

CHAPTER II

LITERATURE REVIEW

This chapter explains the theories of this study. It covers the theories of teaching strategies and young learners.

2.1 Teaching Strategies: Conceptual Definition

Teaching strategies as one of the alternative activities in education used in assisting teachers in teaching and learning activities. The need to use teaching strategies for teachers in teaching and learning activities is highlighted by many studies (Akdeniz, 2016; Hamruni, 2009; Martin, 1974; Siwatu, Frazier, Osaghae, & Starker, 2011; Shinn, 1997). According to them, teaching strategies are teaching activities that include learning plans that aim to support student learning in the form of guidelines and facilitate. In the teaching strategy, there are 6 main components, including; methods, techniques, tools or media, discipline, communication and finally goals. Then in determining the teaching strategy the teacher must also have rational and must be based on the ability of the teacher.

Akdeniz (2016) as cited in Käsper, Uibu & Mikk (2019) states that teaching strategy was defined as a group of teaching activities directed towards supporting students' learning and providing the requisite materials and guidance. This means, teaching strategy is a learning activity that teachers used to help students in the

learning process, make the students easy to understand to the materials and as a guide for students to achieve their goals in learning.

Hamruni (2009) states that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. This means that teaching strategies are a design that includes plans, methods, and techniques in teaching and learning activities to facilitate the achievement of objectives in learning. In preparing lesson plans the teacher can also determine what teaching strategies will be used and what methods will be applied. so the teacher can fully facilitate students in the process of learning activities.

Meanwhile, Martin (1974) states that teaching strategies should be based on the teachers' rationale. This means that the teaching strategies used by teachers must be following the state of the class being taught, how the character of students and what educational goals to be achieved. In this case, the teacher must understand very well about their students, know their abilities in the English language, how far they understand the English language, know their level and also the classroom condition. so the teacher can determine the teaching strategies that are suitable for use in teaching and learning activities.

On the other hand, Siwatu, Frazier, Osaghae, & Starker (2011) defines that many teaching strategies were suggested in the past, no one can claim that one approach is better than the others. This is because the effectiveness of teaching

strategies is dependent on many factors including teacher's capability. So, in choosing a teaching strategy the teacher should be knowing their ability and capability whether they understand well about the strategy to be used.

However, Shinn (1997) noted that teaching strategy is a complex educational behavior of a teacher in using methods, techniques, tools, discipline, and communications to achieve goals and /or objectives. This means that teaching strategies are about educational behavior of teachers, in these statements, there are 6 components of teaching strategies such as methods, techniques, tools, discipline, communications, and goals.

Weeks (1998) states that methods are procedures, styles or ways in which a teacher has selected to facilitate the teaching-learning process. This means that methods are ways applied by teachers in the learning process that aims to support teaching and learning activities.

Ware (1989) states that techniques are a teaching method, skill, style, procedure that a teacher has selected to facilitate the teaching/learning process. This means that technique is the teaching method chosen by the teacher according to the conditions and needs of teaching to facilitate teaching and learning process then balanced with the teacher's ability to teach the classroom and supported by the teaching style of the teacher which is adapted to target learning.

Then, Creswell (1990) states that teaching tools are equipment used in facilitating the teaching-learning process. Based on this theory, teaching tools are equipment used to help and facilitate teachers in teaching and learning activities to get effectiveness in the learning process. Such teaching equipment can be in the form of teaching tools and media, such as pictures, teaching aids, properties flashcards, LCD projectors, and many more.

Next, Lopes and Oliveira (2017) states that classroom discipline is, therefore, a breach of the management actions undertaken by the teacher to enable student learning. Classroom discipline refers to a set of teacher actions that constitute organizational and management processes aimed at establishing classroom order (routines, norms, procedures, etc.). This means that classroom discipline is how the teacher can organize between students and other variables in the school such as routines, norms, and procedures to conform to the rules in the classroom and at school so that the learning objectives can be achieved easily.

Rawat (2015) defines communication as a way of transferring thoughts, ideas, opinions, and knowledge from the sender to the receiver. In this case, the teacher must be able to deliver the material and information related to the lesson as well as possible, so that students can understand what is delivered by the teacher.

Based on many theories above it could be concluded that there are differences between teaching methods and teaching techniques. The teaching method

is a way chosen by the teacher and applied when teaching the class, which aims to simplify the teacher in delivering teaching material. Meanwhile, the teaching technique is teaching skills possessed by a teacher in delivering material and handling class. Then, the teaching strategy refers more to the educational behavior possessed by a teacher in teaching the class. On the other hand, teaching methods and teaching techniques are part of the teaching strategy.

2.2 Young EFL Learners: Definition and Characteristics

There are many definitions of young learners; According to Nunan (2011) the term “young learner” covers a large chronological age span: from around 3 years of age to 15. This means that the young learners are students aging 3 to 15 years old. Meanwhile, Liyaningsih (2017) the young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two groups: they are younger group '6-8 years old' and older group '9-12 years old'. This means that young learners are students who studied English as their subject and as their second language that still studying in Elementary School start from year 1 to year 6.

Bourke (2006) notes that young learners do not yet have an idea to make language concepts in language. Meanwhile, adult learners have understood these concepts through the knowledge they have previously obtained and also different ways of thinking. This means that the teacher should have a good strategy to help the

students in learning the English language and to minimize their difficulty in the learning process.

However, Scott and Yteberg (2000) have identified the general characteristic of young learners. Here are some of the characteristics mentioned: Young learners are able to understand the situation faster than understanding language use, understand various things through body language, vision and hearing and love to play. they are also very logical and very enthusiastic in learning. However, they have attention that tends to be short and not yet able to concentrate fully on a problem, have difficulty in distinguishing facts from fiction, cannot determine what they will learn, find it difficult to admit that they don't know anything and often create their own world.

Based on the characteristics mentioned above, the teacher's way of teaching young learners must be different from the way teachers teach adults because they have to adjust to the young learner character so that the learning goals can be easily achieved.

Brendon (2012) mentions similar characteristic to Scott and Yteberg (2000) but there are some additional characters, for instance: young learners are very active, like to get a compliment, like gifts or presents and enjoy imitating. On the other hand, young learners do not have same experience in language, have limitation in writing

and reading, are more self-centered than others, are more shy than adults and are not ashamed when compared to adults.

A teacher has a responsibility to understand the student's character, especially being a teacher for young learners, we must fully understand their character. Because young learners have special characteristics that distinguish them from adult learners. There must be known and understood by teachers to contribute to improving the quality of teaching and learning.

On the other hand, in learning something children are more enthusiastic than adults. They will be enthusiastic if they are taught to use fun activities, learn new things, learn with material related to their daily lives or be involved in activities. Teaching young learners is different from adult learners. Young learners have special characteristics in language learning. They respond well to language through visual things rather than abstract things. Physical movements and real activities are needed by them to stimulate their thinking. As a result, teaching them requires different methods and must have a strategy in teaching. The teacher must know and understand some of the characteristics to choose the best techniques and methods to help children learn.

2.3 Teaching Strategies to Young Learners

There are several studies that mention the types of teaching strategies in teaching English to young learners;

Shin (2006) mention several teaching strategies in teaching English to young learners, for instance; 1) Supplement activities with visuals, realia and movement. 2) Involve students in making visuals and realia. 3) Move from activity to activity. 4) Teach in themes. 5) Use stories and context familiar to students. 6) Establish classroom routine in English. 7) Use L1 as a resource when necessary. 8) Bring in helpers from the community. 9) Collaborate with other teachers. 10) Communicate with TEYL professionals.

Next, Zainollah (2016) mention several empirical teaching strategies in teaching young learners, there are; 1) Teaching with pictures, visuals and realia. 2) Teaching by using stories. 3) Teaching with movements and games. 4) Teaching with music or songs.

On the other hand, Adisti (2018) mention some teaching strategies which refer to the Montessori method based on the theory from Montessori (2002). these are: 1) 80% free activity and 20% of activity directed by the teacher. 2) Doing various tasks that encourage thinking about social relationship. 3) Offering opportunities for social relationships through free interaction. 4) The arguments are found by

themselves, not presented by the teacher 5) The pronunciation rules are obtained through pattern recognition, not by memorizing every aspect of the curriculum involving thought.

2.4 Theoretical Framework

In general, this study contains the teaching strategies employed by an English teacher to young EFL learners as the main topic. Meanwhile, the opinion of the English teachers in this study is to identify about kind of teaching strategies employed in the learning process. The use of teaching strategies in the English class of a private elementary school in Yogyakarta is chosen as the issue of this research.

Teaching strategies have been employed in the teaching and learning process as the technique of supporting learning activities. The teacher may have different strategies when they employ teaching strategies in some classes depend on requirements and adjust with the objective of the lesson.

The theory below is the theory that the researcher chose to become a reference in this study. This theory explains several components that influence teaching strategies to be applied by teachers in teaching and learning activities. These components include teaching methods applied by teachers in teaching and learning activities, teaching techniques owned by teachers, application of tools or media to support teaching and learning activities, application of discipline in the classroom, good communication between teacher and students and ultimately this has an impact on learning goals.

In this case, this study aims to investigate the teaching strategies that English teachers employed in the learning process in a private elementary school in Yogyakarta.

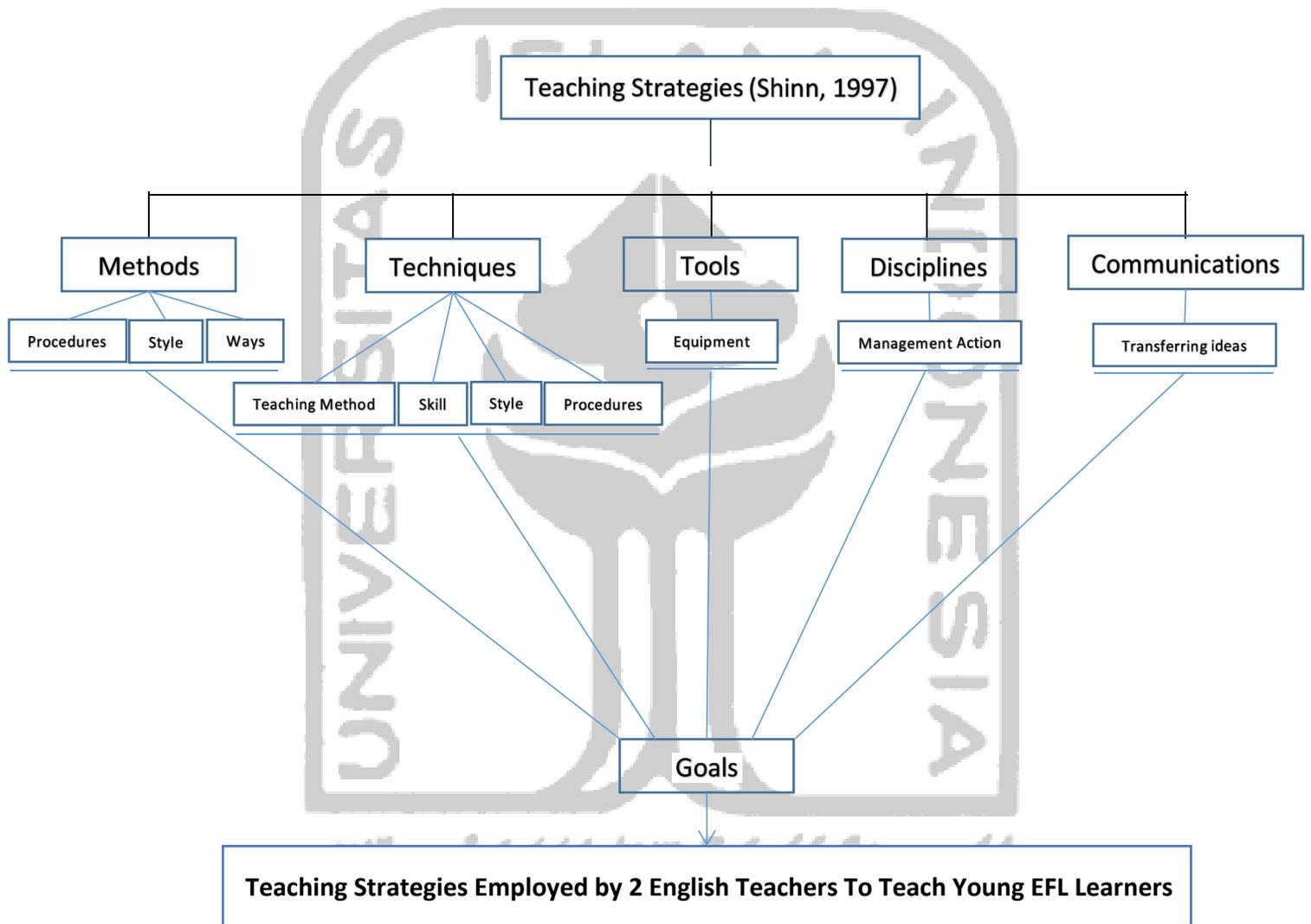


Figure 2-1 Theoretical Framework