

CHAPTER II

THEORETICAL BACKGROUND

A. Teaching English to EFL Young Learners

Teaching English to young learners is not easy, we should pay attention to some elements. Teaching English to young learners requires an approach that is developmentally appropriate, which means that learning is dependent on the stage of a child's physical, social, emotional, and mental maturity. According to Vygotsky (1962) there are the characteristics of young learners that we should know:

1. Energetic and physically active
2. Spontaneous and not afraid to speak out or participate
3. Curious and receptive to new ideas
4. Imaginative and enjoy make-believe
5. Easily distracted and have short attention spans
6. Egocentric and relate new ideas to themselves
7. Social and are learning to relate to others

Teachers of young learners (YLS) often use songs and movement to engage children in the classroom (Joan Kang Shin, 2017). Based on the learning styles of children, classroom instruction should be “enjoyable and interesting; active and hands-on; supported and scaffolded; meaningful and purposeful; and culturally appropriate and relevant” (Shin 2014, 557). Enjoyable learning itself can be created by using songs as a tool of learning.

Children often learn more enthusiastically and energetically than adults do, and they also appear less self-conscious while speaking in a foreign language. Within the first four or five years of their lives, all properly growing youngsters understand the intricate pronunciation, grammar, and vocabulary of their first language.

Hashemi and Azizinezhad (2011) credit Scott and Lisbeth (1992) for their information. They give several characteristics of young learners (ages 8 to 10) including:

- They are mature enough
- They have particular point of view
- They are able to describe the difference between facts and fictions
- They are curious of asking questions
- They believe in what is said and the real world to express and comprehend meaning/message
- They have distinct opinions about what they like and what they dislike
- They are open to what happens in the classroom and begin asking a teacher's decision
- They can cooperate with each other and learn from others.

However, According to Ida Prayatni (2019) effective teaching techniques, creativity, meticulous planning, and patience are required when teaching English to young learners. To keep students interested, teachers need to possess all of these qualities. Teachers can also think about additional traits that set them apart from teenagers and adults. These qualities are explained below:

- Young learners have short attention span
- Young learners are very active, imaginative, and egocentric
- Young learners love praise and reward
- Young learners are less shy than older learners
- Young learners enjoy imitating and are skillful
- Young learners enjoy learning through playing, acting, making and doing
- Young learners understand language as units not separate words
- Young learners interpret meaning without necessarily understanding the individual word
- Young learners learn indirectly rather than directly
- Young learners develop physically, mentally, and conceptually.

Here are some tactics for teaching literacy in English language classes. One of them is the use of complete language in actual literacy activities. Teachers teach students to utilize spoken and written language in a realistic manner. Language learners need to engage in

authentic literacy activities for both reading and writing that they can learn from books, articles, advertisements, fairy tales, songs, prescriptions, and other sources.

From the information above, it can be inferred that, based on its qualities, young learners learn in a very different way from adults, because the young learners quickly lose interest due to boredom and lack of stimulation. It is advised that teachers use music, stories, games, or activities created by themselves to keep students engaged and motivated.

B. Teaching English through English Video Songs

One of the interesting techniques is teaching vocabulary through video songs. Nowadays songs can be an alternative tool to learning English. In video songs, we can see not only the audio but the visuals also. So, it can make young learners interested and not feel bored. According to Pejic & Dzanic (2016), a song contains language patterns, but also develops listening skill, pronunciation, and rhythm, and provides a fun atmosphere for young learners. The song can be used as a suitable learning medium for young learners especially in learning the English Language.

Additionally, studying through a song can be a fantastic approach to enhance pronunciation and discover more about the target culture (Ridyatullah, Kasim & Daud, 2020). Students will be inspired to learn song lyrics and meanings by listening to music. So, if we understand that lyric, a ton of words will come to us naturally. For those who engage in these activities, they unintentionally become a means of learning English. Song has been discovered to be a technique with benefits for learning English. For instance, Salcedo (2010) and Davis and Fan note the benefits of using English songs with memory effects (2016). According to Campbell (2000), musical exposure benefits a child's growth and can even lessen some developmental deficits. Songs can aid in the development of the four skill areas, according to Saricoban and Metin (2000). According to Murphy (2000), songs appear to affect both short- and long-term memory. Almost everything we learn in a foreign language is something we frequently forget, with the exception of a few tunes. Songs are memorable and part of who we are for a variety of reasons, and they lend themselves well to classroom exploitation.

C. Video Song

According to Cullen as cited in Nur Halisa Agustina (2019), said that English video songs are significant teaching tools in the teaching English foreign language because, as most

teacher find out, students love listening to the music in the language classroom and they often hold strong views about music. There is advantage of using English video songs in the foreign learner classroom is their flexibility. English video songs can be used for a number of purposes and there are many reasons why English songs can be considered a valuable pedagogical tool. In this case, the researcher used English video songs in the teaching learning process.

English video songs are tools to help students to easily to remember the vocabulary because it is familiar to the students. This media provides an enjoyable atmosphere for the students, hopefully, the students will master the vocabulary better. Using video songs as a tool can help better because there are video and text in it.

In this research video song that the researcher used was a video with subtitle/caption. When a video is captioned, it has a subtitle in the same language so that students can read it in addition to seeing and hearing the video. Children who watch captioned videos are better able to describe content terms that were heard in the videos, pronounce novel words, recognize vocabulary items (which may or may not have been heard in the videos), and make deductions about what happened in the videos, according to Gernsbacher (2015). (p.196).

D. Vocabulary Mastery

Vocabulary is one of the language aspects that is supposed to be learned when people are learning a language. It is considered to be the main focus of learning a foreign language since there is a life that learning a foreign language is similar to learning its vocabulary. Vocabulary is also very important in English teaching and learning. A vocabulary is a list of terms used in a specific language. It can also be thought of as the words that people use to communicate in a language. Vocabulary, as defined by Burns and Broman (1975:295), is the collection of words used by a person, a class, or a profession. People exchange information to communicate, and that information is made up of words.

E. Learning Pronunciation

Pronunciation is important in communicating by using English language. Understanding what the speaker says and means is made easier for the listener by clear pronunciation. Similar to how sounds and symbols are different in English pronunciation.

According to Harmer (in Multasih, 2018), those who study and instruct English as a second or foreign language ought to be aware of this distinction. Pronunciation involves several different factors, including intonation, pressure, and sound (Ladi in Widyawati, 2017). For whom that has a difficulty in pronunciation or low capability in pronunciation, it will hard to see the differences of how to pronounce it.

According to Hornby (1995: 928) pronunciation is the way a language is spoken, how a phrase is pronounced, and how someone speaks a language's phrases. According to Yates (2002: 1), pronunciation refers to the creation of sounds that a person uses to create meaning. According to Syafei (1988: 1), pronunciation is a multi-step process. In addition to the creation of sounds, it also covers their popularity. Prior to engaging in an oral manufacturing activity, practice and aural believe must be accepted.

It's critical that teachers teach kids proper English pronunciation in the classroom. Learning pronunciation is important in learning English. It can help the learners to speak well and understandable. In Indonesia, children from kindergarten to university are required to learn English as their first foreign language. English is taught in various informal education settings, such as courses and training, in addition to official schooling.