

CHAPTER II

LITERATURE REVIEW

The definition, traits, and instruction of young learners as well as English for young learners will all be covered in this chapter. The final is the definition of perception, followed by earlier research.

2.1. Definition of Young Learners

The definition of young language learners is widely accepted in the literature. A pupil who is five to ten years old is referred to as a "young learner" (Scott and Ytreberg 1993:1). According to Slatterly and Willis (2001), very young learners are those who are younger than seven years old, while young learners are those who are between seven and twelve. It is generally accepted that young learners are youngsters in their first year of primary school, aged five or six, until the age of twelve (Bakhsh, 2016, p. 121).

The writers draw the conclusion that adolescents are children up to the age of six who have not yet begun their mandatory schooling and who have not read, based on the aforementioned reasons. However, the majority of youngsters in our nation (Indonesia) have begun attending school and are literate by the time they are six years old.

2.1.1 The Characteristic of Young Learners

Teaching English to children is not the same as teaching it to adults or teenagers. According to Cameron (2001:1), several distinctions in foreign language instruction for young students are evident right away:

"Children learn more quickly and with greater enthusiasm. They want their peer group's professors to like them. Even if they don't fully get the purpose or method of an activity, they will nevertheless attempt it. But they also lose interest more easily and struggle to stay motivated when faced with

challenging tasks. Children find it difficult to utilize words while discussing grammar and conversation. When speaking a new language, children frequently appear less bashful than adults, and the absence of obstacles appears to assist them develop a more natural accent. Cameron (2001:1).

In terms of the traits of young learners, Scott and Yteberg (1993:2-4) identify the following:

According to Scott and Ytreberg (1993:2-4), "some characteristics of young learners are that they know the world is governed by rules: they use language skills before they actually realize they have them, they are very logical, they have a short attention and concentration span, they love to play and learn best when they are having fun, they are very enthusiastic and positive learning they ask questions all the time, they rely on the spoken word as well as the physical word to convey and understand meaning, they are able to work with others and learn from others."

Young students are special. Younger learners prefer to play when learning English, which sets them apart from adult learners. The teacher must first understand the traits of young learners before instructing them in English. It might be simple for teachers to instruct young students if they are aware of their traits. Adult students and young students are significantly different. Shin (2006), on pages 3-6, said that primary school pupils had eight traits;

1. Young students like movement.
2. The attention spans of young students are often short.
3. Young students often possess a lot of physical stamina.
4. Young students have a strong bond with their surroundings.
5. Younger pupils are more drawn to the tangible and authentic.
6. Children's capacity to focus for extended periods of time improves with age.
7. Young students thrive in regimented settings and take pleasure in repeating certain tasks and routines.

8. Organizing group activities for young students may be challenging.

According to the aforementioned consideration, young learners have the following traits: they prefer to play and learn best when they are having fun; they act as though they understand the requirements and follow them; and they actually have a very short attention span and lack focus. However, as we all know, children as learners have a vivid imagination about what they see, hear, and think. Additionally, kids are able to inform you about their actions, words, and experiences.

2.1.2 Teaching English for Young Learners

Since young learners have certain features, there are particular guidelines that must be adhered to while teaching English to youngsters. Young children are seen as inquisitive beings. They are not only absorbing information from parents or instructors; they are actively generating concepts and building their knowledge (Piaget, 1983 as quoted in Lefa, 2014). A key concept from Piaget's theory of child developmental phases is that children are active learners and thinkers (Cameron, 2001). According to Cakir (2004), Moon (2003) suggested the following methods for young learners to acquire a foreign language as they must be inspired to learn:

- a. If they are inspired, they can learn. Motivating students may help them learn more quickly, and each instructor has a different approach to this.
- b. They learn best when they repeat what they hear.
- c. Teachers serve as role models for children, who learn by copying them.

- d. Through a range of engaging and enjoyable activities that they understand the aim of, children should participate in classroom activities in an environment of trust and acceptance.

Using games and songs to teach English to young learners is an excellent way to get them excited and involved since games not only boost student motivation but also give them rewards and language-use cues. Young learners can efficiently acquire their vocabulary with the use of games. According to the hypothesis, games may assist instructors in the classroom by being utilized as a quick warm-up or when there is still time at the conclusion of the session. After the teaching and learning process is over, games might be employed. According to Musballat (2012, pp. 3–4), the games can be connected to the subject matter and provide students with amusement before they leave the classroom. One of the most potent components of the learning environment is the teacher-student interaction (Liberante, 2012:1).

Dzanic (2016, p. 42) asserts that songs assist toddlers develop their confidence and that they are easy for them to learn and mimic. Young learners can also create language more readily while using songs, particularly if they employ their favorite tunes.

According to the explanation above, a prospective teacher must first understand the character of the students in order to successfully teach English to young learners. This is because the success of teaching English to young learners depends on how the prospective teacher handles the situation and conditions regarding how to approach students appropriately. For instance, teachers can encourage students to be more enthusiastic and interested in learning by

identifying their interests, such as by learning while playing, so that learning activities will feel engaging and enjoyable for them. Therefore, if English instruction for young students is to be successful, it must be done correctly. It requires devoted and extremely talented instruction. Teachers of English for young learners must have a solid grasp of how pupils acquire the language, which includes how they think and behave. This will act as the cornerstone for the introduction of English instruction to younger students.

2.1.3 English For Young Learners (EYL)

Studying English is crucial, especially for younger pupils, since it will be simpler to pick up the language if they start studying it early. Because of the child's brain's plasticity and virginity, which enable them to develop superior abilities, particularly in acquiring initial sets or language units, children are in the golden age of learning, according to Lightbown & Spada (1999:29). This makes childhood a golden age for producing bilingual children at the same time.

Additionally, Supriyanti's thesis explains why English is crucial for early learners (2012: 4). According to him, teaching English in primary school is important for three reasons.

First, the commonly held belief that a child's performance improves with the age at which they acquire a new language. Given that children are in their prime learning years, the majority of people concur with this view. Because of the flexibility and virginity of their brains, youngsters are at their golden age and have exceptional capacities in acquiring language sets or units (Lightbown & Spada, 1999:29).

The second reason is that the necessity for English-speaking workers to satisfy the demands of global economic forces has been fueled by economic globalization. Many local Indonesian businesses are joining the global market, and many foreign businesses are joining the local market in an increasingly globalized corporate environment. Using English as a business language has become essential. As a result, people frequently search for job openings on websites or in newspapers, where speaking English is one of the requirements. In other words, in order to deal with the pressures of the global economy, a candidate has to be proficient in both passive and active English.

Lastly, because English has social and economic advantages in the country, parents are excited about their kids learning it from a young age. Parents understand how vital English is to their kids. Parents are therefore prepared to pay for their children to take English classes and want them to acquire the language at school while also learning it on their own at home. Parents make these efforts in the hopes that their children would prosper socially and economically inside the country.

According to the above theoretical explanation, learning English at a young age is also a good idea for young students because it has many practical applications that will help them interact with the world. It is also very important and useful for their future.

2.2. Definition of Perception

A view, judgment, or appraisal formed in the mind about a particular matter, a belief stronger than impression and less strong than positive knowledge, a widely held view, a formal expression of judgment or advice, and a judgment

one holds as true are all definitions of perception that lead us to terms like observation and opinion (Bernhardt, 2007:1).

Recovering or estimating objective aspects of the physical environment is one of perception's main objectives, according to Hoffman (2008:3). It implies that evaluating or assuming the physical item in the environment is the primary goal of perception. People have sense organs like the nose, ears, and eyes that allow them to take in information from their surroundings. Every sense organ is a component of a sensory system that communicates with the brain by receiving sensory inputs. The process of receiving, selecting, organizing, interpreting, assessing, and responding in order to arouse the senses or data is known as perception. According to one interpretation, a person's view or perception is their opinion on an event or events that they have experienced. Even when someone experiences the identical incident, their perspective or perception may change (Sobur, 2003).

According to the aforementioned description, perception may be defined as an individual's mental opinion about something that influences their attitude and five senses. To enhance the teaching and learning process, teacher candidates' perceptions of the features and activities of the classroom when teaching English to young students are crucial. Teachers will be more passionate and strive to be good teachers for their kids if they understand how vital English is for early learners. The national education system is improved as a result of this, as is the teaching and learning process.

2.3 Teachers' Candidate

Teachers' Candidates bring their own beliefs and views about what it takes to be a great teacher to teacher education programs. These ideas are the outcome of socialization processes in schools, their upbringing, or a reflection of their life experiences (Kaufman, 1996). A time of supervised, directed instruction is known as preservice teaching. A mentor or cooperating teacher progressively transitions the college student into the teaching position for a specific class. As the experience goes on, the cooperating teacher supports and encourages the teacher candidates to take on more responsibility for instruction and classroom management. They start out as observers and become skilled professionals at the end of their preservice teaching experience.

One of the most important experiences in the professional education program is preservice teaching. The purpose of the preservice teaching experience is to give the aspiring teacher a controlled learning environment where they may apply the concepts and techniques they have acquired. The preservice teacher's ultimate objective is to become proficient in entry-level teaching abilities (Kaufman, 1996).

To be employed by a public school board, a graduate must apply for certification after finishing a pre-service program. A state or provincial governing body grants this. A credential earned in one nation might not be accepted in another, and pre-service programs vary in their design. Obtaining certification in a state or province other than the one where the teacher completed their pre-service program is far more difficult. Because of this, pre-service graduates have a harder time finding work outside of the state or province where they were trained.

2.4 Teachers Candidate' Perception on Teaching English for Young Learner

According to Lindsay and Norman, who are quoted in Pickens (2005), a perspective or perception is a process of translating an item into something meaningful and is dependent on prior experiences. Furthermore, according to Marrin (2006), a perspective or perception is an idea or thought that emerges from cognition or knowledge acquired through intellect and the senses. It entails using his or her senses to get the facts. The mind will evaluate the message in order to form a judgment about whether or not it is good. In summary, perception is a person's belief about a certain item. A person's past knowledge, as well as their cognitive and intellectual abilities, might influence their perspective on a given topic.

Cameron (2001) asserts that while teaching English to young students, a few concepts need to be used. They were as follows: (1) children actively create meaning; (2) they require space to develop their language skills; (3) language use conveys meaning cues that may go unnoticed; (4) development can be viewed as internalizing from social interaction; and (5) children's acquisition of foreign languages is influenced by their experiences.

Additionally, Cameron (2021), mentioned in Jannah (2019), discovered four problems with how young learners perceive English instruction. First, young learners are taught English at an early age; second, they learn more effectively than adults; third, it is simpler to inspire young learners; and fourth, teachers of young learners require specialized training. According to Cameron (2001), children's lack of inhibition appears to help them acquire a more native-like accent, and they frequently appear less ashamed than adults while learning a new

language. "Children who learn a new language early have a facility with the pronunciation which is sometimes denied to older learners," according to Harmer (2007). It indicates that younger students are more confident in learning a new language than adults are, and they also have more time to learn how to pronounce words more naturally.

2. 5 Relevant of Previous studies

A number of earlier studies are relevant to this investigation. The first is a research titled "Teachers' Perceptions About The Importance Of English For Young Learners" by Oktavian (2017). According to the findings, the instructors stated that parents are now eager to help and encourage their kids' English language learning. Because parents believe that their children will benefit from learning English in the future. Second, a research named "Teachers' Perception On The Teaching And Learning English For Young Learners" by Nur, Retnowati, and Solinda (2020). The findings indicated that teachers had both good and negative opinions on teaching and learning English to young students. According to the teacher, young kids who are learning English are very engaged and easily bored. However, songs, tales, and games can help pupils become more engaged, self-assured, and driven to study English while also enhancing their language proficiency.

Third, the 2019 study "Teaching and Learning English For Young Learners: Students – Teachers View" by Jannah. According to the results of the data analysis, the participants first thought that teaching English at a young age was beneficial since it would help young learners learn vocabulary and pronunciation more readily as they get older. Then, since they are more confident

than adults, young kids are better at learning a new language. Continue. It will be simpler for the instructor to inspire young pupils to learn English if they are engaged in the language and encouraged by their surroundings. This may be achieved via the use of engaging learning activities or enjoyable learning. Last but not least, in order to deliver engaging learning activities, young student instructors need specialized training to get accurate data on young pupils and how to run the classroom.

Fourth, a research titled "Teachers' Perception Of Teaching English For Young Learners And The Implementation In Public Primary School In Jembrana Sub-District" was conducted by Listriyani, Artini, and Padmadewi (2018). According to the questionnaire's summary of results, the strongest category of TEYL components was followed by the neutral group. According to the first TEYL component, teachers strongly believe that young students are very curious. Teachers have a neutral view of the influence on student accomplishment in many areas, but they strongly support the idea of teaching via activities and creating a fun learning atmosphere.

Similar to the current study, all of the earlier research mentioned above examined how English teachers at certain primary schools felt about teaching English to young students. The current study, however, differs from the earlier studies mentioned above because it focuses on how preservice teachers and teacher candidates, particularly those enrolled in UMB's English Study Program, perceive teaching English to young students.