CHAPTER II

LITERATURE REVIEW

A. Teaching Young Learner

"Teaching is guiding and facilitating learning, allowing the learner to learn, setting the conditions for learning," According to (Brier & lia dwi jayanti, 2020). This guarantees that teaching offers students with aid and facilities to help them learn properly. Teaching is both cognitive and behavioral, and teachers' theories and views about teaching, instructors, and learners guide their practice of acts in the information classroom. This means that the process of conveying information from instructor to student is referred to as teaching. The teacher must be aware of both teaching activities and student behavior. Based on the preceding statement, it can be inferred that teaching provides students with support in transferring knowledge from the teacher to pupils.

1. **Young Learners**

Young learners according to Curtain and Dahlberg (2004). Are divided into four bases on their age, they are first, pre-school student ages 2-4 years normally still at a kindergarten school. Secondly, Primary students ages 5-7 years and thirdly, Intermediate students ages 8-10 formally at elementary school and the last early adolescent student ages 11-14 formally at junior high school. The most significant features of young learners are their propensity to be active, some of which are more active than others. Teachers should be concerned about children who are very passive or active in their actions. Another characteristic of children that is most noticeable is their high level of activity, it is their tendency to be curious. Undoubtedly, you have noticed how sensitive children are to the many items in their world and how fast their focus moves from one aspect to another (Sholeh & Anam, 2020).

Young learners are primary students.(Cameron, 2001), Stated young learners are between the age of approximately five and twelve. In the education systems, young learners are children who are in primary or elementary school. In addition,

young learners have the characteristics (Pinter, 2017), which are:

1) They can differentiate objects based on their characteristics;

2) They can arrange logical combination where A is fewer than B and B is fewer than C, etc;

3) They can develop a way to think which is reasonable and systematic, but they still think based on the physical.

There are many statements about the meaning of young learners. "Young students convinced as English students between the ages of 7 and 15". Young learners are students studying in elementary or high school-aged 7-15 and they are learning English as a second language.

According to (Pribilova, 2006), says "the term young learner covers a wide age range. This could be anybody from the age of three to the age of eighteen. There is a big difference between what a three-year-old child can do and what a child of fifteen can do. Some children develop faster, others need more time". The young learners are the students of the elementary school from the age of 6-12 years old. They could be subdivided into two groups: they are a younger group (6-8 years old) and

older group (9-12 years old). According to their level, they called students of lower classes such as first, second, and third years students and upper classes namely fourth, fifth, and six years students. Meanwhile, Scott and Ytreberg subdivided them into two groups: they are level one (5-7 years old) and level two (8-10 years old) (Scott & Ytreberg, 2001).

From the above explanation, It is clear from the preceding description that young learners are those aged 6 to 12 years. As we all know, the typical age for children to begin primary school in Indonesia is six years.

2. The Characteristics of Young Learners

Primary children, as early learners, differ from adult learners in several ways. The issue for primary teachers is to select effective teaching tactics for their children. Several tactics were used by the teacher during the teaching and learning process. The success of learning objectives was influenced by the strategy chosen during the teaching and learning process. Choosing a flaw strategy would stymie the teaching and learning process. As a result, the teacher must select acceptable ways for educating young students.

In learning a foreign language, children and adults have different perceptions because they have different characteristics. Children are more enthusiastic than adults. Moreover, they like to please teacher but they can lose their interest easily in the materials given.

(Cameron, 2001) stated that children have a number of characteristics that teachers of English need to keep in mind when they are planning to set up activities. They are highly motivated, enthusiastic, and lively learners. On the other hand, they do not find it easy to use language to talk about something because they do not have the same access as the older learners to reach meanings. Teachers are the ones who can help them maximize their ability to acquire the given knowledge. Characteristic of a young learner according to the Nunan (2011):

1) Children are in pre-school or in the first few years of schooling.

2) In general, they have a holistic approach to language. This means they understand meaningful messages but have not yet been able to analyze the language.

3) They have a lower level of awareness of the learning process.

4) They have limited reading and writing skills, even in their first language.

5) They are usually more concerned about themselves than others.

According to (Harmer, 2018), the characteristics of young learners have eleven characteristics: 1) Young learners respond although they do not understand; 2) young learners learn everything around them; 3) they learn indirectly rather than directly; 4) young learners understand mostly when they see, hear, touch and interact rather than explanation. It is difficult to deal with abstract concepts; 5) in general, young learners show curiosity about the world and enthusiasm for learning a language; 6) young learners like to talk about themselves and respond to learning that uses their live as the main theme; 7) young learners love to discover things, to make or draw things, to use their imagination, to move from one place to another, to solve puzzel; 8) young learner have a short attention span, they can get easily bored after 5-10 minutes; 9) teachers should have a rich repertoire of activities to help young learners receive information from a variety of sources and to plan a range of activities over a given period of time; 10) teachers are expected

to work with students individually or in groups; eachers need to aware of the interest of the students to motivate them.; and 11) the classroom should be colorful and bright with enough room for a variety of activities.

Meanwhile, (Scott & Ytreberg, 2001) have identified the general characteristic of children as young learners. The characteristics mentioned are as follows: they understand the situation more quickly than understand the language used; their own understanding comes through hands and eyes and ears; they are very logical; they have very short attention and concentration span; they sometimes have difficulty in knowing what fact is and what fiction is; they cannot decide for themselves what to learn; they love to play and learn best when they are enjoying themselves; they seldom admit that they don't know something either; they are enthusiastic and positive about learning; they have their own world.

Considering the characteristics mentioned above, the teachers' way in teaching young learner is also different from the way the teacher teach adults. The differences between teaching English to young learners and adults lay on the linguistic,

psychological, and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use (Cameron, 2001).

In addition, (Ashoori, 2012) has a list of the characteristics which young learners share: Young learners are only just beginning their schooling.

1) As a group they are potentially more differentiated than secondary or adult learners.
2) They tend to be keen and enthusiastic learners.
3) Their learning can be closely linked with their development of ideas and concepts.
4) They need physical movement and activity as much as stimulation for their thinking.

The teacher should know the characteristics of infants, or the characteristics of young learners you have taught, if you are an teacher.

Young learners mean children aged between the first year of formal schooling (5 or 6 years) and 11 or 12 years of age. Young learners have their own special features that separate

them from adult learners (Shin, 2009). The teacher should be recognized and understood to contribute to improving the standard of their teaching and learning process.

According to there are some ways in which children learn as follows:

1) How children learn children is an active learners and thinkers

2) Children learn through from social interactions

3) Children learn effectively by scaffolding adults

As a result, teaching English to young learners needs the skills as a good teacher, so that young learners can understand the material, keep up with the task, learn the language and manage it. In addition, teaching English as foreign language to young learners requires that teachers have a thorough understanding of the development, needs the characteristics of young learners.

Children, on the other hand, are more enthusiastic than adults. They will be engaged if they are taught through fun activities or are involved in activities. Teaching children differs from teaching adults. Children have unique qualities when it comes to language learning (Pinter, 2017). They respond well to

language through concrete (visual) rather than abstract (verbal) means. They require physical motions and real-world activities to enhance their thoughts. As a result, teaching them involves a variety of approaches. The instructor should understand and be aware of certain qualities in order to select the appropriate technique and method for assisting students in learning.

B. Teaching Strategies for Reading

1. Teaching Strategy

According to (Prassetyo & Yuyun Yulia, 2022) teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities.

Strategies are used to obtain success or success in achieving goals. Strategy is different from the method, the strategy refers to a plan to achieve something, while the method is a way that can be used to implement the strategy.

In other words, strategy is a plan of operation achieving something. While the method is a way in achieving something.

Strategies are steps or action taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal. According to J. R David, in an education context, the strategy is a plan, method, or series of activities designed to achieve a particular educational goal (Dewi, 2017).

Teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.   Based on the definition above, it can be concluded that teaching strategies are a plan prepared by the teacher to achieve certain educational goals. From some understanding of learning strategies, it was concluded that the learning strategy is an approach in managing activities, by integrating the sequence of activities, equipment and materials as well as the time used in the learning process, to achieve the learning objectives that have been determined actively and efficiently.

2. Teaching Strategies for Reading

Reading is an activity which is done to catch ideas or information of written text. By reading, the readers will get knowledge which is important in daily life activity. For the students at school, reading is an activity motivate them to be active in adding their knowledge and activating their thinking process. It is caused that during reading they catch and reach much information about anything from their reading form their reading. Reaching much information in reading will help the students have much knowledge, especially related to their study.

According to (Jhonson, 2008), reading is the practice of using text to create meaning, the two key words are creating and meaning. If there is no meaning being created, there is no reading taking place. So when the reader read, she or he combines visual and non-visual information to create meaning of the text. Reading is the reader's struggle to understand what the text is about. In order words, it is a dialogue between the text and the readers (Zafitri, 2019). So the readers that can understand the meaning of passage, can also catch the meaning of the text.

Reading is strategies process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdown, and match comprehension output to reader goals (Grabe & Stoller, 2020). That definition strengthen the definition of reading in which reading is an active process in the brain.

In conclusion, reading is the interpretation process of the word meaning and understand the information of the text. Reading is not an essy job, reading is a complex process. In reading process the reader must be able connect their thinking to the writer's idea and they must use their background knowledge in order help them understand and get the information was delivered by the writer.

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Aswan et al, 2010 stated that teaching strategy is a teacher's plan in teaching and

learning process to achieve a purpose which have planned. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.

Teaching strategies are a general description of the plan of a lesson such as the needs or objectives for implementing teaching strategies (Antoni, 2011). It can be concluded that the teacher is a means of knowledge that can help the student learning process. That way students can gain knowledge about learning, especially in English. Teaching strategies are related to teaching and learning activities used by teachers such as techniques, structures, methods, approaches, and procedures (Harmer, 2018). It is a tool for teachers to help students meet specific learning goals. Teachers must also be creative in their content selection and inspire their students to learn. Teachers must therefore adapt a number of ways to support teaching and learning (Purwanto & Atmaja, 2022).

Teachers strategies often expect students to develop their reading skill by osmosis (absorption) and without help.

In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. Moreover, according to (Ur, 2012), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading. Teachers' strategies in teaching reading was presented into three teaching stages; pre-reading, while-reading and post-reading (Nunan, 2010):

1. Pre Reading

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Which includes: brainstorming, dictionaries and asking for specific information.

a. Brainstorming

Brainstorming is one of the activities which can be done in the pre-reading stage. This strategies for generating a large number of thoughts about a certain subject . In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning

b. Dictionaries

The use of dictionaries in teaching reading comprehension as a foreign language is very dominant. This strategy is used When students have problems of unknown words, teacher can encourage them to use dictionary. Teacher can encouraging students to use dictionary in pre-while stage.

c. Asking for Specific Information

Students are asked to call out vocabulary, knowledge, and experience that are important to the text, as well as relevant language and an expectation meaning, in this activity. Beside it, sequencing pictures is the next activity that can be used. It is an

activity in which students are asked to make an image that relates to the text and offer important background information in order to create a sense of expectation.

2. While Reading

During reading activities are instructional activities that are going on while reading activities are happening. In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. Which includes reading Aloud and reread for checking comprehension.

a. Reading Aloud

Although term of read aloud is the classic strategy in teaching reading, many teachers tend to use this strategy in various levels of students. Reading aloud plays an important role in the development of reading competence and helps students in making meaning. Reading aloud to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other

can develop class cohesion and encourage students about the text

b. Reread for Checking Comprehension

Focus on the students' ability and improving their control of language while reading the text are other competences of a teacher in teaching reading comprehension. In the present study, the teachers asked students to check or monitor their comprehension while rereading the text in teaching reading comprehension

3. Post Reading

Post-reading activities are the activities conducted by a reader after reading. For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested. Post-reading activities are instructional activities that the students and teacher do after reading take place which include: Evaluating comprehension in particular tasks and asking questions for specific information

a. Evaluating Comprehension in Particular Tasks

Kinds of activities to evaluate comprehension in the post-reading stage; evaluation of comprehension in a particular task, evaluation of overall progress in reading and in particular types of reading tasks and deciding if the strategies used were appropriate for the purpose

b. Asking Questions For Specific Information

In this study, one of the teachers created the activity which aimed to ask the students with comprehension questions and clarified their answer to the class to make sure that they understand the text. In general, the teachers did the reviewing as their strategy in teaching reading especially in post-reading stage.

From the discussion above, in some circumstances, the EFL teachers have applied several strategies in the teaching reading practice. Some factors such as teachers' skill, teachers' understandings on the theories and teaching experiences have influenced the teachers to apply the appropriate strategies of teaching reading comprehension.

In fact, as it is explored in the discussion above, the teachers have conducted those strategies into three stages;

pre-reading, while reading and post reading stages. In pre-reading stage, the activities involve brainstorming, dictionaries, asking for specific information. Then in while-reading stage, the activity involves reading aloud, reread for checking comprehension. At last, in post-reading, the activity involves evaluating comprehension in particular tasks and asking questions for specific information.

C. Reading Skill for Young Learners

Reading is a crucial first activity for everyone because it fosters the development of ideas and improves language skills in addition to serving as a source of information. According to (Erbe, 2010) reading is a technique for acquiring information from texts mixed with one's experience to discover meaning. By updating the text's meaning based on the reader's understanding, someone is engaging in a sophisticated process that makes use of techniques. The meaning of the text can be understood using a variety of techniques. Students can draw connections between the selection or assessment processes as they see fit. Making understanding of a text requires reading. This is one of the language abilities one needs to be able to speak English well.

One of the four language skills is reading. Early reading is a technique used to spot pupils who haven't been able to pick up reading skills, such how to read the alphabet or simple words. One of the crucial areas of teaching is reading, according to experts (Lismayanti et al., 2014). Due to their wide linguistic expertise, it is also helpful for multiplying and altering ideas. Fluent readers get a plethora of information, new insights, and comprehension of the books they have read (Afriani et al., 2020). Reading is a process in which readers combine information from texts with what they already know to look for meaning. Reading is a necessary activity in the classroom. because pupils must be able to read. Reading can be seen as a process of comprehending the text's contents in order to learn something or acquire information. According to (Lund & Winke, 2008) identified four different categories of reading.

1. Perspective Reading

    Reading with attention to the larger components of discourse, such as punctuation marks, letters, words, and other graphic symbols, is known as perceptive reading. It has to do with the bottom-up approach in this case.

2. Selective Reading

This kind of categorization is determined by the assessment format's content. with projects that are graphic, multiple-choice, or graphical. It is employed to briefly understand grammar in concise texts. This kind may combine top-down and bottom-up procedures

3. Interactive Reading

Reading that involves interaction between the reader and the text is referred to as interactive reading. To learn information from the text, read the paragraphs or pages where the language is present. Bottom-up processing is an option in this kind.

4. Extensive Reading

Reading a book or article with more than one page of content is referred to as extensive reading. The majority of readers' free time is spent outside of the classroom. Top-down processing is a possibility.

There are four different forms of reading, namely perceptive reading, selective reading, interactive reading, and extended reading, as can be seen from the explanation above. The meaning of letters, words, and symbols must be learned in order to read perspective. The method of selective reading involves identifying

the locations of words in brief paragraphs. Finding information from a text after having read it is called interactive reading. Understanding the entirety of a larger document requires extensive reading.

Reading is a task performed to fulfill specific objectives. One of them can extend one's horizons and offer new facts. Reading is done to make connections between the information presented and what one already knows. The types of reading objectives, according to Grabe William and L. Fredrika (2002), are as follows:

a. Reading to search for simple information

Reading to find simple information is a general ability that a person has in reading. This objective is often used in assignments to be seen as a type of reading ability.

b. Reading to skim quickly

Skimming is a part of one's skill whose purpose is to find important things in a text. This is part of the strategies used in reading that are common to everyone.

c. Reading to learn from text

Reading to learn, namely where a person needs to learn from the information in the text according to the existing

context. This means that it requires the ability to connect the reading text with the main idea needed.

d. Reading to integrate information

Reading to integrate information is to make additional decisions based on interests to complement, assist, in accommodating information from various sources.

e. Reading to write and critique texts

Reading to write and reading to critical texts are variations of integrating information. In this case, it requires the ability to select, organize, and criticize information from a text.

f. Reading for general comprehension

Reading for general skills requires a fast process for fluent and skilled people. Skills possessed such as being able to find the meaning of words or interpret the meaning of words so that they can find out the main idea of the text.

The purpose of reading is not only for students but for society in general. Reading can help a person to get information from various fields such as social, political, economic and others. The skill that a person must have in

reading is to be able to connect ideas in the text with existing knowledge.

1) Reading

Reading is the process through which readers gain knowledge from writings such as newspapers, magazines, and articles. Reading comprehension is critical for readers to be successful, especially kids who are reading for academic objectives. Understanding occurs during the reader-text interaction, according to Pourkalhor and Kohan (2013). Reading in a second language is tough, and students learning reading comprehension must combine abilities to understand the information. The reader is required to take information from a book and blend it with previously acquired knowledge. Various reading comprehension kinds are frequently recognised, depending on the reader's reading goals and the reading style used. Students employ prolonged reading to activate their cognitive processes in order to understand the concepts and meanings presented in the text (Riswanto, 2022).

Many people struggle to become proficient readers. Reading comprehension is the act of comprehending and

interpreting what has been read. The purpose of reading comprehension is to extract meaning from written text (Darmayanti, 2021). Reading comprehension is a cognitive skill in which individual words are compared and meanings such as phrase, clause, and paragraph are identified in reading activities (Damanik, 2021).

While reading comprehension may be defined as comprehending the complete text, young students must be able to recognise the letters. Reading is a stage in which text readers analyse the substance of the text using their talents, methods, and knowledge. in the sense of attempting to determine what a word's definition is. It can be derived from printed matter or other written writings. Reading strategy is one of the most important aspects of academic success. Because readers utilise strategies to develop a cohesive mental image and explanation of the events described in the text (Abidin & Riswanto, 2012), strategy is critical to comprehension.

D. Previous Relevant Studies

Previous research related to this research was a study conducted by Pratama (Pratama, 2018) with the title "Teachers' Strategies In Teaching English Vocabulary To Young Learners" (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016). This study aims to describe the vocabulary learning carried out by the teacher to the third grade students of MI Kedungharjo in the academic year 2015/2016. The research was conducted to find out how vocabulary learning was applied by the teacher, such as the material used by the teacher, the media used by the teacher, the techniques used by the teacher, the problem and solutions faced in implementing the learning process.

The researcher used descriptive qualitative data to analyze. Data collection was carried out by observing the teaching and learning process, conducting interviews, and documenting some important data that supported this research. Data were collected from interview manuscripts, field notes, syllabus, textbooks, and lesson plans. Data analysis techniques are data reduction, data analysis, data presentation, and concluding. The subject of this research is an English teacher at MI Kedungharjo. The object of

this research is focused on the process of learning vocabulary in class III MI Kedungharjo.

Based on the data collected, the researcher concluded that the materials used by the English teacher were (1) Hospital, (2) Food and Beverage, (3) Time, (4) Clothes and Colors, and (5) Bedroom Objects. The media used by the English teacher are real objects, pictures, videos, and students' English books. Then, the strategies used by the teacher are (1) Translation, (2) Memorization, (3) Playing games, (4) Singing songs. The problems with the implementation of the teachers' strategy stem from three aspects, namely: (A) Problems from the teacher itself, such as: (1) The teacher has problems motivating students to learn vocabulary, (2) The teacher has problems managing the class. (B) Problems from students such as (1) the classroom environment and (2) students find it difficult to learn English, (C) Problems from school such as lack of media, especially LCD.

The similarity from those theses with this research is on the methodology, where it used descriptive-qualitative method. The differences are on the purposes of this research are to determine English learning in fifth-grade students of Islamic Elementary

School Al-Azhar 29 Semarang in terms of English language teaching materials, teaching methods, and learning assessments and to describe the strategies of teaching vocabulary learning carried out by the teacher. While my research is investigate the teachers' strategies in reading for young learners at SDN 83.

Secondly, Nurmadia Sarjan (2017) with a entitled "Analysis of English Teachers' Strategies in Teaching Reading Comprehension to Class II Students of SMP Negeri 1 Wonomulyo". In this study, the researcher wanted to know how the English teacher's strategy in teaching reading comprehension in class II SMP Negeri 1 Wonomulyo and how the English teacher's strategy was applied in teaching reading comprehension in class II SMP Negeri 1 Wonomulyo. The method of this research was qualitative research. The subject of this research was English teacher in Junior High School 1 of Wonomulyo. The instrument of this research were observation ceklist and interview.

The result of the research found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QARs (Question Answer

Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

Thirdly, Alfian (2018) with a thesis entitled "An Analysis Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone". This study aimed to find out: (1) the strategies used by the teacher in teaching English. (2) the students' perception towards the strategies used by teacher in teaching English. The data were conducted from September to October 2017 from 1 class that consisted 28 students the Eleventh Grade of SMA Negeri 5 Bone. This study used descriptive Quantitative Research Design, The instruments used were observation checklist and questionnaire. The observation checklist was distributed to the teacher of the Eleventh grade at SMA Negeri 5 Bone, then questionnaire was distributed to 28 students of the Eleventh Grade at SMA Negeri 5 Bone. Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the

light of prior knowledge and experiences using appropriate and efficient comprehension strategies.

The findings of this research showed that the teacher used two strategies in teaching English.Those were Reciprocal Teaching and Question Answer Relationship (QAR). The students' perception about two methods are easier to understand, can convey and change the opinions, get the new ideas, can motivate them to think in the group, and the students can inure themselves to practice speaking by giving question and answer it. and finally, it concluded that the students are like of the using those strategies.

E. Theoretical Framework

The first research question is English teachers in reading strategies, second how do teachers applied the strategies in teaching reading and the third what is the obstacles in implementation the strategies . To answer those research questions, the researcher used Nunan theory. The researcher also addresses the theory of Nunan to explain the sources of teachers' strategies.