Print

    Programmed textbooks handbook / manual book task

2. Audio – Print

    Equipped exercise books tapes picture / poster (with audio)

3. Visual Project Silence

    Film frames (slides) movie bundle (containing the verbal message)

4. Silent with Audio Visual Project

    Film frames (slides) voice film sound chain

5. Motion by Audio Visual

Sound film Video / vcd / dvd

6. Object

Real object tirual model (mock up)

7. Computer

Computer-based media; CAI (Computer Assisted Instructional) & CMI (Computer Managed Instructional).

G. Evaluation

The evaluation is used to measure the student ability and understanding besides, it is used to know the students difficulties facing the teaching process. The evaluation is used to measure the students' ability and understanding. Besides, it is used to know the students difficulties facing the teaching process[17]. The evaluation must be given fairly in order to not harm the students. The teacher must design the evaluation well based on the language testing[18].

The teacher evaluataed the students to measure how far the students comprehension. The students' comprehension classified into two categories: master and unmaster. The students who achieved the standard score meant master and the students who did not achive the standard score meant unmaster. In SDIT palangkaraya the evaluation was conducted at the preinstructional activity, during at instructional activity, and at the post instructional activity.

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[17] Slameto, belajar dan faktor. P.35
[18] *Ibid,* P.53

According to Measurement and Evaluation in teaching, Norman E. Gronlund[19] said Broadly conceived, the main purpose of classroom instruction is to help pupilsachieve a set of intended learning outcomes. These outcomes would typically include all desired pupil changes in the intelectual, emotional, and physical spheres. When classroom instruction is viewed this way, evaluation becomes an importance part of the teaching-learning process. The intended learning out-comes are established by the instructional objectives; the desired changes in pupils are brought about by the planned learning activities; the pupils' learning progress is periodically evaluated by test and other evaluation devices.

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[19]Norman E. Gronlund (1985) Measurement and Evaluation in Teaching 5 edition p. 6-10united state america, New York